2018 Annual Implementation Plan

for improving student outcomes

Quarry Hill Primary School (1165)
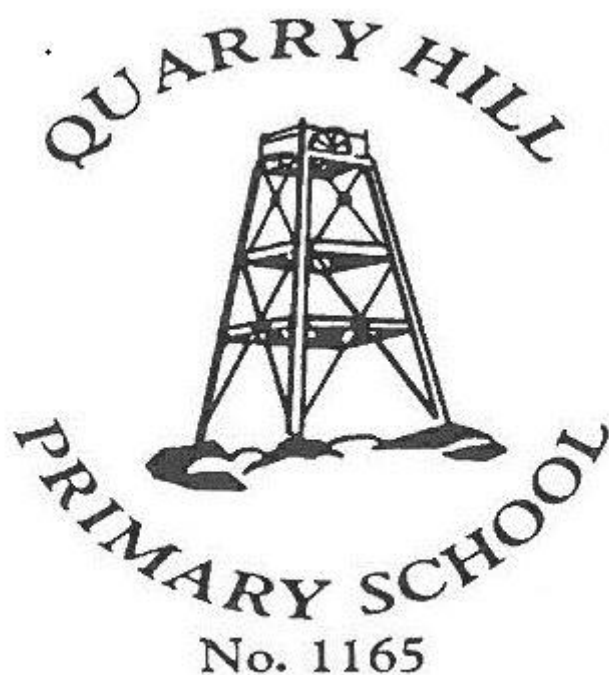
Victoria State Government | Education and Training

Self-evaluation Summary - 2018

Quarry Hill Primary School (1165)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	Time tabling shows evidence of: Common planning time for PLCs but use of data to inform teaching not consistent as teams Some peer observation planned for during the year but not termly Some mentoring and coaching programs in place Moderation termly is planned for and PAT/Naplan data unpacked at staff level. - followup how staff professional learning focus identified Performance and development process shows: Some teachers routinely using student data to identify their own professional learning needs but not all. . Professional development plan includes PLC initiaitve
	Curriculum planning and assessment	Evolving moving towards Embedding	
	Evidence-based high-impact teaching strategies		
	Evaluating impact on learning		

Professional leadership	Building leadership teams	Evolving	Leadership have been involved in the PLC initiative. Leaders attend all whole school professional learning. We have promoted professional learning opportunities for future leaders such as 'unlocking leadership potential' and 'Inspire'. There is a growing range of leadership roles in the school and the importance of these roles has been recognised through extra non-teaching time allocations
	Instructional and shared leadership		
	Strategic resource management		
	Vision, values and culture		

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	We have developed a scope and sequence for student voice which has been implemented this year as evidenced by planning documentation. Students in years 4 & 6 fed back they disagreed with the SATS data when unpacked through student forums, saying the low data was not representative of their attitude. Students identified 2 areas for future work - school climate and input to curriculum. The KidsMatter Student Action Team unpacked the school bullying survey and have commenced developing an action plan to address concerns they identified.
	Setting expectations and promoting inclusion	Evolving	Behaviour expectations and consequences for inappropriate behaviour. have been revised with student and community input and these have been shared with students The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The SEL program has been revised and is in line with Respectful Relationships which we are a partner school for. The school's comprehensive safety and wellbeing policies and practices have been revised this year and promoted through the newsletter for parent input. The scope and sequence for student voice has been implemented years K-6 and will be revised at the end of the year based on any feedback. We also have a student KidsMatter action team who unpack the bullying data we have began a focus on learning goals and this will be continued in 2018 Diversity and understanding of others is promoted through our inclusion policy. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community. We are part of the Berry St training intake.

	Health and wellbeing		
	Intellectual engagement and self-awareness		

Community engagement in learning	Building communities	Evolving moving towards Embedding	Over the last three years we have worked closely with other agencies to build our capacity to maximise outcomes with students including Autism connect, CAMHS, behavioural analysts, occupational therapists. This year we have used the resources of the Autism school, worked with Baltara outreach program, continued our relationship with Autism Connect - Kalianna school visits by ES staff and new staff and Kelly (autism connect) working in the school. Autism connect have supported a transition program for ASD students who are transitioning to new schools in 2018. CatholicCare have continued to run workshops for parents in the school setting. We make time for specialist workers to present to staff such as Andy Lovett ,and care teams attend SSGs. We have continued to partner with Kids Hope to provide mentoring for students. The parent liaison committee meet each term with leadership to provide feedback.and input in to programs. Parents are also invited to be on School council subcommittees.
	Global citizenship		
	Networks with schools, services and agencies		
	Parents and carers as partners		

Enter your reflective comments	We have had a focus over the last few years on teachers using student data to inform teaching and learning. We need to now work with teachers through the P&D process to pin point their own learning needs based on student data. During our three year whole school writing journey, staff have demonstrated the ability to review actual changes in practice following this formal professional learning sequence, documenting the impact of new approaches and planning further improvements. The current systems for collaboration, classroom observation, and modelling of effective practice and feedback has been focusing on graduate and new teachers to the school. Other staff have had some ad hoc opportunities for this. We have had whole staff professional learning on HITS and staff aware it will be included in P&D in 2018. A professional learning community approach to whole-school curriculum planning and assessment has been implemented in Maths and Science. This has been a school priority. We had 1 learning walk to monitor and evaluate the consistency of maths instruction (P-6) There are a range of leadership roles for students in the 4-6 year levels which are supported through professional learning activities delivered to whole cohorts and small group targeted development opportunities. Given the focus we have had on student engagement 2016/17 we are disappointed in the SATS data. Although the Year 4 data is trending in a more positive trajectory, possibly indicating a positive impact of work undertaken. The data has been unpacked with student groups. The Grade 6 cohort feel the data is not a true reflection of their overall feelings highlighting the importance of understanding the purpose and content statements but the students also identified they were concerned about school climate and asked for more input in to their learning. This is an example of how student voice is valued. All student wellbeing and engagement related policies have been updated and community input sought
Considerations for 2019	Our next step in building practice excellence is to build Individual and collective capacity to engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. We are looking to do this through our PLCs and a focus on.Literacy and numeracy While reading is not a SSP focus we have identified through the School Performance measure we need to address value adding (3-5) - A professional learning community approach to whole-school curriculum planning and assessment will be expanded to enhance the commitment, skills and capability of staff, with a focus on embedding school priorities in 2018. With PLCs the new work for leadership will be facilitating staff challenging each other to improve each other's practice through the use of data. HITS will have a role to play in improvement strategies used in PLCs and P&D process - with a focus on differentiation in reading and maths. To build rigor into monitoring and evaluating consistency of programs by teams, processes and protocols around watching others work need to be embedded. The leadership team and will continue to build an environment where teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback. The Leadership team and School Council working parties will be restructured to align with school improvement priorities. New student leadership structure needs embedding and students' skills further developed. In line with the Marrung strategy we will include Koorie leaders in 2018. .Student Voice continuum needs embedding with a focus on student input in to learning.

	We are committed to continuing Respectful Relationships, Berry St Training (Student engagement and Wellbeing), implementing PLCs (building practice excellence), Compass (student management system, parent communication, reporting) , embedding consistent whole school practises in Mathematics, Science, Writing, spelling and the teaching of grammar and punctuation.
Documents that support this plan	2017 QHPS AIP.docx (0.12 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Quarry Hill Primary School (1165)

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 student learning outcomes in Literacy and Numeracy so that each student can achieve to the best of their ability.	**NAPLAN Data** **Relative growth of trending data grade 3 to 5 students in Writing** **Number of students identified as making low growth to be not more than 15%.** **Number of students identified as making medium growth to be 60%.** **Number of students identified as making high growth to be 25%.**	Yes	Writing - relative growth for 2017 was Low 41.67% Medium 43.33% High 15.0%, This data is significantly different to our SSP targets. Our revised target is a 10% improvement in high growth and 10% reduction in low growth.	Building practice excellence

	Relative growth of trending data grade3 to 5 students in Spelling **Number of students identified as making low growth to be not more than 25%.** **Number of students identified as making medium growth to be 50%.** **Number of students identified as making high growth to be 25%.** **Relative growth of trending data grade 3 to 5 students in Grammar** **Number of students identified as making low growth to be not more than 20%.** **Number of students identified as making medium growth to be 55%.** **Number of students identified as making high growth to be 25%.** **AusVELS Data** **Teacher judgements against AusVELS (moderation)** **Number of students marked as below expected level to be not more than 5%.** **Number of students at expected level to be 75%.** **Number of students above expected level to be 20%.** **Spelling Assessment** **90% of Prep students to read and write 30-50 'Magic Words'.** **85% of Grade 1 & 2 students to read and write 'Oxford 100 & 200 Words'.**			

To provide curriculum, pedagogy and learning environment that engages students and improves outcomes.	**Student motivation**: Parent opinion survey To be greater than the 50th percentile Student opinion survey At or above state mean **School connectedness** Parent opinion survey To be greater than the 50th percentile **Classroom behaviour** Parent opinion survey To be greater than the 25th percentile Student Opinion survey At or above state mean (>3.4) **Social Skills** Parent opinion survey To be greater than the 50th percentile **Connectedness to peers** Parent opinion survey To be greater than the 50th percentile Student Opinion Survey To increase to 4.5 or above **Stimulating learning** Student Opinion Survey To increase to at or above state mean **Teacher Empathy** Student Opinion Survey To increase to at or above state mean	No		

	Teacher Effectiveness Student Opinion Survey To increase to at or above state mean **Transitions** Parent Opinion survey To be greater than the 50th percentile **Attendance** To raise the school's attendance average to at or above 95% on an annual basis			
To ensure that wellbeing of every student at Quarry Hill Primary School is founded on the provision of a safe, inclusive and orderly learning environment where positive relationships and interactions are a feature of the school community.	**Student safety** Student Opinion survey To increase student safety at or above state mean) **Classroom behaviour** Parent opinion survey To be greater than the 25th percentile Student Opinion survey At or above state mean (>3.4) **Behaviour management** Parent opinion survey To be greater than the 50% percentile **Collective efficacy** - School staff believe they have the necessary skills, expertise and resources to successfully educate students. In Staff Opinion Survey Collective Efficacy be at or above state level.	Yes	Revised targets based on revised Educaton State surveys are: POS - Domain Safety - Managing Bullying - increase positive % from 61% in 2017 to 67% in 2018. SATS - School Safety factors increase by 50% Advocate at school 5.2 to 7.8 Managing Bullying 9.9 to 15 Respect for diversity 13.8 to 20.7	Empowering students and building school pride

To regularly evaluate the outcomes of learning programs and prioritise resources (staffing, budgets, Capital Works) accordingly.	• Staffing (workforce plan in place) • Budgets (whole school budgets in place) • Capital Works (Buildings program complete and on budget)	No		

Improvement Initiatives Rationale
Recommendations arising from whole school unpacking of data sets (teachers, parents, students) indicated a need to improve teacher capacity and effectiveness to improve student engagement and learning outcomes. Our 2017 NAPLAN matched cohort Numeracy data Year 3 - 5 shows evidence of lifting the achievement tail, but not stretching the number of students making medium to high growth. Data also indicates lower than expected medium and high growth in writing, grammar, punctuation and spelling. During the first 3 years of the current Strategic Plan, significant work has occurred in the areas of writing, grammar and punctuation, spelling and developing a whole school approach to the teaching of Mathematics. We have identified a need to embed strategies the school has been working on through the PLC structure. Analysis of the SATS data showed that learner characteristics and disposition and social engagement have significantly impacted on the Grade 5 NAPLAN data indicating that further work around engagement, school safety and student voice is required. We have begun Berry Street Trauma Training and are a partner school in the Respectful Relationships initiative. This will continue into 2018.

Goal 1	To improve student learning outcomes in Literacy and Numeracy so that each student can achieve to the best of their ability.
12 month target 1.1	Writing - relative growth for 2017 was Low 41.67% Medium 43.33% High 15.0%, This data is significantly different to our SSP targets. Our revised target is a 10% improvement in high growth and 10% reduction in low growth.
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	Build teacher capacity to target teaching and learning for all students in writing.
KIS 2	Build teacher capacity to target teaching and learning for all students in numeracy.

Goal 2	To ensure that wellbeing of every student at Quarry Hill Primary School is founded on the provision of a safe, inclusive and orderly learning environment where positive relationships and interactions are a feature of the school community.
12 month target 2.1	Revised targets based on revised Education State surveys are: POS - Domain Safety - Managing Bullying - increase positive % from 61% in 2017 to 67% in 2018. SATS - School Safety factors increase by 50% Advocate at school 5.2 to 7.8 Managing Bullying 9.9 to 15 Respect for diversity 13.8 to 20.7
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Develop a learning community that builds positive relationships that strengthens connections and embed student agency and voice.
KIS 2	Create a culture that models respectful relationships and gender equality practices across the entire school community.

Define Evidence of Impact and Activities and Milestones - 2018

Quarry Hill Primary School (1165)

Goal 1	To improve student learning outcomes in Literacy and Numeracy so that each student can achieve to the best of their ability.

12 month target 1.1	Writing - relative growth for 2017 was Low 41.67% Medium 43.33% High 15.0%, This data is significantly different to our SSP targets. Our revised target is a 10% improvement in high growth and 10% reduction in low growth.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to target teaching and learning for all students in writing.
Actions	Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in writing. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in writing. Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve student learning outcomes in writing through collaborative planning and assessment practices, including moderation.
Evidence of impact	Students will: * Be able to articulate the goals of each lesson, and how they know if they have successfully achieved them. * Be able to identify their own learning goals in writing * Use a repertoire of spelling strategies for unknown words * Articulate the structures of different text types Teachers will: * Analyse student writing data in grade level teams * Differentiate the teaching of writing * Actively participate in PLCs with colleagues, sharing reflective feedback to improve teacher practice * Explicitly teach spelling embedded in the writing instruction School leaders will: * Actively participate in PLCs with colleagues, facilitating the sharing of reflective feedback to improve teacher practice * Conduct regular observations of practice in classroom, using a learning walk model to compare change in practice over the year.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Spelling school based professional learning to occur during Term 1, 2018.	Learning Specialist(s)	☑ Yes	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Write clear learning intentions for each lesson, explaining these to students and referring to them regularly throughout the lesson. Clearing identify what students need to do to demonstrate they have successfully achieved the learning intention.	Teacher(s)	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Learning Specialist to undertake Bastow Literacy Master Trainer Course.	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$2,400.00 ☐ Equity funding will be used
Teachers will meet each fortnight in Professional Learning Communities (PLCs) to unpack data to inform point of need instruction.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$17,000.00 ☐ Equity funding will be used
Facilitate the introduction of Learning Walks and how to give and receive feedback.	School Leadership Team	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Linking Writing to Reading whole school professional learning - July 26th (Stephen Graham)	Teacher(s)	☑ Yes	from: Term 3 to: Term 3	$3,000.00 ☑ Equity funding will be used
Peer observations - linking Writing to Reading	Teacher(s)	☑ Yes	from: Term 3 to: Term 4	$1,500.00 ☑ Equity funding will be used

Goal 1	To improve student learning outcomes in Literacy and Numeracy so that each student can achieve to the best of their ability.
12 month target 1.1	Writing - relative growth for 2017 was Low 41.67% Medium 43.33% High 15.0%, This data is significantly different to our SSP targets. Our revised target is a 10% improvement in high growth and 10% reduction in low growth.

FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to target teaching and learning for all students in numeracy.
Actions	Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Mathematics. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Mathematics. Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve student learning outcomes in Mathematics through collaborative planning and assessment practices, including moderation.
Evidence of impact	Students will: * Be able to articulate the goals of each lesson, and how they know if they have successfully achieved them. * Be able to identify their own learning goals in Mathematics * Use a repertoire of mathematical strategies to solve problems * Use the vocabulary of Mathematics. Teachers will: * Analyse student Mathematics data in grade level teams * Differentiate the teaching of Mathematics * Actively participate in PLCs with colleagues, sharing reflective feedback to improve teacher practice * Use the High Impact Teaching Strategies (HITS) to improve student learning outcomes. School leaders will: * Actively participate in PLCs with colleagues, facilitating the sharing of reflective feedback to improve teacher practice * Conduct regular observations of practice in classroom, using a learning walk model to compare change in practice over the year.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers will use Essential Assessments to inform planning and measure student growth.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$2,640.00 ☐ Equity funding will be used

Write clear learning intentions for each lesson, explaining these to students and referring to them regularly throughout the lesson. Clearing identify what students need to do to demonstrate they have successfully achieved the learning intention.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers will continue to embed the 3 week teaching cycle as introduced through the Maths Science Specialist initiative in 2015 - 2017 using George Booker as a reference.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Facilitate the introduction of Learning Walks and how to give and receive feedback.	School Leadership Team	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
The High Impact Teaching Strategies (HITS) will be included in all school delivered professional learning.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Learning Specialist will support building teacher capacity through the use of the HITS.	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$2,400.00 ☐ Equity funding will be used

Goal 2	To ensure that wellbeing of every student at Quarry Hill Primary School is founded on the provision of a safe, inclusive and orderly learning environment where positive relationships and interactions are a feature of the school community.
12 month target 2.1	Revised targets based on revised Educaton State surveys are: POS - Domain Safety - Managing Bullying - increase positive % from 61% in 2017 to 67% in 2018. SATS - School Safety factors increase by 50% Advocate at school 5.2 to 7.8 Managing Bullying 9.9 to 15 Respect for diversity 13.8 to 20.7
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Develop a learning community that builds positive relationships that strengthens connections and embed student agency and voice.

Actions	Develop whole school practices to increase student agency. Implement a whole school approach to social emotional learning. Review the model for creating positive learning environments.
Evidence of impact	Students will: * Set relevant personalised learning goals. * Be able to articulate the school wide behaviour expectations. * Be able to identify their support network. Teachers will: * Actively participate in student forums * Support students to set relevant goals * Provide timely feedback * Plan for Social and Emotional Learning. Leaders will: * Provide forums for students to have opportunities to have input in their learning. * Implement High Impact Teaching Stratgies to drive goal setting and feedback * Participate in a Community of Practice focusing on engagment

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Students unpack their own data sets and make recommendations to inform improvement.	Year Level Co-ordinator(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Students to have the opportunity to provide teachers with feedback.	All Staff	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Teachers will use Chronicle (Compass Student Management System) to communicate learning and behaviour outcomes.	All Staff	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Targeted lesson each term to revisit students' support networks.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Students will have access to programs to support their social and emotional wellbeing *Art Therapy *Turbo Tuesday *Circle Time *Well-being worker (Kerryn Phillips)	Assistant Principal	☐ No	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used
Each term a Teaching and Learning meeting wll be allocated for wellbeing.	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Students will paricipate in 1/2 hour explicit lesson from the RRRR curriculum document each week	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Staff will attend Berry Street Model for Education training.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$3,400.00 ☐ Equity funding will be used

Goal 2	To ensure that wellbeing of every student at Quarry Hill Primary School is founded on the provision of a safe, inclusive and orderly learning environment where positive relationships and interactions are a feature of the school community.
12 month target 2.1	Revised targets based on revised Educaton State surveys are: POS - Domain Safety - Managing Bullying - increase positive % from 61% in 2017 to 67% in 2018. SATS - School Safety factors increase by 50% Advocate at school 5.2 to 7.8

	Managing Bullying 9.9 to 15 Respect for diversity 13.8 to 20.7
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Create a culture that models respectful relationships and gender equality practices across the entire school community.
Actions	Audit current practises across the school Develop whole school understanding of Respectful Relationships Whole school embedding RRRR curriculum
Evidence of impact	Students will: * Understand the definition of Bullying and Bystanding * Understand and put into practice the appropriate steps for reporting bullying * Model respectful behaviours when interacting with others. Teachers will: * Actively plan for and teach RRRR currculum with explicit 1/2 hour weekly lesson. These lessons will include anti-bullying and bystander lessons * Analyse student wellbeing data (termly surveys - SATS, SEW etc.) and identify positives and concerns Leaders will: * Provide opportunities for professional development * Liaise and plan with Lead School - Golden Square P.S.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff will attend a session with Loddon Mallee Woman's Health	Allied Health	☑ Yes	from: Term 1 to:	$200.00 ☐ Equity funding will be used

Staff will implement and unpack a wellbeing survey (termly)	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
All staff will access RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS ONLINE LEARNING PROGRAM	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Teachers will plan for 1/2 hour explicit lesson from the RRRR curriculum document each week	Teacher(s)	☐ No	from: Term 1 to:	$0.00 ☐ Equity funding will be used	

Professional Learning and Development Plan - 2018

Quarry Hill Primary School (1165)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Spelling school based professional learning to occur during Term 1, 2018.	Learning Specialist(s)	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Bastow program/course ☑ Learning Specialist	☑ On-site
Teachers will meet each fortnight in Professional Learning Communities (PLCs) to unpack data to inform point of need instruction.	Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site

Linking Writing to Reading whole school professional learning - July 26th (Stephen Graham)	Teacher(s)	from: Term 3 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Student Free Day	☑ Literacy expertise ☑ External consultants Cengage	☑ On-site
Peer observations - linking Writing to Reading	Teacher(s)	from: Term 3 to: Term 4	☑ Peer observation including feedback and reflection	☑ Professional Practice Day	☑ Internal staff	☑ On-site
The High Impact Teaching Strategies (HITS) will be included in all school delivered professional learning.	Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site
Staff will attend Berry Street Model for Education training.	Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning	☑ External consultants Berry Street staff	☑ Off-site conducted by Berry St staff in of site loation
All staff will attend a session with Loddon Mallee Woman's Health	Allied Health	from: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Loddon Mallee Women's Health	☑ On-site
All staff will access RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS ONLINE LEARNING PROGRAM	All Staff	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Online provision - RRRR Learning Program	☑ On-site

Documents that support the plan

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

Self-evaluation Summary
  [2017 QHPS AIP.docx (0.12 MB)](#)