

2020 Annual Implementation Plan

for improving student outcomes

Dhurringile Primary School (3944)



Submitted for review by Lisa Wilson (School Principal) on 03 March, 2020 at 11:06 AM

Endorsed by Scott Watson (Senior Education Improvement Leader) on 03 March, 2020 at 12:24 PM

Endorsed by Dean Watson (School Council President) on 03 March, 2020 at 03:36 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	Self-evaluation has been taken from the findings of the Review Committee Dec 2019. Areas around Curriculum Planning and assessment continue to be the focus.
Considerations for 2020	Numbers of students down to 8. Only 2 students were enrolled in the school 2 years ago. Classroom teacher (0.4) has LSL for most of terms 2 and 3. Lisa as a teaching Principal is teaching almost 0.8 EFT over 5 days with 3 full days as single teacher.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve the literacy outcomes for all students
Target 1.1	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Reading will increase from 17% to 33%
Target 1.2	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Writing will increase from 0% to 33%
Target 1.3	<p>Drafting notes: please provide baseline data</p> <p>Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months learning growth in each year of the SSP (XX% in 2019).</p>
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed instructional model.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop whole school literacy scope and sequence documents.
Key Improvement Strategy 1.c Evaluating impact on learning	Strengthen staff capacity to differentiate student point of need.
Goal 2	To improve the numeracy outcomes for all students.

Target 2.1	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Numeracy will increase from 0% to 33%
Target 2.2	<p>Drafting notes: please provide baseline data</p> <p>Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months learning growth in each year of the SSP (XX% in 2019).</p>
Key Improvement Strategy 2.a Building practice excellence	Develop an agreed instructional model.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop whole school numeracy scope and sequence documents.
Key Improvement Strategy 2.c Instructional and shared leadership	Strengthen staff capacity to differentiate student point of need.
Goal 3	To improve student engagement and motivation in their learning
Target 3.1	<p>Drafting notes: consider identifying some specific key areas for focus</p> <p>The school to develop a local survey indicating levels of student engagement and motivation for learning. Benchmarks to be developed based on initial data collection in February 2020 with improvement targets then to be set at a minimum of 5 per cent annually.</p>

Target 3.2	By 2023, reduce the average student absence rate from 10 days (2016-19) to 8 days (2020-23)
Key Improvement Strategy 3.a Empowering students and building school pride	Define, develop and implement what student voice and agency means and looks like in the classroom.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Establish a culture where teachers routinely collect and use student feedback.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the literacy outcomes for all students	Yes	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Reading will increase from 17% to 33%	Based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN reading will increase from 17% in 2018-2019 to 20% in 2019-2020.
		By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Writing will increase from 0% to 33%	Based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN writing will increase from 0% in 2018-2019 to 10% in 2019-2020.
		<p>Drafting notes: please provide baseline data</p> <p>Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months learning growth in each year of the SSP (XX% in 2019).</p>	For all students to make 12 months progress in literacy in 2020 through teacher judgements.
To improve the numeracy outcomes for all students.	No	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Numeracy will increase from 0% to 33%	

		<p>Drafting notes: please provide baseline data</p> <p>Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months learning growth in each year of the SSP (XX% in 2019).</p>	
To improve student engagement and motivation in their learning	No	<p>Drafting notes: consider identifying some specific key areas for focus</p> <p>The school to develop a local survey indicating levels of student engagement and motivation for learning. Benchmarks to be developed based on initial data collection in February 2020 with improvement targets then to be set at a minimum of 5 per cent annually.</p>	
		<p>By 2023, reduce the average student absence rate from 10 days (2016-19) to 8 days (2020-23)</p>	

Goal 1	To improve the literacy outcomes for all students
12 Month Target 1.1	Based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN reading will increase from 17% in 2018-2019 to 20% in 2019-2020.

12 Month Target 1.2	Based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN writing will increase from 0% in 2018-2019 to 10% in 2019-2020.	
12 Month Target 1.3	For all students to make 12 months progress in literacy in 2020 through teacher judgements.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop an agreed instructional model.	Yes
KIS 2 Curriculum planning and assessment	Develop whole school literacy scope and sequence documents.	No
KIS 3 Evaluating impact on learning	Strengthen staff capacity to differentiate student point of need.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Analysis of the self-evaluation, NAPLAN data in particular in the area of writing, SSP goals, and teacher judgements in the area of writing shows that development of an agreed instructional model is needed to be embedded across the school.</p> <p>In 2019, the school was given a set of Fountas and Pinnell BAS (box 1 and 2). The teachers need to develop their capacity to utilise this assessment method. Our student data for reading needs improving so that more students are in the 2 top bands of NAPLAN and no students are below expected level in teacher judgement.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve the literacy outcomes for all students
12 Month Target 1.1	Based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN reading will increase from 17% in 2018-2019 to 20% in 2019-2020.
12 Month Target 1.2	Based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN writing will increase from 0% in 2018-2019 to 10% in 2019-2020.
12 Month Target 1.3	For all students to make 12 months progress in literacy in 2020 through teacher judgements.
KIS 1 Building practice excellence	Develop an agreed instructional model.
Actions	<ol style="list-style-type: none"> 1. Implement an agreed instructional model for Writing (Writers Workshop) and monitor its effectiveness. 2. Develop and implement a professional learning plan that supports the Instructional Model 3. Enhance the learning environment through co-creation of anchor charts with the students.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the lesson structure • Verbalise the role of the teacher and the student throughout the components of the Writing Instructional model • Model their role throughout the lesson • Describe the vocabulary of the 6 +1 Traits • Describe the Writing improvement strategies (individual goals) identified during conferencing <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement and monitor the agreed Writing Instructional Model • Co-create anchor charts with students • Conference with their students about Writing at least two times per term • Assist students to create individual learning goals for writing • Incorporate the use of the WRITER'S WORKSHOP MODEL into PDP goals <p>Principal will:</p> <ul style="list-style-type: none"> • Build the capacity of teachers to conference with their students. • Provide relevant professional learning on the WRITER'S WORKSHOP MODEL

	<ul style="list-style-type: none"> Incorporate the use of WRITER'S WORKSHOP MODEL's into the PDP process <p>Parents will:</p> <ul style="list-style-type: none"> Use a common language around learning and engagement Verbalise the role of the teacher and the student throughout the components of the Writing Instructional model 																																																												
<p>Success Indicators</p>	<p>Increase or maintain the % of Teacher Judgements (matched cohort) that indicate above expected student growth in writing</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>notes</th> </tr> </thead> <tbody> <tr> <td>F to 1</td> <td>0 %</td> <td>25 %</td> <td></td> </tr> <tr> <td>1 to 2</td> <td>0 %</td> <td>25 %</td> <td></td> </tr> <tr> <td>2 to 3</td> <td>0 %</td> <td>25 %</td> <td></td> </tr> <tr> <td>3 to 4</td> <td>0 %</td> <td>25 %</td> <td></td> </tr> <tr> <td>4 to 5</td> <td>0 %</td> <td>25 %</td> <td>2019 no yr 4</td> </tr> <tr> <td>5 to 6</td> <td>0 %</td> <td>25 %</td> <td>2020 0 yr 6</td> </tr> </tbody> </table> <p>Reduce the % of Teacher Judgements (matched cohort) that indicate below expected student growth in writing</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>notes</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>50 %</td> <td>0 %</td> <td></td> </tr> <tr> <td>1</td> <td>100 %</td> <td>50 %</td> <td></td> </tr> <tr> <td>2</td> <td>100 %</td> <td>50 %</td> <td></td> </tr> <tr> <td>3</td> <td>100 %</td> <td>50 %</td> <td></td> </tr> <tr> <td>4</td> <td>0 %</td> <td>0 %</td> <td></td> </tr> <tr> <td>5</td> <td>100 %</td> <td>50 %</td> <td>2019 no yr 4</td> </tr> <tr> <td>6</td> <td>25 %</td> <td>0 %</td> <td>2020 0 yr 6</td> </tr> </tbody> </table> <p>An average of 10 Learning Walks are completed by each staff member with SIT evaluations</p> <p>Attitudes to School Survey Positive responses in AToSS increase</p> <p>Conferencing Each student in Years F to 6 completes at least 1 conferences per month with their teacher on Writing and develops an individual writing goal.</p>	Year	2019	2020	notes	F to 1	0 %	25 %		1 to 2	0 %	25 %		2 to 3	0 %	25 %		3 to 4	0 %	25 %		4 to 5	0 %	25 %	2019 no yr 4	5 to 6	0 %	25 %	2020 0 yr 6	Year	2019	2020	notes	F	50 %	0 %		1	100 %	50 %		2	100 %	50 %		3	100 %	50 %		4	0 %	0 %		5	100 %	50 %	2019 no yr 4	6	25 %	0 %	2020 0 yr 6
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	Learning walk evaluations demonstrate improvement in students ability to <ul style="list-style-type: none"> • Explain the lesson structure • Verbalise the role of the teacher and the student throughout the components of the Writing Instructional model • Model their role throughout the lesson • Describe the vocabulary of 6+1 Traits • Describe their individual Writing improvement strategies identified during conferencing 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement a professional learning plan that supports the Writer's Workshop Model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Using the school SIT, utilise learning walks to monitor the implementation of the schools WRITER'S WORKSHOP MODEL and modify as required	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporate the use of the WRITER'S WORKSHOP MODEL into PDP goals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Enhance the learning environment through the targeted creation of anchor charts	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Build the capability of teachers to conference with their students	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Strengthen staff capacity to differentiate student point of need.			
Actions	<ol style="list-style-type: none"> 1. Develop a CoP with like schools wanting to incorporate Fountas and Pinnell into their assessment schedules. 2. Build capability of teachers through professional readings and discussions of professional readings during meetings. 3. Take part in learning walks of schools that are part of the CoP. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the literacy improvement strategies (individual goals) identified during conferencing. • Co-construct reading goals based on assessment gathered from Fountas and Pinnell. <p>Teachers will:</p> <ul style="list-style-type: none"> • Understand how to administer Fountas and Pinnell assessment • Follow the timeline for the implementation of Fountas and Pinnell • Implement Fountas and Pinnell assessment • Use the data gained from Fountas and Pinnell assessment to teach to the student's point of need. • Share assessment schedules with other CoP schools. <p>Principal will:</p> <ul style="list-style-type: none"> • Participate in CoP for Fountas and Pinnell assessment • Development of the CoP meeting structure and meeting protocols • Participate in CoP for Fountas and Pinnell assessment. • Lead learning walks to look at how teachers are using Fountas and Pinnell to guide learning in their classrooms <p>Parents will:</p> <ul style="list-style-type: none"> • Use a common language around student learning and engagement of Fountas and Pinnell. • Participate in teacher parent discussions about their student's learning and goals. 			

Success Indicators

Increase or maintain the % of Teacher Judgements (matched cohort) that indicate above expected student growth in reading.

Year	2019	2020
F to 1	0 %	25 %
1 to 2	0 %	25 %
2 to 3	0 %	25 %
3 to 4	0 %	25 %
4 to 5	0 %	25 %
5 to 6	0 %	25 %

Reduce the % of Teacher Judgements (matched cohort) that indicate below expected student growth in reading.

Year	2019	2020
F	50 %	25 %
1	100 %	25 %
2	100 %	25 %
3	0 %	0 %
4	0 %	0 %
5	0 %	0 %
6	25 %	0 %

Assessment

Fountas and Pinnell will be referenced in the school assessment schedule

Fountas and Pinnell assessments are completed by each staff member with SIT evaluations

Attitudes to School Survey

Positive responses in AToSS increase

Student Voice

Students are able to explain their individual goals

Learning walk evaluations demonstrate improvement in students ability to

- Describe their individual Reading improvement strategies identified during conferencing and assessments

Show where Fountas and Pinnell data has assisted in formulation of individual student goals.

	Data wall contains Fountas and Pinnell assessment data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a CoP with like schools wanting to incorporate Fountas and Pinnell into their assessment schedules.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Take part in meetings with CoP targeted at the implementation of Fountas and Pinnell in the schools.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Build capability of teachers through professional readings and discussions of professional readings during meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Take part in walk-throughs of schools that are part of the CoP to assist the development of teacher capability. Investigate how teachers incorporate Fountas and Pinnell into their reading instructional model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$2,500.00	\$2,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$2,500.00	\$2,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Build the capability of teachers to conference with their students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Build capability of teachers through professional readings and discussions of professional readings during meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
Take part in walk-throughs of schools that are part of the CoP to assist the development of teacher capability. Investigate how teachers incorporate Fountas and Pinnell into their reading instructional model.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$500.00	\$500.00
Totals			\$2,500.00	\$2,500.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and implement a professional learning plan that supports the Writer's Workshop Model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Build the capability of teachers to conference with their students	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit EIL	<input checked="" type="checkbox"/> On-site
Develop a CoP with like schools wanting to incorporate Fountas and Pinnell into their assessment schedules.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site WebEx
Take part in meetings with CoP targeted at the implementation of Fountas and Pinnell in the schools.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site WebEx
Build capability of teachers through professional readings and discussions of professional readings during meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> Off-site WebEx

				<input checked="" type="checkbox"/> Communities of Practice		
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