

## PRSE Overall -

Box Hill Senior Secondary College

(7050)



Submitted for review by Fiona Erwich on September 20, 2018 at 09:38 AM

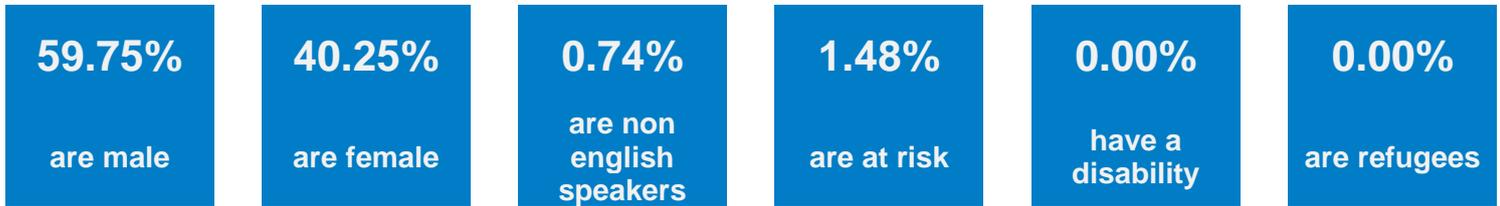
## PRSE School Overview

Box Hill Senior Secondary College (7050)

<b>Principal</b>	<b>School enrollment</b>	<b>Local government authority</b>
Unspecified	423.4	Whitehorse
<b>Address</b>	<b>Gender</b>	<b>Region</b>
Dunloe Avenue, Mont Albert North 3129	Co-Ed	North Eastern Victoria
<b>Phone</b>	<b>Accepts international students</b>	<b>Melways/Vic Roads reference</b>
03 9890 0571	Yes	Unspecified
<b>Fax</b>	<b>International Baccalaureate</b>	<b>Compulsory uniform</b>
03 9899 4093	No	No
<b>Email</b>	<b>Languages offered</b>	
box.hill.senior.sc@edumail.vic.gov.au	Unspecified	

## School Quick facts

Box Hill Senior Secondary College (7050)



## Student Family Occupation Education (SFOE)

Box Hill Senior Secondary College (7050)

**0.28**

## PRSE School Profile

### Box Hill Senior Secondary College (7050)

Box Hill Senior Secondary College is a truly dynamic, vibrant co-educational institution situated in Mont Albert North. Traditionally it has been a Senior Secondary College, consisting mostly of students in years 10-12. The College is a Specialist School in the field of Athlete Development, which makes it one of only two recognised Specialist Sports schools in the Victorian education system. Parent contributions provide for specialist sport coaches as the programs are not subsidised by DET. The school also offers a junior tennis program situated in the middle years campus (MYSC). Students have previously enrolled from Year 5 into the Tennis program, established in 2005, but the primary school component of the college has been phased out over the past two years. Recently, junior student-athletes passionate about netball, basketball and football have been accepted into MYSC in response to community requests.

BHSSC has no feeder schools and is not in any sense a local school. Instead, it draws students from across metropolitan Melbourne, with one third of students residing more than 20kms from the College and travelling up to four hours per day to attend school.

Our Advocacy program is critical in supporting the transition of new students and the development of coherent and sustainable pathways. Advocates work with students in their care to monitor the data, and liaise with other teachers and parents. Students significantly 'At Risk' were identified and referred to the Student Management Team. Of the students identified as significantly 'At Risk', over 60% became re-engaged in school via a modified support program, while the remaining students secured an alternative sustainable pathway that met DET requirements. Our re-engagement strategies typify the success we have in getting students to complete their secondary education (see VCE completion rates). Ensuring the wellbeing needs of our students remains a high priority and is vital to developing positive student/teacher relationships, which enhance the student learning. Our parent and student satisfaction levels are above state averages and illustrate the productive 'Climate' of the College.

We continue to offer a broad range of curriculum offerings in the post-compulsory years of schooling, including senior VCAL and VET. These options, together with a wide range of traditional VCE subjects and our sport specialisation programs, ensure a myriad of career pathways are available for students post completion of VCE or an equivalent certificate. The College also has a strong Trade/Technology program covering areas such as building, engineering, electrical, horticulture and plumbing.

## PRSE School Profile and Methodology-

Box Hill Senior Secondary College (7050)

Date	Activity	Outcome	Leads
14-August-2018	Focus groups conducted throughout this week with students.	Student voice captured to feed back to SIT and Staff meeting	Fiona Erwich (Acting Principal), Damian Dwyer (Assistant Principal) and Teagan Steen (LT Advocacy and Culture) conducted one session each
20-August-2018	SIT reviewed self evaluation conducted earlier in the year.	Self evaluation critically assessed with evidence for assessment noted.	Fiona Erwich (Acting Principal)
22-August-2018	Student representatives invited to speak at Sport Development meeting.	Student thoughts and ideas to improve the sport programs noted.	Fiona Erwich (Acting Principal)
28-August-2018	Whole staff analysis of VCE Data and School survey results to determine Practice and Performance response.	Staff input to Performance and Practice collected	Fiona Erwich (Acting Principal) and SIT team members.
04-September-2018	Whole staff reflection on Enablers and Barriers to Performance and Practice. Whole staff input to highlights.	Staff input from previous week shared and aggregated into areas as described in the AIP mid cycle review.	Fiona Erwich (Acting Principal) and SIT team members.
10-September-2018	SIT team input into Enablers/Barriers and Highlights	Language refined and additional information included	Fiona Erwich (Acting Principal)
11-September-2018	Draft report presented to College Council for Suggestions and Input	Pre review self evaluation was discussed with parent and student members of College Council	Fiona Erwich (Acting Principal)

## PRSE Highlights Summary -

Box Hill Senior Secondary College (7050)

	Title	Description
1	Ready to Learn	<p>A highlight for the College community during the 2015 - 2018 strategic plan was the development of a safe and supportive learning environment (Goal 3).</p> <p>In 2015 focus groups were held with students, inviting their voice to be included about what they thought students need to do in the classroom to support their own learning, in other words, to be "Ready to Learn".</p> <p>In 2016 the focus shifted to teachers. To create a safe and supportive learning environment all teachers were introduced to positive psychology and the PERMA model to use in their classrooms. Alongside this the student management team led the development of a common language around the core understandings of what students need to do to be ready to learn in the classroom. They ensured that the language in the final document resonated with the student voice that was distributed to the college community and placed in all classrooms.</p> <p>In 2017 all teachers participated in the teacher wellbeing toolkit during professional learning sessions. This reinforced the positive psychology mindset and allowed the PERMA model to be embedded into the advocacy program. A small group of lead teachers also undertook respectful relationships training to further support the "Ready to Learn" initiative. Additional data was gathered about the students via the Whitehorse Wellbeing profiler, an initiative that involved the Whitehorse Council and the University of Melbourne.</p> <p>During 2018, the college became a partner school in the DET Respectful Relationships initiative, disseminating information and training all staff in program delivery. The language for this initiative was consistent with the Ready to Learn document (Respect, Organisation and Responsibility) so this work aligned with the work that had been carried out in the previous years.</p> <p>In the 2017 student attitudes to school survey, student responses placed BHSSC at the 79.3rd percentile for Managing bullying and at the 85th percentile for Respect for diversity.</p>
2	Community Partnerships	<p>The College had identified that gender imbalance was one of the factors impacting on prospective enrollments during the last strategic review, consequently in the 2015 - 2018 strategic plan, Goal 4 set a target to increase the sport academy offerings to female students.</p> <p>In 2016, the college initiated a Netball program. Nardelli coaching was engaged to provide specialist coaching. Three years into the program girls are enrolling at the college, specifically to participate in this program, with 9 senior girls and 15 intermediate girls currently participating.</p> <p>In 2018, a partnership with Collingwood Football club was initiated to develop an AFLW academy through the provision of</p>

		<p>a specialist girls coach. The coach that Collingwood provided as part of this partnership is an ex-student and her understanding of the college culture has led to a rapid growth in enrollments to this program, with six new students enrolling at mid-year, bringing the total 23 the number of girls, specifically enrolled to be a part of this program.</p> <p>During the period of the strategic plan, the college has also developed a partnership with Deakin University.</p> <p>The college was a founding member of the Deakin Whitehorse Alliance that provides opportunities for pre-service teachers to be involved in college activities beyond the mandated teaching rounds..</p> <p>The partnership has led to the development of a Year 12 Orientation camp, held at the Burwood Campus and Deakin participation and support in the Careers and Pathways information evenings. Additionally, our Physical Education classes have been provided access to the Laboratories at Deakin, providing them with valuable experiential learning.</p>
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# PRSE Practice & Performance -

Box Hill Senior Secondary College (7050)

## Goal 1

Improve individual student outcomes based upon their intended pathway

### Target 1.1

- To improve the mean VCE study score from 25.8 in 2014 to 26.8 in 2018
- 50% of studies to achieve mean scores above the GAT predictor
- Increase the % of students achieving a student score of  $\geq 40$  in VET from 1% to  $>2\%$

### Curriculum planning and assessment

Level of achievement : Partially Met

#### Outcome

**KIS 1: To build a culture of personalised learning that focuses on a personal best philosophy**

**KIS 2: Grow teacher capacity to analyse, interpret, share and effectively use data to know students and provide for their learning needs**

During 2015 and 2016, the college Teaching and Learning model (4 pillars) was embedded by focussing on increasing teacher's skill and knowledge in using Learning Intentions in the first year and then Formative Assessment in the second year.

The College would have the importance of these selections reinforced once the Department of Education and Training (DET) released the High Impact teaching strategies (HITS) resources in 2017.

In 2017, professional leaning teams were formed. These teams conducted Action research, increasing teacher skill by trialing new strategies and collecting evidence of their impact. The teams presented their research to all staff at the end of the year, sharing their successes and challenges.

This encouraged teachers to take risks, by trialing new strategies in their classroom. Additionally it developed their capacity to use data as a way of evaluating the effectiveness of these strategies and as a strategy to know students and provide for their learning needs.

In 2018, the Action research teams (PLTs) used the DET HITS as the basis for their trials.

- To improve the mean VCE study score from 25.8 in 2014 to 26.8 in 2018

Mean VCE study increased to 25.9 in 2015, then it trended down to 24.9 in 2017

- 50% of studies to achieve mean scores above the GAT predictor

Value add targets were met throughout the course of the strategic plan. In 2015, 65% of subjects showed value add as measured against student performance on the GAT. This was 52% of subjects in 2016 and 80% of subjects in 2017.

- Increase the % of students achieving a student score of  $\geq 40$  in VET from 1% to  $>2\%$ .

The % of all studies scores above 40 was 1.4, 0.5, 1.5 from 2015 to 2017.

## Enablers and Barriers

Enablers that supported the achievement of this goal

The college has a staffing profile that is heavily skewed towards more experienced teachers who have many years of experience in teaching VCE and VCE/VET subjects. Expert specialist teachers are able to value add, enabling students to achieve above GAT predictions across a wide range of VCE and VCE/VET subjects. The attitudes to school survey indicates that teachers are able to foster positive relationships with their students to support their learning, with Teacher concern at the 79th percentile in 2017.

Action research projects conducted by teachers, commencing in 2017, have trialed strategies such as Flipped Learning to engage students in their learning.

Barriers that prevented the achievement of this goal

This target to lift the mean VCE score and the % of students achieving over 40, was determined to have been too ambitious, given the student cohort at Box Hill Senior. An example of this is On demand testing of our Year 10 cohort in 2018 that has, identified that just over 50% are more than 18

months behind the expected level of literacy with a further 18%, 6 months behind the expected level of literacy. Only 2 students tested as being above the expected level for literacy. A significant proportion of students enrol between Year 9 and Year 11 providing limited time to build literacy capacity to support higher achievement in VCE examinations.

## Goal 2

Increase the active engagement of each student in their learning

### Target 2.1

- Attendance rate > 90% for all year levels by 2018

Attitudes to School Survey		
Components	2014	2018
Connectedness to School	3.84 (0.24 above State Mean)	>0.3 above State Mean
Stimulating Learning	3.18 (0.03 above State Mean)	>0.3 above State Mean

**Level of achievement :** Partially Met

### Outcome

**KIS 1: Develop organisational capacity to allow students to develop higher levels of positive engagement and stronger academic performance.**

**KIS 2: Maintaining a data driven focus to build knowledge of the pathways, academic, engagement and wellbeing profile of each student**

**In 2015, teachers focused on their role as student advocates, monitoring student attendance and progress. Their skill and knowledge in taking on this role was supported in 2017, when teacher undertook the Teacher Wellbeing toolkit training and implemented in their classes the positive psychology (PERMA) model that was investigated during the previous year.**

**During 2016, a team of teachers undertook training in the Respectful Relationships when the college became a partner school in this initiative. This team then trained all teachers, so that the Respectful Relationships curriculum could be delivered via the college advocacy program to all students.**

**This year, members of the School Improvement Team attended Professional Learning Community training. Work is now underway to develop a vertical curriculum for Year 7 - 9**

students. This theme based curriculum will ensure that content delivery is differentiated, to meet the needs of and engage all students in their learning, based on the ongoing collection of data.

**Attendance rate > 90% for all year levels by 2018**

**2017 Attendance rates were Year 7: 97%, Year 8: 94%, Year 9: 91%, Year 10: 95% , Year 11: 95%, Year 12: 94%**

<b>Attitudes to School Survey</b>		
<b>Components</b>	<b>2014</b>	<b>2018</b>
<b>Connectedness to School</b>	<b>3.84 (0.24 above State Mean)</b>	<b>&gt;0.3 above State Mean</b>
<b>Stimulating Learning</b>	<b>3.18 (0.03 above State Mean)</b>	<b>&gt;0.3 above State Mean</b>

**The Attitudes to School Survey changed in 2017, so data does not exactly correlate.**

- **From 2014 to 2016 the trend was slightly downward, but in 2017 Connectedness to School became sense of connectedness with the college result placing BHSSC at the 91.7th percentile**
- **From 2014 to 2016 Stimulating learning stayed relatively static and in 2017 Stimulated learning placed BHSSC at the 51.9th percentile.**

### **Enablers and Barriers**

Enablers that supported the achievement of this goal

Sporting programs and specialist pathways provide a hook to engage students in their learning.

The student management team worked with advocates to reduce unexplained absences and ensured that re-engagement students and students attending events that were part of their program were recorded appropriately.

Barriers that prevented the achievement of this goal

The college focus on a safe and orderly learning environment has meant that insufficient time has been allocated to the development of a stimulating and innovative curriculum

### Goal 3

Ensure all members of the school community feel they are in a safe and supportive learning environment

#### Target 3.1

School Staff Survey		
Component	2014	2018
Collective responsibility	59%	>70%

Attitudes to School Survey		
Components	2014	2018
Teacher Empathy	3.60 (0.04 below State Mean)	>0.3 above State Mean
Student Distress	5.04 (0.06 above State Mean)	>0.3 above State Mean

#### Empowering students and building school pride

Level of achievement : Partially Met

#### Outcome

**KIS: Build a culture where all members of the school community take responsibility for creating a safe and supportive learning environment**

The implementation of the college's Ready to Learn initiative was a highlight of the strategic plan period, details are included in the highlights section of this report.

School Staff Survey		
Component	2014	2018

<b>Collective responsibility</b>	<b>59%</b>	<b>&gt;70%</b>
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**Collective responsibility increased from 51.4% in 2015 to 61.5% in 2016, then dropped to 59.5% in 2017**

- **Attitudes to School Survey**

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<b>Attitudes to School Survey</b>		
<b>Components</b>	<b>2014</b>	<b>2018</b>
<b>Teacher Empathy</b>	<b>3.60 (0.04 below State Mean)</b>	<b>&gt;0.3 above State Mean</b>
<b>Student Distress</b>	<b>5.04 (0.06 above State Mean)</b>	<b>&gt;0.3 above State Mean</b>

**Teacher empathy remained relatively static from 2014 to 2016. In 2017 this changed to Teacher concern and BHSSC placed at the 79th percentile.**

**Student distress increased to 5.21 in 2015 and then dropped to 5.03 in 2016. In 2017, the attitudes to school survey changed. Comparable measures were determined to be: Managing bullying where BHSSC placed at the 79.3rd percentile and Respect for diversity where BHSSC placed at the 85th percentile.**

### **Enablers and Barriers**

Enablers that supported the achievement of this goal

The whole school improvement strategy to develop a safe and orderly learning environment was successful because of the whole staff alignment around this strategy. Students and staff all provided input into a document that has provided common and consistent language, Ready to Learn - Respect,

Organisation and Responsibility. Professional learning time and Communication (Staff meetings) were set aside to provide sufficient time to support the development of this initiative.

Additionally this initiative was further embedded when the college became a partner school for respectful relationships. Whole staff professional learning was conducted, reinforcing the use of common language and underpinning respect as a core value of the college.

Barriers that prevented the achievement of this goal

The college faced significant uncertainty with regard to staffing and leadership over the period of the strategic plan. During this time, staff indicated that leadership of the college has not been consistent as the Principal had been on secondment and leave prior to retirement. Staff focus groups have suggested excess staff declarations impacted the results of the Staff Opinion survey.

#### **Goal 4**

Improve the capacity of the school to function as a stable organisation

#### **Target 4.1**

School Staff Survey		
Components	2014	2018
Teacher collaboration	56%	>60%
Collective focus on Student Learning	59%	>70%

- Establish a minimum of one new female sport program by 2018
- Increase the number of International students to 30 in 2016 and maintain this number until 2019.
- Student enrolments of 675 - 700 per year

**Level of achievement :** Partially Met

#### **Outcome**

**KIS 1. Develop and reinforce a consistent culture of high expectations of and for all members of the College and reflect this in professional learning.**

**Peer observation was introduced as an opt-in trial for teachers during 2015. The trial teachers developed the proformas and were able to speak to other teachers about their reflections after speaking with a colleague about classroom practice.**

All teachers willingly participated in the whole school implementation in 2016. Student voice was added to the feedback to teachers in 2017 in the form of Pivot classroom surveys. These surveys, given to students twice per year, give students the ability to have their voice heard with regard to classroom practice. Teachers now had feedback from peers and students to consider alongside their own reflections.

In 2018, a learning specialist was appointed so that teachers could observe the implementation of HITS in the classroom in addition to the strategies already in place.

### School Staff Survey

School Staff Survey		
Components	2014	2018
Teacher collaboration	56%	>60%
Collective focus on Student Learning	59%	>70%

- Teacher collaboration dropped to 43.4% in 2015, then increased to 47.3% in 2016 before falling to 40% in 2017.
- Collective focus on student learning increased to 62.0% in 2015 and 69.0% in 2016 before dropping to 56.1% in 2017.

### KIS 2. Create structures that lead to stable enrolments

#### Establish a minimum of one new female sport program by 2018

- Over the period of the strategic plan the Netball academy has been established.
- This year a partnership has been formed with Collingwood that has resulted in strong growth with the AFLW program.

#### Increase the number of International students to 30 in 2016 and maintain this number until 2019.

- The number of International students was 31 by 2016 and the program has continued to grow to 56 students currently at BHSSC or in language schools completing their 21 week literacy study program for whom we have welfare responsibility.

## **Enablers and Barriers**

Enablers that supported the achievement of this goal

The development of the Netball program by contracted providers Rob and Lauren Nardelli was key to the establishment of the Netball program.

A strong community partnership with Collingwood who provided an ex BHSSC student, Penny Cula-Reid, as coach saw the AFLW program grow significantly throughout 2018.

The International Student program has seen quite a few staffing changes over the period of the strategic plan, but the value of the program has been well understood by each of the team members who have all contributed to the program's growth in different ways.

Barriers that prevented the achievement of this goal

The college faced significant uncertainty with regard to staffing and leadership over the period of the strategic plan. During this time, staff indicated that leadership of the college has not been consistent as the Principal had been on secondment and leave prior to retirement. Staff focus groups have suggested excess staff declarations impacted the results of the Staff Opinion survey.

## PRSE Practice & Performance -

Box Hill Senior Secondary College (7050)

<b>Panorama Supplementary School Report</b>	1. <a href="#">Panorama SUP report school_20177050.pdf</a> (2.70 MB)
<b>School Performance Data Report</b>	1. <a href="#">Sch_Prfl_Rpt_20177050.pdf</a> (1.86 MB)
<b>Additional supporting documents</b>	

## PRSE Self-evaluation Summary -

Box Hill Senior Secondary College (7050)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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Excellence in teaching and learning

<p>Building practice excellence</p>	<p>Evolving</p>	<p>The AIP has Key Improvement Strategies the are directly linked to agreed FISO priorities:          KIS 1: Develop a stimulating, collaborative and creative curriculum          KIS 2: Develop agreed fundamentals of what constitutes exemplary teaching practice          The College PL plan and PL timelines together with Teacher Performance and Development Plans focus on improving student outcomes through Action research and the implementation of High Impact Teaching Strategies (HITS).          Classroom observation has been embedded into the culture of the college over the past two years, student voice is added to this through the use of Pivot classroom surveys which provide aitsl standards based feedback to teachers.          Action research provides a framework for teachers work collaboratively in teams across learning areas and year levels.          The Ready to Learn and Ready to Teach initiatives have fostered collective responsibility for improving instructional practice and reducing the variations in learning outcomes between classes.</p>
<p>Curriculum planning and assessment</p>	<p>Evolving</p>	<p>The college's identified FISO areas are Curriculum planning and assessment, and Empowering students and building school pride. School - wide achievement data is discussed at Whole school forums, Ready to Teach (Curriculum) and at Pedagogy meetings. Time is allocated on the meeting schedule for Action research teams, Pedagogy areas and Team meetings to allow for opportunities to develop consistency in teaching and learning strategies. Student focus groups and Pivot surveys provide opportunities for student voice to be incorporated. The College has an Assessment and Reporting policy and Report Writing guide. Teams of teachers are provided release time to moderate student assessment.          The Victorian Curriculum has been mapped for Year 7 - 10 students.          The college has a Teaching and Learning Model (the 4 Pillars) and Ready to Teach document that documents a whole school pedagogical practice.</p>

	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	<p>Action research groups present at the end of each year to share their evidence based pedagogical practices.</p> <p>Classroom observation of HITS by teachers and also being delivered by the learning specialist is embedded into the PDP process.</p> <p>High Impact Teaching Strategies has been a focus of staff professional development, with teachers undertaking Action research based on HITS as their student outcomes goal of the 2018 PDP.</p> <p>Feedback and assessment were a specific focus for the HITS professional development.</p> <p>PDP conversations are undertaken in review groups to facilitate reflection and sharing with colleagues whilst the reviewer, a member of the school improvement team challenges and supports consistency of quality.</p>
	Evaluating impact on learning	Evolving	<p>Teachers have been provided with professional learning around formative assessment throughout the period of the strategic plan.</p> <p>Teachers are provided with release time to undertake moderation for multiple classes of senior subjects or to moderate with teachers at other schools for single classes. Teachers of junior classes are required to ensure that common assessment tasks are undertaken and assessed with an agreed rubric for consistency.</p> <p>This year one of the Action research projects is to provide targeted feedback to English students to enable them to co determine their learning goals.</p> <p>Teams of teachers use VCE data as a reflective tool and to determine planning and pedagogical approaches.</p> <p>Teacher requests for professional learning are incorporated into the Professional learning timeline.</p>

<b>Professional leadership</b>	Building leadership teams	Evolving	<p>The college Principal and members of the leadership team present each year on the links between FISO, the strategic plan, the AIP and staff PDP's.</p> <p>For 2014 - 2017 at least one member of the SIT team was an aspiring leader who was also undertaking the Whitehorse Leaders in the Making program.</p> <p>Leading teachers lead professional learning for staff in their respective areas of responsibility throughout the year during the college's Tuesday teacher professional learning program.</p> <p>Leading teachers develop processes and whole school initiatives in consultation with staff. eg. Ready to Learn and Ready to Teach.</p>
	Instructional and shared leadership	Evolving moving towards Embedding	<p>Leading teachers lead professional learning that includes all teachers and the principal team. In 2018 the link to the AIP and strategic plan has been through a focus on the introduction of respectful relationships and HITS.</p> <p>Review groups are led by members of the SIT. They undertake classroom observation and provide feedback and coaching as part of the performance and development process.</p> <p>Data from the Whitehorse wellbeing initiative, the attitudes to school survey, the staff and parent opinion surveys is shared with staff, by members of the principal team, as it becomes available.</p> <p>Level 2 duties and Positions of Responsibility allow the opportunity for staff to grow their talents.</p> <p>Student forums were held as part of the process for the development of the whole school Ready to Learn document. Student surveys using Pivot provide feedback to teachers as part of the performance and development process.</p>
	Strategic resource management	Emerging moving towards Evolving	<p>The Principal articulated to staff his vision for the college direction allocating resources based on immediate needs.</p> <p>The Indicative and Confirmed Budgets are developed using a collaborative process including all staff who have budget responsibilities. The College Council evaluates and approves the budgets.</p> <p>The Principal recruited staff and modified their responsibilities to meet the school's priorities. Beginning and new teachers are assigned a mentor teacher to support them.</p>

	Vision, values and culture	Emerging moving towards Evolving	The Principal works with the principal team and the School Improvement Team to develop the AIP. This is then presented to teachers for input. School Council is also provided with an opportunity to have input into the goals and direction of the college.
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Positive climate for learning

Empowering students and building school pride

Evolving moving towards Embedding

Student representatives were elected to the college council in 2018.  
 As a partner school for respectful relationships all teachers have undertaken professional learning that supports dialogue and listening skills.  
 The college participated in the Whitehorse wellbeing initiative, surveying students to obtain a wellbeing profile of the college. This information was shared with staff along with attitudes to school survey data. Student voice is embedded in the performance and development process through the use of Pivot surveys.  
 Each year students commence the year by creating a Career action plan with their advocate. Advocates also work with students to set goals through 1:1 conversations after each of the six GPA's (progress reporting cycles) each year.  
 Student leadership groups are formed annually with students having the opportunity to attend leadership forums, lead assemblies and take on projects that they are passionate about e.g. World vision.  
 The college social media celebrates student achievement across the college.  
 Advocacy awards for attendance and improvement in GPA celebrate student success.

Setting expectations and promoting inclusion

Evolving moving towards Embedding

Teacher performance and development plans include the observation of the implementation of HITS.  
 As part of the Respectful relationships initiative all policies at the college were audited to ensure inclusion.  
 The college Ready to Learn and Ready to Teach initiatives were developed with focus groups of students to ensure consistent high expectations that promote engagement and prioritise inclusion. These are supported by the Student Management policy.  
 Teacher capability in these areas has been supported through the inclusion of respectful relationships training in the PL timeline.

	Health and wellbeing	Evolving moving towards Embedding	<p>Student management policies are reviewed annually and discussed at a staff meeting. The advocacy program reinforces pro-social behaviours and delivers social and emotional learning.</p> <p>Between 40 and 60% of the student population each year is enrolled in a specialist sport academy. All students have the opportunity to register to participate in School Sport Victoria competitions.</p> <p>Healthy eating is covered as part of the Health and Food Curriculums. The College Council operates the onsite Canteen. A diverse menu that is cooked fresh daily, provides students with healthy options throughout the day including breakfast for students traveling long distances each day to attend specialist sporting programs. In 2016 all teachers participated in Safe Schools Coalition training and the Mental Health and Us program. Ongoing training in supporting positive thinking and behaviour are conducted each year.</p>
	Intellectual engagement and self-awareness	Evolving moving towards Embedding	<p>High expectations are communicated through year level assemblies, at Year 12 Orientation Camp, and by Advocates.</p> <p>Teachers use HITS to provide differentiated learning strategies. Advocates set goals with students as part of the 1:1 conversations after each GPA.</p> <p>Action research was introduced in 2017 as part of teacher performance and development to provide a structure for using data to measure learning growths a result of collaboratively developed teaching strategies.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community engagement in learning</p>	<p>Building communities</p>	<p>Evolving moving towards Embedding</p>	<p>The College Council is involved in the development of school polices and programs. Their input and advice is sought at each meeting. Additionally, at Student Progress Conferences parents have an opportunity to speak to members of the Principal team, thereby providing input into college programs. The relationship with the Deakin Melbourne Boomers was strengthened in 2017, with our girl basketball students playing an exhibition game at the Cup eve WNBA game at the State Basketball centre.</p> <p>During the course of the strategic plan, the college joined the Deakin Whitehorse Alliance. This has lead to the introduction of a Year 12 Orientation Camp at Deakin University. Deakin staff have also presented at Parent Information evenings. Fiona Erwich sits on the Management committee of the alliance as the network Principal representative.</p> <p>The college also formed a partnership with the Collingwood Football Club in 2018 to enable specialist coaching for a rapidly expanding AFLW program.</p> <p>The college welfare officer works with a diverse range of external agencies to support student health and wellbeing.</p>

	Global citizenship	Evolving moving towards Embedding	<p>The College is a partner school in the Respectful Relationships initiative. A team of four teachers attended regional training and have then lead whole staff training to promote understanding, empathy and inclusion. The respectful relationships initiative has been the primary curriculum within the college advocacy program.</p> <p>Over the course of the strategic plan, students have participated in World Challenge and have undertaking fundraising on behalf of the Neerja Modi school in Jaipur, India where they were able to provide gifts to underprivileged students. VCAL students undertake a project each year where they select disadvantaged groups to support, through a range of fundraising initiatives. Fashion students have been involved with the YES charity, organizing a fund raising show that showcased their talent and garments as well as raising money for the charity.</p> <p>Sustainability initiatives are incorporated in the Curriculum for VCE Health, Food and Horticulture as well as Junior School Health and Science. In 2018, the Year 7 - 9 advocacy groups participated in an environment group, that among other things was responsible for a Recycling initiative putting recycling bins in all rooms. The Year 10 Food groups participated in an excursion to Fair Share kitchen where they learnt about sustainability and disadvantaged groups.</p>
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	Networks with schools, services and agencies	Evolving	The College employs a part time welfare officer. The role of this officer is to work with students referring them to external agencies such as Family First, Anglicare, DHS, EACH and the Whitehorse council to support their wellbeing as appropriate. The College also utilises an onsite Psychologist to support students.
	Parents and carers as partners	Evolving	<p>All prospective students and their parents attend an information session with the Principal, followed by a tour. Students and Parents then meet with a member of staff to discuss their enrolment.</p> <p>Parent information nights are held at the commencement of each school year.</p> <p>Communication is maintained via COMPASS, the college newsletter, website, Instagram and Facebook.</p> <p>Student progress conferences are held twice per year so that parents, students and teachers have an opportunity to collaborate.</p>

# PRSE VRQA Checklist -

Box Hill Senior Secondary College (7050)

## Minimum standards for Registration 2019 (Term 1 and 2 only)

Please complete this table by indicating whether your school meets the minimum standards and provide evidence demonstrating your school's compliance (such as policies or procedures). If your school does not currently comply please write what your school is doing to ensure it will meet the minimum standards. Policies and procedures that are or part of school council function require ratification by School Council.

Minimum standards to be met by all government schools	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation  Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
<b>1 School governance</b>			
1.1 Democratic principles  Our school affirms democratic principles through a statement in the school's vision and values, prospectus, handbook or local school policy.	Yes		1. <a href="#">#1.1 Philosophy and Values.pdf</a> (0.53 MB)
1.2 Philosophy  Our school has a statement (e.g. <i>School Philosophy Policy, School Strategic Plan, Annual Implementation Plan</i> ) that includes: <ul style="list-style-type: none"> <li>• the school's vision, values and objectives</li> <li>• an outline of where the school has published its policy.</li> </ul>	Yes		1. <a href="#">#1.1_1.2 School Profile.pdf</a> (0.30 MB) 2. <a href="#">2018 BHSSC Annual Implementation Plan School Council endorsed.docx</a> (0.15 MB) 3. <a href="#">BHSSC Strategic Plan 2015_2018.pdf</a> (0.31 MB)

<p>1.3 Enrolment policy</p> <p><b>SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY</b></p> <ul style="list-style-type: none"> <li>• Our school has an enrolment policy which is consistent with all legal requirements</li> <li>• Our school can demonstrate how our school policies are implemented.</li> </ul>	<p>Yes</p>		<p>1. <a href="#">1.3 Enrolment Process - International Students.pdf</a> (0.25 MB)</p>
<p><b>2 Effective curriculum</b></p>			
<p>2.1 Curriculum framework - Language Program</p> <p>Our school has:</p> <ul style="list-style-type: none"> <li>• a language program delivered across all year levels by a (qualified) language teacher (<i>NOTE: students enrolled at the Victorian School of Languages, distance education or community languages school are not considered a school language program</i>)</li> </ul>	<p>No</p> <p>Box Hill Senior has an exemption due to Specialist Sport School status and low enrolment numbers for Year 7 - Year 9.</p>	<p>Box Hill Senior has an exemption due to Specialist Sport School status and low enrolment numbers for Year 7 - Year 9. School applies annually for an exemption.</p>	<p>1. <a href="#">Language exemption.pdf</a> (0.52 MB)</p>
<p>2.1.1</p> <p>Our school has:</p> <ul style="list-style-type: none"> <li>• an explanation of how and when curriculum and</li> </ul>	<p>Yes</p>		<p>1. <a href="#">2018 BHSSC 7 -1 0 Curriculum.xlsx</a> (0.03 MB)</p> <p>2. <a href="#">BHSSC Strategic Plan 2015 2018.pdf</a> (0.31 MB)</p>

<p>teaching practice is reviewed (e.g. <i>School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy</i>)</p> <ul style="list-style-type: none"> <li>● an explanation of how appropriate time is allocated across the 8 learning areas (e.g. <i>timetable, time allocation per learning area</i>)</li> <li>● an outline of how the school delivers its curriculum, whether through Australian Curriculum, Victorian Curriculum, other approved curriculum programs, integrated programs or online learning (e.g. <i>Curriculum Framework – policy or statement</i>)</li> <li>● a whole-school curriculum plan showing how curriculum is organised (e.g. <i>Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan</i>).</li> </ul>			<p>3. <a href="#">Box Hill Senior Secondary College (7050) - 2018 - Professional Learning and Development Plan.docx</a> (0.09 MB)</p>
<p>2.2 Student learning outcomes</p> <p>Our school has a documented strategy to plan for and improve student</p>	<p>Yes</p>		<p>1. <a href="#">#1.2 2.1 2.2 AIP for Improving Student Outcomes.pdf</a> (1.81 MB)</p> <p>2. <a href="#">2.1 b - Review process for Curriculum and</a></p>

<p>learning outcomes including:</p> <ul style="list-style-type: none"> <li>• what data our school collects to monitor outcomes</li> <li>• how our school analyses and uses this data to set goals and targets for outcomes, including for students at risk</li> <li>• how the data will be analysed, used and reported (e.g. <i>Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement</i>).</li> </ul>			<p><a href="#">teachingnpractice_update.docx</a> (0.01 MB)</p>
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**3 Student welfare**

<p>3.1.1.1 Student Welfare</p> <p>Our school has:</p> <ul style="list-style-type: none"> <li>• a policy which sets out the duty of care (e.g. <i>Duty of Care Policy</i>): <ul style="list-style-type: none"> <li><input type="radio"/> owed to students to</li> </ul> </li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Addressing Parents Concerns.doc</a> (0.05 MB)</li> <li>2. <a href="#">BHSSC ICT Policy_2018.pdf</a> (0.15 MB)</li> <li>3. <a href="#">Bullying and Harassment Policy 2009.doc</a> (0.06 MB)</li> <li>4. <a href="#">Bullying Prevention Policy.docx</a> (0.07 MB)</li> <li>5. <a href="#">Duty of Care - Policy.doc</a> (0.06 MB)</li> </ol>
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<p>take reasonable measures to protect them from risks of injury that should have been reasonably foreseen</p> <ul style="list-style-type: none"> <li>○ to take reasonable care any student (and other person) on the school premises will not be injured or damaged by reason of the state of the premises or of things done or should have been done to the premises</li> <li>○ that greater measures may need to be taken for younger students of</li> </ul>			<ul style="list-style-type: none"> <li>6. <a href="#">ICT Policy infringement updated.docx</a> (0.04 MB)</li> <li>7. <a href="#">Student Engagement Policy 2018.docx</a> (0.09 MB)</li> <li>8. <a href="#">Student Management and Welfare Procedures 2018.docx</a> (0.05 MB)</li> </ul>
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<p>students with a disability</p> <ul style="list-style-type: none"> <li>• Student Welfare policies and procedures (e.g. <i>Student Engagement and Inclusion policy</i>)</li> <li>• a Bullying and Harassment policy and procedures, which includes cyber bullying (e.g. <i>Anti-bullying policy &amp; procedures</i>)</li> <li>• a Complaints and Grievances policy and procedures</li> </ul>			
<p>3.1.1.2 Student Safety</p> <p>Our school has</p> <ul style="list-style-type: none"> <li>• policy or procedure in place which covers on-site supervision of students (e.g. <i>Supervision and Duty of Care policies, Visitors policy</i>)</li> <li>• policy which covers the safety and welfare of students learning with an external provider in circumstances where the school contracts with another school, a registered training</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Camps Policy.docx</a> (0.09 MB)</li> <li>2. <a href="#">Duty of Care - Policy.docx</a> (0.06 MB)</li> <li>3. <a href="#">Excursions - Policy and Guidelines.doc</a> (0.09 MB)</li> <li>4. <a href="#">Yard duty and Onsite Supervision Policy.docx</a> (0.60 MB)</li> </ol>

<p>organisation or an organisation not registered as an education and training provider (e.g. <i>External Provider policy, Excursion and Camps policies</i>)</p> <ul style="list-style-type: none"> <li>• policy in place which covers the supervision of students participating in activities away from the school. The policy also covers the risk of bushfire where the off-site activities is occurring (e.g. <i>Excursion and Camps policies</i>).</li> </ul>			
<p><b>3.1.1.3 Child Safe Standards</b></p> <p>Our school complies with the Child Safe Standards, as set out in <a href="#">Ministerial Order 870</a>.</p> <p><i><u>NOTE: Before answering this question you must complete the Child Safe Standards Self-Assessment Checklist.</u></i></p>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)</li> <li>2. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</li> <li>3. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)</li> </ol>
<p><b>3.1.1.4 Student Care</b></p> <p>Our school has</p> <ul style="list-style-type: none"> <li>• a policy and procedure for</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Anaphylaxis Policy.docx</a> (0.07 MB)</li> <li>2. <a href="#">BHSSC - FIRST AID - ASTHMA - CPR - STAI TRAINING - Participant</a></li> </ol>

<p>managing care arrangements for students with medical conditions (e.g. <i>Care arrangements for ill students policy and procedure</i>)</p> <ul style="list-style-type: none"> <li>• a current record of students with medical conditions and how those conditions are managed</li> <li>• a policy and procedures for a distributing medicines</li> <li>• a current register of staff trained in first aid</li> <li>• an anaphylaxis management policy which covers the matters required by <a href="#">Ministerial Order 706</a> and the <a href="#">DET Anaphylaxis Guidelines</a>.</li> </ul>			<p><a href="#">List - 23 November 2017 11.23 AM.xlsx</a> (0.06 MB)</p> <p>3. <a href="#">First Aid - Policy.docx</a> (0.06 MB)</p>
<p>3.1.1.5 Additional Evidence</p> <p>Our school has:</p> <ul style="list-style-type: none"> <li>• policies and procedures in place to ensure all staff understand mandatory reporting, the failure to disclose offence and the failure to protect offence (information on these reporting obligations may be included in the same policy as the procedures</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Administration of Medication.docx</a> (0.06 MB)</li> <li>2. <a href="#">Anaphylaxis Policy.docx</a> (0.07 MB)</li> <li>3. <a href="#">Asthma Emergency Kit - first aid incident log.pdf</a> (0.14 MB)</li> <li>4. <a href="#">Asthma Policy.docx</a> (0.0 MB)</li> <li>5. <a href="#">BHSSC ICT Policy_2018.pdf</a> (0.15 MB)</li> <li>6. <a href="#">Emergency Management Plans Online - Box Hill Senior Secondary College</a></li> </ol>

<p>relating to responding to and reporting suspected child abuse under the Child Safe Standards or in separate documents)</p> <ul style="list-style-type: none"> <li>● a register for accidents and incidents</li> <li>● a policy and procedures for first aid</li> <li>● a policy and procedures for the Internet (e.g. <i>ICT Acceptable Use policy and procedures</i>)</li> <li>● a critical incident plan</li> <li>● an emergency plan which has been reviewed at least annually and immediately after any significant incident. The plan uses the current DET template, is specific to the school and includes guidelines for emergency bushfire management</li> <li>● documented how they communicate policies and procedures on the care, safety and welfare of students to the school community (e.g. <i>Communication Procedures and Schedule</i>).</li> </ul>			<p><a href="#">(Mont Albert North) EM Plan.pdf</a> (3.84 MB)</p> <p>7. <a href="#">First Aid - Policy.docx</a> (0.06 MB)</p> <p>8. <a href="#">ICT Policy infringement updated.docx</a> (0.04 MB)</p> <p>9. <a href="#">Medication Administration Log.docx</a> (0.05 MB)</p> <p>10. <a href="#">Medication Authority Form.docx</a> (0.05 MB)</p> <p>11. <a href="#">parent letter.doc</a> (0.03 MB)</p> <p>12. <a href="#">VRQA20 MandatoryReporting.doc</a> (0.05 MB)</p>
3.1.2.1 Emergency bushfire management	Yes		1. <a href="#">7050-Box-Hill-Senior-Secondary-</a>

<ul style="list-style-type: none"> <li>● Our school has a schedule for monitoring and removing highly flammable materials including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation.</li> <li>● Our school safely stores flammable materials.</li> <li>● The building exits at our school are continuously monitored and kept clear of obstructions.</li> <li>● Our school has designated assembly points and appropriate access to emergency equipment.</li> <li>● Emergency vehicles can easily access the facilities and grounds at our school.</li> </ul>			<p><a href="#">College Chemical-Register 20-September-2018.xlsx</a> (1.13 MB)</p> <p>2. <a href="#">Emergency Management Plans Online - Box Hill Senior Secondary College (Mont Albert North) EM Plan.pdf</a> (3.84 MB)</p>
3.1.2.2 Emergency bushfire management	Not Applicable		1. <a href="#">Emergency Management Plans Online - Box Hill</a>

<p>(for BARR schools only)</p> <ul style="list-style-type: none"> <li>● Our school's Emergency Management Plan details our school's: <ul style="list-style-type: none"> <li>○ response to managing bushfire risk</li> <li>○ closure arrangements for Code Red days</li> </ul> </li> <li>● The school maintains records of: <ul style="list-style-type: none"> <li>○ providing information on bushfire preparedness policy and procedures to all staff (including relief staff) and parents</li> <li>○ staff training for specific roles and responsibilities associated with preparing for, monitoring and executive emergency</li> </ul> </li> </ul>			<p><a href="#">Senior Secondary College (Mont Albert North) EM Plan.pdf (3.84 MB)</a></p>
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<p>bushfire procedures, including the effective operating of relevant emergency equipment</p> <ul style="list-style-type: none"> <li>○ practising evacuation procedures and drills at least once per term</li> <li>○ annual visits or consultation with relevant agencies</li> </ul> <ul style="list-style-type: none"> <li>● Our school is compliant with any applicable on site "shelter-in-place" minimum standards.</li> <li>● Our school maintains a current register of bushfire emergency equipment in working order.</li> <li>● Bushfire evacuation procedures and emergency contact numbers are located on notice in appropriate locations around the school</li> </ul>			
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<p>3.2 Discipline</p> <ul style="list-style-type: none"> <li>• Our school has a policy statement which explicitly prohibits corporal punishment</li> <li>• Our school has a behaviour management policy and procedures, which includes how we address procedural fairness (e.g. <i>Student Engagement and Inclusion policy, Behaviour Management policy</i>)</li> <li>• Our school has documented how discipline related policies and procedures are communicated to the school community (e.g. <i>Communication Procedures and Schedule policy</i>)</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">3.1_3.2 Student Management and Welfare Procedures.pdf</a> (0.51 MB)</li> <li>2. <a href="#">Student Engagement Policy 2018.docx</a> (0.09 MB)</li> </ol>
<p><b>4 Effective teachers</b></p>			
<p>4.1 Teachers requirements</p> <p>Our school maintains a register of teachers which includes</p> <ul style="list-style-type: none"> <li>• each teacher's name</li> <li>• their Victorian Institute of Teaching (VIT)</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">VIT registration at 13 August 2018.xls</a> (0.04 MB)</li> </ol>

<p>registration number</p> <ul style="list-style-type: none"> <li>• their VIT category of registration (i.e. <i>provisional registration, full registration, permission to teach</i>)</li> <li>• the expiry and renewal of their registration</li> </ul>			
<p>4.2 Compliance with Working with Children Act 2005</p> <p>Our school has:</p> <ul style="list-style-type: none"> <li>• a register of staff with a working with Children Check</li> <li>• procedures for maintaining the register</li> </ul>	Yes		<p>1. <a href="#">WWCC register.xls</a> (0.05 MB)</p>
<b>5 Other requirements</b>			
<p>5.1 Information about school performance</p> <p>Our school documentation addresses how the Annual Report is distributed and promoted (e.g. <i>school website</i>)</p>	Yes		<p>1. <a href="#">Annual Report.docx</a> (0.05 MB)</p>
<p>5.2 School Infrastructure</p> <ul style="list-style-type: none"> <li>• Our school has a plan showing the location of facilities available for each program offered across the school day</li> </ul>	Yes		<p>1. <a href="#">Location Resources.pdf</a> (0.45 MB)</p> <p>2. <a href="#">Resources Map.pdf</a> (0.13 MB)</p> <p>3. <a href="#">Teaching Resources.pdf</a> (0.11 MB)</p>

(e.g. School plan with mark up of facilities that are used).			
<b>Minimum standards to be met by Senior Secondary providers only</b>	<b>Does the school meet the minimum standard?</b>	<b>If the requirement is not met, my school will do the following to meet the minimum standard</b>	<b>Supporting documentation</b>  Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
<b>1 Effective curriculum</b>			
<p>1.1 Student learning outcomes</p> <ul style="list-style-type: none"> <li>• Our school has current student and staff handbooks and course outlines for accredited qualifications (e.g. <i>Student VCE/VCAL Handbooks</i>)</li> <li>• Our school has sample student learning sequences of plans for accredited qualifications (e.g. <i>Student VCE/VCAL handbooks, Staff Handbooks</i>)</li> <li>• Our school has policies and procedures to indicate staff and students have been provided with current and accurate information about the awarding body's requirements (e.g. <i>Student VCE/VCAL</i>)</li> </ul>	Yes		<ol style="list-style-type: none"> <li>1. <a href="#">2018 Student Handbook.docx</a> (0.69 MB)</li> <li>2. <a href="#">2018-19 Subject Descriptors VCE VCAL VET.docx</a> (1.50 MB)</li> </ol>

<p><i>handbooks, Staff Handbook)</i></p> <ul style="list-style-type: none"> <li>• If our school shares responsibility for a senior secondary course with another provider, our school has a written agreement with the other provider stating how the requirements of the student learning outcomes standard are met</li> </ul>			
<p>1.2 Student records and results</p> <ul style="list-style-type: none"> <li>• Our school has policies and procedures to maintain accurate student records (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Student Records and Results policy</i>)</li> <li>• Our school has policies and procedures to undertake an annual analysis of records and results (e.g. <i>Staff Handbook</i>)</li> <li>• Our school has policies and procedures to monitor patterns of student participation and completion rates (e.g. <i>Student VCE/VCAL</i></li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Assessment and Reporting Policy 2017.doc</a> (0.07 MB)</li> <li>2. <a href="#">Personal Learning (Homework) Policy.docx</a> (0.05 MB)</li> <li>3. <a href="#">Report Writing Guide 2017 v2.pdf</a> (0.60 MB)</li> </ol>

<p><i>handbooks, Staff Handbook)</i></p> <ul style="list-style-type: none"> <li>• If our school shares responsibility for a senior secondary course with another provider, there is a written agreement with the other provider stating how the requirements of the student learning outcomes standard are met</li> </ul>			
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**2 Effective teachers**

<p>2.1 Teaching and learning</p> <ul style="list-style-type: none"> <li>• Our school has a register of teachers' qualifications</li> <li>• Our school has a plan of the school site which demonstrates how the facilities are suitable for the educational programs provided and the ages of the students</li> <li>• Our school has an overview of teaching resources that meet the current requirements of the owner of the course (e.g. <i>Teaching Resources Statement</i>)</li> <li>• Our school policies and</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">2018 Student Handbook ocx.pdf</a> (1.21 MB)</li> <li>2. <a href="#">Assessment and Reporting Policy 2017.doc</a> (0.07 MB)</li> <li>3. <a href="#">Personal Learning (Homework) Policy.docx</a> (0.05 MB)</li> <li>4. <a href="#">Report Writing Guide 2018 v2.pdf</a> (0.60 MB)</li> <li>5. <a href="#">Staff Handbook 2018.pdf</a> (1.14 MB)</li> </ol>
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<p>procedures ensure the consistent application of assessment criteria (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Senior Secondary Assessment policy</i>)</p> <ul style="list-style-type: none"> <li>• Our school has processes to oversee conduct of assessment including processes to conduct investigations and hearings, and if necessary, amend or cancel assessments (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>)</li> <li>• If our school shares responsibility for a senior secondary course with another provider, there is a written agreement with the other provider stating how the requirements of the teaching and learning standard are met.</li> </ul>			
<b>3 Student welfare</b>			
<p>3.1 Student welfare</p> <ul style="list-style-type: none"> <li>• Our school has an outline of how students</li> </ul>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">2018 Student Handbook.docx.pdf</a> (1.21 MB)</li> <li>2. <a href="#">MYSC Student and Parent Handbook 2018.docx</a> (0. MB)</li> </ol>

<p>with special needs are provided opportunities to access courses (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>)</p> <ul style="list-style-type: none"> <li>• If our school shares responsibility for a senior secondary course with another provider, our school has a written agreement with the other provider stating how each manages its legal responsibilities for students who attend the course, travel between providers or go on excursions.</li> </ul>			<p>3. <a href="#">Staff Handbook 2018.pdf</a> (1.14 MB)</p>
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### Child Safe Standards

The Minimum Standards audit assesses your school's compliance with the Child Safe Standards. In preparation for the review, your school must self-assess your compliance with the Child Safe Standards using the table below. To do this, indicate whether your school meets the Minimum Standards and what your school is doing to meet the Minimum Standards if it does not currently comply, and uploading a copy of documents that demonstrate your school's compliance (such as policies or procedures).

Child Safe Standards	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation  Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
<b>Principle of Inclusion</b>			
Our school's child safety standards satisfactorily take into account the diversity of			

all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children?			
<b>Child Safe Standard 1: Strategies to embed an organisational culture of child safety</b>			
<b>PRIORITY CLAUSE</b>  Our school's governing authority has developed strategies to embed a culture of child safety at our school.	Yes		<ol style="list-style-type: none"> <li>1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)</li> <li>2. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</li> <li>3. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)</li> </ol>
Our school's governing authority demonstrates a commitment to child safety modelled by the school's leadership.			
Our school's governing authority has allocated roles and responsibilities for achieving the strategies.	Yes		<ol style="list-style-type: none"> <li>1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)</li> <li>2. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</li> </ol>
Our school's governing authority has informed the school community about the strategies and allocated roles and responsibilities.			
Our school's governing authority has put the strategies into practice and informed the school community about these practices.			

<p>Our school's governing authority has periodically reviewed the effectiveness of the strategies, and if appropriate, revised the strategies.</p>			
<p><b>Child Safe Standard 2: A child safety policy or statement of commitment to child safety</b></p>			
<p><b>PRIORITY CLAUSE</b></p> <p>Our school has a clear and public commitment to child safety in the form of a child safety policy or statement of commitment to child safety that all staff members know about and are required to uphold.</p>	<p>Yes</p>		<ol style="list-style-type: none"> <li>1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)</li> <li>2. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</li> </ol>
<p>Our school's child safety policy details the values and principles that guide the school in developing our child safety policies and procedures.</p>			
<p><b>PRIORITY CLAUSE</b></p> <p>Our school's child safety policy details the actions the school undertakes to:</p> <ul style="list-style-type: none"> <li>• demonstrate our commitment to child safety and to monitor our school's adherence to its child safety policy or statement of commitment;</li> </ul>			

<ul style="list-style-type: none"> <li>• support, encourage and enable school staff, parents and children to understand, identify, discuss and report child safety matters; and</li> <li>• support or assist children who disclose child abuse or are otherwise linked to suspected child abuse.</li> </ul>			
<p>Our school's child safety policy promotes the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds and the safety of children who are vulnerable or have a disability.</p>			
<p>Our school's policies include requirements relating to 'Failure to Disclose and Failure to Protect' legislative requirements</p>			
<p><b>Child Safe Standard 3: A child safety code of conduct</b></p>			
<p><b>PRIORITY CLAUSE</b></p> <p>Our school's governing authority has developed, endorsed and made publicly available a code of conduct that explains acceptable and unacceptable behaviour for staff, volunteers and children.</p>	<p>Yes</p>		<p>1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)</p>

Our code of conduct includes the objective of promoting child safety in the school environment.	Yes		1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)
Our code of conduct takes into consideration the interests of school staff and the needs of all children.	Yes		1. <a href="#">Child Safe Code of Conduct 2018.pdf</a> (0.34 MB)
Our code of conduct is consistent with the school's child safety strategies, policies and procedures.			

**Child Safe Standard 4:  
School staff selection, supervision and management practices for a child safe environment**

<p>At our school each job or category of jobs for school staff that involve child-connected work have a clear statement that sets out:</p> <ul style="list-style-type: none"> <li>● the school's child safety practices;</li> <li>● the job's requirements, duties and responsibilities regarding child safety; and</li> <li>● the job occupant's essential or relevant qualifications, experiences and attributes in relation to child safety.</li> </ul>	Yes		1. <a href="#">Employment process from ROL to eduPay updated.docx</a> (0.60 MB)
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<p>Our school has identified which employee or volunteer positions require a Working with Children Check and ensures those checks are undertaken.</p>	<p>Yes</p>		<p>1. <a href="#">Volunteers - Policy.docx</a> (0.06 MB)</p>
<p>Our school has documented recruitment procedures including:</p> <ul style="list-style-type: none"> <li>● interview processes;</li> <li>● referee checks;</li> <li>● Working with Children Checks;</li> <li>● the person's history of work involving children; and</li> <li>● proof of personal identity and any professional or other qualifications.</li> </ul>	<p>Yes</p>		<p>1. <a href="#">Employment process from ROL to eduPay updated.docx</a> (0.60 MB)</p>
<p>Our school has a staff development strategy to maintain and develop skills and capabilities, including understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements.</p>	<p>Yes</p>		<p>1. <a href="#">2018 Term 1.docx</a> (0.02 MB)  2. <a href="#">2018 Term 2.docx</a> (0.03 MB)  3. <a href="#">2018 Term 3 final.docx</a> (0.03 MB)  4. <a href="#">Box Hill Senior Secondary College (7050) - 2018 - Professional Learning and Development Plan.docx</a> (0.09 MB)</p>

<p>Our school ensures there is appropriate supervision or support arrangements in place in relation to:</p> <ul style="list-style-type: none"> <li>● induction of new staff into the school's policies, codes, practices and procedures governing child safety and child-connected work; and</li> <li>● monitoring and assessing a job occupants continuing suitability for child-connected work.</li> </ul>	Yes		<ol style="list-style-type: none"> <li>1. <a href="#">Employment process from ROL to eduPay updated.docx</a> (0.60 MB)</li> <li>2. <a href="#">Staff Handbook 2018.pdf</a> (1.14 MB)</li> </ol>
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**Child Safe Standard 5:  
Procedures for responding to and reporting allegations of suspected child abuse**

<p><b>PRIORITY CLAUSE</b></p> <p>Our school has a clear set of procedures for reporting and acting on disclosures of concerns about child safety.</p>	Yes		<ol style="list-style-type: none"> <li>1. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</li> </ol>
<p>Our school procedure(s) are:</p> <ul style="list-style-type: none"> <li>● sensitive to the diversity characteristics of the school;</li> <li>● publicly available; and</li> <li>● accessible to children, school staff and the</li> </ul>	Yes		<ol style="list-style-type: none"> <li>1. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</li> </ol>

wider community.			
Our school has policies and procedures concerning record keeping requirements, confidentiality and privacy.	Yes		1. <a href="#">BHSSC Privacy.doc</a> (0.0 MB)
Our school has child friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.	Yes		1. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)
Our school's procedure: <ul style="list-style-type: none"> <li>• covers all forms of 'child abuse' as defined in the ETRA; and</li> <li>• applies to allegations of disclosure of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.</li> </ul>	Yes		1. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)
Our school's procedure identifies the positions/people who are responsible for:	Yes		1. <a href="#">2018 LTAdvocacyCulture.doc</a> (0.02 MB)

<ul style="list-style-type: none"> <li>● promptly managing the school's response to an allegation or disclosure of child abuse;</li> <li>● responding appropriately to a child who makes or is affected by an allegation of child abuse;</li> <li>● monitoring overall school compliance with this procedure; and</li> <li>● managing an alternative procedure if the person allocated responsibility for responding is unavailable.</li> </ul>			
<p>Our school's procedure states that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.</p>	<p>Yes</p>		<p>1. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</p>
<p>Our school's procedure outlines:</p> <ul style="list-style-type: none"> <li>● the actions the school</li> </ul>	<p>Yes</p>		<p>1. <a href="#">Child Safe Policy 2018.docx</a> (0.03 MB)</p>

<p>will take to inform appropriate authorities about the allegation; and</p> <ul style="list-style-type: none"> <li>the actions the school will take to protect any child connected to the alleged child abuse until the allegation is resolved.</li> </ul>			
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**Child Safe Standard 6:  
Strategies to identify and reduce or remove risks of child abuse**

<p>Our school has a strategy to identify and reduce or remove the risk of child abuse in the organisation (a risk management plan)?</p>	<p>Yes</p>		<p>1. <a href="#">BHSSC Child Safety- Risk Register updated 2018.docx</a> (0.25 MB)</p>
<p>Our school's risk management strategy takes into account:</p> <ul style="list-style-type: none"> <li>the nature of our school's environment;</li> <li>the activities expected to be conducted in that environment, including through contractors and outside services; and</li> <li>the characteristics, needs and safety of all children expected to be in that environment</li> </ul>	<p>Yes</p>		<p>1. <a href="#">Emergency Management Plans Online - Box Hill Senior Secondary College (Mont Albert North) EM Plan.pdf</a> (3.84 MB)</p>

(including and especially Aboriginal and Torres Strait Islander children, children with disabilities, culturally and linguistically diverse children and vulnerable children).			
Our school has identified risks of child abuse in one or more school environments and made a record of those risks and specified the action it will take to reduce or remove those risks.	Yes		1. <a href="#">BHSSC Child Safety- Risk Register updated 2018.doc</a> (0.25 MB)
<b>PRIORITY CLAUSE</b> As part of its risk management strategy and practices, our school monitors and evaluates the effectiveness of the implementation of our risk controls?	Yes		1. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)
<b>PRIORITY CLAUSE</b> Each year our school provides appropriate guidance and training to individual school council members and school staff about:  <ul style="list-style-type: none"> <li>individual and collective obligations and responsibilities for managing the risk of child abuse;</li> </ul>	Yes		1. <a href="#">MinuteAug2018.doc</a> (0.07 MB)

<ul style="list-style-type: none"> <li>• child abuse risks in the school environment; and</li> <li>• the school's current child safety standards.</li> </ul>			
<b>Child Safe Standard 7: Strategies to promote child participation and empowerment</b>			
<p><b>PRIORITY CLAUSE</b></p> <p>The governing authority of our school has developed strategies to deliver appropriate education about:</p> <ul style="list-style-type: none"> <li>• standards of behaviour for children at the school;</li> <li>• healthy and respectful relationships (including sexuality);</li> <li>• resilience; and</li> <li>• child abuse awareness and prevention.</li> </ul>	Yes		1. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)
Our school creates opportunities for participation that incorporate planning, preparation, action and feedback.	Yes		1. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)
Our school informs children of their rights, and lets them know how to raise any concerns.	Yes		1. <a href="#">2018 Student Handbook.docx.pdf</a> (1.21 MB)

<p><b>PRIORITY CLAUSE</b></p> <p>Our school provides information and promotes the child safety standards to children in child friendly and accessible ways.</p>	Yes		<p>1. <a href="#">Child Safe Standards review table - school self assessment.docx</a> (0.07 MB)</p>

# Validated panel assessment against the FISO Continua -

Box Hill Senior Secondary College (7050)

<b>Priority</b>	Excellence in teaching and learning in teaching and learning			
<b>Dimension</b>	Building practice excellence			
<b>Score</b>	The current Self-evaluation score is:		Evolving	
	The reviewed Self-evaluation score is:		Evolving	
<b>Emerging</b> 0 out of 5 continua selected	<b>Evolving</b> 5 out of 5 continua selected	<b>Embedding</b> 0 out of 5 continua selected	<b>Excelling</b> 0 out of 5 continua selected	
Professional learning is focused on student outcomes				
Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice. Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities.	The school has clear goals and targets that support agreed FISO priorities. The school develops professional learning aligned with their FISO improvement strategies. Teachers have a shared focus for improvement in student outcomes.	The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.	A whole-school professional learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.	
Professional learning is collaborative, involving reflection and feedback				
Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive	Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.	The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students.	The school has established teaching teams dedicated to challenging and improving each other's practice. Student feedback is routinely sought and informs school improvement. The school's Professional Learning Plan is developmentally-focused, and designed to enable both individual and	

<p>feedback with a focus on improving practice. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive feedback with a focus on improving practice.</p>	<p>Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice.</p>	<p>Structured mentoring and coaching programs are established.</p>	<p>collective responsibility and accountability. The plan supports collaborative professional learning to build collective responsibility for improved student outcomes.</p>
<p>Professional learning is informed by the collection, analysis and evaluation of student data</p>			
<p>Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice.</p>	<p>Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.</p>	<p>Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.</p>	<p>Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The school and its community incorporates evaluative practices and continuous improvement into its improvement cycle.</p>
<p>Professional learning is evidence-based and modelled on recognised best practice</p>			
<p>Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. Teachers share experiences about teaching practices and occasionally reference data.</p>	<p>Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning.</p>	<p>Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. Exploring models of best practice from local and international contexts informs the school's professional learning.</p>	<p>The school routinely integrates student learning data with teacher professional development and strategic planning. The school uses its data to align teachers' individual learning needs with school priorities, goals for student learning and Annual Implementation Plans (AIP). The school trials and evaluates professional learning practices from international and local contexts which are known to have an impact.</p>

Professional learning is ongoing, supported and fully integrated into the culture of the school			
A school-based professional learning program is documented and implemented. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.	The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.	The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.	The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.

<b>Self-evaluation evidence</b>	<p>The AIP has Key Improvement Strategies the are directly linked to agreed FISO priorities:</p> <p>KIS 1: Develop a stimulating, collaborative and creative curriculum</p> <p>KIS 2: Develop agreed fundamentals of what constitutes exemplary teaching practice</p> <p>The College PL plan and PL timelines together with Teacher Performance and Development Plans focus on improving student outcomes through Action research and the implementation of High Impact Teaching Strategies (HITS).</p> <p>Classroom observation has been embedded into the culture of the college over the past two years, student voice is added to this through the use of Pivot classroom surveys which provide aitsl standards based feedback to teachers.</p> <p>Action research provides a framework for teachers work collaboratively in teams across learning areas and year levels.</p> <p>The Ready to Learn and Ready to Teach initiatives have fostered collective responsibility for improving instructional practice and reducing the variations in learning outcomes between classes.</p>
<b>Uploaded documents</b>	<p>1. <a href="#">2018 BHSSC Annual Implementation Plan School Council endorsed.docx</a> (0.15 MB)</p>

<b>Priority</b>	Excellence in teaching and learning in teaching and learning			
<b>Dimension</b>	Curriculum planning and assessment			
<b>Score</b>	<p>The current Self-evaluation score is:</p> <p>The reviewed Self-evaluation score is:</p>	<table border="1"> <tr> <td>Evolving</td> </tr> <tr> <td>Evolving</td> </tr> </table>	Evolving	Evolving
Evolving				
Evolving				

<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 3 out of 3 continua selected	<b>Embedding</b> 0 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected
The curriculum plan is developed and documented			
<p>Teachers are familiar with the school's School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement. Student achievement data informs curriculum planning. Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum. Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned. The school provides some opportunities for students to engage in the curriculum planning process.</p>	<p>The school has identified FISO priority areas for focus and these are clearly identified in the SSP and AIP. School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning. Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum. The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment. The school actively seeks the views of students about curriculum content, delivery and assessment.</p>	<p>The school has audited the current curriculum plan and identified areas that need to be reviewed to align to the SSP, AIP and identified FISO priority areas. A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan. Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs. A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities. Planning units and assessment in teams, and in collaboration with students, is fundamental to the implementation of the school's curriculum plan.</p>	<p>The leadership team has led a whole-school audit of the current curriculum plan, analysis of student data and identified priority areas, aligned to the SSP and AIP. The plan is well established across each curriculum area and year level/cohort. A rigorous analysis of student achievement informs a sequential curriculum plan. Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence and continuity across all learning areas, and capabilities and stages of learning. Formal avenues exist for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment. A Community of Practice approach across a group of schools brings expertise, innovation and professional challenge to the curriculum planning process.</p>
There is a holistic approach to curriculum, pedagogy and assessment			
The school's curriculum plan identifies curriculum, pedagogy and assessment	The school's curriculum plan begins to integrate learning areas and	The school's curriculum plan integrates learning areas and capabilities,	The school's curriculum plan fully integrates learning areas and

<p>largely as separate inputs. Pedagogical practice is usually selected by the teacher based on their current knowledge, teaching experience and teaching style. They are aware that personalised learning can increase engagement and support learning.</p> <p>A school assessment plan is developed, predominantly driven by summative assessment and reporting expectations.</p>	<p>capabilities, pedagogy and assessment into a documented program of teaching and learning.</p> <p>Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching.</p> <p>A school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement.</p>	<p>pedagogy and assessment into a sequential program of learning.</p> <p>Documented whole-school pedagogical practice is evidence based with high impact teaching strategies embedded in the teaching and learning program.</p> <p>These strategies integrate with a detailed, sequential curriculum plan to ensure personalised teaching and learning.</p> <p>Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.</p>	<p>capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning.</p> <p>A quality assurance process ensures that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Teachers pinpoint and build from point of need for individuals, student cohorts and groups of students.</p> <p>There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies. This enables teachers to capture students' knowledge and skills to quantify learning progress and to identify next steps.</p>
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The curriculum is monitored and evaluated

<p>The school has a formal process for reviewing the curriculum plan. This is informed by student achievement data and is mainly conducted by the leadership team.</p>	<p>Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.</p> <p>Standardised unit and lesson planning templates are periodically refined.</p>	<p>Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas.</p> <p>Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence.</p>	<p>The school has established processes for ongoing evaluation and modification of its curriculum plan based on a cycle of review and comprehensive stakeholder feedback.</p> <p>A detailed analysis of outcomes data significantly informs this process.</p>
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<p><b>Self-evaluation evidence</b></p>	<p>The college's identified FISO areas are Curriculum planning and assessment, and Empowering students and building school pride. School - wide achievement data is discussed at Whole school forums, Ready to Teach (Curriculum) and at Pedagogy meetings. Time is allocated on the meeting schedule for Action research teams, Pedagogy areas and Team meetings to allow for opportunities to develop consistency in teaching and learning strategies. Student focus groups and Pivot surveys provide opportunities for student voice to be</p>
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	<p>incorporated.</p> <p>The College has an Assessment and Reporting policy and Report Writing guide. Teams of teachers are provided release time to moderate student assessment.</p> <p>The Victorian Curriculum has been mapped for Year 7 - 10 students.</p> <p>The college has a Teaching and Learning Model (the 4 Pillars) and Ready to Teach document that documents a whole school pedagogical practice.</p>
<b>Uploaded documents</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Assessment and Reporting Policy 2017.pdf</a> (0.10 MB)</li> <li>2. <a href="#">Report Writing Guide 2018 v2.pdf</a> (0.60 MB)</li> <li>3. <a href="#">T and L model.docx</a> (0.02 MB)</li> </ol>

<b>Priority</b>	Excellence in teaching and learning in teaching and learning		
<b>Dimension</b>	Evidence-based high-impact teaching strategies		
<b>Score</b>	The current Self-evaluation score is:		Evolving moving towards Embedding
	The reviewed Self-evaluation score is:		Evolving moving towards Embedding
<b>Emerging</b> 0 out of 4 continua selected	<b>Evolving</b> 3 out of 4 continua selected	<b>Embedding</b> 1 out of 4 continua selected	<b>Excelling</b> 0 out of 4 continua selected
The school has high expectations for learning progress			
Teachers recognise that students of the same age will be at different points in their learning and may progress at different rates. The leadership team supports raised consciousness of how teaching practice impacts the learning of individual students.	Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly.	Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice. Teachers enhance students' self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student.	The school has a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges. All teachers expect that every student will make at least 12 month's growth in a school year, regardless of their starting point. Teachers engage students in learning and develop students' self-regulation, enhanced self-efficacy and self-esteem

			as learners.
The school develops teacher knowledge of high-impact teaching strategies			
Professional learning addresses teacher knowledge of evidence-based high-impact teaching strategies.	The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers identify high-impact teaching strategies as a focus for learning and development in Performance and Development Plans.	Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues. Building knowledge and skills in the use of agreed high-impact teaching strategies is referenced in teacher Performance and Development Plans.	Teachers demonstrate and apply current pedagogical knowledge which develops high-order thinking and metacognition to extend all learners. Teachers have a deep understanding of their teaching and the effect it has on student learning. The school has internal capacity to update understanding and practice of high-impact teaching strategies and identifies and seeks external expertise when required.
The school implements consistent and sustained high-impact teaching strategies			
Teachers understand the rationale for consistent, high-quality teaching strategies across the school. Teachers are encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school improvement. Working collaboratively in Professional Learning Communities, teachers begin to investigate alternative teaching models, pedagogical strategies and experiment with new practices.	Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues. Teachers are committed to improving their practice and actively seek feedback and support from each other. Professional Learning Communities support individuals in making incremental changes to their practice. Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students.	The school has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Communities. The leadership team allocates time and resources to support teachers in implementing consistent strategies at all levels. Teachers demonstrate the confidence and skills to talk about quality teaching. They question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.	In Professional Learning Communities, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence. The leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry cycle. Individuals and teams are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy – a belief that teachers are jointly responsible for ensuring the success of all students.

The school monitors and evaluates its practice			
<p>Teachers rely on summative assessment data to evaluate student progress and identify gaps in student learning.</p> <p>Teachers plan to address some student misunderstandings and persistent challenges.</p> <p>The leadership team challenges and supports teachers to reflect on and evaluate the impact of their teaching on student learning.</p>	<p>Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching.</p> <p>Teachers respond to formative and summative assessment by trialling some high-impact teaching strategies.</p>	<p>Teachers use student data to tailor their teaching and preference appropriate high- impact teaching strategies.</p> <p>They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. The leadership team works through the FISO Improvement Cycle to evaluate the effectiveness of high-impact teaching strategies on school improvement.</p>	<p>Teachers use multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies.</p> <p>The FISO Improvement Cycle is used to ensure early intervention, scaffolding and extension is accurately targeted and delivered.</p> <p>School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.</p>

<p><b>Self-evaluation evidence</b></p>	<p>Action research groups present at the end of each year to share their evidence based pedagogical practices.</p> <p>Classroom observation of HITS by teachers and also being delivered by the learning specialist is embedded into the PDP process.</p> <p>High Impact Teaching Strategies has been a focus of staff professional development, with teachers undertaking Action research based on HITS as their student outcomes goal of the 2018 PDP.</p> <p>Feedback and assessment were a specific focus for the HITS professional development.</p> <p>PDP conversations are undertaken in review groups to facilitate reflection and sharing with colleagues whilst the reviewer, a member of the school improvement team challenges and supports consistency of quality.</p>
<p><b>Uploaded documents</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">2017 Action research groups.xls</a> (0.03 MB)</li> <li>2. <a href="#">Action Research Proforma.docx</a> (0.01 MB)</li> <li>3. <a href="#">IMG_6121.JPG</a> (0.03 MB)</li> <li>4. <a href="#">IMG_6122.JPG</a> (0.03 MB)</li> <li>5. <a href="#">IMG_6123.JPG</a> (0.03 MB)</li> <li>6. <a href="#">IMG_6124.JPG</a> (0.03 MB)</li> <li>7. <a href="#">IMG_6125.JPG</a> (0.03 MB)</li> <li>8. <a href="#">IMG_6127.JPG</a> (0.03 MB)</li> </ol>

<b>Priority</b>	Excellence in teaching and learning in teaching and learning		
<b>Dimension</b>	Evaluating impact on learning		
<b>Score</b>	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 3 out of 3 continua selected	<b>Embedding</b> 0 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected
The school builds assessment literacy			
<p>Student work is formally assessed by teachers at the end of a cycle of learning where it sums up student achievement at a particular point in time against goals and standards. Teachers collaborate to create and share assessment tasks mapped to the standards. Teachers provide students with feedback on strengths and areas for improvement to progress learning.</p>	<p>Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order to progress learning.</p>	<p>Teachers collaborate to design high-quality summative and formative assessments. Teaching and learning is routinely adjusted to cater for individual needs. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Teacher judgements are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking. Teachers and students feedback to each other about student progress. Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve.</p>	<p>All teachers demonstrate a deep understanding of the uses and purposes of assessment which informs planning for student learning. Consistency of teacher judgement is validated by rigorous data analysis by skilled teacher teams using rigorous methodology. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth. A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents who are engaged as partners in improving student outcomes. The school documents the processes which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.</p>
The school connects student assessment with learning			

<p>The school encourages teaching teams to work together to identify and use different assessment strategies appropriate to learning.</p>	<p>Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches.</p>	<p>Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.</p>	<p>Analysis of student assessment is used explicitly by teacher teams to inform curriculum development and teaching practice. There is a reflective cycle of planning, teaching and assessment using evidence-based strategies.</p>
<p>Teachers evaluate and modify their teaching practice</p>			
<p>Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards. Teachers identify appropriate focus areas for their own professional learning and look for opportunities to build new knowledge and skills including peer observation, feedback and coaching.</p>	<p>Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching.</p>	<p>Teacher teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritises assessment data analysis. Teachers evaluate the effectiveness of their practice, trial new practices, monitor student learning and seek feedback from colleagues and students to gauge the impact of changed practices.</p>	<p>A whole-school approach to developing evaluative practice prioritises time and resources for teams to scrutinise their impact on students' progress. Teachers are skilled in monitoring the impact of their practice and are able to take control of their own learning. The school uses student learning data for strategic planning of teacher individual and collective professional learning.</p>

<p><b>Self-evaluation evidence</b></p>	<p>Teachers have been provided with professional learning around formative assessment throughout the period of the strategic plan. Teachers are provided with release time to undertake moderation for multiple classes of senior subjects or to moderate with teachers at other schools for single classes. Teachers of junior classes are required to ensure that common assessment tasks are undertaken and assessed with an agreed rubric for consistency. This year one of the Action research projects is to provide targeted feedback to English students to enable them to co determine their learning goals. Teams of teachers use VCE data as a reflective tool and to determine planning and pedagogical approaches. Teacher requests for professional learning are incorporated into the Professional learning timeline.</p>
<p><b>Uploaded documents</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">2015 PDP process.pptx</a> (0.55 MB)</li> <li>2. <a href="#">2016 Performance and Development.pptx</a> (0.37 MB)</li> </ol>

<b>Priority</b>	Professional leadership		
<b>Dimension</b>	Building leadership teams		
<b>Score</b>	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 3 out of 3 continua selected	<b>Embedding</b> 0 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected
The leadership team leads school improvement			
<p>Quality conversations are led by the principal class.</p> <p>The leadership team develops a basic understanding of current research and uses student data to influence the school's choice of FISO priorities for school improvement.</p> <p>The leadership team supports the development and actions of a School Improvement Team.</p> <p>The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey.</p> <p>Professional learning to develop leadership capacity for school improvement is promoted.</p>	<p>The leadership team applies their understanding of current research and student data to plan and implement school improvement.</p> <p>The leadership team provides clear and explicit direction and support for the School Improvement Team's activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP.</p> <p>The school's selected FISO initiatives are aligned with the SSP and AIP.</p> <p>Leadership roles are aligned with the SSP and AIP priorities.</p> <p>The school provides opportunities for aspirant leaders to build their capabilities in school improvement.</p>	<p>The leadership team has a shared understanding of why and how FISO initiatives for improvement will be implemented and how these will support the school's vision, values and culture.</p> <p>The leadership team develops capability among teachers to implement and monitor the actions of the School Improvement Team, fostering a culture of improvement across the school.</p> <p>Whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement.</p> <p>The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement.</p>	<p>The school community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda.</p> <p>The leadership team, School Improvement Team, teachers and school council work in concert to drive a relentless focus on improvement across the school, linking the goals of the AIP to those of the SSP.</p> <p>There is a culture of review, responsibility and shared accountability for school improvement.</p> <p>Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.</p>
The leadership team leads professional learning			
Leaders participate in professional and community networks and forums to	The leadership team is regularly involved in professional learning with	Leaders engage in the Communities of Practice.	Leaders participate and actively lead Communities of Practice to share

<p>broaden their knowledge and practice. A whole-school professional learning program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school.</p> <p>The leadership team identifies and provides access to appropriate professional learning for teachers.</p>	<p>their staff. They do so in formal, structured professional learning teams and also in informal discussions, coaching and mentoring.</p> <p>A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies.</p> <p>Leading teacher and experienced teachers' roles and responsibilities include facilitating the school professional learning program.</p>	<p>The leadership team participates in and leads Professional Learning Teams. Informed by current research, they continually challenge each other to improve each other's practice.</p> <p>Leaders provide time and resources for teachers to research and implement new approaches where impact is measured and findings are integrated into school improvement plans and processes.</p> <p>Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school.</p>	<p>knowledge and maximise access for all staff to quality professional learning. Informed by current research they provide effective feedback for system improvement.</p> <p>The leadership team leads teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on the school's identified FISO improvement strategies. Career pathways clearly identify opportunities for staff to progress. Staff are provided with feedback to support on-going improvement and progression.</p>
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The leadership team ensures a safe environment

<p>The leadership team shares expectations for respectful behaviour and communication between all members of the school community. Leaders support the development of a common language around the school's values and vision and encourage others to act in accordance with them.</p>	<p>The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn.</p> <p>Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school's values and achievement of the vision.</p>	<p>The leadership team builds a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community.</p> <p>Leaders encourage inquiry, creativity and innovation in a safe environment. Teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback.</p>	<p>The leadership team employs a range of strategies to develop and nurture mutually supportive relationships to build trust and cooperation within the school and wider community.</p> <p>Responsive communication and collaboration occurs across the whole school community. Considered risk taking occurs in a culture with documented and agreed protocols and behaviours, resulting in innovation and improvement.</p>
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<p><b>Self-evaluation evidence</b></p>	<p>The college Principal and members of the leadership team present each year on the links between FISO, the strategic plan, the AIP and staff PDP's.</p> <p>For 2014 - 2017 at least one member of the SIT team was an aspiring leader who was also undertaking the Whitehorse Leaders in the Making program.</p>
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	<p>Leading teachers lead professional learning for staff in their respective areas of responsibility throughout the year during the college's Tuesday teacher professional learning program.</p> <p>Leading teachers develop processes and whole school initiatives in consultation with staff. eg. Ready to Learn and Ready to Teach.</p>
<b>Uploaded documents</b>	<ol style="list-style-type: none"> <li>1. <a href="#">2016 Performance and Development.pptx</a> (0.37 MB)</li> <li>2. <a href="#">2018 PDP process.pptx</a> (3.94 MB)</li> <li>3. <a href="#">2018 Review groups-updated.docx</a> (0.03 MB)</li> <li>4. <a href="#">2018 Staff list PDP PLT and Lvl 2 duties.xlsx</a> (0.02 MB)</li> <li>5. <a href="#">2018 Term 1.docx</a> (0.02 MB)</li> <li>6. <a href="#">2018 Term 2.docx</a> (0.03 MB)</li> <li>7. <a href="#">READY TO LEARN FISHBONE.docx</a> (0.06 MB)</li> <li>8. <a href="#">READY TO LEARN.docx</a> (0.05 MB)</li> <li>9. <a href="#">Ready to Teach feedback Venn Diagram.pdf</a> (0.09 MB)</li> <li>10. <a href="#">Teacher Performance and Development 2018.docx</a> (0.08 MB)</li> </ol>

<b>Priority</b>	Professional leadership		
<b>Dimension</b>	Instructional and shared leadership		
<b>Score</b>	The current Self-evaluation score is:		Evolving moving towards Embedding
	The reviewed Self-evaluation score is:		Evolving moving towards Embedding
<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 2 out of 3 continua selected	<b>Embedding</b> 1 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected
School leaders lead teaching and learning			
Leaders periodically update their own knowledge of effective pedagogical practices and share new research with staff. Leaders encourage staff to work together to develop curriculum,	Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data. Leaders work with staff to review and	Leaders use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently. Leaders are seen by staff as instructional experts who use their	Leaders model and demonstrate high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. Leaders align instructional and curriculum planning with the goals of the school. They integrate continuous

teaching and assessment strategies.	improve their teaching, including using observation, feedback and coaching.	pedagogical knowledge and skills to coach and develop others.	evaluation and improvement of practice with performance and development processes.
School leaders lead whole-school improvement			
<p>Leaders encourage teachers to collaborate and review the impact of their teaching on student learning. The principal identifies priority areas for improvement consistent with the school's AIP. All teachers have a Performance and Development Plan with alignment to AIP goals.</p>	<p>Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices. The School Improvement Team oversees and evaluates the effectiveness and impact of the AIP. All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders.</p>	<p>Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs. The leadership team monitors the impact of school improvement strategies and trajectories towards AIP goals. School leaders lead staff teams to share progress and challenges of Performance and Development Plans. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.</p>	<p>Teachers work collaboratively, using data to reflect on the impact of their teaching. Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school. The school engages with its community to share and gain feedback on its improvement journey and AIP goal achievement. The principal's Performance and Development Plan and the AIP establish the school improvement goals in staff Performance and Development Plans. Staff engage in goal setting and reflective practice through a structured annual performance and development process. The leadership team is individually and collectively accountable for leading improvement in learning and teaching.</p>
School leadership is shared			
<p>The principal provides some opportunities for teachers to take on leadership roles outside the classroom. Leaders consider input from teachers at the school when making decisions. Students' views on school organisational matters are considered.</p>	<p>The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development. The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions. The school has formal and informal</p>	<p>The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents. The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-</p>	<p>The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience. Leadership is distributed and centred around developing the capabilities of all members of the school community,</p>

	processes for students to contribute their views on school organisation and some elements of teaching and learning.	school responsibility for improving student outcomes. The school has formal and informal processes for students to represent student views on school organisation and teaching and learning initiatives.	including students. A shared focus on improving student outcomes drives inquiry and an innovative school culture. The practice of teachers and the school's improvement agenda is directly influenced by systemic student input.
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<b>Self-evaluation evidence</b>	<p>Leading teachers lead professional learning that includes all teachers and the principal team. In 2018 the link to the AIP and strategic plan has been through a focus on the introduction of respectful relationships and HITS.</p> <p>Review groups are led by members of the SIT. They undertake classroom observation and provide feedback and coaching as part of the performance and development process.</p> <p>Data from the Whitehorse wellbeing initiative, the attitudes to school survey, the staff and parent opinion surveys is shared with staff, by members of the principal team, as it becomes available.</p> <p>Level 2 duties and Positions of Responsibility allow the opportunity for staff to grow their talents.</p> <p>Student forums were held as part of the process for the development of the whole school Ready to Learn document. Student surveys using Pivot provide feedback to teachers as part of the performance and development process.</p>
<b>Uploaded documents</b>	

<b>Priority</b>	Professional leadership		
<b>Dimension</b>	Strategic resource management		
<b>Score</b>	The current Self-evaluation score is:	Emerging moving towards Evolving	
	The reviewed Self-evaluation score is:	Emerging moving towards Evolving	
<b>Emerging</b> 1 out of 2 continua selected	<b>Evolving</b> 1 out of 2 continua selected	<b>Embedding</b> 0 out of 2 continua selected	<b>Excelling</b> 0 out of 2 continua selected
The school has a culture of strategic thinking, planning and resource allocation			

<p>The principal articulates a clear direction for the school relevant to its context.</p> <p>The principal determines the allocation of school resources based on immediate school needs.</p> <p>The principal uses whole-school data to identify school improvement goals linked to the AIP.</p>	<p>The principal develops decision-making processes that recognise the school's context and uses a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. These initiatives are assessed for cost benefit.</p> <p>The principal, in consultation with the business manager and School Improvement Team, ensures that the goals of the SSP and AIP are prioritised in the allocation of resources.</p> <p>The principal collects and analyses school and local data to inform direction and evaluate learning growth over time.</p>	<p>The principal demonstrates an understanding of the school's context and readiness for change to implement improvement initiatives. They use improvement strategies appropriate to the nature of change. Their work within the Community of Practice informs their thinking and planning.</p> <p>The principal, in collaboration with the business manager and school council, uses school and local data for strategic planning and accountability.</p> <p>There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</p>	<p>The principal uses an understanding of the broader educational influences, both globally and nationally, to inform strategic thinking and planning. They are able to embrace uncertain, complex and challenging contexts and work within Communities of Practice to seek creative and innovative solutions, including the leverage of community resources and opportunities.</p> <p>Strategic planning is informed by a range of data. The FISO Improvement Cycle provides a clear path to identifying priorities, researching and trialling new strategies, resourcing and ensuring ongoing monitoring of effectiveness.</p> <p>The principal engages the business manager, leadership team and school council to ensure that long term financial planning is aligned with strategic direction.</p>
<p>The school strategically uses human resources</p>			
<p>The principal aims to recruit personnel who demonstrate the best fit for immediate staffing needs at the school. They make recruitment decisions by assessing personnel shortages and short-term goals of the school.</p> <p>The principal works with staff to identify and prioritise their professional learning needs based on gaps between the requirements of their roles and their current knowledge and skills.</p> <p>They ensure that beginning teachers and teachers new to the school have a</p>	<p>The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions.</p> <p>The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration.</p>	<p>The principal regularly reviews evidence of the school's progress towards the goals and targets of the SSP. They anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required.</p> <p>The leadership structure ensures clear alignment of responsibilities for school improvement with leadership roles.</p> <p>The principal strategically invests in professional learning that supports school improvement priorities and</p>	<p>The principal integrates student achievement data into goal-setting, workforce planning, professional development and strategic resource planning processes. They recruit specific expertise that is required to meet the goals and targets of the SSP.</p> <p>The leadership structure and leadership roles ensure whole-school capacity for ongoing improvement. The principal creates challenging roles that encourage the development of experienced teachers and leaders.</p> <p>They match teacher strengths to the</p>

thorough induction to the school.	The principal ensures that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors.	goals. Instructional leaders connect teacher needs to school strategic planning. They monitor and evaluate the impact of professional learning on progress towards achieving school goals and priorities. Beginning and new teachers are supported to understand and contribute to the school culture of high expectations. and their feedback informs the review of the induction processes.	different needs of students in the school. They embed a culture of review, responsibility and shared accountability to achieve school goals. New and beginning teachers build their capacity to support student learning and their feedback shapes the school's induction processes.
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<b>Self-evaluation evidence</b>	The Principal articulated to staff his vision for the college direction allocating resources based on immediate needs. The Indicative and Confirmed Budgets are developed using a collaborative process including all staff who have budget responsibilities. The College Council evaluates and approves the budgets. The Principal recruited staff and modified their responsibilities to meet the school's priorities. Beginning and new teachers are assigned a mentor teacher to support them.
<b>Uploaded documents</b>	

<b>Priority</b>	Professional leadership		
<b>Dimension</b>	Vision, values and culture		
<b>Score</b>	The current Self-evaluation score is:	Emerging moving towards Evolving	
	The reviewed Self-evaluation score is:	Emerging moving towards Evolving	
<b>Emerging</b> 1 out of 2 continua selected	<b>Evolving</b> 1 out of 2 continua selected	<b>Embedding</b> 0 out of 2 continua selected	<b>Excelling</b> 0 out of 2 continua selected
The school's vision, values and culture position it for student improvement			

<p>Leaders begin to develop the school vision and values. They engage staff in discussions about the school's vision, values and goals and make links to the current work of the school.</p> <p>Leaders set goals for the school, specifying school improvement targets from the AIP. They set expectations that the goals should inform and impact upon teaching practice.</p>	<p>Leaders work with staff to refine the development of the school vision and values. They use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the AIP.</p> <p>Leaders engage teachers in developing a shared vision for school improvement. They work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals. They engage staff in discussions about goal achievement.</p>	<p>Leaders clearly articulate the school vision and values and their importance in guiding all school work. Analysis of student learning data and consultation with students and parents/carers inform the development of the school's goals for improved student learning.</p> <p>Leaders work with staff to design school policies, processes and instructional programs around agreed vision, values and AIP targets. They engage staff in goal monitoring and goal alignment to vision and values.</p>	<p>Values, informed by the school's vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school's attention on core learning priorities.</p> <p>Leaders, staff and students co-design clear, short and long term goals for the AIP, aligned to the vision, values and culture of the school.</p>
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School leaders communicate the vision and values and engage with stakeholders

<p>Leaders communicate the school's vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school's vision.</p>	<p>Leaders communicate a vision for the school and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school's vision. The school values clearly underpin the work of the school.</p> <p>Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for members of the school community to have a voice and use the school's values to enhance student connectedness to the school.</p>	<p>Leaders make public and reinforce the relationship between the school's vision, values, goals and the improvement strategies articulated in the AIP.</p> <p>Leaders actively seek to engage with a range of stakeholders in the development and support of the school's vision and values. Processes are established to consult with students, parents/carers and potential barriers to engagement are identified.</p>	<p>Leaders articulate the school's vision, values and explain how these reflect the needs and aspirations of the school community. They consistently reference short and long-term school planning and resource decisions to the school vision and goals.</p> <p>Leaders actively engage with the whole school community and use a range of strategies to secure commitment to the school's vision. Strategies are in place to address barriers to engagement. The school monitors how well programs and activities are aligned with the vision and goals.</p>
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<p><b>Self-evaluation evidence</b></p>	<p>The Principal works with the principal team and the School Improvement Team to develop the AIP. This is then presented to teachers for input. School Council is also provided with an opportunity to have input into the goals and direction of the college.</p>
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<b>Uploaded documents</b>	
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<b>Priority</b>	Positive climate for learning		
<b>Dimension</b>	Empowering students and building school pride		
<b>Score</b>	The current Self-evaluation score is:	Evolving moving towards Embedding	
	The reviewed Self-evaluation score is:	Evolving moving towards Embedding	

<b>Emerging</b> 0 out of 4 continua selected	<b>Evolving</b> 3 out of 4 continua selected	<b>Embedding</b> 1 out of 4 continua selected	<b>Excelling</b> 0 out of 4 continua selected
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The school activates student voice

<p>A Student Representative Council (SRC) has been established. Student opinions are invited by SRC in relation to school activities such as fund-raising and student events. The school sees student voice as important in building student motivation and engagement and is developing its policies and practice. Student views are expressed through formal channels such as the SRC or student focus groups.</p>	<p>The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice. The school has adequate processes to respond to student voice. The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice. Students, through a student voice team, have a role in school improvement processes, with links to the School Improvement Team and School Council.</p>	<p>The school proactively involves a student voice team and other students in decision making about planning and improvement with links to the School Improvement Team and/or School Council. The school provides professional learning for all staff to support the skills of dialogue, listening and responding to student voice. Students have meaningful input to many aspects of the school. Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. Student voice is evident in the school review improvement cycle through various touchpoints.</p>	<p>The school has highly developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback; the student voice team is broad and diverse. Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school. The school has deep knowledge of the levels and complexities of student voice and how it impacts on school culture. The school's improvement cycle has student voice deeply embedded in it as an integral and natural element. Schools can describe and demonstrate the impact of student voice, agency and leadership.</p>
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The school activates student agency

<p>Students have some limited opportunities to direct the path of their learning Students set some goals in narrow aspects of their learning. They are not highly aware of their own learning progress</p>	<p>Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems. Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities.</p>	<p>Some students and teachers have developed an authentic learning partnership and participate in three-way conferences. Examples are seen of students taking responsibility for their learning and becoming independent, self-regulating learners. Students have the opportunity to influence the curriculum. The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and students are included in decision-making.</p>	<p>Students and teachers have an authentic learning partnership throughout the school. Students take responsibility for their learning and are, on the whole, independent and self-regulating learners. Students can track and measure their own learning growth. They can present a sophisticated understanding of their learning and achievements through three-way conferences. Students are involved in the design and implementation of school programs and policy and actively contribute ideas about student-led learning opportunities.</p>
<p>The school activates student leadership</p>			
<p>The student leadership model consists of a small proportion of students who hold leadership positions. Student leaders are generally those students who are confident, articulate or recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities and events including student achievements, celebrations and sporting successes.</p>	<p>Students have access to a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision-making. The student leadership team exerts influence in the development of school rules, policies and the improvement of facilities through formal feedback processes and decision-making forums. The school demonstrates values and attitudes that support student leadership. Student leadership is included in the school's policy framework to enable young people to be active and</p>	<p>The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. Students have access to a well-developed range of student leadership roles and forums that build their skills and capacity across the school community. Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate and high achievers. The student leadership team influences decision-making on behalf of students across wide-ranging aspects of the school.</p>	<p>The school has sophisticated opportunities and structured models that promote school-wide, leadership practice. School structures are highly developed to ensure that student leadership is enmeshed in the fabric of the school. The school actively develops leadership skills in all students, and works with a variety of community stakeholders to provide opportunities for students to practise these skills. Members of the student leadership team can confidently represent their school and its students. They generate meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged</p>

	empowered citizens who apply democratic principles and behaviours.		or who lack the skills and confidence to express views and opinions.
The school builds school pride and connectedness			
The school infrastructure enhances a teaching and learning environment that engenders a feeling of pride and connectedness in students. Student achievement is celebrated at a classroom level. Discussions about students' achievements with peers, parents/carers and staff are positive and designed to build self-esteem and pride.	Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. They regard their teachers positively and feel they are taught in an engaging way.	Students feel well connected to their peers and to the school. The pride that students and staff feel about their school is highly evident to all who visit the school. Students take responsibility for the celebration of school achievements and are actively involved in the assurance of a safe and welcoming environment for all.	Students have a deep feeling that they belong at school. They have strong social ties and feel acceptance, care and support from others. They feel that they are truly a part of a school community. This sense of pride in the school and its culture is shared by teachers, students, parents and the broader community.

<b>Self-evaluation evidence</b>	<p>Student representatives were elected to the college council in 2018.</p> <p>As a partner school for respectful relationships all teachers have undertaken professional learning that supports dialogue and listening skills.</p> <p>The college participated in the Whitehorse wellbeing initiative, surveying students to obtain a wellbeing profile of the college. This information was shared with staff along with attitudes to school survey data. Student voice is embedded in the performance and development process through the use of Pivot surveys.</p> <p>Each year students commence the year by creating a Career action plan with their advocate. Advocates also work with students to set goals through 1:1 conversations after each of the six GPA's (progress reporting cycles) each year.</p> <p>Student leadership groups are formed annually with students having the opportunity to attend leadership forums, lead assemblies and take on projects that they are passionate about e.g. World vision.</p> <p>The college social media celebrates student achievement across the college.</p> <p>Advocacy awards for attendance and improvement in GPA celebrate student success.</p>
<b>Uploaded documents</b>	

<b>Priority</b>	Positive climate for learning
<b>Dimension</b>	Setting expectations and promoting inclusion

<b>Score</b>	The current Self-evaluation score is: The reviewed Self-evaluation score is:		Evolving moving towards Embedding	Evolving moving towards Embedding
<b>Emerging</b> 0 out of 4 continua selected	<b>Evolving</b> 2 out of 4 continua selected	<b>Embedding</b> 2 out of 4 continua selected	<b>Excelling</b> 0 out of 4 continua selected	
The school fosters inclusion and engagement				
<p>Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic backgrounds.</p> <p>Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school.</p>	<p>Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. School policies, programs and practices are inclusive and respectful of difference.</p> <p>The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented.</p>	<p>Diversity and understanding of others is promoted and celebrated within the school. The school draws on the knowledge and support of community members with diverse cultural and linguistic backgrounds to develop class and school programs.</p> <p>Evidence-based, high impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community.</p>	<p>Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community. Relationships with the broader community enrich student understanding and experience and lead to participation in community activities that celebrate and value diversity.</p> <p>Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.</p>	
The school has a culture of high expectations				
<p>The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing.</p> <p>Teachers set learning goals for students and monitor achievement.</p>	<p>High expectations around student behaviour and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community.</p> <p>Teachers engage with students in setting and monitoring learning goals.</p>	<p>The school's values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions.</p> <p>Students set meaningful learning goals and monitor and assess their progress with support from their teachers.</p> <p>Aspirational goals are discussed and developed for all students.</p>	<p>A whole community commitment to the school's vision, values and high expectations supports a learning environment that maximises success for all students.</p> <p>Students set aspirational learning goals and they monitor and evaluate progress independently.</p>	

The school promotes student safety and wellbeing			
<p>The school sets out clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehaviour including critical incidents and bullying. The school develops policies and practices that ensure it fulfils its obligations to provide a safe learning environment and to minimise risk.</p>	<p>Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk.</p>	<p>The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies. Collected data shows evidence of improved learning outcomes resulting from an environment where student well-being and safety is prioritised and actively promoted across the community.</p>	<p>The school employs a range of strategies targeted at students, parents / carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment. Students take an active role in promoting safety and in reducing inappropriate behaviour. There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.</p>
The school supports students and manages behaviour			
<p>The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour. There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.</p>	<p>The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.</p>	<p>Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently. All classes provide safe and welcoming learning environments in which students respect and value on-task learning.</p>	<p>The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour. The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed. The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.</p>
<b>Self-evaluation evidence</b>	<p>Teacher performance and development plans include the observation of the implementation of HITS. As part of the Respectful relationships initiative all policies at the college were audited to ensure inclusion. The college Ready to Learn and Ready to Teach initiatives were developed with focus groups of students to ensure consistent high expectations that promote engagement and prioritise inclusion. These are supported by the Student Management policy.</p>		

	Teacher capability in these areas has been supported through the inclusion of respectful relationships training in the PL timeline.
<b>Uploaded documents</b>	

<b>Priority</b>	Positive climate for learning		
<b>Dimension</b>	Health and wellbeing		
<b>Score</b>	The current Self-evaluation score is:	Evolving moving towards Embedding	
	The reviewed Self-evaluation score is:	Evolving moving towards Embedding	
<b>Emerging</b> 0 out of 4 continua selected	<b>Evolving</b> 3 out of 4 continua selected	<b>Embedding</b> 1 out of 4 continua selected	<b>Excelling</b> 0 out of 4 continua selected
The school strengthens the social and emotional wellbeing of students			
<p>The school has developed and documented a health and wellbeing policy.</p> <p>Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations.</p> <p>The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute.</p> <p>The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours.</p> <p>The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in planning for improvement.</p> <p>The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly.</p> <p>The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school.</p>	<p>The school takes a whole-school approach to health and wellbeing. It engages with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</p> <p>The school has audited its whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement.</p> <p>The school uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</p>

The school addresses the physical health needs of students			
<p>The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene).</p> <p>The school creates a positive environment that promotes the physical health of students.</p>	<p>Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise. The school program allows for opportunities for all students to participate in physical activity.</p>	<p>The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home.</p> <p>The school establishes links with community services to support the delivery of the physical health curriculum and the specific health needs of individual students.</p>	<p>The school demonstrates a whole-school approach to addressing student physical health. This is reflected in their curriculum plan, programs, facilities and interactions between students and staff.</p> <p>The school actively engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student's needs.</p>
The school addresses the psychological and social wellbeing of students			
<p>The school's curriculum plan identifies the importance of self-awareness and self-care.</p> <p>The school provides professional learning on the use of cognitive strategies that enhance students' psychological wellbeing.</p> <p>Teachers engage in positive interactions with students in their classes.</p> <p>The school has wellbeing programs and structures which target the needs of some students.</p>	<p>The school's curriculum plan includes positive self-identity and self-management strategies. Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.</p> <p>Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement.</p> <p>Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing.</p>	<p>Staff have consistent understandings and regular engagement with the school's health, wellbeing, inclusion and engagement policy.</p> <p>The school partners with parents/carers to develop students' cognitive strategies for self-management.</p> <p>The school ensures that each student has at least one ongoing relationship with a member of staff, such as a home group teacher.</p> <p>Staff are trained to recognise indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behaviour.</p>	<p>The school takes a whole-school approach and works with community organisations that support mental health.</p> <p>Students use cognitive strategies to initiate positive changes in the school, their home and social environments. All teachers build positive relationships with students which reinforce each student's self-worth and abilities.</p> <p>The school is a visible and active supporter of healthy norms and behaviours in the local community. Its approach to student well-being is closely connected to local circumstances and needs.</p>
The school supports students to realise their potential			
<p>The school has a documented framework of behaviour, attitudes and</p>	<p>Students can articulate the high expectations teachers have set for</p>	<p>The school works with parents/carers to ensure that their children are</p>	<p>The school empowers all students regardless of their circumstances or</p>

expectations based on the school's vision and values that supports student wellbeing and encourages all students to reach their potential.	them and the steps they need to take to reach their potential. The school explores strategies to build student resilience. Students value the opportunities provided by the school to contribute to their learning.	supported to reach their potential. Teacher support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.	background to realise their potential. Students hold high aspirations for themselves and their peers and support each other to realise these high expectations.
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<b>Self-evaluation evidence</b>	<p>Student management policies are reviewed annually and discussed at a staff meeting.</p> <p>The advocacy program reinforces pro-social behaviours and delivers social and emotional learning.</p> <p>Between 40 and 60% of the student population each year is enrolled in a specialist sport academy. All students have the opportunity to register to participate in School Sport Victoria competitions.</p> <p>Healthy eating is covered as part of the Health and Food Curriculums. The College Council operates the onsite Canteen. A diverse menu that is cooked fresh daily, provides students with healthy options throughout the day including breakfast for students traveling long distances each day to attend specialist sporting programs.</p> <p>In 2016 all teachers participated in Safe Schools Coalition training and the Mental Health and Us program. Ongoing training in supporting positive thinking and behaviour are conducted each year.</p>
<b>Uploaded documents</b>	<ol style="list-style-type: none"> <li>1. <a href="#">2016 Term 1.docx</a> (0.02 MB)</li> <li>2. <a href="#">2016 Term 2.docx</a> (0.02 MB)</li> <li>3. <a href="#">2016 Term 3.docx</a> (0.02 MB)</li> <li>4. <a href="#">2016 Term 4.docx</a> (0.02 MB)</li> </ol>

<b>Priority</b>	Positive climate for learning		
<b>Dimension</b>	Intellectual engagement and self-awareness		
<b>Score</b>	The current Self-evaluation score is:	Evolving moving towards Embedding	
	The reviewed Self-evaluation score is:	Evolving moving towards Embedding	
<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 2 out of 3 continua selected	<b>Embedding</b> 1 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected

The school has a culture of high expectations			
<p>Teachers are aware of the importance of maintaining high expectations for all students. Teachers use data to formulate common learning goals for students.</p>	<p>The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion. Students' learning growth is regularly measured and informs goal setting for individual students. Teachers and students set individual learning goals together and teachers help students see their progress.</p>	<p>Teachers support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students. Analysis of student assessment data, using strategies such as item analysis and identifying zone of proximal development, underpins and informs goal setting for individual students. The school supports parents/carers to positively reinforce the high expectations that have been set for their child. Teachers and students collaborate to identify the steps that need to be taken.</p>	<p>Students set high expectations for themselves and their peers and support each other to reach these high expectations. A detailed analysis of student outcomes data enables teachers to support and challenge all students to reach their potential. A whole of community commitment to the school's vision, values and high expectations policies supports a learning environment that maximises success for all students.</p>
Students apply metacognitive strategies to their learning			
<p>Teachers encourage students to be self-reflective learners by exploring their thinking processes. They emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance.</p>	<p>Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems. Students are given strategies to set goals and monitor their own progress. Teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. They support students to adopt a growth mindset.</p>	<p>Teachers give students a choice of learning activities based on agreed goals. They encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them. Teachers support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning. Students trial different strategies to enhance their thinking and learning.</p>	<p>Teachers provide students with rich open-ended tasks and students approach the work using a range of individual and collaborative techniques. Teachers effectively diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging. All teachers support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals. Students explore and apply a range of thinking strategies appropriate to the task.</p>
The school supports and fosters intellectual engagement			

<p>Individual teachers are supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice.</p> <p>Teachers work independently and generally prepare one lesson for a whole class.</p> <p>Teachers increase student engagement by creating lessons that reflect student interests and stimulate their curiosity.</p>	<p>The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching.</p> <p>Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests.</p> <p>Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence.</p> <p>Lessons are developed with different student abilities and interests in mind.</p>	<p>Teachers work collaboratively to collect evidence of student learning and develop targeted teaching strategies which develop engagement, curiosity and academic rigour.</p> <p>Teachers design challenging activities that involve student choice, deep understanding, discipline-rich inquiry, problem solving and collaboration.</p> <p>Teachers identify individual student needs and monitor learning growth based on student feedback. Teachers modify and adapt instruction to each student's ability and provide feedback to assist all learners to continually improve their learning.</p>	<p>All teachers collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice.</p> <p>Teachers use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.</p> <p>Students are intrinsically motivated, independent learners. They monitor their own progress and identify and communicate their learning needs to their teachers. Students feel safe taking risks in their learning.</p> <p>The school works with the community to create a culture of mutual responsibility for independent learning.</p>
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<p><b>Self-evaluation evidence</b></p>	<p>High expectations are communicated through year level assemblies, at Year 12 Orientation Camp, and by Advocates.</p> <p>Teachers use HITS to provide differentiated learning strategies. Advocates set goals with students as part of the 1:1 conversations after each GPA.</p> <p>Action research was introduced in 2017 as part of teacher performance and development to provide a structure for using data to measure learning growths a result of collaboratively developed teaching strategies.</p>
<p><b>Uploaded documents</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">2017 Action research groups.xls</a> (0.03 MB)</li> <li>2. <a href="#">2017 PDP process.pptx</a> (6.24 MB)</li> </ol>

<p><b>Priority</b></p>	<p>Community engagement in learning</p>
<p><b>Dimension</b></p>	<p>Building communities</p>

<b>Score</b>	The current Self-evaluation score is: The reviewed Self-evaluation score is:		Evolving moving towards Embedding	Evolving moving towards Embedding
<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 2 out of 3 continua selected	<b>Embedding</b> 1 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected	
The school develops parent, carer and family engagement				
<p>The school identifies parents/carers as important partners in raising student achievement. It encourages family engagement through provision of information on school activities, policies and programs and how to support their child's learning at home. Teachers update parents/carers on the status and progress of their child's learning and has protocols in place to respond to issues and concerns.</p>	<p>The school provides opportunities for parent/carers participation in the operations of the school. It engages parents/carers in their child's learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness.</p>	<p>The school works with parents/carers to highlight the importance of high expectations and challenging goals for students. Schools, parents/carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child's learning.</p>	<p>The school has developed sustainable and effective partnerships between teachers, parents and families resulting in high levels of family involvement in school activities. Parents/carers are active contributors to school decision-making processes and have a voice in relevant school decisions. Parent/carers and family diversity is catered for by embedded school practices. These parents/carers and families engage with the school to understand the learning progress of their children and how to effectively support learning. Barriers to engagement are identified and addressed.</p>	
The school builds community partnerships				
<p>The school ensures students' learning is enhanced through learning experiences beyond the school. The school identifies potential community partners based on their capacity to contribute to improved student learning, health and wellbeing and creating strategies for student support. The school encourages community</p>	<p>The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents. The school collaboration with community partners is planned with clear goals, roles and responsibilities, focused on student learning and</p>	<p>The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development and delivery of activities and services.</p>	<p>The school as a whole is community-focused and outreach-oriented. It functions as a community hub, facilitating collaboration with a diversity of partners to provide services and activities before, during and after school hours. Co-located services share information and work together to provide integrated service delivery, enabling them to</p>	

<p>participation in school activities and provides access to school resources to strengthen school and community partnerships and connections.</p>	<p>wellbeing. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects.</p>	<p>Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit.</p>	<p>address complex social barriers to participation in learning by students and parents/carers. Community partnerships deepen and enrich teacher and student learning and innovation. Partnerships are regularly evaluated and updated to ensure they are meeting the needs and objectives of the school community.</p>
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The school has partnerships to support student health, wellbeing and achievement

<p>The school takes opportunities to engage with community organisations that offer support to individual students in their learning, health and wellbeing. Schools work with specialist services involved with individual children who have significant health or learning issues.</p>	<p>The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged. The school works with community partners to offer resources and activities that support student learning, health and wellbeing needs, including specialised health services. It also uses partnerships to help overcome barriers to student participation in learning programs.</p>	<p>A shared commitment and collaborative actions by the school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. It collaborates with community agencies to support specific learning, health and wellbeing needs of these students.</p>	<p>Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of students and their families. The school has an integrated approach to learning, health and wellbeing focused on providing group-based and individual student support, workforce capacity building, parent/carer information sessions and provision of specialised services.</p>
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<p><b>Self-evaluation evidence</b></p>	<p>The College Council is involved in the development of school policies and programs. Their input and advice is sought at each meeting. Additionally, at Student Progress Conferences parents have an opportunity to speak to members of the Principal team, thereby providing input into college programs. The relationship with the Deakin Melbourne Boomers was strengthened in 2017, with our girl basketball students playing an exhibition game at the Cup eve WNBA game at the State Basketball centre. During the course of the strategic plan, the college joined the Deakin Whitehorse Alliance. This has led to the introduction of a Year 12 Orientation Camp at Deakin University. Deakin staff have also presented at Parent Information evenings. Fiona Erwich sits on the Management committee of the alliance as the network Principal representative.</p>
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	<p>The college also formed a partnership with the Collingwood Football Club in 2018 to enable specialist coaching for a rapidly expanding AFLW program.</p> <p>The college welfare officer works with a diverse range of external agencies to support student health and wellbeing.</p>
<b>Uploaded documents</b>	

<b>Priority</b>	Community engagement in learning		
<b>Dimension</b>	Global citizenship		
<b>Score</b>	The current Self-evaluation score is:		Evolving moving towards Embedding
	The reviewed Self-evaluation score is:		Evolving moving towards Embedding
<b>Emerging</b> 0 out of 5 continua selected	<b>Evolving</b> 4 out of 5 continua selected	<b>Embedding</b> 1 out of 5 continua selected	<b>Excelling</b> 0 out of 5 continua selected
The school facilitates interconnection and globalisation			
Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. The school emphasises universal values such as respect, inclusion and acceptance.	The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. The school practises and promotes democratic values, active citizenship and inclusion.	Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. The school actively engages with its local community around global issues.	The causes and effects of globalisation are explored from a range of perspectives. The school creates opportunities for students to explore how the responsibilities of global citizenship connect with their own lives. The school initiates and students lead collaborative action with its community and /or other schools and organisations internationally to address local and global issues.
The school develops intercultural capability			
Students are taught to respect diversity within the school, especially as part of	The school celebrates diversity through actions which promote understanding,	The knowledge and support of community members from different	Students have a deep understanding of intercultural capability, societal diversity

<p>special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds.</p> <p>There are programs which focus on learning about cultural understandings and practices.</p>	<p>empathy and inclusion.</p> <p>The school creates opportunities for students to engage with the experiences of young people from different cultures and language backgrounds, including through use of technology.</p> <p>Teachers collaboratively design teaching and learning programs that build students' skills to recognise barriers that may arise from differences and develop acceptance.</p>	<p>cultural and linguistic backgrounds is used to supplement and enrich the delivery of curriculum and support the teaching of the intercultural capability.</p> <p>Teaching and learning connects students to the thinking and perspectives of other young people from different cultural and linguistic backgrounds so as to develop contextual understanding.</p>	<p>and its benefits. This informs the respectful relationships they have with others.</p> <p>The school has formalised processes which empower students to initiate, establish and sustain local, national and international partnerships. These provide rich experiences of other cultures and languages, aligned to curricula and learning objectives.</p> <p>Students are critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices.</p>
<p>The school actively values conflict resolution and peace</p>			
<p>Teachers focus on building and maintaining positive and trusting relationships.</p> <p>The school supports students to develop communication, team building and leadership skills.</p>	<p>Teachers model fair and just processes for responding to conflict.</p> <p>Teachers develop students' skills in managing and resolving conflicts</p>	<p>Students explore ways conflict can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation.</p> <p>Teachers design activities that develop student capacity to apply principles of conflict resolution to real-world situations.</p>	<p>Students are actively involved in community activities that support social cohesion and peace building, both within and beyond the school community.</p> <p>As active global citizens, students take action to improve the situation and conditions of others.</p>
<p>The school actively values social justice and human rights</p>			
<p>The school focuses on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment.</p> <p>Teachers develop programs and lessons to model fair and equitable</p>	<p>The school learning environment promotes acceptance, harmony and respect within and beyond the school community.</p> <p>The school develops programs to support students' understanding of the impact of inequality and discrimination and how this affects identity and</p>	<p>The school provides authentic opportunities for active citizenship for all students.</p> <p>Teachers draw on students' experiences to develop their understanding of the economic and social inequalities that exist globally.</p> <p>Students examine, reflect on and</p>	<p>The school provides a safe and inclusive environment that is appropriate for all forms of identity.</p> <p>Students are strong advocates for their own rights and the rights and dignity of others, locally and globally.</p>

treatment of all people.	citizenship. Programs also provide indigenous perspectives and the impact of colonisation on human rights.	challenge abuses of social justice and human rights.	
<b>The school builds sustainable futures</b>			
<p>The school models environmentally sustainable practices. Curriculum programs help students understand the relationship between humans, living things and the natural environment.</p> <p>The school encourages students to become responsible local and global citizens. The school involves students in recycling and other sustainable practices.</p>	<p>Programs identify ways in which students can meet their current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their needs. Students are actively involved in sustainability programs. The curriculum program draws on examples of living sustainably and explores how indigenous peoples in Australia and globally relate to their environments and use scarce resources to live more sustainably.</p>	<p>The school participates in a range of community sustainability initiatives that are connected to global issues. Students examine and predict the consequences of unsustainable practices. Learning opportunities enable students to explore the contribution of Australia to sustainable development in developing countries.</p>	<p>Students contribute to projects with schools and communities in other countries, which improve the quality of the environment and/or promote social, political, and economic sustainability. Students monitor and evaluate the school's recycling and other sustainable practices.</p>

<b>Self-evaluation evidence</b>	<p>The College is a partner school in the Respectful Relationships initiative. A team of four teachers attended regional training and have then lead whole staff training to promote understanding, empathy and inclusion.</p> <p>The respectful relationships initiative has been the primary curriculum within the college advocacy program.</p> <p>Over the course of the strategic plan, students have participated in World Challenge and have undertaking fundraising on behalf of the Neerja Modi school in Jaipur, India where they were able to provide gifts to underprivileged students.</p> <p>VCAL students undertake a project each year where they select disadvantaged groups to support, through a range of fundraising initiatives.</p> <p>Fashion students have been involved with the YES charity, organizing a fund raising show that showcased their talent and garments as well as raising money for the charity.</p> <p>Sustainability initiatives are incorporated in the Curriculum for VCE Health, Food and Horticulture as well as Junior School Health and Science. In 2018, the Year 7 - 9 advocacy groups participated in an environment group, that among other things was responsible for a Recycling initiative putting recycling bins in all rooms. The Year 10 Food groups participated in an excursion to Fair Share kitchen where they learnt about sustainability and disadvantaged groups.</p>
<b>Uploaded documents</b>	

<b>Priority</b>	Community engagement in learning		
<b>Dimension</b>	Networks with schools, services and agencies		
<b>Score</b>	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
<b>Emerging</b> 0 out of 3 continua selected	<b>Evolving</b> 3 out of 3 continua selected	<b>Embedding</b> 0 out of 3 continua selected	<b>Excelling</b> 0 out of 3 continua selected
The school establishes partnerships			
The school explores opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organisations, to provide additional health and wellbeing support and learning opportunities for students. Consideration is given to using school facilities for the delivery of services.	The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and intellectual and/or physical resources not available within the school. The school commits resources to develop a network that supports the health, wellbeing, inclusion and engagement of students.	The school collaborates through its Community of Practice and with external partners to create a networked learning community where specific needs can be addressed through the shared facilities, expertise and knowledge of all. The school effectively uses these partnerships to identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions, and promote student and staff health, well-being, inclusion and engagement.	The school leads aspects of a well-developed Community of Practice, featuring collective commitment to maximising educational impact. The school functions as a community hub providing access and referral pathways to community supports and providing improved service delivery to students and their families. Co-located services share information that enables them to collectively address complex social barriers to participation in learning and development. Partnerships strategically plan, develop joint actions and collectively monitor progress at regular intervals.
Partnerships support student health and wellbeing			
The school works with specialist services involved with individual children who have significant health or learning issues. The school approach to supporting	The school has well-established links with community services for promoting positive health and wellbeing in both staff and students, and for supporting the specific health and wellbeing needs	The school works proactively to link students into active lifestyle and wellbeing programs in the local community. It collaborates with network partners to create opportunities	The school is an active partner with community organisations that support staff and students' physical and mental health. It continually seeks to develop and diversify the network through

student wellbeing is communicated to parents/carers.	of individual students. The school provides opportunities for parents/carers and students to have input into programs that support student health and wellbeing.	designed to mitigate disadvantage and ensure inclusion. Parents/carers and students are key partners in decision-making. Staff health and wellbeing is regularly monitored and supported.	partnerships with a range of service providers and agencies that can meet the specific needs of their students. The school partners with specialists in planning and delivering the health curriculum in collaboration with staff, students and parents/carers.
Partnerships support student confidence in learning and achievement			
The school takes opportunities to engage with other schools and community organisations that offer support to individual students in their learning.	The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students with additional needs.	The school works with network partners to offer resources and activities that support student academic and social/emotional success for all students. The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups.	The effective use of school, system and community expertise and resources meets the identified learning and development needs of all students. The school is actively involved in networks and partnerships that support students' development and learning. Students, staff and partners collaborate to design and deliver inclusive programs that build confidence in learning and achievement of all students.

<b>Self-evaluation evidence</b>	The College employs a part time welfare officer. The role of this officer is to work with students referring them to external agencies such as Family First, Anglicare, DHS, EACH and the Whitehorse council to support their wellbeing as appropriate. The College also utilises an onsite Psychologist to support students.
<b>Uploaded documents</b>	

<b>Priority</b>	Community engagement in learning
<b>Dimension</b>	Parents and carers as partners

<b>Score</b>	The current Self-evaluation score is: The reviewed Self-evaluation score is:		Evolving	Evolving
<b>Emerging</b> 0 out of 2 continua selected	<b>Evolving</b> 2 out of 2 continua selected	<b>Embedding</b> 0 out of 2 continua selected	<b>Excelling</b> 0 out of 2 continua selected	
The school fosters communication and meaningful partnerships with parents and carers				
<p>Parents/carers and families are encouraged to participate in school activities specifically designed to invite parents into the school. The school works on policies and procedures which are available to parents/carers on request. Parents/carers look to the school to provide a secure, safe and caring environment for their children. The school provides avenues for parent concerns and requests to be heard and attempts to address these.</p>	<p>Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school activities. The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice. The school has clear processes for responding to parent concerns and these are well understood by parents/carers.</p>	<p>Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council. The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing. Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</p>	<p>The engagement and involvement of parents/carers with the school is embedded in the school culture. Parents/carers have a visible presence in the school and their contributions are valued by staff. Parents/carers routinely promote the school and celebrate its achievements in the wider community. Processes exist in a range of forums for parents to provide feedback to the school and this is considered and used to shape future direction. The school staff consult with parents/carers and students to develop guidelines and expectations around learning and behaviour, and to plan support for individual needs.</p>	
Home learning connects with school learning				
<p>The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes. Parents/carers are regularly informed about their child's progress in learning, health and wellbeing. The school provides information to parents/carers about how they can support and monitor home learning</p>	<p>The school provides multiple opportunities for parents/carers and school staff to discuss their respective roles in their children's education. They work together to address the health, wellbeing and learning needs of their children. The school is respectful of families as the continuing educators of their</p>	<p>The school works with parents/carers to highlight the importance of high expectations and setting challenging goals for their children. It provides advice to parents/carers on how they can support these goals. Teachers advise parents/carers of the goals and importance of what their child is learning at school, and provide</p>	<p>Parents/carers uphold positive attitudes to learning and consistently support the school's expectations. They work with teachers in setting high expectations to improve outcomes for all students. Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss</p>	

effectively.	<p>children, valuing the diverse expertise and experiences families bring to school and home partnerships. Parents/carers can contact teachers in a variety of ways and receive a timely response.</p> <p>The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</p>	<p>resources and activities for parents/carers to use to support their child's progress.</p> <p>Teachers contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as well as identify concerns about students. Teachers consult with parents/carers to develop learning plans to support students' learning needs.</p>	<p>students' individual learning progress and needs, including strategies to support learning at home.</p> <p>The school develops programs for parents/carers, such as improving their own literacy and ICT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.</p>
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<b>Self-evaluation evidence</b>	<p>All prospective students and their parents attend an information session with the Principal, followed by a tour. Students and Parents then meet with a member of staff to discuss their enrolment.</p> <p>Parent information nights are held at the commencement of each school year. Communication is maintained via COMPASS, the college newsletter, website, Instagram and Facebook.</p> <p>Student progress conferences are held twice per year so that parents, students and teachers have an opportunity to collaborate.</p>
<b>Uploaded documents</b>	

# PRSE FISO Improvement Model Dimensions -

Box Hill Senior Secondary College (7050)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives highlighted below in red.	<b>School Self-evaluation Level</b>	<b>Review Panel Agreed Evaluation Level</b>	<b>Comments</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving	Evolving	
	Curriculum planning and assessment	Evolving	Evolving	
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	Evolving moving towards Embedding	
	Evaluating impact on learning	Evolving	Evolving	

<b>Professional leadership</b>	Building leadership teams	Evolving	Evolving	
	Instructional and shared leadership	Evolving moving towards Embedding	Evolving moving towards Embedding	
	Strategic resource management	Emerging moving towards Evolving	Emerging moving towards Evolving	
	Vision, values and culture	Emerging moving towards Evolving	Emerging moving towards Evolving	

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

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

## Length of review

Box Hill Senior Secondary College (7050)

The length of the review has been calculated at 0 days

Additional days reason	Additional days

The total length of the review is 0 days.

# Terms of reference focus questions

Box Hill Senior Secondary College (7050)

## Preparation of the Focus Questions

The Terms of Reference (ToR) Focus Questions are co-constructed by the Review Panel on the Validation Day and define the specific areas of the school's practice and performance that require a more detailed investigation and analysis. The Focus Questions should have an open 'inquiry question' orientation that will lead to a detailed analysis and diagnosis, for example, 'To what extent...', 'How does...' or 'How can the school...' Evidence drawn from the PRSE and classroom observations made on Validation Day should establish a rationale for the questions that are formulated.

Focus questions are best when they are SMART:

- Specific (not multi-layered and overly complex)
- Measureable (evidence/data available)
- Achievable (can be undertaken through the review process)
- Results-focused (to assist in moving forward)
- Time-bound (will meet the review timelines)

Two to three focus questions are investigated for reviews of three days or less and three to four focus questions are investigated for reviews of four days or more.

	<b>Terms of Reference Focus Question</b>	<b>Rationale</b>
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## Methodology

### Box Hill Senior Secondary College (7050)

The methodology outlines how the review will be undertaken and how the focus questions will be tested. It should include:

- timelines for each component of the review, activity descriptions and required resources
- the agenda for the ValidationDay and an outline of classroom observations and focus groups
- a detailed plan for the review days and the purpose of any fieldwork activities, defining what will be undertaken, who will be involved and a timeline for the activities
- who will be responsible for managing various aspects of the review
- how the school community (including staff, students, school council and parents) will be engaged

The methodology should clearly indicate the range of data and other information to be analysed and the extent of school community consultation. Opportunities to engage with school staff, parents and students is central in the development of any methodology

Date	Activity and Resources	Action Officer
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## Classroom observation schedule

Box Hill Senior Secondary College (7050)

Date	Duration	Activity	Lead	Participants
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