

Annual Implementation Plan 2014 Dandenong High School 8858

Based on Strategic Plan developed for 2012 - 2015



<p>Endorsement by School Principal</p>	<p>Signed:.....</p> <p>Name: Mrs Susan Ogden</p> <p>Date:.....</p>
<p>Endorsement by School Council</p>	<p>Signed:.....</p> <p>Name: Mr Alan Collier</p> <p>Date:.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed:.....</p> <p>Name: Mr John Keyzers</p> <p>Date:.....</p>

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student learning outcomes in Literacy and Numeracy across the school	<ul style="list-style-type: none"> • Improve the Year 9 NAPLAN Reading score from 531.1 in 2010 to at least 570.3 by 2015 • Improve the Year 9 NAPLAN Numeracy score from 556.6 in 2010 to at least 583.4 by 2015 • Improve the VCE English score from 26.8 to at least 30.0 by 2015 • Improve the VCE Study score of 40 or more from 1.7% in 2010 to at least 3.9% by 2015 • Improve the VET completion rate from 81.3% in 2010 to at least 85.0% by 2015 • Improve the VCAL completion rate from 82.3% in 2010 to at least 88.0% by 2015 	<ul style="list-style-type: none"> • Improve the Year 9 NAPLAN Reading score from 531.1 in 2010 to at least 546.5 • Improve the Year 9 NAPLAN Numeracy score from 556.6 in 2010 to at least 570.3 • Improve the VCE English score from 26.8 to at least 28.2 • Improve the VCE Study score of 40 or more from 1.7% in 2010 to 1.8% in 2014 • Improve the VET completion rate from 81.3% in 2010 to at least 82.6% • Improve the VCAL completion rate from 82.3% in 2010 to at least 83.1% in 2014
Student Engagement and Wellbeing	To improve student engagement, sense of wellbeing and connectedness to the school	<ul style="list-style-type: none"> • To improve the ATSS Year 11 Classroom Behavior score from 2.80 to at least 3.0 by 2015 • To improve the ATSS Year 9 Classroom Behavior score from 2.59 to at least 2.84 by 2015 • To improve the ATSS scores of Student safety across the school to 4.5 by 2015 	<ul style="list-style-type: none"> • To improve the ATSS Year 11 Classroom Behavior score to 3.2 • To increase the ATSS Year 9 Classroom Behavior score to 2.6 • To improve the ATSS scores of Student safety across the school to 4.21

		<ul style="list-style-type: none"> To reduce the current Years 7 – 12 absenteeism score of 21.2 days in 2010 to at least 18.3 by 2015 	<ul style="list-style-type: none"> To reduce the current Years 7 – 12 absenteeism score of 21.2 days in 2010 to at least 19.3
Student Pathways and Transitions	To continue to strengthen pathways and transitions into, through and beyond the school	<ul style="list-style-type: none"> Maintain the current high Transitions score in the Parent opinion survey Improve the VET participation rate from 19.5% in 2010 to at least 26.1% by 2015 Improve the VCAL participation rate from 14.7% in 2010 to at least 15.5% by 2015 Improve the Year 12 School Connectedness score in the ATSS from 3.39 in 2010 to at least 3.51 by 2015 	<ul style="list-style-type: none"> Maintain the current high Transitions score in the Parent opinion survey Improve the VET participation rate from 19.5% in 2010 to at least 20.0% Improve the VCAL participation rate from 14.7% in 2010 to at least 15% Improve the Year 12 School Connectedness score in the ATSS from 3.39 in 2010 to at least 3.48

Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Continue to develop and inculcate the school's educational vision.	<p><i>Defining Leadership –</i></p> <ul style="list-style-type: none"> ▪ Communicating our shared understanding of the Dandenong High School Leadership System ▪ Implementation of the Leadership Scholarship ▪ Targeted professional learning for school leaders 	<ul style="list-style-type: none"> ▪ Utilise a variety of methods including the website and Staff and House meetings, to communicate all elements of the leadership system to staff and parents ▪ Following an application and interview process, three staff members will be selected to take part in the Australian School Colloquium leadership program ▪ All school leaders will undertake professional learning based on their identified goals and areas for further growth in their Leadership Development Plan 	<ul style="list-style-type: none"> ▪ School Executive Leadership Team and the School Leadership Team of 26 ▪ Executive Leadership Team will select three staff members following an application and interview process ▪ Principal and the Executive Leadership Team 	<ul style="list-style-type: none"> ▪ Throughout Terms 2 and 3 of 2014 ▪ Completion of the leadership program is the end of 2014 ▪ Throughout 2014 	<ul style="list-style-type: none"> ▪ By the start of Term 4 2014, all staff will have an understanding of the unique structures inherent within the Dandenong High School Leadership System which is focused on collaborative leadership • Following graduation from the leadership scholarship program, the three participants will share their learning with the staff ▪ By the end of May 2014, each member of the School Leadership Team will have identified three goals, which have a focus on professional development and growth. Appropriate and personalised professional learning will be identified for each leader to be undertaken throughout the year

	<ul style="list-style-type: none"> ▪ Creation of database that tracks Emerging Leaders and their leadership journey <p><i>Appraisal -</i></p> <ul style="list-style-type: none"> ▪ Review of appraisal process for all staff to reflect new Department Guidelines ▪ Provide professional learning for leadership and all staff to ensure shared understanding of what the standards are and what appropriate evidence looks like ▪ Introduce leadership appraisal process 	<ul style="list-style-type: none"> ▪ Create an electronic database to capture all professional learning and leadership opportunities experienced by the Emerging Leaders so as to ensure sustainability of leadership at Dandenong High School ▪ Re-develop the Dandenong High School Staff Appraisal Process in conjunction with the finalised DEECD guidelines ▪ Provision of targeted School Leadership sessions and House Meetings to provide all staff with the opportunity to engage with the standards and gain a deep understanding of what constitutes appropriate evidence ▪ All 26 members of the School Leadership Team will undertake the Leadership Appraisal process which will focus on three goals relevant 	<ul style="list-style-type: none"> ▪ Executive Leadership Team in conjunction with the IT Manager ▪ Executive Leadership Team ▪ Executive Leadership Team ▪ Executive Leadership Team 	<ul style="list-style-type: none"> ▪ Throughout 2014 and beyond ▪ May 2014 ▪ May 2014 ▪ May 2014 	<ul style="list-style-type: none"> ▪ Each Emerging Leader participant will be tracked to ensure a variety of leadership opportunities and professional development are experienced to ensure their leadership capacity is developed ▪ All staff at Dandenong High School will undertake the Dandenong High School Appraisal Process, which will focus on three goals as outlined in the School Improvement Framework ▪ By the end of May, all staff will have an informed understanding of the standards and requirements of the Appraisal process ▪ By the end of May, all members of the School Leadership Team will have identified three goals focussed on the further leadership development and growth, which will form their Leadership Development Plan
--	---	--	---	--	---

	<ul style="list-style-type: none"> ▪ Develop an evidence collection and critical reflection technology portal for all staff <p><i>Professional Development -</i></p> <ul style="list-style-type: none"> ▪ Implement Teaching Academy and PST (Pre Service Teachers) program with Deakin University and Victoria University <ul style="list-style-type: none"> ▪ Review of individual PD application process and ensure links are made to appraisal process 	<p>to their area of responsibility within the school</p> <ul style="list-style-type: none"> ▪ Create a digital portal to store all resources, materials, evidence and critical reflections to enable effective communication and sharing of the appraisal process between the staff member and the appraiser ▪ Pre-service teachers will be allocated to a mentor teacher at Dandenong High School to provide meaningful and relevant learning experiences ▪ Re-develop the current Professional Development application process to reflect individual teacher goals, provide relevance and enable professional growth 	<ul style="list-style-type: none"> ▪ Technology Steering Team ▪ Executive Leadership Team, Collaborative Learning Team and the Banksia and Darwinia Assistant House Leaders who will oversee these programs ▪ Curriculum Development Team 	<ul style="list-style-type: none"> ▪ During Term 2, 2014 ▪ Throughout 2014 ▪ During Terms 3 and 4 of 2014 	<ul style="list-style-type: none"> ▪ By mid-Term 2, an electronic portal will be made available to all staff with which they can collect, reflect, showcase and communicate their professional growth and development as outlined in the appraisal process ▪ Experienced and highly effective teachers will be asked to mentor a pre-service teacher throughout the year to provide extensive professional development. Furthermore, the pre-service teachers will have the opportunity to develop initiatives and projects relevant to student learning at Dandenong High School ▪ 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
--	---	---	--	--	---

	<ul style="list-style-type: none"> ▪ 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><i>Mentoring and Coaching -</i></p> <ul style="list-style-type: none"> ▪ Implementation of PIP (Participatory Inquiry Learning) and CIND (Contextual Insight Navigated Discussion) mentoring programs, led by Phil Riley across the school <p><i>Consistency of Procedures –</i></p> <ul style="list-style-type: none"> ▪ The review and development of student management practices and House operations, in order to ensure consistency across the school 	<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 <ul style="list-style-type: none"> ▪ Members of the School Leadership Team and staff within each House will be able to volunteer to participate in a pilot Mentoring program that involves 6 highly focused sessions designed to improve individual teacher and leadership practice <ul style="list-style-type: none"> ▪ Identify highly effective and values driven student management approaches. These will be consistently implemented across the school ▪ Develop policy documentation to ensure effective communication and shared understanding 	<ul style="list-style-type: none"> ▪ Curriculum Development Team and the Literacy and Numeracy Team <ul style="list-style-type: none"> ▪ Principal and a selection of volunteers from the House Leaders Team, the Assistant House Leaders Team and teachers within all 7 Houses <ul style="list-style-type: none"> ▪ The Executive Leadership Team, in conjunction with the establishment of a working party consisting of representation of House Leadership Teams and staff 	<ul style="list-style-type: none"> ▪ Weeks 3, 6 and 8 of Term 2, 2014 ▪ Terms 2 and 3, 2014 ▪ Terms 2 and 3, 2014 	<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 ▪ The pilot Mentoring program will inform the development and implementation of a strategic approach to improved teacher practice across the school for 2015 ▪ At the end of 2014, staff, students and parents will be surveyed in order to measure consistency of experiences across the school and further strengthen the whole school culture
--	--	---	--	--	--

	<ul style="list-style-type: none"> ▪ Further development of House and facility audits and OH&S procedures and documentation ▪ Targeted professional learning for Domain and Subject leaders regarding budget management and review of budget management processes across the school <p><i>Clarity of Roles and Responsibilities –</i></p> <ul style="list-style-type: none"> ▪ The review of Positions of Responsibility across the school 	<ul style="list-style-type: none"> ▪ Conduct regular audits of all Houses and other school facilities to ensure OH&S procedures are adhered to and a shared responsibility for the school environment is fostered ▪ Facilitation of two workshops that will provide an understanding of effective budget management, including the aligning of resources with student learning outcomes ▪ Re-develop budget management process to incorporate measureable targets and annual audits of resources ▪ Re-develop the Position of Responsibilities structure to ensure all 	<ul style="list-style-type: none"> ▪ Executive Leadership Team and the School Operations Team ▪ Executive Leadership Team in conjunction with Gordon Pratt, a Technical Leadership Coach with the DEECD ▪ Domain, Subject and team leaders will all participate ▪ Executive Leadership Team and the Consultative 	<ul style="list-style-type: none"> ▪ Domain audits will be held twice per year, during Term 1 and Term 4 ▪ House audits will occur each term ▪ Week 5 and 8 of Term 2, 2014 ▪ Terms 2 and 3, 2014 	<ul style="list-style-type: none"> ▪ School facilities will be well maintained and remain in excellent condition throughout the school year. Any necessary repairs will be identified and undertaken in a prompt fashion ▪ The identification of measureable targets that evaluate the effectiveness of budget management and the alignment of resources to improved student learning outcomes will be a requirement of all relevant Positions of Responsibility ▪ By the end of Term 3, the Positions of Responsibility structure will have been redeveloped, all new positions advertised and an application and
--	---	--	--	---	---

	<ul style="list-style-type: none"> ▪ The creation of a Dandenong High School code of practice outlining the responsibilities for all groups within the school community ▪ Further define the role and responsibilities of all members of the House Leadership Teams 	<p>responsibilities have a student learning focus and further support the collaborative leadership model at Dandenong High School</p> <ul style="list-style-type: none"> ▪ All administrative tasks and duties will be overseen by an ES staff member ▪ Staff, students and parents will engage in the development of a code of practice that is values driven and actively works to create an environment of respect and shared responsibility ▪ Clear and concise role and responsibility statements will be developed and communicated across the school 	<p>Committee</p> <ul style="list-style-type: none"> ▪ Executive Leadership Team, School Leadership Team, the School Council and Student Leaders ▪ Executive Leadership Team and House Leadership Teams 	<ul style="list-style-type: none"> ▪ Terms 2 and 3, 2014 ▪ Terms 2 and 3, 2014 	<p>interview process undertaken. The redevelopment of the positions will focus on the creation of teams to support whole school areas of responsibility and improvement</p> <ul style="list-style-type: none"> ▪ By the commencement of Term 4, the Staff, Student and Parent Codes of Practice will be communicated across the school. The effectiveness of the codes of practice will be assessed through the 2015 Opinion Survey data ▪ By the commencement of Term 4, the roles and responsibilities of each member of the House Leadership Teams will be communicated across the school
--	---	--	--	--	--

<p>Further develop the effective implementation of practices within the collaborative teaching & learning model to ensure high level consistency and to empower students as independent learners.</p>	<p><i>Collaborative Learning –</i></p> <ul style="list-style-type: none"> ▪ Developing and communicating of shared understanding of collaborative learning <ul style="list-style-type: none"> ➢ Teacher and student as learners together ▪ Establishing the Collaborative Learning Team, redesigning Teaching Team Support Program and piloting PIP Mentoring Process across the school <p><i>Professional Development -</i></p> <ul style="list-style-type: none"> ▪ Establish the CLT (Collaborative Learning Team) to ensure support offered to teaching teams across the Houses is consistent <p><i>Mentoring and Coaching –</i></p> <ul style="list-style-type: none"> ▪ Redeveloping the teaching team support processes across the Houses 	<ul style="list-style-type: none"> ▪ Provision of targeted professional learning, that enable staff to explore the fundamentals of collaborative practice ▪ Staff across the school will be supported in developing teaching and learning strategies that foster collaboration between teacher and student ▪ Re-develop the Teaching Team Support Program to provide a more targeted and personalised approach for individual teams 	<ul style="list-style-type: none"> ▪ Collaborative Learning Team 	<ul style="list-style-type: none"> ▪ During 2014 and beyond 	<ul style="list-style-type: none"> ▪ The re-developed Year 7 and 8 Literacy and Numeracy program is project-based, personalised learning that is centred upon a collaborative partnership between teacher and student. All Maths, Science, English and Humanities teaching teams will be involved in this program ▪ The PIP Mentoring Program pilot will be used to inform the development of a strategic and comprehensive approach across the school focussed on improved teacher practice, which will be implemented in 2015 ▪ The Collaborative Learning Team will provide a personalised Teaching Team Support approach to all teams across the school focussed on the use of student learning data to inform teaching and learning
---	--	--	---	--	---

<p>Teachers and students to more effectively use a broad range of data to better inform teaching and learning.</p>	<p><i>Assessment, Reporting and Data –</i></p> <ul style="list-style-type: none"> ▪ Development of a strategic approach to using a range of data available across the school to measure improvement <p><i>Embedding Technology -</i></p> <ul style="list-style-type: none"> ▪ Provide students access to their learning data through Compass and within Learning Tutor <ul style="list-style-type: none"> ➢ NAPLAN ➢ On Demand ➢ Teacher assessment and feedback 	<ul style="list-style-type: none"> ▪ Identify and disseminate relevant data across the school ▪ Develop 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 take more ownership and responsibility for their learning 	<ul style="list-style-type: none"> • Curriculum Development Team and the Data Team • Curriculum Development Team, the Technology Steering Team and the Data Team 	<ul style="list-style-type: none"> • Initial identification and dissemination will occur in Term 2. Staff will then use the data to set targets for improvement in Term 3 of 2014 • Term 2 and 3, 2014 	<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 a personalised measure of success
--	--	--	--	--	--

	<p><i>Senior Studies –</i></p> <ul style="list-style-type: none"> ▪ Embed the use of student learning data by senior teachers across the school <p><i>Personalising Learning –</i></p> <ul style="list-style-type: none"> ▪ A systematic use of learning data by teacher and students across the school 	<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 <ul style="list-style-type: none"> ▪ Disseminate relevant and purposeful learning data to be used by teachers and students to create personalised learning experiences and a range of assessment strategies ▪ Teachers and students will use data to measure the success of goals focussed on personal growth and development 	<ul style="list-style-type: none"> • Curriculum Development Team, the Technology Steering Team and the Data Team <ul style="list-style-type: none"> • Curriculum Development Team, the Technology Steering Team and the Data Team 	<ul style="list-style-type: none"> • Term 2 and throughout 2014 <ul style="list-style-type: none"> • Term 2 and throughout 2014 	<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 <ul style="list-style-type: none"> ▪ 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
--	---	--	---	---	--

<p>Further develop the ability of staff to build greater accuracy, and consistency of assessment and reporting.</p>	<p><i>Assessment, Reporting and Data –</i></p> <ul style="list-style-type: none"> ▪ Student led Conference Pilot ▪ Review of Comment Databanks and their purpose 	<ul style="list-style-type: none"> • The re-developed Year 7 and 8 Literacy and Numeracy Program will incorporate a Student Led Conference pilot in Semester 2 2014 • 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 • Exploration of a highly effective, personalised and meaningful Reporting process • Review of the purpose, structure and accessibility of the language of the Comment Databanks • Investigate the Compass “Report Writing” module as a possible option 	<ul style="list-style-type: none"> • Curriculum Development Team, Curriculum Planning Team and the Hakea House Leadership Team • Curriculum Development Team in conjunction with the establishment of a Reporting Action Team 	<ul style="list-style-type: none"> • During Semester 2, 2014 • Terms 2, 3 and 4 with implementation in 2015 	<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 • 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 of each individual student at regular times of the school year. Parent satisfaction and engagement in relation to reporting will be monitored through parent surveys in 2015
---	--	--	---	---	--

	<ul style="list-style-type: none"> ▪ Ensure the consistent use of learning data across the school to improve student learning ▪ Further embedding the consistent use of formative assessment strategies across the school 	<ul style="list-style-type: none"> • Identify and disseminate student learning data. Teachers will be supported in their engagement with the data • All staff and school leaders will utilise data to set targets, develop relevant teaching and learning strategies aimed at improved students learning outcomes • Audit of the formative assessment strategies embedded within the Curriculum Frameworks • Student learning data derived from various formative assessments will be utilised by all teachers within the appraisal process • Requirement of teachers to demonstrate how modified curriculum has been developed in response to formative assessment outcomes 	<ul style="list-style-type: none"> • Curriculum Development Team and Data Team • Curriculum Development Team and Curriculum Planning Team 	<ul style="list-style-type: none"> • Throughout 2014 • Throughout 2014 	<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 improved student learning outcomes and student engagement. The Assistant House Leaders, in conjunction with the Domain Leaders will ensure data is used by individual staff and teaching teams in a consistent manner • 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 practices to ensure all students achieve learning success
--	---	---	---	--	---

<p>Further develop the personalisation of learning and to articulate this to pathways development.</p>	<p><i>Personalising Learning –</i></p> <ul style="list-style-type: none"> ▪ Developing a shared understanding of what the personalisation of learning looks like at Dandenong High School ▪ Re-design of Literacy and Numeracy program in Years 7 & 8 (The Jacaranda Program) 	<ul style="list-style-type: none"> ▪ Provision of Professional Learning to ensure an understanding of the personalisation of learning ▪ 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 ▪ Integrate 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"> ▪ School Leadership Team ▪ Curriculum Planning Team 	<ul style="list-style-type: none"> ▪ During 2013 and beyond • Term 1, 2 and 3 of 2014 	<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 • 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
--	---	---	--	---	---

	<ul style="list-style-type: none"> ▪ Introduction of a teacher tool kit (agreed learning strategies) and learning rituals across the school ▪ Visioning, reviewing and redesigning of the Year 9 program to ensure greater student engagement and a clear pathways focus 	<ul style="list-style-type: none"> • Develop and implement purposeful learning rituals across the school to ensure learning is focussed, student centred and approached in a consistent manner ▪ Explore an effective and personalised Year 9 program, ensuring breadth of learning; student directed and project based learning; community engagement and participation; personalised pathway exploration, planning and support ▪ Visits to other schools to observe exemplary practice and to obtain evidence-based research will be included 	<ul style="list-style-type: none"> ▪ Curriculum Planning Team will identify a range of strategies that ensure clarity of understanding and depth of learning ▪ School Leadership Team in conjunction with the establishment of a working party 	<ul style="list-style-type: none"> ▪ During Term 2, 2014 • 2014 and beyond 	<ul style="list-style-type: none"> ▪ Staff will be required to demonstrate that learning rituals appropriate to each year-level are being implemented in all lessons • The initial visioning, structural and curriculum development will take place in 2014. Elements of the re-visioned Year 9 program will be implemented in 2015 with full implementation of the program at the commencement of 2015
--	--	--	--	--	---

	<p><i>Embedding Technology, Literacy and Numeracy –</i></p> <p>LITERACY AND NUMERACY</p> <ul style="list-style-type: none"> ▪ Targeted Numeracy and Literacy support strategies to be implemented by the Teaching Teams ▪ Reading comprehension strategies continued to be implemented across the school ▪ EAL Moderation Workshops for Year 10, 11 & 12 EAL teachers ▪ 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 	<ul style="list-style-type: none"> • A Literacy and Numeracy team member will attend weekly team planning meetings to assist Teaching Teams in the development and explicit teaching of embedding of effective literacy and numeracy strategies • Targeted Professional Learning workshops will be held throughout each term to provide teachers with specific strategies focussed on literacy and numeracy development • Implement professional learning workshops for EAL teachers to ensure understanding in making accurate judgments of student assessment and the importance of authentic moderation • Provision of a Refugee Liaison within each House to provide support to students from refugee backgrounds in their transition to school, assistance with their 	<ul style="list-style-type: none"> ▪ Curriculum Planning Team and the Literacy and Numeracy Team ▪ Curriculum Planning Team and the Literacy and Numeracy Team ▪ Curriculum Planning Team and the Literacy and Numeracy Team ▪ Curriculum Development Team, the Literacy and Numeracy Team and one staff member from each 	<ul style="list-style-type: none"> • Throughout 2014 • Weeks 3, 5, 6, 7 and 10 • Throughout 2014 • Term 1, 2014 	<ul style="list-style-type: none"> • Teachers will be able to use the Literacy and Numeracy strategies they have developed to demonstrate how they have personalised the learning to ensure all student-learning needs are being catered for. The planning meets and associated lesson plans will take the form of evidence for the appraisal process • The school will continue to use a range of data, including NAPLAN, On Demand and AusVELS data to measure improvement in student literacy and numeracy levels across the school • The Year 7 Access Express Program “Your Tutor and Skills Builder” provides regular data pertaining to literacy and numeracy skills across four Year 7 groups. The data is then used to further inform the planning and development of curriculum and assessment strategies • Student learning data will be used to develop appropriate and targeted curriculum development and delivery in EAL subjects in Year 9 and 10
--	---	--	---	---	---

	<ul style="list-style-type: none"> ▪ Year 9 Writers Notebook Program ▪ Further embed Year 7 Access Express program ▪ Restructuring the Year 9 & Year 10 EAL programs to personalise learning to meet student needs 	<p>learning and act as an advocate. The liaison will assist teachers in implementing strategies</p> <ul style="list-style-type: none"> • Expand the Year 9 Writers Notebook across the Year 9 cohort to further develop literacy development • Continue to embed the Year 7 Access Express “Your Tutor and Skills Builder” program to further target literacy and numeracy skill development within four Year 7 House groups and three control groups • Review the Year 9 and 10 EAL curriculum structure and teaching to ensure the teaching and learning is targeted at individual student need 	<p>House</p> <ul style="list-style-type: none"> ▪ Curriculum Planning Team and the Literacy and Numeracy Team ▪ Curriculum Planning Team and the Literacy and Numeracy Team ▪ Curriculum Planning Team and the Literacy and Numeracy Team ▪ Curriculum Planning Team 	<ul style="list-style-type: none"> • Throughout 2014 • Throughout 2014 • Throughout 2014 • Term 1, 2 and 3 2014 	<ul style="list-style-type: none"> • The findings from all research projects will be communicated across the school through Domain meetings in Term 4, 2014. All projects will use data and provide evidence to support their findings
--	---	--	--	---	---

	<p>TECHNOLOGY</p> <ul style="list-style-type: none"> ▪ Expand the Flipped Classroom/Blended Learning across Years 10, 11 & 12 ▪ Audit of Curriculum Frameworks to ensure embedding of ICT ▪ Introduce Domain specific Tech Talks which focus on understanding why we use technology ▪ Introduction of Tech Coaches to individualise and personalise coaching, focused on understanding how we use technology 	<ul style="list-style-type: none"> • Introduce an Action-based Research model, focussed on exploring elements of the Flipped Classroom/Blended Learning approach. This research will inform aspects of the Senior Studies review, particularly relating to teaching and learning approaches • Findings from the Action-based Research projects will provide each Domain with specific learning technology strategies and tools to embed across all subjects within that Domain • Provision of Tech Talks will focus on the implementation of this technology and will cater for the diverse range of staff capability • Participants from the Action-based Research projects will be able to volunteer to undertake the role of Tech Coaches, a role which provides action-research mentoring to other staff 	<ul style="list-style-type: none"> ▪ Curriculum Planning Team ▪ Technology Steering Team and the Domain Technology Leaders 	<ul style="list-style-type: none"> • Throughout 2014 • Terms 2, 3 and 4 of 2014 • Throughout 2014 • Throughout 2014 	<ul style="list-style-type: none"> • By the end of 2014, all Curriculum Frameworks will have targeted ICT embedded that directly enhances the learning • The increased use of learning technologies across each Domain will be monitored through the appraisal process
--	---	--	--	---	--

	<ul style="list-style-type: none"> ▪ Reintroduction of Digital Portfolios to link all student learning experience ▪ Continue to implement e-Smart Program across the school ▪ Review and development of communication structures and processes regarding technology needs across the school 	<p>within the Domain with the intention to further embed learning technologies across the school</p> <ul style="list-style-type: none"> • Students in Years 7-9 utilise a digital portfolio to capture, showcase and reflect upon their learning journey in Learning Tutor. The portfolios will form an essential element of the Student Led Conference and will be extended across all subjects • Implement the next phase of the e-Smart Program with a focus on embedding cyber-smart practices within the curriculum • Re-develop the IT Portal so as to provide a more efficient and user-friendly system • Further implement Compass across the school with an emphasis on the teaching and learning aspects of the system, including the introduction of the 	<ul style="list-style-type: none"> ▪ Technology Steering Team and Cyber Smart Coordinator ▪ Technology Steering Team 	<ul style="list-style-type: none"> • Term 2, 2014 • Terms 1 and 2, 2014 • Term 1, 2014 	<ul style="list-style-type: none"> • Digital Portfolios will be a formalised and consist assessment tool in all subjects in Years 7-9 by the end of 2014 • Specific benchmarks set by the DEECD “e-Smart Program” must be met throughout 2014 in order for our e-Smart accreditation status to remain. Documentation and evidence pertaining to the accreditation are provided to the DEECD at particular times throughout the year • The redeveloped IT Portal will be communicated and implemented across the school in early Term 3, 2014 and reviewed by staff at the end of 2014 • Devices for the House laptop trolleys will be gradually increased to ensure equity of access in response to student need. The process for accessing laptops within the Houses and across the school will be communicated to all staff at the commencement of Term 2
--	--	---	--	---	---

	<ul style="list-style-type: none"> ▪ Review of 1:1 Laptop Program including collecting data of how many students own a device, use of technology across the school and equity of resources ▪ Redefine the role of individual leaders within the Technology Steering Team to ensure viability of devices, resources and infrastructure across the school <p><i>Senior Studies –</i></p> <ul style="list-style-type: none"> ▪ Define as a school what effective learning in the senior school looks like ▪ Audit student learning and teacher practice across senior studies and develop and implement agreed learning improvement strategies 	<p>Parent portal</p> <ul style="list-style-type: none"> • Collect accurate data pertaining to students who have their own device will form the basis for technology resource planning • Clear role definition of the Technology for Learning Leader and the IT Manager to enable a more effective process for IT infrastructure to support learning technologies across the school • Explore an engaging, rigorous and personalised senior studies program • Focus on teaching and learning approaches, curriculum delivery, subject time allocation, teacher practice, assessment and reporting processes, and personalised pathway support • Engage an expert 	<ul style="list-style-type: none"> ▪ Technology Steering Team ▪ Technology Steering Team ▪ School Leadership Team 	<ul style="list-style-type: none"> • Throughout 2014 • Term 2, 2014 	<p>and reviewed for further refinement in Term 4</p> <ul style="list-style-type: none"> • The role and responsibilities of each member of the Technology Steering Team will be communicated to all staff in Term 2, in conjunction with the communication of the Dandenong High School Distributed Leadership System • The re-developed Senior Students Program will be implemented in phases throughout 2014 and 2015. The 2015 and 2016 VCE data will be used to assess the success of the re-visioned program
--	---	--	--	---	--

	<ul style="list-style-type: none"> ▪ Review and refinement of the new Year 10 program's structure and curriculum, including a review of the Year 10 examination process ▪ Implementation of VCAL initiatives identified by VCAL Review 2013 	<p>external consultant and visits to other schools to observe exemplary practice to obtain evidence-based research will be included in the review</p> <ul style="list-style-type: none"> • Review the process for communication of the Year 10 Program • Structural elements of the program will be examined to ensure all student needs are being met • The Year 10 Exam Program will be reviewed to ensure the purpose and role of the exams is being achieved • 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 	<ul style="list-style-type: none"> ▪ Curriculum Planning Team in conjunction with the establishment of the Year 10 Program Review Action Team ▪ Curriculum Development Team in conjunction with the established VCAL Curriculum Development Action Team 	<ul style="list-style-type: none"> • Throughout 2014 • Term 2, 2014 	<ul style="list-style-type: none"> • Further refinements to the Year 10 Program will be communicated to all members of the school community at the end of Term 2 and necessary changes throughout 2014 • A review of the redeveloped VCAL Program will be undertaken in early 2016 and further refinements will be made if necessary
--	---	--	---	---	--

	<p><i>Pathways Programs –</i></p> <ul style="list-style-type: none"> ▪ Review of pathways counselling processes in Years 10-12 ▪ Review of pathways program for Year 9 	<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 • 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 	<ul style="list-style-type: none"> ▪ Curriculum Development Team ▪ Curriculum Development Team 	<ul style="list-style-type: none"> • Terms 2, 3 and 4 • Throughout 2014 	<ul style="list-style-type: none"> • By the end of 2015, student learning data, including VCE results will be used to assess the pathways counselling process • 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
--	--	---	--	---	--

	<ul style="list-style-type: none"> Review and restructuring of Work Experience for Year 10 students 	<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"> Curriculum Development Team 	<ul style="list-style-type: none"> Throughout 2014 	<ul style="list-style-type: none"> In 2015 all Year 10 students will undertake a Work Experience program that is personalised and meaningful to their specific pathway
<p>Continue to improve partnerships and links between the school and the community.</p>	<p><i>Transition –</i></p> <ul style="list-style-type: none"> Further strengthen the Transition program for Grade 6 parents, including House Welcome Evening, whole school Open Day, primary school based information sessions and Technology Ed Camp Continuing to develop relationships with feeder primary schools including Transition Forum, Grade 6 teacher visits, Discover Dandenong Day and further opportunities for student leader visits to primary schools Build relationships with wider network of primary schools 	<ul style="list-style-type: none"> Continue to provide a variety of opportunities for Grade 6 parents, students and the feeder Primary Schools that allow for engaging and personalised experiences of Dandenong High School Members of the School Leadership Team will visit primary schools within the extended Greater Dandenong area so as to develop relationships and enable the students to visit our school Communicate the importance of community and strategic partnerships to the school community 	<ul style="list-style-type: none"> School Leadership Team Executive Leadership Team and Grevillea House Leadership 	<ul style="list-style-type: none"> During 2014 Throughout 2014 	<ul style="list-style-type: none"> By the end of Semester 1 2014, parents will have the opportunity to experience the learning at Dandenong High School through the Open Day and the House Welcome Evening. By the end of 2014 all Grade 6 students from our feeder primary school will have had the opportunity to visit and undertake learning experiences at the school Opportunities for staff and students from primary schools within our region to visit Dandenong High School will occur throughout 2014

	<p><i>Strengthening Community Partnerships –</i></p> <ul style="list-style-type: none"> ▪ Develop as a whole school a shared understanding of “community” ▪ Audit current partnerships, identifying areas of further need and develop a strategic approach to building and maintaining new relationships ▪ Initiate a forum to explore the identification of industry partnerships with DHS to create further pathway opportunities ▪ Implement the “Interact Program” together with the Australian Business Community ▪ Develop, together with Leadership Victoria, a work inspiration program for Year 10 students based on the NAB (National Australia Bank) Work Inspiration Program of 2013 	<p>through a variety of forums, in addition to outlining our existing partnerships</p> <ul style="list-style-type: none"> • Establish an Action-Research project involving key industry and businesses in the local community to develop targeted programs with the school to support student pathway opportunities 	<p>Team</p> <ul style="list-style-type: none"> ▪ Executive Leadership Team and Curriculum Development Team 	<ul style="list-style-type: none"> ▪ Throughout 2014 	<ul style="list-style-type: none"> ▪ Regular meetings will be held with community organisations throughout the year to increase knowledge and pathway options for young people ▪ Key stakeholders within the community will be invited to visit the school to provide learning experiences ▪ By the end of the year a forum will be held with key industry organisations to work towards developing a partnership between them and the school with a focus on pathway opportunities
--	---	--	---	---	--

	<p><i>Parent Engagement -</i></p> <ul style="list-style-type: none"> ▪ Continue to offer a range of parent sessions each targeting areas of interest and need ▪ Pilot adult literacy classes together with the Migrant Resource Centre in Jacaranda ▪ Continue with targeted leadership presentations at School Council ▪ Implementation of Compass student and parent learning portal 	<ul style="list-style-type: none"> ▪ Continue to provide opportunities for students to connect with community organisations that enable meaningful learning experiences and greater understanding of the world beyond school ▪ The Jacaranda Community Centre will be used as a venue and resource to provide sessions for both our parents and community learning ▪ Relevant staff responsible for key areas within the School Improvement Framework will present at School Council meetings providing effective communication to our parent community ▪ Introduce the Parent Portal through parent sessions, Course Confirmation and Parent/Teacher Interviews 	<ul style="list-style-type: none"> ▪ School Leadership Team and Curriculum Development Team ▪ Executive Leadership Team 	<ul style="list-style-type: none"> ▪ Throughout 2014 	<ul style="list-style-type: none"> ▪ By the end of the year, parents will have had the opportunity to experience student learning at Dandenong High School, have access to a range of information sessions and to have a comprehensive understanding of their child's attendance, behaviour, progress, achievements and assessments through Compass ▪ Our parent community will be informed, engaged and have greater opportunity for input into the direction of the school ▪ Dandenong High School will have a greater profile within the wider community through the provision of community education forums and workshops
--	--	--	---	---	--

	<p><i>Communication Structures –</i></p> <ul style="list-style-type: none"> ▪ Implementation and expansion of Compass across the school community as the primary communication system ▪ Development of Whole School Calendar ▪ Further development and maintenance of the school's website 	<ul style="list-style-type: none"> ▪ Continual implementation across the school with an emphasis on the teaching and learning aspects of the system. Staff will receive targeted professional learning through Tech Talks, House and Domain meetings ▪ Investigate EdVal, an electronic timetabling system, for possible implementation in 2015 ▪ Introduce the Whole School Calendar to all staff through Google Calendar, which in Semester 2 will be integrated into Compass. This will enable parents and students to have access to the Whole School Calendar ▪ Continue to update and refine the website to ensure it remains relevant and current 	<ul style="list-style-type: none"> ▪ Technology Steering Team ▪ Technology Steering Team ▪ Technology Steering Team 	<ul style="list-style-type: none"> ▪ Throughout 2014 ▪ Term 2 2014 ▪ Ongoing 	<ul style="list-style-type: none"> ▪ The provision of information will be efficient and accessible by all, which will enable meetings to be purposeful and student learning focussed. Staff will have one place in which to access all information relating to day-to-day school operations ▪ Staff, students and parents will be able to gain an understanding of all events within the school year which will enable more effective planning ▪ The website will promote Dandenong High School as a leading educational organisation with all aspects of the school community communicated and celebrated
--	---	--	--	---	---

Data sets relevant to Strategic Plan and AIP targets

NB: Red = 2014 targets

1. Student Learning

YEAR 9 NAPLAN DATA						
(Mean Scaled Score)						
	2010	2011	2012	2013	2014	2015
Reading	531.1	543.6	544.9	546.2	546.5	
Numeracy	556.6	564.8	568.5	570.1	570.3	

VCE DATA						
(Study Scores)						
	2010	2011	2012	2013	2014	2015
English	27.0	27.6	27.9	28.1	28.2	
% ≥ 40	1.7	3.0	1.4	1.3	1.8	

VET DATA						
	2010	2011	2012	2013	2014	2015
Completion rate %	81.3	80	81.0	82.0	82.6	

VCAL DATA						
	2010	2011	2012	2013	2014	2015
Completion rate Y11-12	82.3	86.1	81.0	82.1	83.1	

2. Student Engagement & Wellbeing

ATTITUDES TO SCHOOL DATA						
Variables (5 point scale)	2010	2011	2012	2013	2014	2015
Y11 Classroom Behaviour	2.80	2.86	2.94	3.07	3.2	
Y9 Classroom Behaviour	2.59	2.77	2.55	2.47	2.6	
7-12 Student Safety	4.06	4.18	4.21	4.18	4.21	

STUDENT ABSENCE DATA						
	2010	2011	2012	2013	2014	2015
Average days 7-12	21.2	20.8	16.57	16.21	16.21	

3. Student Pathways & Transitions

PARENT OPINION SURVEY DATA						
	2010	2011	2012	2013	2014	2015
Transitions (7 point scale)	5.51	5.66	5.58	5.66	5.75	
VET PARTICIPATION RATE Year 10-12						
	2010	2011	2012	2013	2014	2015
% of students 10-12 taking at least 1 unit	19.5	14.5	22.0	23.0	23.2	
VCAL PARTICIPATION RATE Year 11-12						
% of students 11-12 undertaking VCAL	14.7	11.5	14.0	14.0	14.3	
ATTITUDES TO SCHOOL – Year 12						
	2010	2011	2012	2013	2014	2015
School Connectedness (5 point scale)	3.39	3.33	3.45	3.46	3.48	