

# 2019 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: Gardenvale Primary School

School number: 3897

Based on School Strategic Plan: 2016 - 2019

## Section 1: Document 2019 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.

<b>STRATEGIC PLAN GOAL</b>	<p>To maximise each individual's student growth in all areas of learning, focusing on reading in 2019.</p> <p>To challenge all students in all learning areas to ensure growth of 12+months.</p>																																																																																										
<b>STRATEGIC PLAN TARGETS</b>	<p><b>Teacher Judgements</b> Teacher assessments against the Victorian Curriculum, based on triangulated data will indicate a minimum of 1.0 progression point per year in English and Maths for 100% of students deemed capable.</p> <p>To improve the percentage of students being assessed by teachers based on triangulated data at A and B in English and Mathematics.</p> <table border="1" data-bbox="557 789 1136 1087"> <thead> <tr> <th>2015 June</th> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Reading &amp; Viewing</td> <td>21%</td> <td>34.1%</td> </tr> <tr> <td>Speaking/Listening</td> <td>5.6%</td> <td>42.1%</td> </tr> <tr> <td>Writing</td> <td>10.3%</td> <td>32.6%</td> </tr> <tr> <td>Measurement &amp; Geometry</td> <td>6.9%</td> <td>29.5%</td> </tr> <tr> <td>Number and Algebra</td> <td>11.8%</td> <td>35.4%</td> </tr> <tr> <td>Statistics &amp; Probability</td> <td>6.1%</td> <td>31.3%</td> </tr> </tbody> </table> <p>The target for 2019 is 20% of student to achieve an A and 40% to achieve a B in all areas</p> <p>NAPLAN Relative Growth (Yr 3-Yr 5)</p> <table border="1" data-bbox="557 1230 1249 1507"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Low Growth %of students</th> <th colspan="2">High Growth %of students</th> </tr> <tr> <th>2015</th> <th>2019</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27.54%</td> <td>18%</td> <td>24.64%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>39.13%</td> <td>25%</td> <td>11.59%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27.52%</td> <td>20%</td> <td>36.2%</td> <td>Maintain</td> </tr> <tr> <td>Numeracy</td> <td>25.37%</td> <td>15%</td> <td>20.9%</td> <td>25%</td> </tr> </tbody> </table>	2015 June	A	B	Reading & Viewing	21%	34.1%	Speaking/Listening	5.6%	42.1%	Writing	10.3%	32.6%	Measurement & Geometry	6.9%	29.5%	Number and Algebra	11.8%	35.4%	Statistics & Probability	6.1%	31.3%		Low Growth %of students		High Growth %of students		2015	2019	2015	2019	Reading	27.54%	18%	24.64%	30%	Spelling	39.13%	25%	11.59%	20%	Grammar and Punctuation	27.52%	20%	36.2%	Maintain	Numeracy	25.37%	15%	20.9%	25%																																								
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<b>12 MONTH TARGETS</b>	<p><b>Teacher Judgements</b> The target for 2018 is 16% or above of student to achieve an A in all areas and 40% to achieve a B or above in all areas.</p> <p><b>NAPLAN Relative Growth (Yr 3-Yr 5)</b></p> <table border="1" data-bbox="557 1625 2353 1923"> <thead> <tr> <th rowspan="2"></th> <th colspan="6">Low Growth %of students</th> <th colspan="6">High Growth %of students</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2017 results</th> <th>2018</th> <th>2018 results</th> <th>2019</th> <th>2016</th> <th>2017</th> <th>2017 results</th> <th>2018</th> <th>2018 results</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>22%</td> <td>26%</td> <td>20%</td> <td>21%</td> <td>18%</td> <td>26%</td> <td>28%</td> <td>27%</td> <td>29%</td> <td>27%</td> <td>maintain</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>30%</td> <td>27%</td> <td>25%</td> <td>17%</td> <td>maintain</td> <td>14%</td> <td>16%</td> <td>24%</td> <td>25%</td> <td>33%</td> <td>maintain</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>23%</td> <td>26%</td> <td>23%</td> <td>27%</td> <td>20%</td> <td>Maintain</td> <td>25%</td> <td>29%</td> <td>30%</td> <td>25%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>20%</td> <td>20%</td> <td>18%</td> <td>13%</td> <td>maintain</td> <td>22%</td> <td>23%</td> <td>24%</td> <td>25%</td> <td>39%</td> <td>maintain</td> </tr> <tr> <td>Writing</td> <td>Maintain</td> <td>20%</td> <td>18%</td> <td>Maintain</td> <td>18%</td> <td>maintain</td> <td>Maintain</td> <td>26%</td> <td>36%</td> <td>Maintain</td> <td>37%</td> <td>maintan</td> </tr> </tbody> </table>		Low Growth %of students						High Growth %of students						2016	2017	2017 results	2018	2018 results	2019	2016	2017	2017 results	2018	2018 results	2019	Reading	25%	22%	26%	20%	21%	18%	26%	28%	27%	29%	27%	maintain	Spelling	32%	30%	27%	25%	17%	maintain	14%	16%	24%	25%	33%	maintain	Grammar and Punctuation	25%	23%	26%	23%	27%	20%	Maintain	25%	29%	30%	25%	30%	Numeracy	22%	20%	20%	18%	13%	maintain	22%	23%	24%	25%	39%	maintain	Writing	Maintain	20%	18%	Maintain	18%	maintain	Maintain	26%	36%	Maintain	37%	maintan
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<b>FISO IMPROVEMENT INITIATIVE</b>	Building Practice excellence <ul style="list-style-type: none"> <li>Professional learning informed by the collection, analysis and evaluation of student data</li> <li>Curriculum planning and assessment</li> <li>Evidence based HITS</li> </ul>
<b>FISO IMPROVEMENT INITIATIVE RATIONALE</b>	To ensure there is a consistent approach in teaching practice across the school and we need to develop an instructional model in reading. After viewing Naplan 2017 relative growth data it was identified that the top two bands of students did not achieve a 2 year growth. In 2015 81% of year 3 students achieved the top two bands in reading, compared to 59% in Year 5 in 2017. Our results are below state and region averages for the top two bands in 2017. There is no consistent collection of data across the school which monitors student growth.

<b>Key Improvement Strategy 1</b>	To differentiate teaching through a consistent instructional model for reading.
<b>Actions</b>	<ul style="list-style-type: none"> <li>Develop teacher knowledge and capacity to work as effective teams, to improve student learning outcomes through collaboratively planning and implementing a differentiated teaching practice in reading.</li> <li>Implement and document consistent practice for reading.</li> <li>Develop a shared teacher belief about reading development and how to effectively support student to improve.</li> <li>Modelling/peer observation and professional learning (at school or off sight)</li> <li>Review document to align with approved instructional model</li> <li>Will use and refine HITS - setting goals</li> </ul>
<b>Evidence of impact</b>	Students: <ul style="list-style-type: none"> <li>Experience success and understand what they need to do to improve by setting learning goals.</li> <li>Understand why they have been successful</li> <li>Seek clarifications for concepts not yet understood</li> <li>Increase in student motivation and engagement</li> </ul> Teachers: <ul style="list-style-type: none"> <li>Demonstrate understanding off all student needs and strengths</li> <li>Be able to identify extension students who should maintain 12+ of growth</li> <li>Have increased in confidence in differentiation and implementing an agreed instructional model</li> <li>Work collaboratively in teams to plan across the year level team</li> <li>Use of consistent language across the school</li> <li>Include reading models and team goals around HITS in PDP</li> </ul> PLT Leaders: <ul style="list-style-type: none"> <li>Monitoring extension and support students</li> <li>PDP includes reading model and results for cohort</li> <li>KIS part of PLT leaders meeting agenda</li> </ul> Leadership Team: <ul style="list-style-type: none"> <li>KIS will be part of the meeting schedule of the leadership team.</li> <li>Provide support to PLT leaders and teams</li> <li>Tracking growth across the school.</li> <li>Ensure PDP includes reading goals linked to HITS.</li> <li>Provide support through PD, school visits, modelling, peer observations and professional practice days.</li> </ul>

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
<b>Instructional Practice</b> <ul style="list-style-type: none"> <li>PLT teams to implement changes in reading program (CAFÉ) based on action research</li> <li>Document of whole school 'Gardenvale' instructional model</li> </ul>	All classroom teachers and	YES	Term 1		●	•	
					●	•	

<ul style="list-style-type: none"> <li>Peer observations/coaching on reading – document and feedback</li> <li>Provide internal modelling and coaching in classrooms and meetings</li> <li>Sharing and celebration at staff meeting of current practice reflecting or changes to reading program.</li> </ul>	literacy aides.  Leadership Team Leading Teachers  All staff		Term 2  Term 3 Term 3 & 4	CRT costs to replace leading teachers			
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You may use multiples of the table below to document the KIS.

<b>Key Improvement Strategy 2</b>	To develop a whole school approach, and build capacity of staff in the use and analysis of data to inform teaching and learning.
	<b>To use data effectively to ensure all students are extended focusing on top 6 – 8 students.</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>Develop teacher knowledge and capacity to work as effective teams, to improve student learning outcomes through collaboratively the use of common assessment tools.</li> <li>Develop a team to analyse audited data and research best practice.</li> <li>Develop consistent assessment tools across the school in reading</li> <li>Develop teacher capacity to understand and effectively analyse multiple sources of student reading data.</li> </ul>
<b>Evidence of impact</b>	Students: <ul style="list-style-type: none"> <li>All students will be achieving 12 months growth or more</li> </ul> Teachers: <ul style="list-style-type: none"> <li>Increased in confidence in analysing data</li> <li>Working collaboratively in teams to plan across the year level team</li> <li>Identifying extension students who should maintain 12+ of growth</li> <li>Regularly monitoring and using data to track student growth against prior achievements</li> <li>Will be able to identify student needs, strengths and achievement through the use of data in PDP</li> </ul> PLT Leaders: <ul style="list-style-type: none"> <li>Monitoring extension and support students</li> <li>PDP include results for cohort</li> </ul> Leadership Team: <ul style="list-style-type: none"> <li>KIS will be part of the meeting schedule of the leadership team.</li> <li>Provide support to PLT leaders and teams</li> <li>Tracking growth across the school.</li> <li>Ensure PDP includes a reading goal focusing on data</li> <li>Provide support through PD, school visits, modelling/peer observations and professional practice days.</li> </ul>

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Tracking of student data in reading <ul style="list-style-type: none"> <li>PLT leaders meeting discussing implementation of assessment schedule and protocols for analysis of team results</li> <li>PLT leaders to set and record protocols for meetings focusing on data collection</li> <li>Regularly record and monitor data for reading to identify students working well above (A) and below expected level.</li> <li>Leadership team to analyse data to determine 12+ growth of high cohort.</li> <li>PLT leaders meetings bring data for above and below level students for discussion of strategies for support and extension.</li> </ul>	Leading Teacher  PLT leaders and teams  Leadership Team	YES	Term 3-4		●	6 months: <ul style="list-style-type: none"> <li>Assessment scheduled aligned with current practice</li> <li></li> </ul>	
					●	12 months: <ul style="list-style-type: none"> <li>PLT leaders have begun looking at protocols for consistency of data collection</li> <li>SIT leaders and other targeted leaders have attended Matthew Vines assessment PD sessions</li> <li></li> </ul>	
Consolidate use of consistent assessment tools for reading <ul style="list-style-type: none"> <li>Continue staff training on new and current assessment practices</li> <li>Collection of data to continue</li> <li>Increase teacher confidence in analysing and using data to determine growth</li> </ul>	Leadership Team  All staff	YES	By the end of Term 1 Start of Term 2	New assessments kits & PD	●	6 months: <ul style="list-style-type: none"> <li>Survey monkey to establish assessment tools currently being used across the school and teacher confidence in implementation.</li> <li>Purchase PROBE</li> <li>Meeting each PLT team by Learning and Teaching teacher to explain and help with new assessments tools.</li> </ul>	

					●	12 months: <ul style="list-style-type: none"><li>• Staff meeting 7/8 – Tracking and using data from Essential Assessment to differentiate student learning.</li><li>• Decision was made that in 2019 all staff will use PROBE, running records and Essential Assessment as assessment tools.</li><li>• Meeting with all PLTs to upskill staff in using Essential Assessment</li><li>•</li></ul>	
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### Section 3: Whole School Professional Learning and Development Plan

The Whole School 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 and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, [here](#).

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
<b>Whole school audit and review of current reading practice</b> <ul style="list-style-type: none"> <li>Document showing current practice and assessment tools through Survey Monkey</li> <li>Sharing of current practice in mixed groups and document results</li> </ul>	PLTs Whole staff meeting Leading Teachers and classroom teachers staff	Term 1	<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 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 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 Specialists <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 type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
<b>Instructional Practice</b> <ul style="list-style-type: none"> <li>Investigate best practice through school visits.</li> <li>Staff to visit schools and lighthouse classrooms with targeted observation document.</li> <li>Debrief of observations focusing on best practice in PLT teams followed by staff meetings by showing evidence of learning.</li> <li>PLT teams to implement an action research model trialling changes in reading program.</li> <li>Peer observations/coaching on reading – document and feedback</li> <li>Provide internal and external PD, modelling and coaching in classrooms and meetings</li> <li>Document of whole school instructional model</li> <li>Sharing and celebration at staff meeting of current practice reflecting or changes to reading program.</li> </ul>	Leading Teachers  ALL staff  All classroom teachers and literacy aides.  Leadership Team Leading Teachers  All staff	Term 1-4	<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 type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input 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 Specialists <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 type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (Literacy Consultant))	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site School visits to view best practice
<b>Tracking of student data in reading</b> <ul style="list-style-type: none"> <li>PLT leaders meeting discussing implementation of assessment schedule and protocols for analysis of team results</li> <li>PLT leaders to set and record protocols for meetings focusing of data collection</li> <li>Regularly record and monitor data for reading to identify students working well above (A) and below expected level.</li> <li>Leadership team to analyse data to determine 12+ growth of high cohort.</li> <li>PLT teams to implement an action research model trialling changes in reading program.</li> <li>Peer observations/coaching on reading – document and feedback</li> </ul>	Leading Teacher  PLT leaders and teams  Leadership Team  All staff	Term 1-4	<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 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 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 Specialists <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 type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants Viewing od assessment tools and data literacy.	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)

<ul style="list-style-type: none"><li>• Provide internal and external PD, modelling and coaching in classrooms and meetings</li><li>• Document of whole school instructional model</li><li>• Sharing and celebration at staff meeting of current practice reflecting or changes to reading program.</li></ul> <p><b>Establish and purchase consistent assessment tools for reading</b></p> <ul style="list-style-type: none"><li>• Staff training on new and current assessment practices</li><li>• Collection of data to commence and amend assessment schedule. All data to be visible on GradeXpert or network.</li></ul>						
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## Section 4: School Self-Evaluation **This was completed online**

For the six FISO Improvement 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 selection of proficiency level status. Include a discussion of 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/improvement/Pages/continua.aspx](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx) . This can also be easily completed in **SPOT**.

Schools undergoing review in 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.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	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 ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation against the Continua of Practice should be completed as data becomes available]
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals and targets.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				