

2024 Annual Implementation Plan

for improving student outcomes

Dandenong High School (8858)



Submitted for review by Susan Ogden (School Principal) on 14 February, 2024 at 12:49 PM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 16 February, 2024 at 08:02 AM
Awaiting endorsement by School Council President

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
To improve the learning growth and achievement of every student.	Yes	<p>VCE By 2027, the VCE English mean score will increase from 23 (2022) to 25. By 2027, increase the learning gain (VASS report 10) in the following VCE subjects:</p> <ul style="list-style-type: none"> • VCE English from -0.8 (2022) to ≥ 0 • VCE EAL from -3 (2022) to -1 • VCE Further Mathematics from -6.3 (2022) to -3 	*Increase the English mean study score from 23.8 to 25 *Increase the VCE completion rate from 86% to 90%
		<p>NAPLAN NAPLAN target for student learning growth by 2027 to be confirmed. (For reference.) Increase the percentage of students in the Year 9 NAPLAN Reading Exceeding and Strong proficiency levels from 44% (2023) to 48%, with the percentage of students in the Exceeding proficiency level to be at least 8%. Increase the percentage of students in the Year 9 NAPLAN Numeracy Exceeding and Strong proficiency levels from 44% (2023) to 48%, with the percentage of students in the Exceeding proficiency level to be at least 6%.</p>	*Increase the percentage of Year 7 students demonstrating learning growth in the PAT Reading and Writing. Benchmark data will be collected on intake (Term 1) to determine the growth percentage.

		<p>By 2027, increase the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy factor in the School climate module from 40% (2022) to 46%. • Academic emphasis factor in the School climate module from 31% (2022) to 36%. • Use data for curriculum planning in the Teaching and learning-implementation module from 44% (2022) to 48%. 	<p>*Increase School Staff Survey Responses in the following areas: - Feedback on Professional Practice in the Professional Learning Module from 51% - 55% - Academic emphasis in the School Climate Module from 34% - 36%- Collective Efficacy in the School Climate Module 48% - 50%- Guaranteed and viable curriculum in the School Climate Module from 55% - 58%</p>
		<p>By 2027, increase the percentage of positive responses on the Attitudes to School Survey for Stimulating learning factor in the Effective teaching practice for cognitive engagement domain from 48% (2022) to 52%.</p>	<p>*Increase the Stimulating Learning Factor in the Effective teaching practice for cognitive engagement Domain from 48% to 50%</p>
<p>Increase student responsibility and commitment to their learning and pathway choices.</p>	<p>Yes</p>	<p>By 2027, increase the proportion of positive response scores for the parent and community involvement factor in the School climate module on the School Staff Survey from 34% (2022) to 38%.</p>	<p>*Increase the Parent and community involvement factor in the School Climate module from 34 - 36%</p>
		<p>By 2027, maintain or increase the percentage of Year 12 students who have a positive post-school destination (University, TAFE, Apprenticeship/Traineeship, or full-time employment) at 80% (2022).</p>	<p>*Maintain the percentage of Year 12 students who have a positive post-school destination (University, TAFE, Apprenticeship/Traineeship, or full-time employment) at 80% from 2023</p>
		<p>By 2027, increase the percentage of positive responses on the Attitudes to School Survey for the Student Voice and Agency factor for all students in the Social Engagement domain from 45% to (2022) to 48%.</p>	<p>*Increase the percentage of positive responses on the Attitudes to School Survey for the Student Voice and Agency factor for all students in the Social Engagement domain from 45% - 46%</p>
		<p>By 2027, increase the percentage of positive response responses for all factors in the parent community engagement module in the Parent Opinion Survey from 68% (2022) to 70%.</p>	<p>*Increase the number of Parent Opinion survey response rate from 33 to 70 in 2024*Maintain the percentage of positive responses (68%), for all factors in the parent</p>

			community engagement module in the Parent Opinion Survey
		By 2027, decrease the percentage of Year 10 and 11 students with 20 days or more absence from 48% (2022) to 45%.	*Decrease the percentage of Year 11 students with 20 days or more absences from 48% (2022) to 45%

Goal 2	To improve the learning growth and achievement of every student.		
12-month target 2.1-month target	*Increase the English mean study score from 23.8 to 25 *Increase the VCE completion rate from 86% to 90%		
12-month target 2.2-month target	*Increase the percentage of Year 7 students demonstrating learning growth in the PAT Reading and Writing. Benchmark data will be collected on intake (Term 1) to determine the growth percentage.		
12-month target 2.3-month target	*Increase School Staff Survey Responses in the following areas: - Feedback on Professional Practice in the Professional Learning Module from 51% - 55% - Academic emphasis in the School Climate Module from 34% - 36% - Collective Efficacy in the School Climate Module 48% - 50% - Guaranteed and viable curriculum in the School Climate Module from 55% - 58%		
12-month target 2.4-month target	*Increase the Stimulating Learning Factor in the Effective teaching practice for cognitive engagement Domain from 48% to 50%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Develop greater sophistication and consistency in implementing the school's instructional model and assessment practice.		Yes
KIS 2.b Teaching and learning	Embed our whole school approach to targeted interventions that support individual student needs.		No

<p>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.</p>	<p>We have selected this KIS for the following reasons:</p> <ul style="list-style-type: none"> *Fieldwork Day feedback from the School Review panel in Term 3, confirmed that the instructional model was evident in all classrooms and that teachers were attempting to differentiate their practice. However, there was a level of variability in the consistency of implementation, the level of feedback provided to the learner and the strategic use of questioning to check for understanding. Staff in focus groups also highlighted that while they were confident in "what" they were teaching and committed to the "why" they were teaching it, they needed greater support with "how" they could effectively implement the instructional model in their classroom. *Changes to the day structure in 2024, will also initiate the need to provide further clarity for all teachers around each of the instructional elements and how to navigate between them within 60 minutes. *Fluctuating numbers in Years 7 and 8 and the impact of the new English EAL model, have resulted in the need to redefine what collaborative teaching looks like at the school. Teaching teams at some year levels will now work across year level groups for planning and moderation, rather than in the delivery of learning programs in the classroom. This could well be an enabler in increasing the consistency of learning experiences between Houses. *In addition, the complexity of a significant turn around in staffing (51 new teachers from the end of 2022 to the start of 2024) provides the opportunity for the school to refine and recommunicate the instructional model, as well as highlights the need for further differentiation of the professional learning and feedback provided to staff.
<p>Goal 3</p>	<p>Increase student responsibility and commitment to their learning and pathway choices.</p>
<p>12-month target 3.1-month target</p>	<p>*Increase the Parent and community involvement factor in the School Climate module from 34 - 36%</p>
<p>12-month target 3.2-month target</p>	<p>*Maintain the percentage of Year 12 students who have a positive post-school destination (University, TAFE, Apprenticeship/Traineeship, or full-time employment) at 80% from 2023</p>
<p>12-month target 3.3-month target</p>	<p>*Increase the percentage of positive responses on the Attitudes to School Survey for the Student Voice and Agency factor for all students in the Social Engagement domain from 45% - 46%</p>
<p>12-month target 3.4-month target</p>	<p>*Increase the number of Parent Opinion survey response rate from 33 to 70 in 2024 *Maintain the percentage of positive responses (68%), for all factors in the parent community engagement module in the Parent Opinion Survey</p>
<p>12-month target 3.5-month target</p>	<p>*Decrease the percentage of Year 11 students with 20 days or more absences from 48% (2022) to 45%</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>

KIS 3.a Teaching and learning	Build the capacity of students to take active responsibility for their learning and wellbeing.	Yes
KIS 3.b Leadership	Strengthen our whole school approach to transition and pathways.	No
KIS 3.c Leadership	Further the school community's opportunity to be active partners in the learning and development of their children.	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.	<p>We have selected this KIS for the following reasons:</p> <p>*While feedback from the learning observations and feedback from student focus groups during the School Review process in Term 3, confirmed that the school provides a safe, calm and orderly learning environment, there is variability in the level of student responsibility and agency in their learning between classrooms. A number remain very much teacher directed with students unable to clearly articulate their role in the learning process.</p> <p>*A significant dip in Attitudes to School Survey data particularly in the measures of “teacher concern”, “stimulated learning” and “managing bullying” require further investigation. The need to support teachers in establishing clear learning routines and returning to the Community Commitment, as well as ensuring learning experiences are engaging, dynamic and linked to the “real world” will need to be a focus.</p> <p>*Student attendance continues to require improvement and we observed an increase in students late to school in Semester 2. In addition, teachers reported increased disengagement and commitment to their learning by students in Years 9 and 10 and VCE completion rates dropped in 2023. This demonstrates a need to; provide clear communication of high expectations for learning, particularly in the senior school, increase opportunities for students to make decisions and take responsibility for their own learning and ensure greater involvement of parents in their child’s progress.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	To improve the learning growth and achievement of every student.
12-month target 2.1 target	*Increase the English mean study score from 23.8 to 25 *Increase the VCE completion rate from 86% to 90%
12-month target 2.2 target	*Increase the percentage of Year 7 students demonstrating learning growth in the PAT Reading and Writing. Benchmark data will be collected on intake (Term 1) to determine the growth percentage.
12-month target 2.3 target	*Increase School Staff Survey Responses in the following areas: - Feedback on Professional Practice in the Professional Learning Module from 51% - 55% - Academic emphasis in the School Climate Module from 34% - 36% - Collective Efficacy in the School Climate Module 48% - 50% - Guaranteed and viable curriculum in the School Climate Module from 55% - 58%
12-month target 2.4 target	*Increase the Stimulating Learning Factor in the Effective teaching practice for cognitive engagement Domain from 48% to 50%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop greater sophistication and consistency in implementing the school's instructional model and assessment practice.
Actions	*Provide differentiated professional learning that further builds the capacity of teachers to implement the school's instructional model with greater fidelity and more positively impact student learning.
Outcomes	<ul style="list-style-type: none"> •Due to the refinement and re-communication of our instructional model 2.0, leadership demonstrate a shared language about what excellent practice looks like in the classroom. Through the introduction of a checklist to guide observations of practice, there is an increased confidence and regularity of leadership conducting learning walks, feedback to staff is given more consistently across the school and is more specific and targeted. •There is a shared responsibility for improving teacher practice within the Professional Practice team, with Learning Specialists and Domain Leaders working more closely within the Domains. Each member of the Professional Practice Team has provided

developmental coaching to at least 4 teachers and they regularly reflect on the impact of their coaching with other leaders.

*The Professional Practice Team has completed the Department PLC training and undertaken an evaluation of the school's Professional Learning Team model. This evaluation and the subsequent recommendations, have been presented to the SIT team in Term 4 as part of our annual review and will frame planning for 2025.

*The Professional Practice Team have begun development of an Instructional Playbook to support teachers in building their own practice and to ensure consistency in practice across the school. Within House and Domain sessions, leadership has designed and developed professional learning for staff based on the refined instructional model, focussing specifically around retrieval practice, explicit instruction and formative assessment.

- Teachers across the school continue to engage positively in all professional learning, have self-assessed against the Reflective Professional Practice Instrument and identified and implemented three practice improvement actions for the year. In their end of year learning conversation with their House Leader, they are able to provide evidence of impact on their students' learning and reflect on their own professional growth in 2024.

*There has been an increase in the number of staff choosing to participate in developmental coaching and teachers are far more comfortable in receiving feedback from classroom observations. It is clearly visible through Learning Conversations and Professional Learning Teams that teachers demonstrate greater willingness to share practice with colleagues and to take calculated risks in the classroom. Many staff are using the Instructional Playbook to support them in trialing new strategies or approaches in their practice.

*Collaborative teaching has been redefined and now takes place across Year level subject teams, ensuring greater consistency in the learning experience for students.

- In addition, teachers can demonstrate through their language and practice, deeper understanding of what the instructional model looks like in action and have increased confidence in their decision making in the classroom. Classroom observations highlight strategic use of explicit teaching to challenge student misconception, more sophisticated questioning for understanding, further evidence of formative assessment within the lesson and increased ownership and agency for students.

- New teachers to the school have smoothly transitioned into the community and can demonstrate an understanding of the instructional model. They demonstrate a confidence in working with colleagues to plan, teach and assess learning and are comfortable in requesting additional support from leadership if it is required.

- Students are visibly more actively engaged in the classroom and can articulate not just what work needs to be completed but what learning or skills they need to be able to demonstrate by the end of a session. Students are regularly assessing themselves against the success criteria within the lesson and are far more aware of their role in the learning process. In each classroom there is evidence of students asking more questions about what they are learning, and they too, are far more prepared to take risks and try

	<p>new things.</p> <ul style="list-style-type: none"> •Classrooms are dynamic, with evidence of greater student collaboration and further examples of students and teachers working together to solve problems, answer questions and discuss the learning rather than focus on the completion of tasks. •All Year 7 Learning sequences will include clearer identification of the skills a student is required to demonstrate to be successful and exemplars to provide a point of reference for students and teachers. An external instructional coach (Jenny McKay) will have supported Year 7 English teachers to use worked examples and model their thinking in the classroom. <p>* Any Year 7 student who has been identified as below expected levels in reading has been provided additional support to build their literacy skills through the TLI program. These students have demonstrated increased learning growth in Pat R testing in Term 4.</p>			
<p>Success Indicators</p>	<ul style="list-style-type: none"> •The SIT team and all leadership teams across the school have re-introduced the Rapid Action Plan approach to prioritize initiatives and measure our progress each term. These will be used to refine our approach throughout the year and referred to as we begin our end of year AIP evaluation and evaluate our overall impact. •The Professional Practice Data base will contain all the improvement actions teachers have selected across the school, as well as capture their progress throughout the year. This will include the evidence of impact each staff member has collected and be used by the SIT team to evaluate the effectiveness of the professional learning and feedback provided. •Feedback from fortnightly classroom observations together with exit data from all professional learning sessions, will be provided to the SIT team and used to design future professional learning. •Data from the Staff opinion survey will be used to measure the impact of the professional learning provided. A particular focus will be the Professional Learning, and School Climate Domains and we will be looking for a reduction in the grey (neutral) responses from staff. •School Climate data particularly from the “effective teaching practice for cognitive engagement” and the “teacher – student relationships” domains will also be used to measure increased consistency in teaching practice. •The Student Engagement Coordinators in each House will be regularly meeting with student focus groups from each year level, to capture feedback about their learning experience in the classroom. This feedback will be provided to the SIT time and used to evaluate our progress towards our goals throughout the year. 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	

<p>*Refine and communicate our instructional model 2.0 to staff, to deepen all teachers' understanding of what excellent practice looks like in the classroom.</p> <p>*This will include beginning the development of an instructional playbook and provision of regular observations and feedback.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	
<p>*Provide professional learning to target the following elements within the instructional model. In 2024, we will focus on: retrieval, explicit teaching and formative assessment.</p> <p>*This will be delivered through a range of modes including; PLTs, House and Domain learning sessions, whole staff presentations and both developmental and instructional coaching.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	
<p>School leadership will undertake fortnightly "Learning walks" (classroom observations) to assess teacher capacity to use the school instructional model in their practice and provide timely and constructive feedback to teachers. Information gathered from these learning walks will be used to inform targeted professional learning to staff who require additional support and be used as evidence by the SIT team to measure progress.</p> <p>*This will also include the development of an observation checklist based on the instructional model to guide observations and increase consistency and rigour in the feedback provided.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	
<p>*Embed worked examples into the Year 7 Learning Sequences in all subjects across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	

<p>The School Improvement (SIT) team will implement an inquiry cycle approach, to review and assess progress towards AIP goals and targets and adapt our approach if required. This will include the use of Rapid Action plans by all leadership teams across the school.</p>	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 3	Increase student responsibility and commitment to their learning and pathway choices.			
12-month target 3.1 target	*Increase the Parent and community involvement factor in the School Climate module from 34 - 36%			
12-month target 3.2 target	*Maintain the percentage of Year 12 students who have a positive post-school destination (University, TAFE, Apprenticeship/Traineeship, or full-time employment) at 80% from 2023			
12-month target 3.3 target	*Increase the percentage of positive responses on the Attitudes to School Survey for the Student Voice and Agency factor for all students in the Social Engagement domain from 45% - 46%			
12-month target 3.4 target	*Increase the number of Parent Opinion survey response rate from 33 to 70 in 2024 *Maintain the percentage of positive responses (68%), for all factors in the parent community engagement module in the Parent Opinion Survey			
12-month target 3.5 target	*Decrease the percentage of Year 11 students with 20 days or more absences from 48% (2022) to 45%			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the capacity of students to take active responsibility for their learning and wellbeing.			
Actions	* Increase student engagement and connection to their learning and the school through; the implementation of learning routines, enactment of clear expectations for all learners and embedding of Visible Wellbeing strategies.			
Outcomes	<ul style="list-style-type: none"> •Leadership have facilitated student assemblies at least twice a term, to outline the responsibilities of students have in meeting the Community Commitment. A shared focus has been clearly articulated to the school community. •Leadership have provided professional learning to support staff in the implementation of learning routines, and explicitly outlined 			

their role in the implementation of the Instructional Model.

- Leadership Teams have undertaken fortnightly classroom observations, which indicate that agreed learning routines are consistently in place across the school. Students routinely line up outside the classroom and individuals engage positively with the teachers as they enter the lesson. There is a greater sense of calm across Houses, more evidence of students self-regulating their behavior and the language of the Community Commitment is frequently used in interactions between students and teachers. There is also more consistent wearing of the school uniform and the number of students who are late to school has decreased.

- House Leadership teams have identified students with complex needs and communicated this to teachers, so that a more strategic approach to support and interventions is in place and communicated regularly to families.

- All staff have completed Visible Well Being modules and are implementing elements of the approach both in their language and their practice.

- *Parents have also participated in a Visible Well Being Session information session and been encouraged to practice VWB strategies at home with their children. Prominent displays in the Houses celebrate staff and student strengths and clearly communicate the unique identity of each Learning Community.

- Classroom observations, undertaken by the Professional Practice Team also demonstrate a return to more creative, “hands on” learning activities, with increased student teacher collaboration visible, as well as further “risk taking” from students and teachers. Feedback from student focus groups within each House, confirms that “fun learning” is back and that students feel they have greater responsibility and ownership of their learning.

- Leadership have facilitated student focus groups to analyse the Student Opinion Survey and reflect on the student experience. This information has been used to develop an approach to improving student connection with the school, their peers and their learning.

- Lunchtime activities are now in place across Houses, facilitated by the SRC and the Student Leadership team. Participation in these has increased throughout the year and there are less negative behavior incidents at break times. Teachers now feel more confident in discussing school expectations with students who are not in their House, outside the classroom.

- Study club is well attended by students, as is Breakfast Club and whole school events including Chorales and Production have increased student participation.

- The Senior Studies Centre is highly successful, with Year 12 students actively engaged in their learning and using Supported Study tutorial periods more productively. The strategic use of TLI and additional tutors from the Monash access program as well as Skyline Hatch, has been effective in extending both high achieving students and those requiring additional support. The Careers team are working more closely in an informal way with year 12 students and the number of “drop in” appointments has increased. Careers and

	<p>Pathways sessions from industry, university providers and the wider community, regularly take place, are highly engaging, are well attended, and connect students to Pathway options.</p> <ul style="list-style-type: none"> •Teachers report an increase in students' aspirations in the Senior School and greater commitment to their learning. There is a return in language to the "striving for excellence" and "achieving my best" rather than "Doing just enough to get through". "I am "just doing an unscored VCE" or "only going for an "s" Miss", is no longer used as prevalently across the school. •Attendance for year 12 students has improved in 2024 and by the end of the year we have increased the number of students successfully completing their VCE. •Our Parent Communication policy has been expanded to provide opportunities for families to receive feedback on their child' learning at least once a term. The expectation that teachers will use email to ensure timely interventions to parents regarding their student's learning is now established and enacted across the school.
<p>Success Indicators</p>	<ul style="list-style-type: none"> •Regular Leadership observations, before and during classes will determine whether learning routines are embedded. Student Engagement Coordinators will regularly visit each other's Houses to establish whether VWB displays are in place and provide feedback. •Participation rates at whole school events, study club and lunchtime activities as well as exit feedback from students will be used to assess the relevance and success of the opportunities provided. •Late to school data, as well as the number of students late to class throughout the day, will regularly be reviewed by House Leadership teams and communicated to parents. In 2024, we will focus on the attendance of Year 11 and 12 students as a priority. •A student feedback process utilizing Year level focus groups will be developed and implemented to both explore Attitudes to School survey data and evaluate our progress. •Staff and student opinion survey will be used to measure our success. Particular attention will be given to increasing student positive endorsement in "teacher concern", "managing bullying" and "trust in students and parents." •An increase in the number of participants in the Parent Opinion survey will also be evidence of success. As will an increase in attendance at community events including parent/teacher feedback sessions, information evenings, Chorales, Production and the Arts & Technology Festival. •An increase in the number of students who successfully complete their VCE in 2024.

Activities	People responsible	Is this a PL priority	When	
<p>*All staff will complete the remaining Visible Well Being modules and are implementing the VWB approach in interactions with students and families.</p> <p>*Members of the House Leadership team will undertake classroom observations and provide feedback to teachers regarding their effective use of VWB strategies in their practice.</p> <p>*Information from these observations will inform any additional professional learning support required to support individual staff.</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
<p>*Recommunicate the Community Commitment through student assemblies and within the learning program and introduce consistent learning routines to begin each lesson.</p>	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>*Introduce a lunchtime activities program, expand delivery of after school study club and establish a Senior Studies Learning centre in Jacaranda with TLI support for Year 12 students.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>*Members of House Leadership teams will undertake fortnightly classroom observations to assess teachers use of learning routines and constructive and timely feedback will be provided to staff. Information gathered from these learning walks will be used to inform targeted professional learning to staff requiring additional support and be used as evidence by the SIT team when evaluating our progress.</p>	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
<p>*Redevelop our parent communication policy and provide further opportunities for families to give and receive feedback on their child's progress.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	

Activities and milestones

Activities and milestones
<p>*Refine and communicate our instructional model 2.0 to staff, to deepen all teachers' understanding of what excellent practice looks like in the classroom.</p> <p>*This will include beginning the development of an instructional playbook and provision of regular observations and feedback.</p>
<p>*Provide professional learning to target the following elements within the instructional model. In 2024, we will focus on: retrieval, explicit teaching and formative assessment.</p> <p>*This will be delivered through a range of modes including; PLTs, House and Domain learning sessions, whole staff presentations and both developmental and instructional coaching.</p>
<p>School leadership will undertake fortnightly "Learning walks" (classroom observations) to assess teacher capacity to use the school instructional model in their practice and provide timely and constructive feedback to teachers. Information gathered from these learning walks will be used to inform targeted professional learning to staff who require additional support and be used as evidence by the SIT team to measure progress.</p> <p>*This will also include the development of an observation checklist based on the instructional model to guide observations and increase consistency and rigour in the feedback provided.</p>
<p>*All staff will complete the remaining Visible Well Being modules and are implementing the VWB approach in interactions with students and families.</p> <p>*Members of the House Leadership team will undertake classroom observations and provide feedback to teachers regarding their effective use of VWB strategies in their practice.</p> <p>*Information from these observations will inform any additional professional learning support required to support individual staff.</p>

Activities and milestones

Activities and milestones	When	Category
<p>*Refine and communicate our instructional model 2.0 to staff, to deepen all teachers' understanding of what excellent practice looks like in the classroom.</p> <p>*This will include beginning the development of an</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Other</p> <p>*Employment of an instructional consultant two days a week.</p>

instructional playbook and provision of regular observations and feedback.		
<p>*Provide professional learning to target the following elements within the instructional model. In 2024, we will focus on: retrieval, explicit teaching and formative assessment.</p> <p>*This will be delivered through a range of modes including; PLTs, House and Domain learning sessions, whole staff presentations and both developmental and instructional coaching.</p>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<p>*All staff will complete the remaining Visible Well Being modules and are implementing the VWB approach in interactions with students and families. *Members of the House Leadership team will undertake classroom observations and provide feedback to teachers regarding their effective use of VWB strategies in their practice. *Information from these observations will inform any additional professional learning support required to support individual staff.</p>	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Category
Totals		

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Category
<p>School leadership will undertake fortnightly "Learning walks" (classroom observations) to assess teacher capacity to use the school instructional model in their practice and provide timely and constructive feedback to teachers. Information gathered from these learning walks will be used to inform targeted professional learning to staff who require additional support and be used as evidence by the SIT team to measure progress.</p> <p>*This will also include the development of an observation checklist based on the instructional model to guide observations and increase consistency and rigour in the feedback provided.</p>	<p>from: Term 1 to: Term 4</p>	

Additional funding planner – Total Budget

Activities and milestones
<p>Staffing Resource:</p> <ul style="list-style-type: none"> - Accelerated and Enhanced Learning Program additional staffing for targeted intervention - Year 7 AELP - Transition EAL additional staffing for targeted intervention - Year 7-9 English groupings - VCAL staffing for targeted Literacy and Numeracy Intervention - Education Support - STEM, Robotics and Systems Engineering - Careers - Refugee & Asylum Seeker support - Wellbeing Leadership and Community Engagement - Finance - CSEF and Equity tracking - IT Infrastructure - Collaborative Teaching Team model - Year 7-9 - Intensive Language Support (NAP Mainstream Transition Support)

<p>LRC resourcing and Reading in the Secondary School strategy</p> <ul style="list-style-type: none"> * Continue work in revitalising the library resources to provide a more contemporary range of books and resources to support the Reading Strategy. * Allocation of a Teacher Librarian
<p>Student Wellbeing</p> <ul style="list-style-type: none"> * Provision of resources to ensure students can engage in classroom learning with materials, Programs, initiatives and resources that support the wellbeing of students.
<p>Funding to support student participation in specialist events including excursions, competitions and study tours.</p> <ul style="list-style-type: none"> * Melbourne Victory Soccer Program (Year 7-9) * Lawyers in Schools & Sporting Change Program
<p>Breakfast Program</p> <ul style="list-style-type: none"> * Wellbeing program to support healthy eating of students.
<p>Student Leadership</p> <ul style="list-style-type: none"> * Program to support the development of student leadership and agency including Year 10, 11 and 12 Leadership Programs and The School For Student Leadership (The Alpine Program).
<p>Leadership and Teaching Professional Development Program</p> <ul style="list-style-type: none"> * Targeted staff Professional Learning and coaching to support the enactment of leadership, teaching and learning.
<p>School Production</p> <ul style="list-style-type: none"> * Performing Arts program to showcase the theatrical talents of students.
<p>Implement the Learning Excellence Program within Senior Studies:</p> <ul style="list-style-type: none"> * Implementation of the supervised Study Centre * Implement professional learning for all staff involved in the LEP * Observe the learning and skill development of students in Years 10-12 and the impact of teachers involved in the program.
<p>Mental Health Menu- Wellbeing support</p>
<p>Mental Health Menu- Professional Learning- Foundation House (Teaching & ES Teams)</p>
<p>All School Wellbeing Program incorporating Lea Waters (Visible Wellbeing); as well as support programs and initiatives</p>
<p>Mental Health Menu- Active Schools</p>
<p>Disability Inclusion Team</p> <ul style="list-style-type: none"> * Allocation of staffing and resources to support the work of the DI Team * Associate Principal, Disability Management and Administration * Learning Intervention staffing

Professional Learning program to support the implementation of IEP's and adjustments for students

Implementation of adaptive technology to support student learning

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>*Refine and communicate our instructional model 2.0 to staff, to deepen all teachers' understanding of what excellent practice looks like in the classroom.</p> <p>*This will include beginning the development of an instructional playbook and provision of regular observations and feedback.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>The school has employed an instructional improvement consultant who will work with School Leaders and Year 7 English teachers in 2024.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>*Provide professional learning to target the following elements within the instructional model. In 2024, we will focus on: retrieval, explicit teaching and formative assessment.</p> <p>*This will be delivered through a range of modes including; PLTs, House and Domain learning sessions, whole staff presentations and both developmental and instructional coaching.</p>	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>*The school has employed an instructional improvement consultant who will work with School Leaders and Year 7 English teachers in 2024. *Dr Ryan Dunn will continue to provide targeted professional learning and support to PLT facilitators.</p> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>School leadership will undertake fortnightly "Learning walks" (classroom observations) to assess teacher capacity to use the school instructional model in their practice and provide timely and constructive feedback to teachers. Information gathered from these learning walks will be</p>	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants <p>The school has employed an instructional improvement consultant who will work with School Leaders and Year 7 English teachers in 2024.</p>	<input checked="" type="checkbox"/> On-site

<p>used to inform targeted professional learning to staff who require additional support and be used as evidence by the SIT team to measure progress.</p> <p>*This will also include the development of an observation checklist based on the instructional model to guide observations and increase consistency and rigour in the feedback provided.</p>					<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>*Embed worked examples into the Year 7 Learning Sequences in all subjects across the school.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 3</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>*The school has employed an instructional improvement consultant who will work with School Leaders and Year 7 English teachers in 2024. *Dr Ryan Dunn will continue to provide targeted professional learning and support to PLT facilitators.</p>	<input checked="" type="checkbox"/> On-site
<p>*All staff will complete the remaining Visible Well Being modules and are</p>	<input checked="" type="checkbox"/> All staff	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants <p>*The school is working with Professor Lea</p>	<input checked="" type="checkbox"/> On-site

<p>implementing the VWB approach in interactions with students and families. *Members of the House Leadership team will undertake classroom observations and provide feedback to teachers regarding their effective use of VWB strategies in their practice. *Information from these observations will inform any additional professional learning support required to support individual staff.</p>		<p>to: Term 2</p>	<p><input checked="" type="checkbox"/> Individualised reflection</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</p>	<p>Waters in implementing the Visible Wellbeing approach.</p>	
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