

2018 Annual Implementation Plan

for improving student outcomes

Debney Meadows Primary School (5068)



Submitted for review by Vicki Watson (School Principal) on 20 March, 2018 at 04:41 PM

Endorsed by Allana Bryant (Senior Education Improvement Leader) on 20 March, 2018 at 04:47 PM

Endorsed by Hassan Geereh (School Council President) on 10 May, 2018 at 12:13 PM

Self-evaluation Summary - 2018

Debney Meadows Primary School (5068)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Excelling
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments

We have achieved a great deal in 2017 in somewhat challenging circumstances and school environment. We believe that we have risen to these challenges by acting with strategic intent, adopting current models of 'School Improvement (FISO Framework)', strategic State-wide Pedagogical Frameworks (Lit/Num etc), as well as, acting as a Learning Community to build both 'School Culture' and 'Capacity'. Strong improvement in Mathematics (Expert Coaching 2017) and reading trend (5 year trend) continues steady improvement.

	School environment in 2017 was very demanding on both leadership and staff: unstable staffing, significant numbers of students with high mental health needs and / or trauma experience. Furthermore, school leadership had to implement several rounds of structural changes to the daily organization of the school in order to manage highly challenging demands, e.g. Worksafe Notices (PINS) [stairwells and playground safety fence]. restructuring of EY Cohort and allocating expensive staffing support to a particularly volatile Yr3/4 Cohort. All in all, we were very surprised to see our data demonstrate significant improvement (PAT Data - 16.3% increase Mathematics) and a continuing positive trend in 'reading' (F&P and PAT Data). Our reflections in the final 2017 AIP document (attached below) relay our sense of optimism as we commence planning for 2018 with a continuing focus on overall school improvement.
Considerations for 2019	<p>Main focus for 2018:</p> <ul style="list-style-type: none"> - Enhanced fidelity of 'SWPBS' - in place for 2014 - 2018 . . . to ensure a 'safe and calm school learning environment' - essential to this context. - Continuation of expert Mathematics Coaching re embedding of problem-based maths approach for improved student outcomes. - Continued embedding 'DMPS Pedagogical Platform (Big 6, Marzano High Reliability Strategies, HITS, FISO, PLCs) into school and induct new staff into DMPS culture. - New emphasis upon 'writing and its processes' -'7 Steps to Writing Success Program' with accompanying targeted PL. - Expansion of 'Student Voice' school processes and structures enabling student leadership capacity and sense of agency. - Increased rigour of PLC (DuFour) structures and processes in line with goals relating to enhanced student learning outcomes.
Documents that support this plan	2017 AIP (FISO) Approved Traff Lights mid and End Cycle.docx (0.14 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Debney Meadows Primary School (5068)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.	TARGET By end 2018 . . . <ul style="list-style-type: none"> • All students will be achieving at more than 12 months of learning growth per year in English and Mathematics. 	Yes	100% students deemed capable will achieve more than 12 months growth in 'writing', 'mathematics' and 'reading' in 2018.	Curriculum planning and assessment
	<ul style="list-style-type: none"> • Learning Growth targets in English & Mathematics will be established for all students annually and will be monitored through the Professional Learning Teams. 	Yes	100% of teachers will 'differentiate' their instruction using the data they have collected and analysed within their PLC Teams in 2018. The proficient use of data will be reflected in individual teacher planning and individual student learning goals.	Building practice excellence
	<ul style="list-style-type: none"> • All students will have achieved at least the National Minimum Standard (NAPLAN) in English & Mathematics. 	No	100% students deemed capable will achieve the National Minimum Standard (NAPLAN) in English & Mathematics in 2018.	
	<ul style="list-style-type: none"> • That NAPLAN High Relative Gain for Reading and Numeracy will progress from 14.4% and 12.5% respectively to reach 25% or higher. 	No	Given that our initial goal of 25% or higher NAPLAN High Relative Gain for Reading has been achieved by 2016, * In 2018, 55% of all students will achieve NAPLAN High Relative Gain in Reading. In Mathematics, the Strategic Plan goal has yet to be achieved and therefore we continue to strive for:	

			* 25% or more students to achieve NAPLAN High Relative Gain in Mathematics in 2018.	
	<ul style="list-style-type: none"> That NAPLAN Low Relative Gain in Reading and Numeracy will move from 28.6% and 37.5% respectively to 25% or below. 	No	<p>In 2018, the NAPLAN Low Relative Gain in Reading will reduce to 15%.</p> <p>In 2018, the NAPLAN Low Relative Gain in Mathematics will reduce to 20%.</p>	
<p>ENGAGEMENT:</p> <p>TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.</p>	<ul style="list-style-type: none"> Increase Student Attitudes to School Survey results: <ul style="list-style-type: none"> - School Connectedness from 3.72 (2014) to the State Mean or above (4.40 in 2014). - Student Morale from 4.92 (2014) to the State Mean or above (5.75 in 2014) - Learning Confidence from 3.87 (2014) to the State Mean or above (4.14 in 2014) - Decrease the average student absenteeism rate from 16.79 (2014) to 14.00 days or below. 	Yes	<p>Increase outcomes in the 2018 Student Attitudes to School Survey:</p> <p>School Safety (Managing Bullying) improve from 43.2% to 60% or more</p> <p>School Safety (Advocate at School) improve from 29.9% to 40% or more</p> <p>Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more</p> <p>Teacher Student Relations (Effort) improve from 37.5% to 50% or more</p> <p>Social Engagement (Sense of Connectedness) improve from 30% to 50% or more</p> <p>Not Experiencing Bullying improve from 35.9% to 50% or more</p> <p>Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).</p>	Setting expectations and promoting inclusion
<p>ENGAGEMENT:</p> <p>TO EMBED POWERFUL LEARNING / e-LEARNING INTO CURRICULUM DELIVERY AND LEARNING & TEACHING PRACTICE.</p>	<p>Increase Attitudes to School Survey;</p> <p>School Connectedness from 3.72 (2014) to State Mean or Above of 4.40 in (2014).</p> <p>Student Morale from 4.92 (2014) to State Mean or Above 5.75 (2014).</p> <p>Learning Confidence from 3.87 (2014) to State Mean or Above 4.14 (2014).</p>	No	<p>By the end of 2018, 100% of students in Year 3-6 will have access to a 1:1 Laptop.</p> <p>By the end of 2018, 100% of students in Foundation - Year 2 students will have access to iPads on a daily basis.</p> <p>BY the end of 2018, 100% of students in Year 3-6 will have created a Digital Learning Portfolio.</p> <p>100% of students will attend cyber safety sessions with Community Police and under the banner of the eSmart program. (School to complete full accreditation of eSmart in 2018)</p> <p>By the end of 2018, 100% of teachers will deliver curriculum interactively with ICTs in their daily teaching using the whole school DB Primary platform.</p> <p>Attitudes to School Survey:</p> <p>Social Engagement (Sense of Connectedness) improve from 30% (2017) to 50% or more.</p> <p>Learner Characteristics and Disposition (Sense of Confidence) from 58.6 (2017) to 70% or more.</p> <p>Given that we achieved 88.7% for Learner Characteristics and Disposition (Motivation and Interest) in 2018 and we have deepened our Student Voice focus, we expect that this already positive result will continue to improve.</p>	

<p>WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.</p>	<ul style="list-style-type: none"> To increase the Students Attitude to School: <ul style="list-style-type: none"> - Safety from 3.32 (2014) to the State Mean or above (4.40) - Distress from 4.70 (2014) to the State Mean or above (5.94 in 2014) - Classroom Behaviour from 1.74 (2014) Parent Survey Data: - Student Safety to be at or above the State Mean. 	<p>Yes</p>	<p>2018 SET Data indicates that all PBS structures are in place.</p> <p>2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect.</p> <p>Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%.</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>	<p>Setting expectations and promoting inclusion</p>
<p>PRODUCTIVITY: TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL.</p> <p>TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.</p> <p>TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS.</p> <p>TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.</p>	<ul style="list-style-type: none"> All teachers and ES have a PDP in place aligned with the strategic goals of the school. Both mid and end of cycle completed for 100% of staff utilising evidence consistent with the SP/AIP goals and targets. Enrolments to increase by 5% per annum through to 2018 - total enrolment 120 students. SRP Gonski and Low SES Funding allocated to enable strengthened literacy and numeracy outcomes for all students consistent with this Strategic Plan. 	<p>Yes</p>	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>	<p>Strategic resource management</p>

Improvement Initiatives Rationale

Following a Priority Review in 2015 and the achievement of specific improvement funding, the school's Strategic Goals have been consistently pursued. As outlined in the Review Evaluation Summary section, the areas of focus for 2018 remain the same.
For evaluation of 2017 School Data, please refer to the attached 2017 AIP with its embodied 'Traffic Light Mid & End Point Indicators' and 'Data Analysis Documentation' .

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.
12 month target 1.1	100% students deemed capable will achieve more than 12 months growth in 'writing', 'mathematics' and 'reading' in 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Professional Learning Teams (PLTs) will be deeply embedded into the practice and culture of the school providing the driving force in the daily work of all staff. Teachers will 'differentiate' their instruction using the data they have collected and analysed within PLC Teams.
KIS 2	Classroom Coaching ('Big 6' Literacy Strategies, '7 Steps to Writing Success,' Problem Based Mathematics Approach, Classroom Dynamic Coaching, HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform')
KIS 3	Professional Learning delivered to staff: ('Building Professional Learning Teams, Big 6' Literacy Strategies, '7 Steps to Writing Success,' Problem Based Mathematics Approach, Classroom Dynamic Coaching, HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform')
KIS 4	Oral Language (EAL) / Literacy & Mathematics classroom student support by ES Staff member.
12 month target 1.2	100% of teachers will 'differentiate' their instruction using the data they have collected and analysed within their PLC Teams in 2018. The proficient use of data will be reflected in individual teacher planning and individual student learning goals.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Teacher planning informed by data analysis to enable fluid grouping within student Zone of Proximal Development. (Team Planning, PLCs)
KIS 2	Early Years Oral Language Intervention Program informed by data (SPAT & EOI) - ES Literacy Support (Co-designed Spec. Educa. & Speech Pathologist) 2017-18

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Implement attendance data collection processes and systems to more closely monitor student attendance and address excessive absenteeism.
KIS 2	Increased fidelity with 'School Wide Positive Behaviour Support' Program.
KIS 3	Introduce school wide anti-bullying program.

KIS 4	Strengthen 'Student Voice Council' and student leadership opportunities.
KIS 5	Continue to implement broad, engaging extra curricula programs. (Incursions, excursions, PE and Sport opportunities, camps, internal school events eg 'Book Week')
KIS 6	Rich use of Digital Technologies to engage students in deep learning (1:1 laptop program, iPad program, ICT Platform 'DB Primary,' Digital Portfolios, Coding)

Goal 3	<p>WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.</p>
12 month target 3.1	<p>2018 SET Data indicates that all PBS structures are in place.</p> <p>2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect.</p> <p>Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%.</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Student Wellbeing Officer position established, leading mental health and wellbeing preventative programs and 1:1 counselling.
KIS 2	'School-wide Positive Behaviours Framework' (PBS) implemented with more than 80% fidelity.
KIS 3	Playground Master Plan developed with timeline and budget for improvement of all external playground areas.
KIS 4	Established community partnerships in place to support student and family health & wellbeing.
KIS 5	Implementation of school wide 'anti bullying' program.

Goal 4	<p>PRODUCTIVITY: TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL. TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS. TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS. TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.</p>
12 month target 4.1	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p>

	Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)
FISO Initiative	Strategic resource management
Key Improvement Strategies	
KIS 1	Senior school leadership allocated to mentor and support staff through PDP online process within DET timeline and aligned to AIP/Strategic Goals of school.
KIS 2	Volunteer Program supported through strong Induction Program, ongoing communication and appreciation (Volunteer Morning Tea)
KIS 3	Negotiation with key stakeholders to achieve 'Playground Safety Fence' licencing agreement.
KIS 4	Application for emergency funding for required Tree Removal (as per Arborist Report - February 2018)
KIS 5	Liaison with local schools and community partners to enable continuation of programs (Kinder - Foundation Transition with Hopetoun Kinder, Year 6-7 Transition with Mount Alexander College and other secondary schools, Playgroups, University of Melbourne, Victoria University, The Huddle etc)
KIS 6	Subsidy of Student School Uniform and Book Packs - due to extreme disadvantage and despite fully accessed 'State Schools Relief Program' and 'Schools Camps and Excursions Fund'.
KIS 7	Casual Relief Teachers to maintain classroom stability in case of staff absence (Illness and PL)

Define Evidence of Impact and Activities and Milestones - 2018

Debney Meadows Primary School (5068)

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.			
12 month target 1.1	100% students deemed capable will achieve more than 12 months growth in 'writing', 'mathematics' and 'reading' in 2018.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Professional Learning Teams (PLTs) will be deeply embedded into the practice and culture of the school providing the driving force in the daily work of all staff. Teachers will 'differentiate' their instruction using the data they have collected and analysed within PLC Teams.			
Actions	2018 - Professional Learning Plan - 'PLC DuFour Model Whole-school Program' (conducted in Term 2). - Externally sourced professional learning: 'Building Professional Teams' - Chris Daicos - Weekly PLCs timetabled throughout the year - Scheduled Team Data Presentations twice per year. - Weekly Collaborative Team Planning structures built into whole school timetables.			
Evidence of impact	PLC Teams will have a deeper understanding of the purpose of the 'PLC DuFour Model' - achieved by the end of 2018. 100% of teachers will have been observed by AP and Principal to be applying the 'PLC DuFour Model' with rigour by the end of 2018. Planning documents will reflect deeper analysis of data as a tool in the design of 'point of need' planning for individual students, flexible groupings and intervention. 100% of teachers will have a stronger understanding of the importance of 'Differentiation' as a tool in meeting the responsibility for the provision of 'inclusive classroom' and 'whole-school inclusive program' provision.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

PLC Development PL Program - DuFour Model Whole-staff professional learning sessions (AEU provider - Chris Daicos) (allocation from SRP PL Program Budget)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$850.00 <input type="checkbox"/> Equity funding will be used
Team Data Presentations held each semester (F-2, Yr 3-6 and Student Wellbeing) in June and November.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLCs scheduled weekly as per 'DMPS Meeting Schedule'	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.
12 month target 1.1	100% students deemed capable will achieve more than 12 months growth in 'writing', 'mathematics' and 'reading' in 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Classroom Coaching ('Big 6' Literacy Strategies, '7 Steps to Writing Success,' Problem Based Mathematics Approach, Classroom Dynamic Coaching, HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform')
Actions	Implement Classroom Coaching programs: Curriculum and Pedagogy Coach - 'Big 6' Literacy Strategies, '7 Steps to Writing Success,' HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform' Expert Numeracy Coach (Kathy Palmer) - Problem Based Mathematics Approach Leading Teacher (Student Wellbeing and Management) - Classroom Dynamic Coaching, SWPBS
Evidence of impact	Explicit teaching reflected and observed in teacher planning and classroom observation as per 'DMPS Pedagogical Platform.' Student Data (PAT Reading Comprehension and Mathematics, Fountas and Pinnell Reading Benchmarking, Teacher Judgments) reflect students have made 12 months of growth in 2018. Calmer classrooms and school environment evidenced by a decrease in student behaviour incidents (as recorded in SWIS.) Team Data Presentations - June and November 2018. Coaching notes and coachee reflections.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Expert Mathematics In-class Coaching Program 2018 - Kathy Palmer (remaining post-Priority Review Funds (\$6,800) & 2018 SRP additional funds (SRP cash \$2,800 - 2018) #Remaining Funds as allocated following Priority Review / Regional Improvement Advisory Panels - School Intervention (2016)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,600.00 <input type="checkbox"/> Equity funding will be used
Curriculum and Pedagogy Coaching (Assistant Principal) - 'Big 6' Literacy Strategies, '7 Steps to Writing Success,' HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform'	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Classroom Dynamics and Leading Teacher Student Management Coaching ('School Wide Positive Behaviour Support', 'Trauma Informed Practice' # Part salary with 'Primary Welfare SRP allocation - 2018 of \$66,542)	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$36,458.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.
---------------	--

12 month target 1.1	100% students deemed capable will achieve more than 12 months growth in 'writing', 'mathematics' and 'reading' in 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 3	Professional Learning delivered to staff: ('Building Professional Learning Teams, Big 6' Literacy Strategies, '7 Steps to Writing Success,' Problem Based Mathematics Approach, Classroom Dynamic Coaching, HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform')
Actions	Meeting and Professional Learning Schedule created for each term with a focus on school wide goals ('Building Professional Learning Teams, Big 6' Literacy Strategies, '7 Steps to Writing Success,' Problem Based Mathematics Approach, Classroom Dynamic Coaching, HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform') and required accountability PL (Anaphylaxis, First Aid, OHS, Mandatory Reporting etc)
Evidence of impact	Explicit teaching reflected and observed in teacher planning and classroom observation as per 'DMPS Pedagogical Platform.' Student Data (PAT Reading Comprehension and Mathematics, Fountas and Pinnell Reading Benchmarking, Teacher Judgments) reflect students have made 12 months of growth in 2018. Calmer classrooms and school environment evidenced by a decrease in student behaviour incidents (as recorded in SWIS.) Meeting Schedules Teacher PDP documents.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
'7 Steps to Writing Success' Curriculum Day and Professional Learning - Pina Sernio (March 1 2018) '7 Steps to Writing Success' resources and manuals.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
'Building Professional Teams" PL - Chris Daicos - May 3rd 2018.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$850.00 <input type="checkbox"/> Equity funding will be used
Professional Learning for teachers on 'Problem Based Mathematics Approach" with Kathy Palmer (Expert Mathematics Coach) throughout 2018 - Mathematics vocabulary - Mathematics routines - Mathematics assessment # Funds as per Regional Improvement Allocation - indicated above re Mathematics Coaching \$9,600 - Classroom environments	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
'SWPBS' Professional Learning- Louise O'Kelly and SWPBS Team at SWVR Bree Campbell (Student Wellbeing and Management Leading Teacher) to attend SWPBS Training in 2018 and lead SWPBS Team at DMPS. # Funds as per Regional Improvement Allocation - SWPBS	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.
12 month target 1.1	100% students deemed capable will achieve more than 12 months growth in 'writing', 'mathematics' and 'reading' in 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 4	Oral Language (EAL) / Literacy & Mathematics classroom student support by ES Staff member.
Actions	Support oral language development (Literacy / Numeracy) in classrooms across the 2018 school year (as per ES Support Timetable)
Evidence of impact	F&P PAT (Reading Comprehension & Mathematics) Writing Moderation

	MOI NAPLAN (See Whole-school Assessment Schedule) SWIS Data			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ongoing close supervision and support of identified (EAL, trauma, PSD)	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$38,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Resources to support the 'EY Oral Language Intervention Program - F-2'.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.			
12 month target 1.2	100% of teachers will 'differentiate' their instruction using the data they have collected and analysed within their PLC Teams in 2018. The proficient use of data will be reflected in individual teacher planning and individual student learning goals.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Teacher planning informed by data analysis to enable fluid grouping within student Zone of Proximal Development. (Team Planning, PLCs)			
Actions	PLC structures in place with a focus on Data Analysis PLC Professional learning around DuFour questions for PLCs. Teacher planning for fluid grouping informed by student learning data Outlines expectations of 'DMPS Assessment Schedule'			
Evidence of impact	Explicit teaching and fluid grouping reflected and observed in teacher planning Classroom observation of fluid grouping in action. 'DMPS Assessment Schedule' in place and timelines met.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Coaching feedback provided to teachers on their weekly planning for fluid grouping x 2 per term.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
'DMPS Assessment Schedule' in place and timelines achieved for all data collection.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	ACHIEVEMENT: TO MAXIMISE THE LITERACY AND NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.			
12 month target 1.2	100% of teachers will 'differentiate' their instruction using the data they have collected and analysed within their PLC Teams in 2018. The proficient use of data will be reflected in individual teacher planning and individual student learning goals.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Early Years Oral Language Intervention Program informed by data (SPAT & EOI) - ES Literacy Support (Co-designed Spec. Educa. & Speech Pathologist) 2017-18			

Actions	<ul style="list-style-type: none"> - Deliver the 'EY Oral Language Intervention Program' under the supervision of EY Leader and Principal across the school week. - Support the assessment of all students F-2. - Muster resources that support the program. 			
Evidence of impact	SPAT Data F&P EOI Writing Moderation PAT (Reading Comprehension) Yr 2.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Deliver the Oral Language Program across the school week / across the year - F-2. Collaborate with Leader EY PLC re. student performance.	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$51,076.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.			
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Implement attendance data collection processes and systems to more closely monitor student attendance and address excessive absenteeism.			
Actions	Implement monitoring daily systems (phone calls at 10am) to address student attendance.			
Evidence of impact	Attendance data shows significant reduction in student absenteeism to 20% (down from 37% in 2017) Daily monitoring and parent/carer contact made in the case of student absences. Attitudes to School Survey Data Parent Opinion Survey data Staff Opinion Survey Data			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implement Daily phone calls to parent/carer in the advent of student absence.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Contact SWVR Truancy / School Inclusion Officer in cases of excessive student absenteeism.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.			
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 2	Increased fidelity with 'School Wide Positive Behaviour Support' Program.			
Actions	Leading Teacher (Student Wellbeing and Management) participates in SWPBS Training - level 4. 'School Wide Positive Behaviour Support' Team meetings held twice per term with School Leadership Team, SWVR SWPBS Coach (Anthony Sabatino), SSSO SWPBS Coach (Emilie Barringer) Professional learning around 'SWPBS' for staff twice per term. Re-establish Raffle Ticket Shop as rewards for positive student behaviour. Classroom coaching and professional learning for Teachers on 'SWPBS.' Establish in school consequences for student misbehaviour (Lunchtime Detention) SWPBS Matrix explicitly taught in all classrooms at the start of each term.			
Evidence of impact	Observed calmer classrooms enabling explicit instruction and fluid grouping. Observed decreased need for Principal and Assistant Principal and Leading Teacher (Student Management and Wellbeing) to support with student management. Decrease in SWIS incidents in classrooms and playground. SET data shows fidelity with SWPBS. Attitudes to School Survey Data Parent Opinion Survey Data Staff Opinion Survey Data			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
SWPBS Team to meet x2 per term	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning for Staff on SWPBS to be scheduled x 2 per term	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Raffle Ticket shop re-established as reward system for positive behaviours	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$200.00 <input checked="" type="checkbox"/> Equity funding will be used
In School Consequences established (Lunchtime detention) x 2 per week for student misbehaviour	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS Matrix explicitly taught in all classrooms at the start of each term.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS Professional Learning Session/s with Louise O'Kelly - 2018	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.			
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 3	Introduce school wide anti-bullying program.			
Actions	Source and organise professional learning for staff and classroom program for students on 'anti-bullying' program.			
Evidence of impact	Reduction in bullying as evidence by SWIS data. Observed calmer classrooms particularly during transitions from recess and lunch play Improvement in Student Attitudes to School Survey data around bullying Improvement in Parent Opinion Survey data around bullying Improvement in Staff Opinion Survey data around bullying			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implementation of a school-wide Anti Bullying program in all classes.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$700.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.			
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 4	Strengthen 'Student Voice Council' and student leadership opportunities.			
Actions	Elect Student Leaders and Student Voice Council. Student Voice Council meetings to be held x 2 per term. Student Leaders to lead assembly each week. Student Leader Crews established with tasks - Environment, ICT, Promotions, Activities. Attendance of student leaders at 'Young Leader's Day' event			

Evidence of impact	2018 Student Attitudes to School Survey - Improvement in 'Sense of Connectedness.' Parent Opinion Survey			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Elect Student Leaders and Student Voice Council. Meetings to be held x 2 per term. Crews to be established - Environment, ICT, Promotions, Activities. Student Leaders given responsibilities/opportunities - assembly, flag, hosting visits, assisting with school events etc	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance of student leaders at 'Young Leader's Day' event	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$300.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.			
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 5	Continue to implement broad, engaging extra curricula programs. (Incursions, excursions, PE and Sport opportunities, camps, internal school events eg 'Book Week')			
Actions	Source and organise a whole school Incursion each term. Organise year 5/6 Camp Maintain expanded PE and Sporting program Organise other events spread across 2018 school year - Book Week, Swimming, Sausage Sizzles, Harmony Day, Stomp the Gap, excursions, community walks etc Year 6 Graduation celebration and excursion			
Evidence of impact	2018 Student Attitudes to School Survey - Improvement in 'Sense of Connectedness.' Strong Parent Opinion Survey results maintained or improved Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Organise school curriculum enrichment events - incursions each term, 'Simultaneous Storytime', 'Stomp the Gap', excursions, community walks, Year 6 Graduation celebration and excursion etc across 2018 school year	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Organise, promote and successfully operate year 5/6 Camp - 17 - 19th October 2018 (Doxa Camp Malmsbury)	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Maintain Expanded PE and Sport Program Achieve Sporting Schools Grant each term to fund elite coaching in PE.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,400.00 <input type="checkbox"/> Equity funding will be used

Subsidy for excursions and school incursions	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase of resources to support breadth of wellbeing & engagement programs F-6.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
'Mandarin Language Program (LOTE) 'My Chinese Teacher' - Cultural and Language Acquisition On-line Delivery (Global) F - 3 in 2018. Resources to support this program's delivery across classrooms.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
'Stephanie Alexander Kitchen Garden Program' - consumables, tools & equipment.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,400.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	ENGAGEMENT: TO IMPROVE STUDENT SOCIAL, BEHAVIOURAL AND EMOTIONAL ENGAGEMENT WITH SCHOOLING.			
12 month target 2.1	Increase outcomes in the 2018 Student Attitudes to School Survey: School Safety (Managing Bullying) improve from 43.2% to 60% or more School Safety (Advocate at School) improve from 29.9% to 40% or more Teacher Student Relations (High Expectations for Success) improve from 10.7% to 40% or more Teacher Student Relations (Effort) improve from 37.5% to 50% or more Social Engagement (Sense of Connectedness) improve from 30% to 50% or more Not Experiencing Bullying improve from 35.9% to 50% or more Decrease average Student Absenteeism rate from 30.77 (2017) to 20% (2018).			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 6	Rich use of Digital Technologies to engage students in deep learning (1:1 laptop program, iPad program, ICT Platform 'DB Primary,' Digital Portfolios, Coding)			
Actions	Reinvigorate 1:1 laptop program for Yr 3- with increased vigilance and monitoring of devices in 1:1 laptop program. Replenish and reinvigorate iPad Program in F-2. Update ICT infrastructure - servers, IWBs replaced with high definition TVs, replenish iPad fleet Introduce DB Primary learning platform across school and provide associated professional learning. Establish Digital learning Portfolios using DB Primary for Students in Yr 3-6 Explicitly teach cyber safety skills - Yr 3-6 Laptop Information session, Community Police, Cyber Safety education/activities using DB Primary. Develop 'Agreed and Viable DMPS Digital Technologies' Scope and Sequence Create ICT Student Voice Crew Achieve eSmart full accreditation (Sustainability phase) ICT team to meet x 2 per term (including ICT technician Craig Hair) Administer ePotential survey to staff and link to teacher PDPs			
Evidence of impact	Observed increased use of digital technologies during lessons and reflected in teacher work programs. 100% of Yr 3-6 students have a Digital Portfolio (DB Primary) 95% of student laptops remain in good working order. 90% of students/families in Yr 3-6 take up 1:1 laptop option. 100% classroom teachers using DB Primary in their teaching - as reflected in teacher planning documents eSmart full accreditation achieved (Sustainability phase) New ICT infrastructure/devices achieved (iPads, servers, TV's) ICT Student Voice crew trained and in place to support students and school with ICT Agreed and Viable 'DMPS Digital Technologies Scope and Sequence' developed and in place			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Increased vigilance and oversight of 1:1 Laptop program</p> <ul style="list-style-type: none"> - Yr 3-6 1:1 Laptop Parent Info session - 'Acceptable Use Agreement' revisited by classroom teachers every term - Spot checks of student laptops x 2 per term - Information session around 1:1 laptops held by Mid February 2018 to enable roll out of devices early 2018 school year. - Assistant Principal to personally meet with all students/families to convey expectations and outline basic functionality of devices - Organise for Community Police to provide cyber safety education to students - 95% Yr 3-6 students allocated and using 1:1 laptops by end of term 1. - Devise and implement security system for Yr 3 laptops remaining at school by early March 2018. 	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Introduce DB Primary tool and organise associated professional learning sessions x 2 per year for teachers</p> <p>Feedback to teachers in incorporation of tool in their teaching (as reflected in work programs)</p> <p>Teachers to model and create classroom blogs (shared writing) using DB Primary</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$900.00 <input type="checkbox"/> Equity funding will be used
<p>Create and put in place 'DMPS Digital Technologies Scope and Sequence' in consultation with teachers</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Schedule and operate ICT Team meetings x 2 per term with a focus on pedagogy, curriculum, infrastructure and innovative practice.</p> <p>ICT Technician Craig hair to attend.</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Prioritise, obtain quotes and purchase new ICT infrastructure (budget permitting) - ICT Strategy Plan 2018</p> <ul style="list-style-type: none"> * Curriculum Server * iPads - reimage and set up with preferred apps * High definition LED TVs to replace failing IBWs * 1-1 Laptops * Cabling 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Complete final tasks to gain full eSmart Accreditation (Sustaining Phase)</p> <ul style="list-style-type: none"> * ICT student leaders * DMPS Digital Technologies Scope and Sequence Plan in place * Student ICT work samples around Cyber Safety * Increase parent involvement in ICT - logins to access their child's digital portfolio in DB primary 	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>ePotential survey administered (Term 3)</p> <p>Subsequent analysis of where teachers ICT capabilities lie and identification of teachers to be targeted for ICT coaching and support.</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Employ ICT Technician for an additional 4 hrs per week (current DET technician only 3 Hrs per week)</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.
12 month target 3.1	2018 SET Data indicates that all PBS structures are in place. 2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect.

	<p>Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%.</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Student Wellbeing Officer position established, leading mental health and wellbeing preventative programs and 1:1 counselling.			
Actions	<p>Leading Teacher (Student Wellbeing and Management) position in place and providing 1:1 and small group student counselling, SWPBS coaching and oversight of PSD program and Student Voice. LT to source Bullying Program and organise/deliver SWPBS training to teachers x 2 term LT to attend SWPBS Training and lead SWPBS team at DMPS (meetings x 2 per term) Lead and oversee SWPBS including liaison with SWPBS supports from SWV region (Anthony Sabatino, Emilie Barringer) Administration of Student Attitudes to School Survey Oversee school wide consequences process (including lunchtime consequences x 2 days per week) and upload of student management incidents on SWIS LT (Student Management and Wellbeing) to present Student Wellbeing Data x 2 term to staff Re-establish Raffle Ticket shop Oversee Program for Students with Disabilities and applications/assessments Ongoing liaison with community services around student wellbeing/mental health etc Lead Student Voice elections and Student Voice Council (meetings x 2 per term)</p>			
Evidence of impact	<p>100% of significant student behaviour incidents uploaded to SWIS. Decrease of 40% of significant incidents compared to 2017. Observed calmer classrooms and transitions from lunch and recess. Rewards systems for positive student behaviours in place - Kiwanis Kids, raffle tickets distributed and shop open, verbal feedback, student of week awards SWPBS meetings and PL held as per DMPS calendar Attitudes to School Survey administered and targets met: PSD applications submitted as per DET deadlines</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lead SWPBS Team and lead meetings x 2 per term - Anthony Sabatino (SWVR) and Emilie Barringer (SSSO) to attend	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Administer 'Attitudes to School Survey' Associated analysis/data to be presented to staff and leadership	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish Student Voice Council and operate meetings x 2 per term Establish Student Voice Crews to develop student leadership Organise and escort Student leaders to 'Young Leader's Day'	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$300.00 <input checked="" type="checkbox"/> Equity funding will be used
Daily student management support and upload of student management incidents to SWIS	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Wellbeing data presentation to staff	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PSD assessments and evidence collected and submitted as per DET deadlines.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Coordinate SSG meetings with parents/carers for PSD students and students on a Behaviour Plan x 1 per term	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
--	--------------------------------	-----------------------------	----------------------------	--

Goal 3	WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.			
12 month target 3.1	<p>2018 SET Data indicates that all PBS structures are in place.</p> <p>2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect.</p> <p>Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%.</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 2	'School-wide Positive Behaviours Framework' (PBS) implemented with more than 80% fidelity.			
Actions	<p>LT to attend SWPBS Training and lead SWPBS team at DMPS (meetings x 2 per term)</p> <p>Lead and oversee SWPBS including liaison with SWPBS supports from SWV region (Anthony Sabatino, Emilie Barringer)</p> <p>Management and leadership of school wide consequences process (including lunchtime consequences x 2 days per week) and upload of student management incidents on SWIS</p> <p>LT (Student Management and Wellbeing) to present Student Wellbeing Data x 2 term to staff</p> <p>Re-establish Raffle Ticket shop</p>			
Evidence of impact	<p>100% of notable student behaviour incidents uploaded to SWIS. Decrease of 40% of significant incidents compared to 2017.</p> <p>100% classrooms teach and follow SWPBS (reflected in teacher work programs)</p> <p>Observed calmer classrooms and transitions from lunch and recess</p> <p>Rewards systems for positive student behaviours in place - Kiwanis Kids, raffle tickets distributed and shop open, verbal feedback, student of week awards etc</p> <p>SWPBS meetings and PL held as per DMPS calendar</p> <p>Attitudes to School Survey administered and targets met</p> <p>SET data shows improvement in fidelity with SWPBS</p>			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lunchtime consequences sessions in place x 2 per week	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS Team to meet x 2 per term - Anthony Sabatino (SWVR PBS Team) and Emilie Barringer (SSSO) to attend	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Deliver SWPBS PL to staff x 2 per term - liaise with Anthony Sabatino (SWVR PBS Team) and Emilie Barringer (SSSO).	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish Raffle Ticket system and shop as rewards for positive behaviours	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$70.00 <input checked="" type="checkbox"/> Equity funding will be used
Attend SWPBS Training to increase and lead whole school fidelity with SWPBS	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.			
12 month target 3.1	<p>2018 SET Data indicates that all PBS structures are in place.</p> <p>2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect.</p> <p>Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%.</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 3	Playground Master Plan developed with timeline and budget for improvement of all external playground areas.			
Actions	Achieve Playground Safety Fence and put in place associated supervision/security arrangements Maintain playground tidiness through employment of a gardener x 2 per week Develop and maintain community garden			
Evidence of impact	Observable tidy and safe school environment and playground SAKGP operating and plantings/seasonal produce grown			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Maintain tidy school environment through employment of a gardener x 2 days per week. Gardener to help with seasonal planting/maintenance of Kitchen Garden.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$9,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.			
12 month target 3.1	<p>2018 SET Data indicates that all PBS structures are in place.</p> <p>2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect.</p> <p>Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%.</p> <p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p>			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 4	Established community partnerships in place to support student and family health & wellbeing.			
Actions	Liaison with community providers around programs eg Huddle Transition programs with MAC, Hopetoun Kinder			

	Liaison with Universities around Pre Service Teacher placements Maintenance of 3 x weekly playgroups			
Evidence of impact	Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this. Maintenance of established relationships with community stakeholders and local schools/Universities - Mount Alexander College, Hopetoun Kinder, Storyville, the Huddle, U3a Volunteers, Jesuits, Cohealth, Mother goose, MVCC, University of Melbourne, Victoria University, HIPPY, Student Youth Services etc			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Liaise and maintain relationships with other community providers and groups during 2018	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continued operation of Transition programs between Kinder - Foundation (Hopetoun Kinder) and Year 6-7 (Mount Alexander College) - Also 'School Familiarisation Program' (invited neighbourhood kindy students moving into network schools in 2019).	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	WELLBEING: TO CREATE A SAFE, POSITIVE AND CALM SCHOOL CLIMATE THAT MAXIMISES THE PHYSICAL AND MENTAL HEALTH OF ALL STUDENTS.			
12 month target 3.1	2018 SET Data indicates that all PBS structures are in place. 2018 SWIS data reflects 40% decrease in daily incidents inside the classroom and playground compared to 2017 data, particularly related to physical aggression, defiance and disrespect. Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. In 2018, Effective Teaching Practice for Cognitive Engagement (Effective Classroom Behaviour) to move from 44.6 (2017) to 60%. Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 5	Implementation of school wide 'anti bullying' program.			
Actions	Source a 'anti bullying' program for the school to reinforce expectations around SWPBS and appropriate behaviours/response to bullies. Community Police to present to students about online bullying and responses and safe, respectful online behaviours.			
Evidence of impact	Student Attitudes to School Survey Data School Safety (Managing Bullying) improve from 43.2% to 60% or more. School Safety (Advocate at School) improve from 29.9% to 40% or more. In 2018 Not Experiencing Bullying improve from 35.9% to 50% or more. Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Source and implement an appropriate 'Anti bullying' program across the school.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Liaise with Community Police to visit school and present to students about online bullying and responses and safe, respectful online behaviours.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
--	---------------------	---	----------------------------	--

Goal 4	PRODUCTIVITY: TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL. TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS. TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS. TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.			
12 month target 4.1	in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system. In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline. Maintenance of volunteers and community stakeholders currently working within the school. Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018. Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)			
FISO Initiative	Strategic resource management			
Key Improvement Strategy 1	Senior school leadership allocated to mentor and support staff through PDP online process within DET timeline and aligned to AIP/Strategic Goals of school.			
Actions	Allocate all staff a mentor from the leadership team to support them with the 2018 PDP process. Conduct PDP process in accordance with DET timeline. (schedule Start, Mid and End Cycle 1:1 meetings)			
Evidence of impact	100% staff PDPs aligned to DMPS Strategic Goals and AIP and completed using online template. Flow on effect to various DMPS 2018 targets.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Conduct PDP process in accordance with DET timeline. (Start, Mid and End Cycle 1:1 meetings) Staff allocated to mentor other staff: * Leadership Team - Vicki Watson (Principal) * Teachers - Kerron Worsdell (Assistant Principal) * ES Staff - Christina Byrne (Business Manager)	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	PRODUCTIVITY: TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL. TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS. TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS. TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.			
12 month target 4.1	in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.			

	<p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>			
FISO Initiative	Strategic resource management			
Key Improvement Strategy 2	Volunteer Program supported through strong Induction Program, ongoing communication and appreciation (Volunteer Morning Tea)			
Actions	<p>DMPS Volunteers induction session held and timetabled to provide support in classrooms.</p> <p>End of Year Volunteer Morning Tea event organised.</p> <p>Ongoing contact and communication with DMPS volunteers</p>			
Evidence of impact	<p>Maintenance of 90% of volunteers (health/commitments permitting)</p> <p>Students at risk in literacy have 1:1 reading support with an adult additional times per week and show gains in Fountas and Pinell and PAT Comprehension data.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
DMPS Volunteers induction session February 2018 held and timetabled to provide support in all classes from March - Dec 2018. KW to maintain ongoing contact and communication with DMPS volunteers around absences, school events etc.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
End of Year Volunteer Thank You Morning Tea event to be held - catered for by staff.	Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	<p>PRODUCTIVITY:</p> <p>TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL.</p> <p>TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.</p> <p>TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS.</p> <p>TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.</p>
12 month target 4.1	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>
FISO Initiative	Strategic resource management
Key Improvement Strategy 3	Negotiation with key stakeholders to achieve 'Playground Safety Fence' licencing agreement.
Actions	<p>Achievement of Playground Safety Fence Legal Agreement with MVCC and DET - March 2018,</p> <p>Develop daily playground supervision/security arrangements for new playground area.</p>

Evidence of impact	Fence is erected and legal agreement in place with MVCC and DET until December 2018. 2018 SWIS incidents reflect 40% decrease of significant playground incidents compared to 2017. Observed calm playground as reflected by teacher/staff feedback.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Achieve Playground Safety Fence legal Agreement with MVCC and DET Associated daily playground supervision/security arrangements in place. (Removal of PIN Worksafe Notice). # Funds previously allocated remain accessible to meet this goal - Building & Infrastructure DET	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$24,000.00 <input type="checkbox"/> Equity funding will be used

Goal 4	<p>PRODUCTIVITY:</p> <p>TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL.</p> <p>TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.</p> <p>TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS.</p> <p>TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.</p>			
12 month target 4.1	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>			
FISO Initiative	Strategic resource management			
Key Improvement Strategy 4	Application for emergency funding for required Tree Removal (as per Arborist Report - February 2018)			
Actions	Apply for emergency DET funding for unsafe tree removal (as recommended by Arborist Report February 2018) Facilitate arrangements for tree removal ensuring safety and minimising impact on school facilities and environment.			
Evidence of impact	Unsafe Trees removed as per Arborist recommendation. Emergency funding for tree removal obtained to ensure this major emergency maintenance work is not a drain on school finances.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Seek emergency DET funding for unsafe tree removal (as recommended by Arborist Report February 2018) # Seeking to access emergency facilities funds to achieve these outcomes - awaiting final quotation.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate arrangements for tree removal ensuring safety and minimising impact on school facilities and environment. * Only possible with successful Emergency Funding Allocation.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	<p>PRODUCTIVITY:</p> <p>TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL.</p> <p>TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.</p> <p>TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS.</p> <p>TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.</p>
12 month target 4.1	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>
FISO Initiative	Strategic resource management
Key Improvement Strategy 5	Liaison with local schools and community partners to enable continuation of programs (Kinder - Foundation Transition with Hopetoun Kinder, Year 6-7 Transition with Mount Alexander College and other secondary schools, Playgroups, University of Melbourne, Victoria University, The Huddle etc)
Actions	<p>Ongoing liaison with community providers around programs eg Huddle, SYS</p> <p>Transition programs with MAC, Hopetoun Kinder</p> <p>Liaison with Universities around Pre Service Teacher placements</p> <p>Maintenance of weekly Playgroups</p>
Evidence of impact	<p>Parent Opinion Survey Data Student Safety achieved 100% positive response in 2017. In 2018, we aim to match this.</p> <p>Maintenance of established relationships with community stakeholders and local schools/Universities - Mount Alexander College, Hopetoun Kinder, Storyville, the Huddle, U3a Volunteers, Jesuits, Cohealth, Mother Goose, MVCC, University of Melbourne, Victoria University, HIPPY, Student Youth Services etc</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Liaise and maintain relationships with other community providers and groups during 2018 - Storyville, the Huddle, U3a Volunteers, Jesuits, Cohealth, Mother Goose, MVCC, University of Melbourne, Victoria University, HIPPY, Student Youth Services etc	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continued operation of Transition programs between Kinder - Foundation (Hopetoun Kinder) and Year 6-7 (Mount Alexander College) Familiarisation program with Hopetoun Kinder 4 transition sessions for Kinder - Foundation Transition. Series of Yr6-7 Transition sessions with MAC.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	<p>PRODUCTIVITY:</p> <p>TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL.</p> <p>TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.</p> <p>TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS.</p>
---------------	---

	TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.			
12 month target 4.1	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>			
FISO Initiative	Strategic resource management			
Key Improvement Strategy 6	Subsidy of Student School Uniform and Book Packs - due to extreme disadvantage and despite fully accessed 'State Schools Relief Program' and 'Schools Camps and Excursions Fund'.			
Actions	<p>Access CSEF for all eligible families / students (94%)</p> <p>Access State Schools' Relief for large number of eligible students.</p> <p>Provide equitable access to all students in need (book packs and uniforms winter/summer)</p>			
Evidence of impact	<p>All children feel connected to school and have a sense of pride because they are in uniform and can participate in learning programs.</p> <p>Students Attitude to School Survey' 2018 (all domains)</p> <p>'Parent Opinion Survey' 2018 (all domains)</p> <p>Teacher reports re students preparedness to learn.</p> <p>Community stakeholder feedback.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Subsidize classroom materials and uniforms (Business Manager facilitate electronically).	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$16,400.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 4	<p>PRODUCTIVITY:</p> <p>TO CONTINUE TO BUILD THE PROFILE OF THE SCHOOL WITHIN THE LOCAL COMMUNITY WITH RESULTING INCREASE IN ENROLMENTS AND CULTURAL DIVERSITY WITHIN THE SCHOOL.</p> <p>TO DEPLOY SCHOOL RESOURCES FUNDS PARTICULARLY, LOW SES ALLOCATIONS TO INCREASE LITERACY & NUMERACY LEARNING OUTCOMES FOR ALL STUDENTS.</p> <p>TO DEVELOP AND IMPLEMENT A MASTER PLAN FOR IMPROVEMENT OF SCHOOL FACILITIES, GROUNDS / PLAY AREAS.</p> <p>TO STRENGTHEN THE 'LINE OF SIGHT' FOR TEACHER AND ES STAFF PERFORMANCE & DEVELOPMENT PLANS WITH THE STRATEGIC PLAN AND ANNUAL IMPLEMENTATION PLAN.</p>			
12 month target 4.1	<p>in 2018, 100% Teacher and ES PDPs will be aligned to 2018 AIP/Strategic Goals of school and completed under the new online system.</p> <p>In 2018, 100% of staff complete Mid and End Cycle PDPs in accordance with DET Timeline.</p> <p>Maintenance of volunteers and community stakeholders currently working within the school.</p> <p>Achievement of 'Playground Safety Fence' and legal agreement for use of park between DET, MVCC and DMPS School Council by April 2018.</p> <p>Achievement of external funding and the removal of unsafe trees as recommended by Arborist report (2017) and reviewed in Arborist Report (February 2018)</p>			
FISO Initiative	Strategic resource management			
Key Improvement Strategy 7	Casual Relief Teachers to maintain classroom stability in case of staff absence (Illness and PL)			

Actions	Source reliable and skilled Casual Relief Teachers to maintain classroom stability in case of teacher absence (illness, PL, other) Maintain spreadsheet of CRT expenditure.			
Evidence of impact	SWIS data indicates that school is calm during staff absence and that regular programs continue to operate as best as possible. Observed calm classrooms during staff absence			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Casual Relief Teacher charges - due to a highly vulnerable school environment and high staff instability, the school incurs extraordinarily high CRT costs. (\$77,000 in 2017). In order to maintain staff wellbeing and a calm safe classrooms and learning environment, it is expected that high CRT costs will be the case in 2018.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Debney Meadows Primary School (5068)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC Development PL Program - DuFour Model Whole-staff professional learning sessions (AEU provider - Chris Daicos) (allocation from SRP PL Program Budget)	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Chirs Daicos (sourced through AEU)	<input checked="" type="checkbox"/> On-site
Expert Mathematics In-class Coaching Program 2018 - Kathy Palmer (remaining post-Priority Review Funds (\$6,800) & 2018 SRP additional funds (SRP cash \$2,800 - 2018) #Remaining Funds as allocated following Priority Review / Regional Improvement Advisory Panels - School Intervention (2016)	Leadership Team	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"/> 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Kathy Palmer - Expert In classroom Mathematics Coach x 8 days per year	<input checked="" type="checkbox"/> On-site
Curriculum and Pedagogy Coaching (Assistant Principal) - 'Big 6' Literacy Strategies, '7 Steps to Writing Success,' HITS, Professional Practice Principles as per 'DMPS Pedagogical Platform'	Assistant 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom Dynamics and Leading Teacher Student Management Coaching ('School Wide Positive Behaviour Support', 'Trauma Informed Practice' # Part salary with 'Primary Welfare SRP allocation - 2018 of \$66,542)	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
'7 Steps to Writing Success' Curriculum Day and Professional Learning - Pina Sernio (March 1 2018) '7 Steps to Writing Success' resources and manuals.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Pina Sernio (7 Steps to Writing Success	<input checked="" type="checkbox"/> On-site

					consultant) Whole School Curriculum Day 1/3/18	
'Building Professional Teams" PL - Chris Daicos - May 3rd 2018.	Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Chris Daicos (3.5.18 3:30 - 5:30pm)	<input checked="" type="checkbox"/> On-site
Professional Learning for teachers on 'Problem Based Mathematics Approach" with Kathy Palmer (Expert Mathematics Coach) throughout 2018 - Mathematics vocabulary - Mathematics routines - Mathematics assessment # Funds as per Regional Improvement Allocation - indicated above re Mathematics Coaching \$9,600 - Classroom environments	Assistant Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Kathy Plamer (Expert In Classroom Maths Coach) x 8 full days	<input checked="" type="checkbox"/> On-site
'SWPBS' Professional Learning- Louise O'Kelly and SWPBS Team at SWVR Bree Campbell (Student Wellbeing and Management Leading Teacher) to attend SWPBS Training in 2018 and lead SWPBS Team at DMPS. # Funds as per Regional Improvement Allocation - SWPBS	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Louise O'Kelly (SWPBS expert) Anthony Sabatino (SWVR PBS Coach)	<input checked="" type="checkbox"/> On-site
Ongoing close supervision and support of identified (EAL, trauma, PSD)	Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Resources to support the 'EY Oral Language Intervention Program - F-2'.	School Leadership Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Deliver the Oral Language Program across the school week / across the year - F-2. Collaborate with Leader EY PLC re. student performance.	Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement Daily phone calls to parent/carer in the advent of student absence.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Contact SWVR Truancy / School Inclusion Officer in cases of excessive student absenteeism.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff SWVR Attendance Officer & LT	<input checked="" type="checkbox"/> Off-site

						Student Wellbeing
SWPBS Team to meet x2 per term	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Professional Learning for Staff on SWPBS to be scheduled x 2 per term	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Raffle Ticket shop re-established as reward system for positive behaviours	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
In School Consequences established (Lunchtime detention) x 2 per week for student misbehaviour	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS Matrix explicitly taught in all classrooms at the start of each term.	Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS Professional Learning Session/s with Louise O'Kelly - 2018	Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Louise O'Kelly (SWPBS Consultant)	<input checked="" type="checkbox"/> On-site
Organise, promote and successfully operate year 5/6 Camp - 17 - 19th October 2018 (Doxa Camp Malmsbury)	Assistant Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Doxa Camp Malmsbury
Prioritise, obtain quotes and purchase new ICT infrastructure (budget permitting) - ICT Strategy Plan 2018 * Curriculum Server * iPads - reimage and set up with preferred apps * High definition LED TVs to replace failing IBWs * 1-1 Laptops * Cabling	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete final tasks to gain full eSmart Accreditation (Sustaining Phase) * ICT student leaders * DMPS Digital Technologies Scope and Sequence Plan in place * Student ICT work samples around Cyber Safety * Increase parent involvement in ICT - logins to access their child's digital portfolio in DB primary	Assistant Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DB Primary Consultant (Matthew Grosvenor) and other??? - TBA	<input checked="" type="checkbox"/> On-site

Employ ICT Technician for an additional 4 hrs per week (current DET technician only 3 Hrs per week)	Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Craig Hair (ICT technician - JB Hi Fi)	<input checked="" type="checkbox"/> On-site
Lead SWPBS Team and lead meetings x 2 per term - Anthony Sabatino (SWVR) and Emilie Barringer (SSSO) to attend	Student Wellbeing Co-ordinator	from: Term 2 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants Anthony Sabatino (SWVR PBS Coach) and Emilie Barringer (SSSO)	<input checked="" type="checkbox"/> On-site
Establish Student Voice Council and operate meetings x 2 per term Establish Student Voice Crews to develop student leadership Organise and escort Student leaders to 'Young Leader's Day'	Student Wellbeing Co-ordinator	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Daily student management support and upload of student management incidents to SWIS	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Wellbeing data presentation to staff	Student Wellbeing Co-ordinator	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PSD assessments and evidence collected and submitted as per DET deadlines.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Lunchtime consequences sessions in place x 2 per week	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS Team to meet x 2 per term - Anthony Sabatino (SWVR PBS Team) and Emilie Barringer (SSSO) to attend	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants Anthony Sabatino (SWVR PBS Coach) and Emilie Barringer (SSSO)	<input checked="" type="checkbox"/> On-site
Deliver SWPBS PL to staff x 2 per term - liaise with Anthony Sabatino (SWVR PBS Team) and Emilie Barringer (SSSO).	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Anthony Sabatino (SWVR PBS Coach) and Emilie Barringer (SSSO)	<input checked="" type="checkbox"/> On-site
Establish Raffle Ticket system and shop as rewards for positive behaviours	Student Wellbeing Co-ordinator	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection			
Attend SWPBS Training to increase and lead whole school fidelity with SWPBS	Student Wellbeing Co-ordinator	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"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site SWPBS Training - level 4 with Louise O'Kelly
Continued operation of Transition programs between Kinder - Foundation (Hopetoun Kinder) and Year 6-7 (Mount Alexander College) - Also 'School Familiarisation Program' (invited neighbourhood kindy students moving into network schools in 2019).	Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Hopetoun Kinder Mount Alexander College
Source and implement an appropriate 'Anti bullying' program across the school.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Currently trying to source a provider after previous provider ceased operation	<input checked="" type="checkbox"/> On-site
Liaise with Community Police to visit school and present to students about online bullying and responses and safe, respectful online behaviours.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Community Police (Moonee Valley)	<input checked="" type="checkbox"/> On-site
Conduct PDP process in accordance with DET timeline. (Start, Mid and End Cycle 1:1 meetings) Staff allocated to mentor other staff: * Leadership Team - Vicki Watson (Principal) * Teachers - Kerron Worsdell (Assistant Principal) * ES Staff - Christina Byrne (Business Manager)	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Achieve Playground Safety Fence legal Agreement with MVCC and DET Associated daily playground supervision/security arrangements in place. (Removal of PIN Worksafe Notice). # Funds previously allocated remain accessible to meet this goal - Building & Infrastructure DET	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Moonee Valley City Council	<input checked="" type="checkbox"/> On-site
Seek emergency DET funding for unsafe tree removal (as recommended by Arborist Report February 2018) # Seeking to access emergency facilities funds to achieve these outcomes - awaiting final quotation.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Arborist	<input checked="" type="checkbox"/> On-site
Facilitate arrangements for tree removal ensuring safety and minimising impact on school facilities and environment. * Only possible with successful Emergency Funding Allocation.	School Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Arborist	<input checked="" type="checkbox"/> On-site

Subsidize classroom materials and uniforms (Business Manager facilitate electronically).	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
--	-----------------	----------------------------	--	---	--	---

Documents that support the plan

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

Dimension 1

[2016-2017.PATComprehensionandPATMaths.Comparison.xlsx \(0.02 MB\)](#)
[2016.1.2Data.2017.Year12classes.xlsx \(0.08 MB\)](#)
[2016.Data.2017Year.56class.xlsx \(0.05 MB\)](#)
[2016.Datafor2017.Year.34class.xlsx \(0.01 MB\)](#)
[2017 F-2 Data Presentation Version 2 \(2\).pdf \(0.91 MB\)](#)
[Data pres.3-6TEAM.pptx \(0.16 MB\)](#)
[DMPS.Fountas&Pinnell.2017.B.TRACKER.xls \(0.88 MB\)](#)
[EOI.Anita.Foundation.2017.pdf \(0.07 MB\)](#)
[EOI.Claire.year1.2017.pdf \(0.1 MB\)](#)
[EOI.Claire.year2.2017.pdf \(0.1 MB\)](#)
[EOI.Tim.year1.2017.pdf \(0.09 MB\)](#)
[EOI.Tim.year2.2017.pdf \(0.1 MB\)](#)
[F-2.EOI.Data2017.xlsx \(0.01 MB\)](#)
[F-2TeamDataNotes13.11.17.pdf \(0.79 MB\)](#)
[InterventionPlan.PALL.2017.KerronWorsdell.docx \(0.45 MB\)](#)
[NAPLANSummary.SchoolCouncil2017.docx \(0.47 MB\)](#)
[Panarama.2017.SUPschool 20165068.pdf \(2.67 MB\)](#)
[PAT.Comparison.Sem1.Sem2.2016-17.docx \(0.02 MB\)](#)
[PedagogicalPlatform.ver6.25.1.17 \(2\).pdf \(3.92 MB\)](#)

Dimension 2

[2016-2017.F&P.Comaprison.xlsx \(0.02 MB\)](#)
[2017 F-2 Data Presentation Version 2 \(2\).pdf \(0.91 MB\)](#)
[Data pres.3-6TEAM.pptx \(0.16 MB\)](#)
[DMPS.InterventionPlan.2017.docx \(0.37 MB\)](#)
[DMPS.Year Long Maths Overview 2017 copy.docx \(0.03 MB\)](#)
[F-2TeamDataNotes13.11.17.pdf \(0.79 MB\)](#)
[Foundation2017.DMPS.ScopeandSequence.docx \(0.05 MB\)](#)
[FountasandPinnell2017analysis.docx \(0.04 MB\)](#)
[InterventionPlan.PALL.2017.KerronWorsdell.docx \(0.45 MB\)](#)
[PedagogicalPlatform.ver6.25.1.17 \(2\).pdf \(3.92 MB\)](#)
[Week ThreePlan.docx \(1.37 MB\)](#)
[Year.3-6Term.by.Term.Planner 2017.docx \(0.03 MB\)](#)
[Year.3.4.DMPS.ScopeandSequence.docx \(0.06 MB\)](#)
[Year.5.6.DMPS.ScopeandSequence.docx \(0.06 MB\)](#)
[Year1.2.2017.DMPS.ScopeandSequence.docx \(0.05 MB\)](#)

Dimension 3

[2016-2017.PATComprehensionandPATMaths.Comparison.xlsx \(0.02 MB\)](#)
[2017 F-2 Data Presentation Version 2 \(2\).pdf \(0.91 MB\)](#)
[AssessmentSchedule.DMPS.2017.docx \(0.04 MB\)](#)
[Consequence Process A3 - 2017.pdf \(0.06 MB\)](#)
[Data pres.3-6TEAM.pptx \(0.16 MB\)](#)
[Debney Meadows PS SET 2016.xlsx \(0.02 MB\)](#)
[Debney Meadows PS SET 2017.xlsx \(0.02 MB\)](#)
[DMPS.Fountas&Pinnell.2017.B.TRACKER.xls \(0.88 MB\)](#)
[EOI.Anita.Foundation.2017.pdf \(0.07 MB\)](#)
[EOI.Claire.year1.2017.pdf \(0.1 MB\)](#)
[EOI.Claire.year2.2017.pdf \(0.1 MB\)](#)
[EOI.Tim.year1.2017.pdf \(0.09 MB\)](#)
[EOI.Tim.year2.2017.pdf \(0.1 MB\)](#)

[F-2.EOI.Data2017.xlsx \(0.01 MB\)](#)
[F-2TeamDataNotes13.11.17.pdf \(0.79 MB\)](#)
[InterventionPlan.PALL.2017.KerronWorsdell.docx \(0.45 MB\)](#)
[Panarama.2017.SUPschool_20165068.pdf \(2.67 MB\)](#)
[PAT.Comparison.Sem1.Sem2.2016-17.docx \(0.02 MB\)](#)
[Salah Hassan PBP Term 4 2017.docx \(0.16 MB\)](#)
[SSG Imad 20.09.17.docx \(0.01 MB\)](#)
[SWPBS Matrix 2017.pdf \(0.08 MB\)](#)

Dimension 4

[2016-2017.F&P.Comaprison.xlsx \(0.02 MB\)](#)
[2016-2017.PATComprehensionandPATMaths.Comparison.xlsx \(0.02 MB\)](#)
[coachingproforma.Louise.29.8.17.docx \(0.02 MB\)](#)
[coachingproforma.TimJ.13.10.17.docx \(0.02 MB\)](#)
[DMPS.Fountas&Pinnell.2017.B.TRACKER.xls \(0.88 MB\)](#)
[DMPS.Year Long Maths Overview 2017 copy.docx \(0.03 MB\)](#)
[EOI.Anita.Foundation.2017.pdf \(0.07 MB\)](#)
[EOI.Claire.year1.2017.pdf \(0.1 MB\)](#)
[EOI.Claire.year2.2017.pdf \(0.1 MB\)](#)
[EOI.Tim.year1.2017.pdf \(0.09 MB\)](#)
[EOI.Tim.year2.2017.pdf \(0.1 MB\)](#)
[F-2.EOI.Data2017.xlsx \(0.01 MB\)](#)
[FountasandPinnell2017analysis.docx \(0.04 MB\)](#)
[NAPLANSummary.SchoolCouncil2017.docx \(0.47 MB\)](#)
[Panarama.2017.SUPschool_20165068.pdf \(2.67 MB\)](#)
[PAT.Comparison.Sem1.Sem2.2016-17.docx \(0.02 MB\)](#)
[PDP2017.Kerron.pdf \(0.04 MB\)](#)
[PedagogicalPlatform.ver6.25.1.17 \(2\).pdf \(3.92 MB\)](#)
[Year.3-6Term.by.Term.Planner 2017.docx \(0.03 MB\)](#)

Dimension 6

[InterventionPlan.PALL.2017.KerronWorsdell.docx \(0.45 MB\)](#)
[PedagogicalPlatform.ver6.25.1.17 \(2\).pdf \(3.92 MB\)](#)

Dimension 7

[2017 Year 6-7 MAC Transition program.docx \(0.01 MB\)](#)
[2017.StaffInduction.30.1.17.pptx \(6.19 MB\)](#)
[Kinder.Foundation.2017.2018TransitionFlyer.docx \(0.43 MB\)](#)
[Volunteer.Timetable.2017.ver2.pdf \(0.05 MB\)](#)

Dimension 8

[2017 F-2 Data Presentation Version 2 \(2\).pdf \(0.91 MB\)](#)
[SCN_0131.pdf \(4.17 MB\)](#)

Dimension 9

[Debney Meadows PS SET 2016.xlsx \(0.02 MB\)](#)
[Debney Meadows PS SET 2017.xlsx \(0.02 MB\)](#)
[SATS.2017.FactorPercentilesbyGender.JPG \(0.05 MB\)](#)
[SATS.2017.FactorPercentilesrelativetoVicprimarySchools.data..JPG \(0.06 MB\)](#)
[SATS.2017.FactorPercentilesrelativetoVicprimarySchools.JPG \(0.05 MB\)](#)
[SATS.2017.Gender.JPG \(0.05 MB\)](#)
[SATS.2017.SchoolSafety.Bullying.JPG \(0.04 MB\)](#)
[SATS.2017LearnerCharacteristicsandSocialEngagement.JPG \(0.05 MB\)](#)
[Student Attitudes to School Survey.docx \(0.02 MB\)](#)

Dimension 10

[Debney Meadows PS SET 2016.xlsx \(0.02 MB\)](#)
[Debney Meadows PS SET 2017.xlsx \(0.02 MB\)](#)
[Imad ILPTerm4 2017.docx \(0.01 MB\)](#)
[Kinder.Foundation.2017.2018TransitionFlyer.docx \(0.43 MB\)](#)
[Salah Hassan PBP Term 4 2017.docx \(0.16 MB\)](#)
[SATS.2017.FactorPercentilesbyGender.JPG \(0.05 MB\)](#)
[SATS.2017.FactorPercentilesrelativetoVicprimarySchools.data..JPG \(0.06 MB\)](#)
[SATS.2017.FactorPercentilesrelativetoVicprimarySchools.JPG \(0.05 MB\)](#)
[SATS.2017.Gender.JPG \(0.05 MB\)](#)

[SATS.2017.SchoolSafety.Bullying.JPG \(0.04 MB\)](#)
[SATS.2017LearnerCharacteristicsandSocialEngagement.JPG \(0.05 MB\)](#)
[Student Attitudes to School Survey.docx \(0.02 MB\)](#)
[Year.5.6.DMPS.ScopeandSequence.docx \(0.06 MB\)](#)

Dimension 11

[Debney Meadows PS SET 2016.xlsx \(0.02 MB\)](#)
[Debney Meadows PS SET 2017.xlsx \(0.02 MB\)](#)
[Imad ILPTerm4 2017.docx \(0.01 MB\)](#)
[Kinder.Foundation.2017.2018TransitionFlyer.docx \(0.43 MB\)](#)
[Salah Hassan PBP Term 4 2017.docx \(0.16 MB\)](#)
[SATS.2017.FactorPercentilesbyGender.JPG \(0.05 MB\)](#)
[SATS.2017.FactorPercentilesrelativetoVicprimarySchools.data..JPG \(0.06 MB\)](#)
[SATS.2017.FactorPercentilesrelativetoVicprimarySchools.JPG \(0.05 MB\)](#)
[SATS.2017.Gender.JPG \(0.05 MB\)](#)
[SATS.2017.SchoolSafety.Bullying.JPG \(0.04 MB\)](#)
[SATS.2017LearnerCharacteristicsandSocialEngagement.JPG \(0.05 MB\)](#)
[Student Attitudes to School Survey.docx \(0.02 MB\)](#)
[Year.5.6.DMPS.ScopeandSequence.docx \(0.06 MB\)](#)

Dimension 12

[2017 F-2 Data Presentation Version 2 \(2\).pdf \(0.91 MB\)](#)
[Addition and Subtraction.docx \(0.02 MB\)](#)
[Data pres.3-6TEAM.pptx \(0.16 MB\)](#)
[DMPS.Year Long Maths Overview 2017 copy.docx \(0.03 MB\)](#)
[F-2TeamDataNotes13.11.17.pdf \(0.79 MB\)](#)
[Geometry.docx \(0.02 MB\)](#)
[Measurement.docx \(0.21 MB\)](#)
[Multiplication and Division.docx \(0.02 MB\)](#)
[Place Value.Decimals.docx \(0.02 MB\)](#)
[Week ThreePlan.docx \(1.37 MB\)](#)
[Year.3-6Term.by.Term.Planner 2017.docx \(0.03 MB\)](#)
[Yr3-6LiteracyPlannerT4 2017.doc \(0.22 MB\)](#)

Dimension 13

[AcceptableUseAgreement.Ratified.2017.pdf \(1.12 MB\)](#)
[Kinder.Foundation.2017.2018TransitionFlyer.docx \(0.43 MB\)](#)
[LaptopInfoSession.pptx \(0.25 MB\)](#)

Dimension 14

[Consequence Process A3 - 2017.pdf \(0.06 MB\)](#)
[Student Attitudes to School Survey.docx \(0.02 MB\)](#)
[SWPBS Matrix 2017.pdf \(0.08 MB\)](#)

Dimension 15

[2017 Year 6-7 MAC Transition program.docx \(0.01 MB\)](#)
[Kinder.Foundation.2017.2018TransitionFlyer.docx \(0.43 MB\)](#)
[VolunteersMorning tea7.12.17.pdf \(0.23 MB\)](#)
[Volunteer.Timetable.2017.ver2.pdf \(0.05 MB\)](#)

Dimension 16

[DMPS.ThreeWayConferencesNote.July.2017.docx \(0.03 MB\)](#)
[MIDYEARGOALS2017.Blank.doc \(0.03 MB\)](#)

Self-evaluation Summary

[2017 AIP \(FISO\) Approved Traff Lights mid and End Cycle.docx \(0.14 MB\)](#)