

# 2019 Annual Implementation Plan

## for improving student outcomes

Doncaster Primary School (0197)



Submitted for review by Sandra Bishop (School Principal) on 23 November, 2018 at 10:10 AM  
Endorsed by Mark Flack (Senior Education Improvement Leader) on 04 December, 2018 at 06:02 PM  
Endorsed by Jeff Fang (School Council President) on 05 December, 2018 at 09:15 PM

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	<p>Reflecting on the FISO review that we have just completed and 2018 AIP it is clearly evident that student data, student feedback is used to inform the use of common planning time. Currently, planning time is being used primarily for logistics within the level ie excursion planning, photocopying and delegating unit planning to individual teacher who report back to team. Teachers must plan units of work together informed by student data and formative assessments to ensure that targeted and differentiated teaching occurs in the classroom. As a leadership team, we will build in more accountability for level leaders to provide evidence of level data analysis and diagnosis to inform lesson planning at point of need. We will need to provide more opportunities for peer observation and coaching. Level leaders will need further direction in how to challenge and question current practice in their teams. We need to make everyone accountable for their individual class data and growth levels on regular basis and not only rely on the PDP schedule. The multicultural aspect of our school is embraced and celebrated. Our whole school wellbeing program is developing and will lead into a new approach to school connectedness. We offer several opportunities for parents to be involved in the school however, we still find it difficult to engage our parent community at this level. The school provides regular access to interpreters to ensure that parents, teachers and students are informed and engaged. The new PLC structure put in place for 2018 has had overwhelming support from the majority of staff evidenced by in school survey and PDP discussions. There has been an increase in the</p>
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	<p>use of Compass and as a result the student management system is a rich data base of student academic and behavioural information in real time.</p>
<p><b>Considerations for 2019</b></p>	<p>Teachers identifying their own professional learning needs that are linked to student progress and data = teachers using student learning data to diagnose their own developmental priorities  Teachers and students set individual learning goals together and teachers help students see their progress.  HITS evidence in teacher work programs and thematic planners - Continue PD in this area focus on "feedback" as a result of FISO review and data  More work on students setting their own goals  Whole school data wall with faces for collective responsibility for all students by all staff and top three and lowest students identified and placed on a data wall for literacy and numeracy  Community participation in school activities is limited and an area that could be built upon in all levels. Teachers need to take a greater responsibility for this  Set up schedule for peer observations and feedback sessions - develop checklist to accompany observations  Set up schedule for PCOs to walk through both formal and informal - document observations - build into PDP  PLC/PL calendar to allow time for levels to reflect on the learning in the Tuesday and Wednesday sessions e.g. every 4th Tuesday reflection  Planning time could be renamed "diagnosis time using data wall  Building Practice - Assessment - increased focus on formative assessment  Student self evaluation - activate student agency scheduled once a term on a specific lesson  Developing anchor points to support the learning environment - with particular focus on reading  Teachers to seek literacy support based on their data and the need - look into workforce plan and available staff  EAL support</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy.
<b>Target 1.1</b>	By 2019 ensure all students deemed capable have experienced 12 months growth as demonstrated by Victorian Curriculum achievement standards in Literacy and Numeracy
<b>Target 1.2</b>	By 2019 50% of students deemed capable will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and Science.
<b>Target 1.3</b>	By 2019 NAPLAN achievement data matched cohort (Year 3 – 5) will show improved relative growth:  Increase the number of students in Year 5 showing high growth by 10% from the 2018 results and reduce the number of students showing low growth to less than 10% in Reading, Writing and Numeracy.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Enhance the pedagogical practice of all teachers in Literacy, Numeracy and STEM
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capacity to teach to each students point of need
<b>Key Improvement Strategy 1.c</b>	Build teacher capacity to analyse data to inform teaching and learning

Building practice excellence	
<b>Goal 2</b>	Engagement To increase opportunities for higher levels of student cognitive engagement within a rich learning environment.
<b>Target 2.1</b>	By 2018 all variables relating to: sense of connectedness, stimulating learning, motivation and interest, teacher concern and effective teaching time to be above State and Region means.
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Implement evidence based high-impact teaching and learning strategies across the school
<b>Goal 3</b>	Wellbeing To develop a whole school framework to enhance student wellbeing ensuring a supportive learning community, which nurtures the social and emotional development of all students.
<b>Target 3.1</b>	By 2019 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Create an inclusive, safe and secure learning environment

<b>Goal 4</b>	Improve student outcomes in reading.
<b>Target 4.1</b>	Improved student outcomes in NAPLAN reading growth from years 3 to 5 Improve student performance in top two bands of NAPLAN reading.
<b>Key Improvement Strategy 4.a</b> Curriculum planning and assessment	Enhance the pedagogical practice of all teachers in Literacy

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Achievement To improve student outcomes in Literacy, Numeracy.</p>	<p>Yes</p>	<p>By 2019 ensure all students deemed capable have experienced 12 months growth as demonstrated by Victorian Curriculum achievement standards in Literacy and Numeracy</p>	<p>All students deemed capable show a minimum of 12 month growth in English and Mathematics.</p>
		<p>By 2019 50% of students deemed capable will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and Science.</p>	<p>50% of all students deemed capable within any given class will receive an A or B in English and Mathematics by the end of the year.</p>
		<p>By 2019 NAPLAN achievement data matched cohort (Year 3 – 5) will show improved relative growth:</p> <p>Increase the number of students in Year 5 showing high growth by 10% from the 2018 results and reduce the number of students</p>	<p>2019 Reading High Growth will be at a minimum 28%            2019 Writing High Growth will be at a minimum 35%            2019 Grammar and Punctuation High Growth will be at a minimum 46%            2019 Spelling High Growth will be at a minimum 46%</p>



		showing low growth to less than 10% in Reading, Writing and Numeracy.	2019 Numeracy High Growth will be at a minimum 46%
Engagement To increase opportunities for higher levels of student cognitive engagement within a rich learning environment.	No	By 2018 all variables relating to: sense of connectedness, stimulating learning, motivation and interest, teacher concern and effective teaching time to be above State and Region means.	
Wellbeing To develop a whole school framework to enhance student wellbeing ensuring a supportive learning community, which nurtures the social and emotional development of all students.	Yes	By 2019 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile.	By 2019 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile.
Improve student outcomes in reading.	Yes	Improved student outcomes in NAPLAN reading growth from years 3 to 5  Improve student performance in top two bands of NAPLAN reading.	Improve student performance in top two bands of NAPLAN reading results by 5% from 43% in year 5 to 48%

<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy.	
<b>12 Month Target 1.1</b>	All students deemed capable show a minimum of 12 month growth in English and Mathematics.	
<b>12 Month Target 1.2</b>	50% of all students deemed capable within any given class will receive an A or B in English and Mathematics by the end of the year.	
<b>12 Month Target 1.3</b>	2019 Reading High Growth will be at a minimum 28% 2019 Writing High Growth will be at a minimum 35% 2019 Grammar and Punctuation High Growth will be at a minimum 46% 2019 Spelling High Growth will be at a minimum 46% 2019 Numeracy High Growth will be at a minimum 46%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Enhance the pedagogical practice of all teachers in Literacy, Numeracy and STEM	Yes
<b>KIS 2</b> Building practice excellence	Build teacher capacity to teach to each students point of need	Yes
<b>KIS 3</b> Building practice excellence	Build teacher capacity to analyse data to inform teaching and learning	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.	At Doncaster Primary School our data has shown a decline in the number of students experiencing growth from year 3 to year 5 and the number of students receiving an A or B has not met the targets of the SP written in 2016. Because fo this the school will focus attention on the HITS, assessment and data analysis. Working with the SEIL closely has enabled a rich discussion on the Reading data in particular and has been identified an area requiring particular attention.	

<b>Goal 2</b>	Wellbeing To develop a whole school framework to enhance student wellbeing ensuring a supportive learning community, which nurtures the social and emotional development of all students.	
<b>12 Month Target 2.1</b>	By 2019 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Create an inclusive, safe and secure learning environment	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.	Student voice and agency is an important natural progression from the wellbeing work already in place at DPS. A whole staff reflection on the current student buddy program highlighted that this is an area where student agency and leadership can be developed while building upon the health and wellbeing work that has informed the current SP. We want to focus on the connectedness of the students which in turn will develop school pride, offer increased student leadership that goes beyond traditional year 6 leadership roles and we hope will develop the community in which the students learn. (Amplify Document)	
<b>Goal 3</b>	Improve student outcomes in reading.	
<b>12 Month Target 3.1</b>	Improve student performance in top two bands of NAPLAN reading results by 5% from 43% in year 5 to 48%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Enhance the pedagogical practice of all teachers in Literacy	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.

The School Performance Report 2018 data has indicated that in reading we require some recharging efforts that will lead to improvement . The focus will be on pedagogical model Prep to 6 for reading specifically, the instructional model and how we are going to ensure our formative assessment in reading will inform targeted teaching at point of need leading to growth.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy.
<b>12 Month Target 1.1</b>	All students deemed capable show a minimum of 12 month growth in English and Mathematics.
<b>12 Month Target 1.2</b>	50% of all students deemed capable within any given class will receive an A or B in English and Mathematics by the end of the year.
<b>12 Month Target 1.3</b>	2019 Reading High Growth will be at a minimum 28% 2019 Writing High Growth will be at a minimum 35% 2019 Grammar and Punctuation High Growth will be at a minimum 46% 2019 Spelling High Growth will be at a minimum 46% 2019 Numeracy High Growth will be at a minimum 46%
<b>KIS 1</b> Building practice excellence	Enhance the pedagogical practice of all teachers in Literacy, Numeracy and STEM
<b>Actions</b>	<p>Assistant Principals to develop the PLC leaders knowledge of the Victorian Teaching and Learning Model so that it is referred to in PLC meetings and understood across the whole school.</p> <p>PLC leaders must spread and share pedagogical knowledge in Literacy, Numeracy and STEM to ensure consistency of knowledge across the school. P - 6 teachers use the VTLM Pedagogical Model - Engage, Explore, Explain, Elaborate, Evaluate</p> <p>PLC leaders to develop a plan about what and how they are going to present, and provide a time line using the Victorian Teaching and Learning Model</p> <p>PLC leaders to source professional reading to support the pedagogical model they are presenting</p> <p>PLC leaders to arrange school visits once per term for their PLC members this will be done using the Professional Planning Days.</p> <p>PLC Leaders to meet regularly with the EIL for rich discussions to develop networks and have schools to visit that will support the work of the PLC.</p> <p>Source consultants to present to the PLC and / or whole staff to challenge existing practices and to improve planning and teaching</p> <p>PLC leaders to clearly work with their team to define their goals for the year in line with the AIP</p> <p>Select new PLC leaders based on their skills and pedagogical practices and leadership potential and drive</p> <p>Whole school writing program</p> <p>Assessment rubric for P - 2 term by term.</p>
<b>Outcomes</b>	STUDENTS will: Have workbooks that reflect and demonstrate differentiated tasks in Literacy, Numeracy and STEM

	<p>Have workbooks and projects that show growth in their learning showing improvement          Be able to articulate individualised learning goals in writing, reading and numeracy          Have a goal book that they will use to track their progress against the goals</p> <p><b>TEACHERS Will</b>          Have planning documents that show consistent pedagogical approach to Literacy, Numeracy and STEM          Take part in Professional Learning sessions that challenge teachers to think about what they teach, how and why and be prepared to change based on work done with the Victorian Teaching and Learning Model.          Be able to demonstrate tracking of student growth, cohort comparison, goal setting, formative assessment and/or summative assessment in a cohesive, collective way.          Visit other schools in terms 1 and 3 to be exposed to different ways of doing thing using their teacher Professional planning days          Have a PDP goal that links to this KIS within their PDP.          Have consistent in the display and use of the 6+1 traits for Writing          Have the FISO improvement cycle evident in teacher planning          Be a member of a PLC and participate in weekly PLC meetings and then deliver content to team members based on PLC work</p> <p><b>LEADERS will:</b>          Engage in professional discussions at Wednesday meetings          Develop a defined pedagogical approach to staff selection that will be aligned to VTLM to support teaching and learning based FISO          Work with staff to ensure the lessons will be student focused with clear goals          Monitor evidence of data made available when observing collaborative planning sessions for each Year Level.</p> <p><b>COMMUNITY will:</b>          Have an increased awareness of Literacy, Numeracy and STEM curriculum, the differentiation required to improve growth in learning and the benefits of a school that has consistent programs, skilled teachers and enthusiastic students.</p>
<p><b>Success Indicators</b></p>	<p><b>Students will:</b>          Have greater time on task          Be able to articulate what they are doing and why be able to articulate what their role and the teacher's role is in their learning          Be able to see the link from one session to another and understand assessment being linked to indicators of success          Have greater opportunities to receive targeted feedback          Be challenged through deep questioning</p> <p><b>Teachers will:</b>          Display learning intentions and success indicators in a way that is consistent across the team and can be referred to throughout the lesson          Link planning to teaching and learning based on data</p>

	<p>Share responsibility for planning and high impact learning task          Have consistency of practice which includes moderation of students work with peers          Clearly know what their role is in each lesson and what they are striving to achieve          Develop skills in challenging student and staff thinking through deep questioning          Have visible artefacts across the school that will be agreed upon in PLC meetings and reflect the Reading, Writing, Spelling and Numeracy initiatives.          Have planning documents that show clear pedagogical approaches and links to the VTLM          High level of engagement by all members at PLC meetings, attendance and action will be tracked          Use NAPLAN data and other Data as per DPS assessment schedule          Formally report to parents twice yearly          Use Chronicle and Compass to provide feedback to parents          Keep documented agendas / minutes / actions</p> <p>School leaders will:          Have high impact teaching strategies occurring throughout the school          Observe best practice          Have research based improvements made across the school</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Appoint PLC leaders for 2019 and schedule meetings with these leaders throughout the year to track progress and ensure accountability          All PLCs to belong to a professional association and the leader of the PLC will attend the professional association conference once per year</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$10,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Meet with new PLC leaders to discuss and set clear expectations aligned with AIP.          Define specific roles and responsibilities of PLC and Level Leaders          Produced a document that outlines the roles and responsibilities of all staff          Provide leadership training for PLC leaders. Possibly get outside PD on having difficult conversations, change etc</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00</p> <input type="checkbox"/> Equity funding will be used

Set and define accountabilities e.g. number of school visits per term				
Bring together PLC leaders and all team leaders to discuss how they are meeting their targets and how the work in PLC's is making a difference in the classroom . Leadership team to develop a template to guide discussions Link all of this with PDPs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,600.00  <input type="checkbox"/> Equity funding will be used
PLC leaders to source and share a professional reading each fortnight related to their goal	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
PLC leaders to collaborate with their team a minimum of 6 times per term to meet the set expectations of the leadership team in line with the AIP and to meet their own goals	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC leaders to arrange school visits at least 2 per term in consultation with SEIL and EIL and PCOs Professional Planning Days to be used to enable school visits. No more than 2 teachers to visit the same school at the same time, all visits on the same day. Teachers to return to DPS to discuss what was observed and how this will influence their planning and teaching. Leadership team to develop a template to be used on school visit observations. For example the template will include such information as why a particular school is being visited - the purpose for the observation must be specific and details of what was observed specific.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Build teacher capacity to teach to each students point of need			



<b>Actions</b>	<p>Timetabled opportunities each week for formal peer observations for the teachers to observe learning specialists at work in the classroom.</p> <p>Teachers will all receive 3 hours of planning time with half an hour of this three hours to be formally set aside for the peer observations.</p> <p>Peer observations will be a part of the formal graduate release so that they are focused on teaching and learning practices.</p> <p>The leadership team will develop a template for peer observations, these will be using in induction, PLC and mentor sessions</p> <p>A strong teacher mentor/ induction program will be developed that highlights the expectation of teaching to each student point of need</p> <p>Level leaders have the responsibility of inducting new and returning teachers</p> <p>Induction document to include the focus on point of need teaching, questioning and feedback as part of our DPS Instructional Model and Pedagogical Model used across the school</p> <p>The level work, faces data , PLC work and PL on Wednesdays will build the capacity of teachers to teach to the point of need</p> <p>Upskill teachers to understand data and use it effectively for planning</p>
<b>Outcomes</b>	<p>.</p> <p><b>STUDENTS will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate increased levels of engagement in their learning in their responses on self-evaluation tasks</li> <li>Actively participate in the planning of their learning goals with their teacher, based on their point of need</li> <li>Be able to clearly articulate their learning goals</li> <li>Take responsibility for their learning by tracking their progress in achieving their learning goals</li> </ul> <p><b>TEACHERS will:</b></p> <ul style="list-style-type: none"> <li>Utilise HIT's strategy of Feedback and provide students with 'just in time feedback about their progress</li> <li>Demonstrate a clear understanding of the expectation that they must plan for and provide evidence of 'point of need teaching'</li> <li>Work in level teams to develop rich leaning tasks that enables 'point of need' teaching</li> <li>Use the 'gradual release mode when introducing new concepts</li> <li>Use formative assessment to monitor student progress</li> <li>Have 'point of need' teaching as part of their PDP goals</li> <li>Present 3 students a High, Med and Low in Reading and Numeracy to track progress on a DATA Wall</li> </ul> <p><b>LEADERS will:</b></p> <ul style="list-style-type: none"> <li>Conduct regular walk throughs to observe teachers giving feedback and receiving feedback from students about their learning.</li> <li>Provide teachers with opportunities to engage in peer observation to view exemplary 'point of need' teaching practices i.e. effective questioning, use of formative assessment</li> <li>Provide teachers with a template for peer observation to record observations and reflections</li> <li>Attend level planning meetings to observe level planning, and conversations about student data that will inform 'point of need teaching'</li> </ul>

	COMMUNITY will: Take part in student led conferences			
<b>Success Indicators</b>	<p>Student data Summative assessments as outlined in the whole school Assessment Schedule will show growth and progress in Literacy and Numeracy</p> <p>High levels of student engagement will be observed during leadership walkthroughs and through student self-evaluation</p> <p>Student learning goals books will show evidence of student understanding of learning goals and tracking of their progress</p> <p>Student led conferences will demonstrate that students are able to articulate their learning goals, how they progressed in achieving their goals and what they need to do next</p> <p>Teachers will have evidence of the use of HIT's strategy for Feedback and 'point of need teaching' through their PDP goals</p> <p>Teacher planning documents will show evidence of team planning of rich learning tasks that enable 'point of need teaching', effective questioning, strategies for giving effective student feedback and effective formative assessment tasks,</p> <p>Teacher planning documents and practice will show use of the Gradual Release Model when introducing new concepts</p> <p>Students selected for our DPS DATA Learning Wall will show progress every 5 weeks</p> <p>Target for achievement standard on student reports will show that 50% of students deemed capable will receive an A or B rating.</p> <p>Building capacity of teachers to teach to point of need teaching across the school should result in increased relative growth in NAPLAN data.</p> <p>Leadership will observe: Feedback, Questioning and 'point of need teaching' during walkthroughs and via level planning documentation</p> <p>Peer observation timetable and template will be used as evidence to measure teacher participation in peer observation</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide staff with PL on effective 'point of need,' zone of proximal development, teaching practices and utilising HIT strategies effectively.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Build into timetable each week formal peer observations for our teachers to observe learning specialists at work in the classroom. Develop a template for use when observing a teacher.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Refine induction document and develop a strong teacher mentor program	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
DPS Faces data wall presentation by each level will be the platform for accountability for student progress as related to 'point of need' teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Build teacher capacity to analyse data to inform teaching and learning			
<b>Actions</b>	The staff will be introduced to a version of Lyn Sharratt's Data Wall. Each teacher will need to be able to identify the top 3, bottom 3 and middle 3 achieving students based on data. These students will have their face placed on a data wall against the Victorian Curriculum progression points. At level meetings each week it will be expected that these students are discussed, lessons differentiated to meet the needs and the HIT strategies implemented according to the point of need of the students. Once a month the levels will need to meet with PCO and LT to discuss how they are moving these particular children along the wall. Develop a rubric showing what will be assessed and when. Assessment schedule template will be developed into a matrix form.			
<b>Outcomes</b>	STUDENTS will: Be able to articulate individualized learning goals in Writing / Reading/ Numeracy after having a teacher conference Use the new student led conferences as key pedagogical practice for setting personalised learning goals for Writing / Reading/ Numeracy growth in all classrooms. Know and be tracking their progress against these goals in their goal book Be more engaged in the curriculum that meets their point of need with explicit targeted teaching			

	<p>Show increased student outcomes  Have increased student agency - they have a belief that they can influence their learning  Own their learning</p> <p>TEACHERS will:  Be able to demonstrate tracking of student growth, cohort comparison, goal setting, formative assessment and/or summative assessment in a cohesive, collective way using the data wall  Have a PDP goal that links to this KIS within their PDP  Document rich and effective differentiated task in their work programs  Demonstrate use of the HIT strategies in their practice observed via walk throughs  Use a variety of formative assessments to determine where the students are going this will be demonstrated in their planning  Use common meeting time that focusses on data, individuals, impactful teaching on learning - a change from the usual planning of activities to offer students and to fill time  Spend less time developing a multitude of activities for the one level of student and more time on differentiating effective explicit teaching</p> <p>LEADERS will:  Ensure the development of a data wall that is a visual representation of student progression in reading and numeracy  Have access via the data wall to a comprehensive picture of student progression  Be part of rich discussions with staff about their teaching through PL and PLC sessions and PDP</p> <p>COMMUNITY will:  Receive feedback through Compass and Chronicle.  Be provided with recommendations of how a student can be supported at home.</p>			
<b>Success Indicators</b>	<p>The data wall itself will be a visual representation of students and them moving along it.  Collect work programs  NAPLAN data growth  Teacher judgement  Running Records  Work samples  Results of formative assessment dependent upon what was being assessed  Assessment data as per Assessment schedule</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>Introduce the data wall concept and supply professional reading based on Lynne Sharrat, Michael Fullan's book " Faces" Purchase a copy for each level leader. Provide a diary / notebook where teachers can jot down ideas/reflections from the reading and how it will impact their work.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400.00  <input type="checkbox"/> Equity funding will be used
<p>Teachers each identify top, bottom and middle 3 students for English and Maths and place on data wall</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Develop an agenda / approach for level teams to follow in their shared planning time Develop an accountability document that levels will supply to PCO as evidence of their 1 hour session. This needs to have specifics such as what data is collected, for what purpose and how will it be used?</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400.00  <input type="checkbox"/> Equity funding will be used
<p>PLCs to develop the data wall to track progress of students - look to develop a continuum of learning that the faces will be placed upon to show growth</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>At weekly shared planning time the focus will be on the students and planning activities to meet their needs. The continuum will feed into the planning to be sure to move the student along the continuum. PCO's to attend the meetings to ensure they are focused on data analysis, diagnosis and effective differentiation. For accountability, levels will present their work to the whole staff once every 5 weeks discussing those students that did move and what brought about the change and those that did not move, what might be the reasons and what will be done to support those students?</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Wellbeing To develop a whole school framework to enhance student wellbeing ensuring a supportive learning community, which nurtures the social and emotional development of all students.
<b>12 Month Target 2.1</b>	By 2019 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile.
<b>KIS 1</b> Health and wellbeing	Create an inclusive, safe and secure learning environment
<b>Actions</b>	A new whole school buddy program called UBUNTU - "I Am Because We Are." will be introduced and implemented All students will belong to an UBUNTU group that they will remain in for the whole time they are at Primary School. The membership of the group will be made up of students from Prep to 6 - multiage Students will rotate through a variety of activities each fortnight with a different teacher. UNBUNTU activites will include: STEM, PE, Drama, Art, Life Skills, Music, boardgames, problem solving, drawing, environment and writing.
<b>Outcomes</b>	<p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>Learn how relationships help us feel connected</li> <li>Develop a sense of belonging</li> <li>Have friends and helpers from all grades within the school</li> <li>Meet fortnightly in their UBUNTU group with different teachers throughout the year so that they are connected to staff beyond their own level</li> <li>Have an increased sense of safety</li> <li>Be challenged</li> <li>Have a voice within their groups</li> <li>Take part in buddy program UBUNTU because it will help students to feel valued and supported, teach important social skills and create a caring ethos in the school.</li> <li>Develop relationships between the younger and older children, enhancing the sense of a friendly and supportive school community.</li> <li>The older buddy will have opportunities to acknowledge their leadership, responsibility and pride in their ability to be helpful.</li> <li>Feel a part of something</li> <li>Be in a position t o develop positive role model skills</li> <li>Develop empathy, tolerance and acceptance of others</li> </ul> <p>TEACHERS will:</p> <ul style="list-style-type: none"> <li>Connect with all students across the school</li> <li>Develop relationships with students that they might not normally have worked with</li> </ul>

	<p>Develop stimulating opportunities for learning and skill development that is different to their own level and classroom experiences. It will enrich their experiences as a member of the Doncaster PS community</p> <p>LEADERS/COMMUNITY will:  Hear about the buddy program - UBUNTU and it will strengthen the school community and help to challenge stereotypes, misconceptions or fears that students hold about younger or older age groups.  Develop a sense of community wellbeing  Develop trust within the whole school - Trust and trustworthiness are essential for happy, vibrant, and successful schools.</p>			
<b>Success Indicators</b>	<p>Student survey developed by DPS at the beginning of UBUNTU to ascertain their feelings of school pride, connectedness and so on  Formative assessment during UBUNTU sessions  Student Attitudes to School survey results  Staff lesson development and learning intentions / success criteria and goals  Student feedback</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Introduce the idea of UBUNTU - "I Am Because We Are" to whole staff - use Attitude to School data and student DPS data to justify the change from the current buddy system	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers develop an UBUNTU lesson with a teacher buddy and submit it to Wellbeing PLC for discussion	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff group their children ready for inclusion in P - 6 UBUNTU groups	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>UBUNTU groups developed, Teachers timetabled to an UBUNTU rotation. All sessions for the year added to school calendar</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00  <input type="checkbox"/> Equity funding will be used</p>
<p>Activities implemented. Students surveyed and anecdotal evidence / feedback gathered twice per term. results discussed with staff. Lessons modified based on student feedback. Resources purchased to support UBUNTU lessons</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Formal evaluation of the effectiveness of UBUNTU Modifications based on feedback and Attitude to school survey data Teachers released for evaluation and analysis and program adjusted based on feedback</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 4 to: Term 4</p>	<p>\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used</p>
<p><b>Goal 3</b></p>	<p>Improve student outcomes in reading.</p>			
<p><b>12 Month Target 3.1</b></p>	<p>Improve student performance in top two bands of NAPLAN reading results by 5% from 43% in year 5 to 48%</p>			
<p><b>KIS 1</b> Curriculum planning and assessment</p>	<p>Enhance the pedagogical practice of all teachers in Literacy</p>			
<p><b>Actions</b></p>	<p>Literacy PLC led by the Literacy Specialist have determined that a workshop Model for Reading using (Super 6 comprehension strategies) and Workshop Model for Writing using (the 6+1 Traits for Writing) will be rolled out across the school in all year levels. Teachers in the Junior School P-2 will continue to focus on explicit instruction about foundational early literacy skills, such as phonics as well as knowledge about language and all textual codes i.e. visual literacy. Professional Learning opportunities will be scheduled to ensure that teachers have a sound understanding of the practice and planning involved in the implementation of the model. Peer observation and feedback will be timetabled to ensure that there is consistency of practice across the school and that the development of collective efficacy occurs.</p>			



<p><b>Outcomes</b></p>	<p><b>STUDENTS will:</b>  Engage in literacy tasks that require deep thinking to make meaningful connections with texts  Demonstrate more choice and student agency when choosing books and literacy response activities  Demonstrate increased levels of fluency and stamina in their reading and writing  Demonstrate increased vocabulary development in their reading and writing</p> <p><b>TEACHERS will:</b>  Actively participate in PL sessions for Workshop Model for Reading using the Super 6 Comprehension Strategies and Workshop Model for Writing using the 6+1 Traits for writing  Implement the workshop model for reading using the Super 6 Comprehension Strategies and 6+1 Traits of Writing  Use consistent language in the teaching of the comprehension strategies across the school  Use formative and summative data to monitor student progress and inform next steps in the teaching and learning of reading and writing.  Engage in peer observation to view exemplary practice of the Workshop Model for Reading and Writing  Engage in whole school and level writing moderation practice</p> <p><b>LEADERS will:</b>  Observe consistency of practice in reading and writing across the school via walkthroughs observe improvement in the data for reading and writing on summative assessment tasks as outlined in the whole school assessment schedule  Provide teachers with opportunities for Peer Observation in Reading and Writing and an observation template upon which to record reflections on  See evidence of whole school and level writing moderation practice in PL sessions and level planning</p>
<p><b>Success Indicators</b></p>	<p>The implementation of a data wall will track student progress in 5-week intervals for reading  A criteria for measuring progress on the Data Wall will be developed by the Literacy PLC i.e.) Fountas and Pinnell  Teachers in each year level will be accountable for the level of growth and movement of each student but they will present the results for 9 of their students (3 x low, middle and high students) to the whole staff.  Leadership will observe higher levels of student engagement whilst on walk throughs. This will be measured by observation and in the ability of students to answer questions about what they are learning and why they are learning.  Effective formative assessments will be used as indicators of success and will be evidenced in team planning time and planning/ assessment documents.  Teacher judgments in student reports will demonstrate a min of 12 months growth, pre and post test results will show growth and we should see growth and upward trend in NAPLAN and other assessment such as On Demand and PAT  Evidence of whole school and level writing moderation practice will be displayed in the conference room</p>

Peer Observation timetable and template will show evidence of teaching participation in peer observations and their reflections in Reading and Writing				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning Sessions - sequence developed and scheduled for roll out the implementation of the Reading/ Writing Workshop model. This will include providing professional reading material and resoures.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input type="checkbox"/> Equity funding will be used
Teachers will have the oppourtntiy to view the practice of other teachers and have their own practice viewed- The scheduling of Peer Observations and co- teaching. This may include PLC team viewing teacher practice at other schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Literacy PLC will develop Data Wall continuum that will be used to track student progress in reading. The data wall will be visible in our Professional Learning Space.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00  <input type="checkbox"/> Equity funding will be used
Each year Level will present 9 students (high, middle and low achieving) that will be tracked in 5 week periods to show progress in their reading.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$9,000.00	\$9,000.00
Additional Equity funding	\$1,000.00	\$1,000.00
<b>Grand Total</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers develop an UBUNTU lesson with a teacher buddy and submit it to Wellbeing PLC for discussion	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Activities implemented. Students surveyed and anecdotal evidence / feedback gathered twice per term. results discussed with staff. Lessons modified based on student feedback. Resources purchased to support UBUNTU lessons	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$2,500.00
Formal evaluation of the effectiveness of UBUNTU Modifications based on feedback and Attitude to school survey data Teachers released for evaluation and analysis and program adjusted based on feedback	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00

		<input checked="" type="checkbox"/> CRT		
Teachers will have the opportunity to view the practice of other teachers and have their own practice viewed- The scheduling of Peer Observations and co-teaching. This may include PLC team viewing teacher practice at other schools.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
<b>Totals</b>			\$9,000.00	\$9,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
PL Sessions for staff to support students with additional needs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
<b>Totals</b>			\$1,000.00	\$1,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Appoint PLC leaders for 2019 and schedule meetings with these leaders throughout the year to track progress and ensure accountability</p> <p>All PLCs to belong to a professional association and the leader of the PLC will attend the professional association conference once per year</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Subject association</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site School visits across the network and subject association conferences</li> </ul>
<p>Meet with new PLC leaders to discuss and set clear expectations aligned with AIP.</p> <p>Define specific roles and responsibilities of PLC and Level Leaders</p> <p>Produced a document that outlines the roles and responsibilities of all staff</p> <p>Provide leadership training for PLC leaders. Possibly get outside PD on having difficult conversations, change etc</p> <p>Set and define accountabilities e.g. number of school visits per term</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> VCAA Curriculum Specialist</li> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Subject association</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Bring together PLC leaders and all team leaders to discuss how they are meeting their targets and how the work in PLC's is making a difference in the classroom . Leadership team to develop a template to guide discussions Link all of this with PDPs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
PLC leaders to source and share a professional reading each fortnight related to their goal	<input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
PLC leaders to collaborate with their team a minimum of 6 times per term to meet the set expectations of the leadership team in line with the AIP and to meet their own goals	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
PLC leaders to arrange school visits at least 2 per term in consultation with SEIL and EIL and PCOs	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> Off-site Network schools

<p>Professional Planning Days to be used to enable school visits. No more than 2 teachers to visit the same school at the same time, all visits on the same day. Teachers to return to DPS to discuss what was observed and how this will influence their planning and teaching. Leadership team to develop a template to be used on school visit observations. For example the template will include such information as why a particular school is being visited - the purpose for the observation must be specific and details of what was observed specific.</p>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Subject association</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	
<p>Provide staff with PL on effective 'point of need,' zone of proximal development, teaching practices and utilising HIT strategies effectively.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>HIT's, Practice Principles, Learning and Teaching Model Literacy Portal, Numearcy Companion</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Build into timetable each week formal peer observations for our teachers</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

to observe learning specialists at work in the classroom. Develop a template for use when observing a teacher.	<input checked="" type="checkbox"/> Team Leader(s)	to: Term 4		<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	
Refine induction document and develop a strong teacher mentor program	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
DPS Faces data wall presentation by each level will be the platform for accountability for student progress as related to 'point of need' teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce the data wall concept and supply professional reading based on Lynne Sharrat, Michael Fullan's book "Faces" Purchase a copy for each level leader. Provide a diary / notebook where teachers can jot down ideas/reflections from the reading and how it will impact their work.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



Teachers each identify top, bottom and middle 3 students for English and Maths and place on data wall	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop an agenda / approach for level teams to follow in their shared planning time Develop an accountability document that levels will supply to PCO as evidence of their 1 hour session. This needs to have specifics such as what data is collected, for what purpose and how will it be used?	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLCs to develop the data wall to track progress of students - look to develop a continuum of learning that the faces will be placed upon to show growth	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<p>At weekly shared planning time the focus will be on the students and planning activities to meet their needs. The continuum will feed into the planning to be sure to move the student along the continuum. PCO's to attend the meetings to ensure they are focused on data analysis, diagnosis and effective differentiation. For accountability, levels will present their work to the whole staff once every 5 weeks discussing those students that did move and what brought about the change and those that did not move, what might be the reasons and what will be done to support those students?</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce the idea of UBUNTU - "I Am Because We Are" to whole staff - use Attitude to School data and student DPS data to justify the change from the current buddy system</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Activities implemented. Students surveyed and anecdotal evidence / feedback gathered twice per term. results discussed with</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

staff. Lessons modified based on student feedback. Resources purchased to support UBUNTU lessons			<input checked="" type="checkbox"/> Student voice, including input and feedback			
Formal evaluation of the effectiveness of UBUNTU Modifications based on feedback and Attitude to school survey data Teachers released for evaluation and analysis and program adjusted based on feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning Sessions - sequence developed and scheduled for roll out the implementation of the Reading/ Writing Workshop model. This will include providing professional reading material and resoures.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources  Literacy Network PD Bastow, Literacy Portal, Webinars DET Victorian Curriculum PD	<input checked="" type="checkbox"/> On-site
Teachers will have the opportuntiy to view the practice of other teachers and have their own practice	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

viewed- The scheduling of Peer Observations and co-teaching. This may include PLC team viewing teacher practice at other schools.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons			
Literacy PLC will develop Data Wall continuum that will be used to track student progress in reading. The data wall will be visible in our Professional Learning Space.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Each year Level will present 9 students (high, middle and low achieving) that will be tracked in 5 week periods to show progress in their reading.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site