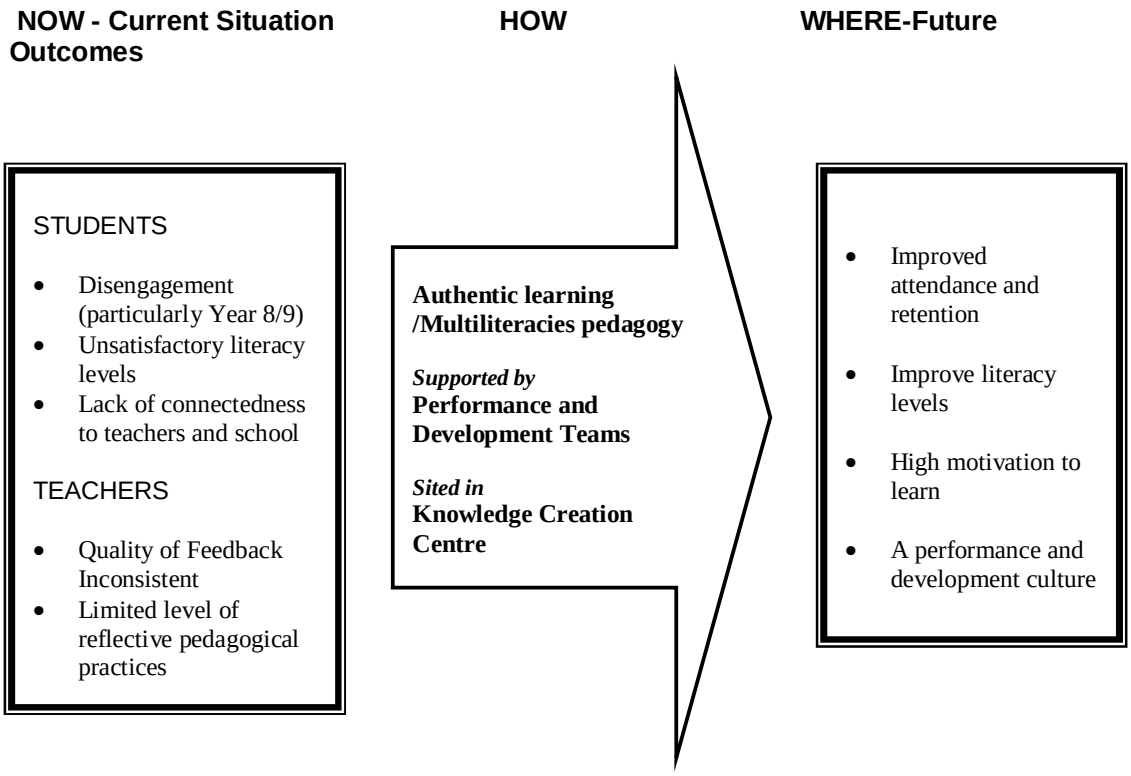
Thornbury High School

LEADING SCHOOLS PROPOSAL



Signatures

Peter Egeberg
Principal

Geoff Matthews
School Council President

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EXECUTIVE SUMMARY

Thornbury High School is a medium sized 7-12 school in the Northern suburbs with an increasing enrolment of 490 in 2006. The school has a culturally diverse (over 35% NESB) mix of students catering to the needs of both VCAL and VCE oriented students with over 54% of students receiving EMA assistance.

Our proposal creates an alternative program for Year 8 & 9 students. In "action" teams, students will investigate authentic multidisciplinary problems embedded within a multiliteracies pedagogy. Students and teachers will utilize broad digital platforms situated within a Knowledge Creation Centre (KCC)

Targeted outcomes for students:

- Improved literacy
- Improved engagement
- Improved connectedness to school and community

Teacher Effectiveness Strategies

- Teachers in multidisciplinary teams will develop individual plans with challenging targets using group reflection and rich data to inform feedback
- Creation of Year 8 & 9 teaching teams working collaboratively to develop new pedagogical approaches which combines authentic learning with a multiliteracies pedagogy
- Professional learning will occur through peer support, observation, coaching and mentoring

School Effectiveness Strategies

- Creating a new model of Performance and Development with a "developmental" focus based on multidisciplinary teams
- A reconceptualised learning program which is not constrained by a conventionally structured timetable (students will work on negotiated authentic tasks for extended periods of time)
- Radically redefined / redesigned existing spaces into a powerful multipurpose flexible learning environment which will allow for a range of teaching approaches
- Implementation of professional learning & training based on a whole school plan which utilises rich data to measure improvement

Sharing and education provision

The sharing of good practice will occur at multiple levels including on line conferences, peer observation, teacher exchange, links with teacher training institutes, professional associations, local networks and publications (eg knowledge bank). The implementation of our proposal will add another attractive element to what the State already has to offer in the region. We intend to add value to the Region with an open "access and participation" model.

ICT Plan

- Provision of online 24/ 7 access which encourages independent learning and enables broad research and production of multidigital materials for publication/ broadcast
- Upgrading of ICT infrastructure to enhanced storage capacity, efficiency and internet high level access
- Allocation of a percentage of global budget for the continual upgrading of ICT hardware and software and employment of a fulltime technician
- Participation in targeted external and school-based ICT training for teachers including INTEL and other mentoring type programs.

Resources

- Employ the equivalent of three leading teachers to work in a mentoring and coaching capacity with the Year 8 & 9 teaching teams to develop curriculum, teacher effectiveness and ICT. Cost $80,000 x 3 x 3 years = $720,000
- Redesign the traditional library space to create Knowledge Creation Centre (KCC). Cost $98,100
- Upgrade and expand ICT infrastructure. Cost $141,100

SCHOOL HISTORY AND BACKGROUND

The school is at a turning point in its development with the recent appointment of our Principal, increasing enrolments (30% increase at year 7 for 2006), significant reduction in deficit (shedding of 13 staff in past two years), improving VCE results, significant changes to curriculum and school organisation.

The School is in like school group 9 which means it has a high proportion of LOTE and EMA recipients. Gender balance has improved with an even number of boys and girls enrolled for 2006 at year 7. Literacy levels measured by AIM and CSF are similar to like schools. Student survey results indicate some issues with connectedness, motivation to learn and teacher energy /enthusiasm. Student absences are below state benchmarks while real retention rates are about like schools. The school has a vibrant and tolerant multicultural environment.

The school has a stable, experienced and committed range of teachers with a history of innovation and has in the past been at the forefront of curriculum change. It was one of the earliest implementers of VET. There has always been a recognition of the diverse learning needs of our students, resulting in the development of alternative programs well before the introduction of VET and VCAL.

A strong tradition of using learning technologies in the School can be traced back to the 1980s. The Radio station (SYN FM) was conceived in this period. Students at the school have made a range of multimedia and media products which have been used in teacher education, student forums, government meetings and state wide conferences.

The School has well maintained facilities, refurbishment potential for open plan classrooms, well resourced ICT and specialist centres, strong radio, student leadership and debating involvement, a highly regarded music program and excellent pathways counselling at years10-12.

Once a year students are able to visit our sister schools in China or Italy. The School has a small number of full fee paying overseas students. VCE results have gradually improved and the majority of year 12 subjects are above like schools. On completion of year 12, over 60% of students go to university or TAFE, and over 30% go onto apprenticeships or work. A very successful VCAL program operates at years 11 & 12.

Since the appointment of the Principal, Peter Egeberg, at the beginning of term 4, 2003, the following initiatives and innovations have occurred:

- A restructure of Principal class, leading teacher and EXPERT positions resulting in new challenges but greater enthusiasm for the future
- Improvements to student leadership and acknowledgement leading to greater pride in self and the school
- Review of discipline policy and introduction of an annual bullying survey (school is now in the top 15% of the state for school safety)
- Completion of a school improvement process (facilitated by Alan Taylor) resulting in the introduction of High Achievers classes, combined professional learning areas and development of courses from years 7-10 using VELS and PoLT
- Implementation of extended periods of instruction from years 7-12 (4 period day)
- TV studio acting as a production house for schools across the state to provide content for channel 31
- Introduction of performance and development teams and professional development plans with strategies and targets

SELECTION CRITERIA

CORE OBJECTIVE 1
TO DRIVE WHOLE SCHOOL AND SYSTEM TRANSFORMATION THAT WILL DELIVER CONTINUOUS IMPROVEMENT IN STUDENT OUTCOMES

1.1 ANALYSE CURRENT SCHOOL PERFORMANCE IN RELATION TO STUDENT OUTCOMES, IDENTIFY THE STUDENT OUTCOMES TO BE IMPROVED AND ARTICULATE THE TARGETS WHICH WILL DEMONSTRATE THE ANTICIPATED IMPROVEMENT

The 2005 Student Opinion Survey indicates general satisfaction by students with teachers and the learning environment. Motivation to learn, student connectedness and teacher energy/enthusiasm have the lowest ratings. Past Parent Opinion Survey results indicate issues with academic rigour and general environment. The Staff Opinion Survey (2002 & 2003) results were in the lower 25% of the state with issues around staff morale and leadership but there has been a significant turn around in both parent and teacher opinion in 2004/5 surveys.

Student absences (especially at year 8 & 9) are generally at State benchmarks although there is still room for improvement. Year 8 and 10 CSF mean data is similar to LSG except for year 8 Mathematics. There is a general lack of confidence in the reliability of this data and the school intends to develop a more reliable method of assessment as well as using year 9 AIM. Year 7 AIM data for the School is above LSG in Reading and below in Mathematics. Real retention rates for 7-10 are just below LSG for the past couple of years but at LSG for 7-12 in 2003.

The School has completed a detailed self evaluation (facilitated by Alan Taylor former principal of Kew High) which has identified years 8 & 9 as the initial area where we need to focus to improve student engagement so that students enter year 10 and VCE with the confidence and skills to successfully continue their pathway to future learning. These concerns are highlighted and addressed in the current School Charter Priorities (improved learning environment, improved VCE and Mathematics results). Through the MYPRAD teacher interviews the school has also identified the need to focus on ICT, community links and improving teaching and learning.

The School is in the process of re-structuring (4 period day introduced) and re-organising (using VELS and PoLT) the program delivery to maximise student engagement in the learning process. This year a High Achievers program was introduced at year 7, 8 & 9 where much experimentation and change is taking place (authentic investigations, thinking curriculum, and team work). The School is now ready to implement similar approaches across the year 8&9 cohort.

The school has identified the following student achievement, personal and learner qualities outcomes/ growth points:

- ***Improved Literacy measured by CSF, AIM and VCE data & teacher based records and observation instruments***
- ***Improved Engagement measured by using absences, retention data and students survey (feedback, teacher energy and motivation to learn)***
- ***Improved Connectedness (measured by student survey data (self esteem, connectedness) and bullying survey)***

GROWTH POINTS	YEAR 8 & 9 FUTURE TARGETS (2008)	STRATEGIES
Improved engagement	Absences below state (19.5 to 16.5 days)	• Development of **innovative and engaging curriculum and pedagogy** integrating authentic learning, ICT and Multiliteracies • Improving **teacher effectiveness** through establishment of Performance and Development Teams, the development of teacher plans with challenging targets and a focus on professional learning • Changes to **school organisation** by establishing a Knowledge Creation Centre, block scheduling, team teaching arrangements, ICT infrastructure and employing three leading teachers
	Retention rates 7-10 above state (72 to 77)	
Improved literacy results	Literacy results equal to state (Yr 10 CSF reading – 5.64 to 5.8) Year 9 AIM equal to state	
Improved connectedness	Connectedness to equal year 7 (3.7)	
Improved motivation	Motivation to equal year 7 (4.7)	

These improved student outcomes at years 8 & 9 will result in a long term flow on to the rest of the school. This will be reflected in the:

- Improved mean result in VCE (24.8 to above like school 28 by 2008)
- Increased participation in pathways other than VCE (VCAL 20 students to 30 students)
- Increased real retention rates in Years 7-12 (50.1 to 57)
- Increased Year 7 enrolments of 100 by 2007 to an optimal level of 125 by 2008
- Sustained aggregated performance levels in literacy of sub-groups, such as students of high ability, and males/females comparative results
- Improved teaching and learning for staff as a result of developing teaching and learning approaches and pedagogy which addresses engagement and the unique learning needs of students

1.2 IDENTIFY AND DESCRIBE THE STRATEGIES THAT WILL LEAD TO IMPROVED TEACHER EFFECTIVENESS AND IMPROVED STUDENT OUTCOMES WITH THE OVERALL AIM OF ENHANCING PEDAGOGY

Year 8 and 9 teaching teams

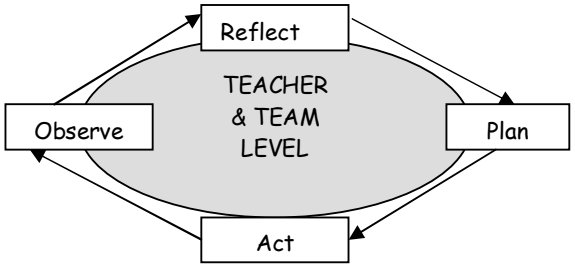
The project will focus on year 8 and 9 as our starting point for reform. We have reconceptualised year 8 and 9 as a year of challenge, recognition and celebration. Teachers will work together to team teach, plan and develop curriculum. The new Essential Learning Standards will provide the framework for developing these units while the PoLT will underpin the pedagogy.

Three additional Leading Teachers will be employed with expertise in the areas of curriculum development, teacher effectiveness and change management and ICT to complement and supplement the skills of the existing staff members. These teachers will divide their time between teaching (.5) and LSF project (.5). The addition of these 3 teachers will enable the school to create multidisciplinary teams of six teachers in year 8 and 9 all on a .5 allocation to implement the LSF initiative over the three year duration of the program. This reduction in teaching allocation will provide the teachers with the additional time required to undertake professional learning, curriculum development and pedagogical transformation.

Individual learning plans

Each of the year 8 and 9 teachers participating in the LSF initiative will also belong to a Performance and Development team (PDT), however, these teachers will develop an individual performance and development plan that will be more closely related to the LSF initiative.

All staff will be involved in curriculum (using VELS & FS1 components) and pedagogical (using PoLT) audits as well as analysis of student survey and performance data in order to establish target areas for improvement. Teachers will set challenging personal pedagogical goals and set student improvement targets. They will identify evidence to be collected and student improvement measures. The teams will utilise developmental improvement model. The PDTs will meet once a term to review their plans but the Year 8 and 9 teams will meet more frequently working through an action learning cycle of planning, acting, observing and reflecting. This action cycle will occur at both individual teacher level with their individual learning plan and at team level as the LSF initiative is implemented.



The use of this cycle will ensure that teacher effectiveness is improved by maintaining a strong focus on student outcomes. As plans are made and actions implemented evidence will be collected to evaluate outcomes and inform future actions. The teachers will engage in professional dialogue, critique and reflection in their teams using a range of tools to assist this process such as; peer observation, coaching, mentoring, professional reading, case studies, study groups, examination of student work samples, in-house and external programs, critical friends and accredited courses.

Focus for professional learning & improving teacher effectiveness

The three LSF leading teachers will lead the pedagogical transformation by working in a coaching and mentoring role, modelling and demonstrating as part of the teaching team whilst using their expertise in curriculum, change management and ICT to build teacher effectiveness. They will build teacher's professional knowledge, practice and engagement by concentrating on the **three dimensions of teacher behaviour** that have been identified as having the greatest effect size on student achievement (J. Hattie's 2003):

Challenging (setting students challenging goals and tasks and focussing on deep learning as opposed to surface learning)

- developing curriculum content which is authentic, problem-based, multidisciplinary, embedded within a multiliteracies pedagogy and allows for deep learning over an extended period of time

Monitoring and Feedback (anticipating problems, assessing levels of understanding and progress and providing more relevant and useful feedback)

- using rich data to analyse student needs and identify starting points for teaching
- participating in research and action learning with a focus on assessment for learning and assessment as learning
- engaging in professional dialogue around student work (eg use of ANSN *Protocols*)

Deep Representation (learning is related to a set of principles, organisation of content and pedagogy and understanding of student needs)

- developing common beliefs and understandings establishing a set of principles
- examining pedagogy against Principles of Learning and Teaching (PoLT)
- providing high quality professional development in problem based, inquiry learning, multiliteracies & ICT

Multiliteracies Pedagogy Defined

The ways literacy is being defined is changing and by implication classroom pedagogy needs to change too. While there are new and future technologies evolving daily as well as multi and future literacies, there are many teachers still grappling with appropriate pedagogy for managing **literacy**, **technology** and **learning** in the classroom.

The pedagogical approach THS would like to develop as part of the LSF proposal is one which brings together research about effective middle years practice relating to student engagement (MYPRAD & PoLT) within multiliteracies pedagogy. Problem learning and inquiry approaches will be utilised to identify 'authentic' issues for investigation using the *multiliteracies* (Cope and Kalantsis) framework of: situated practice, overt instruction, critical framing and transformed practice. Students will focus on meaning making systems (across all modes) hence addressing our three target areas of literacy, engagement and connectedness to school and community.

Implementation plan (how it will be done)

2006	**Semester 1** • 1 multidisciplinary team of 6 Year 9 teachers on .5 teaching allocation (this is possible through employment of 3 additional leading teachers) • intensive professional learning undertaken* • curriculum development – production of materials **Semester 2** • Trialling of materials and pedagogical approaches with 2 Year 9 classes in KCC
2007	• Professional learning program will continue* • 1 new multidisciplinary team of 6 Year 8 teachers on .5 teaching allocation • 1 multidisciplinary team of 6 Year 9 teachers on .5 teaching allocation (same teachers as 2006) ***reduced teaching allocation made possible through restructuring of time allowance provided for co-ordination and the 3 additional leading teachers*** • 6 Year 9 teachers will be mentoring/team teaching with one other teacher in the school one period per week • Four classes of Year 8 students in KCC for 50% of the week • Four classes of Year 9 students in KCC for 50% of the week
2008	• Professional learning program will continue* • 1 new multidisciplinary team x 6 Year 9 teachers on .5 teaching allocation • 1 multidisciplinary team x 6 Year 8 teachers on .5 allocation (same teachers as 2007) • 6 Year 8 teachers will be mentoring/team teaching with one other teacher in the school one period per week • Four new classes of Year 8 students in KCC for 50% of the week • Four classes of Year 9 students in KCC (year 8 students from previous year) for 50% of the week
Post LSF **2009 & Beyond**	• Transformation of whole school pedagogy and curriculum • Year 8 & 9 multidisciplinary teaching teams will have been established. These teachers will be on a full teaching allocation less one period per week for team planning • Opportunities will be provided for other teachers to rotate and join the teams working in the KCC

	• Individual learning plans will be developed as part of the whole school performance and development team process (extended meeting once per term) • PLA meetings (7 per term) and curriculum days will be used to maintain process of curriculum development and review • Professional learning program will continue*

***Professional Learning Program**
A Professional Learning program will be organised for Year 8 and 9 teachers and for the whole school related to the goals of this proposal and individual teacher needs. A substantial amount of this will be school-based and provided by the three leading teachers with some use of external educational consultants (eg Anne Cloonan, Bill Cope – Multiliteracies) university providers (Melbourne and Monash University) and specific partners (Australian Children's Television Foundation) when required.

Teacher behavioural change

This proposal will substantially change the way in which the teachers at THS are currently operating. They will be required to do things differently, leading to a transformational change across the whole school over time. Teachers will:

- work in teams to develop, plan and implement curriculum
- model collaboration and co-operation with more than one teacher in the classroom at the same time
- act as researchers by examining practices in their own classrooms
- engage in professional dialogue, critique and reflection in their teams using a range of tools to assist this process
- use a broader range of ICT resources and tools in their classroom which enable a greater teaching flexibility
    - Communication tools – email, bulleting board, chat rooms…
    - Collaboration tools – electronic diaries, blogging
    - Tools to create on-line content, delivery and remote access
    - Online assessment and marking tools
- learn on-line through connecting to educational communities beyond Thornbury High School
- use multiple sources of feedback to examine and critically evaluate their effectiveness at the individual and team level
- operate as a community of learners as they work in their performance and development teams establishing a culture of co-operation with a focus on improvement rather than judgement

1.3 IDENTIFY AND DESCRIBE THE STRATEGIES THAT WILL LEAD TO ENHANCED SCHOOL EFFECTIVENESS AND IMPROVED STUDENT OUTCOMES

Whole school effectiveness process

In 2004 the School, acknowledging the need to implement change, worked with Alan Taylor former Principal of Kew HS on whole school effectiveness. The final recommendation from this process was *'A significant restructure of the curriculum, teaching and learning, and professional development should be considered to address the key issues of student engagement, to improve the work ethic/expectations and improve the academic image of the school'.*

Leadership structure review

The leadership structure has been reviewed and roles redefined to complement our new model of Performance and Development (Although derived from the Kyabram model it will be tailored to our community's unique environment). Similarly the conventional 8 KLA's have been replaced by the 3 Professional Learning Areas (PLA's) in order to break down "subject" barriers, thus instigating a "culture" of change. Part of our strategy to develop "shared beliefs and values" has been a

collaborative approach within the PLA's to design curriculum and rubrics to support the implementation of VELS and PoLT

Performance and Development Teams

The Performance and development teams (PDT's) will consist of 6 teachers from cross disciplines. These teams will meet once per term for a period of 2-3 hours. Once the teams have been established designated members will receive specific training/coaching from experienced practitioners from other schools. The school will also provide curriculum days and training programs for the whole staff. To ensure the effectiveness of this process all teachers will be trained in providing feedback to colleagues. They will also receive quality instruction in analysing student and staff performance data. Members of the year 8/9 team working in our alternative pedagogical platform will be dispersed across the PDT's to share innovative practices.

Knowledge Creation Centre

Space in traditional school design is used to separate and confine experiences. To complement the work of the PDT's the School intends to establish a physical space, a Knowledge Creation Centre (KCC) which includes upgrading an existing traditional Library space with a view to providing a vibrant, dynamic "learning" space with open access for community and industry participation. From being objects of broadcast knowledge (textbooks to learning objects) schools have the potential to become knowledge creating communities. This centre will also create an environment where teachers see themselves as part of the learning process. We intend to develop an open plan learning space within the library confines as well as incorporating adjoining rooms with only slight architectural modifications. This will be an area where teachers can experiment with and learn to use a range of teaching approaches supported by teacher mentors. As teachers increase their confidence in the use of ICT they will transfer this approach to other aspects of their teaching. The approaches to learning, employed in this environment will be replicated in other areas of the school as the project grows and various smaller design centres are established using existing facilities around the School.

Reconceptualised Timetable

In 2005 the school implemented the four period timetable thus extending the time of each class to 72 minutes. This has already impacted positively on teaching practices by having to rethink the traditional structure of the class, particularly at years 7&8 where it's essential to have more than one type of task to keep students focused. However the KCC timetable will operate quite differently and won't be driven by the whole school structure. Because of the focus on team teaching based in an authentic learning model it would be conceivable that students might have a task that requires half or an all day commitment. To impact on teacher effectiveness across the school KCC teachers will also have teaching loads at other levels across the school where they will be able to apply similar strategies.

Authentic Action Learning Model

Students participating in the KCC will be involved in a more democratic and collaborative approach in developing innovative curriculum. Units of work will have a real world context with strong links to the local community that will help build a more relevant learning community. The "Action" model will involve authentic problem solving in situ', with local industry, community and youth services/welfare. The Centre as an ICT rich environment will also value the contribution of young people as "digital natives" and therefore mentors and coaches in their own right. To some extent this will involve a mind set shift for teachers as the traditional knowledge creators.

Building Transference and Sustainability

The teachers from the year 8 and 9 teams will be dispersed throughout the Performance and Development Teams hence ensuring that information and learning is shared between the teachers participating in the LSF initiative and the remaining school staff.

Teachers in the KCC will be asked to document their professional learning and growth through the development of a digital professional portfolio. This information will be used as part of the evaluation process and for sharing with other teachers.

During the second year of participation the year 8 and 9 teachers in the KCC they will be asked to link with one other teacher and work in a mentoring and team teaching capacity for one period per week. This will ensure that over the course of the three years 18 teachers will have been part of the Year 8 and 9 program and an additional 12 teachers across other year levels will have worked with one of the year 8 or 9 teachers in a mentoring/ team teaching capacity, in total 30 teachers will have been part of this whole school transformation in some intensive way.

Building on Existing Strengths

Thornbury High has a history of working with the wider community/industry with access to valuable "outside" feedback and evaluation. We are therefore well placed as a "learning community" to use the Leading Schools initiative as both a driver and catalyst to build on a process of transformation that is already well on track. The school was a finalist in the Curriculum Innovation Awards in 2004 and 2005. The Digital Multimedia Mentoring Program (DMMP) for Primary and Secondary Schools is based on the proposition that teachers will develop new practises if they are "lead" through the process over a period of time. Part of the DMMP strategy is to gain acceptance amongst teachers that they can also learn from their students as "digital natives" and that feeling confident about ICT doesn't mean the teacher having to be the traditional "font of all wisdom". We intend to build on the DMMP culture and structure with professional development around effective mentoring and coaching. This is fundamental to our "whole school" strategy and a key role for both the proposed additional staff and existing Leading Teachers.

We have existing valuable partnerships with:

- The ACTF (Australian Children's Television Foundation) developing high quality curriculum materials.
- We are working closely with the Teacher Training initiatives through collaborative projects. Melbourne University, Victoria University and RMIT in particular
- Currently we are working with PLAN Australia and RMIT students studying International Studies to develop a global awareness initiative.
- We are currently working with Channel 31 and Schools TV on a Thornbury High initiative "ClassTV" that will have an impact across Melbourne.

In summary these strategies outlined would lead to:

- Student management firmly geared to the promotion of learning and improved student outcomes
- The School being a technology rich learning environment where students and teachers access the technology tools they require, not only from all areas within the school but from home as well
- A conscious effort to focus on professional learning with staff involved in coaching, mentoring, peer observation and action research
- A performance culture based on continuous improvement and reflective pedagogical practices using performance data
- A school with a leadership structure aligned with the new PDT's

1.4 ASSESS THE CURRENT STATUS OF ICT INFRASTRUCTURE, EQUIPMENT, SOFTWARE AND TEACHER CAPABILITIES, AND DESCRIBE THE STRATEGIES THAT WILL ENHANCE STUDENT OUTCOMES THROUGH THE INNOVATIVE USE OF ICT

CURRENT STATUS

Resources

- three main computer labs with 26 computers in each, 7 small computer hubs with 10 –12 computers which service surrounding classrooms and are spread across the school, as well as an IT centre in the library.
- extensive faculty computer resources including the graphics hubs, photography lab, music set up, Maths Task Centre, Technology hub.
- computers in all faculty staff work areas, Coordinator offices and general purpose staffrooms.
- The curriculum network run off a number of Windows 2003 Servers with workstations running Windows XP. The physical infrastructure is in need of updating in terms of cabling and switching equipment, especially if we run multimedia over gigabyte speed.
- IT Coordinator with a time allowance of 4 periods is the day to day face of IT Support within the school, we also have a cluster Technician that is allocated to THS on a 0.2 time fraction. The school would commit to a full time technician in 2006.
- Television studio has good workspaces with a blue screen and good lighting. We have digital cameras with video capacity and digital video cameras.
- Television control room. We have a high end AVID digital editing suite that is excellent for making quality video productions.
- Analogue TV studio that requires upgrading to a digital switching desk
- Radio Broadcasting Room has adequate equipment for broadcasting on an internal PA system. This will be integrated into the KKC.
- Arts/Media Computer Hub has 10 computers, three of which have video capture cards with the appropriate video editing software.
- Multimedia Computer Lab has 25 machines with the capacity for audio editing, animation production and Web design. It utilizes industry standard software Adobe Photoshop Macromedia suite; Flash Director, Freehand, Fireworks and Dreamweaver. It is used for Multimedia VET, Graphics as well as class bookings.
- Photographic Studio has good space with sinks, darkroom, storage areas and two computers with colour printing facilities.

Although we have considerable computer resources some are now outdated and have insufficient capacity to handle what we need to run our program to its fullest extent. There is a commitment by the school to upgrade these workstations to high-end operating systems over the next 3 years. We already have digital cameras, digital video cameras, scanners, printers and Multimedia software, much of it of industry standard.

Staff ICT resources

A recently conducted survey of the staff's computer skills has indicated that:

- although staff have learnt the basics in a range of programs, they are confined to the basic Microsoft tools and do not reach out in ways which are either interactive or extend the skills and capabilities of students.
- these skills have not transferred into the classroom in an innovative manner and, in many cases, the computer usage is limited to word processing and internet research.
- Computer labs are utilized in a range of KLAs but are used by less than 50% of staff.
- 70% of staff rate themselves confident to very confident in the use of computers. This confidence does not transfer into the classroom where less than 50% rated themselves as confident.

- teachers have received in-servicing on specific computer programs. The survey of staff confirms that learning a program is of little use, unless it is able to be put into practice and built on continuously.
- these skills need to be embedded into classroom delivery.
- teachers are aware that ICT skills need to be integrated into classroom curriculum delivery.

Students access to ICT is at present dependent on:

- skill level and interest of their teacher
- subjects which are ICT focused such as Information Technology, VET IT, VET Multimedia, Senior Graphics and Art.
- producing work for assignments, i.e. word processing, PowerPoint presentations, online testing
- Students working on VELs trial units in SOSE, Enghish and Art

The Leading Schools Project will provide teachers with both the confidence and the knowledge to:

- use ICT as a pedagogical tool
- develop curricula which utilize a range of ICT processes.
- include ICT in the classroom as a central method of teaching and learning that replaces the conventional textbook focused instruction.
- create an efficient infrastructure where teachers will be better placed to use our intrapod, intranet and internet to develop work which will provide instructional resources.
- develop access to learning via the net
- expand the use of the centre by providing access to extended hours.
- establish community links by involving groups within the community to access the Centre.
- provide forums and courses for parents in embracing ICT. 'Keeping up to speed with your child'
- share the resources with other schools in the region

STRATEGIES THAT WILL ENHANCE STUDENT OUTCOMES

A generation gap exists between students and teachers in the use of ICT. We intend to develop a specialist focus on new digital technologies which will help bridge this gap. The ability to engage students via a medium that is creative, preferred and familiar is really at the centre of improving student learning. Involvement in this project will lead to higher motivation to learn, improved attendance and flow on to increased literacy levels.

ICT infrastructure upgrade

The School will invest in an ICT infrastructure and support teachers in embedding effective ICT into their curriculum. Pivotal to the development of ICT in the classroom and across the school is an effective computer network which operates at high speed, is accessible and reliable. We wish to develop innovative use of ICT following the principles of a flexible delivery system similar to that of a production house model, as a pedagogical tool.

24/7 Access

Provision of online 24/ 7 access will encourage independent learning and enables broad research and production of multidigital materials for publication and broadcast.

Wide range of end products

The proposed inter-related spaces in the Knowledge Creation Centre will act as a catalyst for learning where students are involved in a wide range of end product ICT projects which would include:

- video, using the TV studios, edited using Pinnacle's Studio Moviebox and stored and distributed on the network using Clickview.
- radio programs for airing across our network or on student and community based radio
- Web design and sight development and web publication
- creation of student Web forums
- animation in a wide range of forms
- digital portfolios using industry standard programs
- CAD design incorporating graphics and technology faculties
- Digital imaging and desk top publishing
- Internet and intranet research access
- Collaberative projects on global basis, starting with our sister schools

ICT training

In order to address the lack of ICT expertise teachers will be targeted for specific professional learning programs that will support the implementation of the focus of the LSF initiative such as INTEL master trainers program. Two teachers will undertake this training in 2006 and consequently deliver training to all staff between 2006-08. Targeted staff will also receive ICT mentoring/coaching a period a week to reach an acceptable threshold level. Teacher Professional Leave will provide the opportunity to undertake intensive study in areas that support the LSF initiative.

Effective ICT strategies have been embedded in the teacher and school effectiveness strategies (see previous sections)

1.5 DESCRIBE HOW THE STRATEGIES OUTLINED IN THE *BLUEPRINT FOR GOVERNMENT SCHOOLS* WILL BE INTEGRATED WITH THE SCHOOL'S STRATEGIC PLAN.

The School has a successful track record of working towards Government targets through the implementation of a number of initiatives. Restart and Access to Excellence money has been used to make an impact on literacy at the School although we have been hampered by over-entitlement and therefore the inability to hire new staff. VET, VCAL and MIPS initiatives have seen the introduction of relevant alternative pathways for students with most students (only 4% unemployment in 2004 at year 12) making a successful transition to a range of post school options. The School is currently working with its feeder primary schools through the Innovation and Excellence project which is already making links with the Leading School proposal.

In particular our proposal will integrate the following Blueprint proposals:

Recognising and responding to diverse student needs (Flagship 1 student learning)

We believe the combination of Multiliteracies pedagogy and digital technology will cater for the diverse range of student needs as outlined in the Proposal section and Criteria 1. A Multiliteracies pedagogy sited in the Knowledge Creation Centre would be an appropriate trialling ground for VELS. The school is currently rewriting courses using VELS and PoLT and the recent Student Learning Newsletter acknowledges this work which has now been added to the Knowledge Bank.

Building the skills of the education workforce (Flagship 3, 4&5)

Our new Principal has been a part of a mentoring program being trialed by the Northern Region similar to a proposal outlined in Flagship 3. We are also keen for teachers at our school to be part of the accelerated program for high potential leaders as well as the professional leave program.

The Boston Consulting Group Report to DE&T highlighted the need to "create and support a performance and development culture" across the school system. A professional development culture is fundamental to school improvement through the improvement of teacher effectiveness. The School has decided to adopt a new performance and development model. All staff will be part

of Performance and development teams of six members. Each staff member will identify goals (related to the charter), strategies and targets and their team will support them in reaching these targets. The school intends to apply for accreditation in 2006.

Continuously improving schools (Flagship 6 school improvement)

Alan Taylor's school improvement work with the leadership team and staff as outlined in Criteria 3 will result in the development of a shared vision for the School and a renewed focus on student outcomes and teacher development. The parent, student and teacher opinion data, outlined in Flagship 6, is an important part of the evaluation of this work.

CORE OBJECTIVE 2
TO DRIVE SYSTEM IMPROVEMENT THROUGH THE SHARING AND TRANSFERENCE OF GOOD PRACTICE, KNOWLEDGE AND PROGRAMS

2.1 IDENTIFY AND DESCRIBE ANY EXISTING LINKS WITH OTHER SCHOOLS AND PROVIDERS RELATING TO THE FOCUS OF THE PROPOSAL

Thornbury High has already established a strong record of sharing and cooperation with:

- Northcote Network of schools
- VET Cluster with local secondary schools
- Northern LLENS
- Mansfield SC through VCAL Sister School relationship
- Schools for Innovation and Excellence cluster with Fairfield PS, Wales St PS, Penders Grove PS, Croxton Special and Distance Education
- Chinese and Italian schools through Sister School relationship.

Discussions and consultation have also been held with:

- THS staff on all aspects of the various initiatives being proposed in the School
- Schools for Innovation and Excellence Northcote Network B & A
- Local Secondary Schools
- Northern LLEN
- Northcote Network Principal Group
- Northern Region
- Monash University
- Melbourne University

This year THS was successful in receiving funding from DEST to work on a joint cross sector project with local Catholic primary and secondary schools with a focus on Assessment in literacy and numeracy. Also this year we have formed a partnership with channel 31 to host a series of shows targeting 12-16 year olds. The series begins in September and will contain content from schools across the state including animation, music and curriculum based short film clips.

Thornbury High School has already taken steps to work collaboratively with a number of schools:

- 2004 delivered Professional Development through the *Australian Government Quality Teacher Program* (AGQTP). The "Digital Audio Software Editing" PD works with Northcote High, La Trobe Secondary, Lynall Hall, Northlands Secondary School, Collingwood School, the Island and Koorie Open Door Education.
- The school in partnership with The Student Youth Network, is already providing resources to implement a variety of programs at participating schools.
- THS is part of a DEST joint cross sector project with local Catholic primary and secondary schools with a focus on Assessment in literacy and numeracy.
- Leadreship team and Principal met with the leadership team at Northcote High to identify ways in which the two schools can work together for the benefit of all local students. .
- I & E Northcote Network A and B are working collaboratively. Our Principal is the chair of MINY

- THS ran a successful multimedia project funded by the Inner Northern LLEN which involved the employment of a project manager to work with all schools across Moreland, Yarra and Darebin.
- The School has strong links with Victoria and Melbourne Universities student teachers programs, in particular the Problem Based Learning course at Melbourne. We collaboratively developed curriculum, rubrics and assessment strategies around radio/software editing and VCAL and most recently VELS. The results of their work are already being implemented across many areas of the school.
- The Principal is currently negotiating an on going relationship with Melbourne University with student teachers working at the school for significant periods of time on particular projects.
- Students from Victoria University have been working in the school on negotiated projects as part of the *Project Partnerships & Applied curriculum Arrangements for the Graduate Diploma in Secondary Education.* In the future, these negotiated projects can be designed around the curriculum and pedagogical innovations being implemented in the Knowledge Creation Centre. Experienced teachers can work with student teachers in a long term mentoring relationship.
- The Knowledge Creation Centre will form close ties with Teacher Training Institutions in the belief that "Beginning Teachers" can make a substantial contribution to driving systemic change.

Similarly in 2004 & 5 several students from Victoria University have been working in the school on negotiated projects as part of the *Project Partnerships & Applied curriculum Arrangements for the Graduate Diploma in Secondary Education.* In the future, these negotiated projects can be designed around the curriculum and pedagogical innovations being implemented in the Knowledge Creation Centre. Experienced teachers can work with student teachers in a long term mentoring relationship. Therefore the Knowledge Creation Centre will form close ties with Teacher Training Institutions in the belief that "Beginning Teachers" can make a substantial contribution to driving systemic change.

2.2 IDENTIFY AND DESCRIBE A PLAN TO SHARE GOOD PRACTICE, KNOWLEDGE AND PROGRAMS WITH OTHER SCHOOLS, PROVIDERS AND THE SYSTEM AS A WHOLE.

A key principle underpinning this project is the notion of collaboration, professional dialogue and exchange of knowledge and expertise. The sharing of good practice will occur at multiple levels and will occur over the duration of the project. The management team and the teaching team will be responsible for overseeing documentation and sharing of outcomes from the project.

The knowledge and experience gained and the outcomes emerging through the implementation of this initiative will make a substantial contribution to the sharing of good practice. It is also anticipated that this Leading Schools Fund initiative will provide valuable material that can be shared with the education community across the system through the newly established Knowledge Bank Blue Print Flagship Strategy 1.

The table below outlines how Thornbury High School intends to share and transfer their good practice, knowledge and program gains across all levels from exchange of information to capacity for partnerships of mutual benefit:

WHAT WILL BE SHARED	WITH WHOM	HOW
PROCESS • Performance and Development Whole school transformation process • Processes used for the establishment and operations of the Performance and Development Teams (PDT's)	• Colleagues and staff members at THS • Local Northcote Network & Schools for Innovations and Excellence clusters A & B • Secondary schools	• Written reports to region • Professional development activities undertaken at the school • Articles submitted to professional journals • Production of multimedia materials documenting specific components of the initiative, e.g. the operation

WHAT WILL BE SHARED	WITH WHOM	HOW
• Processes and strategies used to facilitate teacher critical reflection and analysis of student data • Processes used to work with external experts and critical friends (e.g. university consultant) • Processes used for the establishment of student action learning teams • Establishment of links with community organisations, tertiary institutions employer groups • Monitoring and Evaluation processes	across the system • Secondary schools at national & international level • Other interested parties, e.g. teacher training institutions • Innovation and Excellence Clusters across the state	of a meeting, student learning team... • School visits by teams of teachers from local and international schools to observe the Centre in action • Publication of material on our Website • Online Conference • Articles for *Education News* • Creation of partnerships to mentor schools wanting to develop similar capacities with their staff
CURRICULUM • Pedagogical strategies and approaches • Effective curriculum frameworks for the teaching of multiliteracies through the use of new Learning Technologies • Assessment processes, strategies and tools • Units of work, lesson plans and activities • Technical skills and expertise in use of multimedia equipment and programs • Auditing and evaluation tools • Application of ICT across discipline areas	• Colleagues and staff members at THS • Local Northcote Network & Schools for Innovations and Excellence clusters A & B • Secondary schools across the system • Secondary schools at national & international level • Other interested parties, e.g. teacher training institutions • Innovation and Excellence Clusters across the state •	• Contributions to DE&T Knowledge Bank • Multimedia resource CD room with materials documenting specific components of the initiative, e.g. planning preforms assessment rubrics… • Organise and conduct train-the-trainer professional development programs in collaboration with the participating university and/or consultant for teachers in the use and implementation of the curriculum frameworks and assessment materials • Teacher in residence or teacher exchange program (term or year) to enable teachers from other schools to participate in the program at the school • could also adopt a mentoring relationship with other schools with on-line and on site support provided • School Website • Workshops and training sessions conducted at THS on the application of specific ICT programs in the classroom • Presentation at subject association workshops, conferences • Online conference • Articles for *Education News* • Creation of partnerships to mentor schools wanting to develop similar capacities with their staff
PRODUCTS • Student work	• The school community, staff, students and parents • The broader local and regional community • General public	• Film festivals • Exhibitions • Parent nights/ forums • Transmission of material on SYN FM & Channel 31 • School website

WHAT WILL BE SHARED	WITH WHOM	HOW
FACILITIES AND EQUIPMENT RESOURCES	• DE&T Primary and Secondary schools in the region	Booking procedures
	• Independent & Catholic Primary & Secondary schools in the local area	Fee per hire cost
	• Community groups	Fee per hire cost

CORE OBJECTIVE 3
TO DEVELOP AND IMPLEMENT NEW MODELS OF EDUCATION PROVISION THAT WILL DELIVER ENHANCED CURRICULUM OPTIONS AND STUDENT OUTCOMES

3.1 ANALYSE CURRENT EDUCATION PROVISION AND STUDENT OUTCOMES ON A GEOGRAPHICAL BASIS WITH RESPECT TO ISSUES SUCH AS DEMOGRAPHICS, MARKET SHARE, PATHWAYS AND THE RANGE, BREADTH AND DEPTH OF CURRICULUM OPTIONS FOR STUDENTS

Thornbury High is committed to providing the best collective provision in the region. The implementation of our proposal will add another attractive element to what the State already has to offer in the region. Northcote has Science and Technology, Northland has Metal/Manufacturing etc. We intend to add value to the Region with an open "access and participation" model that encourages a "cluster" mentality.

The number of students exiting grade 6 is increasing across our main feeder schools. The school has already improved its enrolment for 2006 by 35 and with our strengthened performance our higher and improved profile in the community we anticipate that this trend will continue. The trend figures also indicate increased enrolments for Northcote High but with their enrolment ceiling of 1260 they will not be able to accommodate the number of predicted students**.**

Feeder School projection Year 6 exits from 2005 to 2009

School	2005	2006	2007	2008	2009
Fairfield PS	47	54	50	49	43
Westgarth PS	46	46	43	47	54
Wales Street PS	52	39	48	44	49
Preston South PS	16	26	29	26	24
Penders GrovePS	21	24	26	23	20

The School has had a disproportionate number of male students although for 2006 we have more girls enrolled at year 7. This is partly due to the number of private schools and girl's schools in the vicinity such as Melbourne Girls, Preston Girls and Santa Maria. Within another ten kilometres are Alphington, Ivanhoe Boys and Ivanhoe Girls Grammars. The School over the years has also lost students in the senior years to all of these schools but in recent years retention rates have increased, some of this may be due to the introduction of VCAL.

An added benefit of this initiative will be to expand the access hours of the school. We will be able to offer Vet in the Multimedia area out of hours for students across the region. Similarly, Distance Education Centre Victoria (DECV) use our current facilities to a limited extent. It would be a very sensible for DECV to share the resources developed and used in the KCC.

3.2 DESCRIBE DISCUSSIONS WITH THE REGION, OTHER SCHOOLS AND PROVIDERS, TOGETHER WITH PLANS OR STRATEGIES THAT HAVE BEEN DEVELOPED TO ADDRESS THE CHALLENGES OF EDUCATION PROVISION IN THE GEOGRAPHICAL AREA.

The School has had discussions with Regional personnel (in particular SEO Jan Volkman) about education provision within the geographical area. At the present time there are no plans to reorganise schools in our area although there are discussions in the West Heidelberg area. At the moment Northcote High School is the school of first choice by many parents within the area with Private or Catholic schools being second choice. The region is keen for Thornbury High School to be a viable option in the Darebin area and to re-establish its former reputation as a quality government school. This would ease the pressure on Northcote High who have an enrolment ceiling as well as cause a drift of students away from Private schools back to public education.

The School would be specialising in multimedia which would complement other programs operating in the northern suburbs. Discussions with secondary schools have indicated that the development of the KCC will enhance the opportunity for students in the northern suburbs to study VET Multimedia and VCAL. The focus on Multimedia will ensure that Thornbury High's state of the art facility is accessed by a greater number of students.

Currently tertiary institutions are enrolling increasing number of students in multimedia programs. The programs that will be offered at Thornbury High School will enable students to have increased pathways in the post compulsory years that will articulate into tertiary courses.

The School has developed a marketing strategy and established a whole school improvement process as outlined in Criteria 3. Both processes have been approved by the region and focus on:

- School image within the community
- Teacher performance
- Curriculum development
- Student management
- Financial viability including eliminating the staffing over entilement
- Improvement to facilities (especially ICT)

3.3 SPECIFY DETAILS OF THE RESOURCES REQUIRED TO SUPPORT THE IMPLEMENTATION OF THE PROPOSAL. THIS INCLUDES SPECIFIC DETAILS OF SCHOOL CONTRIBUTIONS.

STAFFING

Role of the leading teachers

The drivers of change in our model will be the leading teachers who will take direction from the data and feedback of the PDT's. They will also take on an active role as coaches and mentors particularly through team teaching in the KCC. Their roles and responsibilities will include:

Joint responsibilities	Individual responsibilities
1. Managing and implementation of the project • Develops implementation plans and timelines in collaboration with management team • Monitoring evaluation • Oversee the building program • Oversee the implementation of computer infrastructure • Brokering partnerships with local community and industry •	**The Curriculum & Pedagogy Coach** • work with Year 8 & 9 teams to develop curriculum which combines authentic learning with multiliteracies pedagogy and includes a focus on assessment *for* and *as* learning • manages and organizes team meetings • co-ordinates and organizes relevant professional development • works with PLA leaders to co-ordinate curriculum development across the school

2. Work with the year 8 & 9 teams to • Model teaching practice and work with students • Team teach • Deliver professional development and training across the school • Document and share ideas, practices and strategies at the local, regional and broader education community level	**The Teacher Effectiveness Coach** • develop leadership and team building skills • provides professional development and training in using rich student data for teacher reflection and feedback • ensure that learning is shared between LSF initiative and PDTs are working effectively • develops strategies to ensure whole school transformation and sustainability **The ICT Innovation Coach** • train students/ student teachers/ teachers in the different digital formats • help produce digital work across a variety of platforms and across the discipline areas • establish links and partnerships with multimedia/media organisations • manage the Knowledge Creation Centre • implement the computer infrastructure

ICT infrastructure

- To achieve our aims the Thornbury High network must be redesigned and upgraded. Voice, video and data all put high demands on the network infrastructure. It is essential that the network infrastructure has the capacity to deliver and store the types of traffic we are anticipating.
- The network infrastructure needs to run effectively, not only in the KCC but across the school. To this end it is necessary to re-cable the school, and install switches which will future proof the network.
- Security; as the system expands and utilizes greater Web delivery, a system to protect user data and limits downtime caused by viruses. We require an integrated, expandable security appliance which grows with the schools increased usage.
- Creation of a new Website to allow for the transfer of digital information, documents and ideas.
- The Web site would enable access to school information such as work for students, parent access to reports, curriculum materials, a showcase for students' work. Our current Website is a work in process and was designed and built by year 11 students. Broadband connections in all classrooms (DEET)
- Data projectors easily accessible to classroom teachers.(School contribution)
- Work created in a Multi media format requires a storage which is highly flexible and scalable
- Fulltime computer technician (School contribution)

Refurbishment of Library

This is a proposal for a modest internal remodelling of the interior spaces in a traditional library wing of an old school. The existing box-like spaces will be made to flow into each other through the removal of plaster walls and the construction of new, wide doorways (sliding screens of glass) combined with more generous internal glazing. The library will be opened up to teaching and study spaces and, in particular, to a hub of computers conveniently serviced by a coordinator. A better integration of interior and exterior spaces will promote a more pleasant teaching and learning environment and a number of clumsy and wasteful existing architectural solecisms can be erased.

The current library was relocated into an ill-fitting conversion of classrooms. A series of awkward, box-like spaces with wasteful corridors and a forest of columns surround the library and will be incorporated into the space to provide the room for students to work. The entire space will be reconfigured to accommodate modern teaching practices – particularly those involving multiple intelligences, ICT and all the concomitants of the "open plan" classroom."

Identifiable and sustainable ongoing funding resources

- The project itself will become self-sustaining. As staff become more competent they will in turn mentor others. In time, new younger staff will be able to be employed allowing for a more balance mix of youth and experience.
- The KCC will be self-funding and the network has been designed with future proofing in mind.
- By conducting professional development activities within the KCC, on a wide range of curriculum areas we would rise funds for on going daily running costs.
- Although the School has limited financial reserves, School Council has agreed to make a financial commitment to upgrading the computer hardware across the school through a new leasing agreement as part of the school contribution to the Leading Schools proposal.
- Council have also made a substantial financial commitment to the employment of a fulltime computer technician

3.4 SPECIFY THE MEANS BY WHICH THEY WILL BE MONITORING STUDENT OUTCOMES AND EVALUATING THE IMPLEMENTATION OF THE PROPOSAL.

The level of effectiveness or success of the project will be measured against the primary improvement outcomes and the targets set for this proposal:

- ***Improved Literacy (measured by CSF, AIM and VCE data & teacher based records and observation instruments)***
- ***Improved Engagement (measured by using absences, retention data and student opinion survey - feedback, teacher energy and motivation to learn)***
- ***Improved Connectedness (measured by student opinion survey -self esteem, connectedness data and bullying survey)***

Pre and post data will be collected from students, diagnostic tools will be developed by the teaching teams to monitor the program and student outcomes. Surveys/questionnaires will be used to assess levels of skills, knowledge, attitudes prior to participating in KCC projects. Classroom observations, case studies and learning logs/ journals and work plans will be collected either for whole cohorts of students or sample groups, as appropriate.

Evaluating and measuring teacher effectiveness growth

A key strategy for improving student outcomes is through improvements in teacher effectiveness. As such, a secondary measure of success would be to track improvements in teachers' professional growth across three areas of **professional knowledge**, **professional practice** and **professional engagement.** The range of tools and strategies listed below would ensure information was collected across these three areas.

As with any measurement process, there will be a need for pre and post participation data from the teachers. The majority of the information, relating to teacher growth, would be qualitative in nature with some quantitative data in the form of surveys/ questionnaires with a Likert Scale ranking exercise relating to skill levels and areas of knowledge that could be numerically collated. This project will use a case study approach to provide a comprehensive picture of the growth in teacher effectiveness over time.

Monitoring against individual Performance and Development Plans and teacher component mapping and student surveys from the PoLT materials will be used. Journals and participation in discussion at Performance and Development Team meetings would be monitored. Focus groups would also be established to gather data for specific purposes as needed. Evaluation data will be collected and analysed at regular intervals over the short and longer term.

In addition use would be made of the Teacher Attitudes Survey, self and peer assessment processes, student and parent feedback, work samples/ plans, observation data and professional development/ study undertaken to monitor progress on a regular basis.

Records would also be kept of staff participation rates, evaluation and feedback from professional learning programs attended, training undertaken and further study.

School improvement targets

Areas for improvement	Current rating (state rating)	Target 2009
Quality of teaching	4.8 (4.7)	5.3
School Climate	5.09 (5.0)	5.5
General Satisfaction	5..0 (4.9)	5.6
Customer Responsive.	5.3 (5.74)	5.7
Curr & Standards	4.9 (4.9)	5.5

The staff and parent survey results above will be used to measure school improvement in the areas of Quality of teaching, school climate, general satisfaction, customer responsiveness, curriculum and standards.

Monitoring and evaluating proposal

The school intends to engage an external consultant to evaluate the implementation of this proposal. We have had extensive discussions with Professor Uschi Felix, Director of the Research Centre for Language Acquisition and New Media in the Faculty of Arts at Monash University. Professor Felix is an international expert in the use of ICT in education and has just completed a large collaborative project developing a best-practice model for online learning with the Victorian School of Languages (funded by the Australian Research Council). She has extensive experience in designing and evaluating projects of the kind proposed here. Her involvement in overseeing our work in relation to pedagogy and evaluation would be invaluable.

Data collection for evaluation process

A range of qualitative and quantitative data will be collected and analysed as part of the evaluation process. THS already collects a range of data for monitoring student outcomes and these will continue to be collected. In order to ensure that a range of information is collected, that provides a balanced and comprehensive picture of student and teachers' learning, the evaluation will focus on processes as well as products using a range of formal (standardized) and informal (non standardised) instruments.

APPENDIX 1 BUDGET

STAFF

	Information based on information in LSF	
YEAR 1	3 TEACHERS	240,000
YEAR 2	3 TEACHERS	240,000
YEAR 3	3 TEACHERS	240,000
TOTAL		720,000

REFURBISHMENT

REFURBISHMENT OF LIBRARY	98,100

ICT UPGRADE

ICT UPGRADE	141,100

UNIVERSITY RESEARCH PARTNERSHIP

EVALUATION PROJECT, CONSULTATION AND DATA ANALYSIS	10,000 PER YEAR OVER 3 YEARS	30,000
TOTAL	30,000	

SUSTAINABLE FUNDING SOURCES

SOURCE	YEAR 1	YEAR2	YEAR3	
PROFESSIONAL DEVELOPMENT WORKSHOPS	5,000	5,000	5,000	15,000
HIRING FACILITIES	2,000	2,000	2,000	6,000
GRANTS, DONATIONS, SPONSORSHIP	2,000	2,000	2,000	6,000
CONTRIBUTIONS FROM SCHOOL COUNCIL FOR COMPUTER SOFTWARE	30,000	30,000	30,000	90,000
CONTRIBUTIONS FROM SCHOOL COUNCIL FOR FULLTIME TECHNICIAN	50,000	50,000	50,000	150,000
VET COURSE AND PROGRAM FEES	5,000	5,000	5,000	15,000
TOTAL	94,000	94,000	94,000	282,000

APPENDIX 2 TIMELINE AND KEY TASKS/MILESTONES

Timeline	Key tasks
Term 4 2005	• PLA leaders to participate in PoLT training • Staff to establish Performance and Development teams (each comprising 6 teachers across discipline areas) • Team leader for each P & D team to be identified • P & D Team leaders to attend training with Lindsay Cooper • Whole staff curriculum day, training in giving and receiving feedback, development of individual Performance and Development plans with assistance from Team Leaders
Term 1 2006	• LSF management team will be established consisting of principal, curriculum co-ordinator, 3 additional leading teachers, external evaluator/critical friend. This team will be responsible for overseeing the co-ordination and implementation of the project including the development of detailed plans, timelines, hiring of staff, role descriptions, budget and trouble shooting • External consultant to design evaluation plan • Employ 3 LSF teachers • Establish the Year 9 multidisciplinary team (3 leading teachers + 3 THS teacher) on .5 teaching allocation • Begin planning for redevelopment of KCC • Establishing common believes and understanding across school, utilizing PoLT • Implementation of individualised P & D plan with goals, strategies and targets. Identification of measurement and feedback instruments • Whole school Professional Learning Plan will be developed • Development of a professional learning plan for the Year 9 team which will support the focus of the LSF proposal. • 2 teachers will be identified to undertake INTEL Master Trainer program • Expression of interest sort from teachers for professional leave to undertake study within focus of LSF • Discussions with university to negotiate inclusion of student teachers in project
Term 2, 2006	• Building and refurbishment program of KCC commenced (using school funds) • Implementation of intensive professional learning plan and curriculum materials development during .5 non-teaching allocated time • 'Pre-test' data to be collected on students and analysed • INTEL master trainers will begin delivery of training to school-based teachers • Training in team building and feedback for Performance and Development team leaders. • P&D teams meet to monitor progress on individual plans and provide feedback to group members.
Term 3, 2006	• Trialling of alternative Year 9 program in KCC centre with 2 classes only • INTEL training program continues • P&D teams meet to monitor progress on individual plans providing evidence of progress against goals and targets
Term 4, 2006	• Two classes of Year 9 students in KKC trialling materials, other 2 classes of Year 9 will be used as a 'control' group • Continue development of Professional learning and curriculum development • Selection of Year 8 team of teachers to work in KKC for the following year • P&D teams meet to evaluate plans and set new goals and targets for following year. • Management team evaluation and trouble shooting of the LSF initiative • Evaluation data collected against targets and analysed
2007	• 2 classes of Year 9 students in KCC for first semester • Other 2 classes of Year 9 students in KCC for second semester • Second multidisciplinary team of 6 Year 8 teachers would be on a .7 allocation and they would go through a similar program of intensive professional learning and curriculum development. These teachers will require less time because of the previous year's work which will provide models to use • Evaluation data collected against targets and analysed
2008	• Program continues • Final Evaluation and report

Appendix 3 ICT infrastructure upgrade

Server infrastructure – the present

Currently THS has a stable Windows 2003 based network running primarily from two servers purchased in mid-2005. The network provides the following services to staff and students:

- Individual and shared file storage facilities
- School email facilities hosted externally by our internet service provider
- An internet filtering and charging system
- A print charging system
- An intranet content management system using windows sharepoint services which allows for online collaboration between staff and students
- An applications and cd sharing system to provide centralised access to licensed software
- A critical data onsite and offsite backup facility.

Most of the above services are accessed with a single username and password hence reducing the number of passwords staff and students need to remember. This encourages use of the IT equipment.

Server infrastructure – the future

The proposed computer system will build on the current computer network and aim at enhancing staff and students experience with learning technologies. This will be achieved through providing the infrastructure to do more and achieve more with ICT.

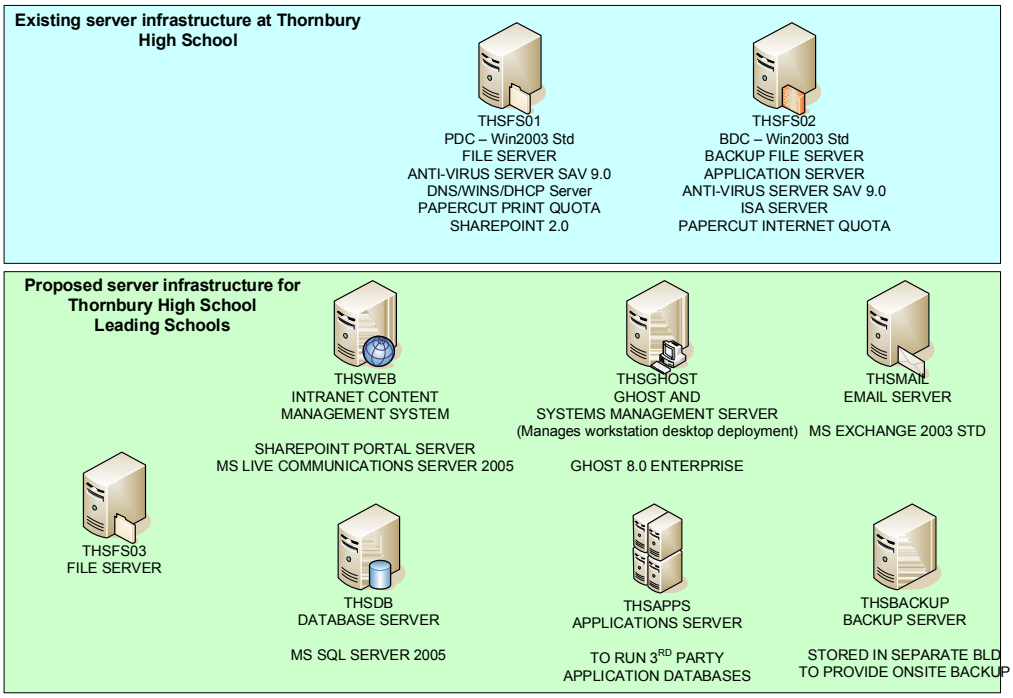
The enhancements to the current system will include:

Core enhancements (the basic model)

- Enhancing the current staff and student intranet such that:
    - It provides secure external access to students and staff files from outside the school.
    - Provision of easily accessible individual student web-pages for internal hosting within the school. This will enhance ICT classes within the middle and senior sub-schools in that a live server is provided to test web page or multimedia design. Subject areas can have their own web-pages that are easily managed and updated.
- Enhancing staff and student storage space by providing an extra file server to store multimedia files etc..
- Provision of internally hosted and controlled email facilities. This is an important step in providing a one-username system, in that the username and password used to log-on to the system is entered once (at logon) then not required for email, intranet or internet access.
- Provision of an up to date Ghost or Systems Management Server to manage the workstations throughout the school. This will maintain the integrity of the system we are proposing to provide.

Extended enhancements (the full model)

- Provision of a database server for staff to store and retrieve data. A secondary use for this will include ICT classes learning how to use a database server to store and use data.
- Provision of an applications server to compliment the current applications server and host software that monitors student progress (e.g. typing tutors, class based maths software etc..).
- Provision of a backup server to protect the investment THS will make into the provision of a high demand computer network. This will backup core data from all other servers and will be stored in a different building to the main server room. This will compliment offsite backups which will still remain a necessity.



Network infrastructure – the present

- Currently THS runs a 100mbps network for its workstations linking to a 1000mbps backbone in some buildings. Some cabling is still using old CAT5 cables hence will limit future bandwidth increases hence the requirement for cabling is inevitable.
- The current THS network hardware is ageing and will require replacement in order to allow for bandwidth increases and better utilisation of the school network for staff and students.

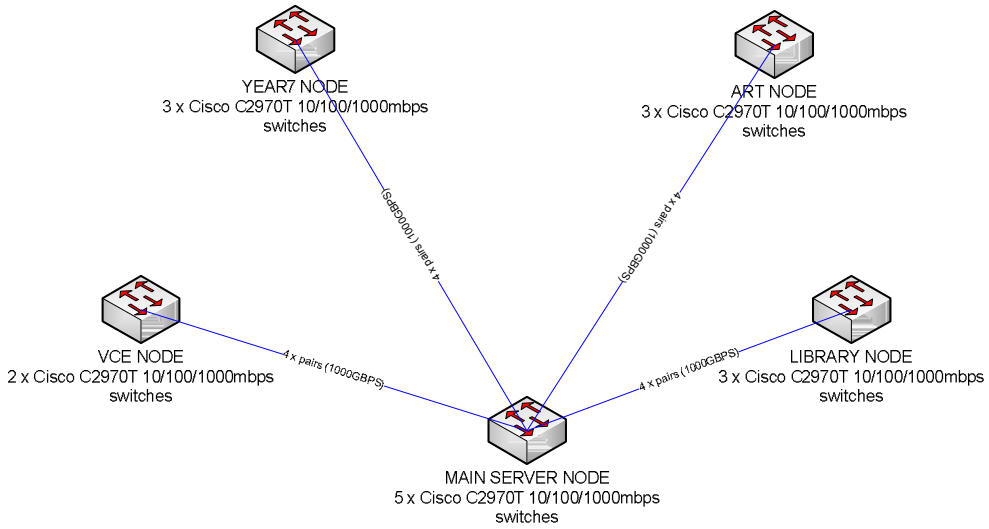
Network infrastructure – the future

The proposed network infrastructure will build on the current cabling utilising it where possible and recabling as required. There is only one model for network infrastructure this being the core model.

Core enhancements

- **Main Server Room** – Provision of 5 x Cisco C2970T 10/100/1000mbps switches providing 168 ports for computers. Provision of 4 x Cisco GBIC SC fibre cards and 4 x SC-SC fly cables to replace the current core switch setup.
- **Library** – Establish a node within the library to better service the changes influenced by this leading schools proposal. The library node will contain 3 x Cisco C2970T 10/100/1000mbps switches, 1 x Cisco GBIC SC fibre card and a OM3 fibre run back to the main node.
- **Art Node** – Provision of 3 x Cisco C2970T 10/100/1000mbps switches and 1 x Cisco GBIC SC fibre card.
- **Year7 Node** – Provision of 3 x Cisco C2970T 10/100/1000mbps switches and 1 x Cisco GBIC SC fibre card.
- **VCE Node** – Provision of 2 x Cisco C2970T 10/100/1000mbps switches and 1 x Cisco GBIC SC fibre card. This will increase the capacity of computers that can be accessed from the VCE centre hence providing the foundation to increase VCE access to learning technologies.

Proposed network backbone infrastructure for Thornbury High School Leading Schools

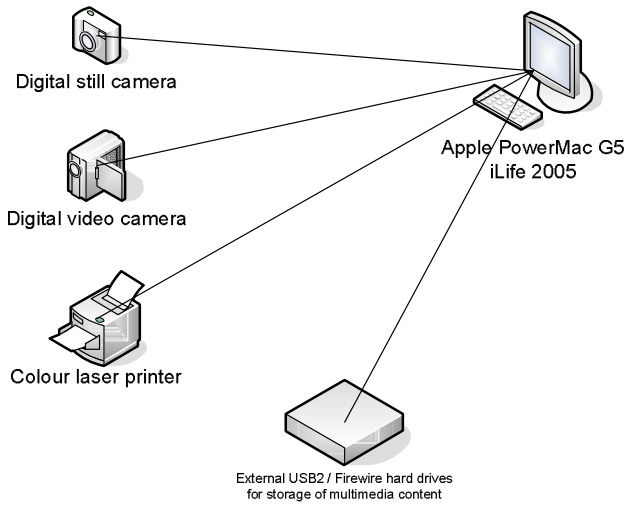


Multimedia infrastructure – the future

- **Digital Video** – Provision of a specialist digital video editing suite that provides the facilities for students to take a video/still image, upload it to a specialist computer, edit / design, attach audio and output to a DVD. In order to facilitate this design a number of items need to be considered:

    - Specialist editing computer with appropriate connections, software and DVD burning facilities.
    - Digital Video Cameras
    - Digital Still Cameras
    - Digital Data Projector
    - Colour laser printer
    - Portable storage devices for in progress digital audio

Proposed multimedia suite infrastructure
for Thornbury High School
Leading Schools



Investment protection and backup

The demand for offsite backups of the network increases exponentially with complexity and use. Due to the sheer large amount of data that can be backed up the traditional method of magnetic tape is no longer a viable option as they don't provide adequate capacity for excessive data storage.

In order to protect the schools investment, a number of $500GB USB2 hard disk drives will need to be purchased to stagger backups over.

An initial set of 14 provides a start point for investment protection.

Costing and summary

Server infrastructure

Item	Remarks	Est Price (ex GST)	Qty	Total (ex GST)
Intranet Content Management Server Intel Xeon Processor Genuine Intel Server Board 4 x 144 GB SCSI HDD 1GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor	Core requirement	$5000.00	1	$5000.00
Ghost and Systems Management Server Intel Xeon Processor Genuine Intel Server	Core requirement	$5000.00	1	$5000.00

Board 4 x 144 GB SCSI HDD 1GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor				
Email server Intel Xeon Processor Genuine Intel Server Board 4 x 144 GB SCSI HDD 2GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor	Core requirement	$5000.00	1	$5000.00
Student File Server Intel Xeon Processor Genuine Intel Server Board 4 x 144 GB SCSI HDD 1GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor	Core requirement	$5000.00	1	$5000.00
Database server Intel Xeon Processor Genuine Intel Server Board 4 x 144 GB SCSI HDD 1GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor	Extended requirement	$5000.00	1	$5000.00
Applications server Intel Xeon Processor Genuine Intel Server Board 4 x 144 GB SCSI HDD 1GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor	Extended requirement	$5000.00	1	$5000.00
Backup server Intel Xeon Processor Genuine Intel Server Board 4 x 300 GB SCSI HDD 1GB ECC RAM Onboard RAID controller DVD-RW Drive No monitor	Extended requirement	$5500.00	1	$5000.00
Setup of servers (including transition into network)	Core requirement	$1000.00 per server	7	$7000.00
			Sub-Total:	$42500.00

Network infrastructure

Item	Remarks	Est Price (ex GST)	Qty	Total (ex GST)
Cisco C2970T 10/100/1000mbps switch	Core requirement	$2500.00	16	$40000.00
Cisco GBIC SC Fibre Cards	Core requirement	$900.00	8	$7200.00

OM3 fibre optic installation between main node and library	Core requirement	$3000.00	1	$3000.00
Installation of 40 x data points around main building	Core requirement	$8000.00	1	$8000.00
Tidy-up of node cabinets and repatch as required	Core requirement	$8000.00	1	$8000.00
			Sub-Total	$66200.00

Digital Video Editing Suite infrastructure

Item	Remarks	Est Price (ex GST)	Qty	Total (ex GST)
Specialist video editing PowerMac G5	Core requirement	$4000.00	1	$4000.00
Digital video camera	Core requirement	$1000.00	5	$5000.00
Digital still camera	Core requirement	$800.00	5	$4000.00
Portable storage devices	Core requirement	$500.00	4	$2000.00
Digital data projector	Extended requirement	$3000.00	1	$3000.00
Mounting digital data projector	Extended requirement	$500.00	1	$500.00
Colour laser printer	Extended requirement	$2000.00	2	$4000.00
Setup of digital video editing suite	Core requirement	$1500.00	1	$1500.00
			Sub-Total	$24000.00

Investment protection

Item	Remarks	Est Price (ex GST)	Qty	Total (ex GST)
External 500GB USB2 HDD's	Core requirement	$600.00	14	$8400.00
			Sub-Total	$8400.00

Totals

Server Infrastructure	$42500.00
Network Infrastructure	$66200.00
Digital Video Editing Suite Infrastructure	$24000.00
Investment protection	$8400.00
Total:	$141 100.00

Appendix 4