

Annual Implementation Plan: for Improving Student Outcomes

School name: Dandenong High School

School number: 8858

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal – Susan Ogden



Senior Education Improvement Leader – Ken Robinson



8th February 2017

School Council – Alan Collier



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:

This Annual Implementation plan clearly articulates the next steps required for the Dandenong High School community to achieve the goals set in the 2016 - 19 Strategic Plan. In evaluating Year 1, the School Leadership identified the following:

- The importance of acknowledging, the strong foundations and successes of the year before and the need to continually evaluate our progress and re visit our targets. (Regularly communicate the “why” and the “wins”).
- 2017 is the “Year of Building Effective Efficacy and Collective Learning”. A year when we need to narrow our focus and develop a clear strategy and “shared story” for all staff and students.
- This AIP and all identified initiatives will predominantly ensure the effective implementation of the Design for Learning (whole school, evidence based, pedagogical approach) and aim to further develop professional practice and increase student learning growth.
- In order to further develop and personalise our professional learning model, we will offer further coaching and learning opportunities within the school, as well as introduce a PLT learning structure and investigate peer observation.
- Equity funding is allocated strategically to facilitate targeted professional learning as well as the introduction of a new leadership and ES positions in Data and Evaluation. In 2016 we will investigate the use of funding to re structure teacher allotments and allocations across the school, in order to provide time for teachers to plan, moderate and evaluate collaboratively. This will ensure that 2017 is seen by staff as a “year of transition”, when our new pedagogical approach becomes “the work”.
- It is critical that we address the high number of student absences and develop a “whole school approach” to improving student attendance across the school. We will need to challenge community perception and re enforce the importance of “coming to school”.
- Another key focus for the year will be to further empower student agency and ensure student led learning conversations between teachers and students take place across the school. A student feedback process will be developed by the end of the year.



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>Empowering students and building school pride</p> <p>Other Improvement Model Dimensions: Building communities</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"> Further developing and implementing an evidence based, targeted and personalised 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 first phase of the Design for Learning (an evidence based approach to teaching and learning) across the school. Further embedding a whole school approach to improving Literacy and Numeracy outcomes. As a UMNOS 15 partnership school, implementing the next stage of the focus group Action Plan. Continuing to build the data literacy of staff across the school. <p>Ensure all students smoothly transition from Years 7-12, are empowered to actively engage 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. Further developing “student voice” to ensure students are “active partners” in their learning with teachers. Ensuring a positive learning community in each House which promotes the building of respectful relationships between staff and students. <p>Further develop the school’s engagement with the wider community 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"> Implementing the first phase of the Community Engagement Action Plan. Developing and implementing a whole school and community approach to reducing student absence.



Framework for Improving Student Outcomes

Published: February 2016



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						
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% to move closer towards reflecting state norms. In the NAPLAN Writing Domain, further reduce the percentage of students in the low growth category by 1% and improve the percentage of students in the high growth by a further 1% to reflect state norms. In the NAPLAN Numeracy Domain, further 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 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 5%. 						
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"> Begin the Design for Learning “Implementation Phase”. This will include: The introduction of the Design for Learning Implementation Plan (detailed plan outline and timeline available on Compass). This will also require the provision of time for staff through the meeting schedule in Semester 1 and reduction of extra classes in Term 3 to support Design, teaching and evaluation. 	School Leadership team and DLT team.	Terms 1 – 4	6 months: The first steps in the Design for Learning plan are complete. Staff have been allocated to PLTs within their Domain, assigned a PLT leader and completed a Learning Sequence (LS) ready for implementation in Term 3. This critical work has been prioritised within the Professional Learning schedule, where teachers were provided time through a reduction in specified meetings, as well as supported by targeted sessions to consolidate required understanding.	<ul style="list-style-type: none"> All first phase LS (identified in the D4L Implementation plan) are complete and are available to staff. Each completed LS, shows evidence of personalisation and differentiation based on student group and includes pre-and post-assessment to measure individual learning growth. Staff self-assessment data entered on Staff Learning Continuum, using the 	\$10,000	Time release D4L Implementation Team	

<ul style="list-style-type: none"> Implementing the first phase of the Design for Learning (an evidence based pedagogical approach) across the school. 	<ul style="list-style-type: none"> Begin an evaluation and re visioning of assessment and reporting across the school, with the aim to support the continuous, formative assessment required for the Design for Learning approach. Establish a process to design intervention programs and targeted support for students who are achieving well below the expected level. Investigate the re structure of teaching allotments to provide time within the school day for team planning, moderation and evaluation. Expand the 2016 "Buddy Program" by introducing a PLT structure to support staff in designing and implementing learning sequences throughout the year. 	<p>Associate Principal for Student Learning and CDT.</p> <p>Associate Principal for Student Learning and CPT.</p> <p>Executive Leadership team.</p> <p>Executive Leadership team, school leadership team and PLT leaders.</p>		<p>Initial auditing of LS through the "check point" process, has ensured all staff teaching a sequence, have provided feedback, had the opportunity to co – design the CAT and develop ownership.</p> <p>In weeks 7 – 10 in Term 2, teachers have collaborated with colleagues to personalise and differentiate the learning program in each sequence, to target the needs of their students using learning and observational data.</p> <p>Teachers have re – assessed their competency of D4L against the learning continuum, using the tracking tool and Evidence and Elaboration document within their PLTs. There is a growing confidence and belief amongst staff of the value of a shared pedagogical approach, as well as deepening awareness of what effective collaboration and co – creation look like.</p> <p>A process for evaluating the impact of the LS on student learning growth and re fining the LS themselves has been developed. This will include provision of structured time for subject teachers in a Year Level to assess, moderate and evaluate the effectiveness of the new program in Term 3 and the impact on student learning in Term 4. In addition to allocated time within the meeting schedule, teachers will not be given extras in Term 3, so that they can meet during non – teaching periods.</p> <p>6-month evaluation: Progress towards this Key Improvement strategy has been incredible with a whole school approach to designing learning sequences complete and ready for implementation in Term 3. All learning sequences were uploaded on schedule and an initial audit of each one has taken place by a team of leaders from every Domain. Where necessary staff have been supported in refining their original design. The first phase learning sequences have been made available to teachers and collaborative teams before the end of term, to ensure time for the personalisation and differentiation required for each student cohort. While the process has been challenging for leaders and teachers, the learning for all has been extremely powerful. There is clear evidence of positive engagement in and commitment to the change, across the school.</p> <p>Staff will re assess their competency against the learning continuum based on their experience of the design process. The school leadership team is currently evaluating whether we should design Semester 1 learning sequences while implementing the new approach in Term 3. The current view is that it would be more beneficial to provide all staff the benefit of moderation and the deep learning auditors experienced before beginning to design again. Feedback will be invited from all staff by a survey at the end of term.</p> <p>The plan to provide time to teachers within the school day to support initial implementation and evaluation of the work is in place with a team of CRT teachers engaged to cover any replacement classes in Semester 2.</p>		<p>Evidence and Elaborations document to ensure accurate judgement.. This will be compared to the data obtained at the end of Semester 2 2016. Please note: that for some staff there may be little, no growth or in certain cases regression. This may not necessarily indicate a lack of progress rather greater understanding, further clarity of expectations and a more realistic assessment of competency.</p> <ul style="list-style-type: none"> Staff reflections and feedback shared during PLT sessions and exit data from professional learning. An outline of the process we will use to support staff during the first phase of implementation. This will include an evaluation and auditing strategy. 	<p>\$40,000 Professional Learning and consultancy for Intervention Strategies</p>	
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<ul style="list-style-type: none"> Further embedding a whole school approach to improving Literacy and Numeracy outcomes. 	<ul style="list-style-type: none"> Establish a Literacy and Numeracy Improvement Framework, aimed to consolidate and then expand all current literacy and numeracy approaches. This will include: <ul style="list-style-type: none"> Re-configuring Membership of the Literacy and Numeracy team and re defining their role in 2017. Developing a clear framework which outlines a Literacy and Numeracy vision and framework for the school and communicating this to all staff, parents and students. Continuing to develop current initiatives; reading culture, Literacy and Numeracy Coaching program, Best of Both Worlds, Literacy and Numeracy testing, Professional Learning workshops and targeted intervention and extension programs (Connect 	<p>Associate Principal Student Learning, House Leader Lit/Num and Data and LAC team.</p>	<p>Terms 1 – 4</p>	<p>12 months: The first semester of implementation of the Design for Learning is now complete. All staff have designed, taught, assessed and evaluated at least two learning sequences.</p> <p>The PLT (triad) structure continues to operate across the school and teachers have worked collaboratively to design learning sequences for Semester 1, 2018. Teaching staff have also met at least 3 times a term in Year Level subject teams to evaluate and moderate collaboratively. The Term 3 focus was the reflection of the LS themselves, providing opportunity for teachers to modify where necessary and analyse base line learning and observational data of student pre-knowledge and skills. In Term 4 the focus deepened to understanding the importance and requirements of effective moderation and evaluation. All staff were engaged in two interactive Curriculum days, one per term, designed to support this process. By the end of Term 4 all staff have post tested their students and identified each student learning growth during the second LS.</p> <p>Initial fears regarding the new pedagogical approach are beginning to dissipate and staff are developing deeper understanding of the process required. The first LS have been fully evaluated and refined ready for 2018 and some staff are displaying greater confidence and sophistication with their design.</p> <p>The PLT structure for 2018 intended to support full implementation has been developed and communicated to staff. PLTs will now comprise of Year level subject teams with an assigned leader. Teacher allotments have been re structured to provide time within the school day for teachers to plan, assess, evaluate and moderate student learning collaboratively.</p> <p>A process has been developed to design intervention programs for students performing well below the expected level. This includes the engagement of Literacy and Numeracy specialists (Primary or language school trained staff) to create targeted Learning programs. The development of intervention programs to challenge and extend “high achieving” learners has also been explored.</p> <p>6 months: The Literacy and Numeracy team and their role across the school has been re defined. Membership now includes key curriculum leaders across the school (LRC leader, Literacy and Numeracy Coach Team leaders, Transition EAL coordinator, AHL Banksia, AELP Coordinator, Learning Support manager and Teaching and Learning leader). The new team is facilitated by the House Leader for Literacy/ Numeracy and Data.</p> <p>The new team have developed a comprehensive vision for Literacy and Numeracy improvement across the school and communicated it to various forums within the school community. A cohesive action plan for the remainder of the year has been developed designed to improve student learning outcomes. This compliments the pedagogical approach of the Design for Learning. Dianne Snowball and Misty Adoniou have acted as critical friends during this process.</p> <p>Comprehensive ACER testing of all students in Years 7 – 12 (PAT – R Reading Comprehension, PAT Maths and E – Write) have been</p>	<p>● ● ●</p> <p>●</p>	<ul style="list-style-type: none"> Copies of Learning Sequences for Semester 1 2018. Copies of LS from Semester 2 2017 that have been evaluated and re fined where necessary. Student learning growth data which has been used by staff to measure the effectiveness of the LS. This will hopefully demonstrate an increase in student learning growth across the school. Staff reflections and feedback from PLT and professional learning sessions. Evidence of staff learning growth against the Staff Learning continuum assessed at the end of Semester 2 2017. Intervention Design Process Outline. <ul style="list-style-type: none"> Copy of Literacy and Numeracy vision and 2017 Action Plan. LAC team reflections on professional learning facilitated by Dianne Snowball which evaluates what each leader believes has been in the impact of this learning opportunity on their teaching and their leadership. Outline and power point of AHL Data literacy sessions and exit data from staff attending the professional learning. ACER Cognitive reasoning data and evaluation of value to teachers in supporting our work. Selection of PDP goals from a range of staff which demonstrate; a focus on implementing Literacy or Numeracy strategies, or a commitment to use data to 	<p>\$900,000 Specialist staffing for Literacy and Numeracy programs</p> <p>\$10,000 ACER Testing</p> <p>\$30,000 Lit and Num Coaching allowance</p>
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	Year 10 Literacy support, AELP and De-coding).		<p>completed. The data has been available to staff and Assistant House Leaders have led two professional sessions to support teachers of Year 7 and 9 students to use the data to identify Literacy groupings. This critical information has been used by teaching teams to differentiate learning sequences and assessment tasks and develop targeted teaching strategies for their students, ready for D4L implementation in Term 3. The ACER Cognitive Reasoning test has been conducted in two Houses and staff and the value of this data has been evaluated.</p> <p>6-month evaluation: This KIS is now progressing well under the strong leadership of the Learning Interventions Team. They were established early in Term 2. and replace the Literacy and Numeracy engagement group. Their initial work will be to develop a cohesive Learning Interventions Framework that will target the learning of those students 2 levels above and 2 levels below the expected level across the school. Their starting point was to identify the processes programs and strategies currently in place. This has been completed and a comprehensive list has been developed.</p> <p>The team are now developing an audit and evaluation process, together with criteria, that they can use to evaluate the impact of each approach on student learning. Once the review is complete, the team will outline a framework that includes those strategies we will continue to implement systematically across the school and those we will investigate for future implementation.</p> <p>The team has also, together with Assistant House Leaders, led data workshops for teachers designed to support the use of learning data to establish literacy groupings for students. This was provided to prepare staff for Design for Learning implementation in Term 3. PAT testing of Year 7 students has been completed as per the planned schedule, but literacy testing of all students in Term 4 will take a more adaptive approach, targeting the test to a student's language acquisition, rather than their age.</p> <p>12 months: The Literacy and Numeracy team have led the further development of key initiatives across the school designed to build a culture of shared responsibility for the building of Literacy and Numeracy skills in all students.</p> <p>A greater number of teachers are using Literacy and Numeracy data to accurately assess a student's ZPD, differentiate learning sequences, identify which level of assessment task is most appropriate and measure their students learning growth.</p> <p>A "Building Reading culture" pilot has been completed and evaluated in two Houses and the use of reading logs for students to monitor their progress has been embedded within the Year 7 -9 English program.</p> <p>The Best of Both Worlds program, introduced in 2015, has been expanded and the school is now participating in the Dandenong Network, Transition EAL, Community of Practice. The role of Literacy coaches (teachers trained in 2016) has now been clearly developed, a coaching program using the 5 steps to</p>		<p>evaluate their practice or differentiate learning for students.</p> <ul style="list-style-type: none"> • Selection of "end cycle evaluations" in staff and leadership PDP's which show greater sophistication by teachers in using data to maximise student learning growth. • Comparison of ACER testing results collected in Term 1 and Term 4 from students from different Year levels. • 2017 relative growth data. Please Note: this will not measure the impact of this year's AIP but will be used as "baseline data", for 2018 – 2019. • Outline and evaluation of "Building a Reading Culture program. • Copy of Literacy Coaching Framework. 	
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<ul style="list-style-type: none"> As a UMNOS 15 partnership school, implement the next stage of the focus group Action Plan. Continuing to build the data literacy of staff across the school. 	<ul style="list-style-type: none"> Continue to implement our UMNOS focus group action plan (Year 3) and attend all professional learning sessions. Advertise an additional Leading Teacher Position (Data and Evaluation) to co-lead this work across the school Expand VASS data support by Learning Leaders and Assistant House Leaders beyond communication of information (workshop format), to analysis and diagnosis (individual or small group learning conversations). Continue to provide targeted data sessions for all staff, to build teacher capacity and support the implementation of the Design for Learning. Establish a data management team to collect, analyse and communicate data to teachers and school leadership. This will include employment of a Data Management Consultant, a Data /Evaluation Leading teacher and the investigation of employing a Data entry ES staff member. Create specialised data sets across the school to inform planning and evaluation of school improvement initiatives e.g. Koori students, AELP students and House cohort. 	<p>UMNOS action team</p> <p>Associate Principal for Staff Learning, House Leader and AHL Lit/ Num and Data and CRT.</p>	<p>Terms 1 – 4</p> <p>Terms 1 – 4</p>	<p>reading designed and each coach has; worked with at least one teaching team in their House, evaluated the impact of their coaching and taught within the Reading Culture Program in the LRC. Potential Numeracy coaches have been identified and will commence training with Ryan Dunn (Fellow at Melbourne University and Critical Friend of UMNOS focus group) in Term 1 2018.</p> <p>12 months: The school has continued to be an active participant and contributor to both focus groups. We have regularly attended workshops, collaborated effectively with our partner schools and shared our learning with others. We have also implemented the next phase of our focus group action plan and measured the impact on student learning and teacher practice. Evaluation and critical reflection are now clearly embedded across the school and part of the “learning routine” for teachers and leaders. The plan will be to extend this to students in 2018.</p> <p>A Data/Evaluation Leading teacher has been appointed and joined the UMNOS action team,</p> <p>12 months: There is clear evidence that teachers and school leaders are gaining confidence and building their skills in using data. Targeted professional learning sessions facilitated by AHLs across the school have ensured that all staff in Years 7 – 9 understand their students’ Literacy and Numeracy levels and are using that information to allocate literacy groupings, differentiate programs, tailor their strategies to meet student need and then accurately measure student learning growth to “know their impact”. In Semester two a growing number of staff were using Guttman charts as part of their practice and had developed a level of sophistication in analysis and diagnosis.</p> <p>Learning Leaders have supported Senior teachers in effectively using VASS data to refine their practice to target areas of individual student need and ensure that all their students are achieving their potential. They are also moderating assessment with other teachers within the school to ensure that student achievement is consistent with their potential.</p> <p>A Data management team has been established and is currently defining their role. They are already working to ensure that a range of data is available to support whole school improvement and evaluate the progress of the school in achieving targets set in the AIP. Specialised data sets including House data packs (House specific staff, student learning and attendance data), AELP students (to track learning growth) and Koori students (to ensure all students are meeting the goals set in their ILP) are being used by school leadership teams, to identify initiatives, track progress and measure success.</p>	<p>● ● ●</p> <p>● ● ●</p>	<ul style="list-style-type: none"> Completed Learning Sequences from Semester 2 2017 and those designed for implementation in Semester 1 2018. These will show evidence of teachers; integrating the use of data, actively diagnosing and developing strategies to differentiate learning and then measuring their students learning growth. Learning sequences that document the use of Guttman charts by teacher from different year levels to accurately judge their students ZPD and then target their teaching to maximise learning. Documentation which demonstrates that all 2017 initiatives or curriculum proposals have monitoring and evaluation embedded into their process and identified actions. Completed Learning Sequences from Semester 2 2017 and those designed for implementation in Semester 1 2018. These will show evidence of teachers; integrating the use of data, actively diagnosing and developing strategies to differentiate learning and then measuring their students learning growth. Learning sequences that document the use of Guttman charts by teacher from different year levels to accurately judge their students ZPD and then target their teaching to maximise learning. Collated teacher feedback (Senior Studies) from those attending professional learning data sessions with Learning Leaders to show the impact on both their teaching and student learning. An example of a “House Data pack” and “AELP Data Pack” and corresponding leader’s PDP. This will show the use of data, to inform the development of improvement initiatives and the impact on student learning. 	<p>\$25,000 UMNOS</p> <p>\$50,000 Teaching and Learning LT</p> <p>\$120,000 Data and Evaluation LT</p> <p>\$30,000 Data Management Consultancy</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% to move closer towards reflecting state norms. In the NAPLAN Writing Domain, further reduce the percentage of students in the low growth category by 1% and improve the percentage of students in the high growth by a further 1% to reflect state norms. In the NAPLAN Numeracy Domain, further 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 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 5%. 							
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"> Further developing and implementing an evidence based targeted and personalised 	<ul style="list-style-type: none"> Expand the Critical Reflection program to all members of the school leadership team. This will include: <ul style="list-style-type: none"> Continuing Principal class CR sessions Professional coaching for all leading teachers and ES managers Introduction of CR sessions for Leading teachers and ES managers led by Principal class team. 	Principal and School Leadership team	Terms 1 – 4	<p>6 months: All leading teachers have been allocated a professional leadership coach and CR mentor within the Executive Leadership team. They are meeting regularly to reflect and refine their practice. 6 leadership sessions have been completed and there is strong evidence of greater cohesion, individual commitment and shared purpose within the team. The focus for Term 1 was to develop a sense of ownership for the AIP, ensure a collective purpose and direction for the year and establish everyone's connection to the “shared vision”. In Term 2, the focus deepened to explore how we build greater collective efficacy within the team, ensure that we are translating our thinking into action and that we are working more collaboratively within our complex model.</p>	●	<ul style="list-style-type: none"> Reflections from selected leading teachers and coaches to demonstrate impact on leadership growth. Case study of House Leader through CR process with principal. This will include; House data pack, samples of CR reflections (AP and Principal), PDP goals, set targets and excerpts from end of cycle evaluation. Leadership Professional Learning session outlines and exit feedback. Reflections from Richard Searle and coaching team 	\$80,000 Coaching and Leadership Professional Learning	



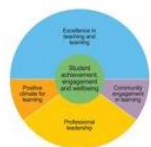
<p>professional learning model to improve teacher and leadership practice.</p>	<ul style="list-style-type: none"> Deliver targeted professional learning sessions for the School Leadership team facilitated by Richard Searle, designed to build collective efficacy and shared purpose within the group. 	<p>Associate Principal for Staff Learning and CRT</p>	<p>Terms 1 – 4</p>	<p>6-month evaluation: This KIS is well on track with all leading teachers and ES managers meeting regularly with a professional learning coach to reflect on their practice and identify areas for future growth. CR mentors have been assigned and the Critical Reflection program for Leading teachers will begin in Semester 2. The Executive Leadership team have developed a Critical Reflection (survey) tool, based on Stephen Dinham’s characteristics of highly effective school leaders. The feedback collected will then frame the professional learning conversations each leader will have with their CR mentor as well as provide “base line data”.</p> <p>Phase 2 Critical Reflection sessions with the Principal class team are well underway and have been pivotal in ensuring a House focus for continuous improvement. Each House Leader has been empowered with greater responsibility and accountability in shaping their learning community. Through targeted house professional learning sessions, they have, together with their staff, prioritised “House goals” and are beginning to implement key strategies that will ensure a “positive learning” culture. Each House will evaluate their progress in Term 4.</p> <p>Leadership professional learning sessions continue to be extremely valuable in both ensuring collective responsibility for improvement initiatives and building team and individual capacity. Towards the end of Term 2 the focus had moved to the importance of collaboration in leadership and how as a leader you can maximise your influence within the teams you lead.</p> <p>12 months: CR sessions between the Principal and Assistant Principal team has ensured a greater sense of individual responsibility and collective leadership accountability across the school. Each House leader has demonstrated their progress towards the evidence based goals set in their PDP and can measure their leadership impact on improvement in teacher practice and student learning. In end of cycle appraisal conversations each House Leader has communicated a clear vision of the next steps required to build a positive learning culture within their House.</p> <p>6 months: In Semester 1, each AHL (Assistant House Leader) has coached at least one and up to two teachers to improve their practice, using the G.R.O.W model. They have shared their challenges and successes in CRT sessions and drawn where necessary on the support of their leadership coach. Each AHL has maintained a “coaching journal” which they will use to monitor their own and their “coachee’s” progress.</p> <p>The meeting schedule for Semester 1 has been designed to support implementation of the Design for Learning in Term 3. All professional learning is strategically targeted to support this school priority.</p>	<p>● ● ●</p> <p>●</p>	<ul style="list-style-type: none"> Reflections from teachers and AHL coaches that demonstrates a positive impact of the coaching process on student learning and growth in teacher practice. Excerpts from staff PDP’s (of those who engaged in coaching program) that shows evidence of coaching process supporting staff to achieve their goals. Examples of AHL coaching journals. 2017 Semester 1 and 2 meeting schedule, exit data from school led professional learning sessions and staff self- 	<p>\$10,000 Visible Classrooms Time release</p>
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			<p>6-month evaluation: All Assistant House Leaders have met their coaching quota for the semester with some working with additional teachers. Growing interest across the staff of the value and worth of the program is evident based on the positive feedback received. Many staff have elected to be coached in order to support their progress towards PDP goals or further develop their understanding of the D4L, creating clear alignment between the professional learning offered and the school's identified improvement initiatives. Individual reflections from AHLs reveal that they are refining they have refined their practice based on last year's learning and that their confidence as a coach is increasing. This important work will continue in Semester 2 and will be critical in supporting staff with D4L implementation.</p> <p>According to staff feedback the meeting schedule has successfully supported the Design of the learning sequences. The original plan was adapted to respond to staff need. One of the most successful sessions for many staff was a Q & A, where staff could ask a leadership panel for further clarity around issues or challenges they were facing. The targeted check point workshops were also extremely valuable. All staff engaged positively with their colleagues in what were extremely powerful learning conversations.</p> <p>In addition, a Staff Learning team has been established this Semester. They are currently developing a Staff Learning framework that will be communicated to staff in Term 3. This will customise a range of learning opportunities available to teaching and ES staff and will include a targeted induction and graduate teacher learning program.</p>		assessment against the learning continuum.		
			<p>12 months: All AHL's have successfully coached at least 3 teachers during the year. The CRT has evaluated the "teaching Practice Coaching program" using evidence from coaches and teachers and measured the impact on improving student learning. These findings have been presented to School Council and the School Leadership team. Their coaching portfolio has been broadened for 2018 to include, the role of Data intervention coach (to support moderation of student learning) in the extended PLT model that will be introduced next year. The CRT are beginning to explore what this might look like.</p> <p>In Semester 2 the Visible Learning Project was introduced in collaboration with Melbourne University. A Visible Learning Leadership Team (VLT) was established and included the Associate Principal for Staff Learning, AP Staff Learning, Teaching and Learning leader and newly appointed Data and Evaluation leader. They coached a team of interested staff across the school through the approach and evaluated the impact on teacher growth and a change in practice.</p>	● ● ●			



	<ul style="list-style-type: none"> Investigate and trial a whole school approach to peer observation. (Semester 2) 	Associate Principal for Staff Learning and CRT.	Terms 2 – 4	<p>6 months: The CRT have investigated potential peer observation models, researched best practice in other educational settings and using their findings, developed a potential “model/approach” of what peer observation at Dandenong High School should look like.</p> <p>6-month observation: The CRT are currently exploring what peer observation will look like at Dandenong High School in 2018. Ryan Dunn from the University of Melbourne has been engaged as a critical friend and the group are researching evidence of a range of approaches. What is becoming apparent though, is how critical peer observation will be to the successful implementation of D4L and how it is an essential component to the moderation and evaluation of student learning. Our understanding of the scope and potential of observation of both teacher and leadership practice and the many forms this can take will be explored further in Semester 2.</p> <p>12 months: Protocols (draft only) were developed early in Term 3 to underpin the proposed peer observation model. The AHLs trialled this approach on each other and evaluated both the experience itself and the impact on teacher development and improving student learning. Based on the data collected they refined their draft process and protocols documentation and then presented it in Term 4 to School Leaders and teachers for feedback. Peer observation, using the Dandenong High School approach, will be piloted with a small group of willing teachers in Term 1 2018, ready to be offered as a learning opportunity for all staff in Semester 2.</p>	<p>●</p> <p>● ● ●</p>	<ul style="list-style-type: none"> Documentation outlining proposed peer observation model and protocols. AHL reflections of pilot including student learning evidence. Evaluation summary by CRT. 2018 Peer Observation proposal document including evaluation strategy. 	\$10,000 Time release	
	<ul style="list-style-type: none"> Investigate the restructure of staffing and teacher allotments to ensure planning, moderation and reflection of practice time is embedded into the teaching program. 	Executive Leadership team	Terms 1 – 4	<p>6 months: School leadership team identified the “non-negotiables” and key principles that underpin the teacher allotment process. This information was communicated to staff for their feedback and then provided to EDVAL who investigated alternative structures for the school timetable that would better ensure our educational vision. By the end of Semester 2, EDVAL had developed a custom designed database to meet school needs and preparation for the 2018 timetable is underway.</p> <p>6-month evaluation: The school is well on track, with the development of the custom based data base underway. Some challenges regarding how we will accommodate a moderation period into each teacher’s allotment due to some “barriers” within our existing structure, are currently being addressed with school leaders and the EDVAL team. The viability of engaging an EDVAL timetable as part time staff member is also being explored.</p> <p>12 months: In Term 3 teacher planning time was protected so that teachers could effectively implement the Design for Learning. CRT’s were engaged to cover all “extra” classes, using equity funding, providing staff greater opportunities to collaborate and evaluate the new approach effectively.</p>	<p>●</p> <p>● ● ●</p>	<ul style="list-style-type: none"> Baseline data of current timetable structure and allotment allocation process. Principles of Student Centred School Structure Document. Copy of alternative structure, process and EDVAL designed innovative data base. 	\$50,000 EDVAL Consultancy	



	<ul style="list-style-type: none"> Ensure that all staff professional learning plans are clearly linked to the School strategic plan and AIP and clearly demonstrate staff learning growth. 	Principal	Terms 1 - 4	<p>Teacher allotments for 2018 have been re -structured (from 31 to 30 periods of face to face teaching) to ensure time to differentiate and moderate student learning within the school day. In Term 4 a review and refinement of the meeting schedule to support full implementation of our new pedagogical approach in 2018 is complete.</p> <p>12 months: All staff PDPs within the school demonstrate understanding of the school's strategic intent and the individual's contribution to ensure we achieve it. There is a growing sophistication, for some teachers, in goal setting with clear and measurable targets and understanding of what success of each initiative will look like. There is a stronger focus in many plans, in the scope of the goal, the level of the commitment and the demonstration of growth in an individual teacher's practice, as well as greater use of evidence to show impact on student learning.</p>		<ul style="list-style-type: none"> Selection of Staff and Leadership PDPs which demonstrate strong staff learning growth. Case study of staff members, which includes a comparison of PDP goals, targets and quality of depth of evaluation 2015 – 2017. 		
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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, with a focus, on Years 7 and 10. <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 2017 to 85 in; Year 9,50 in Year 10 and 60 in Year 11. An increase in factor mean scores (Attitude to Schools data) in; classroom behaviour, learning confidence, teacher effectiveness, teacher empathy 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, teacher empathy to 3.60 and stimulating learning to 3.45. An increase in School Climate data (staff opinion survey) in; collective efficacy from 60.53 – 62.00, collective responsibility from 71.34 to 72.00 and staff trust in students and [parents from 59.83 – 60.00 in line with state means. 							
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 empowered to actively engage 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 	<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"> Developing a whole school framework for work experience, an employability skills program and work placement structure that is consistent and measurable. 	Pathways action team (House Leader and Assistant House Leader Fern, Career’s Team leader, Associate Principal for Student Learning).	Terms 2 – 4	<p>12 months:</p> <p>In Semester 1, the Pathways Action team was re-formed and evaluated progress towards implementing the “original” 3 phase plan, developed in 2015. Using the evaluation summary and data collected during the review, the team re focused and developed a cohesive framework which will combine the; Year 9 – 12 Pathway’s program, Course Selection process, Work Experience/Work Placement expectations, Work Inspiration and Work Readiness program. It will also include an evaluation strategy, a tracking mechanism and provision for each student to receive a pathways portfolio at the completion of their Senior program. The new framework will be communicated to the school community during Term 4 and introduced in 2018.</p>		<ul style="list-style-type: none"> Pathway’s Action team evaluation documentation, including student data (pathways, student exit, P.O.W week feedback from 2016, Work Experience and work placement. “Preparing for my Career Framework” including; tracking data base, evaluation strategy and Student Pathways Portfolio template. 	\$75,000 Staffing Pathways Team	



<p>moving from Years 9-10 and Years 10-11.</p> <ul style="list-style-type: none"> Further developing “student voice” to ensure students are “active partners” in their learning with teachers. 	<ul style="list-style-type: none"> Promote a culture of student agency and positive student action at the school through: <ul style="list-style-type: none"> Implementation and evaluation of the Teach the Teacher program by student leaders at Curriculum Day 2, Term 1 2017. Expansion of the Teach the Teacher approach across the school which will result in regular student led conversations with staff. Development and introduction of a student feedback process. Commitment where appropriate to include student representation on all curriculum development committees and invite students to be members on focus groups for school initiatives e.g. team that will re vision role of House Student Coordinator, Community Engagement team and Positive Psychology focus group. 	<p>Associate Principal Student Learning, Student Agency action team, SRC and Year 11 student leaders.</p>	<p>Terms 1 - 4</p>	<p>6 months: All staff have participated in two student-led learning conversations. The first in term 1, focused on student teacher feedback and building positive relationships between students and teachers. The second later in the semester explored what a positive learning community looked like to students and unpacked further the concept of constructive feedback.</p> <p>In Term 2 the 2017 SRC engaged in the “Teach the Teacher program facilitated by 2016 SRC leaders. This extended group of approximately 90 students and 8 staff facilitators (who were involved in the program in 2016) became the “Student Agency Action team and began to investigate and develop a student/teacher feedback model.</p> <p>Three students from this team have been selected to participate in the Assessment and Reporting Reference group with School leaders, teachers and parents that will commence at the start of Term 3.</p> <p>6-month evaluation: On the second curriculum day this year, the Student Agency (SAT) team led “Teach the Teacher” workshops with all Dandenong High School staff. Teams of students facilitated learning conversations focusing on the importance of constructive feedback and the need to build strong relationships between student and teacher. Each session was extremely successful and student feedback during a structure debrief later in the term provided a positive change in some teacher’s practice. A second student led conversation is scheduled for early Term 3 and the SAT team, now expanded to include all student leaders, is currently selecting a focus for the session.</p> <p>A student feedback committee will be established in Semester 2 and include students from different Year Levels and Houses. They will be responsible for developing a feedback process to teachers that can be trialled in 2018. Students and leaders have already communicated some hesitancy in implementing the PIVOT survey and are now exploring the possibility of creating their own.</p> <p>12 months: The school has established a structure and process for student feedback to teachers, using the PIVOT survey. The student to teacher feedback cycle is designed to improve teacher practice and ensure all students are more engaged in their learning. This will be implemented and evaluated in 2018.</p>	<p>●</p> <p>● ● ●</p>	<ul style="list-style-type: none"> Staff evaluation forms from student-led conversations in Semester 1 and student feedback from De- Brief facilitated by Vic SRC. Excerpts from Staff PDP’s where goals focus on utilising student feedback and evidence demonstrates a positive impact on student learning, student engagement and development in teacher practice. An increase in Attitudes to Schools data in student morale, engaging learning and teacher empathy and an increase in the staff opinion survey data in trust in students and collective efficacy. 	<p>\$20,000 Student Leadership and agency</p>
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<ul style="list-style-type: none"> Ensure that each House is a positive learning community which promotes the building of positive relationships. 	<ul style="list-style-type: none"> Include two, House based, professional learning sessions per term, within the meeting schedule and identify as a House staff, what a positive learning culture in that House looks like. Provide a House data pack to each House leader and in CR sessions with the Principal identify PDP goals and targets which promote the building of a positive learning culture within the House. 	<p>Associate Principal for Staff Learning and Principal Class Team</p>	<p>Terms 1 – 2 Terms 2 – 4</p>	<p>6 months: All staff have contributed to 4 House based professional learning sessions in Semester 1. In these workshops, House staff teams developed a definition of what a positive learning culture looks like and identified a set of goals and actions that all staff within the team agreed to commit to, to ensure the building of such a culture. Each House will evaluate their progress at the end of the year. In Term 2 student-led conversations ensured that student perceptions were added to the discussion and by the end of the Semester, the school leadership developed a school definition. All House leaders have been presented with their House data, analysed this with the Principal in a CR session and set goals in their PDP with measurable targets designed to build a positive culture within their House.</p> <p>6-month evaluation: As has been outlined in other sections of this document, this area of work is well on track. House Learning Culture sessions have been extremely positive with all staff deeply engaged. All Houses have defined what an “effective House” or a “positive learning community” looks like and have identified 4 areas of focus to ensure House improvement. Staff are currently identifying targeted strategies they will implement and evaluate in Semester 2. Leaders have observed a greater sense of collective responsibility and commitment.</p> <p>12 months: The school definition of what a positive learning community looks like has been communicated to parents and will form the basis of the School Engagement Guidelines due to be re- visioned in 2018.</p> <p>House goals were evaluated and achievements celebrated at the end of term 4. House Leaders reflected on their progress towards their PDP goals and targets in end of cycle meetings. There is a sense of positivity and community in each house, evidence of an increase in collegiality, greater collaboration and deeper awareness of the importance of shared responsibility across the school.</p>	<p>●</p> <p>● ● ●</p> <p>● ● ●</p>	<ul style="list-style-type: none"> House case – studies from two Houses which includes; session outlines, House leadership and staff reflections, House and individual staff goals and evaluation. Individual House leader’s PDP, reflections and observations by the Principal. 	<p>\$15,000 Time release</p>
	<ul style="list-style-type: none"> Continue to meet commitment to UMNOS Positive Education focus group and further define a whole school approach to positive learning. This will include: <ul style="list-style-type: none"> Attendance of PET team at UMNOS sessions and other relevant professional learning. Expand the Positive Education team to include each House Student Coordinator. Develop a Positive Education pilot project for each House, to be led by the HSC, that will be implemented and evaluated in Semester 2. (the impact of each House initiative will be measured 	<p>Positive Education Team and Associate Principal for Staff Learning</p>	<p>Terms 1 - 4</p>	<p>12 months: The PET team has attended all UMNOS sessions and strengthened its relationship with partner schools within the Positive Education focus group.</p> <p>The role of House Student Coordinator has been re-developed beyond primarily a student management role, to promoting positive learning within each House. After joining the PET team in Semester 1 each HSC, contributed to the design and led the implementation of, a positive education pilot in each House. These projects, aimed at promoting the use of positive language and behaviours to further engage students in their learning, were trialled with one student group and a team of teachers from each House. Participating students were tested using the Well Being profiler (Melbourne University Positive</p>	<p>● ● ●</p>	<ul style="list-style-type: none"> House Student Coordinator job description Outline of Positive Education pilot project which includes description of each House initiative. Pet team evaluation report which includes; student data collected for pre-and post-testing using Well Being team profiler, observational data, staff and student reflections and PET team recommendations of next steps. 	<p>\$15,000 Time release</p>

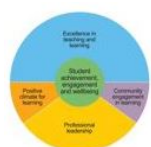


	using the Well Being profiler with all students participating in the project).			Education tool) before and then after the strategy was implemented, to measure the effectiveness of the initiative. The PET team evaluation, based on collated data, observational evidence and student/staff reflections informed the development of the whole school implementation phase of positive education, that will begin in 2018. This will coincide with the re- visioning next year of the School Engagement guidelines.				
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To achieve further community engagement in supporting the learning, engagement and wellbeing of all students								
OTHER IMPROVEMENT MODEL DIMENSIONS	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"> A reduction in student absence at each year level across the school, with a focus, on Years 7 and 10. <ul style="list-style-type: none"> To reduce the total number of student absences in each Year level by 100. Maintaining the increase in Parent Opinion Survey data in; approachability, school improvement and parent input. <ul style="list-style-type: none"> To consolidate the increase in the Parent Opinion Survey Data achieved in 2016 in; approachability, school improvement, and parent input. 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 3.63 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 321 as of December 2016, to 450 by the end of 2017. 								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact		Budget	
							Estimate	YTD	
Further develop the school's engagement with the wider community 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:	<ul style="list-style-type: none"> Implement the first phase of the community engagement action plan including: <ul style="list-style-type: none"> Develop a relationship with at least 3 cultural groups within the Dandenong Community. Embed a series of community messages on the school website re positive student engagement with school, which will target parents/guardians e.g. importance of attendance at school 	<p>Community Engagement action team</p> <p>Community Engagement action team and School website designer</p>	Terms 1-4	6 months: Initial contact has been made with three cultural groups within the local community. Each group has agreed to implement 3 strategies by the end of the year and evaluate the impact on increasing community engagement. A series of "importance of attending school" messages have been placed on the school website and a "parent technology" learning session in Term 2 was incredibly successful. A significant number of parents attended the learning opportunity to develop their own technology skills, engage in activities with their child and learn strategies to ensure Cyber Safety in the home.	●	<ul style="list-style-type: none"> Community Engagement action team report presented to School Council. This will outline semester progress towards phase 1 of their action plan. Parent and teacher exit data from Parent Technology learning session as well as session outline. Selection of Year 8 student digital portfolios (in progress) and learning goals from end of semester reports. 	\$20,000 Consultant		



<ul style="list-style-type: none"> Implementing the first phase of the Community Engagement Action Plan. 	<ul style="list-style-type: none"> Facilitate parent information sessions around key topics of community interest. Session one will focus on building confidence and skills in using technology (school led) or maintaining positive relationships within the family (led by community organisation through partnership with Anglicare or SMRC). Further extend the Student Led Conference pilot to all Year 8 families across the school. 	<p>Community Engagement action team and School technology and infrastructure Manger</p>	<p>Terms 2-4</p>	<p>All Year 8 students have identified measurable learning goals and begun to develop their digital learning portfolios together with their teachers in Learning Tutor classes.</p> <p>6 months evaluation: Due to the school's focus on other key initiatives a decision has been made to delay the actions in this dimension until Semester 2.</p>			
<ul style="list-style-type: none"> Develop and implement a whole school approach to improving student attendance across the school. 	<ul style="list-style-type: none"> Each House Leader includes an attendance improvement strategy as a goal within their PDP and uses data from within their house data pack to develop strategies for their House Leadership team, set achievable targets and monitor progress. 	<p>School Leadership team (Each House Leader will lead a targeted approach within their House.</p>	<p>Terms 1 - 4</p>	<p>6 months: Each House Leadership team have identified some areas of concern within their House data that they will target in 2017 to improve student attendance at school. The house leader has included as a goal within their PDP a strategy or approach they will implement for the remainder of the year as well as a process to evaluate success.</p> <p>6-month evaluation: Significant progress has been made towards this KIS in Semester 1. During CR sessions with the Principal each House Leader interrogated attendance data and then together with their House Leadership team, collected further evidence. Each HLT has "improving student attendance" as a House goal and every House Leader has crafted a goal to reduce student absence within their PDP. A range of strategies and approaches are currently being implemented across the Houses, with the success of each measured in Term 4. The aim will then be to use this evaluation to develop a whole school approach that will be implemented across the school and within the wider community in 2018.</p>	<p>● ● ●</p>	<ul style="list-style-type: none"> Community Engagement action team end of Year report to school council. This will include reflections and feedback from 3 cultural groups. Comparative exit data from parent learning session 2. Written evaluation from Technology Steering Community. Copies of selected Year 8 digital portfolios and feedback of student led conferences by students, parents and teaching staff. Survey monkey data tool used with all year 8 students in Term 4 to ascertain whether there has been an increase in student empowerment, student learning confidence and students feeling engaged in their learning environment. Case study of two Houses. This will include; the original data pack presented to the House leader and identified area of focus, the targeted strategies and actions, minutes of CR sessions with Principal, reflections of House Leadership team, teachers and students and Term 4 attendance data of selected students. Copies of House Leadership Attendance data presentations. 	

				<p>12 months: Each House Leadership team have presented at a leadership session their progress towards their House attendance project. This has enabled school leaders to identify which strategies have been successful as well as develop a whole school approach for 2018. This will help inform the development of the School Engagement Guidelines next year.</p>				
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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	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	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:				

