2020 Annual Implementation Plan

for improving student outcomes

Dandenong High School (8858)

Submitted for review by Susan Ogden (School Principal) on 18 December, 2019 at 10:33 AM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 19 December, 2019 at 02:18 PM
Endorsed by Alan Collier (School Council President) on 19 December, 2019 at 03:28 PM

Self-evaluation Summary - 2020

	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	The 2019 self evaluation process was completed with input by all staff and finalized by the review panel on the final panel day in Term 2. This evaluation highlighted the school's strengths in; building strong connections to our community for students, parent and teachers; providing excellent transitions for Grade 6 students into the school and in building a culture that celebrated its diversity and encouraged school pride.
	The Reviewer identified the "House system" and the PLT structure as key enablers in improving both student learning and the quality of teaching across the school. The panel acknowledged the progress we had made in increasing learning growth, particularly in reading and the significant reduction in student absence.
	The Review process highlighted the following areas for improvement:
	* Although, there was evidence of strong cohesion and alignment within the leadership team, not all teachers understood their role in school improvement, could articulate how initiatives linked together or how they translated into practice in the classroom.
	* The quality of teaching practice was inconsistent and although "pockets of excellence" were observed in a number of Houses, the Design for Learning (instructional model) was not implemented with integrity across the school. Some lessons observed were largely teacher directed and not all students had agency in their learning.

	* The current Professional Learning suite did provide opportunities for high quality teacher development, however, this needed to be further personalized and targeted, with clear links to each PDP to build accountability. More time needed to be provided to Domain sessions to increase content pedagogical knowledge and for teaching teams to plan collaboratively for student learning. Teachers also needed regular feedback on their practice. * A review of Senior Studies provision was a priority to ensure all students have an appropriate pathway and achieve success in their learning.
Considerations for 2020	In the first year of the new Strategic Plan, the following key learning from both the 2019 Review Process and the evaluation of the 2019 AIP, will guide our decision making: • That every staff member understands both the strategic direction of the school and what their role is in school improvement. There is cohesion and alignment in what we are trying to achieve and what success looks like. • There is a shared definition across the school of what "high quality" practice looks like in action and our improvement focus centers on student learning in the classroom. • Teacher professional learning is differentiated, personalized and targets individual need. Teachers are provided time to work collaboratively to plan for student learning, put the strategies they are developing into practice and receive regular feedback of their teaching. • We narrow our focus to "doing a few things well" and accept the power of incremental change. All staff are clear of what their focus is and what their accountability is. They are clear of who they can go to within the leadership team if they require support. All leadership teams are aware of what their responsibilities for the work are and how each component links together. Everyone understands "how the pieces fit" and receives regular updates on our progress. • There is greater integrity in implementation of improvement initiatives across the school. • We use data and evidence more effectively to monitor and evaluate our impact as leaders and teachers on student learning. • School leaders are highly visible across the school, observing learning in classrooms and providing feedback to teachers.
Documents that support this plan	Leadership Improvement Focus 2020 3.docx (0.02 MB) School Improvement Providing Clarity 2020.docx (0.03 MB)

SSP Goals Targets and KIS

Goal 1	Improve learning growth and achievement for all students
Target 1.1	• By 2023, increase the percentage of students in Year 9 achieving at or above benchmark growth in Reading (78% - 85%), Writing (69% - 80%) and Numeracy (71% - 80%).
Target 1.2	• By 2023, increase the median VCE study score from 24 (2018) to 28.
Target 1.3	• By 2023, increase the percentage of positive responses in the School Climate survey in "Collective Efficacy", from 41% (2019) to 65% and in "Guaranteed and Viable Curriculum", from 39% (2019) to 71%.
Key Improvement Strategy 1.a Building practice excellence	Build consistency in high-quality teaching practice
Key Improvement Strategy 1.b Evaluating impact on learning	Strengthen staff capabilities to effectively use data for continuous improvement
Key Improvement Strategy 1.c Instructional and shared leadership	Build school-wide collective responsibility for improved student outcomes
Goal 2	Empower all students as active agents in their learning

Target 2.1	• By 2023, increase the percentage of positive responses in the Attitudes to School Survey in "Student Voice and Agency", from 42% (2019) to 66% in Years 7 - 9 and 47% (2019) to 71% in Years 10-12.
Target 2.2	• By 2023, increase the percentage of positive responses in the School Climate survey in "Trust for Students and Parents", from 37% (2019) to 61% and "Teacher Collaboration", from 42% (2019) to 66%.
Target 2.3	• By 2023, reduce the average number of student absence days from 19.5 (2018) to 17.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop student voice and agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build staff capability to inspire students to direct their own learning
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Strengthen the effective use of feedback across the school community
Goal 3	Improve pathways and transition outcomes for all students

Target 3.1	• By 2023, increase the percentage of positive responses in the Attitudes to School Survey for all students in "Student Transitions" from 60% (2019) to 75%.
Target 3.2	• By 2023, increase the median VCE student score from 24 (2018) to 28.
Target 3.3	• Increase the percentage of Year 9 students who have enrolled in the school post-Year 7, achieving at or above Benchmark Growth from 58% (2019) to 70%.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build student capabilities to know self as a learner and their potential pathways
Key Improvement Strategy 3.b Building communities	Improve student transition in, through and out of the school community
Key Improvement Strategy 3.c Building communities	Strengthen community partnerships

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.
Improve learning growth and achievement for all students	Yes	• By 2023, increase the percentage of students in Year 9 achieving at or above benchmark growth in Reading (78% - 85%), Writing (69% - 80%) and Numeracy (71% - 80%).	Increase the percentage of students in Year 9 achieving at or above benchmark growth in Reading from 78% to 82%, Writing from 69% to 72% and Numeracy from 71% to 73%. Increase the percentage of students in Year 9 achieving in the top two bands for Reading from 9% to 12%, Writing from 4% to 10% and Numeracy from 10% to 15%. Decrease the percentage of students in Year 9 achieving in the the bottom 2 bands for Reading from 40% to 30%, Writing from 63% to 50% and Numeracy from 36% to 25%.
		• By 2023, increase the median VCE study score from 24 (2018) to 28.	Increase the median VCE study score from 24 to 27.
		• By 2023, increase the percentage of positive responses in the School Climate survey in "Collective Efficacy",	Increase the participation rate of staff responding to the School Climate survey from 63% to 75%.

		from 41% (2019) to 65% and in "Guaranteed and Viable Curriculum", from 39% (2019) to 71%.	Increase the percentage of positive responses in the School Climate survey in "Collective Efficacy", from 41% to 60% and in "Guaranteed and Viable Curriculum", from 39% to 60%.
Empower all students as active agents in their learning	No	• By 2023, increase the percentage of positive responses in the Attitudes to School Survey in "Student Voice and Agency", from 42% (2019) to 66% in Years 7 - 9 and 47% (2019) to 71% in Years 10-12.	
		• By 2023, increase the percentage of positive responses in the School Climate survey in "Trust for Students and Parents", from 37% (2019) to 61% and "Teacher Collaboration", from 42% (2019) to 66%.	
		• By 2023, reduce the average number of student absence days from 19.5 (2018) to 17.	
Improve pathways and transition outcomes for all students	Yes	• By 2023, increase the percentage of positive responses in the Attitudes to School Survey for all students in "Student Transitions" from 60% (2019) to 75%.	Increase the percentage of positive responses in the Attitudes to School Survey for all students in "Student Transitions" from 60% to 70%.

		• By 2023, increase the median VCE student score from 24 (2018) to 28.	Increase the median VCE study score from 24 to 27.
		• Increase the percentage of Year 9 students who have enrolled in the school post-Year 7, achieving at or above Benchmark Growth from 58% (2019) to 70%.	Increase the percentage of Year 9 students who have enrolled in the school post-Year 7, achieving at or above Benchmark Growth from 58% to 60%.

Goal 1	Improve learning growth and achievement for all students
12 Month Target 1.1	Increase the percentage of students in Year 9 achieving at or above benchmark growth in Reading from 78% to 82%, Writing from 69% to 72% and Numeracy from 71% to 73%. Increase the percentage of students in Year 9 achieving in the top two bands for Reading from 9% to 12%, Writing from 4% to 10% and Numeracy from 10% to 15%. Decrease the percentage of students in Year 9 achieving in the the bottom 2 bands for Reading from 40% to 30%, Writing from 63% to 50% and Numeracy from 36% to 25%.
12 Month Target 1.2	Increase the median VCE study score from 24 to 27.
12 Month Target 1.3	Increase the participation rate of staff responding to the School Climate survey from 63% to 75%. Increase the percentage of positive responses in the School Climate survey in "Collective Efficacy", from 41% to 60% and in "Guaranteed and Viable Curriculum", from 39% to 60%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build consistency in high-quality teaching practice	Yes
KIS 2 Evaluating impact on learning	Strengthen staff capabilities to effectively use data for continuous improvement	No
KIS 3 Instructional and shared leadership	Build school-wide collective responsibility for improved student outcomes	No
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.	While significant progress has been made in the last 3 years in developing and implementing the Design for Learning (agreed pedagogical approach), further work is required to ensure it is enacted with integrity in every classroom and that there is a shared definition of what "high quality" practice looks like in action across the school. The Self Evaluation process during our Review in Term 2 and observations during Panel days, indicated that although there were examples of excellent teaching and learning in every House, this was inconsistent. After conversations with staff across the school, the Reviewer also highlighted the variability in understanding of leaders and teachers, of what key elements of the model looked like in practice. The continued low number of positive responses in School Climate data (Collective Efficacy and Viable Curriculum) indicates the logical next steps, are to support teaching and senior subject teams to differentiate the learning sequences by using data to target the needs of each learner. This will be supported by the further expansion and refinement of the Professional Learning suite which will personalize and differentiate the learning opportunities for teachers and provide them with regular feedback on their teaching as well as the opportunity to observe their peers. Also critical is the need to ensure greater clarity for all staff of the school's strategic direction, provide clear links between identified initiatives and how they impact an individual's practice in the classroom and clearly define each staff member's contribution to whole school improvement. Therefore we will focus in 2020 on the following two elements of this KIS: *Further embed the Design for Learning (instructional model) to ensure a viable curriculum and consistent "high quality" teaching practice" across the school. *Expand the school's Professional Learning suite to include a focus on both general and content pedagogy for all teachers.
Goal 2	Improve pathways and transition outcomes for all students	

12 Month Target 2.1	Increase the percentage of positive responses in the Attitudes to School Survey for all students in "Student Transitions" from 60% to 70%.	
12 Month Target 2.2	Increase the median VCE study score from 24 to 27.	
12 Month Target 2.3	Increase the percentage of Year 9 students who have enrolled in the school post-Year 7, achieving at or above Benchmark Growth from 58% to 60%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Build student capabilities to know self as a learner and their potential pathways	No
KIS 2 Building communities	Improve student transition in, through and out of the school community	Yes
KIS 3 Building communities	Strengthen community partnerships	No
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.	In 2019, the school began to implement a Senior Studies Improvement strategy, based on an extensive review of our Year 12 performance over the last 3 years. As a result, there has been an increase this year in both VCAL completion rates and the mean VCE study score. However, there is still significant work to do to ensure every student has a viable pathway. Building on our initial success is critical and further reduction in the number of students achieving an ATAR below 40 as well as expanding our VCAL provision is a priority. The school needs to further promote a culture of excellence and build self efficacy for our senior students and their teachers. In addition, the changes to DET age exemption processes and reduction of Year 10 "Connect" , will require the school to re vision senior programs to meet the needs of our first phase language learners. Our initial steps in 2020, will be to engage in a SIP (School Improvement Partnership) with Narre Warren P - 12 and continue to implement structural initiatives outlined in our original strategy. These will include: *Refining Pathways/Transitions processes. *Transform Head Start into the Smart Start program. *Develop a formal approach to teaching study skills in Years 10-12. *Review assessment practices and further embed the feedback cycle across the school. An additional area of focus within this KIS will be to expand our attendance improvement strategy to focus on increasing	

	student engagement. The re-development of the role of Student Engagement Coordinator and the introduction of a whole-school approach to Positive Education will build greater connection to school, self-efficacy and volition in all students.

Define Actions, Outcomes and Activities

Goal 1	Improve learning growth and achievement for all students
12 Month Target 1.1	Increase the percentage of students in Year 9 achieving at or above benchmark growth in Reading from 78% to 82%, Writing from 69% to 72% and Numeracy from 71% to 73%. Increase the percentage of students in Year 9 achieving in the top two bands for Reading from 9% to 12%, Writing from 4% to 10% and Numeracy from 10% to 15%. Decrease the percentage of students in Year 9 achieving in the the bottom 2 bands for Reading from 40% to 30%, Writing from 63% to 50% and Numeracy from 36% to 25%.
12 Month Target 1.2	Increase the median VCE study score from 24 to 27.
12 Month Target 1.3	Increase the participation rate of staff responding to the School Climate survey from 63% to 75%. Increase the percentage of positive responses in the School Climate survey in "Collective Efficacy", from 41% to 60% and in "Guaranteed and Viable Curriculum", from 39% to 60%.
KIS 1 Building practice excellence	Build consistency in high-quality teaching practice
Actions	Increase the consistency of high-quality teaching practice across the school by: • Further embedding the Design for Learning to ensure a viable curriculum and consistent "high quality" teaching practice across the school. • Expanding the school's Professional Learning suite to include a focus on both general and content pedagogy for all teachers.
Outcomes	There is greater clarity among staff of the school's strategic intent and how that translates to improving practice in the classroom. Teachers can clearly articulate a shared definition of what high-quality teaching looks like in action. In addition leadership observations obtained though Learning Walks demonstrate a more consistent implementation of the Design for Learning in every classroom. Teachers use team planning sessions more effectively to collaborate, prepare for and moderate student learning and receive regular feedback on their practice. All teachers are using Atlas with their teaching teams in planning time, to design differentiated learning activities and experiences that target individual student need.

	The expansion of the Professional Learning suite has not only provided personalized learning experiences for teachers to improve their practice, it has also provided greater cohesion within each Domain as to how key improvement initiatives translate to their practice in the classroom. The impact of the PDP process has increased with teachers demonstrating greater accountability for how the goals they set translate to action and contribute to school improvement.
Success Indicators	• All teachers will have access to high-quality Learning Sequences through 'Rubicon Atlas'. • Greater alignment of individual teacher PDP goals to the school's strategic intent. • Observational data collected from Leadership Learning Walks demonstrates greater consistency of the implementation of the Learning Sequences and Phases of the Lesson across the school. • Teachers are making greater use of learning data to inform their practice through the Data Dashboard and there is an increase in the alignment between teacher judgement and high-stakes data. • There is an increase in positive responses in the Staff Opinion survey in Guaranteed and Viable Curriculum and Collective Efficacy. • Improved learning outcomes for students.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
• Design and revise all learning sequences to ensure consistency in their quality and that the General Capabilities, Literacy improvement strategies and a targeted approach for EAL learners are fully embedded.	☑ Assistant Principal ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$210,000.00 ☑ Equity funding will be used
• Expand the Learning Interventions strategy across the school, through the implementation of Phase 3 of the Literacy Improvement Strategy. This will include the establishment Literacy Improvement Team, the MYLNS initiative and the expansion of the school's focus on Reading to include an introduction to the improvement of Writing.	☑ Assistant Principal ☑ KLA Leader ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used
• Introduce a whole school approach to the Moderation of Student Learning for all year levels to provide greater alignment between	☑ School Leadership Team	☑ PLP Priority	from: Term 2	$200,000.00

teacher judgement and high-stakes data, including NAPLAN, ACER and VCE assessments.			to: Term 4	☑ Equity funding will be used
• Continue to build teacher capacity in the use of evidence to inform their practice and measure their impact, which will include: - The Learning Growth Estimator - Data Dashboard - NAPLAN Item Analysis	☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used
• Ensure greater clarity of the school's strategic direction by: - Providing professional learning to school leaders and teachers to ensure a consistent understanding of the school's definition of "high quality" teaching practice (Design for Learning) and what this looks like in practice. - Refinement of the Teacher Induction program to ensure newly appointed and returning teachers have clarity regarding the school's pedagogical approach. - Clear communication of professional learning responsibilities for each key leadership team.	☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$57,000.00 ☑ Equity funding will be used

• Differentiate Domain sessions to provide professional learning which focuses on developing teacher understanding of content pedagogy and provides practical strategies they can use in their classroom. To further build content pedagogy within each of the core learning areas, each Domain will have a particular focus for next year:
 - English/EAL/Humanities/Languages -
        - Phase 3 Literacy Improvement Project
        - Embedding the Reading Program and expanding the focus to include Writing
- Maths/Science –
        - Re-thinking the teaching of Mathematics in the secondary classroom
- Health/Physical Education –
        - Full realization of the Victorian Curriculum through an interconnected and interdependent approach - Arts/Design and Digital Technologies –
	☑ Assistant Principal
	☑ KLA Leader
		☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00
				
				☑ Equity funding will be used

- Re-visioning the learning experiences to create stronger pathways through the school and into emerging careers and industries				
• Restructure the school meeting schedule to provide time for teachers to both meet in PLT's and in teaching/subject teams to plan for and assess student learning. This will include: - Moving PLT sessions to fortnightly meetings to ensure teachers have time to implement and evaluate "learning sprints" more deeply - Provide time for teachers to meet in teaching or subject teams. - Introduce fortnightly subject or learning team sessions for teachers to plan for and moderate student learning and ensure their identified PLT focus, translates to refinement in their practice.	☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
• Expand the Professional Learning suite offered to teachers to include: - Modelling protocol delivered by Learning Specialists. - Increase in Learning Walks and more consistent implementation of the Teaching Practice Feedback cycle. - Introduce the Practice Reflection Tool to differentiate the professional learning offered to staff based on individual need. - Further refine the Instructional Coaching program through the development of the role of the Assistant House Leader and Learning Specialist.	☑ Learning Specialist(s) ☑ Principal ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Improve pathways and transition outcomes for all students
12 Month Target 2.1	Increase the percentage of positive responses in the Attitudes to School Survey for all students in "Student Transitions" from 60% to 70%.
12 Month Target 2.2	Increase the median VCE study score from 24 to 27.
12 Month Target 2.3	Increase the percentage of Year 9 students who have enrolled in the school post-Year 7, achieving at or above Benchmark Growth from 58% to 60%.
KIS 1 Building communities	Improve student transition in, through and out of the school community

Actions	Improve student transition into, through and out of the school community through: • Continuing to implement and further develop a strategic approach to Senior Studies improvement. • Developing a whole-school approach to Positive Education.
Outcomes	The exisiting community perception that VCE is the only desirable pathway for all senior students has been challenged through re-framing careers conversations to focus on destinations. There is greater flexibility for students to move between VCE, VCAL and VET dependant on the students' progress and their identified destination. Students feel greater empowerment in their future learning choices and their ability to influence their own success. Within the Senior Studies culture, there is further emphasis on high-expectations and increased efficacy for staff and students. The partnership with Narre Warren P-12 has been successful in supporting us to re-evaluate the possibilities in improving student learning in the senior years. Observations of classroom practice in VCE and VCAL demonstrate greater agency for students in their learning and are less teacher directed and content-based in approach. The feedback cycle is fully embedded and students and teachers have regular conversations about learning progress. Teachers effectively use learning data to differentiate their program and the feedback received from students to reflect their practice. The introduction of the Student Engagement Coordinators into each House has ensured the continued improvement in student attendance. In addition, teachers are demonstrating increased responsibility for managing behaviours, expectations and norms in the classroom. Observations of Learning Walks highlight greater consistent in expectations for students in their learning across each House. There is further understanding of Positive Education and increased advocacy for students through the Leadership Team.
Success Indicators	• Alignment between period allocation for all studies in Years 10, 11 and 12. • Students in Years 10 -12 have a dedicated Careers Education period and receive targeted learning support through the Study Tutorial. • Provision of a formal Study Skills program for all senior students. • Reduction of students scoring an ATAR below 50 and an increase in the mean study score for English. • Further expansion of the VCAL program. • Completion of the SIP and the development of a new Senior Studies improvement strategy for the next three years. • The whole school approach to Positive Education has been communicated to all staff, students and parents, ready for implementation in 2021.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
• Implement Phase 2 of the school's Senior Studies Improvement strategy. This will include:	☑ School Leadership Team	☑ PLP Priority	from: Term 1	$40,000.00

- Re-structuring period allocation for each subject to provide supervised independent study time for students. - Introduction of formalized study skills and career education for students. - Revision of SMART Start program for Years 10 and Years 11 and Pathways Program for students in Years 9 -11. - Development of a differentiated parent information sessions across a range of forums for families transitioning through Senior Studies. - Complete the review of all internal senior studies assessments.				to: Term 4	☑ Equity funding will be used
• Engage in a School Improvement Partnership (SIP) with Narre Warren P-12 to further re-vision our senior learning provision, expand the school's VCAL program and strengthen the culture of high expectations for teachers and students.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
• Develop a whole-school approach to Positive Education ready for implementation in 2021.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
• Re-conceptualise the role of House Student Coordinator into the Student Engagement/Student Advocate across the school. This will include: - Implementation of a "Positive Values" pilot with Year 7 students - Development of a Year 12 Mentor program with teachers in the House	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$674,000.00	$674,000.00
Additional Equity funding	$4,394,452.52	$4,133,452.52
Grand Total	**$5,068,452.52**	**$4,807,452.52**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
• Design and revise all learning sequences to ensure consistency in their quality and that the General Capabilities, Literacy improvement strategies and a targeted approach for EAL learners are fully embedded.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$210,000.00	$210,000.00
• Expand the Learning Interventions strategy across the school, through the implementation of Phase 3 of the Literacy Improvement Strategy. This will include the establishment Literacy Improvement Team, the MYLNS initiative and the expansion of the school's focus on Reading to include an introduction to the improvement of Writing.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$12,000.00	$12,000.00
• Introduce a whole school approach to the Moderation of Student Learning for all year levels to provide greater alignment between teacher judgement and high-stakes data, including NAPLAN, ACER and VCE assessments.	from: Term 2 to: Term 4	☑ School-based staffing ☑ CRT	$200,000.00	$200,000.00

• Continue to build teacher capacity in the use of evidence to inform their practice and measure their impact, which will include: - The Learning Growth Estimator - Data Dashboard - NAPLAN Item Analysis	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$40,000.00	$40,000.00
• Ensure greater clarity of the school's strategic direction by: - Providing professional learning to school leaders and teachers to ensure a consistent understanding of the school's definition of "high quality" teaching practice (Design for Learning) and what this looks like in practice. - Refinement of the Teacher Induction program to ensure newly appointed and returning teachers have clarity regarding the school's pedagogical approach. - Clear communication of professional learning responsibilities for each key leadership team.	from: Term 1 to: Term 2	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$57,000.00	$57,000.00

• Differentiate Domain sessions to provide professional learning which focuses on developing teacher understanding of content pedagogy and provides practical strategies they can use in their classroom. To further build content pedagogy within each of the core learning areas, each Domain will have a particular focus for next year:
 - English/EAL/Humanities/Languages -
        - Phase 3 Literacy Improvement Project
        - Embedding the Reading Program and expanding the focus to include Writing
- Maths/Science –
        - Re-thinking the teaching of Mathematics in the secondary classroom
- Health/Physical Education –
        - Full realization of the Victorian Curriculum through an interconnected and interdependent approach - Arts/Design and Digital Technologies –
        - Re-visioning the learning experiences to create
	from:
	Term 1
	to:
	Term 4
		☑ Teaching and learning programs and resources
		☑ Professional development (excluding CRT costs and new FTE)
		
		☑ Support services
			$15,000.00	$15,000.00

stronger pathways through the school and into emerging careers and industries				
• Implement Phase 2 of the school's Senior Studies Improvement strategy. This will include: - Re-structuring period allocation for each subject to provide supervised independent study time for students. - Introduction of formalized study skills and career education for students. - Revision of SMART Start program for Years 10 and Years 11 and Pathways Program for students in Years 9 -11. - Development of a differentiated parent information sessions across a range of forums for families transitioning through Senior Studies. - Complete the review of all internal senior studies assessments.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$40,000.00	$40,000.00
• Re-conceptualise the role of House Student Coordinator into the Student Engagement/Student Advocate across the school. This will include: - Implementation of a "Positive Values" pilot with Year 7 students - Development of a Year 12 Mentor program with teachers in the House	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$100,000.00	$100,000.00
Totals			$674,000.00	$674,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Technology and IT Support services Targeted IT support staff to assist with the STEM and robotics program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$405,000.00	$329,000.00

		☑ Professional development (excluding CRT costs and new FTE) ☑ Support services ☑ Assets		
Library resources Revitalising the library resources to provide a more contemporary range of books and resources to support the Reading Strategy. English staff and the student library advisers are supporting the identification of reading text to update the collection	from: Term 1 to: Term 2	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$100,000.00	$82,500.00
Integration support Purchase of resources and technology to assist students with special needs	from: Term 1 to: Term 1	☑ Teaching and learning programs and resources	$10,000.00	$10,000.00
Student Wellbeing Programs, initiatives and resources that support the wellbeing of students	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$160,000.00	$160,000.00
Student Learning Experiences Funding to support student participation in specialist events including excursions, competitions and study tours	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources ☑ CRT ☑ Assets	$200,000.00	$200,000.00
AELP Resources and experiences to support the Accelerated and Enhanced Learning Program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$20,000.00	$12,900.00
Careers and pathways Staffing and programs to assist in the pathway transitions of students	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$25,000.00	$17,000.00

Breakfast Program Wellbeing program to support healthy eating of students	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Assets	$10,000.00	$10,000.00
Student Leadership Program to support the development of student leadership and agency including Year 11 & 12 Leadership Programs and Alpine Program	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources ☑ CRT	$110,000.00	$110,000.00
Staff Professional Development Program Targeted staff PL to support the enactment of high quality teaching and ES practice	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$100,000.00	$100,000.00
Edval Consultancy Development of school timetable	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$50,000.00	$50,000.00
Leadership Professional Development Program Targeted staff PL and coaching to support the enactment of leadership and learning	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$150,000.00	$150,000.00
Attendance strategy Resources and staffing of the student attendance monitoring strategy	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$40,000.00	$24,000.00
Telecommunications Resources and technology to support the internet infrastructure at the school	from: Term 1 to: Term 4	☑ Assets	$40,000.00	$27,600.00
Music Technology Development of the music resources and technology	from: Term 1	☑ Teaching and learning programs and resources	$50,000.00	$50,000.00

for senior music including recording equipment and instruments	to: Term 2	☑ Assets		
Year 7 Engagement and Wellbeing strategy Program to support the transition and induction of students into the school and the development of interpersonal skills	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources ☑ Support services	$50,000.00	$50,000.00
Year 8 Engagement and Wellbeing strategy Program to support the transition and induction of students into the school and the development of interpersonal skills	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources ☑ Support services	$30,000.00	$30,000.00
Cultural exchange program- Languages Support for the school visit to Japan for students undertaking language studies	from: Term 3 to: Term 3	☑ Teaching and learning programs and resources ☑ CRT	$25,000.00	$25,000.00
Year 9 Engagement and Wellbeing strategy Program to support the transition and induction of students into the school and the development of interpersonal skills	from: Term 2 to: Term 3	☑ Teaching and learning programs and resources ☑ CRT ☑ Support services	$50,000.00	$50,000.00
School Performance Program Initiatives to support the development of performance students through the production	from: Term 2 to: Term 2	☑ Teaching and learning programs and resources ☑ Support services	$20,000.00	$20,000.00
Vocational Educaiton Program Support for students undertaking VET programs as part of their senior schooling	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources	$400,000.00	$276,000.00
VCAL Initiatives Support program for Personal Development subjects to enact student voice projects	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources ☑ Support services	$20,000.00	$20,000.00

Atlas Curricum Mapping Online platform for curriculum mapping and auditing	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Assets	$35,000.00	$35,000.00
Staffing to support specialised programs, teaching and initiatives 3:50 model (Y7) 3:50 model (Y7) 3:50 model (Y7) 3:50 model (Y8/9) 3:50 model (Y8) 3:50 model (Y9) 3:50 model (Y9) 3:50 model (Y9) Careers- Refugee Senior Studies Improvement Senior Studies Improvement Senior Studies Improvement Enrolment Officer IT Infrastructure Manager Laptop loan program Learning Support Manager Literacy/EAL Intervention Literacy/EAL Intervention Literacy/EAL Intervention: VCAL LRC Teacher- Reading Culture Numeracy Intervention Numeracy Intervention Wellbeing Leadership Wellbeing Management Finance support Transition EAL Wellbeing- Refugee Speech Pathologist (Range 3)	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$2,294,452.52	$2,294,452.52
Totals			$4,394,452.52	$4,133,452.52

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
• Design and revise all learning sequences to ensure consistency in their quality and that the General Capabilities, Literacy improvement strategies and a targeted approach for EAL learners are fully embedded.	☑ Assistant Principal ☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning	☑ On-site
• Expand the Learning Interventions strategy across the school, through the implementation of Phase 3 of the Literacy Improvement Strategy. This will include the establishment Literacy Improvement Team, the MYLNS initiative and the expansion of the school's focus on Reading to include an introduction to the improvement of Writing.	☑ Assistant Principal ☑ KLA Leader ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Literacy expertise ☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources Keay Cobbin - DET Middle Years Reading Program ☑ Pedagogical Model	☑ On-site

					☑ MYLNS initiative professional learning	
• Introduce a whole school approach to the Moderation of Student Learning for all year levels to provide greater alignment between teacher judgement and high-stakes data, including NAPLAN, ACER and VCE assessments.	☑ School Leadership Team	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Pedagogical Model	☑ On-site
• Continue to build teacher capacity in the use of evidence to inform their practice and measure their impact, which will include: - The Learning Growth Estimator - Data Dashboard - NAPLAN Item Analysis	☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Dr Jesús Camacho-Morles - Director of Analytics for Schools	☑ On-site
• Ensure greater clarity of the school's strategic direction by: - Providing professional learning to school leaders and teachers to ensure a consistent understanding of the school's definition of "high quality" teaching practice (Design for Learning) and what this looks like in practice. - Refinement of the Teacher Induction program to ensure newly appointed and returning teachers have clarity regarding the school's pedagogical approach. - Clear communication of	☑ School Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Richard Searle - Leadership Coach	☑ On-site

professional learning responsibilities for each key leadership team.						
• Differentiate Domain sessions to provide professional learning which focuses on developing teacher understanding of content pedagogy and provides practical strategies they can use in their classroom. To further build content pedagogy within each of the core learning areas, each Domain will have a particular focus for next year: - English/EAL/Humanities/Languages - - Phase 3 Literacy Improvement Project - Embedding the Reading Program and expanding the focus to include Writing - Maths/Science – - Re-thinking the teaching of Mathematics in the secondary classroom - Health/Physical Education – - Full realization of the Victorian Curriculum through an interconnected and interdependent approach - Arts/Design and Digital Technologies – - Re-visioning the learning experiences to create stronger pathways through the school and into emerging careers and industries	☑ Assistant Principal ☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ External consultants Keay Cobbin - DET Middle Years Reading Program Dr. Ryan Dunn - University of Melbourne Graduate School of Education ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

• Restructure the school meeting schedule to provide time for teachers to both meet in PLT's and in teaching/subject teams to plan for and assess student learning. This will include: - Moving PLT sessions to fortnightly meetings to ensure teachers have time to implement and evaluate "learning sprints" more deeply - Provide time for teachers to meet in teaching or subject teams. - Introduce fortnightly subject or learning team sessions for teachers to plan for and moderate student learning and ensure their identified PLT focus, translates to refinement in their practice.	☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
• Expand the Professional Learning suite offered to teachers to include: - Modelling protocol delivered by Learning Specialists. - Increase in Learning Walks and more consistent implementation of the Teaching Practice Feedback cycle. - Introduce the Practice Reflection Tool to differentiate the professional learning offered to staff based on individual need. - Further refine the Instructional Coaching program through the development of the role of the Assistant House Leader and Learning Specialist.	☑ Learning Specialist(s) ☑ Principal ☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model	☑ On-site

• Implement Phase 2 of the school's Senior Studies Improvement strategy. This will include: - Re-structuring period allocation for each subject to provide supervised independent study time for students. - Introduction of formalized study skills and career education for students. - Revision of SMART Start program for Years 10 and Years 11 and Pathways Program for students in Years 9 -11. - Development of a differentiated parent information sessions across a range of forums for families transitioning through Senior Studies. - Complete the review of all internal senior studies assessments.	☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ Internal staff ☑ Pedagogical Model	☑ On-site