

Annual Implementation Plan: for Improving Student Outcomes

School name: Dandenong High School

School number: 8858

Year: 2016

Based on strategic plan: 2016-2019

Endorsement:

Principal – Susan Ogden 15/4/2016

Senior Education Improvement Leader – John Keyzers

11th May 2016

School Council – Alan Collier 15/4/2016

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> To achieve trend improvement in student learning growth for all students. To achieve trend improvement in student engagement for all students and increase the impact of student voice (both individual and collective) on improving student-learning outcomes across the school. To achieve trend improvement in student wellbeing and connection to the school for all students and staff. To achieve further community engagement in supporting the learning, engagement and wellbeing of all students. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	✓
Setting expectations and promoting inclusion		✓	
	Community engagement in learning	Building communities	✓

Improvement Initiatives rationale:

In 2015, Dandenong High School completed an intensive Peer Review, joined UMNoS (Melbourne University Network of Schools) and began developing a new strategic plan with input and ownership from all groups within the community. All of these elements were pivotal in defining both the strategic intent of the school and continuing to build a culture of shared responsibility for whole school improvement.

School Self Evaluation and Reviewer's reports acknowledged; that many of the targets in the previous Strategic Plan had been met, the leadership team was cohesive, parent and student opinion survey data remained positive, particularly in regards to connection/belonging and learning confidence, the school had an exemplary Grade 6 Transition program, outstanding pathways data, strong student learning growth and had made real progress in developing a shared (evidence based) pedagogical approach to improve student learning. However, both reports identified the need to improve student achievement by maximising student learning growth, strengthen transition processes within the school, ensure consistency in teacher practice and raise expectations of student, parents and the wider community in regards to education.

The newly developed strategic plan recognises the need to set key improvement strategies that are achievable, measurable and differentiate between continuous improvement (the day to day work of any school) and forward thinking (define strategic intent). The focus is clearly on improving student learning through establishing a shared evidence based approach to pedagogy, ensuring the effectiveness and consistency of teacher practice through embedding critical reflection and acknowledging the critical role of targeted professional learning to build teacher/ leader's skills and capacity. This is reflected in the decision to introduce two key priorities (excellence in teaching and learning and professional leadership) in Year 1 and then phase in other initiatives over the remaining 3 years.

The 2016 AIP lays the foundations for this critical work. The aim is to consolidate leadership knowledge and confidence in regards to the Design for Learning, begin to communicate and engage staff in this evidence based approach and develop a framework for coaching and professional learning across the school that ensures critical reflection and growth in teacher practice. Equity funding has been assigned strategically to enable this approach.



Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<p>Building practice excellence</p> <p>Curriculum planning and assessment</p> <p>Building leadership teams</p> <p>Empowering students and building school pride</p> <p>Setting expectations and promoting inclusion</p>	<p>Build a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff by:</p> <ul style="list-style-type: none"> Developing and implementing a professional learning model to improve teacher and leadership practice. <p>Develop a learning environment where every student demonstrates optimal learning growth, experiences success and achieves their potential by:</p> <ul style="list-style-type: none"> Implementing the Design for Learning (an evidence based approach to teaching and learning) across the school. <p>Build a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff by:</p> <ul style="list-style-type: none"> Developing and implementing a professional learning model to improve teacher and leadership practice. <p>Ensure all students smoothly transition from Years 7-12, are actively engaged in their learning and develop an achievable and positive pathway on leaving school by:</p> <ul style="list-style-type: none"> Developing a transition and pathways program for students moving from Years 9-10 and Years 10-11. Re-visioning the School Engagement Guidelines to better reflect the needs and identity of the school community. Further developing “student voice” to ensure students are “active partners” in their learning with teachers. <p>Ensure that all students are empowered to build strong relationships within the school community that develop self-belief, shared responsibility and mutual respect of others by:</p> <ul style="list-style-type: none"> Using “Appreciative Inquiry” (a Positive Psychology approach) develop a shared definition of Wellbeing which clearly defines individual responsibility and emphasises the link between Wellbeing and Learning across the school. Using the Values in Action self – evaluation tool (Seligman), introduce a positive language that is shared, widely understood and used by all members of the school community, in order to build strong, resilient relationships. <p>Ensure all students smoothly transition from Years 7-12, are actively engaged in their learning and develop an achievable and positive pathway on leaving school by:</p> <ul style="list-style-type: none"> Developing a transition and pathways program for students moving from Years 9-10 and Years 10-11. Re-visioning the School Engagement Guidelines to better reflect the needs and identity of the school community. Further developing “student voice” to ensure students are “active partners” in their learning with teachers.



Framework for Improving Student Outcomes

Published: February 2016



<p>Building communities</p>	<p>Ensure that all students are empowered to build strong relationships within the school community that develop self-belief, shared responsibility and mutual respect of others by:</p> <ul style="list-style-type: none"> • Using “Appreciative Inquiry” (a Positive Psychology approach) develop a shared definition of Wellbeing which clearly defines individual responsibility and emphasises the link between Wellbeing and Learning across the school. • Using the Values in Action self – evaluation tool (Seligman), introduce a positive language that is shared, widely understood and used by all members of the school community, in order to build strong, resilient relationships. <p>Further develop the school’s engagement with the wider community in order to raise expectations for students and parents, ensure higher aspirations, strengthen commitment to improving student achievement and increase the school’s influence amongst cultural groups by:</p> <ul style="list-style-type: none"> • As a school defining what it means to engage with the community in an authentic way and develop a plan of action for community engagement for the next 3 years. • Establishing a way of measuring and evaluating both the impact of community engagement within the school and the school’s level of influence beyond its gates.
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Section 2: Improvement Initiatives 1

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

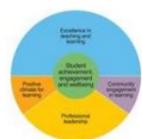
STRATEGIC PLAN GOALS	To achieve trend improvement in student learning growth for all students							
IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning: Curriculum planning and assessment Professional Leadership: Building leadership teams							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Every student in Years 7 – 10 will demonstrate at least one year's learning growth each year. <ul style="list-style-type: none"> To achieve an improvement of .21 on the general effect size (measured learning growth) for each student, resulting in a reported figure of .8 (.4 per calendar year) by the end of 2019. To achieve an 8% reduction in the percentage of students in the "must change group" and reduce the number of students in the "cruising" group to less than 10%. Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. <ul style="list-style-type: none"> In the NAPLAN Reading Domain, reduce the percentage of students in the low growth category by 3.24% and improve the percentage of students in the high growth by 3.24% in order to reflect state norms. In the NAPLAN Writing Domain, reduce the percentage of students in the low growth category by 8.02% and improve the percentage of students in the high growth by 8.26% in order to reflect state norms. In the NAPLAN Numeracy Domain, reduce the percentage of students in the low growth category by 3.89% and improve the percentage of students in the high growth by 4.11% in order to reflect state norms. Reduce the difference between GAT negative predicted scores and actual VCE study scores for all studies. <ul style="list-style-type: none"> To reduce the number of subjects with a negative gap between Predicted scores and Actual VCE study scores by 25%. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Every student in Years 7 – 10 will demonstrate at least one year's learning growth each year. <ul style="list-style-type: none"> To achieve an improvement of .05 on the general effect size (measured learning growth) for each student across the school. To achieve a 2% reduction in the percentage of students in the "must change group" and reduce the number of students in the "cruising" group to 10%. Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. <ul style="list-style-type: none"> In the NAPLAN Reading Domain, reduce the percentage of students in the low growth category by 1% and improve the percentage of students in the high growth by 1% in order to move closer towards reflecting state norms. In the NAPLAN Writing Domain, reduce the percentage of students in the low growth category by 2% and improve the percentage of students in the high growth by 2% in order to move closer towards reflecting state norms. In the NAPLAN Numeracy Domain, reduce the percentage of students in the low growth category by 1% and improve the percentage of students in the high growth by 1% in order to move closer towards reflecting state norms. Reduce the difference between GAT negative predicted scores and actual VCE study scores for all studies. <ul style="list-style-type: none"> To reduce the number of subjects with a negative gap between Predicted scores and Actual VCE study scores by 10% 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a learning environment where every student demonstrates maximum learning growth, experiences success and achieves their potential by:	<ul style="list-style-type: none"> Build staff understanding of the Design for Learning approach and the Learning Sequence Design tool by: <ul style="list-style-type: none"> Consolidating leadership understanding and confidence through; establishing current knowledge of each leader (base line data) using the "Staff Learning Continuum" and use a "buddy system" to target 	Associate Principal for Student Learning	Terms 1 – 4 Terms 1 – 2	<p>6 months: Each school leader has a clear understanding of their current knowledge and competency in regards to the specified elements of the Design for Learning (evidence based practice approach). They have identified areas for their own further learning and are already receiving targeted support from their buddy.</p>	● ● ●	<p>6 months:</p> <ul style="list-style-type: none"> School leaders have collected base line data on their current level of knowledge of the Design for Learning by using the Staff Learning Continuum. 	\$872 000	\$30 000 (Time release)



<ul style="list-style-type: none"> Implementing the Design for Learning (an evidence based approach to teaching and learning) across the school. 	<p>professional learning to each individual's needs. This process and the learning will be shared with all staff.</p> <ul style="list-style-type: none"> Identify each individual teacher's current knowledge and level of competency in regards to an evidence based teaching approach, using the "Staff Learning Continuum". This process and the learning will be shared with all staff. Ensure a targeted and individualised professional learning program for staff, based on their current level of understanding. This will include internal and 		<p>Each leader is becoming more comfortable with the idea that they too are a learner and has shared their learning and the learning process undertaken with the staff across the school. They are also becoming more confident with using the language of the Design for Learning, both within the leadership team and with other staff. The leadership team has a shared and broader definition of effective leadership which challenges the concept of "leader as expert" and acknowledges the importance of a leader as "teacher" and "learner". There is further cohesion and shared purpose within the team as a whole and a clear understanding of the work ahead in introducing the new approach to staff.</p>			<ul style="list-style-type: none"> Each school leader has identified an individual learning plan based on this data with their buddy which is also reflected in their PDP. Evidence of a shared language used by school leadership both within leadership sessions and across the school. This is evidenced by reflections and observations from staff, leadership coaches, Richard Searle (leadership consultant) and John Keyzers (SEIL). Each leader's PDP goals for the current cycle will focus on their leadership of elements within the Design for Learning and building staff understanding. 							
		<p>Terms 2 - 3</p>	<p>12 months: All members of school leadership team have greater confidence as educational leaders and can articulate their understanding of the elements within the Design for Learning to staff. As a group the leadership team can communicate a consistent message to teachers in regards to the need for an evidence based approach to learning, have each designed learning sequences and effectively modelled the Design for Learning approach within their own teaching. All leaders have shared their learning with their staff, including the challenges they have faced and facilitated targeted professional learning across the school to ensure teacher understanding. House Leaders are now referencing the D for L approach in conversations within the PDP process and Assistant House Leaders and Domain Leaders have worked intensively with at least two staff members to scaffold their use of the Learning Sequence Design tool (LSDT) and interrogate their use of data to inform their practice. School leaders are beginning to introduce some of the elements of the Design for Learning within their own teaching practice.</p> <p>6 months: All teaching staff have completed a self-assessment against the Staff Learning Continuum. They will have identified their current level of understanding in regards to elements of the Design for Learning and how effectively they are using evidence to measure their impact and ensure all their students are learning.</p> <p>12 months: All teaching staff, together with their allocated "buddy", have identified what elements of the Design for Learning that they need to further understand. This will be embedded within the goals they set and the professional learning they target in their PDP, for this or the 2017 cycle.</p>	<p>● ● ●</p>		<p>12 months:</p> <ul style="list-style-type: none"> Each individual leader will re-evaluate their level of understanding of the Design for Learning using the Staff Learning continuum. The leadership team will then compare the results at the end of the year with those in Term 1. All school leaders will have examples of completed learning sequences. Some leaders will have evidence of using elements of the Design for Learning within their classroom and will be able to present data which demonstrates the positive impact on student learning. Outlines of professional learning sessions delivered to staff, agendas and minutes of meetings. Individual leaders will present evidence of their learning and how this has ensured further staff and student learning in their end of cycle PDP session. Staff feedback and reflections. School leadership reflections <p>6 months:</p> <ul style="list-style-type: none"> Teaching staff will have a copy of their self-assessment that they will discuss with their appraiser during their 2016 PDP cycle. <p>12 months:</p> <ul style="list-style-type: none"> Individual teaching staff PDP goals and the professional learning selected. Leadership and teaching staff evaluation and reflection. 							
	<ul style="list-style-type: none"> Ensure a targeted and individualised professional learning program for staff, based on their current level of understanding. This will include internal and 	<p>Terms 3 - 4</p>	<p>6 months: All teaching staff have begun to attend a range of professional learning that deepens their understanding of elements within the Design for Learning. They will have access to their students' literacy</p>			<p>6 months:</p> <ul style="list-style-type: none"> Evidence of professional learning offered and staff attendance. 						<p>\$50,000 (Professional Learning and</p>	



	<p>external professional learning and will focus in 2016 on continuing to build teachers data literacy and ability, to effectively measure student progress, differentiate appropriate learning groups, identify the zone of proximal development and design personalised learning programs for students.</p> <ul style="list-style-type: none"> • Continue to embed a whole school approach to improving student literacy and numeracy outcomes by: <ul style="list-style-type: none"> ○ Organise and facilitate the first two Curriculum Days of the school year to have a focus on the explicit teaching of reading and writing across learning areas ○ The literacy and Numeracy team will lead the implementation of literacy testing across the school using the ACER PAT Reading and Writing tests, to provide all teachers with accurate and informative student literacy levels and abilities ○ Facilitation of Literacy and Numeracy data workshops to support teachers in effectively using this data to design personalised learning programs and target individual student need. ○ Implement the Year 10 Connect Program (a specialised learning program for newly arrived EAL students designed to support their transition into Senior Studies. Evaluate the impact of his newly re visioned program in Term 4. ○ Continue to embed a reading culture across the school including pilot projects. 		<p>Terms 1 – 4</p> <p>Term 1</p> <p>Terms 1 – 2</p> <p>Terms 2 - 3</p> <p>Terms 1 – 4</p> <p>Terms 1 - 4</p>	<p>data and some staff will be using it to identify the zone of proximal development to maximise learning and target strategies, evaluate student progress or group students effectively to encourage collaboration. Growing staff confidence in articulating what the purpose of and the elements are, of the Design for Learning. Some teaching staff will have set goals within the current PDP cycle that are directly linked to the Design for Learning and embed elements of this approach.</p> <p>12 months: All teaching staff will be able to demonstrate greater understanding of what the Design for Learning is and articulate that this is an approach to teaching practice with a range of elements not simply a program to implement or a prescriptive planning tool. Teaching staff will have been given the opportunity to attend professional learning both inside and outside the school that explicitly supports an evidence based teaching approach. Some staff will be sharing this learning with their colleagues. All teaching staff will have increased their data literacy and be beginning to use data to inform their teaching practice and the development of learning programs for their students. Some staff will be sharing their competency with others. Some staff will have begun to experiment with the LSDT and be developing learning sequences for their students. All staff will be presenting student learning data and evidence of student learning to demonstrate their completion of PDP goals in their end of cycle interviews</p> <p>6 months: All staff will have attended the two professional learning days at the start of the year led by Dr Misty Adoniou and Diane Snowball which focused on providing them with achievable and measurable strategies to build literacy and numeracy skills of students in their classrooms. Some staff will be implementing and then evaluating these strategies, while others will have identified them as goals within their PDP. Some staff will have attended a specialist professional learning program, 6 Steps to Effectively Teaching Writing facilitated by Dandenong North Primary school. All students in Years 7 – 12 will have completed ACER PAT tests in reading and writing and the collated data will be provided to teachers. The Literacy and Numeracy team will have facilitated data analysis workshops for all teaching staff across the school to support them in using the data to group students appropriately in order to personalise and differentiate the learning, design tiered assessment tasks and evaluate each students progress.</p> <p>12 months: All teaching staff will be using student literacy data to plan and design learning that maximises student learning growth. Each teacher will know each student's literacy and numeracy capacity when designing learning tasks (3 tiered assessment tasks based on students' literacy and numeracy data will be implemented across the school), be evaluating their progress using formative assessment and providing targeted feedback to students. Students will have been re tested using PAT reading and writing tests in Term 4 to measure progress from the start of the year, will be provided evidence of their growth and be beginning to use their own literacy and numeracy data to set individual learning goals. Some staff will have targeted literacy and</p>		<ul style="list-style-type: none"> ○ Examples of teaching staff using evidence to maximise student learning growth in their classrooms through staff PDP goals and leadership observation. <p>12 months:</p> <ul style="list-style-type: none"> ○ Each teacher will re-evaluate their level of understanding of the Design for Learning using the Staff Learning continuum. The teacher will then compare with their buddy their results at the end of the year with those in Term 1. ○ Evidence of professional learning offered within the school and external PD accessed by staff. Staff feedback of this learning and evaluation of the impact of it on their teaching. ○ Teaching staff PDPs. ○ Examples of Learning sequences developed by teaching staff. <p>6 months:</p> <ul style="list-style-type: none"> ○ Staff feedback of professional learning and evidence of impact of the learning on their teaching and student learning through the PDP process. ○ Student Literacy and Numeracy base line data, outlines of workshops led by Literacy and Numeracy team and evidence of the use of the data to inform explicit teaching (through the PDP process). ○ Evidence of the use of the data to support the design of learning programs in classrooms and measurement of the impact on student learning. (again this will be collected through PDP process). <p>12 months:</p> <ul style="list-style-type: none"> ○ Evidence of an improvement in student Literacy and Numeracy outcomes through both the comparison of PAT data and the analysis of NAPLAN data for 2016. ○ Evidence of teacher and student conversations regarding learning data (through PDP process) and teacher reflections regarding the impact of targeted feedback on student progress, achievement and engagement. 	<p>Time release)</p> <p>\$30 000 (Professional Learning and Time release)</p> <p>\$10 000 ACER Literacy testing</p> <p>\$338 000 Salaries for Literacy and Numeracy team</p> <p>\$326,000 Cost of specialised staffing and resources for Connect Program</p>
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	<ul style="list-style-type: none"> • As a UMNOS 15 partnership school implement the focus group Action Plan (see appendix document) for the year by: <ul style="list-style-type: none"> ○ Utilise the UMNOS Success Coordinator to ensure that evaluation is embedded and becomes an essential part of the process of every initiative and action identified across the school ○ Regularly attend and participate at UMNOS sessions throughout the year. Ensure all Professional learning is shared with school leadership team and team is updated on progress. ○ Actively work to build closer relationships with partner schools within chosen focus group in order to share and promote learning. 		<p>numeracy strategies in their PDP and will have presented evidence of their progress. There will be a measurable improvement in literacy and numeracy data across the school. Reading libraries will have been established in each House and the school will have developed a community reading strategy. The Connect program will have been reviewed and refined ready for continued implementation in 2017.</p> <p>6 months: School Success Coordinator is a member of all curriculum leadership teams within the school. SSC ensures that at every meeting when an initiative or new program is proposed that measurement and method of evaluation are clearly articulated and embedded. The SSC is also working closely with leaders and teachers across the school to ensure student learning data is being used by staff to personalise learning and measure progress and facilitates professional learning to further build teacher data literacy. Focus group action plan and school's commitment has been communicated to school leadership team and embedded within the 2016 AIP and there is a growing awareness of how UMNOS work will support all school improvement initiatives. School leadership team is regularly updated on UMNOS progress and professional learning is regularly shared by UMNOS team at leadership sessions. Deeper conversations and sharing of strategies, experience and progress is beginning to take place amongst focus group schools.</p> <p>12 months: UMNOS focus group action plan and role of Success Coordinator (Teaching and Learning leader) has been communicated to all staff. Staff across the school are now aware of the role of UMNOS in building a culture of evaluation and supporting the implementation of the Design for Learning. The school has presented their progress towards the action plan to the network and has now visited and shared learning experiences with all focus group schools. Methods of measuring impact and evaluating success are now including in the development of all new initiatives and the language of evaluation is used by all members of the leadership team. All teaching staff are using data to evaluate their impact and some are regularly using the UMNOS growth indicator to measure student learning growth.</p>		<ul style="list-style-type: none"> ○ Copies of 3 tiered assessment tasks, evidence of the impact of these on student progress and achievement and evidence of learning programs or student groupings based on teacher analysis of Literacy and Numeracy data. ○ LRC data which shows an increase in students' reading and borrowing of literature. Presentation of community reading strategy to School Council. ○ Evaluation and recommendations of Connect program presented to School Leadership team. <p>6 months:</p> <ul style="list-style-type: none"> ○ Reflections from Success Coordinator of development of her role and her impact on ensuring effective evaluation of improvement initiatives across the school. ○ Evidence of UMNOS updates and sharing of learning during leadership sessions. Evaluation of school leaders regarding their understanding and ownership of the UMNOS focus group action plan. ○ Evidence of visits and communication with focus group schools. <p>12 months:</p> <ul style="list-style-type: none"> ○ UMNOS presentation which outlines success in implementing focus group action plan. ○ Evidence of sharing of learning with and reflections of visits to focus group schools by school leaders. ○ Evidence of language of evaluation and evaluation measures embedded within improvement strategies. ○ Leadership and teaching staff PDPs which demonstrate a use of data or the UMNOS growth indicator to measure teacher impact and student learning progress. 	<p>\$18 000 (UMNoS participation)</p> <p>\$50 000 (Success Coordinator allotment)</p> <p>\$20 000 (Time release for additional staff)</p>	
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Section 2: Improvement Initiatives 2

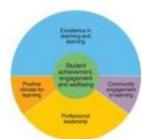
STRATEGIC PLAN GOALS	To achieve trend improvement in student learning growth for all students							
IMPROVEMENT INITIATIVE	Excellence in teaching and learning: Building practice excellence Professional Leadership: Building leadership teams							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Every student in Years 7 – 10 will demonstrate at least one year’s learning growth each year. <ul style="list-style-type: none"> To achieve an improvement of .21 on the general effect size (measured learning growth) for each student, resulting in a reported figure of .8 (.4 per calendar year) by the end of 2019. To achieve an 8% reduction in the percentage of students in the “must change group” and reduce the number of students in the “cruising” group to less than 10%. Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. <ul style="list-style-type: none"> In the NAPLAN Reading Domain, reduce the percentage of students in the low growth category by 3.24% and improve the percentage of students in the high growth by 3.24% in order to reflect state norms. In the NAPLAN Writing Domain, reduce the percentage of students in the low growth category by 8.02% and improve the percentage of students in the high growth by 8.26% in order to reflect state norms. In the NAPLAN Numeracy Domain, reduce the percentage of students in the low growth category by 3.89% and improve the percentage of students in the high growth by 4.11% in order to reflect state norms. Reduce the difference between GAT negative predicted scores and actual VCE study scores for all studies. <ul style="list-style-type: none"> To reduce the number of subjects with a negative gap between Predicted scores and Actual VCE study scores by 25%. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Every student in Years 7 – 10 will demonstrate at least one year’s learning growth each year. <ul style="list-style-type: none"> To achieve an improvement of .05 on the general effect size (measured learning growth) for each student across the school. To achieve a 2% reduction in the percentage of students in the “must change group” and reduce the number of students in the “cruising” group to 10%. Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. <ul style="list-style-type: none"> In the NAPLAN Reading Domain, reduce the percentage of students in the low growth category by 1% and improve the percentage of students in the high growth by 1% in order to move closer towards reflecting state norms. In the NAPLAN Writing Domain, reduce the percentage of students in the low growth category by 2% and improve the percentage of students in the high growth by 2% in order to move closer towards reflecting state norms. In the NAPLAN Numeracy Domain, reduce the percentage of students in the low growth category by 1% and improve the percentage of students in the high growth by 1% in order to move closer towards reflecting state norms. Reduce the difference between GAT negative predicted scores and actual VCE study scores for all studies. <ul style="list-style-type: none"> To reduce the number of subjects with a negative gap between Predicted scores and Actual VCE study scores by 10% 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
<p>Build a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff by:</p> <ul style="list-style-type: none"> Developing and implementing a professional learning model to 	<ul style="list-style-type: none"> Implementing a critical reflection professional learning program for the Principal Class team. This will include; keeping critical reflection journals, professional leadership coaching (two sessions per term), development of a personal leadership portfolio for each Assistant Principal and individual critical reflection sessions with the Principal (two sessions per term). 	Principal who will work closely with the Principal class Team	Terms 1 - 4 Term 4	<p>6 months: All Principal class are engaged in individual critical reflection of their own practice, as well as 2 learning dialogues each term with both a professional leadership coach and the Principal. Each member of the Principal class team has collected “base line” data, using a range of evaluative tools including 360 feedback and self-assessment, to develop a leadership profile which identifies both their strengths and areas for future growth. They have used this profile and the AIP and Strategic plan to set goals within their PDP. The coaching/critical reflection program has been evaluated and a decision has been made whether to extend the program to all members of the leadership team and</p>	● ● ●	<p>6 months:</p> <ul style="list-style-type: none"> All members of the Principal class are critically reflecting on their leadership practice. This is evidenced in their critical reflection journal, through the dialogue during critical reflection sessions and by actively participating in professional leadership coaching. Goals set in the 2016 PDP cycle link clearly to the school’s strategic plan and show greater awareness and realistic 	<p>\$165 000 initially</p> <p>\$40 000 (Professional Learning, online leadership testing and professional leadership coaching)</p>	YTD



improve teacher and leadership practice.	<p><i>Please Note: The intention is to extend this process and use the same model across the entire leadership team by the end of 2016/ early 2017 using professional leadership coaches. Members of the Principal class team will facilitate the critical reflection sessions for all leading teachers and ES managers. This will require further allocation of our current equity funding.</i></p> <ul style="list-style-type: none"> Targeted professional learning sessions for the School Leadership team led by Richard Searle, focusing on “leader as teacher” and “leader as learner”. 	Principal and Richard Searle	Term 2 – 4	<p>when this will take place. Professional Learning sessions are targeted to meet the needs of individual leaders, based on feedback from the leadership coaches and the school is re-defining what “effective leadership at Dandenong High School” (required to implement the strategic plan) looks like. There is evidence of greater cohesion, a shared purpose and an increase in confidence within the Principal class team.</p> <p>12 months: The critical reflection professional learning program has been evaluated and will now be extended to the leadership team of 30. At the start of 2017 all leading teachers will have a professional leadership coach that they will access once a term and 2 critical reflection sessions per term with a member of the Principal class. (CR sessions may begin in Term 4 2016). All school leaders will have completed evaluation tools and collected baseline data to develop a leadership portfolio, by the end of the year. Each Principal class member has evaluated their progress against their identified goals and measured their leadership growth for the year, both through the PDP end of cycle meeting process and in re-assessing baseline data in critical reflections with the Principal. There is a greater understanding of the importance of coaching across the leadership team. Clarity around the role of the leader at the school has deepened with acknowledgement that a leader is also teacher and learner. Dialogue is beginning about how all leaders will be coaching teachers for effective practice across the school.</p>	<p>perception of the leader’s own strengths and areas needed for further growth.</p> <ul style="list-style-type: none"> All Principal class members have completed a range of assessment and evaluative tools and developed a leadership portfolio that can be used as a base to measure future growth or development of leadership capacity. Evaluation of critical reflection learning program. <p>12 months:</p> <ul style="list-style-type: none"> Critical Reflection professional learning program evaluation including; Principal member reflections, feedback from coaching team, comparison of leadership data and individual leadership portfolios. Detailed report from Richard Searle which outlines the leadership team’s development and his observations of the growth within and cohesion of the team during the year. Documentation which outlines the school’s leadership system has been refined to reflect the new/wider definition of leadership and the leadership required to achieve the school vision. 	To be determined
		Principal and Associate Principal for Staff Learning	Term 3 – 4	<p>6 months: The leadership team has completed an evaluation of the Critical Reflection Professional Learning program and used this to define what coaching for effective practice might look like across the school. School leaders have begun to develop a draft “coaching framework and structure” for 2017 and started to identify how we might evaluate and measure the impact of this approach. Each school leader has a greater appreciation for the importance of coaching for effective practice and is beginning to understand their role in the new model.</p>	<p>6 months:</p> <ul style="list-style-type: none"> Critical Reflection professional learning program evaluation including; Principal member reflections, feedback from coaching team, comparison of leadership data and individual leadership portfolios. Draft coaching framework and proposed method of evaluation. 	
		Associate Principal for Staff Learning	Term 3	<p>12 months: After a successful Curriculum day in Term 4, where coaching for effective practice was the focus, the whole school developed a definition which differentiated between coaching, mentoring and teaching. The “why” of introducing a coaching framework was established and a plan to implement a coaching model, informed by feedback from the pilot projects implemented throughout the year, was finalised. The school leadership and Positions of Responsibility structure has also been refined in order to support the new coaching structure and there is now a shared understanding beginning to develop across the school of the importance of individual critical reflection and targeted coaching to improve practice of both teachers and leaders.</p>	<p>12 months:</p> <ul style="list-style-type: none"> Staff feedback from Curriculum Day and Chris Wardlaw presentation. Documentation which includes proposed coaching framework, method of evaluation, coaching structure and implementation plan. Refined Positions of Responsibility structure designed to support the coaching approach. 	\$5 000 (Professional Learning)



	<ul style="list-style-type: none"> Implement a number of coaching pilots across the school and evaluate their impact including; Leadership coaching for Principal class, training and establishment of “writing strategy” coaches from within the school by Misty Adoniou from Canberra University, Domain Leaders as VCE data coaches and Assistant House Leaders operating as data literacy and teaching strategy coaches for 7-9 teaching teams within each House. 	Executive Leadership team	Terms 1 – 4	<p>6 months: The Principal class critical reflection and coaching model is well underway with a 6-month evaluation completed and presented to the leadership team. Critical reflection sessions for the entire leadership team, based on the Principal class model, have begun with all leading teachers or ES managers having CR sessions with the two Associate Principals. Dr Misty Adoniou has been engaged and the “Writing Strategy Coaching” professional learning program has been organised for Semester 2. Participants have been selected from across the school. The role of Assistant House Leader as teaching and learning coach has been further defined and a coaching pilot program has been developed for implementation within the Houses in Term 3.</p> <p>12 months: All pilot programs have been completed, evaluated and refined ready for wider implementation in 2017. The leadership team coaching and critical reflection model has been established, with a professional learning coach engaged for each member of the leadership team. The Assistant House leaders now have a clearer understanding of their role as coach and a coaching for effective practice approach has been developed for phased in implementation in 2017. All “writing strategy” coaches have been trained and an implementation plan established for the following year.</p>		<p>6 months:</p> <ul style="list-style-type: none"> Documentation which outlines each project, an implementation plan, list of participants and method of evaluation. <p>12 months:</p> <ul style="list-style-type: none"> Evaluation of each pilot program including; staff/ leadership reflections, student learning data from staff PDPs and peer observations. 	\$100 000 (professional learning and time release)
	<ul style="list-style-type: none"> Develop a broader definition of professional learning amongst staff and re-design the school meeting structure to maximise effective learning opportunities and provide time to critically reflect on professional practice. 	Principal and Associate Principal for Staff Learning	Terms 1 – 4	<p>6 months: Consultative Committee have led the evaluation of the current school meeting structure and collected staff feedback to develop a shared definition both for professional learning and what an effective meeting looks like. They have re visioned the meeting structure to be more adaptive to staff and student need and provide a greater opportunity for staff to learn together and improve their practice. During this process the school has re defined what teacher work will look like. The new proposed structure has been communicated to staff ready for a trial implementation in Term 3.</p> <p>12 months: The new meeting structure has been implemented, evaluated and refined ready for 2017. Staff have been given the opportunity to provide feedback. All meetings now have a professional learning focus, are targeted, interactive and valued. Staff across the school are now using a variety of other communication methods to provide information and the staff meetings regularly address staff questions, concerns and feedback.</p>		<p>6 months:</p> <ul style="list-style-type: none"> Consultative Committee minutes, staff feedback and draft meeting structure. <p>12 months:</p> <ul style="list-style-type: none"> Meeting structure documentation including; proposed new schedule, staff feedback and re fined structure. 	
	<ul style="list-style-type: none"> Participate in the Melbourne University “Visible Learning” pilot with Dr Janet Clinton and begin to develop protocols for peer/leader observation of practice and provision of feedback. 	Associate Principal for Staff Learning	Terms 2 – 4	<p>6 months: Leadership and teaching staff participating in the VL pilot have been identified and initial pre-program training has taken place. A set of school protocols including a support structure for those participating and a process for school evaluation, have been established.</p>		<p>6 months:</p> <ul style="list-style-type: none"> Outline of VL pilot including school protocols and support framework. 	\$10 000 (professional learning and time release)



	<ul style="list-style-type: none"> Ensure that all staff professional learning plans are clearly linked to the School strategic plan and AIP. 		<p>12 months: VL pilot and evaluation are complete. Participants experience, including the impact on student learning and teacher practice have been communicated to all staff. School leadership team is assessing the viability of expanding the VL project in 2017 and is beginning to develop a series of protocols and a framework for peer observation and feedback.</p> <p>6 – 12 months: All leadership have had a key role in the development of the strategic plan and AIP. All staff have provided feedback at steps in the development and have an understanding of the school's strategic intent. There is a sense of collective responsibility to ensure the school meets its targets, evidenced both in language used by staff and the goals set in PDPs across the school. Staff (teaching and ES) have participated in a targeted professional learning session focused on the links between the AIP and their own performance goals.</p>		<p>12 months: Evaluation of VL project (school based and external review from Melbourne University).</p> <p>6 - 12 months:</p> <ul style="list-style-type: none"> Documentation from leadership and staff sessions focused on the development of Strategic plan and AIP. Copies of staff and leadership feedback during the development process Principal's reflections and observations from SEIL provided in Principal PDP comments. All staff (teaching and non-teaching) PDPs which demonstrate a link with school's strategic intent. 		
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Section 2: Improvement Initiatives 3

STRATEGIC PLAN GOALS	To achieve trend improvement in student engagement for all students and increase the impact of student voice (both individual and collective) on improving student learning outcomes across the school							
IMPROVEMENT INITIATIVE	Positive climate for Learning: Empowering students and building school pride and setting expectations and promoting inclusion							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> A reduction in student absence at each year level across the school. <ul style="list-style-type: none"> To reduce the total number of student absences in each Year level by 500. An increase in real retention rates from Years 10 – 11 and Years 11-12. <ul style="list-style-type: none"> To increase the percentage rate of “students in Year 10 August retained the following year to Year 11” to 96%. To increase the percentage retention rate of “students in Year 11 February retained the following year to Year 12 August” to 94%. A reduction in suspension rates for students particularly in Years 9 – 11. <ul style="list-style-type: none"> To reduce the number of external suspensions to below 90 in Year 9, below 100 in Year 10 and below 50 in Year 11. An increase in factor mean scores (Attitude to Schools data) in classroom behaviour, learning confidence, teacher effectiveness and stimulating learning. <ul style="list-style-type: none"> To increase the factor mean scores (Attitude to School data) in classroom behaviour to 3.07, learning confidence to 3.85, teacher effectiveness to 3.64 and stimulating learning to 3.30 							
12 MONTH TARGETS	<ul style="list-style-type: none"> A reduction in student absence at each year level across the school. <ul style="list-style-type: none"> To reduce the total number of student absences in each Year level by 100. An increase in real retention rates from Years 10 – 11 and Years 11-12. <ul style="list-style-type: none"> To increase the percentage rate of “students in Year 10 August retained the following year to Year 11” to 95%. To increase the percentage retention rate of “students in Year 11 February retained the following year to Year 12 August” to 90%. A reduction in suspension rates for students particularly in Years 9 – 11. <ul style="list-style-type: none"> To reduce the number of external suspensions for 2016 to 90 in Year 9, 100 in Year 10 and 50 in Year 11. An increase in factor mean scores (Attitude to Schools data) in classroom behaviour, learning confidence, teacher effectiveness and stimulating learning. <ul style="list-style-type: none"> To increase the factor mean scores (Attitude to School data) in classroom behaviour to 3.0, learning confidence to 3.80, teacher effectiveness to 3.60 and stimulating learning to 3.25 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Ensure all students smoothly transition from Years 7-12, are actively engaged in their learning and develop an achievable and positive pathway on leaving school by:</p> <ul style="list-style-type: none"> Developing a transition and pathways program for students moving from Years 	<ul style="list-style-type: none"> Review and re-evaluate the current pathways program for students moving from Years 9 to 10 and Years 10 to 11. This will include: <ul style="list-style-type: none"> Facilitating an online survey of all students Establishing discussion forums involving students from across the school to identify the challenges of students moving from the collaborative model in Years 7-9 to the individualised senior studies program Evaluation of current course counselling and pathways program Re-visioning of the Work Experience program 	Associate Principal for Student Learning	Terms 2 – 4	<p>6 months: The school has identified what students perceive as key challenges facing them when transitioning through the school. We have developed a definition of what an effective “pathways/ transition program” at Dandenong high School needs to look like and this has been communicated to all staff, students and parents. This has communicated a need for higher expectations and responsibility for student learning and engagement of parents and students. Due to the high student input and feedback during this process there is evidence of greater student ownership, engagement and value in the program. A greater number of parents have been involved in course counselling interviews. The current course counselling and pathways program has been evaluated and refined for implementation in 2017. The Work Experience has been re visioned with the first stage of implementation to take place in Semester 2.</p>	● ● ●	<p>6 months:</p> <ul style="list-style-type: none"> Feedback collected from staff, students and parents. Review of current work experience program including student engagement and attendance which will be used as baseline data. Copy of outlines of refined pathways program draft and new Work experience program. 	\$20 000 (Student Leadership)	



<p>9-10 and Years 10-11.</p> <ul style="list-style-type: none"> Re-visioning the School Engagement Guidelines to better reflect the needs and identity of the school community. Further developing “student voice” to ensure students are “active partners” in their learning with teachers. 	<ul style="list-style-type: none"> Re-evaluate and refine the Senior Studies Head Start program by: <ul style="list-style-type: none"> Establishing a Headstart Program Action Team Led by the Assistant Principal for Pathways Programs Years 7-12 Organise visits to other schools to observe ‘best practice’ models Development of student voice through student leaders having a key role in the re-visioning of the Student Engagement Guidelines. This will include: <ul style="list-style-type: none"> Establishing a Student Leadership City Retreat with a focus on building understanding among the students of the role of government in shaping laws and policies, using influence to affect positive change and explore how students at the school and develop effective learning partnerships with teachers Provide ongoing workshops and forums focussed on defining the experience of students at Dandenong High School 	<p>Associate Principal for Student Learning</p> <p>Associate Principal for Student Learning</p>	<p>Terms 2 – 4</p> <p>Terms 2 - 4</p>	<p>12 months: Both the pathways and work experience programs have been, re developed, piloted and evaluated. There has been extensive feedback collected from staff and students and the programs are ready for the next phase of implementation in 2017. There has already been signs of initial improvement in the number of students attending work placement, the quality of the work experience itself and stronger links between the placement secured and the individual student’s chosen pathway.</p> <p>6 months: The Headstart Program Action team has been established and together with focus groups of teachers and students has developed a clear purpose for the program and definition for what an effective Head start program at Dandenong High School looks like. This has also involved the team visiting a range of best practice models at other schools. Initial development work of an improved model is underway and will be trialled in Term 4. The HPA team has also developed a communication process to parents and students aimed at ensuring greater attendance, engagement and valuing of the program.</p> <p>12 months: The trial Headstart program (this may be only the first phase of the new program) has been implemented and evaluated. Detailed feedback has been collected from staff, students and parents that will inform thinking and planning for 2017. Students have ended the year with a greater understanding of the expectations in Senior Studies and their responsibilities in ensuring success in their learning. Students can demonstrate knowledge of both the Senior Studies program at Dandenong High School and what effective study skills and learning will look like They have also been introduced and engaged in the learning of each of their subjects. All students are beginning to understand the importance of their attendance and active engagement in school in order for them to experience success.</p> <p>6 months: Options have been explored to hold a student leadership city experience for all members of the SRC with a trial implemented before the end of the year. Members of the SRC and Year 12 Student Leaders will together have explored a wider definition of “student voice” at the school and will have provided suggestions to the School Leadership team of how they can be actively involved in the School’s development and provide meaningful feedback to teachers.</p> <p>12 months: Pilot City retreat implemented and evaluated. Student leaders have presented a feedback action plan to School Leadership team.</p>	<p>12 months:</p> <ul style="list-style-type: none"> Evaluation of impact of Work Experience program including student and employer feedback, student attendance data, range of opportunities selected and completion rates. Comparison will be made with baseline data. <p>6 months:</p> <ul style="list-style-type: none"> Staff and student feedback of current program. Outline of purpose and draft of re visioned Headstart program including implementation plan. Reflections of HPA team members from school visits. <p>12 months:</p> <ul style="list-style-type: none"> Evaluation of re visioned Headstart program including staff, parents and student feedback, student attendance, student engagement and a reduction in the number of senior students who travel for an early holiday overseas. A reduction of students in Senior Studies changing subjects in the first 3 weeks of the year. <p>6 months:</p> <ul style="list-style-type: none"> Outline of student leadership city retreat including purpose and program. Agenda and minutes of SRC meetings and Year 12 student leadership sessions which chronicle discussion and development of a student feedback model. Feedback from staff and student leaders of visits to other schools looking at best practice. Reflections from Associate Principal for student learning in regards to progress made and challenges faced. <p>12 months:</p> <ul style="list-style-type: none"> City retreat evaluation including detailed feedback from staff and students. Copy of student feedback action plan. 		
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Section 2: Improvement Initiatives 4

STRATEGIC PLAN GOALS		To achieve trend improvement in student wellbeing and connection to the school for all students and staff						
IMPROVEMENT INITIATIVE		Positive climate for learning: Empowering students and building school pride and Setting expectations and promoting inclusion						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> A reduction student absence rates across the school. <ul style="list-style-type: none"> Reduce student absence rates across the school from 23.16 days per FTE to 18.20 (state mean). An increase in School Climate data (staff opinion survey) in collective efficacy, collective responsibility and staff trust in students and parents. <ul style="list-style-type: none"> To facilitate an increase in School Climate data (staff opinion survey) in collective efficacy from 59.95 to 66.46, collective responsibility from 70.14 to 75.50 and staff trust in students and parents from 56.59 to 65.40 in line with state means. An increase in factor mean scores (Attitude to Schools data) in connectedness to peers, connectedness to school, student safety and teacher empathy. <ul style="list-style-type: none"> To facilitate an increase in factor mean scores (Attitude to Schools data) and connectedness to peers from 3.95 to 4.10, connectedness to school from 3.65 to 3.90, student safety from 4.14 to 4.32 and teacher empathy from 3.56 to 3.65 (in line with state means) 						
12 MONTH TARGETS		<ul style="list-style-type: none"> A reduction in staff and student absence rates across the school. <ul style="list-style-type: none"> Reduce student absence rates across the school from 23.16 days to 22 days. An increase in School Climate data (staff opinion survey) in collective efficacy, collective responsibility and staff trust in students and parents. <ul style="list-style-type: none"> To facilitate an increase in School Climate data (staff opinion survey) in collective efficacy from 62.00 to 66.46, collective responsibility from 70.14 to 72.00 and staff trust in students and parents from 56.59 to 59.00 in line with state means. An increase in factor mean scores (Attitude to Schools data) in connectedness to peers, connectedness to school, student safety and teacher empathy. <ul style="list-style-type: none"> To facilitate an increase in factor mean scores (Attitude to Schools data) and connectedness to peers from 3.95 to 4.00, connectedness to school from 3.65 to 3.70, student safety from 4.14 to 4.25 and teacher empathy from 3.56 to 3.60 (in line with state means) 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Ensure that all students are empowered to build strong relationships within the school community that develop self-belief, shared responsibility and mutual respect of others by:</p> <ul style="list-style-type: none"> Using “Appreciative Inquiry” (a Positive Psychology approach) develop a shared definition of Wellbeing which clearly defines individual responsibility and emphasises the link between Wellbeing and Learning across the school. Using the Values in Action (self-evaluation tool) Introduce a 	<ul style="list-style-type: none"> As part of the school’s participation in UMNOS 15 identify Positive Psychology as a second focus area for school improvement. This will include membership of the UMNOS positive psychology focus group, establishment of a positive psychology team at the school which lead the initiative and development of a focus group action plan (see Appendix document 2). Using the Appreciative Inquiry technique develop a school definition of wellbeing that clearly defines individual responsibility and emphasises the links between wellbeing and learning. This will include the following steps: <ul style="list-style-type: none"> Positive Psychology focus team provides professional learning for all school leaders on how to use appreciative inquiry to collect data and feedback at a leadership session. House Leadership teams facilitate an appreciative inquiry for all staff within House meetings and collect staff responses. Positive Psychology focus team facilitate appreciative inquiry with 	<p>Principal and Positive Psychology focus team (David Ogden, Vicky Argyropoulos, Sally Walsh)</p> <p>Positive Psychology focus team and House Leadership Teams</p>	<p>Terms 1 – 4</p> <p>Terms 2 - 3</p>	<p>6 months:</p> <p>The Positive Psychology team together with the Principal, have finalised UMNOS focus group action plan. The PPT have introduced Appreciative Inquiry to the school Leadership team who have in term implemented the process with all staff and student leaders across the school. The data collected will inform the development of a shared definition of “well-being” in Semester 2. The importance of using this approach to build positive relationships across the school and that every member of the school community is responsible for well - being has been introduced to staff. Values in Action self-evaluation tool has also been introduced to the school leadership team.</p>	● ● ●	<p>6 months:</p> <ul style="list-style-type: none"> Leadership, staff and student feedback from Appreciative Inquiry. Staff and student feedback in response to PPT presentation. Evidence of an awareness of the importance of collective efficacy amongst staff through their use of language both to and about students and in their approach to student management. 		
				<p>12 months:</p> <p>A definition of well-being and the shared responsibility necessary to achieving it, (informed by pilot projects and the feedback collected in Terms 2 and 3) has been developed and presented to the school community. All staff and students will be asked to commit to this and translate it into action in 2017. Values in Action self -evaluation tool is being used by teachers with student in classes across the school. The positive language pilot has been implemented and evaluated. It will be trialled as an action research project in 2017 with a greater number of staff and student participating across the school.</p>	● ● ●		<p>12 months:</p> <ul style="list-style-type: none"> Definition of well- being and shared responsibility. This will be in all student diaries and part of the Student Engagement guidelines that will be re visioned in 2017. Leadership and staff feedback in regards to Values in Action. Student learning and engagement data collected from the Positive Language” pilot. Refined Positive Psychology action plan. 	



<p>positive language that is shared, widely understood and used by all members of the school community, in order to build strong, resilient relationships.</p>	<p>student leadership team and SRC and collect responses.</p> <ul style="list-style-type: none"> ○ Staff and student feedback is used to develop the definition of wellbeing and this is communicated to the school community. <ul style="list-style-type: none"> • Positive Psychology focus team to introduce Values in Action to school leadership team who will in turn communicate this self-evaluation tool to all staff. • Positive Psychology focus team to lead positive language pilot with students in two Houses. UMNOS focus group leader, Professor Lee Waters, will support this group. Results and impact on student learning shared with staff and students. 	<p>Positive Psychology focus team and House Leadership Teams</p>	<p>Terms 3 - 4</p>	<p>Appreciative Inquiry is being used in school leadership sessions and with staff across the school as a more positive way to reflect on current practice and collect feedback.</p>				
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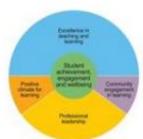


Section 2: Improvement Initiatives 5

STRATEGIC PLAN GOALS	To achieve further community engagement in supporting the learning, engagement and wellbeing of all students							
IMPROVEMENT INITIATIVE	Community engagement in learning: Building communities							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> An increase in the Parent Opinion Survey data in approachability, school improvement and parent input. <ul style="list-style-type: none"> To facilitate an increase in the Parent Opinion Survey Data in approachability from 5.37 to 5.73, school improvement from 5.50 to 5.64, and parent input from 5.07 to 5.35 An increase in factor mean scores (Attitude to Schools data) in school connectedness, learning confidence and student motivation. <ul style="list-style-type: none"> To facilitate an increase in factor mean scores (Attitude to Schools data) in school connectedness from 3.65 to 3.80, learning confidence from 3.76 to 3.90 and student motivation from 4.30 to 4.50 An increase in attendance by parents at parent teacher interviews, information sessions and whole school events. <ul style="list-style-type: none"> 25% increase in attendance by parents at parent teacher interviews. An increase in parent use of compass particularly in accessing student learning information and providing feedback. <ul style="list-style-type: none"> 75% of parents will be accessing student learning information and providing feedback via Compass Establishment of a framework that outlines a clear definition of effective community partnerships that can be used by the school and other school communities. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> An increase in the Parent Opinion Survey data in approachability, school improvement and parent input. <ul style="list-style-type: none"> To facilitate an increase in the Parent Opinion Survey Data in approachability from 5.37 to 5.40, school improvement from 5.50 to 5.55, and parent input from 5.07 to 5.15 An increase in factor mean scores (Attitude to Schools data) in school connectedness, learning confidence and student motivation. <ul style="list-style-type: none"> To facilitate an increase in factor mean scores (Attitude to Schools data) in school connectedness from 3.65 to 3.70, learning confidence from 3.76 to 3.80 and student motivation from 4.30 to 4.35 An increase in attendance by parents at parent teacher interviews, information sessions and whole school events. <ul style="list-style-type: none"> 5% increase in attendance by parents at parent teacher interviews An increase in parent use of compass particularly in accessing student learning information and providing feedback. <ul style="list-style-type: none"> To increase the number of parents accessing Compass at least once from 165 as at May 10 2016 to 400 by the end of 2016 Establishment of a framework that outlines a clear definition of effective community partnerships that can be used by the school and other school communities. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Further develop the school's engagement with the wider community in order to raise expectations for students and parents, ensure higher aspirations, strengthen commitment to improving student achievement and increase the school's influence amongst cultural groups by:</p> <ul style="list-style-type: none"> As a school define what it means to engage with the community in an authentic way and develop a plan of action for community 	<ul style="list-style-type: none"> Establish a Community Engagement team led by Howard Kelly that would report directly to the Principal and School Council. Their role would be to; define what it means to engage with the community in an authentic way in order to improve student learning, develop an action plan for community engagement for the next 4 years and develop an effective way of measuring and evaluating progress. Identify up to 3 cultural groups and begin initial relationship building, by opening up a dialogue to identify key issues and develop strategies that community and school leaders can implement together to promote powerful student learning. 	Principal and Community Engagement Team (Howard Kelly, David Ogden, Andrea Bellgrove, Vicky Argyropoulos, Parent representative and community leader representative)	Term 1	<p>6 months: Community Engagement team has been established. They have been introduced to staff and the School Council and have outlined the scope of their work and the plan for the year. The group has identified key community leaders in at least 3 cultural groups and is beginning to establish productive relationships with them. Greater clarity of what their work will look like is starting to take shape. There is a growing understanding of the cultural groups themselves and their distinct needs.</p>	● ● ●	<p>6 months:</p> <ul style="list-style-type: none"> Reflections from Howard Kelly and team members. Evidence of increased interaction with cultural groups within the wider community. Presentation to School Council and Staff. 	\$30 000 (Consultancy and Time release)	
				<p>12 months: The Community Engagement team has presented an action plan for stronger community engagement over the next 3 years to the School Council and to identified community groups. This also includes how they will measure and evaluate their success.</p>	● ● ●			<p>12 months:</p> <ul style="list-style-type: none"> Community Engagement action plan. Reflections from community leaders within selected cultural groups and evidence of greater dialogue and involvement.



<p>engagement for the next 3 years.</p> <ul style="list-style-type: none"> Establish a way of measuring and evaluating both the impact of community engagement within the school and the school's level of influence beyond its gates. 	<ul style="list-style-type: none"> Present community action plan and method of evaluation to School Council. 	<p>Community Engagement Team</p>	<p>Term 4</p>					
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria. For all other initiatives and dimensions, please consult the <i>Focus question and data matrix</i> (link) for suggested enquiry based questions and data sets to be used for investigation.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
Positive climate for learning	Vision, values and culture	Select	Select status	
	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
Community engagement in learning	Intellectual engagement and self-awareness	Select	Select status	
	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koori, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

