

2024 Annual Implementation Plan

for improving student outcomes

Melbourne High School (8025)



Submitted for review by Anthony Mordini (School Principal) on 27 March, 2024 at 09:48 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 27 March, 2024 at 09:55 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Overall considering the impact of staff time to lead projects, we have continued to move in the right direction. Several new staff join us in 2024 including an experienced Director of Curriculum. She will help drive and implement the changes we are seeking. She will help in areas including staff professional development and leading the work on PLCs.
Documents that support this plan	

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	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student	Yes	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 65% PE 2025	x
		To improve SOS Use of a pedagogical model from 38% PE 2021 to 65% PE 2025	x
		To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 65% PE 2025	To improve SOS Planning Differentiated Learning activities from 62% PE 2023 to 65% PE 2024
		To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 10% by 2025.	x

To build student voice and agency to improve student engagement in learning	Yes	Staff Opinion Survey: Improve the positive endorsement for the factor of Use of student feedback to improve practice from 61% PE in 2021 to 70% PE by 2025	x
		SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 70% PE in 2025	x
		SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 70% PE 2025	x
To strengthen the connectedness, resilience and wellbeing of all students	No	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 65% 2025	
		SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 80% 2025	
		SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 83% PE 2025	

Goal 2	Maximise the learning growth of every student
12-month target 2.1-month target	x
12-month target 2.2-month target	x
12-month target 2.3-month target	To improve SOS Planning Differentiated Learning activities from 62% PE 2023 to 65% PE 2024
12-month target 2.4-month target	x

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed a consistent whole school pedagogical framework across the school.	No
KIS 2.b Teaching and learning	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.	No
KIS 2.c Assessment	Build capacity of staff in data and assessment literacy to teach to every student's point of need.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	x	
Goal 3	To build student voice and agency to improve student engagement in learning	
12-month target 3.1-month target	x	
12-month target 3.2-month target	x	
12-month target 3.3-month target	x	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Build teacher and student capacity to utilise reciprocal feedback to inform teacher practices and student learning	Yes
KIS 3.b	To build teacher capacity to increase student agency in classroom practice.	No

Engagement		
KIS 3.c Teaching and learning	To investigate broader curriculum options and learning opportunities to cater for student needs	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.	x	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student
12-month target 2.1 target	x
12-month target 2.2 target	x
12-month target 2.3 target	To improve SOS Planning Differentiated Learning activities from 62% PE 2023 to 65% PE 2024
12-month target 2.4 target	x
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capacity of staff in data and assessment literacy to teach to every student's point of need.
Actions	<p>Leaders, teachers and students will engage in data-referenced conversations.</p> <p>Leaders will develop tools (e.g. dashboards) that will facilitate data analysis.</p> <p>Leaders will facilitate student forums.</p> <p>Teaching staff and students will co-design feedback strategies.</p>
Outcomes	<p>Strengthen teachers' capability to use data and feedback from students to inform their practice and differentiate teaching and assessment accordingly.</p> <p>Increase the proportion of students with a VCE study score of 30 or above across all subjects.</p>

Success Indicators	<p>When we do learning walks we will witness staff and students engaging in discussions and activities aimed at providing feedback and improving student outcomes.</p> <p>When we attend planning meetings we will see teachers referring to their data to inform their practice, interventions and assessments.</p> <p>When we review planning documents, we will see evidence of teachers using data to inform their planning.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>KLA data summits and then ongoing regular PLC meetings using data to inform planning. Funds will provide CRT funds and resources for the activities.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum coordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
<p>Development of a data dashboard using wellbeing and academic data - AP with external consultant.</p> <p>Wellbeing staff to conduct student forums Curriculum (KLA) leaders to identify student data.</p> <p>Whole staff development in Berry Street is being used to develop staff understanding of issues impacting connection, engagement and achievement.</p> <p>Staff Development Coordinator to lead professional learning activities.</p> <p>Principal design data summits</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum coordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>

Goal 3	To build student voice and agency to improve student engagement in learning			
12-month target 3.1 target	x			
12-month target 3.2 target	x			
12-month target 3.3 target	x			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher and student capacity to utilise reciprocal feedback to inform teacher practices and student learning			
Actions	<p>Students will be engaged and active in their learning process by focusing on one or two actions each week such as a quiz, reading circles, formative task or exit ticket.</p> <p>Each teacher will co-create a learning goal with their students once a semester. The school will develop a learner profile template to assist with this process. This will be undertaken through Personal Development in the Junior School and at the individual subject level in the Senior School.</p> <p>A formal action will be taken in each class in Term 1 where staff obtain a brief overview of each learner's profile.</p>			
Outcomes	<p>Teachers will be focused on identifying and subsequently teaching more students at their individual point of need. (e.g. scaffolding new ideas and concepts, conferencing and pre-tests.)</p> <p>Students will feel more connected with their teachers and subsequently confident to discuss their goals and areas they need support with.</p> <p>Staff will engage in professional conversations with their PLC leaders to reflect on the process.</p> <p>Leaders will model teaching methods aimed at building connections and using pedagogies that will broaden student engagement.</p>			

Success Indicators	<p>Through surveys and focus groups, students provide evidence of teachers deliberately designing teaching programs that meet them at their point of need.</p> <p>A sample of students will be surveyed to monitor their progress of their learning and and personal development goals.</p> <p>A sample of deidentified student goals will be used as artefacts to illustrate evidence of success.</p> <p>A sample of lesson plans will be kept as evidence to demonstrate how material has been differentiated to address the specific learning needs of students in their class.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Student Focus Groups conducted by Wellbeing, Student Voice and Personal Development staff. Funds to support time release, planning and the undertaking of the associated tasks.</p> <p>Student digital portfolios. Equity funding used to ensure all students have access to devices and cloud-based storage</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum coordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>Repository of artifacts - virtual platforms, in Senior School, teachers working with students to develop goals and artefacts. In Junior School, Form Teachers lead the development of student goals through Form Group sessions.</p> <p>Funding will be used to fund workshops and planning time for teachers to develop this process.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum coordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> PLC leaders 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$51,438.00	\$20,000.00	\$31,438.00
Disability Inclusion Tier 2 Funding	\$157,917.74	\$11,000.00	\$146,917.74
Schools Mental Health Fund and Menu	\$139,261.90	\$10,000.00	\$129,261.90
Total	\$348,617.64	\$41,000.00	\$307,617.64

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Development of a data dashboard using wellbeing and academic data - AP with external consultant.</p> <p>Wellbeing staff to conduct student forums Curriculum (KLA) leaders to identify student data.</p> <p>Whole staff development in Berry Street is being used to develop staff understanding of issues impacting connection, engagement and achievement.</p> <p>Staff Development Coordinator to lead professional learning activities.</p> <p>Principal design data summits</p>	\$30,000.00
<p>Student Focus Groups conducted by Wellbeing, Student Voice and Personal Development staff. Funds to support time release, planning and the undertaking the associated tasks.</p> <p>Student digital portfolios. Equity funding used to ensure all students have access to devices and cloud-based storage</p>	\$30,000.00
Totals	\$60,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Student Focus Groups conducted by Wellbeing, Student Voice and Personal Development staff. Funds to support time release, planning and the undertaking the associated tasks.</p> <p>Student digital portfolios. Equity funding used to ensure all students have access to devices and cloud-based storage</p>	<p>from: Term 1 to: Term 4</p>		
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Development of a data dashboard using wellbeing and academic data - AP with external consultant.</p> <p>Wellbeing staff to conduct student forums</p> <p>Curriculum (KLA) leaders to identify student data.</p> <p>Whole staff development in Berry Street is being used to develop staff understanding of issues impacting connection, engagement and achievement.</p> <p>Staff Development Coordinator to lead professional learning activities.</p> <p>Principal design data summits</p>	<p>from: Term 1 to: Term 4</p>		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$20,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
	from: Term 1 to:Term 4	\$11,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$11,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$10,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
KLA data summits and then ongoing regular PLC meetings using data to inform planning. Funds will provide CRT funds and resources for the activities.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <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"/> External consultants <p>Steve Mason</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
<p>Development of a data dashboard using wellbeing and academic data - AP with external consultant.</p> <p>Wellbeing staff to conduct student forums Curriculum (KLA) leaders to identify student data.</p> <p>Whole staff development in Berry Street is being used to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection 	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Steve Mason - data expert to develop dashboard</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

<p>develop staff understanding of issues impacting connection, engagement and achievement.</p> <p>Staff Development Coordinator to lead professional learning activities.</p> <p>Principal design data summits</p>						
<p>Student Focus Groups conducted by Wellbeing, Student Voice and Personal Development staff. Funds to support time release, planning and the undertaking the associated tasks.</p> <p>Student digital portfolios. Equity funding used to ensure all students have access to devices and cloud-based storage</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Amplify</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

