2019 Annual Implementation Plan

for improving student outcomes

Dandenong High School (8858)

Submitted for review by Katie Watmough (School Principal) on 20 December, 2018 at 01:26 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 21 December, 2018 at 02:10 PM
Endorsed by Alan Collier (School Council President) on 21 December, 2018 at 08:06 PM

Self-evaluation Summary - 2019

	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	Embedding
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

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 | Shared responsibility for school improvement continues to develop. There is a growing alignment and agreed purpose within the Leadership team and greater clarity amongst the staff, both of the direction of the school and what their contribution looks like.

Feedback from a participant in the "Bastow Unlocking Potential" program, observed that all teachers could clearly articulate the school's focus of improving practice, the agreed strategies that needed to be implemented and what their role to achieve the school vision. "All staff I spoke to are very clear of what the vision is, what the expectations are and what they need to do". The next step is to translate this commitment and understanding into consistent action in every classroom.

Comments from the SEIL on his second day of observations in Term 4, also highlighted greater consistency in implementation of the "Phases of the Lesson" and a higher quality of practice across the school. During the Learning Walk, all students could articulate the learning intention, albeit to different levels of sophistication and student engagement was high, although learning remained largely teacher directed. |
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	Both reflections were affirmed by significant growth in School Climate data in; Leadership Visibility, Peer Feedback, Interest in Improvement and Collective Efficacy and Staff Feedback regarding the PLT structure has been incredibly positive. Although NAPLAN data shows 48% of students at Year 7 and 63% of students in Year 9 at or below national minimum benchmarks in reading and writing, relative growth data continues to improve and is well above state average. Building teacher capacity to strategically use data and target high impact teaching strategies to point of student need, will be critical to lift student achievement levels.
Considerations for 2020	Although we have made significant progress this year and met or exceeded our goals and targets, the challenge in 2019 is to translate the clarity and alignment in direction, into action. We need to ensure consistency of implementation of our key initiatives across the school. "Implementation integrity" can be achieved, by focusing on the following: *Communication to staff of clear through lines from the goals and KIS in the AIP, to what that looks like for them in the classroom. Expectations need to be explicit and each staff members contribution to school improvement needs to be defined and reflected in their PDP. *We need to have relevant and appropriate targets that accurately measure our impact and provide the evidence we need to further build collective efficacy amongst staff. A real challenge given the transitory nature of our community. *Embedding the Observation of Practice model across the school will provide valuable feedback to leaders and teachers as well as build accountability. Including classroom observations within the PLT Learning Cycle will build evaluative capacity of the group, as well as be effective in measuring progress. *Re-focusing the Leadership team to strengthen their coaching skills and build their confidence in providing instructional feedback that challenges their staff to improve their practice. *Expanding Leadership Learning walks beyond the SEIL and Executive Team to include all leaders, will also provide critical information for each leader to target their approach and evaluate their impact. *Invite our students into the School's improvement journey. Communicate the year's goals and KIS to all year levels and increase student agency of their learning in the classroom. This will include the development of a Learning Feedback Tool by students that teachers can use to evaluate their practice. Student Agency Team members involved in both the SIT team and School Review in Term 2.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To achieve trend improvement in student learning growth for all students.
Target 1.1	• 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.
Key Improvement Strategy 1.a Building practice excellence	Implement the Design for Learning, an evidence-based pedagogical approach, consistently in every classroom. In 2019 this will include refining the quality and rigour of learning sequences, embedding the 'Phases of the Lesson' across all classrooms and the expansion of the school's Literacy Improvement strategy.
Key Improvement Strategy 1.b Building practice excellence	Embed an evidence-based and personalised professional learning model to improve teacher and leadership practice. This will include the introduction of the PLT Learning cycle, the implementation of classroom observation across the school and the introduction of a team of Learning Specialists who will support teachers in improving their practice.
Goal 2	To achieve further community engagement in supporting the learning, engagement and wellbeing of all students.
Target 2.1	• 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.

Key Improvement Strategy 2.a Empowering students and building school pride	Implement the school's attendance strategy consistently across the school to reduce student absence. Explore and develop a Positive Education framework for all staff and students for the school community that, increases engagement and provides students with greater agency of their learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To achieve trend improvement in student learning growth for all students.	Yes	• 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.	To reduce the number of students at or below the National Minimum Standard by 25% in the NAPLAN Reading Domain. Increase the number of students who remain in the top two bands from Year 7-9 in the NAPLAN Reading Domain by 5%. To increase the percentage of students achieving Medium and High Relative Growth from 72% (2018) - 78% (2019) An increase in positive responses in School Climate Data (Staff Opinion Survey) in Leadership visibility to 40% and reduce negative responses to 25%. An increase in positive responses in School Climate Data (Staff Opinion Survey) in Collective Efficacy to 50%, reduce neutral responses to 40% and negative responses to 10%.
To achieve further community engagement in supporting the	Yes	• An increase in the Parent Opinion Survey data in approachability, school improvement and parent input.	A 5% increase (based on 2018 data) in students who have over 85% attendance

learning, engagement and wellbeing of all students.		• 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.	and a 5% reduction in the number of students who are below 40%. Reduce the percentage of students with 20 or more days absence by 5%, creating a closer alignment to the State average. Increase the Attitudes to School Survey data in the following areas; *Teacher Concern - reduce negative responses to 20%, increase positive responses to 46% and reduce neutral responses to 30%. *Student Voice and Agency - reduce negative responses to 15%, increase positive responses to 55% and reduce neutral responses to 26%.

Goal 1	To achieve trend improvement in student learning growth for all students.
12 Month Target 1.1	To reduce the number of students at or below the National Minimum Standard by 25% in the NAPLAN Reading Domain. Increase the number of students who remain in the top two bands from Year 7-9 in the NAPLAN Reading Domain by 5%. To increase the percentage of students achieving Medium and High Relative Growth from 72% (2018) - 78% (2019) An increase in positive responses in School Climate Data (Staff Opinion Survey) in Leadership visibility to 40% and reduce negative responses to 25%. An increase in positive responses in School Climate Data (Staff Opinion Survey) in Collective Efficacy to 50%, reduce neutral responses to 40% and negative responses to 10%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement the Design for Learning, an evidence-based pedagogical approach, consistently in every classroom. In 2019 this will include refining the quality and rigour of learning sequences, embedding the 'Phases of the Lesson' across all classrooms and the expansion of the school's Literacy Improvement strategy.	Yes
KIS 2 Building practice excellence	Embed an evidence-based and personalised professional learning model to improve teacher and leadership practice. This will include the introduction of the PLT Learning cycle, the implementation of classroom observation across the school and the introduction of a team of Learning Specialists who will support teachers in improving their practice.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Although we have made excellent progress towards this goal in 2018, we need to narrow our focus to ensure "integrity of implementation" of the agreed pedagogy, in every classroom. While observational evidence, School Climate data and feedback from PLT's, demonstrates a shared vision, collective purpose and deepening understanding of what excellence in teaching looks like amongst staff, it is now critical to move this to action. A key component will be to ensure that clear "through lines", between each initiative within the AIP and what this looks like for every teacher in their classroom, are communicated to staff. Also important will be to target and personalise professional learning from a whole school level, down to the individual teacher through their PDP. Both these KIS address the following next steps: *While many of the required learning sequences have been completed and audited, they are of varying levels of quality and complexity. All learning sequences need to be refined and have targeted literacy strategies embedded within them. In 2019 teachers will work collaboratively to both increase the rigour and authenticity of the curriculum and deepen their understanding of what excellence in pedagogy looks like. *The PLT Learning Cycle, which in 2019 will include classroom observations, will provide staff the feedback they need to build their confidence and capacity in implementing the pedagogical approach in their teaching. Leadership Learning walks will increase accountability and evaluative capacity. *2018 NAPLAN data does show an increase in relative learning growth in literacy and numeracy, but there are still significant numbers of students below minimum benchmarks in reading and writing in Years 7 and 9. Building the capacity of staff to analysis data sets (NAPLAN Item Analysis) at Years 7 - 9 will further develop understanding of Tier 1 intervention (differentiation) and ensure teachers are targeting their teaching to the point of student need.	

Goal 2	To achieve further community engagement in supporting the learning, engagement and wellbeing of all students.
12 Month Target 2.1	A 5% increase (based on 2018 data) in students who have over 85% attendance and a 5% reduction in the number of students who are below 40%. Reduce the percentage of students with 20 or more days absence by 5%, creating a closer alignment to the State average. Increase the Attitudes to School Survey data in the following areas; *Teacher Concern - reduce negative responses to 20%, increase positive responses to 46% and reduce neutral responses to 30%. *Student Voice and Agency - reduce negative responses to 15%, increase positive responses to 55% and reduce neutral responses to 26%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Implement the school's attendance strategy consistently across the school to reduce student absence. Explore and develop a Positive Education framework for all staff and students for the school community that, increases engagement and provides students with greater agency of their learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has made significant progress towards improving student attendance in 2018.The average number of absence days per student has been reduced from a projected 28 to 17 and all other related targets have been met. However, analysis of data within the school highlights variability in implementing the whole school strategy between Houses with differing levels of success. There are also clear inconsistencies between the level of commitment, prioritising and acceptance of responsibility of this strategy amongst all staff. An element of this KIS will be to ensure consistent implementation of the approach in every House. 2018 Attitudes to School data also shows a significant dip in key measures including; Teacher Concern, Connection to School and Learning Confidence. Although there are questions about the effective implementation of the survey this year, there is no doubt, based on feedback from students within the Student Agency Team, that we need to expand our thinking from attendance to increasing student engagement, through a focus on Positive Education. The first step will be to collect a range of data and feedback from students to accurately identify student experience at the school. This will also be valuable in informing the Review in Term 2. The other critical factor underpinning this KIS, is the need to empower all students to have agency in their learning. Although

<table>
<tr>
<td style="background-color:#d3d3d3"></td>
<td>the school has a strong Student Leadership, Voice and Agency program, the approach is traditional and focused on school improvement, rather than the agency of each learner in the classroom. Learning is predominately teacher driven and student feedback to their teacher is not consistent practice. Communication of the AIP and school improvement focus, including the "why", needs to be delivered to all levels and the Student Agency Team will begin development of a Learning Feedback Tool, to be used as an evaluative tool for teachers to promote reflection of their practice.</td>
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Define Actions, Outcomes and Activities

Goal 1	To achieve trend improvement in student learning growth for all students.
12 Month Target 1.1	To reduce the number of students at or below the National Minimum Standard by 25% in the NAPLAN Reading Domain. Increase the number of students who remain in the top two bands from Year 7-9 in the NAPLAN Reading Domain by 5%. To increase the percentage of students achieving Medium and High Relative Growth from 72% (2018) - 78% (2019) An increase in positive responses in School Climate Data (Staff Opinion Survey) in Leadership visibility to 40% and reduce negative responses to 25%. An increase in positive responses in School Climate Data (Staff Opinion Survey) in Collective Efficacy to 50%, reduce neutral responses to 40% and negative responses to 10%.
KIS 1 Building practice excellence	Implement the Design for Learning, an evidence-based pedagogical approach, consistently in every classroom. In 2019 this will include refining the quality and rigour of learning sequences, embedding the 'Phases of the Lesson' across all classrooms and the expansion of the school's Literacy Improvement strategy.
Actions	- Refine Learning Sequences across all Learning Areas, using a collaborative design process. - Implement Phase 2 of the Literacy Improvement Strategy. - Expand Leadership Learning Walks across the school to ensure implementation integrity of the 'Phases of the Lesson'. - Implement Phase 2 of the Learning Interventions approach across the school.
Outcomes	All current Learning Sequences will be refined to ensure they have; greater rigour, fidelity, reflect the Victorian Standards and have the General Capabilities fully embedded. The collaborative design process will both ensure an authentic and rich curriculum for students and further develop each teacher's understanding of the pedagogical approach itself. Building teacher skills in the design process will also enhance teacher capacity and promote confidence to implement the approach in their classroom. The introduction of all new staff to Learning Sequence design, as part of the Induction program, will ensure transitioning teachers understand all facets and practical elements of the Design

	for Learning and can embed the approach in their practice. Leadership Learning Walks and a focus on excellence in practice, will be part of the school culture. Teachers will be implementing Learning Sequences and the "Phases of the Lesson" in every classroom and leadership will use their observations to target professional learning at House, Domain and individual teacher level. The quality and consistency of teacher practice and implementation integrity of the agreed pedagogical approach will increase across the school. The expansion of both the Literacy and Learning Intervention strategies will ensure individual students have targeted support to build their literacy skills and maximise their learning growth. Teachers will have greater capacity to analyse VCE or NAPLAN data to a more detailed level and use this evidence to target their teaching to meet their individual student's needs. Teacher confidence in using Tier One Interventions within the classroom will increase and all students will be able to articulate learning intentions and success criteria beyond the content of a lesson. Lessons will be less teacher driven and more student centred, with students demonstrating greater ownership of their learning.
Success Indicators	• Observational data from Leadership Learning Walks to measure; consistency of implementation of Learning Sequences and "Phases of the Lesson", student engagement and ownership of their learning and student ability to articulate the learning purpose, "Big ideas and "Enduring Understandings". • Refined Learning Sequences that demonstrate deeper rigour, fidelity and a clear skills continuum embedded within them. • Curriculum map on 'Atlas' (online platform), that demonstrates the curriculum as a learning continuum, with the General Capabilities embedded within. • Reduction in number of students who are achieving at or below National benchmarks in reading and writing. • Individual teacher PDP's demonstrate a more strategic use of student learning data and how this is used to improve practice in the classroom. • A movement to the "stretch" quadrant in the School Performance Report for student learning and engagement.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further embed and ensure implementation integrity of the Design for Learning through: *Introduce a collaborative and co-construction design and refinement approach. This will involve three different aspects; the	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used

co-creation and construction of new Learning Sequences to be undertaken by Design Partners; the interrogation and intensive refinement of current Learning Sequences undertaken by teams of Domain-based teachers; and the provision of a personalised induction program for new teachers which will involve targeted sessions facilitated by the Staff Learning team. Furthermore, individual teachers will also be allocated to a Design Partner team to observe an exemplar of the design process.

*Throughout Semester 1 of 2019 there will be dedicated Design Sessions as part of the Staff Learning schedule in which teachers will collaborate and undertake the work required to complete the allocated Learning Sequence. All Learning Sequences, either newly created or refined, will be submitted by the end of Term 3.

*A further innovation to support the Design for Learning will be introduced in 2019. 'Atlas', a custom designed electronic platform will enable teachers to access, collaboratively design and audit Learning Sequences. In Term 4, the Design for Learning Auditing Team will have responsibility for inputting all Learning Sequences into 'Atlas'.

*Expand the Leadership Learning Walks to more effectively evaluate implementation integrity of the Design for Learning and the Phases of the Lesson in every classroom.

Build data literacy capacity across the school and support teachers in effectively differentiating through: *Provision of a NAPLAN Data Analysis session in Week 4 of Term 1 to all Year 7, 8 and 9 English, Humanities, Maths and Science teachers the 2018 NAPLAN data. The session will focus on identifying individual students at or below National Minimum Standard and students in the top two-bands. The session will also include the communication of the 'Big Three' whole-school areas of focus for skill development with all students in 2019, which are 'Reading - Interpretation of explicit information in fiction and non-	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

fiction texts', 'Reading - Inferring fiction and non-fiction texts' and 'Writing - Audience'. All teachers will be responsible for the explicit teaching and assessments of these skills and students will be tracked and monitored for learning growth throughout the year.

*Led by the Learning Development Team (LDT) and the Learning Specialists, the NAPLAN Item Analysis process will be undertaken with all Year 7, 8 and 9 English, Humanities, Maths and Science teachers following the release of the 2019 NAPLAN data. This process will identify individual students at or below National Minimum Standard and students in the top two-bands, in addition to the next 'Big Three' whole-school areas of focus for skill development to be implemented in the second half of 2019.

*The Professional Practice Team (PPT) and the Data and Evaluation Leader will develop a VASS Data Analysis process which will be communicated to all Year 10, 11 and 12 teachers in Term 1. Individual teachers will be responsible for the explicit teaching and assessments of these skills and student growth will be monitored.

*The Assistant House Leaders, as VCE Data Coaches, will build all Senior teachers data literacy through one-on-one coaching. They will also facilitate Domain-based sessions to identify and target cohort learning needs and skill development.

Implement Phase 2 of the Literacy Improvement Strategy by: *Expansion of the Reading approach which includes the re-visioned Reading Program, designed to maximise reading engagement, explicitly teach reading skills and assess student learning progress in Years 7 and 8. *Further evolve the Reading Coaches role to provide in class support to teachers and students to enhance the use and effectiveness of evidence-based routines and practices in English. The coaches will; support individual students to develop their	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$255,000.00 ☑ Equity funding will be used

reading fluency, literacy skills and reading engagement; and will work with teachers in analysing and using reading data to identify and plan for targeted and differentiated literacy strategies.

*Continue to work closely with the SEVR Literacy Improvement consultants, Loretta Hamilton and Georgina Wilson, who will meet fortnightly with the Learning Interventions Leader and the Reading Coaches to develop their capacity and ensure consistency in implementation.

*Further refine the Vocabulary Across the Curriculum approach through the provision of targeted professional learning to build teacher capacity and develop a greater array of vocabulary strategies to be used in the classroom. An evaluation process will be developed by the Learning Interventions Team which will include the collection and monitoring of student learning growth, through a consistent pre and post assessment schedule.

*Development of specialised Tier 2 Learning Intervention programs, so as to identify and effectively support students who require more intensive interventions than the differentiation that is provided within mainstream classroom programs.

KIS 2 Building practice excellence	Embed an evidence-based and personalised professional learning model to improve teacher and leadership practice. This will include the introduction of the PLT Learning cycle, the implementation of classroom observation across the school and the introduction of a team of Learning Specialists who will support teachers in improving their practice.
Actions	- Implement the PLT Learning Cycle in each PLT across the school. This will include classroom observations for all teachers each semester. - Implement the four elements of the Observation of Practice model developed in 2018 across the school. - Continue to refine and develop the Critical Reflection Professional Learning program for School Leaders. In 2019 this will include; a Leadership Retreat; an Aspirant Leaders Program; the introduction of a team of Learning Specialists; and the implementation of Learning Walks for all School Leaders to be undertaken with their Critical Reflection mentor.

| Outcomes | Each teacher at the school has clarity regarding the agreed strategic direction and initiatives within the AIP and can articulate what that looks like in action for them and their students in the classroom. Clear through lines between an individual's PDP goals and those set at Domain, House and whole school level, ensure both shared understanding of the work and what the individual's contribution needs to look like. There is a more consistent move from shared values and purpose, to action and an observational change of practice for most staff.

The school is moving closer to a Professional Learning Community in the truest sense, as individual teachers see their own growth not as a choice but part of their professional responsibility. PLT's are high level professional learning groups, that are; evidence based, safe and challenging spaces, that question a teacher's practice and provided constructive feedback.

The introduction of the Observation of Practice model ensures that all staff receive feedback to promote critical reflection and build their capacity and there is greater accountability for implementation of initiatives across the school. All professional learning sessions are targeted to provide teachers with the skills and knowledge they need to implement the Design for Learning and the Phases of the lesson with integrity.

All teachers are using data more effectively within their PDP to demonstrate the impact of their own learning on their teaching and student outcomes in the classroom. They are able to measure the effectiveness of the strategies they are using and are more confident in targeting their practice to the point of student need.

The leadership team have renewed alignment and shared purpose. Each member is using observation to ensure implementation integrity of the initiatives they are responsible for and we have increased confidence in providing critical feedback to staff and receiving feedback from others about our practice. |
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| Success Indicators | •   Staff feedback from exit data after Professional Learning sessions, Leadership PL sessions and Aspirant Leader's program.

•   Observational data from Leadership Learning walks and PLT visits (Exec team and Learning Specialists).

•   Improved School Climate data and Attitudes to School data as identified in AIP targets.

•   Samples of PDP's from teachers and leaders across the school which demonstrate greater sophistication in the use of learning data than the year before.

•   Excerpts from Learning Specialist and Instructional Coaches' journals where they evaluate the impact of the coaching experience on a teacher's practice. |

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure every teacher understands their contribution to whole school improvement and how that impacts their practice in the classroom:	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1	$0.00

	☑ Teacher(s)		to: Term 4	☐ Equity funding will be used
*Curriculum Day 1 - Keynote presentation which articulates the through-lines for teachers between the initiatives in the AIP and what this looks like for them in their day-to-day work. The aim is for teachers to understand their contribution to whole-school improvement and the significance of their influence on improving student learning. *Every staff member communicated through the PDP process and the evidence they present how they are enacting AIP initiatives in their practice. *Professional Learning and Meeting Schedule, which includes 'Improving Practice Excellence ' sessions. These sessions have been designed to allow staff within the Houses and the Domains to translate the AIP into goals that focus upon the Design for Learning, Phases of the Lesson and differentiation of student learning. These goals will be continually re-visited and monitored throughout the year to ensure implementation integrity across the school.				
Implement the PLT Learning Cycle in every PLT. This will include classroom observations for all teachers at least once a semester: *Curriculum Day 2 - Keynote presentation to be delivered by Dr Simon Breakspear who will introduce the 'PLT Sprints' concepts, which will form the basis PLT Learning Cycle in 2019. *Dr Ryan Dunn, our critical friend, will continue to work with the PLT Leaders throughout the year to ensure the PLT Learning Cycle is defining the work and pace of every PLT across the school. *Provision of a Staff Learning session in Term 1 to communicate the PLT Learning Cycle. *The Executive Leadership Team, Data Evaluation Leader and 6 Learning Specialists will observe all PLT's to ensure the PLT	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used

Learning Cycle is being implemented and identify any professional learning required. *Collect feedback from teachers regarding the impact of the PLT Learning Cycle and classroom observations, of their teaching in the classroom. Evaluate the effectiveness of the PLT Learning Cycle to inform the 2020 AIP.				
Implement all components of the Observation of Practice model across the school. This will include: *Introduce the PLT classroom observations *Develop a Leadership Shadowing program to be trialled in Semester 2, which will include the Assistant Principal class shadowing the Principal. *Instructional Coaching to be facilitated by the Assistant House Leaders and will involve at least 2 observations per semester. All participants in the coaching program will be required to undertake a Coaching Journal to evaluate impact.	☑ Leadership Team ☑ PLT Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Continue to expand the Leadership Professional Learning Suite. In 2019 this will include: *Term 1 - - Hold a Leadership Retreat to develop targeted strategies to improve teacher performance and development and build all leaders capacity in providing constructive feedback. - Introduce a Learning Specialist Conference, a two-day 'Think Tank' for the six newly appointed Learning Specialists and the Executive Leadership Team. The learning session will focus on the development of the scope and influence of the Learning Specialist across the school and develop a method to evaluate their impact during their first year.	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used

*Terms 2 and 3 - - Implement the Aspirant Leadership Program for potential leaders at Dandenong High School. This will include targeted professional learning sessions, a shadowing/mentor opportunity with a House Leader and the completion of a leadership project. The project will be presented in a Showcase to the Leadership Team in Term 4. - Expand the Critical Reflection session to include Leadership Learning Walks, that take place every term with their Critical Reflection mentor, a member of the Executive Leadership Team.				
Further evolve the Organisational Design model at Dandenong High School to support the next phase of our whole-school improvement approach: *In Term 2, the Consultative Committee will review the current Leadership structure including the Positions of Responsibility (POR) and Professional Teacher Responsibilities (PTR) in response to the introduction of six Learning Specialists.	☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used

Goal 2	To achieve further community engagement in supporting the learning, engagement and wellbeing of all students.
12 Month Target 2.1	A 5% increase (based on 2018 data) in students who have over 85% attendance and a 5% reduction in the number of students who are below 40%. Reduce the percentage of students with 20 or more days absence by 5%, creating a closer alignment to the State average. Increase the Attitudes to School Survey data in the following areas; *Teacher Concern - reduce negative responses to 20%, increase positive responses to 46% and reduce neutral responses to 30%. *Student Voice and Agency - reduce negative responses to 15%, increase positive responses to 55% and reduce neutral responses to 26%.
KIS 1 Empowering students and building school pride	Implement the school's attendance strategy consistently across the school to reduce student absence. Explore and develop a Positive Education framework for all staff and students for the school community that, increases engagement and provides students with greater agency of their learning.

Actions	- Implement the school Attendance Strategy consistently across all Houses.
	- Collect a range of Wellbeing data and reflections from students, to accurately assess the level of student engagement and connection to the school.
	- Run the Positive Education Certificate (University of Melbourne) for up to 20 leaders and teachers.
	- Establish a team of 'Champions' including those completing the Positive Education Certificate and develop a Positive Education Framework for implementation in 2020.
	- Develop with the Student Agency Team a Learning Reflection tool to provide feedback to teachers regarding the impact of their teaching.
Outcomes	All Houses have implemented consistently, the 4 priority areas identified in the School Attendance Strategy. Student absence has been further reduced across the school and more parents are working in partnership with House Leadership teams to implement intervention strategies. There is growing understanding for all teachers of the impact of engagement and building connections with students on positive attendance and all Houses have a goal reflecting this in the AHIP (Annual House improvement plan). The newly introduced "monitoring approach", where each House Well Being Liaison Officer, reviews attendance and intervention strategies weekly, has resulted in greater accuracy of attendance and Exit data.
	Introducing the concept of a Positive Education approach to staff has ensured teachers are beginning to understand the importance of building relationships with students and demonstrating their knowledge of each individual as learner and person has a positive impact on engagement. A "team of champions" (20 teachers and leaders who have completed the Certificate in Positive Education delivered by Melbourne University) have developed a Pos Ed framework which outlines a whole school approach that will be implemented in 2020.
	All students have been formally invited on the School's improvement journey through communicating the purpose of the Design for Learning, "Phases of the Lesson" and classroom observations in Year Level Assemblies. This has strengthened the connection of students to the school and defined for them, what their role needs to look like. The Attitudes to School data has reflected this inclusive approach as has data from the "Well Being Profiler" (Melbourne University) and "ACER Connection to School" survey. The Student Agency team has together with Principal Class, developed a Learning Feedback tool for teachers that will be piloted across the Houses in 2020.
Success Indicators	• Improved Attitudes to School Survey data, as well as improved results from the Well Being Profiler and ACER Connection to School survey. The latter two will be used a baseline evidence as we begin implementation of the Positive Education Framework in 2020.
	• Student Agency Team Feedback as they develop the Learning Survey and exit data from the Year Level School Improvement Assemblies.

	• Improved student attendance data. • Observations from Leadership Learning walks will provide evidence of an increase in student agency of their learning in classrooms and less time given to teacher direction in a lesson.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the school's attendance strategy consistently across the school. This will include: *Ensure each House has an attendance/engagement goal within their House improvement plan. *The Learning Culture Team (LCT) will streamline and prioritise actions within the school attendance strategy that each House will implement. *The Wellbeing Liaison Officer will oversee attendance interventions for each of their assigned Houses to ensure consistent implementation of the approach. *The Wellbeing Team Leader will oversee a focus on improving attendance with VCAL and Koorie students. *The Wellbeing Team Leader and the Enrolment Manager will regularly monitor and review attendance and exit data for accuracy.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish a data and feedback collection process to assess the level of engagement and student connection to school: *Implement Positive Education Appreciative Inquiry sessions through the Junior Head Start program in Term 4 of 2018 and through Senior Learning Tutor in Weeks 3 and 4 of Term 1 2019.	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	to: Term 3	$10,000.00 ☐ Equity funding will be used

*Administer the ACER Social-Emotional Wellbeing (SEW) Survey to all Year 7-12 students in Term 2. *Administer the University of Melbourne Wellbeing Profiler to all students in Years 7-12 in Term 3.				
Introduce the concept of a Positive Education approach across the school. In 2019 this will include: *Delivery of a Staff Learning session early in Term 2 to all staff to introduce Positive Education. This will be facilitated by Alexandra Johnson from the University of Melbourne and will involve an invitation to interested staff to participate in the Professional Certificate of Positive Education and funded by the school. *During Terms 3 and 4, the Positive Education Team (PET) in conjunction with staff enrolled in the Melbourne University Positive Education Certificate, will develop a Positive Education Framework with the intention of introducing a whole school approach in 2020. *Utilise Alexandra Johnson as the mentor for the Positive Education "Team of Champions". Alexandra will act as a critical friend during the implementation phase in 2020.	☑ All Staff ☑ Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$175,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$585,000.00	$580,000.00
Additional Equity funding	0.00	0.00
Grand Total	**$585,000.00**	**$580,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Further embed and ensure implementation integrity of the Design for Learning through: *Introduce a collaborative and co-construction design and refinement approach. This will involve three different aspects; the co-creation and construction of new Learning Sequences to be undertaken by Design Partners; the interrogation and intensive refinement of current Learning Sequences undertaken by teams of Domain-based teachers; and the provision of a personalised induction program for new teachers which will involve targeted sessions facilitated by the Staff Learning team. Furthermore, individual teachers will also be allocated to a Design Partner team to observe an exemplar of the design process. *Throughout Semester 1 of 2019 there will be dedicated Design Sessions as part of the Staff Learning schedule in which teachers will collaborate and undertake the work required to complete the	from: Term 1 to: Term 4	☑ Assets	$15,000.00	$15,000.00

allocated Learning Sequence. All Learning Sequences, either newly created or refined, will be submitted by the end of Term 3.

*A further innovation to support the Design for Learning will be introduced in 2019. 'Atlas', a custom designed electronic platform will enable teachers to access, collaboratively design and audit Learning Sequences. In Term 4, the Design for Learning Auditing Team will have responsibility for inputting all Learning Sequences into 'Atlas'.

*Expand the Leadership Learning Walks to more effectively evaluate implementation integrity of the Design for Learning and the Phases of the Lesson in every classroom. | | | | |
| Build data literacy capacity across the school and support teachers in effectively differentiating through:

*Provision of a NAPLAN Data Analysis session in Week 4 of Term 1 to all Year 7, 8 and 9 English, Humanities, Maths and Science teachers the 2018 NAPLAN data. The session will focus on identifying individual students at or below National Minimum Standard and students in the top two-bands. The session will also include the communication of the 'Big Three' whole-school areas of focus for skill development with all students in 2019, which are 'Reading - Interpretation of explicit information in fiction and non-fiction texts', 'Reading - Inferring fiction and non-fiction texts' and 'Writing - Audience'. All teachers will be responsible for the explicit teaching and assessments of these skills and students will be tracked and monitored for learning growth throughout the year.

*Led by the Learning Development Team (LDT) and the Learning Specialists, the NAPLAN Item Analysis process will be undertaken with all Year 7, 8 and 9 | from:
Term 1
to:
Term 4 | ☑ Professional development (excluding CRT costs and new FTE)
☑ CRT | $20,000.00 | $20,000.00 |

English, Humanities, Maths and Science teachers following the release of the 2019 NAPLAN data. This process will identify individual students at or below National Minimum Standard and students in the top two-bands, in addition to the next 'Big Three' whole-school areas of focus for skill development to be implemented in the second half of 2019. *The Professional Practice Team (PPT) and the Data and Evaluation Leader will develop a VASS Data Analysis process which will be communicated to all Year 10, 11 and 12 teachers in Term 1. Individual teachers will be responsible for the explicit teaching and assessments of these skills and student growth will be monitored. *The Assistant House Leaders, as VCE Data Coaches, will build all Senior teachers data literacy through one-on-one coaching. They will also facilitate Domain-based sessions to identify and target cohort learning needs and skill development.					
Implement Phase 2 of the Literacy Improvement Strategy by: *Expansion of the Reading approach which includes the re-visioned Reading Program, designed to maximise reading engagement, explicitly teach reading skills and assess student learning progress in Years 7 and 8. *Further evolve the Reading Coaches role to provide in class support to teachers and students to enhance the use and effectiveness of evidence-based routines and practices in English. The coaches will; support individual students to develop their reading fluency, literacy skills and reading engagement; and will work with teachers in analysing and using reading data to identify and plan for targeted and differentiated literacy strategies.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$255,000.00	$255,000.00	

*Continue to work closely with the SEVR Literacy Improvement consultants, Loretta Hamilton and Georgina Wilson, who will meet fortnightly with the Learning Interventions Leader and the Reading Coaches to develop their capacity and ensure consistency in implementation. *Further refine the Vocabulary Across the Curriculum approach through the provision of targeted professional learning to build teacher capacity and develop a greater array of vocabulary strategies to be used in the classroom. An evaluation process will be developed by the Learning Interventions Team which will include the collection and monitoring of student learning growth, through a consistent pre and post assessment schedule. *Development of specialised Tier 2 Learning Intervention programs, so as to identify and effectively support students who require more intensive interventions than the differentiation that is provided within mainstream classroom programs.				
Implement the PLT Learning Cycle in every PLT. This will include classroom observations for all teachers at least once a semester: *Curriculum Day 2 - Keynote presentation to be delivered by Dr Simon Breakspear who will introduce the 'PLT Sprints' concepts, which will form the basis PLT Learning Cycle in 2019. *Dr Ryan Dunn, our critical friend, will continue to work with the PLT Leaders throughout the year to ensure the PLT Learning Cycle is defining the work and pace of every PLT across the school. *Provision of a Staff Learning session in Term 1 to communicate the PLT Learning Cycle.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$80,000.00	$80,000.00

*The Executive Leadership Team, Data Evaluation Leader and 6 Learning Specialists will observe all PLT's to ensure the PLT Learning Cycle is being implemented and identify any professional learning required. *Collect feedback from teachers regarding the impact of the PLT Learning Cycle and classroom observations, of their teaching in the classroom. Evaluate the effectiveness of the PLT Learning Cycle to inform the 2020 AIP.				
Continue to expand the Leadership Professional Learning Suite. In 2019 this will include: *Term 1 - - Hold a Leadership Retreat to develop targeted strategies to improve teacher performance and development and build all leaders capacity in providing constructive feedback. - Introduce a Learning Specialist Conference, a two-day 'Think Tank' for the six newly appointed Learning Specialists and the Executive Leadership Team. The learning session will focus on the development of the scope and influence of the Learning Specialist across the school and develop a method to evaluate their impact during their first year. *Terms 2 and 3 - - Implement the Aspirant Leadership Program for potential leaders at Dandenong High School. This will include targeted professional learning sessions, a shadowing/mentor opportunity with a House Leader and the completion of a leadership project. The project will be presented in a Showcase to the Leadership Team in Term 4. - Expand the Critical Reflection session to include	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Other Leadership Retreat	$40,000.00	$35,000.00

Leadership Learning Walks, that take place every term with their Critical Reflection mentor, a member of the Executive Leadership Team.				
Introduce the concept of a Positive Education approach across the school. In 2019 this will include: *Delivery of a Staff Learning session early in Term 2 to all staff to introduce Positive Education. This will be facilitated by Alexandra Johnson from the University of Melbourne and will involve an invitation to interested staff to participate in the Professional Certificate of Positive Education and funded by the school. *During Terms 3 and 4, the Positive Education Team (PET) in conjunction with staff enrolled in the Melbourne University Positive Education Certificate, will develop a Positive Education Framework with the intention of introducing a whole school approach in 2020. *Utilise Alexandra Johnson as the mentor for the Positive Education "Team of Champions". Alexandra will act as a critical friend during the implementation phase in 2020.	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources	$175,000.00	$175,000.00
Totals			$585,000.00	$580,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Laptop Loan program to ensure access to technology for disadvantaged students	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$235,000.00	$100,000.00

		☑ Assets		
Literacy Writers Festival	from: Term 3 to: Term 3	☑ Teaching and learning programs and resources	$5,000.00	$5,000.00
Swimming Program - Year 7 and 8	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$20,000.00	$20,000.00
STEM Program - implementation of STEM program at Year 7 and 8 including resources and staffing	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$150,000.00	$150,000.00
Learning Resource Centre - Library collection enrichment	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources	$82,500.00	$82,500.00
Integration resources	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources ☑ Assets	$10,000.00	$10,000.00
Student Welfare	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Assets	$75,000.00	$75,000.00
*Student Learning Experience - enhancement programs including Domain curriculum opportunities *Robotics Team has qualified for the 2019 VEX World	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$250,000.00	$250,000.00

Robotics Championships in Kentucky, USA to take place in April 2019		☑ Other Curriculum Experiences		
Wellbeing Programs - Cyber safety and online awareness focus	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources ☑ Support services	$25,000.00	$25,000.00
Accelerated and Enhanced Learning Program - enrichment initiatives	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources	$13,600.00	$13,600.00
Pathways and Careers Education - additional staffing and resources	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources		$58,000.00
Homework Club - provision of additional study and revision sessions for students to engage in homework support	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services	$10,000.00	$10,000.00
Breakfast Club - expansion of Breakfast Club to two mornings each week to support attendance and Wellbeing programs	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Other Breakfast supplies	$10,000.00	$10,000.00
Student Leadership Program - Development of Student Leadership through the - Year 12 Student Leaders Trip to Canberra - Year 11 Leadership Development Program - Year 10 Stepping Stones to Leadership Program	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Enrichment program - Canberra	$100,000.00	$100,000.00

EdVAL Consultancy- to assist with the development of a coherent and effective timetable, an EdVAL Timetabler in Residence has been employed to construct the timetable.	from: Term 1 to: Term 4	☑ Other Consultant- Timetabler in Residence	$50,000.00	$50,000.00
Provision of additional Internet line into the school to support technology and online services	from: Term 1 to: Term 4	☑ Assets	$19,000.00	$19,000.00
Wellbeing - Uniform support to ensure provision of uniform items to students from disadvantaged families	from: Term 1 to: Term 4	☑ Other Uniform	$30,000.00	$30,000.00
Music Program - provision of teaching equipment and resources to support the music program	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Other Music equipment and resources	$50,000.00	$50,000.00
Year 7 Camp Program - provision of a Camp program to support the transition, engagement and wellbeing of Year 7 students	from: Term 2 to: Term 2	☑ Teaching and learning programs and resources ☑ Support services ☑ Other Camp Program	$50,000.00	$50,000.00
Year 8 Program - provision of a Learning Tutor program to support the transition, attendance, engagement and wellbeing of Year 8 students	from: Term 2 to: Term 3	☑ Teaching and learning programs and resources ☑ Support services	$30,000.00	$30,000.00
Year 9 Community Project Program - provision of a Learning Tutor program to support the transition, attendance, engagement and wellbeing of Year 9 students	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$50,000.00	$50,000.00

		☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services		
School Production - enhancement of Performing Arts opportunities by engaging theatre consultant to assist with rehearsals and performances	from: Term 3 to: Term 3	☑ Teaching and learning programs and resources	$20,000.00	$20,000.00
Teacher release - 3:50 model coverage of absent teacher - Teacher release to support NAPLAN Item Analysis process, Learning Interventions Team and the Observation of Practice process	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$287,500.00	$287,500.00
VET Program - Provision of VET program to students of disadvantage	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$165,000.00	$165,000.00
Intermediate/Senior VCAL Community Projects - provision of a VCAL program to support the transition, attendance, engagement and wellbeing of VCAL students. This initiative ensures that learning experiences are authentic and provide students with industry and work place experiences	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$20,000.00	$20,000.00
Trade Taster Program - provision of taster programs to students of disadvantage to support pathways experiences	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$6,800.00	$6,800.00
Implementation of the 3:50 model which provides additional support to High Needs and AELP classes at Year 7-9	from: Term 1 to: Term 4	☑ School-based staffing	$821,000.00	$821,000.00

Numeracy Intervention - Programs to support the invention for students below NMS in Numeracy	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$240,000.00	$240,000.00
Literacy Intervention- Programs to support the invention for students below NMS in Literacy	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$600,000.00	$600,000.00
Provision of specialised Enrolment & Transition EAL support staff	from: Term 1 to: Term 4	☑ School-based staffing	$150,000.00	$150,000.00
Provision of specialised IT Infrastructure Management including IT Manager, additional technical support for STEM classes and Laptop Loan Officer	from: Term 1 to: Term 4	☑ School-based staffing	$260,000.00	$260,000.00
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Further embed and ensure implementation integrity of the Design for Learning through: *Introduce a collaborative and co-construction design and refinement approach. This will involve three different aspects; the co-creation and construction of new Learning Sequences to be undertaken by Design Partners; the interrogation and intensive refinement of current Learning Sequences undertaken by teams of Domain-based teachers; and the provision of a personalised induction program for new teachers which will involve targeted sessions facilitated by the Staff Learning team. Furthermore, individual teachers will also be allocated to a Design Partner team to observe an exemplar of the design process. *Throughout Semester 1 of	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site

2019 there will be dedicated Design Sessions as part of the Staff Learning schedule in which teachers will collaborate and undertake the work required to complete the allocated Learning Sequence. All Learning Sequences, either newly created or refined, will be submitted by the end of Term 3. *A further innovation to support the Design for Learning will be introduced in 2019. 'Atlas', a custom designed electronic platform will enable teachers to access, collaboratively design and audit Learning Sequences. In Term 4, the Design for Learning Auditing Team will have responsibility for inputting all Learning Sequences into 'Atlas'. *Expand the Leadership Learning Walks to more effectively evaluate implementation integrity of the Design for Learning and the Phases of the Lesson in every classroom.						
Build data literacy capacity across the school and support teachers in effectively	☑ Leadership Team	from: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day	☑ Teaching partners ☑ Leadership partners	☑ On-site

differentiating through: *Provision of a NAPLAN Data Analysis session in Week 4 of Term 1 to all Year 7, 8 and 9 English, Humanities, Maths and Science teachers the 2018 NAPLAN data. The session will focus on identifying individual students at or below National Minimum Standard and students in the top two-bands. The session will also include the communication of the 'Big Three' whole-school areas of focus for skill development with all students in 2019, which are 'Reading - Interpretation of explicit information in fiction and non-fiction texts', 'Reading - Inferring fiction and non-fiction texts' and 'Writing - Audience'. All teachers will be responsible for the explicit teaching and assessments of these skills and students will be tracked and monitored for learning growth throughout the year. *Led by the Learning Development Team (LDT) and the Learning Specialists, the NAPLAN Item Analysis process will be undertaken	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist

with all Year 7, 8 and 9 English, Humanities, Maths and Science teachers following the release of the 2019 NAPLAN data. This process will identify individual students at or below National Minimum Standard and students in the top two-bands, in addition to the next 'Big Three' whole-school areas of focus for skill development to be implemented in the second half of 2019. *The Professional Practice Team (PPT) and the Data and Evaluation Leader will develop a VASS Data Analysis process which will be communicated to all Year 10, 11 and 12 teachers in Term 1. Individual teachers will be responsible for the explicit teaching and assessments of these skills and student growth will be monitored. *The Assistant House Leaders, as VCE Data Coaches, will build all Senior teachers data literacy through one-on-one coaching. They will also facilitate Domain-based sessions to identify						

and target cohort learning needs and skill development.						
Implement Phase 2 of the Literacy Improvement Strategy by: *Expansion of the Reading approach which includes the re-visioned Reading Program, designed to maximise reading engagement, explicitly teach reading skills and assess student learning progress in Years 7 and 8. *Further evolve the Reading Coaches role to provide in class support to teachers and students to enhance the use and effectiveness of evidence-based routines and practices in English. The coaches will; support individual students to develop their reading fluency, literacy skills and reading engagement; and will work with teachers in analysing and using reading data to identify and plan for targeted and differentiated literacy strategies. *Continue to work closely with the SEVR Literacy	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Teaching partners ☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ Literacy Leaders ☑ External consultants SEVR Literacy Improvement consultants, Loretta Hamilton and Georgina Wilson	☑ On-site

Improvement consultants, Loretta Hamilton and Georgina Wilson, who will meet fortnightly with the Learning Interventions Leader and the Reading Coaches to develop their capacity and ensure consistency in implementation. *Further refine the Vocabulary Across the Curriculum approach through the provision of targeted professional learning to build teacher capacity and develop a greater array of vocabulary strategies to be used in the classroom. An evaluation process will be developed by the Learning Interventions Team which will include the collection and monitoring of student learning growth, through a consistent pre and post assessment schedule. *Development of specialised Tier 2 Learning Intervention programs, so as to identify and effectively support students who require more intensive interventions than the differentiation that is provided within mainstream classroom programs.					

Ensure every teacher understands their contribution to whole school improvement and how that impacts their practice in the classroom: *Curriculum Day 1 - Keynote presentation which articulates the through-lines for teachers between the initiatives in the AIP and what this looks like for them in their day-to-day work. The aim is for teachers to understand their contribution to whole-school improvement and the significance of their influence on improving student learning. *Every staff member communicated through the PDP process and the evidence they present how they are enacting AIP initiatives in their practice. *Professional Learning and Meeting Schedule, which includes 'Improving Practice Excellence ' sessions. These sessions have been designed to allow staff within the Houses and the Domains to translate the AIP into goals that focus upon the Design for Learning, Phases of the	☑ All Staff ☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site

Lesson and differentiation of student learning. These goals will be continually re-visited and monitored throughout the year to ensure implementation integrity across the school.						
Implement the PLT Learning Cycle in every PLT. This will include classroom observations for all teachers at least once a semester: *Curriculum Day 2 - Keynote presentation to be delivered by Dr Simon Breakspear who will introduce the 'PLT Sprints' concepts, which will form the basis PLT Learning Cycle in 2019. *Dr Ryan Dunn, our critical friend, will continue to work with the PLT Leaders throughout the year to ensure the PLT Learning Cycle is defining the work and pace of every PLT across the school. *Provision of a Staff Learning session in Term 1 to communicate the PLT Learning Cycle. *The Executive Leadership Team, Data Evaluation	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist ☑ External consultants Dr Ryan Dunn Dr Simon Breakspear	☑ On-site

Leader and 6 Learning Specialists will observe all PLT's to ensure the PLT Learning Cycle is being implemented and identify any professional learning required. *Collect feedback from teachers regarding the impact of the PLT Learning Cycle and classroom observations, of their teaching in the classroom. Evaluate the effectiveness of the PLT Learning Cycle to inform the 2020 AIP.						
Implement all components of the Observation of Practice model across the school. This will include: *Introduce the PLT classroom observations *Develop a Leadership Shadowing program to be trialled in Semester 2, which will include the Assistant Principal class shadowing the Principal. *Instructional Coaching to be facilitated by the Assistant House Leaders and will involve at least 2	☑ Leadership Team ☑ PLT Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ External consultants Dr Ryan Dunn ☑ Departmental resources Observation of Practice Practice Principles	☑ On-site

observations per semester. All participants in the coaching program will be required to undertake a Coaching Journal to evaluate impact.						
Continue to expand the Leadership Professional Learning Suite. In 2019 this will include: *Term 1 - - Hold a Leadership Retreat to develop targeted strategies to improve teacher performance and development and build all leaders capacity in providing constructive feedback. - Introduce a Learning Specialist Conference, a two-day 'Think Tank' for the six newly appointed Learning Specialists and the Executive Leadership Team. The learning session will focus on the development of the scope and influence of the Learning Specialist across the school and develop a method to evaluate their impact during their first year. *Terms 2 and 3 - - Implement the Aspirant	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist ☑ External consultants Richard Searle Edmund King	☑ On-site

Leadership Program for potential leaders at Dandenong High School. This will include targeted professional learning sessions, a shadowing/mentor opportunity with a House Leader and the completion of a leadership project. The project will be presented in a Showcase to the Leadership Team in Term 4. - Expand the Critical Reflection session to include Leadership Learning Walks, that take place every term with their Critical Reflection mentor, a member of the Executive Leadership Team.						
Implement the school's attendance strategy consistently across the school. This will include: *Ensure each House has an attendance/engagement goal within their House improvement plan. *The Learning Culture Team (LCT) will streamline and prioritise actions within the school attendance strategy that each House will	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site

implement. *The Wellbeing Liaison Officer will oversee attendance interventions for each of their assigned Houses to ensure consistent implementation of the approach. *The Wellbeing Team Leader will oversee a focus on improving attendance with VCAL and Koorie students. *The Wellbeing Team Leader and the Enrolment Manager will regularly monitor and review attendance and exit data for accuracy.						☑
Introduce the concept of a Positive Education approach across the school. In 2019 this will include: *Delivery of a Staff Learning session early in Term 2 to all staff to introduce Positive Education. This will be facilitated by Alexandra Johnson from the University of Melbourne and will involve an invitation to interested staff to participate in the Professional Certificate of Positive Education and	☑ All Staff ☑ Leadership Team ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ External consultants Alexandra Johnson - University of Melbourne	☑ On-site

funded by the school. *During Terms 3 and 4, the Positive Education Team (PET) in conjunction with staff enrolled in the Melbourne University Positive Education Certificate, will develop a Positive Education Framework with the intention of introducing a whole school approach in 2020. *Utilise Alexandra Johnson as the mentor for the Positive Education "Team of Champions". Alexandra will act as a critical friend during the implementation phase in 2020.					