Dandenong South Primary School

Performance and Development Program

2007

Reference: Performance and Development Guides Sept. 2004
INTRODUCTION

An effective school system provides all school staff, including principals, with objective, constructive and actionable feedback on their performance and opportunities for them to learn and grow.

The Victorian Government School Agreement 2004 contains an explicit commitment to an education system that no only lifts outcomes statewide – but also makes a real difference for students in those schools where student performance outcomes are below the expected levels. To achieve this it is recognised that the highest standards of teaching and learning in Victorian Government Schools is essential and that performance and development arrangements should recognise high performance, address low performance and include targeted professional development that supports ongoing professional growth.

The performance and development arrangements for all school staff are designed to:

- Support the school in meeting its responsibilities to students, parents and to government through linking staff performance with achievement of school and government objectives;
- Provide feedback on performance which will support ongoing learning and development of staff with a focus on ways in which student learning can be improved;
- Enhance the capacity of staff in promotion positions to apply the leadership and management competencies required in their positions;
- Recognise effective performance through salary progression;
- Provide a supportive environment for improving performance where the required standards are not met.

Teachers have a significant role in developing and implementing the most effective teaching and learning strategies in their classrooms and striving for consistent, high quality classroom teaching which will deliver improvements in student learning and directly impact on the achievement of Government education targets.

Consistent with the Victorian Government Schools Agreement 2004 salary progression to teachers is not automatic. The Agreement provides for salary progression linked to achievement against the applicable professional standards as set out in Appendix 1 of the Agreement and the use of relevant data. Teachers must demonstrate that all the relevant standards have been met to receive salary progression.

Reference: (Performance and Development Guide Teacher Class September 2004 Page 3)

In order to assist staff to meet DE&T Performance and Development requirements, Dandenong South Primary School has developed specific expectations in several areas that all staff are required to fulfill as part of the Performance and Development cycle. These expectations are outlined in the following pages and can be used to assist teachers to monitor their own performance, and provide a framework for professional discussion and for giving and receiving feedback.

The school uses the Effective Schools Framework as a model for improvement and strives to minimize between grade differences to ensure that all teachers utilize best practice as understood at the current time. It is expected that all staff share this commitment to ongoing improvement.

Our current Strategic Plan has a strong focus on improving student achievement in English & Mathematics.
English

Prep- Year 6 Accomplished/Expert Teachers

**Classroom Program - Daily 1-Hour Reading Block**
Early Years Structured Literacy Block - whole class/ small group/ whole class
Use of Task Management Board
Implementing teaching focuses matched to individual student needs in:
- Text Type structure & Language features
- Reading Strategies (CAP, MSV)
- Comprehension strategies (Factual text strategies e.g. Stephen Graham, STARS)

Reading Focus Sheets catering for students individual needs
Flexible teaching groups based on like needs
Cross Grade Teaching
Regularly incorporate Learning Technologies into the Reading Program

**Reading Workshop:** Matching all Early Years approaches to individual student needs

Reading To
Shared Reading
Language Experience
Guided Reading
Reciprocal Reading
Independent Tasks/ Learning Centre Activities/Contract Tasks - matched to needs
Share Time- With a focus on Speaking & Listening

**Classroom Teaching Program - Daily 1 hour Writing Block**
Implementing Teaching Focuses
- Text Types – Structural and Language Features
- Grammar
- Spelling – Phonological (Sound Out), Visual Knowledge (Look, Say, Cover, Write)
  Morphemic (Rules) and Etymological (Origins of the word)
- Handwriting

Implements the aspects of writing
- Planning
- Composing
- Revising
- Recording
- Publishing

Writing Focus Sheet (weekly) - matched to individual students needs
Flexible Teaching groups based on like needs
Regularly incorporate Learning Technologies into the Writing Program

**Writing Workshop:** Matching all Early Years approaches to individual student needs

Modeled Writing
Shared Writing
Language Experience
Interactive Writing
Guided Writing
Independent Writing Activities- matched to needs
Roving/ Observations
Student Conferences
Share Time- With a focus on Speaking & Listening
Oral Language Program (Prep and Year 1)

**Speaking and Listening**

Oral Language Boxes Prep – Year 2
Oral Language learning & teaching strategies & activities
Speaking and Listening learning and teaching integrated into classroom program

**Monitoring & Assessment**

Implement school policy & procedures
Implement Assessment Schedule

**Additional Assistance**

Individual Learning Improvement Plans in Place for students at risk
Individual Learning Improvement Plans in Place for gifted students
Regular Home School Support Group Meetings
Implement Language Disorder Program for students at risk.

All Accomplished/Expert teachers will be observed in their classrooms by the Literacy Coordinator and will be provided with written and oral feedback.

Accomplished/Expert teachers will provide Professional Development to New/Graduate teachers in their Grade/Sub School level.

Accomplished/Expert teachers will demonstrate lessons and visit New/Graduate teachers to assist in mentoring. They will also provide written and oral feedback.

Prep- Year 6 New/Graduate Teachers with the Early Years structure
(Trialing/ staged implementation of various aspects throughout the year)

By the end of Term 1:
Classroom Program - Daily 1-Hour Reading Block
Early Years Structured Literacy Block- whole class/ small group/ whole class
Use of Task Management Board
Implementing Teaching focuses appropriate to the grade level
- Prep - CAP
- Grade 1 - CAP/MSV
- Grade 2 – MSV/ Comprehension Strategies
- Grade 3 / 4 - MSV/ Comprehension Strategies
- Grade 5/ 6 - Comprehension Strategies

Reading Focus Sheets – Catering for beginning readers/ emergent readers/ fluent readers
Establish Teaching Groups
Cross Grade Teaching
Regularly incorporate Learning Technologies into the Reading Program

Reading Workshop: Matching appropriate Early Years approaches (working towards the level, working at the level, beyond the level).

Reading To
Shared Reading
Language Experience
Guided Reading
Reciprocal Reading
Independent Tasks / Learning Centre Activities / Contract Tasks - matched to needs
Share Time- With a focus on Speaking & Listening

Speaking and Listening
Oral Language Boxes Prep – Year 2
Oral Language learning & teaching strategies & activities

By The End of Term 1
Reading Workshop – Fully implemented

Speaking and Listening learning and teaching integrated into classroom program

Monitoring & Assessment.
Implement school policy & procedures
Implement Assessment Schedule

Additional Assistance.
Individual Learning Improvement Plans in Place for students at risk
Individual Learning Improvement Plans in Place for gifted students
Regular Home School Support Group Meetings

By The End of Term 2
Classroom Teaching Program - Daily 1 Hour Writing Block
Implements Teaching Focuses - working at the level
Implements the aspects of writing

Dandenong South Primary School
• Planning
• Composing
• Revising
• Recording
• Publishing

Writing Focus Sheet - Catering for students working towards the level, working at the level, beyond the level

Establish Teaching Groups

Regularly incorporate Learning Technologies into the Writing Program

**Teaching Approaches** - Appropriate to grade level

Modelled Writing

Shared Writing

Language Experience

Interactive Writing

Guided Writing

Independent Writing Activities - matched to needs

Share Time - With a focus on Speaking & Listening

**Term 3 and 4**

Reading and Writing are fully implemented

**Professional Development**

New/Graduate teachers are expected to visit Accomplished/Expert teachers’ classrooms for Reading in Term 1 and Writing Term 2.

New/Graduate teachers will receive visits from Accomplished/Expert teachers for Reading in Term 2 and Writing in Term 3. Accomplished/Expert teachers will also provide New/Graduate teachers with written and oral feedback.
Mathematics P - 6
Prep- Year 6 Accomplished /Expert Teachers

Mathematics Workshop: Classroom Program- 1 Hour Numeracy Block

Implement the Numeracy Program Structure - Whole / Part / Whole
Use of Task management Board
Utilise yearly and term planners based on Rob Vingerhoet's model
Focus Sheet – matched to individual student needs E.g. Number
Flexible Teaching Groups

Approaches - Matching all Early Numeracy approaches to individual student needs

Modelled Mathematics
Shared Mathematics
Guided Mathematics
Independent Mathematical Tasks- Using a variety of "hands-on" activities, open ended and Problem-solving activities matched to students needs
Roving/ Observations
Student Conferences
Share Time

Monitoring & Assessment
Implement school policy & procedures
Implement Assessment Schedule

Additional Assistance
Individual Learning Improvement Plans in Place for students at risk
Individual Learning Improvement Plans in Place for gifted students
Regular Home School Support Group Meetings

Professional Development
All Accomplished /Expert teachers will be observed in their classrooms by the Numeracy Coordinator and will be provided with written and oral feedback.

Accomplished/ Expert teachers will provide Professional Development to other teachers in their Grade/Sub School level

Accomplished /Expert teachers will demonstrate lessons and visit Graduate teachers to assist in mentoring. They will also provide written and oral feedback.

Prep- Year 6 New/Graduate Teachers with the Early Years Numeracy structure
(Trialing/ staged implementation of various aspects throughout the year)

Mathematics Workshop: Matching all Early Years approaches to individual student needs.
By the end of Term 1:
Implement the Numeracy Program Structure - Whole / Part / Whole
Use of Task management Board
Utilise Yearly and Term planners based on Rob Vingerhoet's model
Focus Sheet – Mathematics (weekly)
Regularly incorporate Learning Technologies into the Mathematics Program

Monitoring & Assessment
Implement school policy & procedures
Implement Assessment Schedule

Additional Assistance
Regular Home School Support Group Meetings
Individual Learning Improvement Plans in Place for students at risk
Individual Learning Improvement Plans in Place for gifted students
By the end of Term 2:
- Modelled Mathematics
- Shared Mathematics
- Guided Mathematics
- Independent Mathematical Activities- Using a variety of "hands-on" activities matched to students needs
- Roving/ Observations
- Student Conferences
- Share Time

By the end of Term 3 & 4
- Fully implement the Numeracy Program structure – Whole /Part/ Whole

Professional Development
- New/Graduate teachers are expected to visit Accomplished/ Expert teacher’s classrooms for Mathematics in Term 2.
- New/Graduate teachers will receive visits from Accomplished/Expert teachers for Mathematics in Term 3.
- Accomplished/ Expert teachers will also provide New/ Graduate teachers with written and oral feedback.
Information and Communication Technology

**Prep - Year 2 New/Graduate Teachers**

**Edumail**
Regularly access for primarily professional purposes (daily).

**Network**
Regularly use personal login and password to access Whole School shared resources and backup files (i.e. Work program) in personal folder on DSPS server. Save student's work in the grade folder on the DSPS server.

Those with notebook computers are required to log on the network regularly to update viruses.

**Software**
Graphics (Kid Pix, MS Photo Editor)

**LT Hardware**
Digital Camera

**Planning and Reporting**
MS Office, Curriculum@work, SofWeb, QUICK VIC

**Prep - Year 2 Graduate Accomplished/Expert Teachers**

**Teachers**

**Edumail**
Regularly access for primarily professional purposes (daily).

**Network**
Regularly use personal login and password to access Whole School shared resources and backup files (i.e. Work program) in personal folder on DSPS server. Save student's work in the grade folder on the DSPS server.

Those with notebook computers are required to log on the network regularly to update viruses.

**Software**
Graphics (Kid Pix, MS Photo Editor)
CD ROMs (Reading For Literacy, Animated stories, Sound Blender, Baileys Book House, Word, Win Mathematics, Let's Go Shopping, Millie's Maths House)

**LT Hardware**
Digital Camera / Scanner / TV-video players

**Planning and Reporting**
MS Office, Inspiration, Curriculum@work, Sofweb, QUICK VIC

**Year 3 – 6 New/Graduate teachers**

**Edumail**
Regularly access for primarily professional purposes (daily)

**Network**
Regularly use personal login and password to access Whole School shared resources and backup files (i.e. Work program) in personal folder on DSPS server. Save student's work in the grade folder on the DSPS server.

Those with notebook computers are required to log on the network regularly to update viruses.

**Software**
Graphics (Kid Pix, MS Photo Editor)
CD ROMs (Animated Stories, Maths Made Easy 5, Win Mathematics, Word)
LT Hardware
Digital Camera

Planning and Reporting
MS Office, Curriculum@work, SofWeb, SMaRT

Year 3 - 6 Graduate Accomplished /Expert Teachers
Regularly access for primarily professional purposes (daily)

Network
Regularly use personal login and password to access Whole School shared resources and backup files (i.e. Work program) in personal folder on DSPS server. Save student's work in the grade folder on the DSPS server.

Those with notebook computers are required to log on the network regularly to update viruses.

Software
Graphics (Kid Pix, MS Photo Editor)
CD ROMs (Reading For Literacy, Inspirations, Super Spell, Maths Made Easy 5, Grammar 4 and Phonics Alive).

Multimedia, Publishing and Presenting Software
Use a variety of multimedia and publishing software for classroom, curriculum planning, and other professional purposes. Must include Inspiration, MS Power Point, Word and Excel.

LT Hardware
Digital Camera / Scanner / TV-video players

Planning and Reporting
MS Office, Inspiration, Curriculum@work, SofWeb, SMaRT

Specialists
Regularly access for primarily professional purposes (daily)

Network
Regularly use personal login and password to access Whole School shared resources and backup files (i.e. Work program) in personal folder on DSPS server. Save student's work in the grade folder on the DSPS server.

Save Term Planners on Server in Yearly and Term Planner Folder

Those with notebook computers are required to log on the network regularly to update viruses.

Software
Graphics (Kid Pix, MS Photo Editor, Microworlds)
CD ROMs (Reference material)
The Language Market (French)
Acid – Super Dooper (Music)

Computer Lab

Multimedia, Publishing and Presenting Software
Use a variety of multimedia and publishing software for classroom, curriculum planning, and other professional purposes. Must include MicroWorlds, Inspiration, MS Power Point, Word and Excel.

LT Hardware
Digital Camera / Scanner / TV-video players

Planning and Reporting
MS Office, Inspiration, Curriculum@work, Education Channel, SofWeb, SMaRT
Welfare and Discipline

All teachers will maintain a well-ordered, positive classroom environment that promotes the well-being of all students.

This will be facilitated by the following strategies:

- Develop an understanding of the behaviours that demonstrate the school values and reinforce the behaviours as part of the daily classroom program.
- Develop, document and implement a ‘Classroom Management Plan’ in line with school policy (provide evidence). As part of the Classroom Management Plan implement the following:
  - positive consequences (individual & whole grade)
  - behaviour tracking sheet (Canter)
  - positive notes home for every child (2 per year)
- Develop, explicitly teach, implement and reinforce rules and directions; routines and procedures; with all students and ensure that the students understand the behaviour that is expected in the different situations and environments they encounter during the school day. e.g. lining up, moving around the school, packing up equipment, working during Literacy time, playing outside. etc.
- Routines and procedures should be reinforced through the use of Quality Tools such as flow charts.
- Develop, document and implement grade values. (provide evidence)
- Develop, document and implement a ‘Class Purpose Statement.’ (provide evidence)
- Develop and implement strategies to assist students to monitor their progress. These should include: Student Self Assessment, Goal Setting, Portfolios, and individual and grade record keeping such as that used in the Quality Schools Program and outlined by Jeff Burgard. (provide evidence)
- Reinforce values and related behaviours through Units of Work and programs such as ‘Friendly Kids Friendly Classrooms’.
- Focus on the development of social skills.

Professional Development

- All staff will be required to attend Professional Development, Designer PD, Staff Meetings, Professional Learning teams (PLTs), and Staff Conferences as required.

Professional Readings

- Be familiar with the
  - School Strategic Plan and the
  - Annual Implementation Plan
- Welfare and Discipline Policy
- Bullying Policy
- Attendance Policy
- Uniform & Dress Code
- Read Canter – Assertive Discipline Text Revised addition
- Read and Use Canter – Assertive Discipline Elementary Workbook
- Access Sofweb to enhance knowledge of the Blueprint for Government Schools

Curriculum

- Principles of Teaching and Learning (POLT)
- Victorian Essentials Learning Standards (VELS)

Video Tapes

- Review – Assertive Discipline tapes or Bill Rogers –Behaviour Management Series
Quality in Schools Program

Support the Whole School Quality Program by implementing programs and processes in teaching that enable students to take a greater responsibility for their learning.

Implementation of Quality Processes

- Grade values – ongoing discussion and display of values
- Class purpose statement using The 5 Whys
- Self assessment- At the conclusion of units of work and as a part of the Half Yearly and Yearly Reports.
- Safety lines – lists displayed in classroom and used to support the lining up process
- Daily timetable –discussion and display
- Grade meetings including the use of the Parking Lot
- Student Goals – social and academic

Implementation of a number of Quality Tools
(Reference: Langford D, Tool Time. Langford International USA 2001
See Appendix A)

- Parking Lot Page 80
- Flow Charts Page 42
- Brainstorm Page 18
- Capacity Matrix Page 22
- Force Field Analysis (Drivers/Brakers) Page 46
- Learning Control Charts (measuring variation or problem) Page 60
- Affinity Diagram Page 10
- Multi- Voting Page 72
- The 5 Whys Page 40
Support a Performance and Development Culture

Actively take part in a structured Professional Development Program

Uses student outcomes data to facilitate self evaluation and feedback regarding performance
Examples: School Level Report, Pre / Post Literacy Benchmark data, e.g. Text Levels Post / Post Literacy Benchmark Data, e.g. Woodcock Language Proficiency Battery, South Australian Spelling Test.

Uses Whole School Data to reflect on learning and teaching practices
Examples: AIM, Assessment of Reading P – 2, Teacher judgments against the Standards, Student Attendance, (School Level Report). Student Survey.

Actively takes part in a Feedback program involving Sub School Leaders, Curriculum Coordinators, Mentor.

Receives Feedback through Innovation and Excellence Program
Example: PoLT Component Mapping.

Actively takes part in the school Induction Program. (if appropriate)

Be actively involved in Professional Development (delivered at the sub school level) relating to Lane Clark’s strategic planning and procedures and Darren Cruz’s interpersonal development. Develop a unit of work that implements some procedures on a trial basis.

Leaders
Leaders will offer professional development to teachers, at a sub-school level, on integrating Lane Clark’s strategic planning and procedures, and Darren Cruz’s Interpersonal Development, into a unit of work in 2007.

Teachers will implement some of these procedures on a trial basis.