**2018 Annual Implementation Plan**

Submitted for review by Helene Hiotis (School Principal) on 02 November, 2017 at 05:27 PM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 10 November, 2017 at 12:51 PM  
Endorsed by Malcolm Guy (School Council President) on 14 December, 2017 at 09:56 PM

**for improving student outcomes**

Bentleigh Secondary College (7255)



**Self-evaluation Summary - 2018**

Bentleigh Secondary College (7255)

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|  | 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 |

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| **Professional leadership** |  | Building leadership teams | Evolving moving towards Embedding |
|  | Instructional and shared leadership | Embedding |
|  | Strategic resource management | Embedding moving towards Excelling |
|  | Vision, values and culture | Embedding |

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

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

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| **Enter your reflective comments** | We are working toward embedding most areas of FISO, with some areas moving toward excelling. Building practice excellence and curriculum planning and assessment are areas we need to focus upon in order to improve and our main business of 2017 has been focussed upon building both practice excellence and Intellectual engagement and self-awareness so it is assumed that this work will be continued into 2018 and will see a movement toward embedding by the end of 2018. This development will be supported through targeted professional learning in 2018 to develop and embed teaching strategies to support building practice excellence, using the most current research and best practice. The area of building leadership teams is also something to be developed and through the leadership restructure of 2018, further professional development opportunities and experience of the Leadership team it is likely that this area will also improve dramatically in 2018.   Other areas of improvement include Evaluating Impact on Learning and Curriculum Planning and Assessment.  In 2018 we can also focus upon the positives we achieved which included Strategic resource management, Setting expectations and promoting inclusion, Health and wellbeing and Global citizenship. |
| **Considerations for 2019** | 2018 plan- 2018 PL plan - Instructional Practice and HITS Continued review of Curriculum documentation with particular focus upon Stimulating Learning. Literacy (reading and writing)  School building program Building on strengths of Strategic resource management, Setting expectations and promoting inclusion, Health and wellbeing, Global citizenship. |
| **Documents that support this plan** | AIP Mid-cycle Review .pdf (0.64 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Bentleigh Secondary College (7255)

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| 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 individual student learning outcomes for every student. | • Each student to show medium or high level of growth between Year 7 and Year 9 in NAPLAN Reading, Writing and Numeracy. For example in the first year increase the percentage achieving high growth by 3% and decrease the percentage achieving low growth by 3% on NAPLAN relative growth assessments year 7 to 9 from 2015: Reading – 12% (L): 55% (M): 33% (H) Writing – 19% (L): 51% (M): 30% (H) Numeracy - 14% (L): 53% (M): 33% (H) • NAPLAN Year 9 Writing to show less than 10% of students achieving at or below the NMS. • VCE All Study Score to be at or above 32 by 2019 with at least 8% of scores 40+ | Yes | Increase the percentage achieving H and M growth by 3% and decrease the percentage achieving L growth by 3% in Year 7 and Year 9 2018 NAPLAN.  Reading – 22.6% L , 48.6% M , 28.8% H. Writing – 27% L , 52% M , 21% H . Numeracy – 19.7% L , 49% M , 31.3% H .  VCE Study Scores to be at or above 30. | Building practice excellence |
| To improve student connectedness and confidence. | • Student Attitude to School survey data to indicate Learning Confidence (3.92), Stimulating Learning (3.40) and Connectedness to School (4.20) to consistently trend up at each year level by 2019. • Year 7-10 Real retention to be at or above 75% by 2019. • Maintain student absences below the state mean. | Yes | Student Attitude to School survey data to indicate Learning Confidence of value return to 68% in 2018. Stimulating Learning value to return to 45% and Connectedness to School value to reach 50% in 2018 and to consistently trend up at each year level by 2019. Maintain student absences below average. | Empowering students and building school pride |
| To build resilience in all students and to encourage the development of a growth mindset as students’ health, safety and wellbeing are essential to learning and development. | • Student Attitude to School survey data to indicate student relationship variables (Classroom Behaviour to 3.5 and Student Safety 4.5) and Wellbeing (Student Distress 5.20 and Student Morale 5.0) to consistently trend up at each year level by 2019. • School Staff Survey – school climate variables (e.g. trust in students & parents). • Parent Opinion Survey – parent input, student behaviour, student safety. | No | Student Attitude to School survey data to indicate student relationship variables Classroom Behaviour to 60% and Student Safety to 85% and to consistently trend up at each year level by 2019. Collective efficacy for 2018 at 60%. Continue to increase participation in Parent Opinion survey. |  |
| Effective allocation of resources to support improved student learning, engagement and wellbeing. | • Improved Staff opinion of school climate in teacher collaboration. • Improved parent opinion of parent input. • Improvement in Student achievement data linked to resourcing priorities | No | Improved Staff opinion of school climate in teacher collaboration. Improved staff input via  Continue to increase participation in Parent Opinion survey. Improved growth of Student achievement data (NAPLAN, PAT) linked to resourcing priorities around Writing. |  |

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| Improvement Initiatives Rationale |
| Our goal is to improve student outcomes and see growth in individual student data. These strategies support this goal. We hope to see an improvement of VCE results and Literacy data through the implementation of the whole school writing program. We wish to see an improvement in the resilience and independent study skills of our students to develop their learning confidence. We will do this through a continuation of the goal setting in both middle and senior school, our wellbeing programs, external programs such as Passion Led index project and Reach. To create a supportive learning environment for our students where they feel confident to take on challenges in their learning. |

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| Goal 1 | To improve individual student learning outcomes for every student. |
| 12 month target 1.1 | Increase the percentage achieving H and M growth by 3% and decrease the percentage achieving L growth by 3% in Year 7 and Year 9 2018 NAPLAN.  Reading – 22.6% L , 48.6% M , 28.8% H. Writing – 27% L , 52% M , 21% H . Numeracy – 19.7% L , 49% M , 31.3% H .  VCE Study Scores to be at or above 30. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Build the capacity of all staff to use evidence-based targeted teaching across the school |
| KIS 2 | Develop the capacity of teachers to evaluate their impact on learning. |
| KIS 3 | Embed a culture of curriculum planning that assess the impact of learning programs and adjust to suit individual student needs. |
| KIS 4 | Further develop the interdisciplinary STEAM approach and documentation that supports it for the new learning centre. |

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| Goal 2 | To improve student connectedness and confidence. |
| 12 month target 2.1 | Student Attitude to School survey data to indicate Learning Confidence of value return to 68% in 2018. Stimulating Learning value to return to 45% and Connectedness to School value to reach 50% in 2018 and to consistently trend up at each year level by 2019. Maintain student absences below average. |
| FISO Initiative | Empowering students and building school pride |
| Key Improvement Strategies |  |
| KIS 1 | Developing a pedagogical framework for rigorous and challenging learning (Resilience and Growth Mindset) |
| KIS 2 | Continue to build the Leadership program and engagement with community and partnership via improved collaboration processes with parents and the wider community |

**Define Evidence of Impact and Activities and Milestones - 2018**

Bentleigh Secondary College (7255)

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| Goal 1 | To improve individual student learning outcomes for every student. | | | | |
| 12 month target 1.1 | Increase the percentage achieving H and M growth by 3% and decrease the percentage achieving L growth by 3% in Year 7 and Year 9 2018 NAPLAN.  Reading – 22.6% L , 48.6% M , 28.8% H. Writing – 27% L , 52% M , 21% H . Numeracy – 19.7% L , 49% M , 31.3% H .  VCE Study Scores to be at or above 30. | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Build the capacity of all staff to use evidence-based targeted teaching across the school | | | | |
| Actions | Use student assessment data and other feedback (feedback from students) to evaluate student progress and impact of teaching. - Data presentations at LA sessions of : NAPLAN, PAT, VCAA, Adaptive testing & Student feedback surveys and how to track the recording of results to demonstrate growth of students and link to a PDP goal for all staff\*.  - Use of data by all staff in Year Level meeting time to consider cohort analysis at L, M & H. (Data walls/SPA trial) - Moderation teams and timelines to be developed with an expectation that this is part of other duties and held accountable in teaching and learning meetings.  -Funding provided for external marker to moderate English as it is a significant target in the School Improvement Report. | | | | |
| Evidence of impact | STUDENTS - Will see an improvement in their individual learning data. - Will be able to use a variety of strategies when dealing with material unfamiliar to them. - Will be able to perform better and with less anxiety when facing test-type assessment. - Will utilise the strategies teachers implements to improve student learning.  TEACHERS - Will see an improvement in their classes individual learning data. - Will be able to track student's data and demonstrate growth of their classes through the PDP process. - Will participate in moderation teams during YL meeting time to consider cohort analysis. - Will build and utilise resources such as Data walls and SPA to assist in data improvement. - Will keep student learning data records and use that to implement appropriate teaching strategies  LEADERS - Will run targeted professional learning around understanding student learning data. - Will work with external consultants (Phillip Holmes Smith) to deliver PL to the staff. - Will lead staff through the YL meeting cohort analysis. - Keep minutes that reflect the implementation of analysis of student learning data. - Lead staff to build and utilise resources such as Data walls and SPA. - Deliver professional learning that develops teacher's capacity to deliver strategies based on student learning data. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Teacher analysis of student learning data in staff and LA meetings Budget allocated to time allowances LAs | | Teacher(s) | 🗹 Yes | from: Term 1  to: Term 4 | $126,000.00 🞎 Equity funding will be used |
| Year level meetings to include analysis of cohort data. Budget allocated to time allowances HOYLs | | Year Level Co-ordinator(s) | 🞎 No | from: Term 1  to: Term 4 | $90,000.00 🞎 Equity funding will be used |

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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 2 | Develop the capacity of teachers to evaluate their impact on learning. | | | | |
| Actions | Targeted Professional Learning  - Whole staff and LA meetings to analyse student learning data. - Continued participation in REAP & UMNOS | | | | |
| Evidence of impact | STUDENTS - Will see an improvement in their individual learning data. - Will be able to use a variety of strategies when dealing with material unfamiliar to them. - Will be able to perform better and with less anxiety when facing test-type assessment.  TEACHERS - Will see an improvement in their classes individual learning data. - Will be able to teach students a variety of strategies when dealing with material unfamiliar to them. - Will explicitly teach students how to perform better and with less anxiety when facing test-type assessment. - Will attend professional learning specific to their needs  - Will keep student learning data records and use that to implement appropriate teaching strategies  LEADERS - Will run targeted professional learning around understanding student learning data. - Will work with external consultants (Phillip Holmes Smith) to deliver PL to the staff. - Keep minutes that reflect the implementation of analysis of student learning data. - Give UMNOS & REAP presentations to staff and school council. - Deliver professional learning that develops teacher's capacity to deliver strategies to students when dealing with unfamiliar test-type assessment. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| External consultants such as Phillip Holmes Smith to continue to work with staff to review their data sets in VCE and PAT testing Literacy and Numeracy support provided to students at Year 7 with PAT test scores 6 months or more behind | | Assistant Principal | 🗹 Yes | from: Term 1  to: Term 4 | $135,000.00 🗹 Equity funding will be used |
| KLA meetings plan implementation of analysis of student learning data Budget allocated to time allowances LAs | | KLA Leader | 🞎 No | from: Term 1  to: Term 4 | $126,000.00 🞎 Equity funding will be used |
| UMNOS & REAP presentations given to staff and school council Budget allocated to membership | | PLT Leaders | 🞎 No | from: Term 2  to: Term 4 | $20,000.00 🞎 Equity funding will be used |

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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 3 | Embed a culture of curriculum planning that assess the impact of learning programs and adjust to suit individual student needs. | | | | |
| Actions | - Developing a whole school approach to Writing to Learn Program and subject specific writing - Present seminars to staff at whole staff meeting and LAs to incorporate them into classroom practice and link to a PDP goal for all staff\*. -Teaching in learning areas to identify high common approach techniques to writing and record these in LA handbooks and curriculum documentation to improve student outcomes (Literacy and Numeracy strategies DET) - A consistent approach to writing within LA | | | | |
| Evidence of impact | STUDENTS - Be able to use a variety of strategies when reading unfamiliar texts  - Can use a variety of strategies to comprehend different text types. - Participate in whole school approach to Writing to learn and be able to utilise the strategies taught across learning areas as delivered by their teacher. - See an improvement in their writing results in both NAPLAN and PAT - See an improvement of their VCE results   TEACHERS - Will participate in the whole school approach to Writing to Learn Program and subject specific writing - Be able to facilitate the student's use of these strategies across learning areas. - See an improvement of their classes writing results in both NAPLAN and PAT - See an improvement of their classes VCE results  - Will provide evidence of high common approach techniques in their PDP - Document the high common approach techniques and embedded them in LA handbooks and curriculum documentation   LEADERS - Develop a whole school approach to Writing to Learn Program and subject specific writing - Lead staff through the PDP process by showing them how to provide evidence of high common approach techniques - LA leaders to lead staff through high common approach techniques being embedded in LA handbooks and curriculum documentation  - Keep minutes of meetings that reflect the implementation of approaches. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Use of teacher learning from the BASTOW course shared with whole staff and to encourage other staff to participate in BASTOW Literacy courses to build teacher capacity. | | PLT Leaders | 🗹 Yes | from: Term 1  to: Term 4 | $2,500.00 🗹 Equity funding will be used |
| LA handbooks finalised on Compass School resources identifying high common approach techniques to writing to establish a consistent approach to writing within LAs.  Budget allocated to time allowances LAs | | KLA Leader | 🞎 No | from: Term 1  to: Term 4 | $126,000.00 🞎 Equity funding will be used |

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| Goal 1 | To improve individual student learning outcomes for every student. | | | | |
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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 4 | Further develop the interdisciplinary STEAM approach and documentation that supports it for the new learning centre. | | | | |
| Actions | UMNOS coordinators responsible for the third year of the STEAM program. Priorities include: - STEAM activities across subject areas - Expansion/review of existing activities - Further analysis of STEAM data (Problem Solving Skills, Critical and Creative Thinking and Collaboration) - Implementation of new LT role to oversee STEAM/ STEAM centre. | | | | |
| Evidence of impact | STUDENTS - Will participate in the STEAM projects in their Science classes. - Undertake assessed projects in their Science classes to the best of their ability. - Will develop their skills in the areas of Problem Solving, Critical and Creative Thinking and Collaboration. - Show a development of the above areas though their interim report and STEAM project results.  TEACHERS - Will undertake STEAM activities in variety of areas. - Will review and expand the exisiting activities already documented and being taught. - Will undertake necessary PL in the areas of focus in STEAM - Will assess, record and analyse student learning data in the areas of Problem Solving, Critical and Creative Thinking and Collaboration through the STEAM project and interim reports. - Will ensure the curriculum documentation reflects the review of the STEAM project and inclusion in a variety of learning areas.  LEADERS - Will lead staff through the implementation of STEAM in a variety of areas. - Will lead or facilitate necessary PL in the areas of focus of STEAM. - Demonstrate and lead staff through the moderation of projects and effect-size generator to demonstrate student learning growth with the goal of 0.4. - Will advertise and appoint a new LS to the STEAM role. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Year level STEAM activity days Budget allocated to CRT cost | | PLT Leaders | 🗹 Yes | from: Term 1  to: Term 4 | $3,200.00 🞎 Equity funding will be used |
| Assessed STEAM projects run in Science classes and moderated by Science year level teams | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Advertisement and appointment of new LS position in STEAM | | Principal | 🞎 No | from: Term 4  to: Term 4 | $10,000.00 🞎 Equity funding will be used |

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| FISO Initiative | Empowering students and building school pride | | | | |
| Key Improvement Strategy 1 | Developing a pedagogical framework for rigorous and challenging learning (Resilience and Growth Mindset) | | | | |
| Actions | To develop the Responsible Relationship program within the personal and social capabilities of the Victorian Curriculum.  Growth mindset presentations to be reviewed and implemented to Middle School. To implement the Passion-led project at Year 10. | | | | |
| Evidence of impact | STUDENTS - Will participate in the Responsible Relationships programs - Will be able to identify and use personal and social capabilities of the Victorian Curriculum throughout their learning. - Will participate in the Growth Mindset presentations delivered to the Middle School. - Will participate in the Passion-led project at Year 10. - Will undertake the Student Attitude to School Survey and show an improvement in learning confidence data. - Ensure their attendance at school is at an optimal level and supply documentation for absences when required.  TEACHERS - Will undertake professional learning in Growth Mindset and the various projects such as Responsible Relationships and Passion-led projects. - Will deliver content of the above course in their own curriculum as required. - Model the behaviour as demonstrated in the above programs in their teaching when dealing with students and staff - Will assist students to develop their learning confidence and make their lessons engaging. - Will ensure the personal and social capabilities of the Victorian Curriculum are embedded in their curriculum documentation.   LEADERS - Develop, lead and present Growth mindset presentations to staff as required. - LA leaders lead staff through the documentations of the Personal and social capabilities embedded in the curriculum in particular in Health and PE. - Lead staff through the variety of programs being delivered in the school - Participate in the Passion-led project in mentoring program. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Growth mindset presentations Budget allocated to CRT cost | | PLT Leaders | 🞎 No | from: Term 1  to: Term 4 | $3,200.00 🞎 Equity funding will be used |
| The development of the Responsible Relationship program (grant funded) Budget to represent grant funding | | Curriculum Co-ordinator (s) | 🞎 No | from: Term 1  to: Term 4 | $3,000.00 🞎 Equity funding will be used |
| Implementing Passion-led project in mentoring program (grant funded) Budget to represent grant funding | | Student Wellbeing Co-ordinator | 🞎 No | from: Term 3  to: Term 4 | $4,000.00 🞎 Equity funding will be used |

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| FISO Initiative | Empowering students and building school pride | | | | |
| Key Improvement Strategy 2 | Continue to build the Leadership program and engagement with community and partnership via improved collaboration processes with parents and the wider community | | | | |
| Actions | Develop the capacity of students to participate in the Student Leadership program. Implementation of the second year of the Sport Academy Build on Friends of Music to develop into the Friends of Bentleigh (PA) | | | | |
| Evidence of impact | STUDENTS - Develop their leadership abilities by undertaking a variety of leadership opportunities offered in the school. - Apply for leadership roles applicable to their skill-sets - Demonstrate leadership skills throughout their work in the college. - Participate in the Student Attitude to School survey - Be aware of their impact on community perception and ensure that represent the college appropriately when in the community.  TEACHERS - Model leadership skills in their own classroom - Ensure they are cognisant of community perception and represent the college appropriately when in the community. - Ensure they are teaching a stimulating curriculum - Support programs such as the House program and class captains.  LEADERS - Leading students through applying for Leadership roles with expansion of Sustainability captains to Environment leaders at each year level - Investigating the introduction of Debating captain, International captain and LA captains - Reintroducing and leading the staff through the re-introduction of class captains at the Middle School. - Investigate other school models of PA of local schools | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Expansion of Sustainability captains to Environment leaders at each year level, and possible inclusion of Debating captain, International captain and LA captains Budget to cover CRT cost | | Leading Teacher(s) | 🞎 No | from: Term 3  to: Term 4 | $3,200.00 🞎 Equity funding will be used |
| Class captains reintroduced in Middle school | | Leading Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Investigating other school models of PA of local schools | | Leadership Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Bentleigh Secondary College (7255)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Teacher analysis of student learning data in staff and LA meetings Budget allocated to time allowances LAs | Teacher(s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| External consultants such as Phillip Holmes Smith to continue to work with staff to review their data sets in VCE and PAT testing Literacy and Numeracy support provided to students at Year 7 with PAT test scores 6 months or more behind | Assistant Principal | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 External consultants  Phillip Holmes Smith | 🗹 On-site |
| Use of teacher learning from the BASTOW course shared with whole staff and to encourage other staff to participate in BASTOW Literacy courses to build teacher capacity. | PLT Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 Internal staff  🗹 Bastow program/course | 🗹 On-site |
| Year level STEAM activity days Budget allocated to CRT cost | PLT Leaders | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 School improvement partnerships  🗹 Internal staff | 🗹 On-site |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 1       [2017 PL external applications (17 Oct).xlsx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/2017%20PL%20external%20applications%20(17%20Oct).xlsx)       [Maths Minutes 28\_6\_2017 - PD comunication.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/Maths%20Minutes%2028_6_2017%20-%20PD%20comunication.docx)       [PL booklet Student Participation.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/PL%20booklet%20Student%20Participation.docx)       [Professional Learning Data Session.pdf (1 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/Professional%20Learning%20Data%20Session.pdf)       [STAFF BULLETIN PL 16 October.docx (0.44 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/STAFF%20BULLETIN%20%20%20PL%2016%20October.docx)       [Whole School Professional Learning.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/Whole%20School%20Professional%20Learning.docx)       [Whole School Writing Program for Staff Handbook.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/1/Whole%20School%20Writing%20Program%20for%20Staff%20Handbook.docx) Dimension 2       [2017-BSC Professional Learning Day 6 November 2017.doc (0.05 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/2/2017-BSC%20Professional%20Learning%20Day%206%20November%202017.doc)       [3. Minutes 27-2-17 cur doc audit.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/2/3.%20Minutes%2027-2-17%20cur%20doc%20audit.docx)       [BSC Professional Learning PL booklet Term 2 17- Data.docx (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/2/BSC%20Professional%20Learning%20PL%20booklet%20Term%202%2017-%20Data.docx)       [Explicit Instructional Model with HITS.pdf (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/2/Explicit%20Instructional%20Model%20with%20HITS.pdf)       [Full Marking 2017.xlsx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/2/Full%20Marking%202017.xlsx)       [VCE DATA ANALYSIS WITH PHILIP HOLMES SMITH.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/2/VCE%20DATA%20ANALYSIS%20WITH%20PHILIP%20HOLMES%20SMITH.docx) Dimension 3       [2. Minutes 13-2-17 rubric audit.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/2.%20Minutes%2013-2-17%20rubric%20audit.docx)       [9. Minutes 31 July 2017 ELB Rubric Feedback.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/9.%20Minutes%2031%20July%202017%20ELB%20Rubric%20Feedback.docx)       [Bentleigh Secondary College Professional Observation Document 2017.docx (0.13 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/Bentleigh%20Secondary%20College%20Professional%20Observation%20Document%202017.docx)       [BSC Professional Learning PL booklet Term 3- SOLO.docx (3.61 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/BSC%20Professional%20Learning%20PL%20booklet%20Term%203-%20SOLO.docx)       [Coaching Filming Classroom Practice.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/Coaching%20Filming%20Classroom%20Practice.docx)       [English Minutes 23rd May 2017 Moderation.docx (0.16 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/English%20Minutes%2023rd%20May%202017%20Moderation.docx)       [Learning Walk and Talk May 2017.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/Learning%20Walk%20and%20Talk%20May%202017.docx)       [Staff Bulletin- PL HITS Feedback.docx (0.43 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/3/Staff%20Bulletin-%20PL%20HITS%20Feedback.docx) Dimension 4       [BSC Professional Learning PL booklet Term 2 17- Data.docx (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/4/BSC%20Professional%20Learning%20PL%20booklet%20Term%202%2017-%20Data.docx)       [DataTemplates.xlsx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/4/DataTemplates.xlsx)       [PL booklet Using Data in my Classroom.docx (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/4/PL%20booklet%20Using%20Data%20in%20my%20Classroom.docx)       [Yr 7 Report Reflection Task 2017.docx (0.23 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/4/Yr%207%20Report%20Reflection%20Task%202017.docx) Dimension 5       [11. Minutes 28 August 2017 Cur Doc and Handbook PMI.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/5/11.%20Minutes%2028%20August%202017%20Cur%20Doc%20and%20Handbook%20PMI.docx)       [BentleighSC FISO Continua Self-Assessment.pdf (0.44 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/5/BentleighSC%20FISO%20Continua%20Self-Assessment.pdf)       [Coaching Filming Classroom Practice.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/5/Coaching%20Filming%20Classroom%20Practice.docx)       [Minutes of instructional practice 16 Oct 2017.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/5/Minutes%20of%20instructional%20practice%2016%20Oct%202017.docx)       [Performance Observation Template.doc (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/5/Performance%20Observation%20Template.doc) Dimension 6       [2017 Job Descriptions 1 September 2016.pdf (0.4 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/6/2017%20Job%20Descriptions%201%20September%202016.pdf)       [Evidence of data collection Year 7 2018.docx (0.21 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/6/Evidence%20of%20data%20collection%20Year%207%202018.docx)       [Minutes of instructional practice 18 Sept 2017.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/6/Minutes%20of%20instructional%20practice%2018%20Sept%202017.docx)       [SRC 17th March minutes.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/6/SRC%2017th%20March%20minutes.docx)       [SRC Agenda 17 March.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/6/SRC%20Agenda%2017%20March.docx)       [Year 8 Survey Results Term 1 2017.docx (0.4 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/6/Year%208%20Survey%20Results%20Term%201%202017.docx) Dimension 7       [2. Leadership Team Minutes 21 Feb 2017.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/7/2.%20Leadership%20Team%20Minutes%20%2021%20Feb%202017.docx)       [2017 BSC Staff handbook working document -version 2017..pdf (2.23 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/7/2017%20BSC%20Staff%20handbook%20working%20document%20-version%202017..pdf)       [2017 Job Descriptions 1 September 2016.pdf (0.4 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/7/2017%20Job%20Descriptions%201%20September%202016.pdf)       [Email- LT Realignment.png (0.23 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/7/Email-%20LT%20Realignment.png)       [InductionBooklet 2017 BSC.docx (0.43 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/7/InductionBooklet%202017%20BSC.docx) Dimension 8       [byte club magazine article 2017.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/byte%20club%20magazine%20article%202017.docx)       [Early\_Commencement\_Booklist\_2017-18.pdf (0.2 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/Early_Commencement_Booklist_2017-18.pdf)       [email from RSS facilitator.docx (0.06 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/email%20from%20RSS%20facilitator.docx)       [MEDIA ALERT 29 June.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/MEDIA%20ALERT%2029%20June.docx)       [STAFF BULLETIN & PL 14 August.docx (0.64 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/STAFF%20BULLETIN%20%20&%20PL%2014%20August.docx)       [STEAM E n E Newsletter Edition6Compass.pdf (3.96 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/STEAM%20E%20n%20E%20Newsletter%20Edition6Compass.pdf)       [UMNOS 16 seminar 4 Agenda.pdf (0.14 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/UMNOS%2016%20seminar%204%20Agenda.pdf)       [Whole School Writing Program for Staff Handbook.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/8/Whole%20School%20Writing%20Program%20for%20Staff%20Handbook.docx) Dimension 9       [Learning Goals Presentation.pptx (0.11 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/Learning%20Goals%20Presentation.pptx)       [news feed blurb for leadership nominations.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/news%20feed%20blurb%20for%20leadership%20nominations.docx)       [Report reflection task letter to HG.docx (0.14 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/Report%20reflection%20task%20letter%20to%20HG.docx)       [ReportFeedback.docx (0.72 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/ReportFeedback.docx)       [Senior School Teacher Handbook 2016 FINAL COPY.pdf (1.13 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/Senior%20School%20Teacher%20Handbook%202016%20%20FINAL%20COPY.pdf)       [Year 12 Goal Setting.pptx (1.4 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/Year%2012%20Goal%20Setting.pptx)       [Year 7 Survey Results Term 1 2017.docx (0.38 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/9/Year%207%20Survey%20Results%20Term%201%202017.docx) Dimension 10       [2018-Year 7 PAT Testing notification.pdf (0.31 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/10/2018-Year%207%20%20PAT%20Testing%20notification.pdf)       [Attendance Monitoring Card.docx (0.07 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/10/Attendance%20Monitoring%20Card.docx)       [behavioursupportplantemplate.pdf (0.09 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/10/behavioursupportplantemplate.pdf)       [Elevate-Study Sensei Manual.pdf (0.36 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/10/Elevate-Study%20Sensei%20Manual.pdf)       [Progress Checks Timeline Semester 2.docx (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/10/Progress%20Checks%20Timeline%20Semester%202.docx) Dimension 11       [HBHM 2017 Overview.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/11/HBHM%202017%20Overview.docx)       [Learning Journey Doc.docx (0.11 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/11/Learning%20Journey%20Doc.docx)       [Love Bites evidence.docx (0.37 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/11/Love%20Bites%20evidence.docx)       [PE Health Scope and Sequences 2017.xlsx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/11/PE%20Health%20Scope%20and%20Sequences%202017.xlsx)       [Respectful Relationships Curriculum Day Booking.pdf (0.05 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/11/Respectful%20Relationships%20Curriculum%20Day%20Booking.pdf)       [Success Integrated.pdf (2.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/11/Success%20Integrated.pdf) Dimension 12       [12. Minutes 11 September 2017 HITS Differentiation.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/12.%20Minutes%2011%20September%202017%20HITS%20Differentiation.docx)       [Andrew Fuller session feedback.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/Andrew%20Fuller%20session%20feedback.docx)       [BENTSC 2018 Senior Handbook\_PROOF.pdf (0.44 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/BENTSC%202018%20Senior%20Handbook_PROOF.pdf)       [BSC Student Work Habits Card.docx (0.13 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/BSC%20Student%20Work%20Habits%20Card.docx)       [Middle School minutes 13th October 2017.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/Middle%20School%20minutes%2013th%20October%202017.docx)       [PARENT TEACHER INTERVIEWS advice.doc (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/PARENT%20TEACHER%20INTERVIEWS%20advice.doc)       [Positive Schools notes.pdf (15.82 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/Positive%20Schools%20notes.pdf)       [VCE success.docx (0.07 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/12/VCE%20success.docx) Dimension 13       [Agenda - Year 11 into 12 2018 information night.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/13/Agenda%20-%20Year%2011%20into%2012%202018%20information%20night.docx)       [Calendar evidence of pre-orientation day.docx (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/13/Calendar%20evidence%20of%20pre-orientation%20day.docx)       [Evidence of data collection Year 7 2018.docx (0.21 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/13/Evidence%20of%20data%20collection%20Year%207%202018.docx)       [Yr 7 info afternoon.pptx (0.28 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/13/Yr%207%20info%20afternoon.pptx) Dimension 14       [2017 Donation letter for CLP - Bayden Hill.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/2017%20Donation%20letter%20for%20CLP%20-%20Bayden%20Hill.docx)       [2017 Paper Aeroplane STEAM Project.docx (0.2 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/2017%20Paper%20Aeroplane%20STEAM%20Project.docx)       [2017 Staff Bulletin PL 6 March 6 .docx (0.98 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/2017%20Staff%20Bulletin%20PL%206%20March%206%20.docx)       [2017 Year 8 Sem 2 Wind Turbine IBL.docx (17.3 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/2017%20Year%208%20Sem%202%20Wind%20Turbine%20IBL.docx)       [2017 Yearbook Eurotrip.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/2017%20Yearbook%20Eurotrip.docx)       [Green machine agenda and minutes 3rd may 2018.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/Green%20machine%20agenda%20and%20minutes%203rd%20may%202018.docx)       [presentation to principles 2017.pptx (5.26 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/presentation%20to%20principles%202017.pptx)       [Reach workshop evidence.docx (0.2 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/Reach%20workshop%20evidence.docx)       [Travel Report Eurotrip 2017 SIGNED.PDF (1.35 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/14/Travel%20Report%20Eurotrip%202017%20SIGNED.PDF) Dimension 15       [2017 Staff Bulletin PL 2 6 February .docx (0.51 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/15/2017%20Staff%20Bulletin%20PL%202%206%20February%20%20.docx)       [Bentleigh Sports Academy presentation.pptx (1.74 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/15/Bentleigh%20Sports%20Academy%20presentation.pptx)       [Newsletter - LJ Presentation at Tucker Road Primary.docx (1.46 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/15/Newsletter%20-%20LJ%20Presentation%20at%20Tucker%20Road%20Primary.docx)       [REAP Minutes July 27.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/15/REAP%20Minutes%20July%2027.docx)       [REAP Minutes September 7.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/15/REAP%20Minutes%20September%207.docx)       [Staff Survey Results Wellbeing 2017 January.pptx (0.63 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/15/Staff%20Survey%20Results%20Wellbeing%202017%20January.pptx) Dimension 16       [2017schoolcouncilminutesno2\_march21.pdf (1.23 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/2017schoolcouncilminutesno2_march21.pdf)       [HOYL parent teacher interview required.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/HOYL%20parent%20teacher%20interview%20required.docx)       [Middle School Award.pdf (1.81 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/Middle%20School%20Award.pdf)       [Report reflection task letter.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/Report%20reflection%20task%20letter.docx)       [Student Absence Learning Plan template.docx (0.04 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/Student%20Absence%20Learning%20Plan%20template.docx)       [Year 12 Newsletter to Year 12 Parents 1 September 2017.docx (0.01 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/Year%2012%20Newsletter%20to%20Year%2012%20Parents%201%20September%202017.docx)       [Yr 8 Report Reflection Task 2017.docx (0.23 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/16/Yr%208%20Report%20Reflection%20Task%202017.docx) Self-evaluation Summary       [AIP Mid-cycle Review .pdf (0.64 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/7255/214/summary/AIP%20Mid-cycle%20Review%20.pdf) |