

2018 Annual Implementation Plan

for improving student outcomes

Rowville Secondary College (8734)



Submitted for review by Julie Kennedy (School Principal) on 22 February, 2018 at 07:19 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 22 February, 2018 at 07:51 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Rowville Secondary College (8734)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	Collaborative PDP process, Data wall provides consistent process yet quality of data analysis is variable, PL connected to Teaching Teams, Data Wall creates focus on student outcomes, Process to measure effectiveness of CPL strategies through data, sought feedback from parents about pedagogy
	Curriculum planning and assessment	Evolving moving towards Embedding	Curriculum documentation (UbD and Scope and Sequences) recorded, CATs exist with rubrics within an assessment schedule, CPL informs pedagogical approach, extended learning framework
	Evidence-based high-impact teaching strategies		
	Evaluating impact on learning		

Professional leadership	Building leadership teams	Embedding moving towards Excelling	One Great School graphic informing actions, SIT team that is cross-hierarchical, Working parties provides delegated authority, SDT groups, Trialling new approaches and measuring these through time invested in Teaching Teams, Emphasis on collaboration through Teaching Teams and Working Parties, regular feedback sought through range of surveys, inquiry encouraged through Teaching Teams
	Instructional and shared leadership		
	Strategic resource management		
	Vision, values and culture		

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	Student Voice Working Party, small representation of student leaders, students engaged in and represented on school council and interview panels shows encouragement of student involvement although it is narrow, structure for conferencing has been embedded, peer support program, Young Leadership Program, Student input into building of whitepapers of selected Working Parties, Growth Mindset assemblies, strengths based programs
	Setting expectations and promoting inclusion	Emerging moving towards Evolving	TOA of High Expectations, set and monitor learning goals, Connected Curriculum, BSEM including self-regulation and de-escalation strategies
	Health and wellbeing		
	Intellectual engagement and self-awareness		
Community engagement in learning	Building communities	Evolving moving towards Embedding	Compass contact, FTC and SLC, Meet and Greet, Coffee with the Principal, Community Forums, Community partnerships built and formalised yet there is disparity across programs, ILPs, wellbeing including external supports
	Global citizenship		
	Networks with schools, services and agencies		
	Parents and carers as partners		

Enter your reflective comments	The College has achieved mixed results in relation to the goal and targets set for student achievement with some targets achieved while others were not. A large number of strategies were implemented to build leader, teacher and collaborative capacity, in particular in relation to the Curiosity and Powerful Learning Theories of Action. The collaborative PDP process has focussed on professional growth and consequently has contributed to the development of trust and collective efficacy. Teachers still need significant support in the collection and use of data that effectively demonstrates what a student knows, understands and can do and what learning growth they have achieved over the 5 week "action research" cycle that teaching teams conduct.
Considerations for 2019	Use of data for identifying the learning needs of individual students has improved, but is still a need for further professional development. Students need additional support in the setting of SMART learning goals and teachers need support in linking SMART goals into the narrative of lessons and units of work. Further work is also required in monitoring the achievement of student learning goals. Our 4 programs and dual campus are core elements of the structure of the school and there is still work in connecting students to each other and the community and building of school pride.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Rowville Secondary College (8734)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To be a provider of great education so that our students are curious and powerful learners.	<ul style="list-style-type: none"> • Naplan results of students in the top two bands increases by 2% • NAPLAN Relative Growth: numbers of students in the medium to high growth 	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. <ul style="list-style-type: none"> • Naplan top two bands increases by 1% • Relative growth Medium to high 70% 	Building practice excellence

	<p>bands across all domains increases each year so that 80 per cent or more of students are achieving in the medium and high growth bands by 2020.</p> <ul style="list-style-type: none"> • Data Walls showing differentiated student growth at below and above • Successful PDP process for Teaching Teams • Embedded peer observation process • The whole-school (both Eastern and Western campuses) percentage endorsement of Teacher Collaboration and Guaranteed and viable curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 75 per cent or better by 2020. • Berry Street Education Model teaching strategies embedded in teacher practice • Development and use of whole school literacy strategies • Development and use of whole school numeracy strategies • VCE predicted score matches achieved score • VCE: Study scores—All study, English and Mathematics studies equal or exceed 29; an improving trend in the number of scores over 40 so that there are 6 per cent or better of scores over 40 by 2020. • Victorian Curriculum Teacher Judgement data Years 7–10: Allocation of A's and B's increases each year over the period of the SSP so that 30 per cent of students are achieving at the A or B level by 2020 		<ul style="list-style-type: none"> • Every teaching team achieves a successful outcome in the PDP review cycle • Every teacher undertakes peer observation • Whole school percentage 60% - 65% • VCE Study Scores - 27, scores over 40 is 3% • Vic Curric A or B level at least 15% • Increase in enrolments at the west 	
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	<ul style="list-style-type: none"> • An average of one Victorian Curriculum level per year for one year's input for every student deemed capable across Years 7–10 and all curriculum areas. • Increase in enrolments • Program growth targets • Changes to General Excellence program to ensure it caters for individual student strengths • New vision statement 			
To be a great place to learn and work so that student outcomes improve.	<ul style="list-style-type: none"> • Creation of a Year 7 Learning Community • Maintenance issues resolved at the western campus • All classrooms have learning artefacts • School Vision & Values prominently displayed around the school • All physical changes in line with Architectural Blueprint • Improved physical environment at both campuses • The whole-school percentage endorsement of Teacher Collaboration, Collective Focus on Student Learning and Shielding and Buffering in the School Climate module of the SO Survey, to reach 80 per cent or better by 2020. • Improvement in Staff retention • Development of a staff retention policy • Effective aspirant leaders program • Redefined leadership roles that support the College priorities 	No	<ul style="list-style-type: none"> *Year 7 learning centre at the Western Campus will be completed and operational *Fascias replaced and painted at the Western Campus *Exterior painted at the Western Campus, with the new colour palette *Locker bays at both campuses are remodelled *All classroom have learning artefacts *By the end of 2018 the staff retention policy will be implemented *Effective aspirant leaders program will be developed and actioned *Increase in positive survey results *Review and refine the induction program 	

	<ul style="list-style-type: none"> • The whole-school percentage endorsement of and Leading Change, Cultural Leadership, Instructional Leadership, Leaders' Support for Change and Visibility in the School Leadership module of the SO Survey, to reach 80 per cent or better by 2020. • Development of a PL calendar • Development of a strong induction program • Explicit planning and processes developed for succession • Clear criteria and processes around staffing and timetables • Appropriate and skilled applicants for every role advertised (no 2nd round or re-advertisement necessary) 			
To provide a great student experience so that RSC becomes the school of choice	<ul style="list-style-type: none"> • Improvement in Attitudes to School Survey • Improvement in attendance rates • Student Forum data used to plan for change • Student representatives on decision making bodies • Effective student voice policy • Program to build capacity of student leaders • All students identified as disadvantaged have an ILP • Hands on Learning established at the College • School means for the ATS Survey measures of Stimulating Learning, Learning Confidence, Teacher 	Yes	<ul style="list-style-type: none"> *Improvement in attitudes to school survey *Improvement in attendance rates *Increase student representatives on decision making bodies *Review and refine student voice policy *All students identified as disadvantaged have an ILP *School means for the ATS Survey measures of Stimulating Learning, Learning Confidence, Teacher Effectiveness and Teacher Empathy 	Setting expectations and promoting inclusion

	<p>Effectiveness and Teacher Empathy continuously improve across all year levels and for both males and females, reaching the 75th percentile or better by 2020.</p> <ul style="list-style-type: none"> • School means for the Parent Opinion Survey of Stimulating Learning, Learning Focus and Student Motivation be 5.8 or better by 2020. • Student recognition, rewards and promotion policy • Explicit approach for high achievers • Improvement in Resilience Survey results • Structure to support learning mentors • House system effectively used to connect students to the school and each other 		<p>continuously improve across all year levels and for both males and females, reaching the 50th percentile</p> <ul style="list-style-type: none"> *Increase of the school mean for the Parent Opinion Survey of stimulating learning, learning focus and student motivation *Improvement in Resilience survey results *Structure to support learning mentors implemented *House system has been implemented 	
<p>To be a great partner with parents and the community so that we work together on a shared vision.</p>	<ul style="list-style-type: none"> • Increase % enrolments from feeder primary schools • Improvement in Year 7 student Attitudes to School Survey • Effective transition processes • School means for the Parent Opinion Survey of School improvement, Approachability, Parent Input and General Satisfaction be 5.8 or better by 2020. • Increased attendance at school events • Opportunities developed and communicated for parents to make meaningful contributions to the school community 	No		

	<ul style="list-style-type: none"> • Increased number of Joint Use agreements/partnerships 			
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Improvement Initiatives Rationale				
<p>VCE data and teacher judgements clearly demonstrate that whilst the school community has undertaken many change initiatives and worked hard to improve, there has not been any significant impact on student learning data. Staff, student and parent opinion data fluctuates and differs at each campus. However, there is still a clear indication from the data and from the extensive self-evaluation performed by our community in 2017, that students need to be empowered as active and determined participants in their learning and they need to be more strongly connected to each other and to the school community.</p>				

Goal 1	To be a provider of great education so that our students are curious and powerful learners.			
12 month target 1.1	<ul style="list-style-type: none"> • Naplan top two bands increases by 1% • Relative growth Medium to high 70% • Every teaching team achieves a successful outcome in the PDP review cycle • Every teacher undertakes peer observation • Whole school percentage 60% - 65% • VCE Study Scores - 27, scores over 40 is 3% • Vic Curric A or B level at least 15% • Increase in enrolments at the west 			
FISO Initiative	Building practice excellence			
Key Improvement Strategies				
KIS 1	If we have a relentless focus on improving the quality of teaching and learning then we will get improved student outcomes and engagement.			

Goal 2	To provide a great student experience so that RSC becomes the school of choice			
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12 month target 2.1	<ul style="list-style-type: none"> *Improvement in attitudes to school survey *Improvement in attendance rates *Increase student representatives on decision making bodies *Review and refine student voice policy *All students identified as disadvantaged have an ILP *School means for the ATS Survey measures of Stimulating Learning, Learning Confidence, Teacher Effectiveness and Teacher Empathy continuously improve across all year levels and for both males and females, reaching the 50th percentile *Increase of the school mean for the Parent Opinion Survey of stimulating learning, learning focus and student motivation *Improvement in Resilience survey results *Structure to support learning mentors implemented *House system has been implemented
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	If we have a shared approach to positive classrooms, health, well-being and inclusion then we will get students, staff and families who are connected to our school community.

Define Evidence of Impact and Activities and Milestones - 2018

Rowville Secondary College (8734)

Goal 1	To be a provider of great education so that our students are curious and powerful learners.
12 month target 1.1	<ul style="list-style-type: none"> • Naplan top two bands increases by 1% • Relative growth Medium to high 70% • Every teaching team achieves a successful outcome in the PDP review cycle • Every teacher undertakes peer observation • Whole school percentage 60% - 65% • VCE Study Scores - 27, scores over 40 is 3% • Vic Curric A or B level at least 15% • Increase in enrolments at the west

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	If we have a relentless focus on improving the quality of teaching and learning then we will get improved student outcomes and engagement.			
Actions	<ol style="list-style-type: none"> 1. Staff learning collaboratively in teaching teams, focusing on Curiosity and Powerful Learning Theories of Action to share teaching strategies that refine instructional practice. 2. Continue to develop and refine the observation cycle. 3. Teachers develop capacity to use a range of data sources to inform planning and delivery. 4. Further develop provision and use of feedback to promote student accountability and agency. 			
Evidence of impact	<p>Students:</p> <ol style="list-style-type: none"> 1. Set and monitoring student learning goals. 2. Utilise feedback to guide self reflection. 3. Use a range of self reflection tools. 4. Understand and use tools and strategies to become powerful learners. <p>Teachers:</p> <ol style="list-style-type: none"> 1. Build their expertise in building Curiosity and Powerful Learning Theories of Action. 2. Design and implement opportunities to make learning visible. 3. Use collaboration to build collective capacity. 4. Use low-inference observations to inform the reflective cycle of teaching teams. <p>Leadership:</p> <ol style="list-style-type: none"> 1. Staff Development Team Leaders guide and support professional growth in pedagogical practice. 2. Work with their teams to maintain focus on best practice. 3. Provide opportunities to build expertise and skill to be successful. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Every teacher is in a teaching team that works collaboratively to build data walls to inform and improve instructional practice.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Undertake train the trainer sessions with John Munro to support CPL work	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$24,000.00 <input type="checkbox"/> Equity funding will be used
Undertake train the trainer sessions with John Munroe to support CPL work	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$24,000.00 <input type="checkbox"/> Equity funding will be used
Regular peer observations, refining and using the Looking glass template	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Undertake professional learning on using formative and summative assessment data to inform planning and delivery	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Provide timely feedback that acknowledges areas that are well handled and enables students to understand what they need to do to improve	Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students use feedback to monitor and self-regulate their learning	Student(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular Teaching Team meetings take place to enable participation in a reflective teaching team cycle.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Eng and Maths ACE teams are created at years 7 & 8 to differentiate in order to accelerate, challenge and extend students at all entry points.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$343,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To provide a great student experience so that RSC becomes the school of choice
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12 month target 2.1	<ul style="list-style-type: none"> *Improvement in attitudes to school survey *Improvement in attendance rates *Increase student representatives on decision making bodies *Review and refine student voice policy *All students identified as disadvantaged have an ILP *School means for the ATS Survey measures of Stimulating Learning, Learning Confidence, Teacher Effectiveness and Teacher Empathy continuously improve across all year levels and for both males and females, reaching the 50th percentile *Increase of the school mean for the Parent Opinion Survey of stimulating learning, learning focus and student motivation *Improvement in Resilience survey results *Structure to support learning mentors implemented *House system has been implemented
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	If we have a shared approach to positive classrooms, health, well-being and inclusion then we will get students, staff and families who are connected to our school community.
Actions	<ol style="list-style-type: none"> 1. Implementation of house system 2. Introduce Learning Mentors for all students 3. Embed the work of BSEM into regular classroom practice 4. Increased opportunities for student voice 5. Changes to physical environment/Increase visibility of school vision and values
Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> Increase sense of pride and connectedness Sense of safety and inclusion Student voice is acknowledged and acted upon visible mindfulness by teachers and students <p>Teaching Staff</p> <ol style="list-style-type: none"> 1. Increased staff retention 2. Improved results in the Staff Opinion to Schools survey 3. Decreased teacher absences 4. Increase sense of pride and connectedness 5. Staff engagement in extra-curricula programs

	<p>Parents / Families:</p> <ol style="list-style-type: none"> 1. Increase sense of pride and connectedness 2. Parent voice is acknowledged and acted upon 3. Improve authentic communication 4. Increase participation in school community events <p>Educational Support Staff</p> <p>Increase sense of pride and connectedness</p> <p>Involvement in wider school activities</p> <p>Greater collaboration between ES and College Community</p> <p>ES voice is acknowledged and acted upon</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Each teacher is assigned as either a learning mentor or house champion and connected to a house or a specific group of students.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Attending whole school meetings to develop a shared language and message	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
House Champions will organise and facilitate house based activities, including sporting, academic and social activities, for student and staff participation	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
All teaching staff will explicitly embed BSEM strategies into their teaching practice	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Learning mentors will facilitate learning mentor sessions with students	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Learning mentors will be in regular contact with parents and families of students	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff association will organise activities/functions for staff to attend	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Educational Support staff will liaise between College Community, students and staff through Compass, phonecalls and emails	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
ES staff will contribute ideas and provide feedback to College Leadership	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Mentor to become first port of call for parent communication.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Changing communication (phone and email) protocols.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Further refinement of current opportunities for parent involvement in College events (Campus based College community picnic, morning tea with the Principal, Open Night)	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Multi-modal communication portals. (Facebook, Compass, email, phone, personal)	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Rowville Secondary College (8734)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Every teacher is in a teaching team that works collaboratively to build data walls to inform and improve instructional practice.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Undertake train the trainer sessions with John Munro to support CPL work	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants John Munro ACU	<input checked="" type="checkbox"/> On-site
Undertake train the trainer sessions with John Munroe to support CPL work	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants John Munro ACU	<input checked="" type="checkbox"/> On-site
Undertake professional learning on using formative and summative assessment data to inform planning and delivery	Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Hawker Brownlow Conference	<input checked="" type="checkbox"/> Off-site Caulfield

Eng and Maths ACE teams are created at years 7 & 8 to differentiate in order to accelerate, challenge and extend students at all entry points.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All teaching staff will explicitly embed BSEM strategies into their teaching practice	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants Berry Street Education Model and consultancy with Tom Brunzell	<input checked="" type="checkbox"/> On-site
Learning mentors will facilitate learning mentor sessions with students	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning Mentor to become first port of call for parent communication.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Changing communication (phone and email) protocols.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.