

2018 Annual Implementation Plan

for improving student outcomes

Caulfield Junior College (3820)

Caulfield Junior
College



Submitted for review by Rohan Cooper (School Principal) on 19 December, 2017 at 07:19 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 19 December, 2017 at 07:20 AM

Endorsed by Stephen Loyer (School Council President) on 19 December, 2017 at 09:53 PM

Self-evaluation Summary - 2018

Caulfield Junior College (3820)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	Caulfield Junior College has undergone significant change in the past twelve months. The school had a change in Principal in Term 4 and will appoint a substantive Principal in Term 2, 2018. The French Elective is now integrated into the DET and all staff are employees of the DET. The school continues to be challenged by needing to meet the diverse and sometimes conflicting requirements of the DET and the French Ministry for Education. The school will continue to pursue strategies to ensure a balance between students accessing the 'standard' Victorian Curriculum and the French Elective. Our student, parent and staff survey data has areas for improvement and the AIP addresses key areas derived from this feedback. Our student achievement data remains consistent (against historical trends at the school) and the AIP also addresses key areas for improvement in student learning. The school has maintained a consistent workforce plan and this will bring consistency and an element of predictability to the school at a time of significant change.
Considerations for 2019	Caulfield Junior College will prioritise developing a distributed leadership model in 2018. We will identify developing leaders and build their skills through coaching and professional learning. We will work with an Educational Consultant to help build highly-effective teams who work towards shared goals. We will continue to develop an understanding of the similarities and differences between the Victorian and French Curricula and investigate further opportunities to position ourselves as a

	centre for excellence in languages. The school has significant requirements in its buildings and grounds and this needs to be prioritised. The school has significant room for improvement in its student, parent and staff survey data and this needs to be diagnosed as a community, addressed, planned for and monitored. The school will go through review in 2018 and this will be an excellent opportunity, with the appointment of a substantive Principal, to work collaboratively with the community to solidify the mission and vision of the school for the future.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Caulfield Junior College (3820)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve whole school student outcomes in Literacy and Numeracy, particularly in Writing	There will be evident improvement in NAPLAN results: <ul style="list-style-type: none"> • A-E and E-NA will correlate to NAPLAN data • Detailed analysis of NAPLAN, A-E and E-NA will inform targeted learning and teaching • Year 3-5 NAPLAN to indicate 10% gain for high growth for 	Yes	? Analyse Binome and Composite class student NAPLAN data in years 3 and 5 separately ? Build an accurate language profile of students within the school, both in the Binomes and composite classes ? To build staff capacity in collecting, analysing, interpreting and	Building practice excellence

	<p>reading and viewing, writing and numeracy</p> <ul style="list-style-type: none"> • The whole school Instructional Model and Assessment Schedule will be consistent and embedded across the school • Teacher judgements for the Victorian and French Curriculums to be at or above like schools • • 		<p>using student data</p> <ul style="list-style-type: none"> ? Develop targeted literacy and numeracy strategies in response to data analysis ? Develop a whole school instructional model in learning and teaching ? Continue whole school writing moderation ? Continue whole school student achievement data shows 	
<p>To integrate the Victorian Curriculum and French Curriculum to create one curriculum and embed the inquiry approach to learning and teaching across the school.</p>	<ul style="list-style-type: none"> • A-E and E-NA will correlate to NAPLAN data • Detailed analysis of NAPLAN, A-E and E-NA will inform targeted learning and teaching • The Inquiry approach to learning and teaching will be embedded across the school • Teacher judgements for the Victorian and French Curriculums to be at or above like schools 	Yes	<ul style="list-style-type: none"> ? Develop a shared understanding and approach to inquiry ? Develop literacy and numeracy planners linked to units of inquiry 	Building practice excellence
<p>To improve students engagement with their learning,</p> <ul style="list-style-type: none"> - with staff, - with each other across the French Elective and Composite sections of the school 	<ul style="list-style-type: none"> • PDP and teacher work programs will connect student learning with 	No	<ul style="list-style-type: none"> ? Calendar of school and community events ? Parent Workshop/Information Nights ? Formal 	

<p>- and with the broader community.</p>	<p>differentiated authentic learning tasks.</p> <ul style="list-style-type: none"> • Students will have enhanced capacity to incorporate ICT into teaching and learning • Attendance at school and community events will increase to build a whole school sense of community and purpose • There will be effective communication from School Council to staff, parents and the principal • Attitudes to School Student Survey data to demonstrate improvement for the variables of student learning, student motivation and school connectedness from 2015. 		<p>communication between teachers and parents, parent committee fundraisers and school community building events ? Calendar of school and community events to build community connection and school identity</p>	
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<p>To improve student wellbeing by building an inclusive community of learners that caters for the social, emotional and academic learning of all students</p>	<ul style="list-style-type: none"> • Information collected by the Student Wellbeing Team will be used to monitor student behaviour and wellbeing over time. It will be used to inform practice and to demonstrate improvement. • Documentation of incidents and the number of referrals to Student Support Services will be used to inform practice and to demonstrate improvement. • Attitudes to School Student Survey data to demonstrate improvement for the variables of student safety, connectedness to peers and classroom behaviour from 2015. 	<p>Yes</p>	<p>? Engage 'Oz Child' to support the emotional and social learning of all students ? Continue to provide release for the Student Wellbeing Team to work with students each afternoon ? Audit the Annual Implementation Plan to ensure the professional learning schedule reflects the goals of the School Strategic Plan ? Dedicate one briefing per week for Student Wellbeing</p>	<p>Empowering students and building school pride</p>
<p>To build student intercultural competences as global citizens, aligned with the Council of International Schools (CIS) and Agency for French Education Abroad (AEFE) standards and practices.</p>	<p>Attitudes to School Student Survey data to demonstrate improvement for the variables of student safety, connectedness to peers and classroom behaviour from 2015.</p>	<p>No</p>	<p>To provide professional learning based on research and evidence that builds staff capacity in bilingual education</p>	

Improvement Initiatives Rationale

Caulfield Junior College is a bi-national school with a French Section Elective. We currently have a very high percentage of students with a language background other than English. All students whether in the bilingual program or not, participate in NAPLAN testing and the results are combined as whole school results. For this reason the school needs to undertake a detailed analysis of which students are performing well in NAPLAN and which ones are not, in order to interpret the NAPLAN data accurately. It is relevant that the French bilingual program is taught by French teachers in accordance with the French curriculum and as such the NAPLAN testing presents students with a different style and approach to learning and teaching and assessment. E.g. the French curriculum requires students to write smaller amounts of text with a high level of accuracy. This is in contrast to genre based writing which is the style of NAPLAN and the process of the Victorian Curriculum. Also currently, the recent School Review Process demonstrates clearly that teacher judgements according to A-E and E-NA on student reports do not correlate with NAPLAN results. So it is clear, that due to the combined NAPLAN results and the lack of correlation between the student reports and NAPLAN result that we do not have a precise enough understanding of student performance to accurately target our teaching. The NAPLAN 'My School' page lists us as having 77% of students who have English as an additional language. It is not clear in comparison to 'like schools' which schools we are being compared to, whether it is based on the language background of students or the socio-economic status of the families or both. We need to investigate this further as it makes it difficult to interpret our comparative schools data.

Goal 1	To improve whole school student outcomes in Literacy and Numeracy, particularly in Writing
12 month target 1.1	<ul style="list-style-type: none"> ? Analyse Binome and Composite class student NAPLAN data in years 3 and 5 separately ? Build an accurate language profile of students within the school, both in the Binomes and composite classes ? To build staff capacity in collecting, analysing, interpreting and using student data ? Develop targeted literacy and numeracy strategies in response to data analysis ? Develop a whole school instructional model in learning and teaching ? Continue whole school writing moderation ? Continue whole school student achievement data shows
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	? Establish a whole school teaching and learning framework that includes an agreed philosophy and pedagogy platform.
KIS 2	? Implement a leadership development program to support team leaders in implementation of school priorities; strengthen peer observation and coaching to ensure best practice is shared.

Goal 2	To integrate the Victorian Curriculum and French Curriculum to create one curriculum and embed the inquiry approach to learning and teaching across the school.
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12 month target 2.1	? Develop a shared understanding and approach to inquiry ? Develop literacy and numeracy planners linked to units of inquiry
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	? Implement professional learning in understanding of the Victorian & French curriculum standards and progression points beyond 'expected' grade levels; interrogate and focus on the developmental continuum.
KIS 2	? Complete the French and Victorian curriculum analysis including alignment and integration across key content areas to ensure the school is working to one curriculum and that all staff have designated roles in the process.
KIS 3	? Build staff capacity through professional learning; through professional learning teams, whole school professional learning and year level planning meetings, within a bi-national context

Goal 3	To improve student wellbeing by building an inclusive community of learners that caters for the social, emotional and academic learning of all students
12 month target 3.1	? Engage 'Oz Child' to support the emotional and social learning of all students ? Continue to provide release for the Student Wellbeing Team to work with students each afternoon ? Audit the Annual Implementation Plan to ensure the professional learning schedule reflects the goals of the School Strategic Plan ? Dedicate one briefing per week for Student Wellbeing
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	? Introduce a whole school pastoral program; review potential for increased social and emotional learning activity.
KIS 2	? Review and document the role and membership of the wellbeing team to ensure alignment with whole school needs; align policy and practice with parent and stakeholder expectations.

KIS 3	? Review student management and wellbeing documentation to ensure applicability across the whole school; embed school wide consistency of restorative practices with associated professional learning.
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Define Evidence of Impact and Activities and Milestones - 2018

Caulfield Junior College (3820)

Goal 1	To improve whole school student outcomes in Literacy and Numeracy, particularly in Writing			
12 month target 1.1	<ul style="list-style-type: none"> ? Analyse Binome and Composite class student NAPLAN data in years 3 and 5 separately ? Build an accurate language profile of students within the school, both in the Binomes and composite classes ? To build staff capacity in collecting, analysing, interpreting and using student data ? Develop targeted literacy and numeracy strategies in response to data analysis ? Develop a whole school instructional model in learning and teaching ? Continue whole school writing moderation ? Continue whole school student achievement data shows 			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	? Establish a whole school teaching and learning framework that includes an agreed philosophy and pedagogy platform.			
Actions	<p>Investigate best practice in teaching and learning specific to a setting delivering both the Victorian and French Curricula. Develop, implement and make visible the whole-school instructional model. Build teacher capacity in using 'High Impact Teaching Strategies'. Develop a peer-observation model, including a requirement in teacher Performance Development Plans. Monitor progress in Literacy and Numeracy through a focus on NAPLAN and student achievement data.</p>			
Evidence of impact	<p>Students will know what is expected of them, be engaged in their learning and achieving beyond their expected level. Teachers will deliver a consistent, quality learning and teaching program. Leaders will use survey and student achievement data as evidence of whole-school improvement.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Investigate best practice in teaching and learning specific to a setting delivering both the Victorian and French Curricula.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document whole-school instructional model.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document peer observation model.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor NAPLAN and student achievement data.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve whole school student outcomes in Literacy and Numeracy, particularly in Writing
12 month target 1.1	? Analyse Binome and Composite class student NAPLAN data in years 3 and 5 separately ? Build an accurate language profile of students within the school, both in the Binomes and composite classes ? To build staff capacity in collecting, analysing, interpreting and using student data ? Develop targeted literacy and numeracy strategies in response to data analysis ? Develop a whole school instructional model in learning and teaching ? Continue whole school writing moderation ? Continue whole school student achievement data shows
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	? Implement a leadership development program to support team leaders in implementation of school priorities; strengthen peer observation and coaching to ensure best practice is shared.
Actions	Form teams that address whole-school priorities, including Literacy, Numeracy, Student Wellbeing and ICT. Appoint 'Learning Specialists' in Literacy and Numeracy. Engage an Educational Consultant to conduct professional learning and coaching in highly-effective teamwork and mentoring for

	developing leaders. Investigate Richard DuFour's research on Professional Learning Communities.			
Evidence of impact	Students will be supported in both their academic and social and emotional learning by teaching teams formed in the key areas of Literacy, Numeracy, Student Wellbeing and ICT. Teachers will learn how highly-effective teams work and be mentored to develop their leadership skills. Leaders will use the research of Richard DuFour to build their understanding of Professional Learning Communities.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Form Literacy, Numeracy, Student Wellbeing and ICT teams.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Appoint Learning Specialists in Literacy and Numeracy.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage Educational Consultant to work in coaching teams and mentoring developing leaders.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To integrate the Victorian Curriculum and French Curriculum to create one curriculum and embed the inquiry approach to learning and teaching across the school.		
12 month target 2.1	? Develop a shared understanding and approach to inquiry ? Develop literacy and numeracy planners linked to units of inquiry		
FISO Initiative	Building practice excellence		
Key Improvement Strategy 1	? Implement professional learning in understanding of the Victorian & French curriculum standards and progression points beyond 'expected' grade levels; interrogate and focus on the developmental continuum.		

Actions	Continue to implement the Assessment Schedule, with a focus on consistent resourcing and translation of assessment tools.			
Evidence of impact	Students will have their individual learning needs catered for because of accurate and (where appropriate) bi-lingual assessment. Teachers will have the resources to implement consistent assessment practices. Leaders will be able to analyse student achievement data accurately.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Create a centralised resource system for year level teams.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Assign a trained staff member to complete translation of documents, including assessment tasks.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To integrate the Victorian Curriculum and French Curriculum to create one curriculum and embed the inquiry approach to learning and teaching across the school.			
12 month target 2.1	? Develop a shared understanding and approach to inquiry ? Develop literacy and numeracy planners linked to units of inquiry			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	? Complete the French and Victorian curriculum analysis including alignment and integration across key content areas to ensure the school is working to one curriculum and that all staff have designated roles in the process.			
Actions	Define the common concepts and skills in the 'content disciplines' of the Victorian and French Curricula. Define the unique content of the Victorian and French Curricula.			
Evidence of impact	Students will receive instruction that is considerate of the requirements of the Victorian and French Curricula. Teachers will be able to define the similarities and differences between the Victorian and French Curricula.			

	Leaders will have a clear understanding of the similarities and differences between the Victorian and French Curricula and be able to communicate this effectively to all constituents in the school.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Document the similarities and differences within the Victorian and French Curricula.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To integrate the Victorian Curriculum and French Curriculum to create one curriculum and embed the inquiry approach to learning and teaching across the school.			
12 month target 2.1	? Develop a shared understanding and approach to inquiry ? Develop literacy and numeracy planners linked to units of inquiry			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	? Build staff capacity through professional learning; through professional learning teams, whole school professional learning and year level planning meetings, within a bi-national context			
Actions	Build teacher capacity in planning and delivering a unit of inquiry. Develop a shared understanding of and approach to delivering a unit of inquiry. Implement a consistent whole-school approach to planning units of inquiry. Implement a consistent school-wide curriculum planning model.			
Evidence of impact	Students will be engaged in student-led inquiry that meets the requirements of the Victorian and French Curricula. Teachers will develop and implement units of inquiry consistently across the school. Leaders will develop a common approach to planning and teaching units of inquiry.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Document a consistent whole school approach to planning units of inquiry.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document a consistent school-wide curriculum planning model.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Build teacher capacity in the inquiry approach through professional learning.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To improve student wellbeing by building an inclusive community of learners that caters for the social, emotional and academic learning of all students			
12 month target 3.1	? Engage 'Oz Child' to support the emotional and social learning of all students ? Continue to provide release for the Student Wellbeing Team to work with students each afternoon ? Audit the Annual Implementation Plan to ensure the professional learning schedule reflects the goals of the School Strategic Plan ? Dedicate one briefing per week for Student Wellbeing			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	? Introduce a whole school pastoral program; review potential for increased social and emotional learning activity.			
Actions	Form a student wellbeing team with representation from each year level. Engage 'The Resilience Project' to build key competencies in social and emotional learning for our students, teachers and families.			
Evidence of impact	Students will be supported in developing their social and emotional learning. Teachers will have the skills to develop the social capabilities of their students. Leaders will use student survey data to monitor the impact of an increased focus on social and emotional learning.			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Form student wellbeing team.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage 'The Resilience Project'.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To improve student wellbeing by building an inclusive community of learners that caters for the social, emotional and academic learning of all students			
12 month target 3.1	<ul style="list-style-type: none"> ? Engage 'Oz Child' to support the emotional and social learning of all students ? Continue to provide release for the Student Wellbeing Team to work with students each afternoon ? Audit the Annual Implementation Plan to ensure the professional learning schedule reflects the goals of the School Strategic Plan ? Dedicate one briefing per week for Student Wellbeing 			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	? Review and document the role and membership of the wellbeing team to ensure alignment with whole school needs; align policy and practice with parent and stakeholder expectations.			
Actions	Develop and implement a common approach to the management of student wellbeing, including the engagement of families in the process. Develop and implement a 'staged response' for inappropriate student behaviour.			
Evidence of impact	Students will feel safe and supported because of consistent practice and process. Teachers will manage student behaviour incidents with more confidence and effectiveness. Leaders will promote collective responsibility from all staff for all students.			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Document common approach to the management of student wellbeing.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document 'staged response' for inappropriate student behaviour.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve student wellbeing by building an inclusive community of learners that caters for the social, emotional and academic learning of all students			
12 month target 3.1	<ul style="list-style-type: none"> ? Engage 'Oz Child' to support the emotional and social learning of all students ? Continue to provide release for the Student Wellbeing Team to work with students each afternoon ? Audit the Annual Implementation Plan to ensure the professional learning schedule reflects the goals of the School Strategic Plan ? Dedicate one briefing per week for Student Wellbeing 			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 3	? Review student management and wellbeing documentation to ensure applicability across the whole school; embed school wide consistency of restorative practices with associated professional learning.			
Actions	Build teacher capacity in using Restorative Practices. Timetable daily sessions for a member of the student wellbeing team to work with students.			
Evidence of impact	Students will build their skills in showing empathy. Teachers will facilitate 'Restorative Chat'. Leaders will promote collective responsibility from all staff for all students.			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Provide teacher professional learning in the use of Restorative Practices.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetable daily student wellbeing sessions.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Caulfield Junior College (3820)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Investigate best practice in teaching and learning specific to a setting delivering both the Victorian and French Curricula.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site AEFE Schools
Engage Educational Consultant to work in coaching teams and mentoring developing leaders.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Educational Consultant skilled in building teams and developing leaders.	<input checked="" type="checkbox"/> On-site
Build teacher capacity in the inquiry approach through professional learning.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Engage 'The Resilience Project'.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Provide teacher professional learning in the use of Restorative Practices.	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> 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.