

2021 Annual Implementation Plan

for improving student outcomes

Dhurringile Primary School (3944)



Submitted for review by Lisa Wilson (School Principal) on 08 December, 2020 at 04:20 PM
Endorsed by Scott Watson (Senior Education Improvement Leader) on 01 February, 2021 at 11:09 AM
Endorsed by Dean Watson (School Council President) on 23 February, 2021 at 09:40 AM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	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	Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging
	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 our focus.
Considerations for 2021	Numbers of students down to only 2 for 2021. How can school develop their position in the wider community? Funding will allow for: CT at EFT 0.4 plus tutor of EFT 0.2 however consideration needs to be made for potential LSL of CT throughout the year. What is the best use of the tutor and CT positions given that with 2 students we are already small group and individual teaching?
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the literacy 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 Reading will increase from 17% to 33%
Target 2.2	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 2.3	Drafting notes: please provide baseline data

	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).
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 literacy scope and sequence documents.
Key Improvement Strategy 2.c Evaluating impact on learning	Strengthen staff capacity to differentiate student point of need.
Goal 3	To improve the numeracy outcomes for all students.
Target 3.1	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 3.2	Drafting notes: please provide baseline data 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).
Key Improvement Strategy 3.a Building practice excellence	Develop an agreed instructional model.
Key Improvement Strategy 3.b	Develop whole school numeracy scope and sequence documents.

Curriculum planning and assessment	
Key Improvement Strategy 3.c Instructional and shared leadership	Strengthen staff capacity to differentiate student point of need.
Goal 4	To improve student engagement and motivation in their learning
Target 4.1	<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 4.2	By 2023, reduce the average student absence rate from 10 days (2016-19) to 8 days (2020-23)
Key Improvement Strategy 4.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 4.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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning catch up and extension * For all students to make at least 12 months progress in literacy in 2021 as evidenced through teacher judgements and on Fountas and Pinnell benchmark assessment.</p> <p>Happy, healthy, active kids * local survey indicating levels of student engagement and motivation for learning to be completed once per term with all students. * ratings associated with this survey show progress across the year.</p> <p>Connected great schools * All students to have an IEP * All IEP to be revisited twice per term in weeks 2 and 7.</p>
To improve the literacy outcomes for all students	No	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%	

		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%	
		<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>	
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	Drafting notes: consider identifying some specific key areas for focus	

		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.	
		By 2023, reduce the average student absence rate from 10 days (2016-19) to 8 days (2020-23)	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Learning catch up and extension * For all students to make at least 12 months progress in literacy in 2021 as evidenced through teacher judgements and on Fountas and Pinnell benchmark assessment.</p> <p>Happy, healthy, active kids * local survey indicating levels of student engagement and motivation for learning to be completed once per term with all students. * ratings associated with this survey show progress across the year.</p> <p>Connected great schools * All students to have an IEP * All IEP to be revisited twice per term in weeks 2 and 7.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p> <p>The 2019 school review highlighted Literacy especially writing as an area to develop across the school. Following on from 2020 when an agreed school model was developed for writing along with participation in a small school CoP based on the reading section from Fountas and Pinnell's Literacy Continuum, it has been decided to develop a whole school literacy scope and sequence along with associated documents as a priority for 2021.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning catch up and extension * For all students to make at least 12 months progress in literacy in 2021 as evidenced through teacher judgements and on Fountas and Pinnell benchmark assessment.</p> <p>Happy, healthy, active kids * local survey indicating levels of student engagement and motivation for learning to be completed once per term with all students. * ratings associated with this survey show progress across the year.</p> <p>Connected great schools * All students to have an IEP * All IEP to be revisited twice per term in weeks 2 and 7.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Building teacher capability to deliver targeted student support in literacy and implement the tutor learning initiative.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be able to articulate personal goals * be able to articulate success criteria * co-construct reading goals during conferences with teachers <p>Teachers will:</p> <ul style="list-style-type: none"> * identify students using the assessment plan and monitor growth * develop and regularly (at least twice per term) monitor an IEP to teach students at their point of need * confer weekly with students to develop personal goals * use the data gained from Fountas and Pinnell assessment to teach to the student's point of need <p>Principal will:</p> <ul style="list-style-type: none"> * lead staff in the development and implementation of an assessment plan * identify where these students are in their learning and monitor growth

	<p>* develop viable support strategies that will best meet student learning needs</p> <p>* facilitate the development of the CoP literacy scope and sequence</p>			
Success Indicators	<p>increase or maintain the % of teacher judgements (matched cohort) that indicate above expected student growth in writing</p> <p>Year 2020 2021 notes 1 to 2 0% 100%</p> <p>reduce the % of teacher judgements (matched cohort) that indicate below expected student growth in writing</p> <p>Year 2020 2021 notes 1 to 2 100% 100%</p> <p>All students having IEPs that are monitored and adjusted twice per term. Assessment schedule reviewed and updated SIT minutes showing regular meetings and discussion of student point of need</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and monitor (twice per term) IEPs for each student.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Administer Fountas and Pinnell benchmark assessment	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <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
Develop and implement data walls to monitor student progress and show growth as part of small schools CoP.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Using the school SIT, analyse the student data to identify the student's point of need.	<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
Continue participation with the Fountas and Pinnell focus in the small school CoP to build teacher knowledge around literacy teaching and learning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish a whole school approach to social-emotional learning or belonging and engagement			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be able to articulate their wellbeing <p>Teachers will:</p> <ul style="list-style-type: none"> * integrate social-emotional learning into school practices and programs as evidenced through planning documents. * model good social-emotional practices <p>Principal will:</p> <ul style="list-style-type: none"> * develop a whole school social-emotional learning program * model good social-emotional practices * strengthen engagement with regional and external support agencies * integrate social-emotional learning into school practice, policies and programs 			

Success Indicators	weekly / daily planning documents reflecting social-emotional curriculum Documentation of frameworks, policies or programs Curriculum documentation reflecting social and emotional learning			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop posters for display around school and in school newsletter to support social-emotional learning	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Revise school policies to ensure social-emotional learning is incorporated	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and further embed the connection with parents/carers.			
Outcomes	Students will: * Students will feel connected to their school and have positive attitudes to attendance Teachers will:			

	<ul style="list-style-type: none"> * feel connected to their school and have positive attitudes * have increased level of collaborative work with parents/carers <p>The principal will:</p> <ul style="list-style-type: none"> * provide support for staff to further develop connections with families * develop initiatives within the school curriculum that promote involvement by the wider community * utilise social media to highlight to the community what is happening at the school and how they can participate <p>Families will:</p> <ul style="list-style-type: none"> * feel welcome in the school and regularly use school facilities * contribute further to the learning outcomes of the students. 			
Success Indicators	Attendance data social media comments and likes community attendance at school events			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
development of a street library at the school for the community to use	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
develop a kitchen garden at the school for the community to use	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
develop a 'plant swap' at the school for the community to use	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$2,000.00	\$2,000.00
Additional Equity funding	\$508.00	\$508.00
Grand Total	\$2,508.00	\$2,508.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Using the school SIT, analyse the student data to identify the student's point of need.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
develop a kitchen garden at the school for the community to use	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other building of gardens	\$1,000.00	\$1,000.00
Totals			\$2,000.00	\$2,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
purchase of decodable books to support student literacy learning	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$508.00	\$508.00

	to: Term 4			
Totals			\$508.00	\$508.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Using the school SIT, analyse the student data to identify the student's point of need.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue participation with the Fountas and Pinnell focus in the small school CoP to build teacher knowledge around literacy teaching and learning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site