

# 2019 Annual Implementation Plan

## for improving student outcomes

Doncaster Gardens Primary School (5454)



Submitted for review by Carolyn Elliot (School Principal) on 21 November, 2018 at 07:34 PM  
Endorsed by Mark Flack (Senior Education Improvement Leader) on 05 December, 2018 at 08:53 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	There has been significant development in terms of the creation and implementation of the Instructional model. Teachers including Specialist teachers are using the work undertaken in 2017 in regards to learning intentions and success indicators within classroom practice and student goals are becoming an increasing part of our school processes. the development of PLT's saw an increased focus on various elements within the school as well as proving opportunities for less experienced staff to lead. The use of data to drive learning has been more prevalent and the weighting / purpose of data collection has been refined. Feedback has been embraced and included in the instructional model and there has been clear evidence of its impact across the school. Continuous assessment from Year 2 - 6 and also the Specialists has seen more information provided to parents and students.
<b>Considerations for 2019</b>	In 2019 the school is looking to deepen its knowledge of 'rigorous assessment' really evaluating assessment, being more consistent with collection and using it diagnostically to a much greater extent. We are seeking to link planning to assessment using the assessment to drive what is taught and at what level. Building upon the HITS elements within the classroom practice along with embedding the processes that have been introduced over the past two years. In Literacy we will be building in stronger consistency in writing along with structuring reading so that it is integrated into the literacy block -

	<p>time to write, time to read!</p> <p>With the employment of three Learning Specialists this role will be elaborated upon in order to target increased teacher capacity and the school will also commence taking part on the Primary Maths / Science Specialist initiative. Furthermore the school is key to tap into the local Secondary Schools to ensure that we understand the requirements of Year 7 - 10 and how we can extend our students to this level whilst also building up the transition process to ensure our students continue to be extended as they move into Secondary school.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To ensure the maximisation of student learning outcomes across the curriculum.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and other school assessments).</li> <li>• The proportion of Year 3 students achieving at NAPLAN Bands 5&amp;6 for Reading, Writing and Numeracy at or above 85%.</li> <li>• the proportion of Year 5 students achieving at NAPLAN Bands 7&amp;8 for Reading and Numeracy at or above 80%.</li> <li>• The proportion of Year 5 students achieving at NAPLAN Bands 7&amp;8 for Writing at or above 65%.</li> <li>• The proportion of Year 5 students achieving Relative growth targets in NAPLAN – High growth above 40%, Low growth below 10%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Investigate, develop, and consistently embed an agreed school wide differentiated instructional model. 2019 - To implement the instructional model incorporating elements known to promote high quality teaching and learning
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Continue to use assessment data to ensure students at all areas are identified and taught at their point of learning need. 2019 - To develop rigorous assessment practises that provide personalised diagnostic information targeted at student improvement
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop a consistent whole school writing program that develops creativity of ideas in addition to building processes 2019 - To embed whole school literacy practices that are consistent in and across teams
<b>Goal 2</b>	To develop inquiring, creative and critical thinking students equipped with strong foundational STEM capabilities.

<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• To improve the student Attitudes to School Survey Stimulating Learning measure mean score to be at or above the state 75th percentile mark.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Development of a whole school STEM approach that engages students through inquiry and problem solving 2019 - Use design thinking and school wide resources to solve community based problems
<b>Goal 3</b>	To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values.
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>• To achieve Student Relationships and Wellbeing factor mean scores at levels at similar to or better than the state 75th percentile scores.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Embed a coherent school wide approach to the development of a growth mindset for all learners 2019 - Develop systems and processes within the school designed to promote growth

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To ensure the maximisation of student learning outcomes across the curriculum.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and other school assessments).</li> <li>• The proportion of Year 3 students achieving at NAPLAN Bands 5&amp;6 for Reading, Writing and Numeracy at or above 85%.</li> <li>• the proportion of Year 5 students achieving at NAPLAN Bands 7&amp;8 for Reading and Numeracy at or above 80%.</li> <li>• The proportion of Year 5 students achieving at NAPLAN Bands 7&amp;8 for Writing at or above 65%.</li> <li>• The proportion of Year 5 students achieving Relative growth targets in NAPLAN – High growth above 40%, Low growth below 10%</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>NAPLAN - Year 3 Writing Increase Band 6 data from 29.1 % to over 30% - Year 5 Writing increase Band 8 data to 20% and seek to reduce Band 5 data to below 15% - Year 5 Reading Band 3 - 6 in 2018 33</p> <p>Relative growth - High growth all areas above 45%</p> <p>Reading- High growth (females 26% in 2018) - 35% in 2019 Numeracy - High growth (females 38% in 2018) 40% IN 2019</p> <p>Staff - Staff opinion - Understand curriculum ( 87.5 - 85.7 in 2018) To increase to 90.</p> <p>Staff - Staff opinion - Understand how to analyse data ( 76.64 in 2018) above 80 in</p>

			<p>2019 PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>Attitude to school - High expectations - To be at 65% (Year 4 - 6) In 2018 - 54%</p>
To develop inquiring, creative and critical thinking students equipped with strong foundational STEM capabilities.	Yes	<ul style="list-style-type: none"> <li>To improve the student Attitudes to School Survey Stimulating Learning measure mean score to be at or above the state 75th percentile mark.</li> </ul>	<p>Attitudes to School - Stimulating Learning - above 80% for Year 4-6 (2018 - 80%) - Student voice and agency above 72% for Year 4-6 (2018 - 68.2)</p> <p>Staff - Staff opinion - Focus learning on real life problems ( 81.8 - 78.9 in 2018) To increase to 84 in 2019</p>
To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values.	Yes	<ul style="list-style-type: none"> <li>To achieve Student Relationships and Wellbeing factor mean scores at levels at similar to or better than the state 75th percentile scores.</li> </ul>	<p>Staff uptake of leadership data</p> <p>Attitude to school - Resilience above 75 % for Year 4-6 cohort (2018 - 71%) - Teacher concern 60% (2018 - 53.5) - Advocate 65% (2018 - 62.1)</p>

<b>Goal 1</b>	To ensure the maximisation of student learning outcomes across the curriculum.
<b>12 Month Target 1.1</b>	<p>PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>NAPLAN - Year 3 Writing Increase Band 6 data from 29.1 % to over 30%</p>



	<p>- Year 5 Writing increase Band 8 data to 20% and seek to reduce Band 5 data to below 15%</p> <p>- Year 5 Reading Band 3 - 6 in 2018 33</p> <p>Relative growth - High growth all areas above 45%</p> <p>Reading- High growth (females 26% in 2018) - 35% in 2019</p> <p>Numeracy - High growth (females 38% in 2018) 40% IN 2019</p> <p>Staff - Staff opinion - Understand curriculum ( 87.5 - 85.7 in 2018) To increase to 90.</p> <p>Staff - Staff opinion - Understand how to analyse data ( 76.64 in 2018) above 80 in 2019</p> <p>PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>Attitude to school - High expectations - To be at 65% (Year 4 - 6) In 2018 - 54%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Investigate, develop, and consistently embed an agreed school wide differentiated instructional model. 2019 - To implement the instructional model incorporating elements known to promote high quality teaching and learning	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Continue to use assessment data to ensure students at all areas are identified and taught at their point of learning need. 2019 - To develop rigorous assessment practises that provide personalised diagnostic information targeted at student improvement	Yes
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Develop a consistent whole school writing program that develops creativity of ideas in addition to building processes 2019 - To embed whole school literacy practices that are consistent in and across teams	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The Strategic Plan outlined the need to have consistency in practice including the development of a whole school instructional model. In 2017, learning intentions and success indicators were introduced along with student goals. In 2018, this was extended to the articulation of a clear instructional model based upon the gradual release of responsibility. Feedback was included as an aspect of the model following professional reading and inclusion of the HITS element and peer observations were included with a focus upon the model in action. In 2019, the school will look to extend this to involve deeper questioning to extend thinking beyond superficial responses. Whilst there has been an increased focus on the use of data, 2019 will see the data become increasingly rigorous and that outcomes will be tracked to ensure that our students are working at their level and being provided with opportunities to extend their understanding.</p> <p>Over the past two years writing has been a focus given the relatively poor data in 2016. Large improvements have been observed and it is important that this continue in 2019. Writing portfolios will assist with consistency. The KIS for 2019 in Literacy will seek to connect reading and writing within the literacy block and integrate these skills across the curriculum. Currently there is inconsistency in terms of practices and 2019 will seek to address these inconsistencies and is important given a decrease in reading results.</p>	
<p><b>Goal 2</b></p>	<p>To develop inquiring, creative and critical thinking students equipped with strong foundational STEM capabilities.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>Attitudes to School - Stimulating Learning - above 80% for Year 4-6 (2018 - 80%)          - Student voice and agency above 72% for Year 4-6 (2018 - 68.2)</p> <p>Staff - Staff opinion - Focus learning on real life problems ( 81.8 - 78.9 in 2018) To increase to 84 in 2019</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Building practice excellence</p>	<p>Development of a whole school STEM approach that engages students through inquiry and problem solving          2019 - Use design thinking and school wide resources to solve community based problems</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The Strategic Plan identified the need to build problem solving and inquiry skills and used STEM as the vehicle to drive the acquisition of these skills. In 2018, the school created the Makerspace and timetabled so that all teachers (teams) were involved in teaching their own STEM activities. Teachers took this task on and has also embraced the Design Thinking process that was introduced including the nature of 'FAIL' (First attempt in learning). In 2019, the school will seek to build a Senior STEM space making it a Business and Innovation Centre that takes Science tasks from knowledge based to tasks related to real life problems. Along with building the space the school will also be participating in the Primary Science Specialist Initiative which will drive stronger teacher practice, utilisation of resources, and create stronger inquiry skills.</p>	

<b>Goal 3</b>	To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values.	
<b>12 Month Target 3.1</b>	<p>Staff uptake of leadership data</p> <p>Attitude to school - Resilience above 75 % for Year 4-6 cohort (2018 - 71%)</p> <ul style="list-style-type: none"> <li>- Teacher concern 60% (2018 - 53.5)</li> <li>- Advocate 65% (2018 - 62.1)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	<p>Embed a coherent school wide approach to the development of a growth mindset for all learners</p> <p>2019 - Develop systems and processes within the school designed to promote growth</p>	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>In the first two years of the plan, the school has moved from an achievement focus to a growth focus. This shift has been observed in staff and to some extent with families and also in regards to the students. The language of growth is used consistently and highlighted through a range of forums and events. In 2019 the task will be to move from a concept to a process, embedding growth mindset further into the school's culture and way of doing. We will strive to refine assessment and data collection processes to ensure growth, refine data walls, review curriculum resources and ensure they promote a growth mindset. We will examine the 4 C's, the school values to evaluate whether they are still appropriate and look for stronger messaging throughout the school. As a participant in the Science Specialist program, we will develop teacher capacity to build problem solving and thinking skills in our students in addition to challenging thinking through enhanced questioning skills. We will also seek to build stronger partnerships with Secondary schools to participate in enhanced learning tasks and also community organisations.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To ensure the maximisation of student learning outcomes across the curriculum.
<b>12 Month Target 1.1</b>	<p>PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>NAPLAN - Year 3 Writing Increase Band 6 data from 29.1 % to over 30%</p> <ul style="list-style-type: none"> <li>- Year 5 Writing increase Band 8 data to 20% and seek to reduce Band 5 data to below 15%</li> <li>- Year 5 Reading Band 3 - 6 in 2018 33</li> </ul> <p>Relative growth - High growth all areas above 45%</p> <p>Reading- High growth (females 26% in 2018) - 35% in 2019</p> <p>Numeracy - High growth (females 38% in 2018) 40% IN 2019</p> <p>Staff - Staff opinion - Understand curriculum ( 87.5 - 85.7 in 2018) To increase to 90.</p> <p>Staff - Staff opinion - Understand how to analyse data ( 76.64 in 2018) above 80 in 2019</p> <p>PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>Attitude to school - High expectations - To be at 65% (Year 4 - 6) In 2018 - 54%</p>
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Investigate, develop, and consistently embed an agreed school wide differentiated instructional model. 2019 - To implement the instructional model incorporating elements known to promote high quality teaching and learning
<b>Actions</b>	<p>Principal : Lead the implementation of further HITS elements with a focus upon deep questioning</p> <p>Assistant Principal : Research, collate and add elements to current school instructional model</p> <p>Leading Teacher : Model and drive the implementation of the instructional model in classrooms including feedback and questioning</p> <p>Learning specialist : Develop staff capacity and model DGPS instructional practises through peer observation, reflection, mentoring</p>

	<p>and feedback</p> <p>Team leader : Consolidate consistent instructional practices within the team</p> <p>Teacher : Refine the use of the whole school instructional model as agreed upon in each lesson incorporating feedback and questioning</p> <p>Educational Support : Develop individual student capacity to understand and apply the whole school instructional model</p>
<b>Outcomes</b>	<p>By having an instructional model that is based on best practice, teachers will have a consistent process for the teaching of each lesson. The lessons will be student focused with clear goals and what is taught able to be articulated. By understanding the success indicators and planning for these, learning tasks will be more purposeful and focused. Teachers will understand how to extend their students once a level of success has been achieved. By working through feedback and questioning processes, teachers will challenge each other and their students to articulate their learning and knowledge. Increased reflection will also drive a growth mindset and build resiliency and problem solving. Assessment will be directly linked to the indicators of success ensuring that students and families understand the relationship between all elements of learning (planning, teaching, assessment, plan...) Parents benefit from the clarity of indicators as this provides a confidence in the knowledge that teachers are teaching to the child not the curriculum.</p>
<b>Success Indicators</b>	<p>Students will..</p> <ul style="list-style-type: none"> <li>* have greater time on task</li> <li>* be able to explain their improved growth in terms of visible outcomes</li> <li>* be able to articulate what they are doing and why</li> <li>* be able to see the link from one session to another and understand assessment being linked to indicators of success sharing this with others</li> <li>* be able to convey the relevance of the learning for them</li> <li>* have greater opportunities to receive targeted feedback during the lesson</li> <li>* be able to articulate what their role and the teacher's role is in their learning</li> <li>* be able to explain where questioning challenged their thinking</li> </ul> <p>Teachers will-</p> <ul style="list-style-type: none"> <li>* display learning intentions and success indicators in a way that is consistent across the team and can be referred to throughout the lesson</li> <li>* link planning to teaching and learning</li> <li>* share responsibility for planning and high impact learning tasks</li> <li>* have consistency of practice through implementation of one work program, whole school instructional model and team data sheet</li> </ul>

	<ul style="list-style-type: none"> <li>* have the program continue when other teachers are in the class ie. CRT</li> <li>* clearly know what their role is in each lesson and what they are striving to achieve and be able to articulate this to others</li> <li>* have greater time for share, reflection and feedback through timetabling and PL</li> <li>* have increased time on task through reduction in transition times and teacher talk</li> <li>* develop skills in challenging student and staff thinking through deep questioning and be able to apply this in their lessons</li> </ul> <p>School leaders will -</p> <ul style="list-style-type: none"> <li>* have high impact teaching strategies occurring throughout the school</li> <li>* observe best practice</li> <li>* have research based improvements made across the school</li> <li>* see consistency of practice</li> <li>* have purposeful learning occurring across the school</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Lead the implementation of further HITS elements with a focus upon deep questioning</p> <ul style="list-style-type: none"> <li>* Drive priority through articulation in Curriculum Days and teams such as School Improvement Team and Team leader PL</li> <li>* Provide rationale for focus and link to existing practices</li> <li>* Articulate to staff changes in data/practices to be observed</li> <li>* Upskill self through PL and professional reading</li> <li>* Ensure strategies included in individual PDP</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<p>Research, collate and add elements to current school instructional model</p> <ul style="list-style-type: none"> <li>* Research in regards to questioning</li> <li>* Document instructional process incorporating new elements</li> <li>* Participate in Peer observation process and protocols for feedback</li> <li>* Class visits of new staff to ensure implementation and understanding of instructional model</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used

<p>Model and drive the implementation of the instructional model in classrooms including feedback and questioning</p> <ul style="list-style-type: none"> <li>* Complete Open to Learning PL at Bastow</li> <li>* Participate in School Improvement team and contribute thoughts and ideas</li> <li>* Examine and document classroom instructional practices in Literacy Block - share through PL</li> <li>* Participate in Peer Observation sessions</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00  <input type="checkbox"/> Equity funding will be used
<p>Develop staff capacity and model DGPS instructional practises through peer observation, reflection, mentoring and feedback</p> <ul style="list-style-type: none"> <li>* Complete Needs Analysis Tool at Bastow</li> <li>* Undertake Learning Specialist PL</li> <li>* PL staff on questioning and integration with feedback</li> <li>* Undertake classroom visits to assist staff with instructional model and questioning strategies</li> <li>* Mentor individual staff</li> <li>* Participate in Peer Observation sessions</li> <li>* Lead individual PDP's</li> <li>* Complete Open to Learning PL through Bastow</li> <li>* Model high quality instructional practices consistently</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<p>Consolidate consistent instructional practices within the team</p> <ul style="list-style-type: none"> <li>* Ensure learning intentions and success indicators are visible for all lessons in team classes</li> <li>* Ensure students have individual goals in a minimum - reading, writing, Maths and work habits for each students in level</li> <li>* Maximise learning time through the provision of weekly allocation - Literacy, Numeracy, Wellbeing in planning and implementation</li> <li>* Develop Scope and Sequence with team of integrated subjects that foster questioning and feedback</li> <li>* Attend PL in regards to HITS</li> </ul>	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

* Skill up new DGPS staff in their team in the school's instructional model				
<p>Refine the use of the whole school instructional model as agreed upon in each lesson incorporating feedback and questioning</p> <ul style="list-style-type: none"> <li>* Attend PL in regards to HITS</li> <li>* Set personal goal in terms of questioning and feedback</li> <li>* Display feedback and questioning visual posters/reminders in the classroom</li> <li>* Ensure instructional model implemented</li> <li>* Attend at least five peer observations sessions for the year</li> <li>* Work with team leader to develop integrated scope and sequence of concepts that foster feedback and questioning</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00  <input type="checkbox"/> Equity funding will be used
<p>Develop individual student capacity to understand and apply the whole school instructional model</p> <ul style="list-style-type: none"> <li>* Develop personal questioning skills to help students construct meaning</li> <li>* Implement instructional model to provide students with 'you do' and 'voice time' in addition to 'I do' and 'we do' time</li> <li>* Reduce time taken in transitions</li> </ul>	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Continue to use assessment data to ensure students at all areas are identified and taught at their point of learning need. 2019 - To develop rigorous assessment practises that provide personalised diagnostic information targeted at student improvement			
<b>Actions</b>	Principal: Introduce rigorous analysis of data to drive planning, teaching and learning.  Assistant Principal: Accountability for scheduling, completion and analysis of data by teams  Literacy Leading Teacher: To document, distribute, follow up and implement a comprehensive and consistent approach to using literacy data to drive teaching and learning across the school  Learning specialist: Analyse specific data sets and provide constructive feedback to teachers/leadership using data to drive improved student outcomes			



	<p>Team leader: Overseeing collection of data sets and analysis within the team to plan, teach and assess at point of need</p> <p>Teacher: Use data diagnostically to plan, teach and report according to point of learning need</p> <p>Educational Support: Maintain documentation on specific students and have an understanding of how to move them forward (ie. ABLES)</p>
<p><b>Outcomes</b></p>	<p>Principal: Whole school understanding of individual student achievement is raised and structures embedded across the school for identifying student needs</p> <p>Assistant Principal: Regular consistent processes for the collection of data are undertaken by teams with a view to implementation in team planning</p> <p>Literacy Leading Teacher: To document, distribute, follow up and implement a comprehensive and consistent approach to using data to drive teaching and learning across the school</p> <p>Learning specialist: Develop staff capacity to analyse, use and provide constructive feedback to students using data</p> <p>Team Leader: Point of need and extension ensures greater challenge, understanding and stimulation by students as well as maximising learning time</p> <p>Teacher: Use data diagnostically to plan, teach and report according to point of learning need. Every teacher understands how to diagnose and use the data to drive student improvement</p> <p>Educational support : PSD students goals and strategies targeted directly to point of need. ES staff have clarity on goals for individual students and how these are built into classroom program</p>
<p><b>Success Indicators</b></p>	<p>PANORAMA - 78 % of students in Year 5 in Naplan in Top 2 bands in Numeracy (71.5% in 2018) This would take result to Influence</p> <p>Students will -</p> <ul style="list-style-type: none"> <li>* have clarity of their own data and know what success looks like</li> <li>* be able to articulate what the next step in their learning is</li> <li>* be able to articulate their own meaningful student goals</li> <li>* be able to explain their learning to others</li> </ul>

	<ul style="list-style-type: none"> <li>* verbalise where they have been challenged and where work has met their ZPD</li> <li>* articulate the way in which they have taken ownership of their learning and elements of their work that they are particularly proud of</li> </ul> <p>Teachers will -</p> <ul style="list-style-type: none"> <li>* be able to accurately report to parents</li> <li>* provide targeted feedback to peers, students and parents</li> <li>* plan for improvement through analysis of data, their own practice and feedback from others</li> <li>* understand and use growth as a measure of success</li> <li>* use data to drive point of need teaching</li> <li>* share data openly and challenge others on what they see</li> <li>* differentiate learning to a greater extent as observed in learning walks, peer observations and planning documents</li> <li>* have confidence with accuracy of teacher judgements and reporting to parents</li> <li>* implement a consistent assessment schedule throughout the year</li> <li>* develop skills in using data diagnostically</li> </ul> <p>School leaders will -</p> <ul style="list-style-type: none"> <li>* have student engagement markers rise</li> <li>* view improved growth in student learning</li> <li>* identify and track growth throughout the school</li> <li>* target resources where additional assistance is required</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole school understanding of individual student achievement is raised and structures embedded across the school for identifying student needs</p> <ul style="list-style-type: none"> <li>* Research "rigorous assessment" and lead PL for staff</li> <li>* Develop structures for implementation that collate individual data into a format that can easily be used for planning</li> <li>* Develop further non-negotiables in terms of when, what and why</li> <li>* Monitor whole school data analysing trends</li> <li>* Implement and participate in data meetings</li> <li>* Purchase assessment reading material for staff</li> <li>* Source PL for staff</li> <li>* Resource for support of students with growth concerns</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used

<p>Regular consistent processes for the collection of data are undertaken by teams with a view to implementation in team planning</p> <ul style="list-style-type: none"> <li>* Work with school leaders to ensure data collection is rigorous and regular</li> <li>* undertake rigorous assessment PL and professional reading</li> <li>* Participate in team data meetings</li> <li>* Monitor implementation of school timelines</li> <li>* Ensure ILP's are in line with data collected and rigorous</li> <li>* Oversee PSD program including goals and strategies for students</li> <li>* Work with ES staff to ensure point of need learning is known and implemented</li> <li>* Organise PL for staff</li> <li>* Liaise with team leaders in regards to purpose and timing of data collection</li> <li>* Oversee continuous assessment documentation</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<p>Analyse specific data sets and provide constructive feedback to teachers/leadership using data to drive improved student outcomes</p> <ul style="list-style-type: none"> <li>* Participate in data meetings</li> <li>* Use data in meetings with individual staff to target students and track their growth over time</li> <li>* Work with leaders to evaluate areas of concern in terms of practice based upon student data</li> <li>* Work with teachers to integrate data collection into classroom practice</li> <li>* Provide PL and training to staff in terms of ICT / Online data collection</li> <li>* Work with teachers to ensure room displays provide feedback and assistance to students</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used

<p>To document, distribute, follow up and implement a comprehensive and consistent approach to using data to drive teaching and learning across the school</p> <ul style="list-style-type: none"> <li>* Participate in data meetings</li> <li>* Lead regular updating of data wall</li> <li>* Assess and monitor literacy growth across the school</li> <li>* Facilitate moderation sessions</li> <li>* Track Literacy data being collected through Compass schedule</li> <li>* Evaluate current Literacy data collected in terms of content and ability to stretch skills</li> <li>* Ensure individual student writing portfolios are being utilised and rubrics /feedback completed</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<p>Overseeing collection of data sets and analysis within the team to plan, teach and assess at point of need</p> <ul style="list-style-type: none"> <li>* Lead weekly data meetings</li> <li>* Ensure data /planning sheets are regularly updated and information is ready for data meetings</li> <li>* Monitor ILP's undertaken by teachers in team and approve once evaluated for targets, strategies and current data</li> <li>* Document assessment timeline on Compass</li> <li>* Data to be beginning of planning sessions (what do we know?, where to from here?)</li> <li>* Data collection to be implemented within classroom program</li> <li>* Ensure success criteria links to Vic Curriculum and that EAL Continuum is also used</li> <li>* Schedule for revisiting of concepts throughout the year</li> <li>* Ensure key displays are factored into planning documentation and provide data and feedback to students</li> </ul>	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<p>Use data diagnostically to plan, teach and report according to point of learning need. Every teacher understands how to diagnose and use the data to drive student improvement</p> <ul style="list-style-type: none"> <li>* Construct term ILP's for students with low growth</li> <li>* Contribute to weekly team data meetings</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>* Participate in moderation sessions</li> <li>* Collect continuous data using a variety of formats</li> <li>* Assess quality of data collected in terms of diagnostic capabilities</li> <li>* Implement assessment timeline</li> <li>* Use data to drive planning sessions</li> <li>* Success criteria to be linked to Victorian Curriculum and EAL Continuum</li> <li>* Update data wall</li> <li>* Track growth and regularly update data/planning sheets</li> <li>* Correction of work to provide feedback / feed forward</li> </ul>				
<p>PSD students goals and strategies targeted directly to point of need. ES staff have clarity on goals for individual students and how these are built into classroom program</p> <ul style="list-style-type: none"> <li>* Ensure student has and understands individual goals</li> <li>* Develop student goals with teacher and student</li> <li>* Monitor student goals and provide feedback to teacher</li> <li>* Document goals achieved and, using Victorian Curriculum know next step in progression</li> <li>* Assist teachers in developing ILP's for student with specific targets to achieve</li> <li>* Challenge student understanding through deeper questioning and feedback</li> <li>* Correction of work to provide feedback / feed forward</li> </ul>	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Develop a consistent whole school writing program that develops creativity of ideas in addition to building processes 2019 - To embed whole school literacy practices that are consistent in and across teams			
<b>Actions</b>	Principal - Lead a culture of continuous improvement through shared expectations and best practice Assistant Principal - Reinforce Literacy structure through clear accountability measures Leading Teacher - Lead implementation of school wide Literacy structure Learning Specialist - Model and build teacher capacity in implementing school wide Literacy structure using data as the catalyst for improvement Team Leader -Implement school wide Literacy structure in their team			

	<p>Teacher - Ensure school wide structures are embedded in class</p> <p>Educational Support - Work with individual students to ensure immersion in Literacy at point of need</p>
<b>Outcomes</b>	<p>Principal - Consistent implementation of DGPS Literacy model to improve student outcomes</p> <p>Assistant Principal - Consistency of practice across the school in terms of Literacy Block</p> <p>Leading Teacher - School wide structure documented and operating across the school</p> <p>Learning Specialist - Culture of reflection and challenge implemented that leads to improve teaching and learning</p> <p>Team Leader - Consistency of practice implemented across the team with an emphasis on shared responsibility and continuous improvement</p> <p>Teacher - Time on task maximised; differentiation of learning tasks and assessment;</p> <p>Educational Support - PSD children outcomes in Literacy improve</p>
<b>Success Indicators</b>	<p>PANORAMA - 69 % of students in Year 5 in Naplan in Top 2 bands (64% in 2018) This would take result to Influence</p> <p>NAPLAN - Year 3 Writing Increase Band 6 data from 29.1 % to over 30%</p> <ul style="list-style-type: none"> <li>- Year 5 Writing increase Band 8 data to 20% and seek to reduce Band 5 data to below 15%</li> <li>- Year 5 Reading Band 3 - 6 in 2018 33</li> </ul> <p>Staff - Staff opinion - Understand curriculum ( 87.5 - 85.7 in 2018) To increase to 90.</p> <p>Students will -</p> <ul style="list-style-type: none"> <li>* implement ideas in their writing that uses expanded vocabulary, figurative language and visual imagery</li> <li>* be provided with feedback</li> <li>* develop personal literacy goals</li> <li>* make growth beyond .5 each semester</li> <li>* be exposed to various forms of writing/reading</li> <li>* use vocabulary charts, writing walls/ reading strategies to assist with the development of literacy skills</li> <li>* receive assessment / feedback that is consistent across levels</li> <li>* read with depth and understanding</li> </ul> <p>Teachers will -</p> <ul style="list-style-type: none"> <li>* set success indicators based upon high expectations</li> <li>* use Rubrics and others moderated assessment materials to provide feedback of progress</li> <li>* observe high quality literacy sessions</li> <li>* be provided with feedback on their own literacy sessions</li> <li>* moderate using both Victorian Curriculum and EAL Continuum</li> </ul>

	<ul style="list-style-type: none"> <li>* follow DGPS program that caters for the learning needs of our students</li> <li>* use vocabulary and figurative language to enable students to create high quality writing pieces</li> <li>* assess using consistent DGPS practices</li> <li>* track point of need</li> <li>* extend students ability in literacy</li> <li>* provide time each week for the development of literacy skills</li> <li>*integrate literacy cross the curriculum and embed in cross curricula learning tasks to build understanding</li> </ul> <p>School leaders will -</p> <ul style="list-style-type: none"> <li>* ensure the allocation and priority of teaching of literacy across the school</li> <li>* fund resourcing and staffing to ensure literacy support and expertise</li> <li>* drive consistency across the school through documentation, PL and peer observations</li> <li>* monitor data</li> <li>* target areas for additional assistance</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Lead a culture of continuous improvement through shared expectations and best practice</p> <ul style="list-style-type: none"> <li>* Providing resourcing - time and money for teacher release, PL and purchasing of resources</li> <li>* Organise calendar of PL</li> <li>* Peer Observation of Literacy Blocks</li> <li>* Track school wide data</li> <li>* Development of Literacy PLT with representatives across the school</li> <li>* Encourage staff to undertake Literacy PL</li> <li>* Drive accountability of leadership through analysis of best practice, data and consistency</li> </ul>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Reinforce Literacy structure through clear accountability measures</p> <ul style="list-style-type: none"> <li>* Work with Leading Teacher to ensure coverage of Literacy PL</li> <li>* Timetable for Literacy Blocks and Literacy teaching time</li> <li>* Peer Observation of Literacy Blocks</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"> <li>* Track school wide data</li> <li>* Learning walks</li> <li>* Communication across staff and leading PL in terms of clear expectations for implementation</li> </ul>				
<p>Lead implementation of school wide Literacy structure</p> <ul style="list-style-type: none"> <li>* Liaise with Secondary school in regards to expectations, resources and assessment used</li> <li>* Provide leadership in terms of reading material and links to cross curricula</li> <li>* Lead moderation of writing portfolios</li> <li>* Evaluate writing portfolio implementation and modification for 2020</li> <li>* Establish reading tasks for continuous assessment</li> <li>* Oversee Literacy PL for staff./ teams and follow up of implementation</li> <li>* Co-ordinate Literacy resources in the school</li> <li>* Peer Observation of Literacy Blocks</li> <li>* Purchasing of novels for book study in consultation with Year 6 team leader - where possible link to topics being covered</li> <li>* Track Literacy data across the school</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input type="checkbox"/> Equity funding will be used
<p>Model and build teacher capacity in implementing school wide Literacy structure using data as the catalyst for improvement</p> <ul style="list-style-type: none"> <li>* Peer Observation of Literacy Blocks</li> <li>* Develop process for implementation of Literacy across the curriculum</li> <li>* Work with staff in reviewing data and setting action plans</li> <li>* Mentor staff</li> <li>* Set timelines and goals with individual teachers</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>* Ensure allocation of literacy each week met</li> <li>* Select reading materials that extend and challenge thinking</li> <li>* Ensure literacy learning tasks match success criteria and provide</li> </ul>	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



<p>opportunity for extension</p> <ul style="list-style-type: none"> <li>* Ensure writing portfolios are implemented</li> <li>* Coordinate literacy continuous assessment using whole school format</li> <li>* Integrate literacy through cross curriculum opportunities</li> <li>* Lead the team in developing literacy non negotiables for students and teachers</li> <li>* Peer Observation of Literacy Blocks</li> <li>* Ensure team displays student literacy work with feedback</li> <li>* Ensure Word walls evident in all classes of the team</li> </ul>			to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>Ensure school wide literacy structures are embedded in class</p> <ul style="list-style-type: none"> <li>* Opportunities to read and write each day</li> <li>* Implement writing portfolios</li> <li>* Reading and writing conferences with students weekly (group or individual)</li> <li>* Implement non negotiables for students and teachers</li> <li>* Use worked examples within classroom literacy lessons</li> <li>* Monitor choice of reading / writing material to expand immersion</li> <li>* Peer Observation of Literacy Blocks</li> <li>* Display student literacy with feedback</li> <li>* Ensure vocal walls are in classroom</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Work with individual students to ensure immersion in Literacy at point of need</p> <ul style="list-style-type: none"> <li>*Ensure understanding of ABLES and EAL Continuum as a focus for individual student program</li> <li>* Work with teacher to develop documentation for SSG meetings</li> <li>* Acquire and understand literacy Goals and Strategies for students</li> <li>* Use worked examples to challenge students (these may be their own, ES/teacher designed,text)</li> </ul>	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p><b>Goal 2</b></p>	<p>To develop inquiring, creative and critical thinking students equipped with strong foundational STEM capabilities.</p>			

<b>12 Month Target 2.1</b>	<p>Attitudes to School - Stimulating Learning - above 80% for Year 4-6 (2018 - 80%)  - Student voice and agency above 72% for Year 4-6 (2018 - 68.2)</p> <p>Staff - Staff opinion - Focus learning on real life problems ( 81.8 - 78.9 in 2018) To increase to 84 in 2019</p>
<b>KIS 1</b> Building practice excellence	Development of a whole school STEM approach that engages students through inquiry and problem solving 2019 - Use design thinking and school wide resources to solve community based problems
<b>Actions</b>	<p>Principal : Drive a culture of STEM through workforce planning, budgeting, PL and provision of resources</p> <p>Assistant Principal : Provision of timetabling and facilities to enable whole school STEM embedded across the school</p> <p>Leading Teachers : Development of STEM curriculum embedded across the curriculum and within the community</p> <p>Learning Specialist : Development of teacher confidence and understanding in creating learning tasks and sequences that take learning outside of STEM environment</p> <p>Learning Specialist (PMSS) : Foster confidence, understanding and best practice through immersion in STEM opportunities</p> <p>Team Leader : Drive STEM opportunities maximising learning time and integrating outcomes and skills across the curriculum</p> <p>Teacher : Plan, teach and assess STEM developing inquiry and problem solving skills</p> <p>Educational support (classroom ) : Support students to engage in STEM tasks</p>
<b>Outcomes</b>	<p>Principal : Workforce planning, budgeting and provision of resources to facilitate STEM program across the school</p> <p>Assistant Principal : Timetable for Makerspace facilities ongoing opportunities for students and staff, release of PMSS enables mentoring and creation of Senior STEM space enables real life STEM tasks to be embedded into the curriculum</p> <p>Leading Teachers : STEM taken from an isolated subject into a way of thinking and doing</p> <p>Learning Specialist : Teachers designing greater number of engaging, learning tasks and sequences that immerse students into STEM principles</p> <p>Learning Specialist (PMSS) : Students engaged in STEM through enhanced teaching practices and integrated approach</p>

	<p>Team Leader : Consistency of practice within and across teams leading to increased engagement, stimulation and immersion in learning</p> <p>Teacher : Plan, teach and assess STEM developing inquiry and problem solving skills</p> <p>Educational support (classroom ) : Support students to engage in STEM tasks</p>
<p><b>Success Indicators</b></p>	<p>Staff - Staff opinion - Focus learning on real life problems ( 81.8 - 78.9 in 2018) To increase to 84 in 2019</p> <p>Students will -</p> <ul style="list-style-type: none"> <li>* Articulate the strategies they use to solve problems</li> <li>* Engage in STEM activities confidently and using knowledge and skills</li> <li>* Involve parents in their learning</li> <li>* Develop inquiry skills that enable them to engage in deep learning</li> <li>* Use a range of resources and tools to solve problems / create objects</li> <li>* Engage with the community on real life projects</li> <li>* Be able to articulate STEM approach and utilize to solve problems</li> </ul> <p>Teachers will -</p> <ul style="list-style-type: none"> <li>* Undertake weekly sessions in STEAM Centre using design process</li> <li>* Use an enhanced number of problem solving and inquiry strategies within the STEM program</li> <li>* Provide opportunities for family / community involvement</li> <li>* Plan, teach, assess and report on STEM including STEM inquiry skills</li> <li>* Develop their own ICT / STEM skills and knowledge so as to utilize resources in greater depth and encourage deep thinking</li> <li>* Visually raise the profile of STEM within the school / team / classroom</li> <li>* Develop and implement Scope and sequence</li> <li>* Incorporate capabilities in their teaching</li> </ul> <p>School leaders will -</p> <ul style="list-style-type: none"> <li>* Resource to enable meaningful STEM tasks to be taken across the school</li> <li>* Develop staff capabilities to undertake STEM in the classroom</li> <li>* Timetable to facilitate STEM to be taught</li> <li>* Maintain policies that are current, reflect DET policies and always changing knowledge and skills of students</li> <li>* Monitor staff implementation of school wide processes and practices</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Drive a culture of STEM through workforce planning, budgeting, PL and provision of resources</p> <ul style="list-style-type: none"> <li>* Participate in PMSS PL</li> <li>* Support PMSS Specialists to undertake role through provisioning of PL opportunities, meeting schedule and information to the community</li> <li>* Provision of resourcing for creation of Senior STEM space</li> <li>* Selection of Specialists</li> <li>* Networking with partner school</li> <li>* Attendance at FISO STEM including host at DGPS</li> <li>* Provide vision and direction to PMSS</li> <li>* Promote DGPS STEM throughout the DET and the community</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
<p>Provision of timetabling and facilities to enable whole school STEM embedded across the school</p> <ul style="list-style-type: none"> <li>* Co-ordinate tradespeople in regards to develop of Business and Innovation space</li> <li>* Work with Principal / PMSS in regards to budgeting and resourcing of school STEM spaces</li> <li>* Oversee timetabling of STEM spaces</li> <li>* Oversee staffing in relation to accessing PL and Peer Obs and part time in classroom maximisation</li> <li>* Participation in PL</li> <li>* Networking with partner school</li> <li>* Attendance at FISO sessions</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
<p>Development of STEM curriculum embedded across the curriculum and within the community</p> <ul style="list-style-type: none"> <li>* Foster integration of STEM within Literacy</li> <li>* Ensure writing portfolios contain STEM Literacy</li> </ul>	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>* Encourage Speaking and Listening through engagement with others in STEM learning tasks</li> <li>* Develop vocabulary charts related to STEM in consultation with PMSS and display around classrooms/ school</li> </ul>				
<p>Development of STEM curriculum embedded across the curriculum and within the community</p> <ul style="list-style-type: none"> <li>* Work with staff to mentor them in integrating HITS within STEM lessons</li> <li>* Build questioning and feedback skills particularly at start and end of lessons</li> <li>* Mentor teachers</li> <li>* Assist PMSS in developing community projects and promoting these projects through websites etc.</li> <li>* Attend STEM PL</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Foster confidence, understanding and best practice through immersion in STEM opportunities (PMSS)</p> <ul style="list-style-type: none"> <li>* Organise community events that invite the community</li> <li>* Co-ordinate construction of Senior Business and Innovation centre with leadership</li> <li>* Model best practice STEM with staff</li> <li>* Celebrate STEM initiatives through various channels ie. website, newsletter, Compass</li> <li>* Build staff capacity in STEM through peer observation, action research, and documentation</li> <li>* Collect whole school data in STEM and associated capabilities</li> <li>* Provide PL for staff in STEM</li> <li>* Attend PMSS PL</li> <li>* Worked with leadership to create a sustainable vision of STEM</li> <li>* Liaise with Secondary schools in regards to STEM teaching and</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>learning and expectations</p> <ul style="list-style-type: none"> <li>* Source and implement community STEM projects that are real life and purposeful</li> <li>* Develop Scope and Sequence including significant projects / learning tasks</li> <li>* Work with Student Science leadership</li> </ul>				
<p>Drive STEM opportunities maximising learning time and integrating outcomes and skills across the curriculum</p> <ul style="list-style-type: none"> <li>* Ensure STEM displays are visual within the learning spaces</li> <li>* Engage in community based learning tasks</li> <li>* Encourage families to be involved in STEM learning tasks</li> <li>* Ensure STEM integrated into weekly planning endeavouring to integrate rather than only a 'stand alone'</li> <li>* Encourage involvement of PMSS in team planning and implementation</li> <li>* Track STEM outcomes through Scope and Sequence</li> <li>* Ensure capabilities included in planning, teaching and assessment</li> <li>* Monitor to ensure all areas of Science included in curriculum</li> <li>* Ensure minimum of one STEM assessable tasks each term reported to parents</li> <li>* Attend STEM PL in house</li> </ul>	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Plan, teach and assess STEM developing inquiry and problem solving skills</p> <ul style="list-style-type: none"> <li>* Understand specifics of teaching problem solving - know strategies to teach</li> <li>* Implement thinking skills in STEM curriculum</li> <li>* Use greater questioning to drive revision of design concepts</li> <li>* Create problems to solve as the driver for STEM lessons</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"> <li>* Attend STEM PL through PMSS</li> <li>* Ensure displays of STEM within classroom</li> <li>* Participate in community based STEM learning tasks</li> <li>* Integrate STEM across the curriculum and ensure skills and capabilities are taught</li> </ul>				
<b>Goal 3</b>	To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values.			
<b>12 Month Target 3.1</b>	<p>Staff uptake of leadership data</p> <p>Attitude to school - Resilience above 75 % for Year 4-6 cohort (2018 - 71%)</p> <ul style="list-style-type: none"> <li>- Teacher concern 60% (2018 - 53.5)</li> <li>- Advocate 65% (2018 - 62.1)</li> </ul>			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed a coherent school wide approach to the development of a growth mindset for all learners 2019 - Develop systems and processes within the school designed to promote growth			
<b>Actions</b>	<p>Principal - Drive a culture of continued growth linking this growth to the school's 4 C's</p> <p>Assistant Principal - Foster a growth mindset through inclusion and risk taking</p> <p>Leading Teacher - Model a growth mindset throughout the school through action and visual recognition</p> <p>Learning Specialist - Monitor growth through record keeping, data reviews and sharing with peers and students</p> <p>Team Leader - Ensure consistency across the team in terms of language and focus for growth mindset</p> <p>Teacher - Use the HITS elements and schools 4 C's to promote a growth mindset approach in all learners</p> <p>Educational Support - Foster a growth mindset in individual students and families</p>			
<b>Outcomes</b>	<p>Growth mindset has been a focus across the past two years and the language of a growth mindset is being spoken by staff and students. In 2019, we would like to target this growth using the 4 C's (Courage, Compassion, Creativity and Curiosity) as our basis. Each term, one of the 4 C's will be focused upon ie. Compassion. A growth mindset will then examine where we can be more compassionate and set goals for how we do this. Therefore we can focus in on the growth that we can make as an individual and also use this to be embedded in topics such as 'Gold' - what courage did the Chinese immigrants show in leaving China in search of gold?. We can also target literature at looking at courage for instance, thereby creating greater reflection in ourselves as to the courage that we display. In this way the concept of a 'growth mindset' become more targeted and purposeful.</p>			

<b>Success Indicators</b>	<p>Students will -</p> <ul style="list-style-type: none"> <li>* monitor the growth they are making through achievement of goals, increased results and analysis of their own performance against themselves rather than others</li> <li>* articulate this growth</li> <li>* receive and provide feedback to peers and staff</li> <li>* approach tasks with confidence and persistence</li> </ul> <p>Teachers will -</p> <ul style="list-style-type: none"> <li>* provide feedback to students that outlines the next stage in the learning continuum</li> <li>* give and receive feedback from peers</li> <li>* provide regular constructive feedback to parents</li> <li>* reflect on the feedback they receive to drive high expectations</li> <li>* take feedback as an opportunity to learn</li> <li>* invite and encourage opportunities for students to provide feedback to teachers</li> </ul> <p>School leaders will -</p> <ul style="list-style-type: none"> <li>* seek feedback from others and reflect on practice</li> <li>* develop great understanding of growth mindset and feedback</li> <li>* invite feedback</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Drive a culture of continued growth linking this growth to the school's 4 C's</p> <ul style="list-style-type: none"> <li>* Organise community based growth mindset sessions/presentations</li> <li>* Undertake PDP's for other staff</li> <li>* Continual update of AIP</li> <li>* Inclusion of AIP outcomes in PDP's</li> <li>* Development of middle level management skills including those new to 'specialist' roles</li> <li>* Promotion of growth concept through newsletters, website, assembly items, awards</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used



<ul style="list-style-type: none"> <li>* Undertake classroom visits regularly</li> <li>* Work with student leaders to develop their own growth mindset</li> </ul>				
<p>Foster a growth mindset through inclusion and risk taking</p> <ul style="list-style-type: none"> <li>* Undertake PDP's for other staff</li> <li>* Printing of growth mindset indicators for display around the school</li> <li>* Work with PSD students and other at risk students to develop their own growth mindset</li> <li>* Work with parents to develop 'growth mindset' approach</li> <li>* Develop own growth mindset by taking on a greater load in terms of student wellbeing</li> <li>* Undertake classroom visits regularly</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<p>Model a growth mindset throughout the school through action and visual recognition</p> <ul style="list-style-type: none"> <li>* Undertake PDP's for other staff</li> <li>* Collect written and visual work from all areas of the school for the collation of a Year Book celebrating growth at our school</li> <li>* Undertake moderation sessions tracking growth</li> <li>* Undertake own leadership PL</li> <li>* Celebrate student growth around the school</li> <li>* Develop feed back and feed forward stamps for all classroom teachers</li> <li>* Purchase 'growth' stickers for all teachers to distribute to students</li> <li>* Model HITS and 4 C's within classroom and celebrate in others</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<p>Monitor growth through record keeping, data reviews and sharing with peers and students</p> <ul style="list-style-type: none"> <li>* Collect and review whole school data in line with student growth in target area</li> <li>* Share data growth with peers through PL sessions and data meetings</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>* Collect sample videos, reflections and survey information from staff in regards to their growth as practitioners</li> <li>* Collect student feedback in terms of teaching at the school and share with individual staff</li> <li>* Undertake own PL</li> <li>* Undertake PDP's for other staff</li> <li>* Mentor others to develop their own growth</li> </ul>				
<p>Ensure consistency across the team in terms of language and focus for growth mindset</p> <ul style="list-style-type: none"> <li>* Ensure all students have goals in Reading, Writing, Mathematics and Work habits (commencing in February)</li> <li>* Ensure individual teacher goals for the week are listed in team planning documents</li> <li>* Develop team protocols for challenge and reflection</li> <li>* Drive documentation of Vic Curric audit each week in planning and use of data to build upon concepts</li> <li>* Use indicators from AToSS to focus on one each week - feedback from students</li> <li>* Develop own professional growth through PL and professional reading</li> </ul>	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<p>Use the HITS elements and schools 4 C's to promote a growth mindset approach in all learners</p> <ul style="list-style-type: none"> <li>* Development of individual student goals</li> <li>* Provision of feedback and feed forward in student work</li> <li>* Display student work and evaluate against success indicators / peer evaluation</li> <li>* Track continual growth using data sheet, writing portfolios and revisiting of concepts - articulate results to students prior to commencing post/secondary testing</li> <li>* Set personal targets for achievement for individual students (February, July)</li> <li>* Evaluate PDP and areas where growth is required</li> <li>* Take responsibility for a role / task previously not responsible for</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>* Ensure Vic Curriculum audit is marked off each week and student data imputed</li> <li>* Seek feedback from students in regards to engagement and student voice</li> </ul>				
<p>Foster a growth mindset in individual students and families</p> <ul style="list-style-type: none"> <li>* Develop persistence in students to continue task</li> <li>* Seek to extend student through the setting of step by step goals</li> <li>* Be able to discuss what the student can do and what they are working on next</li> <li>* Develop own understanding of PSD needs of students through PL and observing other ES staff members - provide constructive feedback and reflection</li> <li>* Track growth of individual students through collection of work samples</li> </ul>	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$15,000.00	\$12,565.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$15,000.00</b>	<b>\$12,565.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Foster confidence, understanding and best practice through immersion in STEM opportunities (PMSS)</p> <ul style="list-style-type: none"> <li>* Organise community events that invite the community</li> <li>* Co-ordinate construction of Senior Business and Innovation centre with leadership</li> <li>* Model best practice STEM with staff</li> <li>* Celebrate STEM initiatives through various channels ie. website, newsletter, Compass</li> <li>* Build staff capacity in STEM through peer observation, action research, and documentation</li> <li>* Collect whole school data in STEM and associated capabilities</li> <li>* Provide PL for staff in STEM</li> <li>* Attend PMSS PL</li> <li>* Worked with leadership to create a sustainable vision of STEM</li> <li>* Liaise with Secondary schools in regards to STEM teaching and learning and expectations</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> Assets</li> </ul>	\$15,000.00	\$12,565.00

* Source and implement community STEM projects that are real life and purposeful * Develop Scope and Sequence including significant projects / learning tasks * Work with Student Science leadership				
<b>Totals</b>			\$15,000.00	\$12,565.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Lead the implementation of further HITS elements with a focus upon deep questioning</p> <p>* Drive priority through articulation in Curriculum Days and teams such as School Improvement Team and Team leader PL</p> <p>* Provide rationale for focus and link to existing practices</p> <p>* Articulate to staff changes in data/practices to be observed</p> <p>* Upskill self through PL and professional reading</p> <p>* Ensure strategies included in individual PDP</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<p>Research, collate and add elements to current school instructional model</p> <p>* Research in regards to questioning</p> <p>* Document instructional process incorporating new elements</p> <p>* Participate in Peer observation process and protocols for feedback</p>	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

* Class visits of new staff to ensure implementation and understanding of instructional model						
<p>Model and drive the implementation of the instructional model in classrooms including feedback and questioning</p> <p>* Complete Open to Learning PL at Bastow</p> <p>* Participate in School Improvement team and contribute thoughts and ideas</p> <p>* Examine and document classroom instructional practices in Literacy Block - share through PL</p> <p>* Participate in Peer Observation sessions</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
<p>Develop staff capacity and model DGPS instructional practises through peer observation, reflection, mentoring and feedback</p> <p>* Complete Needs Analysis Tool at Bastow</p> <p>* Undertake Learning Specialist PL</p> <p>* PL staff on questioning and integration with feedback</p> <p>* Undertake classroom visits to assist staff with</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow

<p>instructional model and questioning strategies</p> <ul style="list-style-type: none"> <li>* Mentor individual staff</li> <li>* Participate in Peer Observation sessions</li> <li>* Lead individual PDP's</li> <li>* Complete Open to Learning PL through Bastow</li> <li>* Model high quality instructional practices consistently</li> </ul>						
<p>Consolidate consistent instructional practices within the team</p> <ul style="list-style-type: none"> <li>* Ensure learning intentions and success indicators are visible for all lessons in team classes</li> <li>* Ensure students have individual goals in a minimum - reading, writing, Maths and work habits for each students in level</li> <li>* Maximise learning time through the provision of weekly allocation - Literacy, Numeracy, Wellbeing in planning and implementation</li> <li>* Develop Scope and Sequence with team of integrated subjects that foster questioning and feedback</li> <li>* Attend PL in regards to HITS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</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"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>



* Skill up new DGPS staff in their team in the school's instructional model						
<p>Refine the use of the whole school instructional model as agreed upon in each lesson incorporating feedback and questioning</p> <p>* Attend PL in regards to HITS</p> <p>* Set personal goal in terms of questioning and feedback</p> <p>* Display feedback and questioning visual posters/reminders in the classroom</p> <p>* Ensure instructional model implemented</p> <p>* Attend at least five peer observations sessions for the year</p> <p>* Work with team leader to develop integrated scope and sequence of concepts that foster feedback and questioning</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Develop individual student capacity to understand and apply the whole school instructional model</p> <p>* Develop personal questioning skills to help students construct meaning</p>	<input checked="" type="checkbox"/> Education Support	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>* Implement instructional model to provide students with 'you do' and 'voice time' in addition to 'I do' and 'we do' time</p> <p>* Reduce time taken in transitions</p>						
<p>Whole school understanding of individual student achievement is raised and structures embedded across the school for identifying student needs</p> <p>* Research 'rigorous assessment' and lead PL for staff</p> <p>* Develop structures for implementation that collate individual data into a format that can easily be used for planning</p> <p>* Develop further non-negotiables in terms of when, what and why</p> <p>* Monitor whole school data analysing trends</p> <p>* Implement and participate in data meetings</p> <p>* Purchase assessment reading material for staff</p> <p>* Source PL for staff</p> <p>* Resource for support of students with growth concerns</p>	<p>☑ Principal</p>	<p>from: Term 1 to: Term 4</p>	<p>☑ Planning</p> <p>☑ Preparation</p> <p>☑ Design of formative assessments</p>	<p>☑ Formal School Meeting / Internal Professional Learning Sessions</p> <p>☑ Network Professional Learning</p>	<p>☑ Primary Mathematics and Science specialists</p> <p>☑ Internal staff</p> <p>☑ Learning Specialist</p>	<p>☑ Off-site Bastow Corwin</p>

<p>Regular consistent processes for the collection of data are undertaken by teams with a view to implementation in team planning</p> <p>* Work with school leaders to ensure data collection is rigorous and regular</p> <p>* undertake rigorous assessment PL and professional reading</p> <p>* Participate in team data meetings</p> <p>* Monitor implementation of school timelines</p> <p>* Ensure ILP's are in line with data collected and rigorous</p> <p>* Oversee PSD program including goals and strategies for students</p> <p>* Work with ES staff to ensure point of need learning is known and implemented</p> <p>* Organise PL for staff</p> <p>* Liaise with team leaders in regards to purpose and timing of data collection</p> <p>* Oversee continuous assessment documentation</p>	<input checked="" type="checkbox"/> Assistant Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow Corwin
<p>Analyse specific data sets and provide constructive feedback to teachers/leadership using data to drive improved student outcomes</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1 to: Term 4</p>	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<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"/> On-site

<ul style="list-style-type: none"> <li>* Participate in data meetings</li> <li>* Use data in meetings with individual staff to target students and track their growth over time</li> <li>* Work with leaders to evaluate areas of concern in terms of practice based upon student data</li> <li>* Work with teachers to integrate data collection into classroom practice</li> <li>* Provide PL and training to staff in terms of ICT / Online data collection</li> <li>* Work with teachers to ensure room displays provide feedback and assistance to students</li> </ul>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>		
<p>To document, distribute, follow up and implement a comprehensive and consistent approach to using data to drive teaching and learning across the school</p> <ul style="list-style-type: none"> <li>* Participate in data meetings</li> <li>* Lead regular updating of data wall</li> <li>* Assess and monitor literacy growth across the school</li> <li>* Facilitate moderation sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</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"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<ul style="list-style-type: none"> <li>* Track Literacy data being collected through Compass schedule</li> <li>* Evaluate current Literacy data collected in terms of content and ability to stretch skills</li> <li>* Ensure individual student writing portfolios are being utilised and rubrics /feedback completed</li> </ul>						
<p>Overseeing collection of data sets and analysis within the team to plan, teach and assess at point of need</p> <ul style="list-style-type: none"> <li>* Lead weekly data meetings</li> <li>* Ensure data /planning sheets are regularly updated and information is ready for data meetings</li> <li>* Monitor ILP's undertaken by teachers in team and approve once evaluated for targets, strategies and current data</li> <li>* Document assessment timeline on Compass</li> <li>* Data to be beginning of planning sessions (what do we know?, where to from here?)</li> <li>* Data collection to be implemented within classroom program</li> <li>* Ensure success criteria links to Vic Curriculum and</li> </ul>	<input checked="" type="checkbox"/> Team Leader(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"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<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"/> On-site

<p>that EAL Continuum is also used</p> <ul style="list-style-type: none"> <li>* Schedule for revisiting of concepts throughout the year</li> <li>* Ensure key displays are factored into planning documentation and provide data and feedback to students</li> </ul>						
<p>Use data diagnostically to plan, teach and report according to point of learning need. Every teacher understands how to diagnose and use the data to drive student improvement</p> <ul style="list-style-type: none"> <li>* Construct term ILP's for students with low growth</li> <li>* Contribute to weekly team data meetings</li> <li>* Participate in moderation sessions</li> <li>* Collect continuous data using a variety of formats</li> <li>* Assess quality of data collected in terms of diagnostic capabilities</li> <li>* Implement assessment timeline</li> <li>* Use data to drive planning sessions</li> <li>* Success criteria to be linked to Victorian Curriculum and EAL Continuum</li> <li>* Update data wall</li> </ul>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</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"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <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>	<p><input checked="" type="checkbox"/> On-site</p>

<ul style="list-style-type: none"> <li>* Track growth and regularly update data/planning sheets</li> <li>* Correction of work to provide feedback / feed forward</li> </ul>						
<p>PSD students goals and strategies targeted directly to point of need. ES staff have clarity on goals for individual students and how these are built into classroom program</p> <ul style="list-style-type: none"> <li>* Ensure student has and understands individual goals</li> <li>* Develop student goals with teacher and student</li> <li>* Monitor student goals and provide feedback to teacher</li> <li>* Document goals achieved and, using Victorian Curriculum know next step in progression</li> <li>* Assist teachers in developing ILP's for student with specific targets to achieve</li> <li>* Challenge student understanding through deeper questioning and feedback</li> <li>* Correction of work to provide feedback / feed forward</li> </ul>	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Lead implementation of school wide Literacy structure	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site

<ul style="list-style-type: none"> <li>* Liaise with Secondary school in regards to expectations, resources and assessment used</li> <li>* Provide leadership in terms of reading material and links to cross curricula</li> <li>* Lead moderation of writing portfolios</li> <li>* Evaluate writing portfolio implementation and modification for 2020</li> <li>* Establish reading tasks for continuous assessment</li> <li>* Oversee Literacy PL for staff./ teams and follow up of implementation</li> <li>* Co-ordinate Literacy resources in the school</li> <li>* Peer Observation of Literacy Blocks</li> <li>* Purchasing of novels for book study in consultation with Year 6 team leader - where possible link to topics being covered</li> <li>* Track Literacy data across the school</li> </ul>		to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	Bastow Literacy Network
Model and build teacher capacity in implementing school wide Literacy structure using data as the catalyst for improvement	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow Learning Specialist



<ul style="list-style-type: none"> <li>* Peer Observation of Literacy Blocks</li> <li>* Develop process for implementation of Literacy across the curriculum</li> <li>* Work with staff in reviewing data and setting action plans</li> <li>* Mentor staff</li> <li>* Set timelines and goals with individual teachers</li> </ul>			<input checked="" type="checkbox"/> Demonstration lessons			
<p>Ensure school wide literacy structures are embedded in class</p> <ul style="list-style-type: none"> <li>* Opportunities to read and write each day</li> <li>* Implement writing portfolios</li> <li>* Reading and writing conferences with students weekly (group or individual)</li> <li>* Implement non negotiables for students and teachers</li> <li>* Use worked examples within classroom literacy lessons</li> <li>* Monitor choice of reading / writing material to expand immersion</li> <li>* Peer Observation of Literacy Blocks</li> <li>* Display student literacy with feedback</li> <li>* Ensure vocal walls are in classroom</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Work with individual students to ensure immersion in Literacy at point of need</p> <p>*Ensure understanding of ABLES and EAL Continuum as a focus for individual student program  * Work with teacher to develop documentation for SSG meetings  * Acquire and understand literacy Goals and Strategies for students  * Use worked examples to challenge students (these may be their own, ES/teacher designed,text)</p>	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Drive a culture of STEM through workforce planning, budgeting, PL and provision of resources</p> <p>* Participate in PMSS PL  * Support PMSS Specialists to undertake role through provisioning of PL opportunities, meeting schedule and information to the community  * Provision of resourcing for creation of Senior STEM space  * Selection of Specialists  * Networking with partner school</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site PMSS

<ul style="list-style-type: none"> <li>* Attendance at FISO STEM including host at DGPS</li> <li>* Provide vision and direction to PMSS</li> <li>* Promote DGPS STEM throughout the DET and the community</li> </ul>						
<p>Development of STEM curriculum embedded across the curriculum and within the community</p> <ul style="list-style-type: none"> <li>* Work with staff to mentor them in integrating HITS within STEM lessons</li> <li>* Build questioning and feedback skills particularly at start and end of lessons</li> <li>* Mentor teachers</li> <li>* Assist PMSS in developing community projects and promoting these projects through websites etc.</li> <li>* Attend STEM PL</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<p>Foster confidence, understanding and best practice through immersion in STEM opportunities (PMSS)</p> <ul style="list-style-type: none"> <li>* Organise community events that invite the community</li> <li>* Co-ordinate construction of Senior Business and</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site PMSS PL

<p>Innovation centre with leadership</p> <ul style="list-style-type: none"> <li>* Model best practice STEM with staff</li> <li>* Celebrate STEM initiatives through various channels ie. website, newsletter, Compass</li> <li>* Build staff capacity in STEM through peer observation, action research, and documentation</li> <li>* Collect whole school data in STEM and associated capabilities</li> <li>* Provide PL for staff in STEM</li> <li>* Attend PMSS PL</li> <li>* Worked with leadership to create a sustainable vision of STEM</li> <li>* Liaise with Secondary schools in regards to STEM teaching and learning and expectations</li> <li>* Source and implement community STEM projects that are real life and purposeful</li> <li>* Develop Scope and Sequence including significant projects / learning tasks</li> <li>* Work with Student Science leadership</li> </ul>						
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<p>Drive STEM opportunities maximising learning time and integrating outcomes and skills across the curriculum</p> <ul style="list-style-type: none"> <li>* Ensure STEM displays are visual within the learning spaces</li> <li>* Engage in community based learning tasks</li> <li>* Encourage families to be involved in STEM learning tasks</li> <li>* Ensure STEM integrated into weekly planning endeavouring to integrate rather than only a 'stand alone'</li> <li>* Encourage involvement of PMSS in team planning and implementation</li> <li>* Track STEM outcomes through Scope and Sequence</li> <li>* Ensure capabilities included in planning, teaching and assessment</li> <li>* Monitor to ensure all areas of Science included in curriculum</li> <li>* Ensure minimum of one STEM assessable tasks each term reported to parents</li> <li>* Attend STEM PL in house</li> </ul>	<input checked="" type="checkbox"/> Team Leader(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<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
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<p>Plan, teach and assess STEM developing inquiry and problem solving skills</p> <ul style="list-style-type: none"> <li>* Understand specifics of teaching problem solving - know strategies to teach</li> <li>* Implement thinking skills in STEM curriculum</li> <li>* Use greater questioning to drive revision of design concepts</li> <li>* Create problems to solve as the driver for STEM lessons</li> <li>* Attend STEM PL through PMSS</li> <li>* Ensure displays of STEM within classroom</li> <li>* Participate in community based STEM learning tasks</li> <li>* Integrate STEM across the curriculum and ensure skills and capabilities are taught</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<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
<p>Drive a culture of continued growth linking this growth to the school's 4 C's</p> <ul style="list-style-type: none"> <li>* Organise community based growth mindset sessions/presentations</li> <li>* Undertake PDP's for other staff</li> <li>* Continual update of AIP</li> <li>* Inclusion of AIP outcomes in PDP's</li> </ul>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>* Development of middle level management skills including those new to 'specialist' roles</li> <li>* Promotion of growth concept through newsletters, website, assembly items, awards</li> <li>* Undertake classroom visits regularly</li> <li>* Work with student leaders to develop their own growth mindset</li> </ul>						
<p>Monitor growth through record keeping, data reviews and sharing with peers and students</p> <ul style="list-style-type: none"> <li>* Collect and review whole school data in line with student growth in target area</li> <li>* Share data growth with peers through PL sessions and data meetings</li> <li>* Collect sample videos, reflections and survey information from staff in regards to their growth as practitioners</li> <li>* Collect student feedback in terms of teaching at the school and share with individual staff</li> <li>* Undertake own PL</li> <li>* Undertake PDP's for other staff</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</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"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <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"/> Off-site Bastow

* Mentor others to develop their own growth						
<p>Ensure consistency across the team in terms of language and focus for growth mindset</p> <p>* Ensure all students have goals in Reading, Writing, Mathematics and Work habits (commencing in February)</p> <p>* Ensure individual teacher goals for the week are listed in team planning documents</p> <p>* Develop team protocols for challenge and reflection</p> <p>* Drive documentation of Vic Curric audit each week in planning and use of data to build upon concepts</p> <p>* Use indicators from AToSS to focus on one each week - feedback from students</p> <p>* Develop own professional growth through PL and professional reading</p>	<input checked="" type="checkbox"/> Team Leader(s)	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site