



Dandenong High School
Curriculum Development Team 2014
Implementation Plan

ACTION	WHEN	WHO	RESOURCES
<p>Development of a strategic approach to using a range of data available across the school to measure improvement -</p> <ul style="list-style-type: none"> ▪ Identification and dissemination of relevant data in across the school ▪ Development of processes for staff engagement with the data ▪ Communication of the data to students and parents ▪ All staff and school leaders will utilise data to set targets and measure success in all aspects of the School Improvement Framework ▪ Range of data types will be made available to both students and parents through the Teaching and Learning portal of Compass. Parents will be able to have up-to-date knowledge of their child's learning progress and students will be able to use their learning data to set goals and 	<ul style="list-style-type: none"> ▪ Terms 2 and 3, 2014 	<ul style="list-style-type: none"> ▪ Curriculum Development Team and the Data Team 	<ul style="list-style-type: none"> ▪ All staff will be required to use a range of data in their Individual and Leadership Improvement Plans in order to set benchmarks for future improvement and professional growth ▪ Throughout 2014, a range of data will be utilised to monitor and assess the implementation of the areas outlined in the School Improvement Framework ▪ The use of student learning data to inform teaching and learning will be a requirement of the Teaching Team Support Program. Additional support will be provided to staff from the Assistant House Leaders and Domain Leaders ▪ The improved accessibility of student learning data will foster collaboration between teacher, student and parent, thereby enabling all students to achieve

<p>take more ownership and responsibility for their learning</p> <ul style="list-style-type: none"> ▪ All VCE, VCAL and VET teachers will be provided with data relevant to their students ▪ Teachers will be supported in engaging with and using the data to reflect upon teacher practice and develop a range of teaching and learning approaches that directly target the needs of their students <p>Re-develop the current Professional Development application process to reflect individual teacher goals, provide relevance and enable professional growth -</p>	<ul style="list-style-type: none"> ▪ Curriculum Planning Team and Banksia House Leadership Team 	<ul style="list-style-type: none"> ▪ Term 2, 3 and 4 2014 	<p>a personalised measure of success</p> <ul style="list-style-type: none"> ▪ Senior teachers will be required to demonstrate how they have used data to critically reflect upon professional practice through their Individual Development Plan as a part of the Appraisal process ▪ Student learning results and achievement levels will be obtained through formative assessment approaches and will be used by staff to develop curriculum and lesson plans that provide entry points into the learning and opportunities for success for all students ▪ Staff will be required to demonstrate how Professional Development experiences directly link to their Appraisal goals and critically reflect on how the experience has positively impacted upon their teaching and learning approaches
<p><i>Assessment, Reporting and Data –</i></p> <p>Student led Conference Pilot -</p> <ul style="list-style-type: none"> ▪ Re-development of Year 7 and 8 Literacy and Numeracy Program will incorporate a Student Led Conference pilot in Semester 2 2014 	<ul style="list-style-type: none"> ▪ During Semester 2, 2014 	<ul style="list-style-type: none"> • Curriculum Development Team, Curriculum Planning Team and the Hakea House Leadership Team 	<ul style="list-style-type: none"> • The Student Led Conference Pilot will be used to inform and further refine this area of Assessment and Reporting with the intention to extend into Year 9 in 2015

<ul style="list-style-type: none"> ▪ Students will reflect upon their learning and use data to assess their achievements and areas for future development ▪ Core teachers from the teaching teams and parents will participate in the Student Led Conferences <p>Review of Comment Databanks and their purpose -</p> <ul style="list-style-type: none"> ▪ Exploration of a highly effective, personalised and meaningful Reporting process ▪ Review of the purpose, structure and accessibility of the language of the Comment Databanks ▪ Investigation of the Compass “Report Writing” module as a possible option <p>Further embedding the consistent use of formative assessment strategies across the school -</p> <ul style="list-style-type: none"> ▪ Audit of the formative assessment strategies embedded within the Curriculum Frameworks ▪ Student learning data derived 	<ul style="list-style-type: none"> ▪ Terms 2, 3 and 4 with implementation in 2015 • Throughout 2014 	<ul style="list-style-type: none"> • Curriculum Development Team in conjunction with the establishment of a Reporting Action Team • Curriculum Development Team and Curriculum Planning Team 	<ul style="list-style-type: none"> ▪ The reporting of student learning and achievement at Dandenong High School will be approached in a strategic and multi-faceted manner so as to provide a comprehensive picture ▪ Further curriculum planning and learning design approaches will be developed by teachers and Domains across the school in 2014 and 2015. This approach to the design of learning will ensure all learning is personalised and targeted at individual student need based on data and formative assessment
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<p>from various formative assessments will be utilised by all teachers within the appraisal process</p> <ul style="list-style-type: none"> ▪ Requirement of teachers to demonstrate how modified curriculum, has been developed in response to formative assessment outcomes 			<p>practices to ensure all students achieve learning success</p> <ul style="list-style-type: none"> ▪ Teachers will be required to demonstrate how they are ensuring the learning needs of refugee students are being met through personalised teaching, learning and assessment strategies
<p>Transition and Pathways -</p> <p>Targeted professional learning provided to all staff across the school in regards to meeting the needs of students with refugee and refugee like experience –</p> <ul style="list-style-type: none"> • Facilitate workshops that provide staff with an in-depth understanding and purposeful strategies to ensure the learning needs of refugee students are met <p>Develop the role of the Refugee Liaison person to support refugee students in their pathways planning and appoint a Refugee Liaison teacher from within each House -</p> <ul style="list-style-type: none"> ▪ Provision of a Refugee Liaison within each House to provide support to students from refugee backgrounds in their transition to school, assistance 	<ul style="list-style-type: none"> ▪ Weeks 3, 6 and 8 of Term 2, 2014 ▪ Terms 1 and 2, 2014 	<ul style="list-style-type: none"> ▪ Curriculum Development Team and the Literacy and Numeracy Team ▪ Curriculum Development Team, the Literacy and Numeracy Team and one staff member from each House 	

<p>with their learning and act as an advocate. The liaison will assist teachers in implementing strategies</p> <p>Implementation of VCAL initiatives identified by VCAL Review 2013 -</p> <ul style="list-style-type: none"> • Implement the VCAL Review recommendations including the establishment of a VCAL Curriculum Development Action Team to redesign the curriculum and structure of the program for 2015 <p>Review of pathways counselling processes in Years 10-12 -</p> <ul style="list-style-type: none"> • Examine the effectiveness of the current pathways counselling process in Years 10-12 to ensure understanding of pathway options and the suitability of pathways chosen by students • Student learning data, in addition to staff, student and parent feedback will be used to inform the review • Review of current programs to ensure our students are able to make informed pathway choices for their senior years of learning 	<ul style="list-style-type: none"> • Throughout 2014 ▪ Term 2, 2014 	<ul style="list-style-type: none"> ▪ Curriculum Development Team in conjunction with the established VCAL Curriculum Development Action Team ▪ Curriculum Development Team in conjunction with the Fern House Leadership Team 	<ul style="list-style-type: none"> • A review of the redeveloped VCAL Program will be undertaken in early 2016 and further refinements will be made if necessary • By the end of 2015, student learning data, including VCE results will be used to assess the pathways counselling process
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<p>Review of pathways program for Year 9 -</p> <ul style="list-style-type: none"> • Develop a personalised program for Year 9 students to explore career and pathway options through targeted, relevant and engaging learning experiences that are embedded within the curriculum <p>Review and restructuring of Work Experience for Year 10 students -</p> <ul style="list-style-type: none"> ▪ Redevelop the Work Experience program to provide each student with a personalised experience that enables informed pathway choices to be made 	<ul style="list-style-type: none"> ▪ Throughout 2014 ▪ Throughout 2014 	<ul style="list-style-type: none"> ▪ Curriculum Development Team in conjunction with the Grevillea House Leadership Team ▪ Curriculum Development Team in conjunction with the Darwinia House Leadership Team 	<ul style="list-style-type: none"> • The Year 9 learning program in 2015 will have a targeted pathways program to support students in choosing the most appropriate pathway in the senior years • In 2015 all Year 10 students will undertake a Work Experience program that is personalised and meaningful to their specific pathway
<p>Personalisation of Learning -</p> <ul style="list-style-type: none"> ▪ Developing a shared understanding of what the personalisation of learning looks like at Dandenong High School ▪ Provision of Professional Learning to ensure an understanding of the personalisation of learning 	<ul style="list-style-type: none"> ▪ Throughout 2014 	<ul style="list-style-type: none"> ▪ Curriculum Development Team and the Curriculum Planning Team 	<ul style="list-style-type: none"> ▪ Further curriculum planning and documentation that supports the Curriculum Frameworks will be developed by teachers and Domains across the school in 2014 and 2015. These curriculum planning documents allow for all learning to be targeted at individual student need, based on data and formative assessment, with the intention of supporting all students in achieving learning success

<ul style="list-style-type: none">▪ Elements of personalising learning will include formative assessment strategies, the modification and differentiation of curriculum in order to provide multiple entry and exit levels, student directed project-based learning and the use of data to inform teaching and learning approaches▪ Integration of the Year 7 and 8 Literacy and Numeracy program within the core curriculum which will provide greater relevance and authenticity structured around project-based, student led learning			<ul style="list-style-type: none">▪ A pilot project involving the 7 Banksia English/Humanities and Maths/Science teams is being undertaken in Term 2 in order to further inform the development of the Year 7 and 8 Literacy Program for Semester 2. At the end of 2014, the re-developed Literacy and Numeracy program will be evaluated to ensure all learning aims are being achieved
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