

Annual Implementation Plan: for Improving Student Outcomes

School name: **Gladstone Views Primary School**

Year: **2017**

School number: **5093**

Based on strategic plan: **2016-2019**

Endorsement:

Acting Principal Cathie Morcom [date]
School Council President Andrew Cliff

Senior Education Improvement Leader Jonathan Lowe [date]

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<p>Achievement To maximise the literacy and numeracy outcomes of every student in the school. The annual learning growth of every student in literacy and numeracy is to be at least 12 months. Students demonstrate significant, measurable growth across all learning domains.</p> <p>Engagement To enhance students. Engagement by developing students' capacity to monitor, evaluate and guide their own learning.</p> <p>Well Being For every student to reach their full potential in a safe, stimulating and evolving learning environment.</p> <p>Productivity To develop and optimise resources so that GVPS is a world class, inclusive and collaborative learning community.</p>	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:
<p><u>Curriculum planning and assessment</u> has been selected for the following reasons;</p> <p>✓ On the COP survey in 2016, 28% of staff either disagreed or strongly disagreed to having confidence to teach mathematical content and concepts, and 56% of staff disagreed or strongly disagreed to having the confidence to identify and remedy student misconceptions in mathematics. These percentages were a surprise to the SIT and clearly indicate a need to provide professional development in these areas. Mathematics planning was investigated as part of the 2016 AIP however, the complexities of a 'new model' were such that more time is needed to conduct further research and trial ideas.</p> <p>✓ Two of the four professional learning team leaders have less than two years of experience in the position and in 2016 team planning was conducted within a 45-50 minute time-frame. Proposed timetable changes will allow teams to meet from 2.30pm until after 4. This will allow an extended period of time for collaboration and will provide an opportunity for teams to visit other schools.</p> <p>✓ Part of the AIP for 2016 focussed on the selection of a suitable phonics program for the junior school. Read, Write Inc. was selected in November and will be implemented in 2017 and will remain on the AIP to ensure effective implementation of the program.</p> <p>✓ Digital technology is seen as a vital means to improve student outcomes and to connect students with the global community. Netbooks in particular are now very old and need updating. A significant upgrade of equipment, along with a change in teacher use of technology is required.</p>



Positive climate for learning has been selected for the following reasons;

☑ The Kids Matter framework was introduced at GVPS during 2016 as an AIP initiative. Implementation is still in the early stages and therefore this needs to remain as a priority area for 2017.

☑ Classroom behaviour ranks lower than the state according to both the Parent Opinion Survey (GVPS=3.43, State=4.24) and the Student Attitudes to School Survey (GVPS=3.18, State=3.36). Anecdotally, classroom and yard behaviour, especially of small group of boys is of great concern. It is felt that developing all students' ability to self-regulate their emotions would be of benefit both socially and academically. In addition to this, the SIT team feels that further developing the student leadership program and revamping the assembly awards system and further involving parents in their child's learning would have a positive impact on behaviour.

☑ Staff psychological safety was identified by both the SIT and the whole staff group as an area of concern from analysis of the 2016 Staff Opinion Survey. The school result was 61.12 while all primary schools rated 72.63 and the State level was 71.71. Also, staff response to the statement, 'the school encourages staff participation in fostering an environment that supports safety and wellbeing' on the Staff Opinion Survey was below both the state and primary school level (GVPS=69.59, primary schools=74.22 and state=74.16). These results indicated a need to work on these areas in 2017.

Other Dimensions have not been selected as the SIT decided to take the option to remove this page as stated on page 7 of the AIP Handbook. Members of the SIT feel that the two dimensions selected are the priority areas for development and that the plans outlined in this document are quite detailed. Further to this, both Principal and Assistant Principal positions will be advertised during the 2017 school year. After three changes of Principal in 2016, it is important that staff have the opportunity to focus on 'doing less extremely well' rather than spreading their efforts thinly over a number of areas.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Curriculum Planning and Assessment	<p>Develop teacher capacity to a) identify and rectify misconceptions and b) ask questions that promote deep thinking in mathematics.</p> <p>Integrate digi-tech across the school and enhance teacher and student capacity to use digi-tech productively.</p> <p>Develop the depth of knowledge of PLT leaders and the capacity of teams to plan effectively.</p> <p>Implement Read Write Inc. into the Prep curriculum.</p>
Empowering Students and Building School Pride	<p>Continue the implementation of KidsMatter and embed the framework into the culture of the school.</p> <p>Empower students to self-monitor learning and self-regulate emotions.</p> <p>Develop a range of opportunities for students to lead and collaborate on school based projects.</p> <p>Provide opportunities for parents to be involved in school activities and to engage in their child's learning.</p>



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

● ● ● 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.

STRATEGIC PLAN GOALS		To Maximise the literacy and numeracy outcomes of every student in the school.						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		Victorian Curriculum will show growth of at least 1.0 progression point per year in all areas of English and Mathematics. Greater alignment between teacher judgements (Victorian Curriculum) and NAPLAN data. No more than 0.5 difference in years 3 and 5. The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at or more than 40% in each area. The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area.						
12 MONTH TARGETS		Progression point data will show a growth of at least 0.5 from June 2016 to June 2017 (Victorian Curriculum). (Data not compared from June 2017 to December 2017 as AIP is reviewed prior to December reports being finalised) The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at or more than 40% in reading, writing and mathematics. The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in reading, writing and mathematics. Staff confidence to teach mathematics content and concepts to increase from 72.26% (2016) strongly agree/agree to 90% (2017) on COP survey. Percentage of staff confident to identify and remedy student misconceptions in maths to increase from 44.44% (2016) strongly agree/agree to 80% (2017) on COP survey.						
KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop teacher capacity to a) identify and rectify misconceptions and b) ask questions that promote deep thinking in mathematics.	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]			[Drafting Note tangible markers or indicators of success - observable changes in practice, behaviour, and progress]	● ● ●	[Drafting Note quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Curriculum day with a focus on mathematics, specifically misconceptions, and questioning to promote deep thinking.	Maths PLTL AP		6 months - Curriculum day planned and conducted. 12 months - Planning includes notes regarding misconceptions.	● ● ●		\$1500 Equity	
	Three whole staff professional learning sessions each term. Focus - misconceptions and questioning to promote deep thinking.	Maths PLTL AP	Ongoing	6 months - Six sessions conducted. 12 months - 12 sessions conducted. 12 months - Staff survey shows increased knowledge of misconceptions (COP survey repeated from 2016).	● ● ●		Nil	
	Provision of professional reading for staff in regard to mathematics (x1/term) with a follow up discussion as a whole staff or in PLTs.	Maths PLTL AP	Ongoing	6 months - Two professional readings discussed. 12 months - Four professional readings discussed and COP survey shows increased confidence to teach mathematical content and concepts (COP survey repeated from 2016).	● ● ●		Nil	
	Professional development session with Di Siemen at RMIT.	Maths PLTL	Feb	6 months - PD attended and relevant information provided to whole staff.	● ● ●		\$1000 PD	
	Audit mathematics reference materials (Booker and Van De Walle) and purchase if needed.	Maths PLTL AP	March	6 months - Reference materials audited, new copies purchased if required.	● ● ●		\$1000 Equity	
	Update the maths planning template and maths lesson model to reflect the elements of high quality planning. Teams trial use of new template and lesson model, and modify for 2018.	Maths PLTL PLTs AP	Ongoing	6 months - Maths planning template reviewed and updated to reflect elements of high quality planning as determined from professional reading, school visits and staff discussions. 12 months - PLTs have commenced trial use of the updated planning template.	● ● ●		Nil	
	Principal and AP to continue to participate in Network COP.	Principal AP	Ongoing	6 months - Principal and AP have attended meetings and provided relevant information to whole staff. 12 months - Principal and AP have attended meetings and provided relevant information to whole staff.	● ● ●		Nil	
	Investigate current best practice in maths teaching at other schools recommended by SEIL (including Glenroy Central).	Maths PLTL Principal AP	Term 1	6 months - At least one school visited, high quality practices discussed (maths PLTL, P and AP) and practices presented to whole staff 12 months - High quality practices documented in maths planning templates and work programs.	● ● ●		\$600 PD	
	Provide PLTs with an extended time period in which to discuss mathematics, and plan/review teaching and learning.	Principal AP	Ongoing	6 months - Develop timetable that allows for each teaching staff member to have four hours APT and for PLTs to meet for an extended period of time (2.30pm to 4.00pm+) each week.	● ● ●		\$30000 Staffing	



				12 months – Review timetable, establish value of increased APT and extended planning time and make recommendation for 2018.	● ● ●		
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KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Integrate digi-tech across the school and enhance teacher and student capacity to use digi-tech productively.	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]			[Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Significant upgrade of digi-tech equipment through leasing arrangements including one to one school access to netbooks for students in years 5 and 6, seven netbooks permanently in each of the year 3/4 classrooms and enough netbooks to make a class set available between two rooms.	Tech Leader Principal	Feb Ongoing	6 months – Netbooks leased, configured, on asset register and available for student use. 6 months – Equipment and protocols in place for efficient storage and use of netbooks.	● ● ●		XXX	
	Investigate financial capacity to lease more iPads, specifically but not exclusively, for use in the junior school and lease if viable.	Tech Leader Principal	Feb	6 months – Financial investigation conducted and iPads leased if viable.	● ● ●		XXX	
	Investigate trade in program for current interactive whiteboards, determine cost of TV type screens for classroom use and consider options for 2018.	Tech Leader Principal	Feb	6 months – Trade in program investigated and cost of preferred TV type screen determined. 12 months – Recommendations made for consideration in 2018 budget.	● ● ●		XXX	
	Investigate and purchase coding hardware such as Sphero or Ozobot for student use.	Tech Leader Principal	March	6 months – Investigation into appropriate hardware completed and hardware ordered.	● ● ●		\$5000 Equity	
	Designate a digi-tech champion in each PLT to liase with digi-tech leader and to promote digi-tech within the team.	Principal AP	Feb	6 months – Digi-tech champions designated.	● ● ●		Nil	
	Digi-tech leader to have two hours each week to work in classrooms, liase with digi-tech champions and plan with teams.	Principal AP	Feb	6 months – Timetable in place to allow digi-tech leader time in classrooms and to work with staff.	● ● ●		\$6240 Staffing	
	Develop sequence of essential digi-tech skills from Prep to year six.	Digi-tech leader Digi-tech champions	Ongoing	6 months – Draft sequence of essential skills developed. 12 months – Sequence of essential skills developed and published for staff use.	● ● ●		Nil	



KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop the depth of knowledge of PLT leaders and the capacity of teams to plan effectively.	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]			[Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Investigate and participate in professional development programs to develop depth of knowledge of PLTLs.	Principal AP PLTL?	Ongoing	6 months – Suitable program selected. 12 months – PLTLs leaders with Principal and AP have commenced program.	● ● ●		\$6000 PD	
	Professional reading for PLTLs.	Principal AP	Ongoing	6 months – PLTLs, Principal and AP have read at least two common texts/articles and discussed these as a group. 12 months – PLTLs, Principal and AP have read at least four common texts/articles and discussed these as a group.	● ● ●		Nil	
	Provision of time within PLTL meeting schedule for PLTLs to discuss aspects of their role, to share operating strategies and to work on challenges they are facing.	Principal AP	Ongoing	6 months – PLTLs will have put at least three items of particular interest/need on to meeting agenda for discussion. 12 months – PLTLs will have put at least six items of particular interest/need on to meeting agenda for discussion.	● ● ●		Nil	
	Investigate and implement a survey for PLTLs to examine their current performance and identify opportunities for improvement for discussion/development at meetings or external PD or developed through coaching.	Principal AP PLTL	May	6 months – Survey sourced and completed.	● ● ●		Nil	
				12 months – Survey analysed, opportunities for improvement identified and best option for development acknowledged.	● ● ●			

KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implement Read Write Inc. into Prep curriculum.	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]			[Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Purchase and create curriculum materials required for the program.	AP	Feb	6 months – Materials purchased and created.	● ● ●		\$7000 Equity	
	Prep team to access support from staff at Roxburgh Primary School.	AP PLTL Prep		6 months – All Prep teachers to visit Roxburgh Primary to see program in action.	● ● ●		\$2000 PD	
	Prep planning documents to be modified to include Read Write Inc.	PLTL Prep		6 months – Review of planning documents completed and trial format including Read Write Inc ready for trial use.	● ● ●		Nil	
12 months – Trial of planning documents completed and recommendations in place for 2018.				● ● ●				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To enhance student engagement by developing students' capacity to monitor, evaluate and guide their own learning. For every student to reach their full potential in a safe, stimulating and evolving learning environment.
IMPROVEMENT INITIATIVE	Empowering Students and Building School Pride.
STRATEGIC PLAN TARGETS	To maintain scores in Student Attitudes to School Survey at or above the State mean in all areas.
12 MONTH TARGETS	Student Attitudes to School Survey Results to remain as or improve as indicated; Classroom Behaviour from 3.18 to 3.30 Student Distress to remain above 6.15 School Connectedness to remain above 4.50 Teacher Effectiveness to remain above 4.40 Increase the level of staff psychological health and safety from 61.12 to at least 80.00 according to the Staff Opinion Survey. Increase staff response to the statement. 'the school encourages staff participation in fostering an environment that supports safety and wellbeing from 69.59 to 80.00.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue the implementation of KidsMatter and embed the framework into the culture of the school.	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]			[Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Complete staff professional development in regard to components 1 and 2 during staff PD sessions and on a curriculum day.	Kids Matter Leaders	Ongoing	6 months – Professional development for component one completed. 12 months – Professional development for component two completed.	● ● ● ● ● ●		Nil	
	KidsMatter leaders to attend professional development in preparation to lead implementation of components 3 and 4 and visit other school implementing the framework.	Kids Matter Leaders	Ongoing	6 months – At least one school visit completed by KidsMatter leaders. 12 months – Professional development to lead implementation of components three and four completed by KidsMatter leaders.	● ● ● ● ● ●		\$2000 PD	
	Whole school launch of the KidsMatter Framework and parent information sessions.	Kids Matter Leaders		6 months – Whole school launch completed. 12 months – At least two parent information sessions related to the KidsMatter framework conducted.	● ● ● ● ● ●		\$1500 KM	
	Analyse survey information from 2016 survey and determine strategies to support families.	Kids Matter Leaders	March	6 months – Survey information analysed and at least two strategies to support families identified. 12 months – Two strategies to support families have been implemented.	● ● ● ● ● ●		Nil	

KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Empower students to self-monitor learning and self-regulate emotions.	Review fortnightly awards presented at assembly and determine future direction for recognising student achievement.	Matilda	Feb	6 months – Assembly award system reviewed and staff discussion held regarding future directions. 12 months – New approach to award system established and communicated to the school community.	● ● ● ● ● ●		Nil	
	Identify effective self-assessment strategies and document those to be used at each year level on curriculum maps.	PLTL AP		6 months – PLTs have identified key self-assessment strategies for reading, writing, speaking and listening, and mathematics. 12 months – Key self-assessment strategies for reading, writing, speaking and listening, and mathematics documented on curriculum maps.	● ● ● ● ● ●		Nil	



	Identify and explicitly teach age appropriate emotional regulation strategies to students.	PLTL	Ongoing	6 months – PLTs have identified age appropriate strategies and these have been documented on curriculum maps. 12 months – Classroom teachers have explicitly taught strategies to students and students at each year level can articulate two strategies.	● ● ●		Nil	
	Introduce Respectful Relationships across the school.	PLTL AP	Ongoing	6 months – Respectful Relationships content included in curriculum maps, classroom programs and promoted through the school newsletter and other forums.	● ● ●		Nil	
	Purchase resources to support emotional regulation and social development.	PLTL Principal		6 months – Resources such as calming tepees have been purchased. 12 months – CPlay Zone established and resourced.			\$2000 Equity	

KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop and document a range of leadership positions for students.	Identify student leadership positions, nominate a teacher to be responsible for each group and document program.	5/6 PLTL AP Principal	Feb	6 months – Student leadership positions and roles documented.	● ● ●		\$1000 SL	
				6 months – Teacher nominated for each leadership group and outline of teacher responsibilities documented.	● ● ●			
				12 months – Student leaders have been given opportunities to develop skills related to their role.				

KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Provide opportunities for parents to be involved in school activities and to engage in their child's learning.	Provide at least one opportunity each term for parents to be involved in year level or whole school events. Some suggested events are – school birthday, 100 days of school and gardening club.	Kids Matter Leaders Principal AP	Each Term	6 months – Opportunities for parents to be involved in at least two year level or whole school events has been provided and feedback sought regarding the value of the event.	● ● ●		\$2000 Equity	
				12 months – Opportunities for parents to be involved in at least four year level or whole school events has been provided and feedback sought regarding the value of the event.	● ● ●			
	Develop community knowledge of the famous Australians school house groups are named after and promote pride in the school house system.	House Captain Leader	Ongoing	6 months – All House Captains have spoken at assembly about the famous Australian their house is named after.			Nil	
				12 months – Birthdays of the famous Australian House groups are named after have been recognised at assembly.				
	Introduce class projects – each class identifies a way in which they could improve the school and works towards funding and implementing their initiative.	Principal Class Teachers		6 months – Concept of class projects has been presented to teachers and teachers have worked with their class to identify a project.	● ● ●		\$1600 Equity	
				12 months – Class projects have been implemented, presented to the school and celebrated.	● ● ●			



KEY IMPROVEMENT STRATEGY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Provide opportunities for staff to; work collaboratively, develop their knowledge and skills, and maintain or improve their work/life balance.	Provide PLTs with an extended time period in which to discuss mathematics, and plan/review teaching and learning, as well as to visit other schools.	Principal AP	Ongoing	6 months – Develop timetable that allows for each teaching staff member to have four hours APT and for PLTs to meet for an extended period of time (2.30pm to 4.00pm+) each week.	● ● ●		\$30000 Staffing	
				12 months – Review timetable, establish value of increased APT and extended planning time and make recommendation for 2018.	● ● ●			
				12 months – Each PLT has visited at least two other schools .				
	Provide staff with information regarding health and wellbeing and hold one whole school staff health focussed activity each term.	Principal AP	Ongoing	6 months – At least one staff meeting with a focus on wellbeing held and at least one staff celebration/recognition activity.			\$1600 EH	
12 months – At least two staff meetings with a focus on wellbeing held and at least two staff celebration/recognition activities.								



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of 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 Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice 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 section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	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	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	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	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [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]				
Next Steps:				

