

2021 Annual Implementation Plan

for improving student outcomes

Doncaster Primary School (0197)



Submitted for review by Sandra Bishop (School Principal) on 30 November, 2020 at 10:42 AM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 30 November, 2020 at 04:30 PM
Endorsed by Carl Michael (School Council President) on 01 December, 2020 at 09:24 AM

Self-evaluation Summary - 2021

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

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

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

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of Year 3 students assessed in top two bands in NAPLAN Reading in 2019 was 63 % this will be increased to 65% by 2021</p> <p>The percentage of Year 5 students assessed in top two bands in NAPLAN Reading in 2019 was 41 % this will be increased to 43 % by 2021</p> <p>The percentage of Year 3 students assessed in top two bands in NAPLAN Numeracy in 2019 was 62 % this will be increased to 63 % by 2021</p> <p>The percentage of Year 5 students assessed in top two bands in NAPLAN Numeracy in 2019 was 50 % this will be increased to 52 % by 2021</p> <p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Reading and Viewing 2019 was 44 % this will be maintained or increased to 46% by 2021.</p>

			<p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Number and Algebra 2019 was 38 % this will be increased to 40 % by 2021</p> <p>In 2019, the percentage of students responding positively to the survey factor 'Differentiated learning challenge' was 86 % DPS will increase the number of positive responses to 87 % as measured by AtoSS in 2021</p> <p>In 2019, the percentage of students responding positively to the survey factor 'Guaranteed and viable curriculum' was 79 % DPS will increase the number of positive responses to 82 % as measured by AtoSS in 2021</p> <p>30% of children in every class are on an IEP</p> <p>Digital Learning policies are updated and shared with the community</p> <p>(The success of the catch up and TLP will determine the outcomes where % are quoted.)</p> <p>If catch up program is effective data 2021 is equivalent to 2019 learning data</p>
--	--	--	--

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>The percentage of Year 3 students assessed in top two bands in NAPLAN Reading in 2019 was 63 % this will be increased to 65% by 2021</p> <p>The percentage of Year 5 students assessed in top two bands in NAPLAN Reading in 2019 was 41 % this will be increased to 43 % by 2021</p> <p>The percentage of Year 3 students assessed in top two bands in NAPLAN Numeracy in 2019 was 62 % this will be increased to 63 % by 2021</p> <p>The percentage of Year 5 students assessed in top two bands in NAPLAN Numeracy in 2019 was 50 % this will be increased to 52 % by 2021</p> <p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Reading and Viewing 2019 was 44 % this will be maintained or increased to 46% by 2021.</p> <p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Number and Algebra 2019 was 38 % this will be increased to 40 % by 2021</p> <p>In 2019, the percentage of students responding positively to the survey factor 'Differentiated learning challenge' was 86 % DPS will increase the number of positive responses to 87 % as measured by AtoSS in 2021</p> <p>In 2019, the percentage of students responding positively to the survey factor 'Guaranteed and viable curriculum' was 79 % DPS will increase the number of positive responses to 82 % as measured by AtoSS in 2021</p> <p>30% of children in every class are on an IEP</p> <p>Digital Learning policies are updated and shared with the community</p> <p>(The success of the catch up and TLP will determine the outcomes where % are quoted.)</p>

		If catch up program is effective data 2021 is equivalent to 2019 learning data
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>The percentage of Year 3 students assessed in top two bands in NAPLAN Reading in 2019 was 63 % this will be increased to 65% by 2021</p> <p>The percentage of Year 5 students assessed in top two bands in NAPLAN Reading in 2019 was 41 % this will be increased to 43 % by 2021</p> <p>The percentage of Year 3 students assessed in top two bands in NAPLAN Numeracy in 2019 was 62 % this will be increased to 63 % by 2021</p> <p>The percentage of Year 5 students assessed in top two bands in NAPLAN Numeracy in 2019 was 50 % this will be increased to 52 % by 2021</p> <p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Reading and Viewing 2019 was 44 % this will be maintained or increased to 46% by 2021.</p> <p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Number and Algebra 2019 was 38 % this will be increased to 40 % by 2021</p> <p>In 2019, the percentage of students responding positively to the survey factor 'Differentiated learning challenge' was 86 % DPS will increase the number of positive responses to 87 % as measured by AtoSS in 2021</p> <p>In 2019, the percentage of students responding positively to the survey factor 'Guaranteed and viable curriculum' was 79 % DPS will increase the number of positive responses to 82 % as measured by AtoSS in 2021</p> <p>30% of children in every class are on an IEP</p> <p>Digital Learning policies are updated and shared with the community</p>

	<p>(The success of the catch up and TLP will determine the outcomes where % are quoted.)</p> <p>If catch up program is effective data 2021 is equivalent to 2019 learning data</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Learning catch-up and extension: Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. We will support both those who need it to catch up and those who have thrived to continue to extend their learning. Additionally, we will support those cohorts who were most affected by the lack of usual transitions and establishment practices in 2020 e.g. 2021 preps and Year 1s,</p> <p>School</p> <ul style="list-style-type: none"> • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Establish/embed/maintain PLCs and sub school structures to support teacher collaboration and reflection of strengthen teaching practice • Revisit and strengthen the use of HITS in classrooms, with a focus on feedback, explicit teaching, differentiated teaching and structuring lessons • Plan whole school professional learning on identified core-curriculum priority areas throughout the year - the Doncaster Primary School Instructional Model • Coaching <p>Teacher</p> <ul style="list-style-type: none"> • Prioritise curriculum 'essentials': mathematics, reading, writing and spelling. Ensure these support students' learning in across wider curriculum subjects • Establish/embed consistent approaches to formative assessment and frequent low-stakes testing • Use PLCs and team planning for staff to collaboratively plan units of work with a focus on differentiation • Will work closely with the tutors to plan the learning catch up and monitor progress of identified students • Leading Teacher and Learning Specialist to formulate entry and exit points of students working with the tutors
Outcomes	<p>School</p> <ul style="list-style-type: none"> • Teachers will confidently and accurately identify student learning needs

	<ul style="list-style-type: none"> • PLCs and level teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units • Teachers will consistently and explicitly implement the school's instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Students will know how lessons are structured and how this supports their learning <p>TLP outcome</p> <p>Teacher</p> <ul style="list-style-type: none"> • Teachers will develop an understanding of curriculum essentials to ensure master • Teachers will consistently implement the agreed assessment schedule • Teachers and leaders will regularly update data walls and VSAT • Teacher will provide regular feedback and monitor student progress • Students will experience success and celebrate the acquisition of knowledge • Teachers will provide students with the opportunity to work at their level using differentiated resource • Students in need of targeted academic support or intervention will be identified and supported • Nominated or relevant teachers and leaders will establish intervention/small group tutoring/before and after school programs • Students and teachers will have more time to work on content at the students point of need <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate what their next steps are to progress their learning • Articulate personal goals • Articulate success criteria • Discuss learning strategies
<p>Success Indicators</p>	<p>School</p> <ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies <p>Teacher</p> <ul style="list-style-type: none"> • Documentation and data from formative assessments • A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Differentiated curriculum documents and evidence of student learning at different levels • Engagement data from Learning Management Systems (VSAT) • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from intervention groups • Appointment/staffing of tutor programs and other support programs • Progress against Individual Education Plans- intervention, Koorie, PSD, OoHC and accelerated learning.

	Student • Students have reached expected level			
Activities and Milestones	Who	Is this a PL Priority	When	
<p>School assessment framework - SIT and PL to focus on: Teachers and the school using assessment tools with consistency to</p> <p>a) identify where a student is in their learning (and their next point of learning?) b) implement audit strategies and processes to identify and address gaps and misconceptions in a student's learning c) implement assessment audit strategies and processes to identify and address gaps in the school's curriculum d) Identify and address gaps in teacher knowledge or practice</p> <p>How teachers and the school use data to</p> <p>a) Measure individual student growth b) Track individual student growth c) Track and measure cohort progress d) Improve the quality of teacher judgement against the Victorian Curriculum</p> <p>Develop whole school assessment schedule in line with DET in collaboration with staff</p> <p>Establish processes for regular moderation</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
<p>Schedule and organise professional learning on assessment and collecting, analysing, responding to and monitoring data throughout the year. Specifically, PL on: Teachers using their assessment schedules effectively Teachers using formative assessment to its full benefit Teachers fully understand the assessment tools they are using and why Teachers purposefully using the data they collect on individual students</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>Teachers purposefully using the data they collect on cohorts of students</p> <p>Assessment clarity - understanding: Assessment pyramid, definitions, resources, weblinks, underpinning theories, triangulation, moderation etc</p> <p>PL for teachers to ensure that the purpose for assessment is explicit for everyone at DPS it is: To understand a student's point of need To develop curriculum to meet and extend students learning To set learning goals and strategies to support learning To differentiate instruction To give feedback To understand a student's level of achievement To plan forwards</p> <p>Investigate and join Communities of Practice</p>				
<p>Appoint tutors - English and Maths Clear expectations of outcomes, performance measures Establish resourcing needs for individual and tailored support programs Establish criteria for identifying students requiring individual and tailored support (Assessment)</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	
<p>Re organise and refine the operational role of the SIT to include:</p> <ul style="list-style-type: none"> - Sub school monitoring and implementation - PL to build teacher capability within and across sub schools - School planning documents - School processes for data collection and analysis fully documented 	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	

Investigate and join Communities of Practice				
Review the planners / overview documents to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
IEP - Staff PL on how to write an effective IEP Appoint a staff member the responsibility of overseeing IEPS Collaboratively agree to the IEP template Establish criteria for identifying students requiring individual IEPS Engage with parents/carers to ensure appropriate supports - build home school partnerships Schedule times for individual and tailored support to occur including SSGs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Document plans for coaching/mentoring/observation PCO Coach sub school leaders Sub school leaders' mentor Whole school observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
PL Staff on Instructional Model. Embed DPS Instructional Model in all curriculum planning and lesson delivery	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			

Actions	<p>Happy, active and healthy kids: We will make sure we look after our students' mental health and enable every student to get back outdoors, get active and get creative. This means effectively mobilising available resources to support our students, especially the most vulnerable.</p> <p>School</p> <ul style="list-style-type: none"> • Revisit whole school approach to wellbeing specifically programs in place at DPS – do they meet the needs of the children? • Strengthen whole school approach to social-emotional learning or belonging and engagement • Establish and embed routines and prioritise time in the school day and classes to revisit these regularly • Embed/strengthen school within a school structure (houses/sub schools/homegroups) • Support the mental health and wellbeing of DPS staff moving forward from the challenges of 2020 • Staff wellbeing will be a core enabler so that schools can support students and achieve the 2021 priorities <p>Teacher</p> <ul style="list-style-type: none"> • Establish an agreed approach to monitoring and responding to student wellbeing concerns • Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation • Strengthen in-class relationships through peer and group learning activities • Conduct regular check-ins/conferencing with students in homegroup pastoral care program • Target counselling for individual students with acute needs • Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills <p>social skills</p> <ul style="list-style-type: none"> • Build relationships and engage with families of at-risk students • Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them
Outcomes	<p>School</p> <ul style="list-style-type: none"> • Teachers will model and are consistent in agreed routines • Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing • Leaders will strengthen engagement with regional and external support agencies • Teachers and leaders will integrate social-emotional learning into school practice, policies and programs <p>Teacher</p> <ul style="list-style-type: none"> • Relevant teachers and leaders will implement a homegroup wellbeing program • Students will feel supported and engaged in homegroups and contribute to a strong classroom culture • At-risk students will be identified and receive targeted support in a timely manner • Students will have strong relationships with peers • Students with acute needs will receive individualised support with regular monitoring and student support group meetings where appropriate

	<ul style="list-style-type: none"> • Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing • Families of at-risk students will receive regular communication and support from the school <p>Students</p> <ul style="list-style-type: none"> • Students will be working at their point of need • Students will know who to go to if under stress • Students and families will be connected to allied health and mental health services
<p>Success Indicators</p>	<p>School</p> <ul style="list-style-type: none"> • Classroom and peer observations • Observations of changes to classroom practices • Documentation of frameworks, policies or programs • Curriculum documentation reflecting social and emotional learning • Shared professional learning goals are reflected in staff PDPs <p>Teacher</p> <ul style="list-style-type: none"> • Students engagement in wellbeing programs (feedback, participation, classroom observations) • Samples of student work • Documentation of resources for wellbeing programs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns • Teacher reports of student wellbeing concerns • Appointment/staffing of programs <p>Student</p> <ul style="list-style-type: none"> • Students will be able to articulate needs relating to wellbeing • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families • Students will be able to articulate strategies used in classes and at school help regulate emotions e.g. stress • Student engagement and assessment data from regular classes

Activities and Milestones	Who	Is this a PL Priority	When	
<p>Appoint a Wellbeing teacher leader and team that is representative of subs schools. The wellbeing leader will provide resources for social/emotional whole-school and all-staff focussing on mindfulness and consistent high expectations to encourage students and staff to regulate the body and brain, so that they are calm and ready to focus and work every time they enter the classroom.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
<p>Develop well documented curriculum units collaboratively with wellbeing team - A focus on revising 'Living the Values Program P - 6 'for implementation across the whole school. Revisit You Can Do It program ensuring that it is implemented in every level each week, fully documented, sequential and addressing the needs of the individual classes Develop curriculum resources which reflect wellbeing and social-emotional learning focus where YCDI and Living the Values does not meet the needs of the students Integrate Respectful Relationships resources where appropriate.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Sub School leaders to coordinate a clubs program across the school. Establish "Healthy minds & bodies" clubs and other clubs that aim at healthy, happy active children.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions - E.g. Whole school revise You Can Do It and how to integrate this in classroom and UBUNTU</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Wellbeing team members contribute to curriculum unit development team meetings and Wellbeing leader to contribute to SIT	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Induct new staff on monitoring and referral processes for SSSO, Chaplain, Kids Hope etc Document an agreed process and feedback on these, upload to Compass	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Child Safety Standards - Staff resources updated and distributed. Staff PL on Legal obligations	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Mandatory Reporting - all staff to complete this and sub schools to induct new members of staff on this and legal requirements associated with students at risk	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	
Clearly articulate Chaplain role and responsibilities with all staff. Explain the referral process and set boundaries around the use of chaplain time between home and school partnerships	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Schedule regular times for case discussions between Chaplains and AP Schedule time for at-risk students to work with SSSO and Chaplain Establish weekly check-ins with families of at-risk students by Chaplain	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>UBUNTU Wellbeing team to timetable UBUNTU cross age wellbeing sessions. coordinate the topics in line with DET happy healthy, active kids initiative</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
<p>Wellbeing a standing agenda item for SIT to ensure that risks and engagement levels of the students is a priority. Child Safety - standing agenda item for all briefings Child Safety subcommittee of school council. reports monthly</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>The wellbeing leader and AP will implement DET Priority goals in the "Safe and Well Education Strategy" The Safe and Well in Education Strategy outlines a clear long-term roadmap for the Department to systematically enhance and support health, safety and wellbeing outcomes for all our employees. The framework requires adopting a holistic focus on physical and psychological health, safety and wellbeing. DPS is committed to embedding a holistic approach for supporting health, safety and wellbeing that allows us to improve how we:</p> <ul style="list-style-type: none"> • promote positive wellbeing in our learning and working environments • prevent against known and expected risks to health, safety and wellbeing • respond swiftly and effectively to manage potential issues as they emerge • support our employees to recover from injury and illness and return to work. <p>DPS will</p> <ul style="list-style-type: none"> - Establishing Effective Systems - Supporting Our People - Building Culture and Capability <p>DPS will be guided by the following principles to support improving employee health and safety and wellbeing</p> <p>Simplification Trust Respect</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Engagement Accountability				
KIS 3 Building communities	Connected schools priority			
Actions	<p>We will build on the stronger connections that schools have established with their families, carers and communities through 2020 to embed and spread improved ways of working to support our students.</p> <p>School</p> <ul style="list-style-type: none"> • Strengthen engagement in regional and network communities of practice • Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the digital ways in which DPS connected during remote and flexible learning – Predominantly Webex, Compass, Website and Facebook • Build staff capability to integrate digital learning <p>Teacher</p> <ul style="list-style-type: none"> • Create opportunities for more regular meetings using digital technologies between parents/carers and teachers – these include SSGs for PSD, Koorie and OoHC and children on IEPs. Webex will be the preferred form of digital communication for video conferencing • Strengthen and embed digital learning in classes • Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy • Ensure students requiring specific intentions are engaged with external agencies and supports both SSSO and private (NDIS) <ul style="list-style-type: none"> • Ensure the benefits of digital learning continue to be available to every student 			
Outcomes	<p>School</p> <ul style="list-style-type: none"> • Leaders will prioritise time for staff to communicate and build relationships with parents/carers • Teachers will have strong relationships with students and parents/carers • Students and parents/carers/kin will feel as though they belong and are seen <p>Teacher</p> <ul style="list-style-type: none"> • Teachers will be confident in integrating digital learning pedagogy • Teachers will have strong relationships with students and parents/carers/kin • Students will feel connected to their school and have positive attitudes to attendance • Teachers and support staff will have strong relationships with parents/carers of at-risk / vulnerable students • All students will be connected to resources and learning opportunities • Teachers can regularly connect with the parents/carers of all students 			

	<p>Students</p> <ul style="list-style-type: none"> • students will identify someone they can go to if they have an issue • students can articulate if they are under stress 			
Success Indicators	<p>School</p> <ul style="list-style-type: none"> • Observations and learning walks demonstrate use of digital learning • Documentation of school digital policies • Whole school surveys (SSS, AToSS) teachers use measures to identify students for TLP <p>Teacher</p> <ul style="list-style-type: none"> • Class participation data • Positive student survey data (internal surveys, AToSS) • Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks • Pulse checks with parents/carers • Attendance <p>Student</p> <ul style="list-style-type: none"> • Students will be able to say what they have gained using the TLP • Attendance in intervention/tailored support programs (TLP) • Number of referrals, documented outcomes of student referral meetings • Data around the frequency of communications with parents/carers • Student perception and survey data 			
Activities and Milestones	Who	Is this a PL Priority	When	
Appoint a Highly Accomplished / Lead teacher to coordinate digital technologies P - 6	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
The digital technologies coordinator will be responsible for planning on-going professional learning on integrating digital learning across all of the Sub Schools.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	

<p>Professional learning will be designed to build upon the learnings from 2020 remote learning and tailored to the needs of the sub school and the teacher capabilities within each sub school. The PL will enhance the work of the English and Maths PLCs</p> <p>Prioritise collaboration time in team planning and PLCs and share effective digital learning and relationship building strategies</p>			to: Term 4	
<p>Sub School leaders will strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Capitalise on Chaplains time and expertise and community connections to help families at risk of disengagement.</p> <p>Allocate time for Chaplain to meet with teachers to discuss the needs of individuals in the class in need of assistance and engage in ways to strengthen home school relationships</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Appoint a DPS Koori Liaison Officer</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
<p>Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week. Ensure Koorie SSGs are regularly conducted, minuted, followed up etc Liaise with Region Koorie Officer (KESO)</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Document, using Compass, engagements with parents/carers and follow up when difficult situations arise – add SSSO information to Chronicle where students are involved with Region support.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Identify DPS traditions and events that involve the community. With these in mind, integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events link in with whole school events such as Grandparents day, Multicultural / NAIDOC week, Science week, Book week etc.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Routinely prioritise time in SIT meetings to review engagement data and identify students and parents/carers at risk of disengagement. As a team develop strategies to engage the students and families and invite input from the Chaplain and Wellbeing coordinator as needed.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Strengthen and communicate processes for identifying and referring students and parents/carers to external support agencies or community organisations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Provide access to and promote information in appropriate community languages and engage Language Loop services	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Activities and Milestones

Activities and Milestones	When	Category
<p>Develop well documented curriculum units collaboratively with wellbeing team - A focus on revising 'Living the Values Program P - 6 'for implementation across the whole school. Revisit You Can Do It program ensuring that it is implemented in every level each week, fully documented, sequential and addressing the needs of the individual classes Develop curriculum resources which reflect wellbeing and social-emotional learning focus where YCDI and Living the Values does not meet the needs of the students Integrate Respectful Relationships resources where appropriate.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources</p>
<p>Capitalise on Chaplains time and expertise and community connections to help families at risk of disengagement.</p> <p>Allocate time for Chaplain to meet with teachers to discuss the needs of individuals in the class in need of assistance and engage in ways to strengthen home school relationships</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>

Professional Learning and Development Plan

Professional Learning Priority	Who	Key Professional Learning Strategies
<p>School assessment framework - SIT and PL to focus on: Teachers and the school using assessment tools with consistency to</p> <p>a) identify where a student is in their learning (and their next point of learning?) b) implement audit strategies and processes to identify and address gaps and misconceptions in a student's learning c) implement assessment audit strategies and processes to identify and address gaps in the school's curriculum d) Identify and address gaps in teacher knowledge or practice</p> <p>How teachers and the school use data to</p> <p>a) Measure individual student growth b) Track individual student growth c) Track and measure cohort progress d) Improve the quality of teacher judgement against the Victorian Curriculum</p> <p>Develop whole school assessment schedule in line with DET in collaboration with staff</p> <p>Establish processes for regular moderation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development
<p>Schedule and organise professional learning on assessment and collecting, analysing, responding to and monitoring data throughout the year. Specifically, PL on: Teachers using their assessment schedules effectively Teachers using formative assessment to its full benefit Teachers fully understand the assessment tools they are using and why Teachers purposefully using the data they collect on individual students Teachers purposefully using the data they collect on cohorts of students</p> <p>Assessment clarity - understanding: Assessment pyramid, definitions, resources, weblinks, underpinning theories, triangulation, moderation etc</p> <p>PL for teachers to ensure that the purpose for assessment is explicit for everyone at DPS it is:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection

<p>To understand a student's point of need To develop curriculum to meet and extend students learning To set learning goals and strategies to support learning To differentiate instruction To give feedback To understand a student's level of achievement To plan forwards</p> <p>Investigate and join Communities of Practice</p>		
<p>IEP - Staff PL on how to write an effective IEP Appoint a staff member the responsibility of overseeing IEPS Collaboratively agree to the IEP template Establish criteria for identifying students requiring individual IEPS Engage with parents/carers to ensure appropriate supports - build home school partnerships Schedule times for individual and tailored support to occur including SSGs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection
<p>Document plans for coaching/mentoring/observation PCO Coach sub school leaders Sub school leaders' mentor Whole school observations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection
<p>PL Staff on Instructional Model. Embed DPS Instructional Model in all curriculum planning and lesson delivery</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons
<p>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions - E.g. Whole school revise You Can Do It and how to integrate this in classroom and UBUNTU</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning

		<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development
Induct new staff on monitoring and referral processes for SSSO, Chaplain, Kids Hope etc Document an agreed process and feedback on these, upload to Compass	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation
Child Safety Standards - Staff resources updated and distributed. Staff PL on Legal obligations	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection
Mandatory Reporting - all staff to complete this and sub schools to induct new members of staff on this and legal requirements associated with students at risk	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback
<p>The digital technologies coordinator will be responsible for planning on-going professional learning on integrating digital learning across all of the Sub Schools.</p> <p>Professional learning will be designed to build upon the learnings from 2020 remote learning and tailored to the needs of the sub school and the teacher capabilities within each sub school. The PL will enhance the work of the English and Maths PLCs</p> <p>Prioritise collaboration time in team planning and PLCs and share effective digital learning and relationship building strategies</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs