

# 2018 Annual Implementation Plan

## for improving student outcomes

Doncaster Primary School (0197)



Submitted for review by Sandra Bishop (School Principal) on 30 October, 2017 at 12:21 PM

Endorsed by Mark Flack (Senior Education Improvement Leader) on 13 November, 2017 at 01:20 PM

Endorsed by Jeff Fang (School Council President) on 06 December, 2017 at 01:02 PM

# Self-evaluation Summary - 2018

Doncaster Primary School (0197)

	<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	
	Strategic resource management	
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Evolving
	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	
	Networks with schools, services and agencies	
	Parents and carers as partners	

<b>Enter your reflective comments</b>	<p>The FISO self-evaluation is a thorough process enabling deep understanding &amp; reflection of not only where the school is but the direction it is going. The 4 dimensions have very clear definitions that are research based.</p> <p>At the core is a culture of collaboration &amp; collective responsibility to develop effective and consistent teaching practices to improve student achievement highlighting that the quality of teaching is a key determinant of variation in student achievement. Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness.</p> <p>Evidence-based education is an approach where the methods used are based on significant and reliable evidence. A number of pedagogical strategies have been found to have a high impact on student learning. A potential problem with trying to reduce effective teaching to individual strategies is that the whole may be greater than the sum of its parts. It is important that teachers use these strategies as a way to improve learning but also consider how they can be used in combination with each other.</p> <p>Using data &amp; feedback, teachers identify important issues which drive inquiry &amp; actions. They monitor the impact of their actions and adjust their practice accordingly. School leaders share a strong message about the impact of teaching on student learning outcomes and they support &amp; challenge teachers to understand their effectiveness. They ensure that</p>
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	<p>ongoing evaluation of teachers' current practice is used to focus their professional learning and Performance and Development Plans.</p> <p>As effective leaders at DPS we aim to contribute to a school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support. We aim to create the conditions where leadership thrives by building team capacity, collectively and individually, with a shared purpose based on the school's vision and values, context and data</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</p> <p>PD on Growth Mindsets</p> <p>Teachers and students set individual learning goals together and teachers help students see their progress.</p> <p>HITS evidence in teacher work programs and thematic planners - Continue PD in this area</p> <p>More work on students setting their own goals</p> <p>Whole school data wall with faces for collective responsibility for all students by all staff</p> <p>Community participation in school activities is limited and an area that could be built upon.</p> <p>Set up schedule for peer observations and feedback sessions - develop checklist to accompany observations</p> <p>Set up schedule for PCO and LT walk throughs both formal and informal - document observations - build into PDP</p> <p>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</p> <p>Planning time could be renamed "diagnosis time</p> <p>Building Practice - Assessment</p> <p>3 way student conferences</p> <p>Student self evaluation - activate student agency</p> <p>Developing through lines and artefacts - with particular focus on reading</p> <p>While we are referring to FISO we are not explicitly using the language of FISO. This is something we can continue to build upon</p> <p>Literacy support - daily 2 hours - LT</p> <p>EAL classes run on a similar model to BELS 3 days a week</p> <p>Increased foci on STEM</p> <p>Do we want a coaching culture if so is it worth considering Bastow coaching us in teaching coaching</p>
<p><b>Documents that support this plan</b></p>	

## Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Doncaster Primary School (0197)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Achievement To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.	By 2018 ensure all students have experienced 12 months growth as demonstrated through NAPLAN Year 3 and 5 in all domains and Progressive Achievement Tests (PAT).	Yes	All students experience 12 months growth in all areas of NAPLAN	Building practice excellence
	By 2018 50% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and Science.	Yes	50% of all students in will receive either and A or B in Literacy, Numeracy and Science	Building practice excellence
	By 2018 NAPLAN achievement data	Yes	Increase the number of students in Year 5 showing	Building practice excellence

	<p>matched cohort (Year 3 – 5) will show improved relative growth:  Increase the number of students in Year 5 showing high growth to 50% and reduce the number of students showing low growth to less than 10% in Reading, Writing and Numeracy.</p>		<p>high growth to 40% and reduce the number of students showing low growth to less than 15% in Reading, Writing and Numeracy.</p>	
	<p>By 2018 Staff Opinion Professional Learning component score results to be above the State Mean in all areas – Renewal of Knowledge and Skills, Applicability of Professional Learning, Collective Participation, Feedback and Coherence.</p>	No	<p>All Professional Learning components of the Staff Opinion survey to show increase from 2017 scores</p>	
	<p>By 2018 Staff Opinion component score of Teacher Collaboration to be above the State Mean for All Primary Teachers.</p>	Yes	<p>Teacher Collaboration component score on staff opinions be at or above state mean</p>	<p>Building practice excellence</p>

<p>Engagement To increase opportunities for higher levels of student cognitive engagement and self-directed inquiry within a rich learning environment.</p>	<p>By 2018 all variables relating to Teaching and Learning (Learning Confidence, School Connectedness, Stimulating Learning, Student Motivation, Teacher Effectiveness, Teacher Empathy) on the Attitude to School Survey to be above State and Region means.</p>	<p>Yes</p>	<p>Increase ALL School Connectedness by 10% from 79% to 89% Effective Teaching by 10% from 69% to 79% Student confidence by 5% from 82% to 87% Learning Confidence by 10% from 82% to 92% Stimulated Learning by 10% from 73% to 83% Teacher Effectiveness by 10% from 80% to 90%</p>	<p>Building practice excellence</p>
<p>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.</p>	<p>By 2018 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile.</p>	<p>Yes</p>	<p>Increase in Attitudes to School survey results - Student safety in years 4, 5 and 6 by 10% from 81% to 91%</p>	<p>Health and wellbeing</p>
<p>Improve student outcomes in reading.</p>	<p>Improved student outcomes in NAPLAN reading growth from years 3 to 5 Improve student performance in top two bands of NAPLAN reading results by 10%</p>	<p>Yes</p>	<p>Improve student relative high growth in Reading by 10% from 25% to 35%</p>	<p>Building practice excellence</p>

**Improvement Initiatives Rationale**

The school has undertaken a thorough evaluation of progress towards 2017 goals and established realistic areas of focus and targets for 2018. Analysis of 2017 data indicates a particular focus in reading. This will include the appointment of a Literacy Leading Teacher, a Literacy Professional Learning Community, targeted professional development, targeted observation coupled with feedback and coaching. The implementation of an agreed whole school instructional model will occur in 2018.

<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.
<b>12 month target 1.1</b>	All students experience 12 months growth in all areas of NAPLAN
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Enhance the pedagogical practice of all teachers in Literacy, Numeracy and STEM
<b>12 month target 1.2</b>	50% of all students in will receive either and A or B in Literacy, Numeracy and Science
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to teach to each students point of need
<b>12 month target 1.3</b>	Increase the number of students in Year 5 showing high growth to 40% and reduce the number of students showing low growth to less than 15% in Reading, Writing and Numeracy.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to analyse data to inform teaching and learning
<b>12 month target 1.4</b>	Teacher Collaboration component score on staff opinions be at or above state mean



<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Enhance the capacity of staff to collaborate with a focus on high impact strategies

<b>Goal 2</b>	Engagement To increase opportunities for higher levels of student cognitive engagement and self-directed inquiry within a rich learning environment.
<b>12 month target 2.1</b>	Increase ALL School Connectedness by 10% from 79% to 89% Effective Teaching by 10% from 69% to 79% Student confidence by 5% from 82% to 87% Learning Confidence by 10% from 82% to 92% Stimulated Learning by 10% from 73% to 83% Teacher Effectiveness by 10% from 80% to 90%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	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>12 month target 3.1</b>	Increase in Attitudes to School survey results - Student safety in years 4, 5 and 6 by 10% from 81% to 91%
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	

KIS 1	Create an inclusive, safe and secure learning environment
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<b>Goal 4</b>	Improve student outcomes in reading.
<b>12 month target 4.1</b>	Improve student relative high growth in Reading by 10% from 25% to 35%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Enhance the pedagogical practice of all teachers in Literacy

## Define Evidence of Impact and Activities and Milestones - 2018

Doncaster Primary School (0197)

<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.
<b>12 month target 1.1</b>	All students experience 12 months growth in all areas of NAPLAN
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Enhance the pedagogical practice of all teachers in Literacy, Numeracy and STEM
Actions	<ul style="list-style-type: none"> <li>• Incorporate evidence based teaching practice into elements of literacy, numeracy and STEM</li> <li>• Implement aspects of HITS</li> <li>• Create scope &amp; sequence based upon literacy and numeracy strategy</li> <li>• Introduce the role of STEM leader</li> <li>• Provide quality professional learning to teachers</li> </ul>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>• Recognise that they are being presented with new ideas in a number of different ways</li> </ul>

	<ul style="list-style-type: none"> <li>Students can explain concepts to peers in multiple ways</li> <li>12 months growth in NAPLAN</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>Lessons regularly reflect HITS specifically Setting Goals, Structuring Lessons, Explicit Teaching</li> <li>More consistent teacher judgement outcomes</li> <li>Formal reflection and review of impact of practice on learning outcomes</li> <li>Teachers identify pedagogical practices that are effectively used for purpose</li> <li>Teachers differentiate practice for purpose</li> </ul> <p>LEADERS</p> <ul style="list-style-type: none"> <li>In walk-throughs, students can articulate their learning, the success criteria and learning intention. Teachers can identify the HITS and the purpose for their choice .</li> <li>Role model presenting concepts in staff meetings in multiple ways</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> <li>Create Professional Learning Teams with membership from all levels and specialists in Literacy, Numeracy, STEM, Wellbeing and time table regular meetings across the year</li> <li>schedule regular formal purposeful walk-throughs for leadership team</li> <li>schedule formal peer observations</li> <li>schedule time for teachers to diagnose the data and evaluate their teaching practice based on this</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Attend PD on HITS</li> <li>Develop a sequence of teacher PD across the year based on HITS</li> <li>Develop Professional Learning overview for the year allowing for PLCs to present, diagnose and evaluate</li> <li>Deliver HITS PD</li> <li>Coach teachers as a beginning to developing a coaching culture with peer observations</li> </ul>	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

- Conduct regular walk-throughs and give feedback based on observations				
- Conduct regular walk-throughs and give feedback based on observations - Actively participate in all PL with teachers - Appoint a teacher to release staff to conduct walk-throughs , peer observations and feedback sessions	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Conduct regular walk-throughs and give feedback based on observations - Actively participate in all PL with teachers	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Develop and Present PL to staff on data related to their Curriculum area - Conduct PD sessions on data analysis and what to do with the data analysis - Conduct walk-throughs related to their PLC priorities and give feedback	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Attend PL on HITS</li> <li>• Incorporate HITS into PDP and documentation e.g. work program</li> <li>• Implement 'multiple exposures' strategy</li> <li>• Participate in peer observation based upon aspects of HITS</li> <li>• Work within PLC to develop whole school best practice</li> <li>• Conference with students regarding their literacy, numeracy and STEM knowledge and goal setting</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.
<b>12 month target 1.2</b>	50% of all students in will receive either and A or B in Literacy, Numeracy and Science
<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 1</b>	Build teacher capacity to teach to each students point of need			
Actions	<ul style="list-style-type: none"> <li>Develop a data wall with faces focused on extending student outcomes</li> <li>Implement aspects of HITS</li> <li>Check that teachers use assessment formative and summative as a tool to identify where students are at and what they need to focus on to improve</li> <li>Build teachers understanding and effective use of formative assessment</li> <li>Support teachers to make effective use of data by building their data and assessment literacy and use of data protocols</li> <li>Plan use of student free days and teacher professional learning days</li> </ul>			
Evidence of impact	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>Student outcomes increase</li> <li>Students exposed to a differentiated curriculum to meet their individual needs</li> <li>Assessed regularly to inform teaching and learning</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>Lessons regularly reflect formative and summative assessments</li> <li>Teachers collaborate on student assessment from the data wall to make informed choices about content, delivery and planning a way forward for identified individuals</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>Participate in data wall discussions and offer advice</li> <li>Allocate use of student free days to enable Actions and Goals to be achieved</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>- Introduce the notion of the data wall with faces to staff at PL session</li> <li>- Lead collaborative discussions based on data wall face</li> <li>- Conduct PL on Formative and Summative assessment its diagnosis and use</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

- Collect data on students to share in collaborative discussions based on the data wall - Lesson plans / work programs have evidence of formative and summative assessment	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.
<b>12 month target 1.3</b>	Increase the number of students in Year 5 showing high growth to 40% and reduce the number of students showing low growth to less than 15% in Reading, Writing and Numeracy.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build teacher capacity to analyse data to inform teaching and learning
Actions	<ul style="list-style-type: none"> <li>• Implement aspects of HITS</li> <li>• Incorporate evidence based teaching practice into elements of literacy and numeracy</li> <li>• Provide quality professional learning to teachers</li> <li>• Check that teachers use assessment formative and summative as a tool to identify where students are at and what they need to focus on to improve</li> <li>• Build teachers understanding and effective use of formative assessment</li> <li>• Support teachers to make effective use of data by building their data and assessment literacy and use of data protocols</li> </ul>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>• Recognise that they are being presented with new ideas in a number of different ways</li> <li>• Student outcomes increase</li> <li>• Students exposed to a differentiated curriculum to meet their individual needs</li> <li>• Assessed regularly to inform teaching and learning</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• Lessons regularly reflect HITS specifically Setting Goals, Structuring Lessons, Explicit Teaching</li> <li>• Formal reflection and review of impact of practice on learning outcomes</li> <li>• Teachers identify pedagogical practices that are effectively used</li> <li>• Teachers differentiate practice</li> <li>• Lessons regularly reflect formative and summative assessments</li> </ul>

	<p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>In walk-throughs, students can articulate their learning, the success criteria and learning intention. Teachers can identify the HITS and the purpose for their choice, these are also obvious to the observer.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>-schedule regular formal purposeful walk-throughs for leadership team</li> <li>- schedule formal peer observations</li> <li>- schedule time for teachers to diagnose the data and evaluate their teaching practice based on this</li> <li>- Conduct regular walk-throughs and give feedback based on observations</li> <li>- Actively participate in all PL with teachers</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>- Attend PL on HITS</li> <li>- Develop a sequence of teacher PL across the year based on HITS</li> <li>- Develop Professional Learning overview for the year allowing for PLCs to present, diagnose and evaluate</li> <li>- Deliver HITS PL</li> <li>- Conduct regular walk-throughs and give feedback based on observations</li> <li>- Conduct PL on Formative and Summative assessment its diagnosis and use</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>- Conduct regular walk-throughs and give feedback based on observations</li> <li>- Actively participate in all PL with teachers</li> </ul>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Attend PL on HITS</li> <li>Incorporate HITS into PDP and documentation e.g. work program</li> <li>Implement 'multiple exposures' strategy</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>Participate in peer observation based upon aspects of HITS</li> <li>Work within PLT to develop whole school best practice</li> <li>Conference with students regarding their literacy, numeracy and STEM knowledge and goal setting</li> </ul>				
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<b>Goal 1</b>	Achievement To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.			
<b>12 month target 1.4</b>	Teacher Collaboration component score on staff opinions be at or above state mean			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Enhance the capacity of staff to collaborate with a focus on high impact strategies			
Actions	All teachers to belong to a PLC All teachers to have an opportunity to present a student on the Data Wall All teachers to have shared planning time within their level to focus on HITS			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>Recognise that they are being presented with new ideas in a number of different ways</li> <li>Student outcomes increase</li> <li>Students exposed to a differentiated curriculum to meet their individual needs</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>Lessons regularly reflect HITS</li> <li>Formal reflection and review of impact of practice on learning outcomes</li> <li>Teachers identify pedagogical practices that are effectively using</li> <li>Teachers differentiate practice</li> </ul> <p>LEADERS</p> <ul style="list-style-type: none"> <li>Attend PLCS, PL and collaborate with teachers providing feedback from walk throughs</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>



		Learning Priority		
- Ensure all full time and 0.6 teachers are members of one PLC - Ensure common planning time in timetable	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Conduct regular walk throughs - Attend common planning time as required - Attend PLC meetings - Attend and present at PL meetings ( HITS) - PDP meetings to focus on AIP and SSP goals	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Attend PL on HITS</li> <li>• Incorporate HITS into PDP and documentation e.g. work program</li> <li>• Implement 'multiple exposures' strategy</li> <li>• Participate in peer observation based upon aspects of HITS</li> <li>• Work within PLC to develop whole school best practice</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Engagement To increase opportunities for higher levels of student cognitive engagement and self-directed inquiry within a rich learning environment.
<b>12 month target 2.1</b>	Increase ALL School Connectedness by 10% from 79% to 89% Effective Teaching by 10% from 69% to 79% Student confidence by 5% from 82% to 87% Learning Confidence by 10% from 82% to 92% Stimulated Learning by 10% from 73% to 83% Teacher Effectiveness by 10% from 80% to 90%
<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 1</b>	Implement evidence based high-impact teaching and learning strategies across the school			
Actions	<ul style="list-style-type: none"> <li>Implement aspects of HITS</li> <li>Introduce student 3 way conferences</li> <li>Other actions as per previous Goals</li> </ul>			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>Lead the 3 way conference mid year</li> <li>Students are involved in the design and implementation of their 3 way conference mid and end of year if requested</li> <li>Students can discuss their conferencing and how it has supported their learning</li> <li>Students provide formal and regular feedback to teachers on the effectiveness of practice</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>Participate in the 3 way conference</li> <li>Through instructive feedback provide support that enables students to develop agency by assessing their own work and solving their own problems</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
- PL staff in 3 way conferencing - Lead discussions and make decisions about the role of student portfolios in a 3 way conference	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Attend PL on 3 way conferences - Develop capacity in students to engage in 3 way conference - Attend 3 way conferences	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Using online software structure conference dates and times	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
- Ensure the parent community is informed and educated about the process of 3 way conferences	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<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>12 month target 3.1</b>	Increase in Attitudes to School survey results - Student safety in years 4, 5 and 6 by 10% from 81% to 91%			
<b>FISO Initiative</b>	Health and wellbeing			
<b>Key Improvement Strategy 1</b>	Create an inclusive, safe and secure learning environment			
Actions	<ul style="list-style-type: none"> <li>- Behaviour management, well-being and engagement strategies are evidence based and sufficiently flexible to support all students.</li> <li>- The school collaborates with parents/carers and students to develop and implement these consistently</li> <li>- All classes provide safe and welcoming learning environments in which students respect and value on task learning</li> <li>- Implement YCDI, Living the Values Program and all child safety programs / policies to enhance student resilience, optimism, confidence, social and emotional skills</li> </ul>			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>• Feel safe, supported and secure in all areas of the learning environment</li> <li>• Have a clear understanding of the behaviour management process</li> <li>• Students feel confident and display optimism, resilience and social and emotional skills</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• Have clear guidelines that they share with their class on behaviour management</li> <li>• Implement YCDI, and all wellbeing programs</li> </ul> <p>LEADERS</p> <ul style="list-style-type: none"> <li>• In walk throughs, students are confident, show resilience, optimism and emotional intelligence</li> <li>• Actively involved with parents and carers where behaviour management requires outside agencies to assist</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Structure a well-being PLC that is representative of all levels and specialists within the school appoint a PLC Leader	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1.00 <input type="checkbox"/> Equity funding will be used
- Share current behaviour management documentation with level and modify as necessary to match the age of the cohort	Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Well-being PLC to present regularly to staff on YCDI, Living the values Program, sharing resources, ensuring regular consistent through lines are visible eg circle time weekly - Ensure compliance with Child Safety as per DET requirements	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	Improve student outcomes in reading.
<b>12 month target 4.1</b>	Improve student relative high growth in Reading by 10% from 25% to 35%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Enhance the pedagogical practice of all teachers in Literacy
Actions	Incorporate evidence based teaching practice into elements of literacy Implement aspects of HITS Create scope & sequence based upon literacy strategy Introduce the role of Learning Specialist Provide quality professional learning to teachers Develop a data wall to reflect reading levels Appoint EAL and Literacy Support staff
Evidence of impact	STUDENTS: Recognise that they are being presented with new ideas in a number of different ways Students can explain concepts to peers in multiple ways Students can discuss their conferencing and how it has supported their learning Students provide formal and regular feedback to teachers on the effectiveness of practice  TEACHERS:

	<p>Lessons regularly reflect 'multiple exposures' to new knowledge          Provide opportunities for students to present concepts to peers in multiple ways          Conferences enable students to discuss concepts in multiple ways          More consistent teacher judgement outcomes          Formal reflection and review of impact of practice on learning outcomes          Teachers identify pedagogical practices that are effectively used for purpose          Teachers differentiate practice for purpose</p> <p><b>LEADERS</b>          In walkthroughs, discuss with students how they can demonstrate concepts in multiple ways          Role model presenting concepts in staff meetings in multiple ways</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> <li>• Advertise &amp; appoint Learning Specialist in Literacy</li> <li>• Modify leadership structure to incorporate learning specialist</li> <li>• Incorporate literacy goal into teacher and leaders PDP</li> <li>• Appoint EAL teacher</li> <li>• Appoint Literacy Support leader</li> </ul>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Coordinate leadership walkthroughs on literacy strategy</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Attend regional PL on HITS</li> <li>• Lead working group to develop strategy to implement aspects of HITS</li> <li>• Develop PL program for staff on HITS</li> <li>• Monitor teacher attendance at PL</li> <li>• Oversee development of Scope and Sequence to incorporate Literacy strategy</li> <li>• Provides PL on student conferencing</li> <li>• Develop and implement peer observation strategy based</li> </ul>	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>upon aspects of HITS</p> <ul style="list-style-type: none"> <li>• Reflect on L&amp;N Reading resources and disseminate to staff</li> <li>• Provide PL on Peer Observation and create agreed protocol for its implementation</li> </ul>				
<p>Literacy LT Roles</p> <ul style="list-style-type: none"> <li>• Attend induction for learning specialists</li> <li>• Attend PL on HITS</li> <li>• Prepare model lessons to demonstrate selected aspects of HITS</li> <li>• Monitor teacher lesson plans for HITS</li> <li>• Demonstrate to staff how to set up peer conversations to present concepts in multiple ways</li> </ul>	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>• Attend PL on HITS</li> <li>• Incorporate HITS into PDP</li> <li>• Implement 'multiple exposures' strategy</li> <li>• Use 2 Professional Practice days to plan Scope and Sequence to incorporate Literacy strategy</li> <li>• Assessments require students to demonstrate knowledge in multiple ways</li> <li>• Reports comments on students ability to demonstrate knowledge in multiple ways</li> <li>• Participate in peer observation based upon aspects of HITS</li> <li>• Work with Learning Specialist to develop whole school best practice on Reading</li> </ul> <p>Conference with students regarding their literacy twice per term</p>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$17,600.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>- EAL teacher to conduct whole day EAL multi age classes</li> <li>- EAL teacher to liaise with Literacy LT on the structure of classes , content etc</li> <li>- Literacy Support teacher to structure classes 2 hours daily P to 3 to support literacy learning</li> <li>EAL Teacher to visit other schools to observe EAL practices</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Doncaster Primary School (0197)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> <li>- Create Professional Learning Teams with membership from all levels and specialists in Literacy, Numeracy, STEM, Wellbeing and time table regular meetings across the year</li> <li>-schedule regular formal purposeful walk-throughs for leadership team</li> <li>- schedule formal peer observations</li> <li>- schedule time for teachers to diagnose the data and evaluate their teaching practice based on this</li> </ul>	Assistant Principal	from: Term 1 to: Term 1	<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"/> Formal School Meeting / Internal Professional Learning Sessions</li> <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"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>- Attend PD on HITS</li> <li>- Develop a sequence of teacher PD across the year based on HITS</li> <li>- Develop Professional Learning overview for the year allowing for PLCs to present, diagnose and evaluate</li> <li>- Deliver HITS PD</li> <li>- Coach teachers as a beginning to developing a</li> </ul>	Leading Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <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"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> </ul>	<input checked="" type="checkbox"/> Off-site  Bastow

coaching culture with peer observations - Conduct regular walk-throughs and give feedback based on observations						
- Conduct regular walk-throughs and give feedback based on observations - Actively participate in all PL with teachers - Appoint a teacher to release staff to conduct walk-throughs , peer observations and feedback sessions	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> 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"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Conduct regular walk-throughs and give feedback based on observations - Actively participate in all PL with teachers	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
- Develop and Present PL to staff on data related to their Curriculum area - Conduct PD sessions on data analysis and what to do with the data analysis - Conduct walk-throughs related to their PLC priorities and give feedback	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Attend FISO Meetings at other schools
<ul style="list-style-type: none"> <li>Attend PL on HITS</li> <li>Incorporate HITS into</li> </ul>	Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site



<p>PDP and documentation e.g. work program</p> <ul style="list-style-type: none"> <li>• Implement 'multiple exposures' strategy</li> <li>• Participate in peer observation based upon aspects of HITS</li> <li>• Work within PLC to develop whole school best practice</li> <li>• Conference with students regarding their literacy, numeracy and STEM knowledge and goal setting</li> </ul>		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	
<ul style="list-style-type: none"> <li>- Introduce the notion of the data wall with faces to staff at PL session</li> <li>- Lead collaborative discussions based on data wall face</li> <li>- Conduct PL on Formative and Summative assessment its diagnosis and use</li> </ul>	Leadership Team	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"/> 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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>- Collect data on students to share in collaborative discussions based on the data wall</li> <li>- Lesson plans / work programs have evidence of formative and summative assessment</li> </ul>	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"/> Curriculum development	<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"/> Primary Mathematics and Science specialists <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	<input checked="" type="checkbox"/> On-site
-schedule regular formal purposeful walk-throughs for leadership team	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>- schedule formal peer observations</li> <li>- schedule time for teachers to diagnose the data and evaluate their teaching practice based on this</li> <li>- Conduct regular walk-throughs and give feedback based on observations</li> <li>- Actively participate in all PL with teachers</li> </ul>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</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"/> Internal staff</li> </ul>	
<ul style="list-style-type: none"> <li>- Attend PL on HITS</li> <li>- Develop a sequence of teacher PL across the year based on HITS</li> <li>- Develop Professional Learning overview for the year allowing for PLCs to present, diagnose and evaluate</li> <li>- Deliver HITS PL</li> <li>- Conduct regular walk-throughs and give feedback based on observations</li> <li>- Conduct PL on Formative and Summative assessment its diagnosis and use</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <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"/> Timetabled Planning Day</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"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>- Conduct regular walk-throughs and give feedback based on observations</li> <li>- Actively participate in all PL with teachers</li> </ul>	Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</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"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>Attend PL on HITS</li> <li>Incorporate HITS into PDP and documentation e.g. work program</li> <li>Implement 'multiple exposures' strategy</li> <li>Participate in peer observation based upon aspects of HITS</li> <li>Work within PLT to develop whole school best practice</li> <li>Conference with students regarding their literacy, numeracy and STEM knowledge and goal setting</li> </ul>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Ensure all full time and 0.6 teachers are members of one PLC</li> <li>Ensure common planning time in timetable</li> </ul>	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Conduct regular walk throughs</li> <li>Attend common planning time as required</li> <li>Attend PLC meetings</li> <li>Attend and present at PL meetings ( HITS)</li> <li>PDP meetings to focus on AIP and SSP goals</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <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	<input checked="" type="checkbox"/> Off-site  visits to other schools

<ul style="list-style-type: none"> <li>Attend PL on HITS</li> <li>Incorporate HITS into PDP and documentation e.g. work program</li> <li>Implement 'multiple exposures' strategy</li> <li>Participate in peer observation based upon aspects of HITS</li> <li>Work within PLC to develop whole school best practice</li> </ul>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>PL staff in 3 way conferencing</li> <li>Lead discussions and make decisions about the role of student portfolios in a 3 way conference</li> </ul>	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> External consultants  Need to source a consultant or other school who run 3 way conferences really well	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Attend PL on 3 way conferences</li> <li>Develop capacity in students to engage in 3 way conference</li> <li>Attend 3 way conferences</li> </ul>	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants  as above	<input checked="" type="checkbox"/> On-site
Using online software structure conference dates and times	Assistant Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Ensure the parent community is informed and	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

educated about the process of 3 way conferences						
Structure a well-being PLC that is representative of all levels and specialists within the school appoint a PLC Leader	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Share current behaviour management documentation with level and modify as necessary to match the age of the cohort	Year Level Co-ordinator(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Well-being PLC to present regularly to staff on YCDI, Living the values Program, sharing resources, ensuring regular consistent through lines are visible eg circle time weekly - Ensure compliance with Child Safety as per DET requirements	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <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"/> External consultants  YCDI	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>• Advertise &amp; appoint Learning Specialist in Literacy</li> <li>• Modify leadership structure to incorporate learning specialist</li> <li>• Incorporate literacy goal into teacher and leaders PDP</li> <li>• Appoint EAL teacher</li> </ul>	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> On-site

<ul style="list-style-type: none"> <li>Appoint Literacy Support leader</li> </ul>						
<ul style="list-style-type: none"> <li>Coordinate leadership walkthroughs on literacy strategy</li> </ul>	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Attend regional PL on HITS</li> <li>Lead working group to develop strategy to implement aspects of HITS</li> <li>Develop PL program for staff on HITS</li> <li>Monitor teacher attendance at PL</li> <li>Oversee development of Scope and Sequence to incorporate Literacy strategy</li> <li>Provides PL on student conferencing</li> <li>Develop and implement peer observation strategy based upon aspects of HITS</li> <li>Reflect on L&amp;N Reading resources and disseminate to staff</li> <li>Provide PL on Peer Observation and create agreed protocol for its implementation</li> </ul>	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site DET PL in HIT

<p>Literacy LT Roles</p> <ul style="list-style-type: none"> <li>Attend induction for learning specialists</li> <li>Attend PL on HITS</li> <li>Prepare model lessons to demonstrate selected aspects of HITS</li> <li>Monitor teacher lesson plans for HITS</li> <li>Demonstrate to staff how to set up peer conversations to present concepts in multiple ways</li> </ul>	<p>Learning Specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>Collaborative Inquiry/Action Research team</li> <li>Curriculum development</li> <li>Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Student Free Day</li> <li>Professional Practice Day</li> <li>Formal School Meeting / Internal Professional Learning Sessions</li> <li>Network Professional Learning</li> <li>Communities of Practice</li> <li>PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>SEIL</li> <li>VCAA Curriculum Specialist</li> <li>Literacy expertise</li> <li>Leadership partners</li> <li>Internal staff</li> <li>Bastow program/course</li> <li>Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Off-site</li> </ul> <p>Bastow</p>
<ul style="list-style-type: none"> <li>Attend PL on HITS</li> <li>Incorporate HITS into PDP</li> <li>Implement 'multiple exposures' strategy</li> <li>Use 2 Professional Practice days to plan Scope and Sequence to incorporate Literacy strategy</li> <li>Assessments require students to demonstrate knowledge in multiple ways</li> <li>Reports comments on students ability to demonstrate knowledge in multiple ways</li> <li>Participate in peer observation based upon aspects of HITS</li> <li>Work with Learning Specialist to develop whole school best practice on</li> </ul>	<p>Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>Curriculum development</li> <li>Formalised PLC/PLTs</li> <li>Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Student Free Day</li> <li>Communities of Practice</li> <li>PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Internal staff</li> <li>Learning Specialist</li> <li>Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li>On-site</li> </ul>

Reading Conference with students regarding their literacy twice per term						
<ul style="list-style-type: none"> <li>- EAL teacher to conduct whole day EAL multi age classes</li> <li>- EAL teacher to liaise with Literacy LT on the structure of classes , content etc</li> <li>- Literacy Support teacher to structure classes 2 hours daily P to 3 to support literacy learning</li> </ul> EAL Teacher to visit other schools to observe EAL practices	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

- [2017 Professional Learning Teams.docx \(0.01 MB\)](#)
- [DPS Instructional Model .docx \(0.8 MB\)](#)
- [Revised PLT \\_PD Term 2 2017 Sessions Overview.docx \(0.01 MB\)](#)
- [Revised PLT \\_PD Term 3 2017 Sessions Overview.docx \(0.02 MB\)](#)
- [Revised PLT \\_PD Term 4 2017 Sessions Overview.docx \(0.02 MB\)](#)
- [Specilaist timetable 2017.docx \(0.02 MB\)](#)
- [WHOLE SCHOOL THEMES.docx \(0.02 MB\)](#)

### Dimension 2

- [Year 5 Over view whole year.docx \(0.04 MB\)](#)

### Dimension 5

- [2017 Professional Learning Teams.docx \(0.01 MB\)](#)
- [Revised PLT \\_PD Term 2 2017 Sessions Overview.docx \(0.01 MB\)](#)
- [Revised PLT \\_PD Term 3 2017 Sessions Overview.docx \(0.02 MB\)](#)



[Revised PLT PD Term 4 2017 Sessions Overview.docx \(0.02 MB\)](#)

Dimension 9

[2017 Parent Opinion Survey Results.docx \(1.87 MB\)](#)

[2017 Student Attitudes to School Survey Data.docx \(3.89 MB\)](#)

Dimension 10

[Doncaster Primary School Code of Conduct1.pdf \(0.2 MB\)](#)

[DPS Child Safe WWC policy August 2016.pdf \(0.09 MB\)](#)

[Identifying and Responding to Child Abuse.pdf \(1.2 MB\)](#)

[ILP Template.docx \(0.3 MB\)](#)

[SSG - template.docx \(0.07 MB\)](#)

[Student Behaviour Contract.docx \(0.09 MB\)](#)

Dimension 11

[RRRR 1 and 2.pdf \(0.77 MB\)](#)

[RRRR 3 and 4.pdf \(0.96 MB\)](#)

[RRRR 5 and 6.pdf \(2.52 MB\)](#)

[RRRR Foundation.pdf \(0.68 MB\)](#)

[RRRR Introduction.pdf \(0.39 MB\)](#)

[Students Survey 2017 Report.xlsx \(0.02 MB\)](#)

[WHOLE SCHOOL THEMES.docx \(0.02 MB\)](#)

[YCDI Middle Years Scope & Sequence.docx \(0.12 MB\)](#)

[You Can Do It 1 Lower Primary.docx \(0.02 MB\)](#)

[You Can Do It Early years.docx \(2.71 MB\)](#)

[You Can Do It Upper Primary Scope & Sequence.docx \(0.09 MB\)](#)