

2018 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see [here](#).

School name: Hazel Glen College (Senior School)

School number: [insert school number]

Based on School Strategic Plan:2018 -2021

Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	<i>Essential Element: Excellence in Teaching & Learning</i> <i>Student Achievement</i> To develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement.
STRATEGIC PLAN TARGETS	
12 MONTH TARGETS	<ul style="list-style-type: none"> • YEAR 1 <ul style="list-style-type: none"> • To develop and document the College curriculum for 2018 • To establish roles and responsibilities of Domain leaders to lead highly effective collaborative teams • -To implement an assessment schedule and systems for collecting data- <ul style="list-style-type: none"> -To establish a College Curriculum Committee (CCC) to co-ordinate continuity in Literacy and Numeracy scope and sequences across the College • -To establish a College Curriculum Committee (CCC) to co-ordinate Literacy and Numeracy T&L approaches across the College • -To analyse and review NAPLAN trending data and VC teacher judgment data setting annual targets • -For the CCC to review and align teacher judgment processes
FISO IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning
FISO IMPROVEMENT INITIATIVE RATIONALE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention:

Key Improvement Strategy 1	To create professional learning teams focused on continuous improvement in providing an engaging, rigorous and inspirational curriculum using data to inform program effectiveness. HGC: SSM=Positive Culture, Excellence in Teaching and Learning, Accountability							
Actions	<ul style="list-style-type: none"> • To develop and document the College curriculum • To establish to roles and responsibilities of Domain leaders to lead highly effective collaborative teams • -To implement an assessment schedule and systems for collecting data 							
Evidence of impact	All teachers will be implementing a common curriculum using the HGC unit planners to provide differentiated learning and assessment.							
ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING			
					Progress Status	Evidence	Budget YTD	
<ul style="list-style-type: none"> • To review, refine and differentiate the Year 9 curriculum and develop and documented differentiated curriculum for the Year 10 and VCE / VET subjects 	HoTL SS Domain Leaders	Yes	End of 2018	[Drafting Note report here the	● ● ●	6 months: All Year 9 Curriculum unit planners, assessments and H Books for Terms 1-3 has been reviewed and adjustments and		

<ul style="list-style-type: none"> using HGC unit planners. Develop H Books for Year 10 including electives. To implement the Capabilities within the Year 9 and 10 Curriculum. 	VET Coordinator				budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]		<p>modifications planned.</p> <p>Year 10 – All Semester one Electives will have been developed and documented with unit plans and assessments stored on the staff drive.</p> <p>Core subjects will have developed, documented and implemented unit planners, assessments for T1 and 2</p> <p>Differentiated assessments are evident in all units.</p>	
<ul style="list-style-type: none"> To establish the roles and responsibilities of Curriculum and Domain leaders to lead highly effective collaborative teams. College wide leadership program developed and implemented to capacity build staff in leadership. 	AP SS and Executive	Yes	End of 2018			● ● ●	<p>12 months:</p> <p>All Year 9 and 10 Curriculum for Core and Electives will have been written with unit planners and assessments and stored on the staff drive.</p> <p>H books for each Yr 9 and 10 unit / elective will be available on I tune u.</p> <p>Capabilities will have been mapped across the curriculum, embedded into curriculum and assessed against.</p> <p>VCE / VET subjects have curriculum developed for Units 1 and 2</p>	
						● ● ●	<p>6 months: All SS Roles and responsibilities for 2018-9 will be documented in the College staff handbook.</p> <p>College wide leadership</p>	
<ul style="list-style-type: none"> To develop a SS assessment and exams policy to implement an assessment schedule for 2018. 	HoTL SS Domain Leaders	No	End of Term 1			● ● ●	<p>6 months: SS Assessment schedule and exam policy developed and shared with SS staff.</p>	
						● ● ●	<p>12 months:</p> <p>College wide leadership program developed and implemented for staff.</p>	
<ul style="list-style-type: none"> Develop College wide and SS specific systems for collecting data eg SPA whole college, 	College Curriculum Committee					● ● ●	<p>6 months: Develop a clear data framework across the college</p> <p>Reflect and review current assessment schedule and make relevant changes</p> <p>Train staff on how to use Compass and SPA to record assessment data</p>	
						● ● ●	<p>12 months: Update assessment schedule</p> <p>Share data framework with staff</p>	
<ul style="list-style-type: none"> Develop a Senior School subject program for Years 10-12 incorporating VCE / VET and VCAL subjects. 	AP SS HOTL / HOS Domain Leaders	No	End of Term 2				<p>6 months: Have developed a framework of subjects and Senior years options to present to students and parents for subject selection.</p>	
<ul style="list-style-type: none"> Investigate and develop a digital device and learning plan for Senior School 	AP SS / AP - Innovations HOTL Domain Leaders Curriculum leaders	No	End of Term 2				<p>6 months: Have researched and investigated digital platforms, device policies and teaching pedagogies that will allow students at HGC to learn most effectively.</p> <p>Develop a implementation plan ready for 2019</p>	

You may use multiples of the table below to document the KIS.

Key Improvement Strategy 2	To ensure consistent and effective pedagogical approaches across the College					
Actions	<ul style="list-style-type: none"> To reinforce the implementation of a common Education Instructional model 					
Evidence of impact	Students will be engaged in lessons that are well structured with a clear understanding of the knowledge, skills or understanding that is being developed. Increase in effective teaching time measure of students attitudes to school survey data for Yr 9 and 10 to 40 percentile					
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN			MONITORING

				BUDGET ESTIMATE	Progress Status	Evidence	Budget
							YTD
Introduce HITS with a focus on Structuring lessons by implementing a common Education Instructional model (IMPACT)	HoTL SS Domain Leaders Curriculum Leaders	Yes	Throughout 2018	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months: All SS staff will have received PL about the IMPACT instructional model and will have stated to implement this into their classroom practice.	
					● ● ●	12 months: IMPACT reflected in classroom practice – noticeable through classroom walkthroughs by curriculum leaders and domain leaders. Student attitude to school data increase to 40 percentile	
Introduce HITS with a focus on Setting lesson goals (Learning Intentions and success criteria). Unit plans contain learning intentions and success criteria and these are used by teachers in each lesson.	HOTL SS Curriculum Leaders Domain Leaders	Yes	By the end of 2018		● ● ●	6 months: Start of Term 1 PL on Setting Goals. All Term 1 and 2 units will have evident learning intentions that are used by teachers. Investigate SOLO taxonomy and trial SOLO with some domains in writing learning intentions and success criteria.	
					● ● ●	12 months: IMPACT reflected in classroom practice – noticeable through classroom walkthroughs by curriculum leaders and domain leaders. All units will have lesson based learning intentions and success criteria that staff are using to introduce and summarise lessons.	

Key Improvement Strategy 3	Ensure a quality whole College approach to developing Literacy and Numeracy skills in students across the curriculum. Each student to demonstrate growth of at least 1 Victorian Curriculum level in twelve months in Literacy and Numeracy strands HGC: SSM= Accountability, High Expectations for success, Excellence in Teaching and Learning
Actions	<ul style="list-style-type: none"> -To establish a College Curriculum Committee (CCC) to co-ordinate continuity in Literacy and Numeracy scope and sequences across the College -To establish a College Curriculum Committee (CCC) to co-ordinate Literacy and Numeracy T&L approaches across the College -To analyse and review NAPLAN trending data and VC teacher judgment data setting annual targets -For the CCC to review and align teacher judgment processes
Evidence of impact	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
<ul style="list-style-type: none"> -To establish a College Curriculum Committee (CCC) to co-ordinate continuity in Literacy and Numeracy scope and sequences across the College -To establish a College Curriculum Committee (CCC) to co-ordinate Literacy 	AP Curriculum JS/MS HOTL	[Drafting Note Is this a Professional Learning Priority for the	Term 1 2018	[Drafting Note report here the budget you expect to use to implement this	● ● ●	6 months: Teachers aware of IMPACT and encouraged to use in classroom practice. Create a whole college scope and sequence for literacy and numeracy Align documents with literacy and numeracy strategy Develop pathways for literacy and numeracy K-12	

<ul style="list-style-type: none"> and Numeracy T&L approaches across the College 		school (yes/no)?		Activity and Milestone. Also Record if Equity funding will be used]	<ul style="list-style-type: none"> ● ● ● 	Staff PL in fountas and pinnell - relevant for SS??	
						12 months: IMPACT reflected in classroom practice Document and publish on SITES review	
<ul style="list-style-type: none"> -To analyse and review NAPLAN trending data and VC teacher judgment data setting annual targets 	AP - SS HoTL Domain leaders				<ul style="list-style-type: none"> ● ● ● 	6 months: Teachers provided with NAPLAN data from 2016 /2017 and Goals set for 2018 VC data for cohort analysed from 2017. 2017 VC data made available in Compass for teachers. Teachers provided PL to interpret this.	
						12 months: NAPLAN data analysed and reviewed for 2018. Goals updated. VC data analysed at end of Sem1 and Sem2	
<ul style="list-style-type: none"> -For the CCC to review and align teacher judgment processes 	CCC		Term 4 2018		<ul style="list-style-type: none"> ● ● ● 	6 months: - Develop a clear data framework across the college - Professional learning to upskill staff with the use of data and the use of a variety of platforms i.e. SPA, Compass	
						12 months: Review of data and teacher judgement processes complete and recommendations provided.	

Goal 2

The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	<p><i>Essential Element: Excellence in Teaching & Learning</i> <i>Student Engagement</i></p> <p>To develop programs which engage learners through evidence-based practice focusing on the needs of the 21C learner.</p>
STRATEGIC PLAN TARGETS	[Drafting Note: Record the targets in your SSP related to this Goal]
12 MONTH TARGETS	-To reinforce a focus on a set of common learning behaviours
FISO IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning
FISO IMPROVEMENT INITIATIVE RATIONALE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention:

Key Improvement Strategy 4	To ensure consistent focus on the development of positive student learning behaviours HGC: SSM= Positive Culture, High Expectations, Accountability
Actions	To reinforce a focus on a set of common learning behaviours

Evidence of impact	Students will arrive to school ready to learn, they will have a clear understanding of the college's expectations of behaviour. Teachers will support students through the use of a SWPB model to explicitly teach and articulate these behaviours. Reduction in the not experiencing bullying measure in Yr 10 student attitudes to school survey						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
To develop and implement a set of common learning behaviours that articulates expectations for SS students. Through the use of a School Wide Positive Behaviour model. Develop SS specific learning behaviours.	HOS 9 and HOS SS	Yes	End of Term 2		● ● ●	6 months: Develop a set of agreed HGC common learning behaviours with a specific focus on SS students.	
					● ● ●	12 months: Introduce students and staff to the HGC learning behaviours. Plan how this can be incorporated into the SS curriculum.	

Key Improvement Strategy 5	To develop enquiry and experiential approaches to learning across the College						
	HGC: SSM= Excellence in Teaching and Learning, Positive Culture, High Expectations for Success						
Actions	<ul style="list-style-type: none"> -To build knowledge of effective models for the implementation of enquiry and experiential approaches. 						
Evidence of impact	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
<ul style="list-style-type: none"> -To build knowledge of effective models for the implementation of enquiry and experiential approaches. 	Experiential leader Yr 9 HoTL SS				● ● ●	6 months: Further developed the Year 9 experiential program with cross curricular and capability links.	
					● ● ●	12 months: Capabilities mapped taught and assessed in Year 9 Planned for the development and implementation of inquiry style units at Year 9 and 10 in 2019	
Set up and implement the Queen Scout Award at Hazel Glen College in 2018.	Becky Roberts – and???		Throughout 2018	Staffing, equipment?		6 months: students engaged in the QSA	
						12 months: 80% of students opt to continue with QSA in yr 11	

Key Improvement Strategy 6	To develop opportunities through Excellence Programs in the areas of; -High Performance Sport -Hospitality -The Arts -STEAM -Literacy						
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	HGC: SSM= Excellence on Teaching and Learning, High expectation for Success						
Actions	<ul style="list-style-type: none"> -To identify student interests in the development of Excellence Programs -To develop and document frameworks for use in the Excellence Programs offered across the stages of learning 						
Evidence of impact	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget YTD
<ul style="list-style-type: none"> -To identify student interests in the development of Excellence Programs -To develop and document frameworks for use in the Excellence Programs offered across the stages of learning 	AP Innovations				● ● ●	6 months:	
					● ● ●	12 months: I	
<ul style="list-style-type: none"> Establish a successful VET Kitchen Operations and VET Sport and Recreation program 	AP SS Pathways coordinator VET Coordinator		From Feb 2018		● ● ●	6 months: VET Kitchen Operations and VET SR in operation.	
					● ● ●	12 months: 90% of students continue into Units 3 &4	
Consider how these areas can be facilitated through SS subject offerings	AP SS HoTL SS		Semester one 2018		● ● ●	6 months: Subject selection booklets created with a reference to excellence program and / or relevant opportunities.	
					● ● ●	12 months:	

to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on sc

	<p>Essential Element: Excellence in Teaching & Learning Student Wellbeing</p> <p>To develop positive and curious learners who are connected to the learning process</p>
	[Drafting Note: Record the targets in your SSP related to this Goal]
	<ul style="list-style-type: none"> -To reinforce a focus on the importance of a Growth Mindset.
ACTIVE	<p>Building practice and excellence</p> <p>Evidence-based high-impact strategies</p> <p>Evaluating impact on learning</p>
ACTIVE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has chosen this Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of

1	To develop Growth Mindset concepts as part of Teaching and Learning approaches.
	HGC: SSM= Positive Culture, Excellence in Teaching and Learning
	To reinforce a focus on the importance of a Growth Mindset.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
importance of a Growth Mindset, through the use of during HG time as provided in the planner.	HOS 9 & 10	No	End of 2018	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months : Implement a program of positive mind using the learning curve resources with a develop scope and sequence
					● ● ●	12 months: Review program and activities with regards to the planner.

72	To develop teacher professional knowledge based on research related to students cognitive, physical, social and emotional needs in each of the Stages of Learning.
	To develop an understanding of the philosophy behind the College Stages of Learning.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
ing of the philosophy behind the College Stages of ision of professional learning sessions.	HoTL and HOS	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	End of Term 4 2018	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months Research phases behind college stages 12 months: Professional learning session has been run for leac

to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on sc

	Essential Element: Positive Climate for Change Student Achievement
	To build a culture of high expectations where teachers foster, supportive and inclusive practices to focus on improving student outcomes.
	[Drafting Note: Record the targets in your SSP related to this Goal]
	-- Professional Learning on developing student goal setting using a consistent college approach. Students to identify personal goals. -use of online continuous reporting systems (Compass and Seesaw) to support parent insight into student self- set learning goals
ACTIVE	Setting expectations and promoting inclusions Empowering students and building school pride Intellectual engagement and self-awareness
ACTIVE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of

73	Teachers facilitate students in setting learning goals for improved student outcomes. HGC: SSM=
	- Professional Learning on developing student goal setting using a consistent college approach. Students to identify personal goals. -use of online continuous reporting systems (Compass and Seesaw) to support parent insight into student self- set learning goals
	Teachers will support students to set challenging learning goals for each subject.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
Working on developing student goal setting using a consistent approach.	HOTL and HOS Subject teachers	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	End of 2018	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months: 12 months: Staff PL on developing student goal setting. Student goal setting is through Compass Insights report
Learning goals.	HOTL		End of Semester one		● ● ● ● ● ●	6 months: Investigate how Compass could be utilized. 12 months: students set learning goals for all subjects
Reporting systems (Compass and Seesaw) to support self- set learning goals					● ● ● ● ● ●	6 months: Investigate how Compass could be utilized. 12 months:

74	Develop quality 'Start-Up' programs to establish positive classroom cultures, processes and high expectations for students at the beginning of a school year. HGC: SSM=
	-To develop and document a quality start up program in consultation with key staff - Provide Professional Learning to staff to deliver an effective Start-Up program
	Year 9 / 10 and 11 students will complete orientation programs at the end of the Year to facilitate a smooth start up program at the start of 2019.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
Develop a quality start up program in consultation with key staff Providing professional learning to staff to deliver an effective Start-Up program	HOS and HOTL	[[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months Review of 2018 start up program 12 months: Plan developed for VCE Orientation program documented start up program is ready for 2019

to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on sc

	<p>Essential Element: Positive Climate for Change Student Engagement</p> <p>To set a culture where students are engaged, curious, challenged and learning is personally relevant. Students will receive regular feedback on their progress.</p>
	[Drafting Note: Record the targets in your SSP related to this Goal]
	<ul style="list-style-type: none"> - Identify possible showcases and events and develop documents that detail operations of these events. - Establish key staff who will lead, manage and facilitate identified key events. <p>Professional Learning focused around Inquiry based learning/problem based/experiential learning curriculum development.</p> <ul style="list-style-type: none"> - Research a model that gives a consistent and effective approach across P-12 education to support Inquiry based learning. E.g. Solo Taxonomy.
ACTIVE	Excellence in Teaching and Learning
ACTIVE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), F Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of

75	<p>Establish a showcase to promote and celebrate College and student achievements.</p> <p>HGC: SSM=</p>
	<ul style="list-style-type: none"> - Identify possible showcases and events and develop documents that detail operations of these events. - Establish key staff who will lead, manage and facilitate identified key events.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
es and events and develop documents that detail ll lead, manage and facilitate identified key events.	SS Prin	No	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 month - Have listed Showcases and identified le: 12 months:
					● ● ● ● ● ●	6 months: 12 months:

/ 6	Develop strong partnerships enabling student access to a range of community activities and organisations to improve relevance, engagement and challenge. HGC: SSM=
	- Professional Learning focused around Inquiry based learning/problem based/experiential learning curriculum development. - Research a model that gives a consistent and effective approach across P-12 education to support Inquiry based learning. E.g. Solo Taxonomy.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
used around Inquiry based learning/problem based curriculum development. Research a consistent and effective approach across P-12 education to support Inquiry based learning. E.g. Solo Taxonomy. / NPDL	HOTL Curriculum leadders Domain leader	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months Research SOLO taxonomy and trial in Year 1 12 months:
Use the Queen Scout Award to build a partnership with Scouts	AP SS / College AP / Becky Roberts				● ● ● ● ● ●	6 months: To have the queen scout award up and enrolled and engaged in the program 12 months:

to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete the progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule

	Essential Element: Positive Climate for learning Student Wellbeing To develop and incorporate student management, health, wellbeing and social/emotional programs which have a positive impact on attitudes to learning, social relations and student wellbeing
	[Drafting Note: Record the targets in your SSP related to this Goal]
	Year 1 - Development and documentation of curriculum programs that support social and emotional needs of students through the stages of learning. - Developing an organisational structure that supports the social and emotional needs of students. - Identify staff to manage and coordinate extracurricular offerings according to students interests and needs. - Development of timetable, staffing, venue and times for extracurricular programs to run.
ACTIVE	: Positive Climate for learning
ACTIVE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has identified this Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of

7	Develop curriculum and transition programs that support the social and emotional needs of our students. HGC: SSM= Positive Culture
	- Development and documentation of curriculum programs that support social and emotional needs of students through the stages of learning. - Developing an organisational structure that supports the social and emotional needs of students.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
entation of curriculum programs that support social and ts through the stages of learning. onal structure that supports the social and emotional	HOS 9 and SS Experiential Leader yr 9 HoTL Head of Wellbeing		[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months : Identify, plan and map what programs Years -12
					● ● ●	12 months: Have developed a number of programs in Yrs 9 an social and emotional needs
dance follow up processes across Senior School, including	HOS 9 and HOS SS	No	Review Term 1 Implement all Year	No	● ● ●	6 months : Revised attendance protocols in place
					● ● ●	12 months: Yr 10 cohort attendance absence rate Yr 9 cohort absence no more than 21 days.
hip structure for Senior School and establish this in 2018	Ap SS HOS 9 and HOS SS	No	Structure T1 Implement all year		● ● ●	6 months : Have student leaders apply and in posi Set up a SS SRC that meets regularly
					● ● ●	

8	Develop extracurricular programs and initiatives to support connectedness at the College. HGC: SSM=Positive Culture
	- Identify staff to manage and coordinate extracurricular offerings according to students interests and needs. - Development of timetable, staffing, venue and times for extracurricular programs to run
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
nd coordinate extracurricular offerings according to ds. e, staffing, venue and times for extracurricular programs	HOS 9 and 10	[No	Term 1	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity	● ● ●	6 months : All staff are allocated to an extracurric advertised and students attending.
					● ● ●	12 months: Review attendance at clubs and extra evaluate.

funding will be used]

to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on sc

	<p><i>Essential Element: Professional Leadership</i> <i>Student Achievement</i></p> <p>To prioritise the development of leadership, in building team and individual capacity, to create a culture focused on improvement and high standards.</p>
	<p>[Drafting Note: Record the targets in your SSP related to this Goal]</p>
	<p>Year 1</p> <ul style="list-style-type: none"> -Introduce, implement and develop the coaching program based on the College model. -Document the process for the establishment of coaching partnerships. -Clarify and explicitly document roles and responsibilities related to the Coaching program. -Provide professional learning to the Coaching staff on methods and models related to coaching practice. -Developing strategies for Communities of Practice. -To collect data from staff regarding College-based professional learning progr - prioritise external professional learning targeted to developing the curriculum and pedagogical leadership of Literacy, Numeracy and STEAM - prioritise external professional learning around building leader’s capacity to interpret, analyse and use data to make informed decisions regarding teaching and learning programs - prioritise external professional learning targeted to developing the leaders of Elite programs - establish and document a framework and systematic learning plan for developing the capacity of leaders -document roles and responsibilities related to leading the leadership programs <ul style="list-style-type: none"> - establish a framework and systematic learning plan for developing the capacity of aspirational leaders -document roles and responsibilities related to leading the aspirational leadership programs
<p>ACTIVE</p>	<p>Excellence in Teaching and Learning</p>
<p>ACTIVE</p>	<p>Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of</p>
<p>9</p>	<p>College-based professional learning programs are developed and implemented that supports the Colleges' identified improvement strategies.</p> <p>HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership</p>
	<p>Develop a College wide professional learning plan that is relevant, collaborative and impacts student learning.</p> <ul style="list-style-type: none"> -Introduce, implement and develop the coaching program based on the College model. -Document the process for the establishment of coaching partnerships. -Clarify and explicitly document roles and responsibilities related to the Coaching program. -Provide professional learning to the Coaching staff on methods and models related to coaching practice. -Developing strategies for Communities of Practice. -To collect data from staff regarding College-based professional learning programs
	<p>[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]</p>

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
aching model that is SS specific but based on the College	HoTL SS	No	End of Semester one	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months: Model developed and discussed to plan for coaching in Senior School. Coaching of a small 12 months:
ucture from 2018-2020 to follow the expansion of Senior	AP SS	No	Semester one		● ● ● ● ● ●	6 month: A leadership structure for 2018 - 2020 w

7/10	Develop the capacity of College leaders in the content, pedagogies and curriculum related to their areas of responsibility HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership
	- prioritise external professional learning targeted to developing the curriculum and pedagogical leadership of Literacy, Numeracy and STEAM - prioritise external professional learning around building leaders capacity to interpret, analyse and use data to make informed decisions regarding teaching and learning programs - prioritise external professional learning targeted to developing the leaders of Elite programs
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
ional learning targeted to developing the curriculum and literacy, Numeracy and STEAM ional learning around building leaders capacity se data to make informed decisions regarding teaching ional learning targeted to developing the leaders of Elite	AP SS HoTL SS	Yes	End of 2018	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 month: 12 months: College leaders will have been identified opportunities for PL related to the priority areas ic Introduce a building leaders capacity program.

11	Capacity build the knowledge, understanding and skills of the college wellbeing team to address the wellbeing needs of students in the College.
	- establish and document a framework and systematic learning plan for developing the capacity of leaders -document roles and responsibilities related to leading the leadership programs
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
a framework and systematic learning plan for developing responsibilities related to leading the leadership programs	Head of Student Wellbeing	No	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months [Drafting Note report here the tangible success reflecting observable changes in knowledge progress towards achievement of Activities and M
					● ● ●	12 months:

12	Develop College leader's capacity to build, manage and lead teams. HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership
	- establish and document a framework and systematic learning plan for developing the capacity of leaders -document roles and responsibilities related to leading the leadership programs
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
a framework and systematic learning plan for developing responsibilities related to leading the leadership programs	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months External PL undertaken by identified College Lead
					● ● ●	12 months:

13	Develop aspirational leader's capacity. HGC: SSM= Strong and effective leadership
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	- establish a framework and systematic learning plan for developing the capacity of aspirational leaders -document roles and responsibilities related to leading the aspirational leadership programs					
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]					
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
a framework and systematic learning plan for developing responsibilities related to leading the leadership programs	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months: Design a program for leadership within SS. Document roles and responsibilities.
					● ● ●	12 months: Introduce a building leaders capacity program.
					● ● ●	6 months:
					● ● ●	12 months:

to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on sc

	Essential Element: Professional Leadership Student Engagement To prioritise the development of staff expertise in the use of high impact strategies that enhance, motivate and engage students in the learning process.
	[Drafting Note: Record the targets in your SSP related to this Goal]
	Year 1 -to build the capacity of leaders to establish, document and implement common teaching and learning protocols and approaches in relation to use of enquiry/inquiry. -to build the capacity of leaders to establish, document and implement common teaching and learning protocols and approaches in relation to use of interdisciplinary approaches.
ACTIVE	Professional Leadership
ACTIVE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has chosen this Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of
14	Build HOTL, HOD and Coaches capacity to lead programs using enquiry and interdisciplinary approaches to learning HGC: SSM= Excellence in Teaching and learning, Strong and effective leadership -to build the capacity of leaders to establish, document and implement common teaching and learning protocols and approaches in relation to use of enquiry/inquiry. -to build the capacity of leaders to establish, document and implement common teaching and learning protocols and approaches in relation to use of interdisciplinary approaches.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

				BUDGET ESTIMATE	Progress Status	Evidence
ge wellbeing team across all areas of the college	Head of student wellbeing	[Drafting Note] Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note] report here the timeframe for completion.]	[Drafting Note] report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months [Drafting Note] report here the tangible success reflecting observable changes in knowledge progress towards achievement of Activities and M 12 months:

16	Provide support (coaching) to build the capacity of staff to create safe, inclusive and orderly classroom environments HGC: SSM=Positive Culture, Strong and effective leadership
	Create protocols for the coaching (change to support) of staff where an identified need requires addressing practice related to safe, inclusive and orderly classroom environments.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
aching (change to support) of staff where an identified practice related to safe, inclusive and orderly classroom	HoTL	[Drafting Note] Is this a Professional Learning Priority for the school (yes/no)?]	[Drafting Note] report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ● ● ● ●	6 months Develop a coaching plan for SS based on 12 months:

17	Establish common understandings related to the use of Compass online systems for tracking student chronicles and related documentation. HGC: SSM=Positive culture
	- Provide professional learning around the use of Compass related to Wellbeing. Develop and document consistent protocols around entering student information into compass.
	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
ng around the use of Compass related to Wellbeing.	[Drafting Note] report here the group	[Drafting Note] Is this a Professional	[Drafting Note] report here the timeframe	[Drafting Note] report here the budget you expect	● ● ● ● ● ●	6 months : Have reinforced the traffic light system PL for staff on 12 months:

	responsible e.g. teachers, Curriculum Coordinators, Principal etc]	Learning Priority for the school (yes/no)?	for completion.]	to use to implement this Activity and Milestone. Also Record if Equity funding will be used]		
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Professional Learning and Development Plan

The Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, [here](#).

Strategies	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed
Learning intentions and success			<input checked="" type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action research team <input type="checkbox"/> Collaborative curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA <input type="checkbox"/> Primary Mathematics and Science Specialist <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input checked="" type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details)
			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input checked="" type="checkbox"/> Collaborative curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA <input type="checkbox"/> Primary Mathematics and Science Specialist <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input checked="" type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details)
Management skills			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA <input type="checkbox"/> Primary Mathematics and Science Specialist <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input checked="" type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details)

in

Initiatives and any additional Dimensions your school has focussed on in your AIP, complete a self-evaluation against the FISO Continua of Practice and provide documentary evidence to support your progress towards goals and targets, based on a rigorous self-evaluation of a range of data. You can find the FISO Continua of Practice [here http://www.education.vic.gov.au/school/teachers/management/SPOT](http://www.education.vic.gov.au/school/teachers/management/SPOT).

2018 will need to complete a self-evaluation against all 16 dimensions of the FISO Continua of Practice and provide evidentiary documentation to support this.

Model state-wide initiatives are	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis [Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about school performance. This school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation of Practice should be completed as data becomes available]
High excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring statement can refer to the progress status and/or make reference to the achievement of the appropriate goals and targets.]
Learning and	Select	Select status	
High impact initiatives	Select	Select status	
Impact on learning	Select	Select status	
High performing teams	Select	Select status	
Highly shared	Select	Select status	
Highly effective	Select	Select status	
Highly valued culture	Select	Select status	
Highly valued students and pride	Select	Select status	
Highly valued relations and reputation	Select	Select status	
Highly valued being	Select	Select status	
Highly valued management and	Select	Select status	
Highly valued initiatives	Select	Select status	
Highly valued p	Select	Select status	
Highly valued schools, communities	Select	Select status	
Highly valued partners as partners	Select	Select status	

Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

[Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students) are in a safe, inclusive and stimulating environment for all students]