

2018 Annual Implementation Plan

for improving student outcomes

Reservoir High School (8708)



Submitted for review by Lea Volpe (School Principal) on 11 May, 2018 at 12:27 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 11 May, 2018 at 02:01 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Reservoir High School (8708)

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	Although teachers currently work on group activities, moving towards a collaborative PLC culture has not been achieved to date. Needs to be a drive toward a focus on formative assessment regimes that meet student outcomes. Continued PD on literacy and numeracy and the use of data. Ensure staff implement a consistent approach to assessment that can measure student growth.
Considerations for 2019	Consideration should include building teacher capacity practices, such as formative assessment, becoming data literate, and a focus on literacy. The next stage of our curriculum journey needs to focus on the positive attributes of teacher collaboration through PLCs. Collaboration is central to achieving consistency of approach in formative assessment, data literacy and improved literacy and numeracy results.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Reservoir High School (8708)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																		
<p>To build an outstanding teaching and learning environment that develops enthusiastic, reflective and resilient learners who strive for excellence.</p>	<p>By 2020, there will be a percentage decrease in students performing Below the National Standard in the following year 9 NAPLAN dimensions.</p> <table border="1" data-bbox="533 885 1128 1264"> <thead> <tr> <th></th> <th>2015 % Below National Standard</th> <th>2020 % Below National Standard</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>7</td> <td>4</td> </tr> <tr> <td>Writing</td> <td>26</td> <td>15</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>18</td> <td>10</td> </tr> <tr> <td>Spelling</td> <td>21</td> <td>12</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>All students improve by at least 1.0 AusVELS level per year from year 7 to year 10.</p>		2015 % Below National Standard	2020 % Below National Standard	Reading	7	4	Writing	26	15	Grammar & Punctuation	18	10	Spelling	21	12	Numeracy	3	0	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>In 2018 our Year 9 students there will be a percentage decrease in students performing Below the National Standards: Reading 5% Writing 20% Grammar & Punctuation 13% Spelling 17% Numeracy 2% All students improve on level with the Victorian Curriculum In NAPLAN matched cohort will be at State level or above for Reading, Writing and Numeracy</p>	<p>Building practice excellence</p>
	2015 % Below National Standard	2020 % Below National Standard																				
Reading	7	4																				
Writing	26	15																				
Grammar & Punctuation	18	10																				
Spelling	21	12																				
Numeracy	3	0																				

	<p>By 2020, NAPLAN matched cohort growth in reading, writing and numeracy to be at or above the state mean.</p> <p>By 2020 will achieve a VCE study median score of 28.</p>		VCE Median Study Score of 28	
To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed.	<p>Reservoir High takes part in the Respectful Relationships program in 2018</p> <p>The culture of a safe and diverse community is maintained from the work completed in previous years.</p>	Yes	<p>Professional development undertaken in implementing the Respectful Relationships program at Reservoir High School.</p> <p>The mantra of a safe, kind and fair school is maintained in all areas of the school.</p>	Empowering students and building school pride
To provide pathways and opportunities for all learners and an environment that promotes excellence and success	<p>Improvement to be seen in the following SATSS data – classroom behaviour & teacher empathy (assisted by work of Work ethic and Classroom behaviour Sub groups)</p> <p>Attendance & Lateness data to continue to track positively</p> <p>To maintain attendance figures better than or in line with state average.</p>	Yes	<p>Improvement to be seen in the following SATSS data – classroom behaviour & teacher empathy (assisted by work of Work ethic and Classroom behaviour Sub groups)</p>	Setting expectations and promoting inclusion
To ensure the effective development and use of resources (people, time, space,	By 2019 we have 150 year 7 students	Yes	By the end of 2018 the use of resources (Professional Practice	Strategic resource management

funding etc.) to achieve the school vision.	<p>By 2019 Reservoir High will have a student population over 700.</p> <p>By 2019 our real retention rate is at least 55%.</p> <p>By 2019 our deficit has not increased.</p> <p>By 2019 all parents & Guardians are using Compass.</p> <p>Maintain or improve current staff opinion survey.</p>		<p>Days, Professional development, Marketing, work force planning, master plan development) will be evaluated and action plan will be developed and implementation commenced..</p>	
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Improvement Initiatives Rationale
<p>After evaluating school data such as the ATTS, staff survey, Panorama Report and other performance school data, it was obvious that literacy needed to be a focus of the school to improve student outcomes form Year 7 - 12. Also Stimulating learning appears to be an issue and Reservoir High has decided to become part of the Respectful relationships initiative and also the PLC Initiative.</p>

Goal 1	To build an outstanding teaching and learning environment that develops enthusiastic, reflective and resilient learners who strive for excellence.
12 month target 1.1	<p>In 2018 our Year 9 students there will be a percentage decrease in students performing Below the National Standards:</p> <p>Reading 5%</p> <p>Writing 20%</p> <p>Grammar & Punctuation 13%</p> <p>Spelling 17%</p> <p>Numeracy 2%</p> <p>All students improve on level with the Victorian Curriculum</p> <p>In NAPLAN matched cohort will be at State level or above for Reading, Writing and Numeracy</p> <p>VCE Median Study Score of 28</p>
FISO Initiative	Building practice excellence

Key Improvement Strategies	
KIS 1	To continue to further develop teacher capacity and whole school processes to improve student outcomes.
KIS 2	To continue strengthening teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment.

Goal 2	To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed.
12 month target 2.1	Professional development undertaken in implementing the Respectful Relationships program at Reservoir High School. The mantra of a safe, kind and fair school is maintained in all areas of the school.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To consolidate a whole school approach that supports a culture of respect - being kind, fair and safe in the school environment.
KIS 2	To consolidate a whole school approach to Student Wellbeing, including use of school data to ensure an environment where people are supported and empowered.

Goal 3	To provide pathways and opportunities for all learners and an environment that promotes excellence and success
12 month target 3.1	Improvement to be seen in the following SATSS data – classroom behaviour & teacher empathy (assisted by work of Work ethic and Classroom behaviour Sub groups)
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	

KIS 1	To evaluate and provide pathways and opportunities for all learners, which promotes an environment of excellence and success. Which includes a smooth transition through the school.
Goal 4	To ensure the effective development and use of resources (people, time, space, funding etc.) to achieve the school vision.
12 month target 4.1	By the end of 2018 the use of resources (Professional Practice Days, Professional development, Marketing, work force planning, master plan development) will be evaluated and action plan will be developed and implementation commenced..
FISO Initiative	Strategic resource management
Key Improvement Strategies	
KIS 1	To evaluate Reservoir High's marketing strategies and develop an action plan in order to increase our student numbers.
KIS 2	Develop a master plan of future building works to maximise the use of building s and resources to enable our students to be work ready for the 21st century.
KIS 3	Develop a workforce plan for the next 3 years to minimise our deficit.

Define Evidence of Impact and Activities and Milestones - 2018

Reservoir High School (8708)

Goal 1	To build an outstanding teaching and learning environment that develops enthusiastic, reflective and resilient learners who strive for excellence.
12 month target 1.1	In 2018 our Year 9 students there will be a percentage decrease in students performing Below the National Standards: Reading 5% Writing 20% Grammar & Punctuation 13% Spelling 17%

	<p>Numeracy 2%</p> <p>All students improve on level with the Victorian Curriculum</p> <p>In NAPLAN matched cohort will be at State level or above for Reading, Writing and Numeracy</p> <p>VCE Median Study Score of 28</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	To continue to further develop teacher capacity and whole school processes to improve student outcomes.			
Actions	<p>To improve the Students Literacy in all KLAs by engaging and working with a Literacy consultant. Specific areas of focus being VCE and writing in all subject areas.</p> <p>Evaluating our current numeracy intervention program and analyse findings</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - observe regular and frequent use of formative assessments by their teachers in all classes - be more engaged, aware of their learning content, expectations that will result in improved student outcomes - improve their literacy across all subject areas - work collaboratively in all classrooms <p>Teachers will:</p> <ul style="list-style-type: none"> - adopt a collaborative approach to learning in their classrooms - work with the literacy consultant and implement literacy strategies across their classes - actively collaborate with teams of teachers in developing assessments and teaching and learning strategies <p>Leaders will:</p> <ul style="list-style-type: none"> - have high expectations of the collaborative learning approach - provide resources to expand the engagement of our literacy consultant - evaluate the recommendations from the numeracy consultant to address the numeracy intervention program 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Employment of Consultants	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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Goal 1	To build an outstanding teaching and learning environment that develops enthusiastic, reflective and resilient learners who strive for excellence.
12 month target 1.1	In 2018 our Year 9 students there will be a percentage decrease in students performing Below the National Standards: Reading 5% Writing 20% Grammar & Punctuation 13% Spelling 17% Numeracy 2% All students improve on level with the Victorian Curriculum In NAPLAN matched cohort will be at State level or above for Reading, Writing and Numeracy VCE Median Study Score of 28
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	To continue strengthening teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment.
Actions	To develop and implement PLTs and PLC across staff. Participate in the DET PLC program 2018 Build staff capacity to enable staff to readily use data to inform and improve teaching practice
Evidence of impact	Students will: - observe a more consistent teaching and learning approach from all staff - become more active learners Teachers will: - utilise high impact teaching strategies (HITS) in all their classes - be active participants of a PLC and PLT - be more confident in their understanding and use of data

	Leaders will: <ul style="list-style-type: none"> - facilitate the implementation of PLTs and PLCs. - coach staff as part of our P and D requirements - lead a PLT and possibly a PLC - actively participate in the DET PLC program throughout 2018 - develop a data action plan 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implementation of PLCs	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed.
12 month target 2.1	Professional development undertaken in implementing the Respectful Relationships program at Reservoir High School. The mantra of a safe, kind and fair school is maintained in all areas of the school.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	To consolidate a whole school approach that supports a culture of respect - being kind, fair and safe in the school environment.
Actions	<p>Develop the respectful relationships program in the school across all year levels through ongoing professional development for the working team with the aim to implement the program in 2019. Continue to build on programs already in embedded in Yr 7 and Year 9 such as the Respect Ambassador Program and Respectful Relationships.</p> <p>Embed and consolidate the school mantra to further build a safe and diverse environment across the Reservoir High School community.</p>

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - continue to use the respectful language of being safe, fair and kind in all aspects of their schooling - within classrooms, buildings and within the school community. - actively contribute to the development of the respectful relationships program. <p>Teachers will:</p> <ul style="list-style-type: none"> - continue to use the terminology 'safe, fair & kind' when discussing with students their actions to ensure a culture of respect is maintained. This will take place in the form of regular briefings and in meetings. - actively contribute to the development of the respectful relationships program. <p>Leaders will:</p> <ul style="list-style-type: none"> - undertake professional development in Respectful Relationships program which is then filtered through to teaching staff. - undertake an audit of current respectful relationships program across the school and develop an action plan to direct the successful implementation of the program across the school. - develop policies and practices to promote the successful implementation of the respectful relationships program. - continue to ensure all staff use the language of kind, safe, fair through appropriate role modelling. - resource programs effectively to ensure all staff are professionally developed in implementing the 'Respectful Relationships' curriculum. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> • Respectful Relationships Professional Development sessions attended 	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Effective communication and facilitation of Respectful Relationships program with Host school - Wales PS 	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Working team develop suitable program overseeing Respectful Relationships across the school for effective implementation in 2019 	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed.
12 month target 2.1	Professional development undertaken in implementing the Respectful Relationships program at Reservoir High School. The mantra of a safe, kind and fair school is maintained in all areas of the school.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	To consolidate a whole school approach to Student Wellbeing, including use of school data to ensure an environment where people are supported and empowered.
Actions	Wellbeing team to effectively document and resource an overview of a whole school approach to student wellbeing programs and activities across the school. Student focus groups from year 7 to 12 established to further unpack the student's attitude to school survey and develop strategies and action plan to improve our student wellbeing programs and activities across the school.
Evidence of impact	Students will: <ul style="list-style-type: none"> - be positively engaged in a variety of wellbeing programs and activities across year levels that cover all areas of wellbeing. - be randomly selected to participate in focus groups and develop strategies and action plan to inform further development of student wellbeing policies and practices. Teachers will: <ul style="list-style-type: none"> - assist, promote, participate and continually develop engaging and positive programs and activities with the focus on student wellbeing - unpack the implications of the student's attitude to school survey, to further improve the teaching and learning environment and student wellbeing. Leaders will: <ul style="list-style-type: none"> - resource and evaluate Student wellbeing programs and activities through Student Wellbeing and Student Learning meetings, including providing current data sets relating to student wellbeing. - oversee and drive the student focus groups, evaluate the information received and facilitate the implementation of whole school strategies of teaching and learning and student wellbeing.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Presentation of Wellbeing Overview Document	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To provide pathways and opportunities for all learners and an environment that promotes excellence and success
12 month target 3.1	Improvement to be seen in the following SATSS data – classroom behaviour & teacher empathy (assisted by work of Work ethic and Classroom behaviour Sub groups)
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	To evaluate and provide pathways and opportunities for all learners, which promotes an environment of excellence and success. Which includes a smooth transition through the school.
Actions	<p>Develop a learning environment that enhances student engagement and work ethic. Major focus for 2018 is developing ways to support and assist staff to further develop their classroom management strategies that leads to improved student work ethic across the school.</p> <p>Develop an effective transition process (which could include a pro-forma); which includes movement from primary to secondary and sub school to sub school.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - be involved in student focus groups that look at student work ethic and classroom management that affect class engagement and teaching and learning. - work to the best of their abilities to maximise their results. <p>Teachers will:</p> <ul style="list-style-type: none"> - set high expectations for all students in regards to effort and quality of work. - adhere to delivering the guaranteed and viable curriculum including the instructional model (EAGER).

- reflect on their own practice and act on areas requiring development.
 - regularly gather authentic feedback from students to improve the learning outcomes.
 - have the opportunity to be appropriately coached to improve teaching practice.
- Leaders will:
- be coached to further develop leadership capacity in order to facilitate the improvement in student engagement, work ethic and student outcomes.
 - have high expectations of themselves and the whole school community.
 - resource appropriate consultants and programs as a result of recommendations from both work ethic and classroom management working teams.
 - continue to use new Sub school case management notes and provide feedback as required.
 - investigate an effective Transition pro-forma, easily accessible by all parties required to input student data.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review the progress and programs implemented from the established Work Ethics working team. Development of Homework Policy.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review of case management meeting notes through sub school feedback for most efficient process. Investigate compass.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review the progress and procedures implemented from the established Classroom Management working team with the aim to have an external consultant work with the school on classroom management .	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Investigate and incorporate a productive and effective Year level transition proforma, easily accessible and used by all required parties.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 4	To ensure the effective development and use of resources (people, time, space, funding etc.) to achieve the school vision.			
12 month target 4.1	By the end of 2018 the use of resources (Professional Practice Days, Professional development, Marketing, work force planning, master plan development) will be evaluated and action plan will be developed and implementation commenced..			
FISO Initiative	Strategic resource management			
Key Improvement Strategy 1	To evaluate Reservoir High's marketing strategies and develop an action plan in order to increase our student numbers.			
Actions	Consulting a marketing expert to evaluate and redesign our School Promotion			
Evidence of impact	<p>Teachers will: Engage with the marketing consultant and have input into the overall marketing strategy for the school. Teachers will implement any actions from the action plan.</p> <p>Leaders will Engage with the marketing consultant and have input into the overall marketing strategy for the school.: Action the advice recieved from the marketing expert.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Engagement of Market Expert	School Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$9,000.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To ensure the effective development and use of resources (people, time, space, funding etc.) to achieve the school vision.			
12 month target 4.1	By the end of 2018 the use of resources (Professional Practice Days, Professional development, Marketing, work force planning, master plan development) will be evaluated and action plan will be developed and implementation commenced..			
FISO Initiative	Strategic resource management			

Key Improvement Strategy 2	Develop a master plan of future building works to maximise the use of building s and resources to enable our students to be work ready for the 21st century.			
Actions	Employ an architect to develop master plan Work with staff, school council and staff to collaborate with leadership when master plan being developed Work with School Council to apply for funding			
Evidence of impact	Students will: Students will be able to have an input of what consititutes an ideal classroom. Students will have access to master plan and have the opportunity to give feedback. Teachers will: Give input into the development of the master plan Leaders will: Work with School council and school community to develop master paln Contract an architect to develop master plan			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop master paln	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To ensure the effective development and use of resources (people, time, space, funding etc.) to achieve the school vision.
12 month target 4.1	By the end of 2018 the use of resources (Professional Practice Days, Professional development, Marketing, work force planning, master plan development) will be evaluated and action plan will be developed and implementation commenced..

FISO Initiative	Strategic resource management			
Key Improvement Strategy 3	Develop a workforce plan for the next 3 years to minimise our deficit.			
Actions	Work with consultant to decrease the school deficit. Develop a work force plan for the next 3 years.			
Evidence of impact	Leaders will: Work with consultant to put actions into place to decrease the deficit. Develop work force plan			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Engage consultant to put strategies into place to decrease deficit	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Reservoir High School (8708)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Employment of Consultants	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

					VASSP	
Implementation of PLCs	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Respectful Relationships Professional Development sessions attended 	Sub School Leader/s	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> Off-site Respectful Relations PR session
<ul style="list-style-type: none"> Effective communication and facilitation of Respectful Relationships program with Host school - Wales PS 	Sub School Leader/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"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Working team develop suitable program overseeing Respectful Relationships across the school for effective implementation in 2019 	Sub School Leader/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
Presentation of Wellbeing Overview Document	Student Wellbeing Co-ordinator	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Review the progress and programs implemented from the established Work Ethics working team. Development of Homework Policy.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review of case management meeting notes through sub school feedback for most efficient process. Investigate compass.	Sub School Leader/s	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review the progress and procedures implemented from the established Classroom Management working team with the aim to have an external consultant work with the school on classroom management .	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Investigate and incorporate a productive and effective Year level transition proforma, easily accessible and used by all required parties.	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> 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.

Dimension 13

[Wellbeing Audit.docx \(0.02 MB\)](#)