

2018 Annual Implementation Plan

for improving student outcomes

Dandenong High School (8858)



Submitted for review by Susan Ogden (School Principal) on 18 December, 2017 at 02:00 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 18 December, 2017 at 05:33 PM

Endorsed by Alan Collier (School Council President) on 22 December, 2017 at 09:16 AM

Self-evaluation Summary - 2018

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>The school can demonstrate clear movement from the evolving to embedding phase, across the dimensions, with nearly all 2017 targets, either met or exceeded. Most indicative measures have been; the successful implementation of the first phase of the Design for Learning, the clear development in teacher understanding of this new pedagogical approach, the "building culture" work across the Houses and the expansion of student agency and empowerment, both within the school and across the Network. NAPLAN data achievement in reading, highlights a trend upwards (3%), there has been a slight improvement in the staff opinion survey data in "Collected Efficacy", "Professional Learning" and "Intellectual Stimulation" (all areas of focus) and learning growth improvement of students from the low (cruising), to "high growth" group, for selected cohorts has been significant. Parent opinion survey and the Attitudes to School data, is strong, with the Well Being profiler for Year 9 students highlighting most have a positive mental attitude and are strongly connected to the school. Learning achievement, in both NAPLAN and Senior Studies remains a concern, as does attendance, particularly in VCAL and the Senior years. The Staff Opinion survey leadership module also emphasises the need to address visibility of leadership and adaptability, by further exploring what this mean for teachers.</p>
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<p>Considerations for 2018</p>	<p>In 2018 the school will move from understanding the theory behind the new pedagogical approach, to "practice", that is, ensuring full implementation of the Design for Learning in all learning areas. Auditing and refining of learning sequences will remain critical, as will the development of learning progressions. These will ensure, that teachers can effectively moderate and assess student progress, in order to differentiate learning and target instruction.</p> <p>The focus for the year for teachers will be on improving teacher practice and building greater accountability for student learning progress, by the expansion of the PLT program and the introduction of peer observation. School leaders will define what an instructional leader needs to look like in order to ensure ongoing transformational change and put this into action, by increasing their visibility as leaders and learners across classrooms. There also needs to be an expectation that all teachers and leaders are using a range of data and evidence to measure their impact and direct their decision making. A challenge will be to continue to support staff through such a long term, cultural change. We will need to find ways to celebrate success and progress, even if immediate results in student achievement are not apparent and use a "theory of action approach" to establish direct correlation between effort and positive change.</p> <p>Further development of student agency in 2018, will be key, in ensuring that students take greater responsibility for their learning, have a more explicit work ethic, particularly in Senior Studies and have a clearer understanding of their role in the learning process.</p>
<p>Documents that support this plan</p>	<p>Dandenong HS 2017 AIP 20_12_2017 Signed by SEIL Susan Alan.docx (0.2 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Dandenong High School (8858)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
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<p>To achieve trend improvement in student learning growth for all students.</p>	<ul style="list-style-type: none"> • Every student in Years 7 – 10 will demonstrate at least one year's learning growth each year. • Ensure consistency in and reduce cohort variability in learning growth in Year 7-9 NAPLAN data in Literacy and Numeracy. • Reduce the difference between GAT predicted scores and actual VCE study scores for all studies. 	<p>Yes</p>	<p>Increased learning growth for students across the school. This will include:</p> <ul style="list-style-type: none"> *An improvement of 0.05 on the general effect size for each student. *A further 2% reduction in the percentage of students in the "must change group" and a reduction of students in the "cruising group". <p>Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. This will be demonstrated by:</p> <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, 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. 	<p>Building practice excellence</p>
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		<p>*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% to move closer towards reflecting state norms.</p> <p>An increased number of teachers (over 75%) who can demonstrate through their PDP that they are using learning data to inform their practice and measure their impact.</p> <p>An increase in School Climate data (staff opinion survey) in; leadership visibility and peer observation.</p> <p>The design of all Learning Sequences has been completed in all learning areas and have been implemented across the school.</p> <p>All teachers have contributed to a PLT (professional learning team) and have met "observation of practice" requirements (They have observed two</p>	
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			colleagues in Semester 2 and been observed twice).	
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.	<ul style="list-style-type: none"> • A reduction in student absence at each year level across the school. • An increase in real retention rates from Years 10 – 11 and Years 11-12. • A reduction in suspension rates for students particularly in Years 9 – 11. • An increase in factor mean scores (Attitude to Schools data) in classroom behaviour, learning confidence, teacher effectiveness and stimulating learning. 	No		
To achieve trend improvement in student wellbeing and connection to the school for all students and staff.	<ul style="list-style-type: none"> • A reduction in staff and student absence rates across the school. • An increase in School Climate data (staff opinion survey) in collective efficacy, collective responsibility and staff trust in students and parents. • An increase in factor mean scores (Attitude to Schools data) in connectedness to peers, connectedness to school, student safety and teacher empathy. 	Yes	<p>An 10% increase (based on 2017 data) in students who have over 90% attendance, in each House, at each Year Level.</p> <p>An 5% increase in the attendance of intermediate and Senior VCAL students (based on 2017 data).</p> <p>A 5% reduction in the number of "school refusers" or students with long term absence (below 50% attendance in a Semester).</p> <p>An increase in School Climate data (staff opinion survey) to results above the 60th percentile in; collective efficacy, collective</p>	Building communities

			responsibility and staff trust in students and parents. An increase to results above the 75th percentile in the Attitudes to Schools survey in connectedness to peers, connectedness to school, student safety and teacher empathy.	
To achieve further community engagement in supporting the learning, engagement and wellbeing of all students.	<ul style="list-style-type: none"> • An increase in the Parent Opinion Survey data 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. • An increase in attendance by parents at parent teacher interviews, information sessions and whole school events. • An increase in parent use of compass particularly in accessing student learning information and providing feedback. • Establishment of a framework which outlines a clear definition of effective community partnerships that can be used by the school and other school communities. 	No		

Improvement Initiatives Rationale
In 2017 the school has completed the first phase of the implementation of the Design for Learning and can demonstrate a growing acceptance and deepening in understanding amongst teachers, of this new pedagogical approach. There has been a slight increase in staff opinion survey and school climate data, a 3% increase in

Reading achievement and significant improvement in learning growth data for small cohorts of specific students e.g. Year 9 AELP group . All these indicators demonstrate a positive move forward towards our 4 year goals and targets. However, the following needs to be acknowledged:

* We resist the temptation to take on too much. We need to prioritise strategically and identify 2 or 3 key actions that we do well. The focus needs to be on ensuring sustained change, building the capacity of staff and achieving an increase in the learning growth of all students.

*As our goals are complex and focus on culture building and changing thinking, quantitative/traditional data sets are not an effective way of evaluating progress. We will need to develop more creative and qualitative ways of measuring our impact.

*The initiatives we are trying to implement are significant and take time. A challenge will be to maintain staff morale and momentum through a prolonged period of intense change where they may not see immediate or direct results.

Therefore, the focus in 2018 will be to ensure excellence in professional practice across the school by; expanding the PLT structure to build accountability and individual teacher capacity, introduce peer observation to facilitate the move from pedagogical theory to "practice" and ensure leadership clarity by defining instructional leadership in action. The aim will be to achieve sustained improvement in teacher and leadership practice in order to influence student learning growth and engagement. An attendance improvement strategy to increase student ownership and responsibility for their learning will be critical.

Goal 1	To achieve trend improvement in student learning growth for all students.
12 month target 1.1	<p>Increased learning growth for students across the school. This will include:</p> <ul style="list-style-type: none"> *An improvement of 0.05 on the general effect size for each student. *A further 2% reduction in the percentage of students in the "must change group" and a reduction of students in the "cruising group". <p>Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. This will be demonstrated by:</p> <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, 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 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% to move closer towards reflecting state norms. <p>An increased number of teachers (over 75%) who can demonstrate through their PDP that they are using learning data to inform their practice and measure their impact.</p> <p>An increase in School Climate data (staff opinion survey) in; leadership visibility and peer observation.</p> <p>The design of all Learning Sequences has been completed in all learning areas and have been implemented across the school.</p>

	All teachers have contributed to a PLT (professional learning team) and have met "observation of practice" requirements (They have observed two colleagues in Semester 2 and been observed twice).
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Implement the second phase of the Design for Learning, an evidence based pedagogical approach, to ensure every student achieves at least one year's learning growth in one year.
KIS 2	Further develop an evidence based, personalised professional learning model, to improve teacher and leadership practice. This will include the expansion of the current PLT structure and the introduction of an observation of practice approach.

Goal 2	To achieve trend improvement in student wellbeing and connection to the school for all students and staff.
12 month target 2.1	<p>An 10% increase (based on 2017 data) in students who have over 90% attendance, in each House, at each Year Level.</p> <p>An 5% increase in the attendance of intermediate and Senior VCAL students (based on 2017 data).</p> <p>A 5% reduction in the number of "school refusers" or students with long term absence (below 50% attendance in a Semester).</p> <p>An increase in School Climate data (staff opinion survey) to results above the 60th percentile in; collective efficacy, collective responsibility and staff trust in students and parents.</p> <p>An increase to results above the 75th percentile in the Attitudes to Schools survey in connectedness to peers, connectedness to school, student safety and teacher empathy.</p>
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Develop and implement a "Community Attendance Improvement" strategy, designed to reduce student absence and increase student and parent engagement, across the school.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To achieve trend improvement in student learning growth for all students.
12 month target 1.1	<p>Increased learning growth for students across the school. This will include:</p> <ul style="list-style-type: none"> *An improvement of 0.05 on the general effect size for each student. *A further 2% reduction in the percentage of students in the "must change group" and a reduction of students in the "cruising group". <p>Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. This will be demonstrated by:</p> <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, 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 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% to move closer towards reflecting state norms. <p>An increased number of teachers (over 75%) who can demonstrate through their PDP that they are using learning data to inform their practice and measure their impact.</p> <p>An increase in School Climate data (staff opinion survey) in; leadership visibility and peer observation.</p> <p>The design of all Learning Sequences has been completed in all learning areas and have been implemented across the school.</p> <p>All teachers have contributed to a PLT (professional learning team) and have met "observation of practice" requirements (They have observed two colleagues in Semester 2 and been observed twice).</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Implement the second phase of the Design for Learning, an evidence based pedagogical approach, to ensure every student achieves at least one year's learning growth in one year.
Actions	<ul style="list-style-type: none"> - Complete the design of Learning Sequences, for all Learning Areas across the school. - Continue to evaluate Learning Sequences, through a systematic auditing process.

	<ul style="list-style-type: none"> - Ensure the "Design for Learning", an evidence based pedagogical approach, is implemented in every classroom. - Continue to target teacher professional learning to build data literacy and confidence in diagnosing student learning needs and differentiating learning. - Develop Learning Progressions to ensure formative assessment is informing teacher instruction. - Further develop the Learning Interventions Framework to strategically align tailored intervention strategies, targeted support and specialised programs, to directly address student need. - Map and embed the General Capabilities across all Learning Areas and clearly communicate responsibilities for teaching, assessing and reporting on these across the school. 			
Evidence of impact	<p>All students will be actively engaged in their learning and able to achieve a level of success due to the personalised and differentiated learning program. There will be an increase in student responsibility for their own learning and a growing awareness in their role in the learning process. This will be demonstrated by greater commitment to completing tasks on time, asking deeper questions and in their language and dialogue with their teachers. The use of learning progressions and targeted formative assessment will ensure that students begin to self monitor their progress and have clear learning expectations before beginning a task. This will be reflected in the more thoughtful and strategic learning goals they set.</p> <p>In every subject from Years 7-12, Learning Sequences will be designed, evaluated using a comprehensive auditing process and refined. All teachers will be implementing the Learning Sequences and applying an evidence based approach in their classroom, by using data to maximise student learning growth and inform their practice. In their individual PDP, more staff members will be able to demonstrate how they are using learning data to group students and differentiate learning and there will be growing acceptance that the Design for Learning is "the work". Teachers will use learning progressions to diagnose learning needs and effectively measure student progress resulting in the provision of more strategic feedback. By the end of the year they will begin to observe their colleagues in action and be able to better define what excellence in practice can look like.</p> <p>School leaders will be effectively modelling the implementation of learning sequences in their own classrooms and supporting staff in the improvement of their practice, through delivery of targeted professional learning and by facilitating PLTs. All leaders will be focusing on improving instruction (pedagogy and leadership) and be more "visible" across the school.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Completion of the design of Learning Sequences for all learning areas: * All teachers will be allocated a Term 1 or Term 2 Learning Sequence to design in Term 1.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>*Support will be provided to staff in PLT sessions as well as through targeted professional learning workshops.</p> <p>*Teachers in some domains (Health/PE and Arts/DDT) will be allocated remaining Learning sequences for design in Semester 2.</p> <p>*Evaluation and refinement of all Term 1 and Term 2 Learning Sequences will take place in Semester 2, using a similar process to that developed in 2017.</p> <p>*Design for Learning Implementation Team will continue to lead this work and monitor progress.</p>				
<p>Learning Sequences and the new pedagogical approach, will be fully implemented in all learning areas across the school: * Teachers will set a goal in their PDP which will demonstrate they are implementing elements of the Design for Learning. Through discussions with their appraiser, they will provide evidence of their impact on improving student learning growth.</p> <p>*Professional learning, through targeted workshops delivered by Leading Teachers, will support this work. In Semester 1 the focus of key sessions will be; "using student learning data to differentiate learning and instruction", "embedding the general capabilities" and "developing learning progressions".</p> <p>*Teachers will self assess their growing understanding of the Design for Learning pedagogy on the Staff Learning Continuum at the end of each Semester.</p> <p>*Through the expanded PLT structure all staff will be observing colleagues implementing Learning Sequences and will be observed themselves during Semester 2.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Introduce the school Learning Progression Framework and agreed language (including specific command terms) to staff.</p> <p>* Learning progressions will be the focus of a Curriculum Day in Term 1. Staff will be introduced to the learning progression framework.</p> <p>*Further professional learning and support will be delivered later in the term through a professional learning workshop and PLT sessions.</p> <p>*All staff will begin to develop learning progressions to support the Learning Sequences. These will be evaluated and refined, through the Design for Learning auditing process, by each Domain.</p> <p>*Student feedback will be collected to assess the accessibility of Learning Sequences.</p>	<p>Leadership Team</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Expand the "Reading Coaching Program" from a Year level in 4 Houses, to all students in Year 7 and 8 across the school. This is designed to improve reading confidence and build literacy skills:</p> <p>* 5 reading coaches (teachers with a time allowance and specific literacy training) will work with individual students in classes to Reading Conference and develop Reading Logs.</p> <p>*Literacy and critical literacy skill development for students in Years 7 and 8 will be delivered by Reading Coaches and the LRC Leader in Library sessions as part of their English program.</p> <p>*The engagement of a literacy improvement team from Courtney Gardens Primary School. They will be in the school one day a week and work with PLTs, PLT leaders and teaching teams. Their focus will be the analysis of NAPLAN (Reading) data, in order to identify instructional strategies that target individual students learning needs.</p>	<p>Teacher(s)</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$140,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Implement the General Capabilities across the Domains through a "phased in" approach which includes:</p> <ul style="list-style-type: none"> * Mapping of the General Capabilities across the curriculum to explicitly communicate teacher responsibilities for teaching, assessing and reporting of the expected skills for each learning area. * Embedding the relevant General Capabilities within each learning progression so that teachers can effectively monitor a student's skill acquisition. * The delivery of targeted professional learning to all teachers. 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	To achieve trend improvement in student learning growth for all students.
12 month target 1.1	<p>Increased learning growth for students across the school. This will include:</p> <ul style="list-style-type: none"> *An improvement of 0.05 on the general effect size for each student. *A further 2% reduction in the percentage of students in the "must change group" and a reduction of students in the "cruising group". <p>Ensure consistency in and reduce cohort variability in learning growth across Year 7-9 NAPLAN data in Literacy and Numeracy. This will be demonstrated by:</p> <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, 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 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% to move closer towards reflecting state norms. <p>An increased number of teachers (over 75%) who can demonstrate through their PDP that they are using learning data to inform their practice and measure their impact.</p> <p>An increase in School Climate data (staff opinion survey) in; leadership visibility and peer observation.</p> <p>The design of all Learning Sequences has been completed in all learning areas and have been implemented across the school.</p>

	All teachers have contributed to a PLT (professional learning team) and have met "observation of practice" requirements (They have observed two colleagues in Semester 2 and been observed twice).			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Further develop an evidence based, personalised professional learning model, to improve teacher and leadership practice. This will include the expansion of the current PLT structure and the introduction of an observation of practice approach.			
Actions	<ul style="list-style-type: none"> - Expand the PLT staff learning structure to build individual and collective teacher capacity, increase the school's focus on improving professional practice and ensure the Design for Learning becomes "the work". - Introduce observation of practice across the school. This will include; peer observation within a PLT, instructional coaching by AHLs across the Houses and a Leadership Shadowing program. - Continue to refine and develop the Critical Reflection Professional Learning program for school leaders. In 2018 that will include the Principal, observing leaders "in action" and providing feedback. - Design and implement an Aspirant Leaders program for potential leaders at Dandenong High School. 			
Evidence of impact	<p>The expanded PLT structure will ensure that professional learning for teachers is personalised and differentiated to meet individual needs. Throughout the year individual PLTs will evolve to be more "member" directed and provide teachers with greater opportunity to have ownership of their own professional growth. Defining as a team what excellence in practice looks like using the HIITS strategies, will support teachers in setting more strategic goals within their PDP that actively build their capacity and focus on their impact in the classroom. The introduction of peer observation within this structure will also provide further clarity to this definition and increase accountability and shared responsibility across the school. Teachers will have increased collective efficacy, stronger faith in their colleagues and be able to see a clearer, more relevant connection between professional development and their actual work. Consequently, the link between strategic intent (AIP), whole school leadership and the impact on student learning in the classroom will becoming more explicit for all staff. The next step will be the communication of this to students and parents.</p> <p>There will also be an increase in "visibility" for school leadership as they work directly with teachers to target and improve instruction. The leadership team will have expanded their definition of effective practice, beyond management or strategic decision making at the whole school level to also focus on directly influencing improvement within each classroom.</p> <p>The Aspirant Leadership Program will not only identified future leaders but further defined the role of instructional leader within the school.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Expand the PLT structure to further personalise professional learning and ensure the effective implementation of learning sequences across the school: *All teachers will be a member of a Year level, subject team, that meets weekly.</p> <p>*Each PLT will be facilitated by a leader.</p> <p>*The focus of PLT sessions will include; Designing Learning Sequences and moderating student learning (Learning Development) and improving professional practice (Professional Development). Each teacher will then take their learning from this group and apply it back with their teaching teams, in their classroom or within the House community.</p> <p>*In 2017, the "directive" phase, all PLTs will have a shared theme or whole school focus. This will be supported by targeted professional learning sessions. In Term 1, 2018, the focus will be on building trust within the team and defining protocols, as well as supporting each other in designing Learning Sequences. In Term 2, this will move to defining excellent professional practice using the HITTs strategies as a base and an introduction to observing practice. All staff will be observing fellow PLT members in Term 3 as part of the professional learning process.</p> <p>*A targeted professional learning program will be implemented to support PLT leaders facilitated by the Executive Leadership team and Dr Ryan Dunn.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Develop processes, protocols and tools to measure and ensure the effectiveness of PLTs and identify future learning leads: * A key focus for the Design for Learning Implementation team will be to develop evaluative tools and measures for PLT use and monitor staff learning progress across the school.</p> <p>*A key focus for the Learning culture team will be to monitor effective transference from PLTs to teaching and House teams and</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>collect evidence of impact in classrooms.</p> <p>*The Executive Leadership team together with PLT leaders will develop accepted protocols and processes that define expectations of what an effective PLT session will look like. These will be personalised in each group by PLT members.</p> <p>*Each member of the Executive team work closely with 15 PLT leaders, acting as a critical friend. They will attend at least one session for each of their assigned PLTs in a Semester to observe and provide feedback.</p> <p>*The PLT structure will be reviewed at the end of Semester 1 and refined if necessary.</p>				
<p>Implementation of Professional Practice days and development and introduction of PLT/Assessment/Moderation day at the end of each term. This will provide teachers will concentrated time within their PLT and support the effective transference of key learning to teaching and House teams:</p> <p>* Development of a data base for staff to identify their chosen date for each terms PP day. This will provide the opportunity for staff to meet in teams or with a partner if they choose.</p> <p>*Development of a reflective tool to enable evaluation of PP days and collect relevant data. The evaluation will include the process itself as well as the impact on teacher and student learning from the use of the time.</p> <p>*The Design for Learning Implementation team will explore and develop a proposal to introduce a PLT moderation/assessment day in Term 2. This will be implemented and then evaluated.</p>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Complete the development of an observation of practice model and implement across the school in Semester 2. This will include:</p> <p>* Teachers observing teachers within a PLT.</p> <p>* The expansion of the AHL coaching model to include observation</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>of a teacher in action.</p> <p>*The exploration of observation as evidence, within the appraisal process.</p> <p>*The development and introduction of a leadership shadowing program.</p>				
<p>Continue to expand the Leadership Professional Learning Suite. In 2018 this will include:</p> <p>*Professional Leadership Coaching</p> <p>*Targeted professional learning both externally (Bastow programs) and within the school. In Semester 1 2018, the focus for after school leadership sessions will be on defining what an effective instructional learning at Dandenong High School should look like. Professional Learning workshops will be facilitated by Stephen Dinham, Dr Ryan Dunn and Richard Searle.</p> <p>*Further development of CR sessions with the inclusion for Principal class, of observation of their leadership in action by the Principal.</p> <p>*Development and implementation of an aspirant leaders program for Terms 2 and 3 designed to build leadership sustainability within the school.</p>	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$255,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To achieve trend improvement in student wellbeing and connection to the school for all students and staff.
12 month target 2.1	<p>An 10% increase (based on 2017 data) in students who have over 90% attendance, in each House, at each Year Level.</p> <p>An 5% increase in the attendance of intermediate and Senior VCAL students (based on 2017 data).</p> <p>A 5% reduction in the number of "school refusers" or students with long term absence (below 50% attendance in a Semester).</p> <p>An increase in School Climate data (staff opinion survey) to results above the 60th percentile in; collective efficacy, collective responsibility and staff trust in students and parents.</p> <p>An increase to results above the 75th percentile in the Attitudes to Schools survey in connectedness to peers, connectedness to school, student safety and teacher empathy.</p>

FISO Initiative	Building communities
Key Improvement Strategy 1	Develop and implement a "Community Attendance Improvement" strategy, designed to reduce student absence and increase student and parent engagement, across the school.
Actions	<ul style="list-style-type: none"> - Review and refine school absence and exit procedures to ensure our data is accurate and reflects actual student attendance. - Implement the use of an "attendance data tracking" tool for each House, that moves from recording days absent (negative approach) to measuring that every student has at least 90% attendance (positive focus). This will enable each House to identify students at risk and celebrate improvement in others. - Develop and implement an "its not okay to be away" communication strategy for use within the school and across the wider community. - Further develop the House Culture work to ensure responsibility for improving student attendance is shared across all staff (leadership teams, teachers and ES). - Develop, together with the Student Agency team, a student/family survey to identify why students are absent and how could they increase their connection to and engagement with the school. - Develop a consistent approach to managing school refusers and those with a pattern of significantly low attendance. This will include the investigation of an educational outreach program to prepare long term absentees for their return to school.
Evidence of impact	<p>As students and their families become more aware of the impact of extended or regular absence on their learning, there will be a steady improvement in attendance data across the school. Students in particular will be able to make a more informed choice regarding both being at school and the level of their engagement and commitment. Senior students will have a better understanding of the impact of poor attendance on their achievement/opportunity for further study or their future pathway.</p> <p>Improved data tracking and monitoring processes will ensure more efficient communication with families and effective targeting of intervention strategies or support. The change in focus for staff, from reducing student absence days to ensuring each student has at least 90% attendance (a more positive approach), will have resulted in an increase in shared responsibility for engaging students which moves beyond the leadership team. The Student Agency team will be powerful advocates in ensuring that student take ownership of their own learning, develop greater resistance to external pressures and attend school.</p> <p>Due to a more strategic approach by key staff, the attendance for VCAL and indigenous students will have increased. The school leadership team will also have developed greater awareness of the particular challenges facing these students and will frame a whole school approach ready for implementation in 2018. This will not just focus on attendance but on increasing their connection to the school community and ensuring their learning success.</p> <p>The school will also have investigated potential educational outreach programs and identified a "return to school" process, that will provide further support and ensure a greater chance of learning success for those who re engage after a sustained absence.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Streamline roll marking, attendance, exit and tracking processes to ensure accuracy of attendance data and more immediate follow up with families. This will include:</p> <p>* The development and implementation of an attendance tracking tool . This will be used by each House Leadership team to monitor student attendance throughout the year and develop tailored strategies for individual families. The aim will be to ensure that students in each House have at least 90% attendance at school.</p> <p>*The development and implementation of a whole school attendance data base to accurately measure and record student attendance. This will be available to House leadership teams and school leadership.</p> <p>*Clearly define and communicate a sequential exit process for use by leadership and Administration staff.</p> <p>*Develop a Well Being Attendance Process. This will provide targeted interventions and support for students with attendance below 50% by the Well Being team, utilising expertise from external agencies when appropriate.</p> <p>*Employ an ES Enrolment/Attendance officer who will manage the whole school attendance data base and exit policy and ensure accurate and current data is available.</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Develop and implement an improvement strategy that directly targets and monitors the attendance of indigenous and VCAL students. This will include:</p> <p>*The Senior Studies Liaison manager will be provided with a data tracking tool for use with VCAL students. They will set a goal within their PDP and work collaboratively with the VCAL teaching team to</p>	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>ensure improvement in student attendance at school (using a range of strategies including engaging students through curriculum) and at work placement. Support will be provided by House and Leadership teams.</p> <p>*The Well Being team leader will oversee the management of Koori student attendance at the school, in liaison with the KESO. A Well Being team officer will be designated to monitor students and work closely with both community and families.</p>				
Investigate an educational outreach program (virtual education) to support the return to school and re-engagement of students with long term absence.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a community communication strategy, "It is not okay to be away", to ensure that families and students understand the importance of attending school and the cumulative impact on learning. This will include working with School Council, feeder Primary Schools, Local Council and the Student Agency team to capture student perceptions.	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Each House across the school will set a goal to improve student attendance or engagement for 2017. Progress and feedback will be monitored through Learning Culture sessions and each House will implement and trial a range of strategies. The aim will be to ensure that all staff within the House share the responsibility for addressing student attendance and it does not just remain with the House Leadership team.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Dandenong High School (8858)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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<p>Completion of the design of Learning Sequences for all learning areas: * All teachers will be allocated a Term 1 or Term 2 Learning Sequence to design in Term 1.</p> <p>*Support will be provided to staff in PLT sessions as well as through targeted professional learning workshops.</p> <p>*Teachers in some domains (Health/PE and Arts/DDT) will be allocated remaining Learning sequences for design in Semester 2.</p> <p>*Evaluation and refinement of all Term 1 and Term 2 Learning Sequences will take place in Semester 2, using a similar process to that developed in 2017.</p> <p>*Design for Learning Implementation Team will continue to lead this work and monitor progress.</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Learning Sequences and the new pedagogical approach, will be fully implemented in all learning areas across the school:</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>* Teachers will set a goal in their PDP which will demonstrate they are implementing elements of the Design for Learning. Through discussions with their appraiser, they will provide evidence of their impact on improving student learning growth.</p> <p>*Professional learning, through targeted workshops delivered by Leading Teachers, will support this work. In Semester 1 the focus of key sessions will be; "using student learning data to differentiate learning and instruction", "embedding the general capabilities" and "developing learning progressions".</p> <p>*Teachers will self assess their growing understanding of the Design for Learning pedagogy on the Staff Learning Continuum at the end of each Semester.</p> <p>*Through the expanded PLT structure all staff will be observing colleagues implementing Learning Sequences and will be</p>						
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observed themselves during Semester 2.						
<p>Introduce the school Learning Progression Framework and agreed language (including specific command terms) to staff.</p> <p>* Learning progressions will be the focus of a Curriculum Day in Term 1. Staff will be introduced to the learning progression framework.</p> <p>*Further professional learning and support will be delivered later in the term through a professional learning workshop and PLT sessions.</p> <p>*All staff will begin to develop learning progressions to support the Learning Sequences. These will be evaluated and refined, through the Design for Learning auditing process, by each Domain.</p> <p>*Student feedback will be collected to assess the accessibility of Learning Sequences.</p>	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

<p>Expand the "Reading Coaching Program" from a Year level in 4 Houses, to all students in Year 7 and 8 across the school. This is designed to improve reading confidence and build literacy skills:</p> <p>* 5 reading coaches (teachers with a time allowance and specific literacy training) will work with individual students in classes to Reading Conference and develop Reading Logs.</p> <p>*Literacy and critical literacy skill development for students in Years 7 and 8 will be delivered by Reading Coaches and the LRC Leader in Library sessions as part of their English program.</p> <p>*The engagement of a literacy improvement team from Courtney Gardens Primary School. They will be in the school one day a week and work with PLTs, PLT leaders and teaching teams. Their focus will be the analysis of NAPLAN (Reading) data, in order to identify instructional strategies that target</p>	<p>Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> External consultants Courtney Gardens Literacy team</p>	<p><input checked="" type="checkbox"/> On-site</p>
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individual students learning needs.						
<p>Implement the General Capabilities across the Domains through a "phased in" approach which includes:</p> <ul style="list-style-type: none"> * Mapping of the General Capabilities across the curriculum to explicitly communicate teacher responsibilities for teaching, assessing and reporting of the expected skills for each learning area. * Embedding the relevant General Capabilities within each learning progression so that teachers can effectively monitor a student's skill acquisition. * The delivery of targeted professional learning to all teachers. 	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Expand the PLT structure to further personalise professional learning and ensure the effective implementation of learning sequences across the school:</p> <ul style="list-style-type: none"> *All teachers will be a member of a Year level, subject team, that meets weekly. 	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dr Ryan Dunn University of Melbourne	<input checked="" type="checkbox"/> On-site

<p>*Each PLT will be facilitated by a leader.</p> <p>*The focus of PLT sessions will include; Designing Learning Sequences and moderating student learning (Learning Development) and improving professional practice (Professional Development). Each teacher will then take their learning from this group and apply it back with their teaching teams, in their classroom or within the House community.</p> <p>*In 2017, the "directive" phase, all PLTs will have a shared theme or whole school focus. This will be supported by targeted professional learning sessions. In Term 1, 2018, the focus will be on building trust within the team and defining protocols, as well as supporting each other in designing Learning Sequences. In Term 2, this will move to defining excellent professional practice using the HITTTS strategies as a base and an introduction to observing practice. All staff will be observing fellow PLT</p>						
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<p>members in Term 3 as part of the professional learning process.</p> <p>*A targeted professional learning program will be implemented to support PLT leaders facilitated by the Executive Leadership team and Dr Ryan Dunn.</p>						
<p>Develop processes, protocols and tools to measure and ensure the effectiveness of PLTs and identify future learning leads:</p> <p>* A key focus for the Design for Learning Implementation team will be to develop evaluative tools and measures for PLT use and monitor staff learning progress across the school.</p> <p>*A key focus for the Learning culture team will be to monitor effective transference from PLTs to teaching and House teams and collect evidence of impact in classrooms.</p> <p>*The Executive Leadership team together with PLT leaders will develop accepted protocols and processes that define expectations of what</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>an effective PLT session will look like. These will be personalised in each group by PLT members.</p> <p>*Each member of the Executive team work closely with 15 PLT leaders, acting as a critical friend. They will attend at least one session for each of their assigned PLTs in a Semester to observe and provide feedback.</p> <p>*The PLT structure will be reviewed at the end of Semester 1 and refined if necessary.</p>						
<p>Implementation of Professional Practice days and development and introduction of PLT/Assessment/Moderation day at the end of each term. This will provide teachers will concentrated time within their PLT and support the effective transference of key learning to teaching and House teams:</p> <p>* Development of a data base for staff to identify their chosen date for each terms PP day. This will provide the opportunity for staff to meet in</p>	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>teams or with a partner if they choose.</p> <p>*Development of a reflective tool to enable evaluation of PP days and collect relevant data. The evaluation will include the process itself as well as the impact on teacher and student learning from the use of the time.</p> <p>*The Design for Learning Implementation team will explore and develop a proposal to introduce a PLT moderation/assessment day in Term 2. This will be implemented and then evaluated.</p>						
<p>Complete the development of an observation of practice model and implement across the school in Semester 2. This will include:</p> <ul style="list-style-type: none"> * Teachers observing teachers within a PLT. * The expansion of the AHL coaching model to include observation of a teacher in action. *The exploration of observation as evidence, within the appraisal process. *The development and 	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

introduction of a leadership shadowing program.						
<p>Continue to expand the Leadership Professional Learning Suite. In 2018 this will include:</p> <ul style="list-style-type: none"> *Professional Leadership Coaching *Targeted professional learning both externally (Bastow programs) and within the school. In Semester 1 2018, the focus for after school leadership sessions will be on defining what an effective instructional learning at Dandenong High School should look like. Professional Learning workshops will be facilitated by Stephen Dinham, Dr Ryan Dunn and Richard Searle. *Further development of CR sessions with the inclusion for Principal class, of observation of their leadership in action by the Principal. *Development and implementation of an aspirant leaders program for Terms 2 and 3 designed to build leadership sustainability within the school. 	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dr Ryan Dunn Stephen Dinham Richard Searle	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[D4L Auditing Process Guidelines - Phase 2.docx \(0.18 MB\)](#)
[D4L Auditing Process Guidelines.docx \(0.17 MB\)](#)
[D4L Evaluation and Auditing Process - Term 3 and 4 2017.docx \(0.15 MB\)](#)
[D4L Evaluation and Auditing Process Part 2 - Term 3 and 4 2017.docx \(0.17 MB\)](#)
[Design for Learning - Staff Learning Continuum Final.docx \(0.02 MB\)](#)
[Design for Learning Principles and Protocols .docx \(10.64 MB\)](#)
[Learning Sequence Audit Checklist.docx \(0.05 MB\)](#)
[Learning Sequence Evaluation and Reflection Tool.docx \(0.03 MB\)](#)
[Professional Learning Teams - Purpose and Structure 2017.docx \(0.05 MB\)](#)
[SIT Presentation 2017.pptx \(5.43 MB\)](#)
[Tracking D4L Staff Learning Continuum.xlsx \(1.7 MB\)](#)

Dimension 2

[DHS Learning Sequence Design Tool.docx \(0.08 MB\)](#)
[SIT Presentation 2017.pptx \(5.43 MB\)](#)

Dimension 3

[DHS Learning Sequence Design Tool.docx \(0.08 MB\)](#)
[SIT Presentation 2017.pptx \(5.43 MB\)](#)

Dimension 4

[DHS Learning Sequence Design Tool.docx \(0.08 MB\)](#)
[SIT Presentation 2017.pptx \(5.43 MB\)](#)

Dimension 5

[2018_19 Positions of Responsibility V3.docx \(0.04 MB\)](#)
[Dandenong High School Leadership System.docx \(0.06 MB\)](#)
[Highly Effective School Leaders Survey.docx \(0.02 MB\)](#)
[Leadership Accountability and Responsibility Structure 2017\[2\].docx \(0.02 MB\)](#)
[Meeting Structure Semester 1 2017 \(1\).docx \(0.06 MB\)](#)
[Meeting Structure Semester 2 2017 \(V3\) \(1\).docx \(0.05 MB\)](#)
[PTR Process and role descriptions 2018 V1.docx \(0.06 MB\)](#)
[Staff Learning Team V2a.docx \(0.08 MB\)](#)

Dimension 6

[Leadership Session 2 Term 3 Outline - August 2017.docx \(0.03 MB\)](#)
[Leadership Session Term 3, Session 1 2017.docx \(0.03 MB\)](#)
[Leadership Session 1 070217.docx \(0.03 MB\)](#)
[Leadership Session 1 Term 2 260417.docx \(0.07 MB\)](#)
[Leadership Session 2 080317.docx \(0.07 MB\)](#)

[Leadership Session 2 Term 2 180517.docx \(0.07 MB\)](#)
[Learning Sequence Evaluation and Reflection Tool.docx \(0.03 MB\)](#)
[Session 1 Outline Term 4.docx \(0.03 MB\)](#)
[Session 2 Outline Term 4 2017.docx \(0.04 MB\)](#)
[Staff Learning Team V2a.docx \(0.08 MB\)](#)

Dimension 7

[Alignment with Learning Outcomes.docx \(0.11 MB\)](#)
[Budget Request.xlsx \(0.01 MB\)](#)
[Curriculum Capital Plan.docx \(0.11 MB\)](#)
[Elements of an effective Resource Management system.docx \(0.14 MB\)](#)
[IT Infrastructure Plan.docx \(0.11 MB\)](#)
[Learning Resource System.docx \(0.17 MB\)](#)
[Order Request.docx \(0.04 MB\)](#)
[Reference Material Request.docx \(0.11 MB\)](#)
[Values driven resource management.docx \(0.17 MB\)](#)

Dimension 8

[Dandenong High School Vision and Values Statement Final.doc \(0.06 MB\)](#)
[Leadership Code of Practice.docx \(0.28 MB\)](#)

Dimension 9

[Dandenong High School Student Code of Practice 2.doc \(0.1 MB\)](#)
[SRC Elections Process 2017.doc \(0.05 MB\)](#)
[SRC Leadership Forum.docx \(0.11 MB\)](#)
[SRC Representative Position Description 2017.doc \(0.05 MB\)](#)
[SRC Retreat - Letter to Parents.docx \(0.01 MB\)](#)
[Student Leadership .doc \(0.03 MB\)](#)
[Student-Led Conversations - Letter to Parents.docx \(0.02 MB\)](#)
[Student-Led Conversations 2 - Letter to Parents.docx \(0.01 MB\)](#)

Dimension 11

[Doctors in Schools program - 2017 Report.docx \(0.05 MB\)](#)
[Learning Support \(PSD\) for 2018.docx \(0.01 MB\)](#)
[Respectful Relationships Implementation Action Plan \(V1.2\).docx \(0.06 MB\)](#)
[Students in Out of Home Care.docx \(0.05 MB\)](#)

Dimension 12

[Design for Learning Principles and Protocols .docx \(10.64 MB\)](#)
[Learning Interventions Framework .docx \(0.09 MB\)](#)
[Professional Learning Teams - Purpose and Structure 2017.docx \(0.05 MB\)](#)
[Project Based Learning at Dandenong High School\[1\].docx \(0.06 MB\)](#)
[What is Learning Intervention Curriculum Day Presentation final.pptx \(4.39 MB\)](#)

Dimension 13

[Community Partnerships 2017.docx \(0.1 MB\)](#)

Dimension 14

[Project Based Learning at Dandenong High School\[1\].docx \(0.06 MB\)](#)

Dimension 15

[Community Partnerships 2017.docx \(0.1 MB\)](#)

[Dandenong High School.docx \(0.14 MB\)](#)

Dimension 16

[Reporting model - feedback and comments parents.docx \(0.04 MB\)](#)

Self-evaluation Summary

[Dandenong HS 2017 AIP 20_12_2017 Signed by SEIL Susan Alan.docx \(0.2 MB\)](#)