

Submitted for review by Anthony Mordini (School Principal) on 27 March, 2024 at 09:48 PM

## Self-evaluation summary 2024



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 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.
Documents that support this plan	



Melbourne High School (8025)





## 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	



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.</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
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"> <li>; Assistant principal</li> <li>; Curriculum coordinator(s)</li> <li>; Data leader</li> <li>; Leadership team</li> <li>; Leading teacher(s)</li> <li>; Learning specialist(s)</li> <li>; Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>; PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li>; Other funding will be used</li> </ul>
Development of a data dashboard using wellbeing and academic data-AP with external consultant.	<ul style="list-style-type: none"> <li>; Assistant principal</li> <li>; Curriculum coordinator(s)</li> </ul>	<ul style="list-style-type: none"> <li>; PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p>
Wellbeing staff to conduct student forums Curriculum (KLA) leaders to identify student data.	<ul style="list-style-type: none"> <li>; KLA leader</li> <li>; Principal</li> </ul>			<ul style="list-style-type: none"> <li>; Schools Mental Health Menu items will be used which may include DET</li> </ul>
Whole staff development in Berry Street is being used to develop staff understanding of issues impacting connection, engagement and achievement.	<ul style="list-style-type: none"> <li>; Staff development coordinator</li> </ul>			
Staff Development Coordinator to lead professional learning activities.				
Principal design data summits				

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 ping pong, quiet circles, formative task or exit ticket.</p> <p>Each teacher</p>			

Success Indicators	<p>Through surveys and focus groups, students provide evidence of teachers deliberately designing teaching programs that 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>
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Student Focus Groups conducted by Wellbeing, Student Voice 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 storage</p>	<ul style="list-style-type: none"> <li>; Assistant principal</li> <li>; Curriculum coordinator(s)</li> <li>; Leadership team</li> <li>; Leading teacher(s)</li> <li>; Mental health and wellbeing leader</li> <li>; PLC leaders</li> <li>; Staff development coordinator</li> <li>; Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>; PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p> <ul style="list-style-type: none"> <li>; Equity funding will be used</li> <li>; Other funding will be used</li> </ul>





## Activities and milestones -Schools Mental Health Fund and Menu

Activities and milestones	When	sTw 9 sTw 9
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## Additional funding planner Total Budget

Activities and milestones	







<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"> <li>; Assistant principal</li> <li>; Curriculum co-ordinator (s)</li> <li>; Leadership team</li> <li>; Leading teacher(s)</li> <li>; Mental health and wellbeing leader</li> <li>; PLC leaders</li> <li>; Staff development coordinator</li> <li>; Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>; Planning</li> <li>; Preparation</li> <li>; Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li>; Professional practice day</li> <li>; Formal school meeting / internal professional learning sessions</li> <li>; Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li>; Internal staff</li> <li>; Departmental resources</li> <li>Amplify</li> <li>; Practice Principles for Excellence in Teaching and Learning</li> <li>; High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>; On-site</li> </ul>

