

# Annual Implementation Plan: for Improving Student Outcomes

School name: Debney Meadows Primary School

Year: 2017

School number: 5068

Based on strategic plan:  
2015-2018

Endorsement:

**Principal** Vicki Watson 27.03.17

**Senior Education Improvement Leader**

Mona Malouf

**School Council President** Safiyo Fahiye

## .Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
To maximise the literacy and numeracy learning outcomes for all students.	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
To improve student social, behavioural and emotional engagement with schooling.		Curriculum planning and assessment	✓
To embed Powerful Learning /ELearning into curriculum and teaching & learning practice.	Professional leadership	Building leadership teams	
To create a safe, positive and calm school climate that maximises the physical and mental health of all students.	<b>Positive climate for learning</b>	Empowering students and building school pride	✓
To continue to build the profile of the school within the local community with resulting increase in enrolments and cultural diversity within the school.		Setting expectations and promoting inclusion	✓
To deploy School Resource Package funds particularly, Low SES allocations to increase literacy and numeracy learning outcomes for all students.	Community engagement in learning	Building communities	
To develop and implement a Master Plan for improvement of the school facilities grounds/play areas.			
To strengthen the "line of sight" for teacher and ES Performance and Development plans with the School Strategic Plan and Annual Implementation Plan.			

### Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

DMPS is guided by:

- The outcomes of the 2015 Priority Review and the funding allocations given following the DMPS Design Team Report; that funding granted to support improved outcomes in 2 areas:
  - 1) Mathematics outcome across Years F-6 (a new area of strong school focus in 2016/2017)
  - 2) Continued implementation and embedding of the 'SWPBS Framework' (this work has been in place since 2014).
- These 2 areas come within the goals of the 2015-2018 Strategic Plan (as above)
- School data collected and analysed by the Leadership Team and PLC's has been used to develop a good understanding of DMPS's progress in the period 2015 – 2016 (data as cited in the Leadership Teams PDP documents for 2016 – please also see Table of Data / Analysis attached to 2016 AIP). The data revealed school performance weaknesses in the areas of Mathematics and English across the board. However, strong and significant 'growth' had been achieved in 'reading'. Whilst work towards continued improvement in reading will remain a focus, a strong commitment to improve instructional teaching in Mathematics is validated by a lack of evidenced student growth in this area.
- SWIS Data monitored throughout 2016 evidenced a continuation of high level inappropriate student behaviour across all cohorts. While the school's strategic work in settling the school particularly, in classroom environments, there remained concern that student behaviour was still impacting on student learning. Processes and protocols have been developed and implemented over the last 2 years with noticeable improvement of classroom environments however, in 2016 the specific enrolment of several extremely high needs students, has seriously hampered the achievement of stronger learning outcomes. Without increased staffing capacity in the area of Student Wellbeing, Education Support and Clinical Support (assessment & clinical intervention) the school continued to experience difficulty sustaining 'safe & calm' learning and playground environments. Given this scenario, leadership has allocated considerable 2017 SRP funds to increase both ES and senior (LT & AP) staffing to support student management. In a school with a large number of highly traumatized students (and families) as well as, a statistically higher than usual proportion of PSD students, this has compounded the challenge.

### Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<p><b>Excellence in teaching and learning:</b></p> <ul style="list-style-type: none"> <li>- Building practice excellence</li> <li>- Curriculum planning and assessment</li> </ul>	<p>Expert Instructional Classroom Mathematics Coaching throughout 2017 (Priority Review Funds).</p> <p>Building Staff Capacity with the PLC DuFour Model (4 Questions &amp; strengthened analysis of data) &amp; Peer Observation Process connected to PDP 2017.</p> <p>Implementation of the Victorian Curriculum Framework &amp; ongoing documentation of the DMPS Viable Curriculum.</p> <p>Continued implementation of the 'DMPS Pedagogical Platform' (incorporating High Reliability Strategies, Big Six, E5 Instructional Model &amp; 3 Tiered Intervention).</p> <p>School-based Assistant Principal – 'Curriculum &amp; Pedagogy Coach' in place to facilitate hands-on classroom coaching.</p>
<p><b>Positive climate for learning:</b></p> <ul style="list-style-type: none"> <li>- Empowering students and building school pride</li> <li>- Setting expectations and promoting inclusion</li> </ul>	<p>Continue to review and implement SWPBS Framework (continue PBS School Team PL, collection and analysis of SWIS data and whole-school staff PL) (Priority Review Funds).</p> <p>Consolidate Student Voice Council, Student Crews and Student Leadership F-6.</p> <p>Co-curricular Enrichment Programs.</p> <p>School-based Leading Teacher – 'Student Management / Wellbeing &amp; Engagement'.</p> <p>Continue the provision of 1-1 laptop program for Years 4-6 and refresh iPad Program F-3 partnered with an enhanced PL program for all teachers in the use of ICT's as 'Powerful Learning Tools'.</p>



## Section 2: Improvement Initiatives


Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<p>To maximise the literacy and numeracy learning outcomes for all students.</p> <p>To deploy School Resource Package funds particularly, Equity (Social Disadvantage) allocations to increase literacy and numeracy learning outcomes for all students.</p>
IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning
STRATEGIC PLAN TARGETS	<p><b>By 2018</b> All students will be achieving at more than 12 months of learning growth per year in <b>English</b> and <b>Mathematics</b>.</p> <p>Learning Growth targets in English and Mathematics will be established for all students annually and will be monitored through the Professional Learning Teams.</p> <p>All students will have achieved at least the National Minimum Standard (NAPLAN) in English and Mathematics.</p> <p>That NAPLAN High Relative Gain for Reading and Numeracy will progress from 14.4% and 12.5% respectively to reach 25% or higher.</p> <p>That NAPLAN Low Relative Gain in Reading and Numeracy will move from 28.6% and 37.5% respectively to 25% or below.</p>
12 MONTH TARGETS	<p><b>2017</b> All students will be achieving at more than 12 months of learning growth per year in <b>English</b> and <b>Mathematics</b>.</p> <p><b>Learning Growth</b> targets in <b>English</b> and <b>Mathematics</b> will be established for all students annually and will be monitored through the Professional Learning Teams (PAT Comprehension / Mathematics &amp; Fountas &amp; Pinnell Reading Bench Marking). [see attached data at end of this document].</p> <p>That the 2017 NAPLAN <b>High Relative Gain</b> for <b>Reading</b> and <b>Numeracy</b> will progress from:.</p> <p><b>English:</b> Reading - from 43.0% (2016) to 50.0% (2017)</p>


		Writing - from 33.0% (2016) to 40.0% (2017) <b>Maths</b> - from 14.0% (2016) to 25.0% (2017).						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Expert Instructional Classroom Mathematics Coaching throughout 2017 (Priority Review Funds)</b>	[12 x Full Day of scheduled Mathematics Coaching including coaching during Team Planning and PLCs.	Kathy Palmer (Expert Mathematics Coach)	As per AIP	<b>6 months:</b> All classrooms can be seen to have implemented the E5 structure in Mathematics	● ● ●	PAT Data MOI DATA Teacher Judgements NAPLAN (Full evidence base in line with 'School Assessment Schedule 2017' – triangulated data).	Priority Review Allocated Funds	
	1 x Full Curriculum Day around Problem Based Mathematics Instruction.	Kathy Palmer	March 3 <sup>rd</sup> 2017	All teachers have included in their planning and classroom teaching using the E5 Model and the 'Problem Solving Approach' to Mathematics (Palmer) Classroom environments F-6 will clearly demonstrate active culture of mathematics learning: i.e visual aids to guide student independent learning, concrete operational tools, mathematics vocabulary (linking 'Big Six', Marzano & 'Language in Mathematics')				
	Mathematics Learning Walks with Assistant Principal – Curriculum and Pedagogy.	Kathy Palmer and Kerron Worsdell (Assistant Principal – Curriculum and Pedagogy)	1 x term	Expert Coaching is in place, coaching relationships established and Negotiated Coaching Plans developed with the School-based Coach				
	Scheduled PLCs with Expert Mathematics Coach with a numeracy data	Kathy Palmer (Expert Mathematics Coach)	2 x term	Ongoing Weekly				

	focus.  Advice/consultation around assessment, reporting, resources, displays, curriculum planning documentation.	Kathy Palmer and Kerron Worsdell		School-based Coaching is in place and continuous throughout 2017.  <b>12 Months:</b>  Classroom cultures of Mathematics learning can be witnessed across all grades by coaches and DMPS Leadership Team.  Statistically significant improvement in the data relating to Mathematics is evident: PAT, Maths Online Interview, NAPLAN (Yr3 & 5) and 'Fractions & Decimals Online Interview'.				
<b>Consolidate English Classroom Instruction (in line with DMPS Pedagogical Platform)</b>	Weekly instructional coaching on Big 6 and Marzano High Reliability Strategies in classroom and during Team Planning and PLCs.  Assistant Principal to attend PALL PL (Principals as Literacy Leaders).	Kerron Worsdell  Kerron Worsdell	Three teachers per week  5 days in 2017	<b>6 months</b>  100% of teachers to be coached each term. Assistant Principal attending PALL PL.  Feedback provided to 100% of teachers on planning twice a term.  PL on Big 6 Strategies has taken place as scheduled.  Student learning data in English collected as per DMPS Assessment			Salary AP .05 (Curriculum)	



	<p>Strategic feedback provided to teachers on weekly and long term planning documents.</p> <p>Scheduled professional learning sessions for teachers around Big 6 Literacy Strategies and instruction.</p> <p><b>'Early years Oral Language Intervention Program' (Foundation – Year 2)</b> developed in consultation with Speech Pathologist and in line with Big 6 Oral Language Focus and Three Tiered Intervention Model.</p>	<p>Kerron Worsdell</p> <p>Kerron Worsdell</p> <p>Vicki Watson</p> <p>External Literacy Experts</p> <p>Vicki Watson</p> <p>Anita Moore</p> <p>Mandy Winterton &amp; Sam (Private Speech Pathologist)</p>	<p>weekly</p> <p>1 x per term</p> <p>Planning Term 1 ongoing 4 days per week</p>	<p>Schedule. Oral Language Program in place four days per week.</p> <p>Intervention Program in place with links to Oral Language Program.</p> <p><b>12 months</b></p> <p>100% of teachers to be coached each term.</p> <p>Assistant Principal completes PALL PL.</p> <p>PL on Big 6 Strategies has taken place as scheduled.</p> <p>Student learning data in English collected as per DMPS Assessment Schedule.</p> <p>Oral Language Program in place four days per week.</p> <p>Intervention Program in place with links to Oral Language Program and reviewed each term.</p>	<p></p>		<p>\$ Equity Funds (Speech Pathologist)</p>	
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	<p>Teachers collect evidence of student learning as per DMPS Assessment Schedule and present student achievement and growth data with analysis (Team Data Presentations)</p> <p>Development of Three Tiered intervention Program to address school and student needs in English.</p>	<p>Kerron Worsdell, Anita Moore (Team Leader F-2) Classroom teachers</p> <p>Kerron Worsdell Vicki Watson</p>	<p>Ongoing with Team Data Presentations each semester</p> <p>Term 1 and reviewed each term</p>	<p>Team Data Presentations delivered.</p>				
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<p><b>Building Staff Capacity with the PLC DuFour Model (4 Questions &amp; strengthened analysis of data) &amp; Peer Observation Process connected to PDP 2017</b></p>	<p>Assistant Principal (Pedagogy and Curriculum) and Kathy Palmer (Expert Mathematics Coach) to attend weekly PLCs (rotate through F-2/3-6 PLCS) for coaching with Du Four Questions and data analysis</p>	<p>Kerron Worsdell Vicki Watson</p>	<p>1 x PL sessions per term</p> <p>1 x PL session per term</p>	<p><b>6 months:</b></p> <p>PLC coaching (Assistant Principal – Curriculum and Pedagogy and Expert Numeracy Coach) in place.</p> <p>Documented collection and team analysis of student data in F and P, MOI, Writing Moderation, PAT Maths, PAT Comprehension Social Skills.</p>				
	<p>Whole school PL on Du Four model and data literacy</p>	<p>Kerron Worsdell</p>	<p>End Sem. 1 &amp; 2</p>	<p>Teacher Weekly Planning documents indicate differentiation to cater for student need/ability.</p>				
	<p>Team Data Presentation of student achievement data and growth data in English and Mathematics</p>	<p>Teacher PLC's Vicki Watson (alignment PDP)</p>	<p>2 x PL per term and Start Up Day 2017</p>	<p>Student learning data collected as per 2017 DMPS Assessment Schedule.</p> <p>Teacher and ES start of Cycle PDP goals linked to Key Improvement Strategies in Strategic Plan (2015-18) and 2017 AIP.</p>				
	<p>Expert Mathematics Coach to attend PLCs and support</p>	<p>Kathy Palmer</p>	<p>Coaching sessions with all teachers</p>	<p>PLC minutes kept indicating increasing use of Du Four questions and increased data literacy.</p>				

	<p>numeracy data analysis</p> <p>School Improvement Team (SIT) meet twice per term to explore school data.</p>	<p>2017 School Improvement Team (Watson, Worsdell, Bir, Moore &amp; Byrne)</p>	<p>each term</p> <p>2 x PL per term</p>	<p>SIT team meetings scheduled and held as per meeting schedule</p> <p><b>12 months:</b></p> <p>Continued collection and team analysis of student data.</p> <p>Team data presentations and analysis shared with whole staff</p> <p>PLC meeting minutes show strong use of Du Four questions.</p> <p>Data collected as per 2017 DMPS Assessment Schedule.</p> <p>Learning Walks conducted with peer feedback documented.</p>	<p>● ● ●</p>			
<p><b>Implementation of the Victorian Curriculum Framework &amp; ongoing documentation of the DMPS Viable Curriculum</b></p>	<p>Whole School PL on Victorian Curriculum Framework.</p>	<p>Kerron Worsdell</p>	<p>1 x PL sessions per term</p>	<p><b>6 months:</b></p> <p>PL on Victorian Curriculum allocated on meeting schedule and conducted as scheduled.</p>	<p>● ● ●</p>			

	Development and documentation of scope and sequence for DMPS Viable Curriculum	Kerron Worsdell	1 x PL session per term	<p>Team Planning and Teacher Work Programs reflect implementation of Victorian Curriculum in line with DMPS Viable Curriculum Scope and Sequence.</p> <p><b>12 months:</b></p> <p>PL on Victorian Curriculum has taken place as scheduled.</p> <p>Scope and Sequence Documents for DMPS Viable Curriculum complete for all year levels.</p> <p>Team Planning and Teacher Work Programs reflect strong implementation of Victorian Curriculum in line with DMPS Viable Curriculum Scope and Sequence.</p>				
<b>Continued implementation of the 'DMPS Pedagogical Platform' (incorporating High Reliability)</b>	Whole School PL on Big 6 Literacy Startegies, Marzano High Reliability Strategies, 3 Tiered Intervention	Kerron Worsdell Kathy Palmer & Vicki Watson	2 x PL per term and Start Up Day 2017  Coaching sessions	<p><b>6 months:</b></p> <p>Start Up Day Overview delivered to all staff.</p> <p>PL scheduled and delivered each term.</p> <p>Coaching scheduled</p>				

<p><b>Strategies, Big Six Literacy Approach, E5 Instructional Model &amp; 3 Tiered Intervention)</b></p>	<p>and Numeracy Problem Based Approach</p>	<p>Kerron Worsdell Vicki Watson</p>	<p>with all teachers each term</p>	<p>and in place each week.</p>				
	<p>Pedagogical Coaching in place with all staff around elements of Pedagogical Platform (e5, Big 6, Marzano, Differentiation, Problem Based maths approach, explicit teaching)</p>		<p>5 days across 2017</p>	<p>3 Tiered Intervention Plan developed &amp; communicated staff. Evidence of differentiation evident in teacher work programs</p>				
	<p>Assistant Principal to attend PALL PL (Principals as Literacy Leaders)</p>	<p>Kerron Worsdell</p>	<p>Developed Term 1. Reviewed each term during 2017.</p>	<p>Teacher work programs reflect implementation of DMPS Pedagogical Platform (e5, Big 6, Marzano, Differentiation, Problem Based maths approach)</p>	<p>Ongoing improvement in student learning data (Fountas and Pinnell, PAT Testing, Maths Online Interview, Writing Moderation).</p>			
<p>3 Tiered Intervention Plan to support student literacy learning. (Developed Term 1 and reviewed and communicated each term)</p>	<p>Kerron Worsdell &amp; Vicki Watson</p>	<p>Multiple Days 2017</p>	<p>Pall Mentor Coaching 1-1</p>	<p><b>12 months:</b></p>	<p></p>			
				<p>Assistant Principal continues PALL PL</p>				
				<p>PL scheduled and delivered each term.</p>				

				<p>Coaching scheduled and in place each week.</p> <p>Teacher work programs reflect deep implementation of DMPS Pedagogical Platform (e5, Big 6, Marzano, Differentiation, Problem Based maths approach)</p> <p>Increased evidence of differentiation/ intervention in teacher work programs</p> <p>Statistically significant improvement in English and Mathematics outcomes evident: PAT Maths and Reading Testing, Fountas and Pinnell Reading Benchmarking, NAPLAN (Yr 3 and 5), Maths Online Interview, Scaffolding Numeracy test, Writing Moderation.</p> <p>3 Tiered Intervention Plan monitored and implementation adjusted each term.</p>				
				<b>6 months:</b>				

<p><b>School-based ‘Curriculum &amp; Pedagogy Coach’ in place to facilitate hands-on classroom coaching</b></p>	<p>Pedagogical Coaching and follow up conversations timetabled with teachers around elements of Pedagogical Platform</p>	<p>Kerron Worsdell (alignment PDP 2017)</p>	<p>3 staff coached per week  timetabled weekly and ongoing</p>	<p>Coaching sessions timetabled and coaching notes documented with 100% teachers.  Curriculum and Pedagogy coach attends weekly Team Planning and PLCs.</p>	<p>● ● ●</p>		<p>Salary AP .05</p>	
	<p>Curriculum and Pedagogy coach to attend Team Planning and PLCs to coach and mentor teachers for planning and use of data to inform learning and teaching</p>	<p>Kerron Worsdell</p>		<p><b>12 months:</b> Coaching sessions timetabled and documented with 100% of teachers  Curriculum and Pedagogy coach attends Team Planning and PLCs  Statistically significant improvement in English and Mathematics outcomes evident: PAT Maths and Reading Testing, Fountas and Pinnell Reading Benchmarking, NAPLAN (Yr 3 and 5), Maths Online Interview, Scaffolding Numeracy test, Writing Moderation.</p>	<p>● ● ●</p>			


## Section 2: Improvement Initiatives



STRATEGIC PLAN GOALS	<p>To improve student social, behavioural and emotional engagement with schooling.</p> <p>To embed Powerful Learning /ELearning into curriculum and teaching &amp; learning practice.</p> <p>To create a safe, positive and calm school climate that maximises the physical and mental health of all students.</p>
IMPROVEMENT INITIATIVE	<b>Positive climate for learning</b>
STRATEGIC PLAN TARGETS	<p><b>By 2018</b></p> <p>Increase Outcomes in areas of the <b>Student Attitudes to School Survey:</b>  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)  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) to the state mean or above (3.40 in 2014)</p> <p>Decrease the average student absenteeism rate from 16.79 (2014) to 14.00 days or below.</p> <p>Parent Survey Data:  Student Safety to be at or above the State Mean.</p>
12 MONTH TARGETS	<p><b>2017:</b></p> <p>Increase Outcomes in areas of the <b>Student Attitudes to School Survey:</b>  <b>School Connectedness</b> from 3.72 (2014) to 4.10 in 2017.  <b>Student Morale</b> from 4.92 (2014) to 5.60 in 2017.  <b>Learning Confidence</b> from 3.87 (2014) to 4.30 in 2017.  <b>Student Safety</b> from 3.32 (2014) to 3.90 in 2017.  <b>Student Distress</b> from 4.70 (2014) to 5.50 in 2017.  <b>Classroom Behaviour</b> from 1.74 (2014) to 2.75 in 2017.</p> <p>Decrease the average <b>Student Absenteeism</b> rate from 16.79 (2014) to 14.0 in 2017.  *(Given the 'Panorama – Supplementary School Level Report 2016' the aim is to have less than 30% of students with extended absences of 20 days or more in 2017 [was 54% in 2016]).</p>







	<p>Provide incentive to display positive behaviour by revamping the raffle tickets shop.</p>	<p>LT SWB to purchase and run shop</p>	<p>All YD teacher and ESS every recess and lunch</p>	<p><b>12 months:</b></p> <p>Number of raffle tickets given each week increases from 20 to 50.</p> <p>By the end of 2017 SET Data indicates that all PBS Structures are in place.</p> <p>SWIS Data reflects a significant decrease (of 20%) in daily incidents inside both the classroom and the playground: physical aggression, defiance and disrespect.</p>	<p>● ● ●</p>			
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<p><b>Consolidate Student Voice Council, Student Crews and Student Leadership F-6</b></p>	<p>To attend 'VIC SRC Young Leaders Day' with 4 students</p> <p>Attend Halogen Imagination Young Leaders event</p> <p>Hold regular SV Council meetings- fortnightly and report back in assembly.</p>	<p>LT SWB <i>4 x Student Leaders</i></p> <p><i>LT SWB &amp; Principal - 4 x Student Leaders &amp; SV Class Reps.</i></p> <p><i>School Leders / Student Voice &amp; SV Crews</i></p>	<p>February 2017</p> <p>April 2017</p> <p>Fortnightly</p>	<p><b>6 months:</b></p> <p>All young leaders bring newly developed leadership skills back to school and share with whole school. All young leaders develop new leadership skills that they can model during assembly and throughout the school day.</p> <p>Students feel listened to and that the school takes on board their suggestions as demonstrated in student survey</p> <p>School Leaders elected and active (includes House Captains).</p> <p>'Student Voice Council' in place.</p> <p>'Student Voice Crews' active.</p>	<p></p>	<p>'Students Attitude to School Survey'</p>		
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				<p><b>12 months:</b></p> <p>SV have actively contributed to the decisions of the school throughout the year.</p> <p>School Student Leaders have participated in external young leaders programs and demonstrate increased leadership capacity.</p>				
<p><b>School-based 'Student Management / Student Wellbeing' LT Coaching Role (1.0)</b></p>	<p>To manage student well-being issues (classroom &amp; playground)</p>	<p>LT/ Principal</p>	<p>Ongoing</p>	<p><b>6 months:</b></p> <p>To reduce number of SWIS entries by 10%.</p>		<p>'SWIS Data'</p>	<p>Salary LT .05 Equity Funding</p>	
	<p>To manage all Child Protection Matters</p>	<p>LT / Principal</p>	<p>As required</p>	<p>Accurate case recording and timely referrals and meetings are held to protect vulnerable children</p>				
	<p>To implement whole school PBS strategies</p>	<p>LT SWB/ Principal &amp; SWPBS Team</p>	<p>To lead PD for all staff at beginning of each term</p>					

	<p>To mentor classroom teachers in implementing PBS.</p>	<p>LT SWB</p>	<p>Weekly in class sessions</p>	<p>Lower % of low level and medium term disruptions and less loss of golden time each week.</p>				
	<p>To manage PSD process (referrals, SOCS applications &amp; SSSO collaboration).</p>	<p>LT SWB &amp; Principal</p>	<p>Ongoing</p>	<p>Ensure that individual needs of children with special needs are met.</p>				
	<p>To oversee and monitor 'Student Attendance' throughout the full year: roll processes, parent communication, follow up at regional level and analyse CASES data.</p>	<p>LT SWB</p>	<p>Ongoing</p>	<p>To increase number of students with 100% attendance each term from 30 – 50%.</p> <p><b>12 months:</b></p> <p>To increase number of students with 100% attendance each term from 30 – 60%.</p> <p>To reduce number of SWIS entries by 20%.</p>				


<p><b>Co-curricular Enrichment Program</b></p>	<p>Source a broad range of incursions, excursions to support and extend DMPS Viable Curriculum</p> <p>School based incursion planned for each school term (Dramatic Production Music performance, Maths, Author visit)</p> <p>School Concert to be held at Clocktower, Moonee Ponds</p> <p>Year 5/6 Camp to be held in Term 3</p>	<p>Team Leaders, Specialist Teachers, Kerron Worsdell</p> <p>Kerron Worsdell</p> <p>All Staff. Kerron Worsdell to coordinate</p> <p>Year 5/6 Teacher, Leading Teacher Student Management &amp; Wellbeing</p>	<p>Ongoing during 2017</p> <p>1 x per term</p> <p>Term 3 2017</p> <p>Term 3 2017</p>	<p><b>6 months:</b></p> <p>Sporting events and incursions timetabled for school year in all year levels.</p> <p>Student Attitudes to School Survey data show gains in Student Engagement and School Connectedness.</p> <p>One whole school incursion held each term.</p> <p>Weekly Kitchen Garden program in place in Year 3-6.</p>	<p>● ● ●</p>	<p>'Students Attitudes to School Survey'</p>		
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	<p>Comprehensive Sporting Program to be implemented for students (AFL9s, District Soccer, District Netball, Athletics Competition, Cross Country Competition, PE clinics, Swimming program, House Sports etc)</p>	<p>Claire Deery (PE Teacher), Anita Moore (Daily Organizer) Kerron Worsdell</p>	<p>Ongoing during 2017</p>				<p>'Sporting Schools Funding Grants 2016 &amp;17'</p>	
	<p>Continuation of Stephanie Alexander Kitchen Garden Program in Year 3-6</p>	<p>Year 3-6 Staff</p>	<p>Ongoing during 2017</p>	<p><b>12 months:</b> Successful Year 5/6 camp conducted.</p> <p>Successful School Concert held at Clocktower Centre.</p> <p>Successful DMPS Swimming Program conducted.</p> <p>Continuation of varied mix of sporting events and incursions timetabled in all year levels across 2017.</p>	<p></p>			

				<p>One whole school incursion run each term.</p> <p>Weekly Kitchen Garden program in place in Year 3-6.</p>				
<p><b>Continue the provision of 1:1 laptop program for Year 4-6 students and refresh iPad program F-3 partnered with an enhanced PL program for all teachers in the use of ICTs as 'Powerful Learning Tools'</b></p>	<p>Conduct Parent Laptop Information session and distribute Year 4-6 laptops as per leasing arrangement</p> <p>iPad program refreshed and re-established for F-3. New apps sourced to complement program.</p> <p>Establish student</p>	<p>Vicki Watson Kerron Worsdell, Christina Byrne, Craig Hair (ICT Technician)</p> <p>Classroom Teacher, Kerron Worsdell, Craig Hair, Christina Byrne</p>	<p>February 2017</p> <p>February 2017 and ongoing in 2017</p> <p>February</p>	<p><b>6 months:</b></p> <p>iPads and Laptops reimaged and refreshed.</p> <p>Parent Laptop information session conducted with all paperwork collected.</p> <p>Laptops distributed with 90% take up of leasing program.</p> <p>Borrowing and charging systems/routines in place for iPads and non-leased laptops with ES staff supervision.</p>		<p>'Students Attitudes to School Survey'</p> <p>'e-Potential Survey'</p> <p>NAPLAN Data (Eng / Maths)</p>	<p>Equity (Social Disadvantage Funds)</p>	



	<p>accounts in Skooville to facilitate safe student social networking environment with strong moderation and oversight.</p> <p>Continued integration of ICT (Yr 4-6 laptops and F-3 iPads) into classroom learning programs.</p> <p>Creation of Reading Eggs and Mathletics student accounts and use of resource to support student learning.</p> <p>Selected teachers to attend professional learning in ICT (STEM - Coding, Robotics)</p>	<p>Classroom Teachers, Kerron Worsdell, Jazz Bir, Year 3-6 Classroom Teachers</p> <p>Classroom Teachers, Kerron Worsdell</p> <p>Classroom Teachers, Kerron Worsdell</p> <p>Year 3-6 Teachers Kerron Worsdell</p>	<p>2017 and ongoing during 2017</p> <p>Ongoing during 2017</p> <p>Established February 2017 and ongoing</p> <p>Term 2 -4</p>	<p>100% teaching staff to set ICT goal for scheduled coaching.</p> <p>Student accounts in Skooville, Reading Eggs, Mathletics established.</p> <p>Cyber safety and digital citizenship sessions run for students on use of ICTs (Skooville, Community Police, Acceptable Use Agreement)</p>				
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	<p>Coaching for teachers on 'Powerful learning with ICT.' Teachers to complete ePotential Survey to track improved ICT capability.</p> <p>New DMPS ICT Plan documented and implemented</p>	<p>ICT Team, Classroom Teachers, Kerron Worsdell , Vicki Watson, Craig Hair (ICT Technician)</p>	<p>Ongoing during 2017</p> <p>ePotential – Term 4 2017</p> <p>Throughout 2017 – ePotential Survey Oct.</p> <p>ICT Team Meetings twice a term</p>	<p><b>12 months:</b></p> <p>DMPS ICT Plan completed and in place.</p> <p>ePotential survey conducted and data analysed.</p> <p>Robotics/Coding program in place for year 3-6 with Year 3-6 trained.</p> <p>Teacher Planning documents and work programs indicate increased integration of ICT for powerful learning.</p> <p>Continued ICT coaching of all teachers for 'Powerful Learning' with documented coaching records.</p> <p>Borrowing and charging</p>	<p></p>			
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				<p>systems/routines continue to be in place for iPads and non-leased laptops with ES staff supervision.</p> <p>All year 4-6 laptops returned and accounted for at end of year.</p>				
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## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<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 develop and implement a 'Master Plan for Improvement of School Facilities, Grounds &amp; Play Areas'.</p> <p>To strengthen the 'line of sight' for Teacher and ES Performance &amp; Development Plans with the School Strategic Plan and Annual Implementation Plan.</p>
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<p>All teachers supported to develop PDP with SMART goals, targets and evidence demonstrating a line of sight to the Strategic Plan and Annual Implementation Plan.</p> <p>To focus on strong transition programs from Kindergarten to Foundation and Year 6 into Year 7.</p> <p>Continue development of transition programs through growing the partnerships with local kindergartens and secondary schools.</p> <p>An articulated transition program for Kindergarten – Foundation and Year 6-7 which involves scheduled school tours and information sessions for parents and a series of classroom transition sessions for both incoming Foundation students and transiting Year 6 students.</p>
<b>STRATEGIC PLAN TARGETS</b>	<p>All teachers and ES have a PDP in place aligned with the strategic goals of the school.</p> <p>Both mid and end of cycle completed for 100% of staff utilising evidence consistent with the SP/AIP goals and targets.</p> <p>Enrolments to increase by 5% per annum through to 2018 – total enrolment 120 students.</p> <p>SRP and Equity funding allocated to enable strengthened literacy and numeracy outcomes for all students consistent with the Strategic Plan 2015 – 2018.</p>
<b>12 MONTH TARGETS</b>	<p>To maintain the number of volunteer and community stakeholders currently working within the school community into 2018.</p> <p>To maintain the average number of student enrolments across 2014 – 2017 at 89.5 students (given the pattern of enrolments and the now known related factors, it is not envisaged that the original SP target for 2018 of 120 students will be achieved at Census Day 2018).</p>


KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			YTD
					Progress Status	Evidence of impact	Budget	
							Estimate	
<b>Professional Leadership: Building Teams</b> (Instructional and Shared Leadership, Strategic Resource Management, Vision, Values & Culture)  <b>LEARN</b>  <b>VOICE</b>  <b>FUTURE</b>	Develop and strengthen the Engaging Parents Program – parent education and capacity building through hands on participation in both learning and community programs.  Continued work on organizational growth and understanding school effectiveness (now the 'FISO Continua of Practice for School Improvement' (2017).  Ensuring effective school community parent/carer and stakeholder voice protocols and practice.  Implementation of	Principal (Vicki Watson) & Leadership Team (Vicki Watson, Kerron Worsdell, Christina Byrne & Jazz Bir)		<b>6 months:</b>  Parent Engagement Programs in place.				
				<b>12 months:</b>  80% expressed satisfaction by participants in the Parent Program.  90% uptake by School Council				



<p><b>Master Plan (Grounds &amp; Facilities)</b></p>	<p>Continue to attend to high level safety / OHS issues until they are resolved and we are able to be fully compliant with <u>'Child Safe Regulatory Requirements'</u>:</p> <p><b>Priority Areas:</b> 'Playground Safety Fence' (DET &amp; MVCC).</p> <p>'Stairwell Safety Refurbishment x 3' (currently working with MVCC &amp; DET Facilities).</p> <p><b>Planned Management:</b> Arborist engaged to carry out tree management and related safety (huge gum and multiple other trees with large overhanging branches and massive trunks in student playing areas).</p> <p>Employ external</p>			<p>these two safety priorities (in line with regulatory requirements – Child Safe notified online).</p> <p>Function and purpose of 'fence' and 'stairwells' can be seen to operate well. No reports of intruders during school hours (Emergency Alerts).</p> <p>No serious falls recorded (OH&amp;S) after completion of works.</p> <p>Low incident rate recorded re falling branches and injury in relation to large trees.</p>			<p>Govt./DET Funds Allocated. 2015 (still allocated – still awaiting MVCC action)</p> <p>DET Urgent Works Facilities Funds achieved (stairwells)</p> <p>SRP 2017 Funds 'School Maintenance Program Budget'</p>	
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	<p>maintenance workers to achieve routine upkeep of cleanliness, safety and appearance of school grounds.</p>			<p>Periodic expert management has been carried out in routine manner throughout the school year.</p> <p><b>12 months:</b></p>			<p>SRP 2017 Funds 'School Maintenance Program Budget'</p>	
<p><b>Community Engagement In Learning: Building Communities</b> (Parents &amp; Carers as Partners, Networking with Schools, Services and Agencies).</p>	<p>Further build school cultural and improvement by continuing to work with community agencies, volunteers, network schools, expert consultants.</p> <p>'Parent Child Mother Goose Program' (RCH, Uncle Bob's, Murdoch Childrens &amp; Melb. Uni.).</p> <p>'Language</p>	<p>Vicki Watson (Principal) Christina Byrne (Business Manager)</p>		<p><b>6 months:</b></p> <p>Continued investment and contribution by community stakeholders / partners in the school – total hours of volunteer and partnership participation.</p> <p>Year-long continuation of 0-4Yr Olds Oral Language Play Groups conducted inside the school environment.</p>				



	<p>Playgroup’ (CoHealth &amp; Jesuit Social Services).</p> <p>‘Hippy (Somali Community &amp; Brotherhood of St Laurence).</p> <p>University High School Galileo Senior Student Program.</p> <p>Hopetoun Early Years Centre.</p> <p>‘Buckley Park Buddy Program’.</p> <p>‘Mt Alexander College Yr9 Community Leaders Program.</p>			<p>Level of satisfaction expressed by secondary school students who participated in these programs and expressed responses of DMPS students toward the program.</p>				
				<p><b>12 months:</b> Funding grant/s &amp; partnership agreements applied for and achieved for continuation of Play Groups in 2018.</p> <p>Partnerships with Uni. &amp; schools agreed for 2018.</p>				

## Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools,	Select	Select status	

	services and agencies			
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

## PAT DATA Analysis 2016 (May / November, 2016)

<b>PAT Reading Comprehension Assessment</b>									
	<b>October 2015</b>			<b>May 2016</b>			<b>October 2016</b>		
	<b>Stanine 1-3 Below Expected</b>	<b>Stanine 4-6 At Expected</b>	<b>Stanine 7-9 Above Expected</b>	<b>Stanine 1-3 Below Expected</b>	<b>Stanine 4-6 At Expected</b>	<b>Stanine 7-9 Above Expected</b>	<b>Stanine 1-3 Below Expected</b>	<b>Stanine 4-6 At Expected</b>	<b>Stanine 7-9 Above Expected</b>
<b>Year 2</b>	5 38.5%	7 54%	1 7.7%	9 75%	2 16.7%	1 8.3%	7 58.3%	4 33.3%	1 8.3%
<b>Year 3</b>	4 44.4%	4 44.4%	1 11.1%	10 77%	3 23%	0 0%	7 53.8%	6 46.1%	0 0%
<b>Year 4</b>	8 72.7%	3 27.3%	0 0%	6 75%	2 25%	0 0%	5 62.5%	3 37.5%	0 0%
<b>Year 5</b>	5 55.5%	3 33.3%	1 11.1%	7 63.6%	4 36.4%	0 0%	4 33.3%	7 58.4%	1 8.3%
<b>Year 6</b>	9 52.9%	7 41.2%	1 5.8%	8 66.7%	4 33.3%	0 0%	8 66.7%	4 33.3%	0 0%
<b>All 2-6</b>	31 52.5%	24 40.7%	4 6.8%	40 71.7%	15 27.3%	0 0%	31 54.4%	24 42.1%	2 3.5%

<b>PAT Maths Plus Assessment</b>									
	<b>October 2015</b>			<b>May 2016</b>			<b>October 2016</b>		
	<b>Stanine 1-3 Below Expected</b>	<b>Stanine 4-6 At Expected</b>	<b>Stanine 7-9 Above Expected</b>	<b>Stanine 1-3 Below Expected</b>	<b>Stanine 4-6 At Expected</b>	<b>Stanine 7-9 Above Expected</b>	<b>Stanine 1-3 Below Expected</b>	<b>Stanine 4-6 At Expected</b>	<b>Stanine 7-9 Above Expected</b>
<b>Year 2</b>	5 38.5%	6 46.2%	2 15.4%	10 91%	1 9.1%	0 0%	7 63.6%	4 36.4%	0 0%
<b>Year 3</b>	2 22.2%	3 33.3%	4 44.4%	8 66.7%	2 16.7%	2 16.7%	7 58.3%	3 25%	2 16.7%
<b>Year 4</b>	6 60%	4 40%	0 0%	5 71.4%	2 28.6%	0 0%	3 42.9%	4 57.1%	0 0%
<b>Year 5</b>	8 88.1%	0 0%	1 11.1%	6 46.1%	6 46.1%	1 7.7%	6 46.1	5 38.5%	2 15.4%
<b>Year 6</b>	13 76.5%	4 23.5%	0 0%	10 90.9%	0 0%	1 9.1%	7 58.3%	5 41.7%	0 0%
<b>All 2-6</b>	34 58.6%	17 29.3%	7 12.1%	39 75%	11 21.6%	4 7.8%	30 54.5%	21 38.2%	4 7.3%

## **A note about DMPS enrolments in relation to results for 2015\2016**

13/55 students in Year 2-6 (23.6% of 2016 PAT Testing sample) who sat PAT assessments are newly enrolled at DMPS in 2016.

8/13 of these students are new arrivals to Australia and have recently commenced learning English. This change in enrolment demographics is reflected in significant fluctuation between 2015:2016 PAT data.

7 students from the 2015 Year 2-5 PAT Testing sample exited the school at the end of 2015. 6/7 of these students were performing AT or ABOVE Level (Stanine 4-6/Stanine 7-9) in Reading Comprehension in 2015 and 5/7 were AT or ABOVE Level (Stanine 4-6/Stanine 7-9) in PAT Maths Plus.

Student enrolments during 2016 have been fairly static with limited movements in and out of the school during the 2016 year.

In summary, new enrolments to the school in 2016 arrived with limited English and/or schooling. In contrast, nearly all Year 2-5 students who exited the school at the end of 2015 were highly performing students in PAT Reading and PAT Maths Plus. This change in enrolments accounts for a significant downward shift in PAT data from October 2015: May 2016.

It should be noted that student behaviour also had a significant impact on learning during 2016 with a several students with severe behaviour and trauma backgrounds disrupting teaching programs, impacting on student behaviour and instructional coaching provision across the school.

Also relevant is the small school enrolment base which means there are only 8-15 students in each year level cohort. Statistics and percentages can fluctuate significantly with 1-2 high or low performing students.

The school also has a high number of PSD students included in the PAT 2016 assessment data. 10/55 students in this sample have PSD funding in 2016. Several more students are currently awaiting assessment/suspected PSD eligibility. This reflects about 20% of the PAT Testing group at the school.

## **Analysis PAT Reading Comprehension 2016 (May / November)**

Data regressed in PAT Reading Comprehension at the start of 2015 when compared to 2016 for the reasons outlined previously.

There was however significant improvement in student outcomes from May 2016: October 2016. 17% of all Year 2-6 students improved from Stanine 1-3 (BELOW LEVEL) to AT or ABOVE LEVEL. Broken down further, 14.8% of all Year 2-6 students moved into Stanine 4-6 (AT LEVEL) and 3.6% of all Year 2-6 students moved into Stanine 7-9 (ABOVE LEVEL)

The indicates that the teaching programs at the school had an impact on shifting the 'tail' upwards during the 2016 school year.

In Year 2, 41.6% students were reading AT LEVEL/ABOVE LEVEL in October 2016 PAT Reading.. (This figure was 25% in May 2016.) This data is consistent with 2016 Fountas and Pinnell Benchmarking from 2016.

In Year 3, 46% of students are AT LEVEL in PAT Reading in November 2016. (23% of students in May 2016) This data is consistent with 2016 NAPLAN Data and Fountas and Pinnell Benchmarking from 2016.

In Year 4, 37.5% of students are AT LEVEL in PAT Reading in November 2016. (25% in May 2016). This data is consistent with Fountas and Pinnell Benchmarking from 2016.

The Year 5 cohort in 2016 was relatively strong with 68% of students reading AT LEVEL/ABOVE LEVEL in October 2016 PAT Reading. (36.4% in May 2016). This data is consistent with 2016 NAPLAN Data and Fountas and Pinnell Benchmarking from 2016.

In Year 6, 41.7% of students are AT LEVEL in PAT Reading in November 2016. (This was 9.1% in May 2016) Consistent with 2016 Fountas and Pinnell Benchmarking.

There are very few students in the school performing ABOVE LEVEL in 2016 PAT Reading. (Only 3% all Year 2-6 students – 2 students)

Over 50% of DMPS students continue to perform below EXPECTED LEVEL in PAT Reading. 13/55 students at the school (23.6%) are performing at Stanine 1 in PAT Reading in October 2016. (This was 21/55 students or 38.2% in May 2016 indicating a significant improvement despite the low initial base.) Most of these students are new arrivals/EAL; PSD funded or are awaiting assessment for PSD. This illustrates that a significant proportion of the school cohort are struggling due to their non-English speaking backgrounds (EAL), PSD or other factors (trauma) despite the school's teaching programs and whole school literacy focus.

## **Analysis PAT Maths Plus 2016 (May / November)**

Data regressed in PAT Reading Maths at the start of 2015 when compared to 2016 for reasons outlined previously.

There was significant improvement in student outcomes from May 2016: October 2016. For example, 54.5% of all Year 2-6 students across the school were BELOW LEVEL in PAT Maths Plus in November 2016. This was 75% of all Year 2-6 students in May 2016.

36.4% of Year 2 students are AT LEVEL in PAT MATHS in November 2016 (improved from 9.1% in May 2016)

41.7% of Year 3 students are AT LEVEL or ABOVE LEVEL in PAT MATHS in November 2016 (improved from 33.4% in May 2016)

57% of Year 4 students are AT LEVEL in PAT Maths in October 2016. (Improved from 28.1% in May 2016)

53.9% of Year 5 students are AT LEVEL or ABOVE LEVEL in PAT Maths in October 2016. (Same % as in May 2016) One student moved to ABOVE LEVEL by the end of 2016.

41.7% of Year 6 students are now AT LEVEL in PAT Maths in October 2016 (improved from 9.1% in May 2016)

The indicates that the teaching programs at the school in Mathematics have had an impact on shifting the 'tail' upwards during the 2016 school year.

There are only 4 (7.3%) students in the school performing ABOVE Level in PAT Maths (November 2016)

As with PAT Reading Comprehension, there are a significant number of students at the school working at a very low level in PAT MATHS. There were 21/55 (38.2%) students at Stanine 1 in May 2016. This figure was 14 students (25.5%) students at Stanine 1 in November 2016 indicating a shift upwards. Despite this improvement, over a quarter of students at the school remain in Stanine 1 in PAT Maths at the end of

2016. To attempt to address this, the school has made the decision to invest in instructional coaching in Mathematics with an external consultant (Kathy Palmer) to support student improvement in Mathematics outcomes in 2017.

## 2016 DMPS Fountas and Pinnell Data Analysis (12.12.16)

### Term 1 2016

Year level	No of Students	ABOVE LEVEL	AT LEVEL	BELOW LEVEL
Foundation	23	0 0%	0 0%	23 100%
Year 1	14	2 14.3%	1 7.14%	11 78.6%
Year 2	11	1 9.1%	1 9.1%	9 81.8%
Year 3	16	5 31.25%	1 6.25%	10 62.5%
Year 4	5	1 20%	2 40%	2 40%
Year 5	12	2 16.7%	1 8.3%	9 75%
Year 6	11	3 27.3%	0 0%	8 72.7%
<b>TOTAL</b>	92	14 15.22%	6 6.5%	72 78.3%



## Term 4 2016

Year level	No of Students	ABOVE LEVEL	AT LEVEL	BELOW LEVEL
Foundation	24	1 4.2%	2 8.4%	21 87.5%
Year 1	20	2 10%	5 25%	13 65%
Year 2	12	1 8.3%	0 0%	11 91.7%
Year 3	15	8 53.3%	1 6.7%	6 40%
Year 4	6	4 66.7%	0 0%	2 33.3%
Year 5	12	4 33.3%	2 16.7%	6 50%
Year 6	13	3 23%	2 15.4%	8 61.5%
<b>TOTAL</b>	102	23 22.55%	12 11.76%	67 65.7%

## Fountas and Pinnell 2016 Summary: Whole School

2016	Term 1 2016			Term 4 2016		
	ABOVE LEVEL	AT LEVEL	BELOW Level	ABOVE LEVEL	AT LEVEL	BELOW Level
<b>Foundation</b>	0 0%	0 0%	23 100%	1 4.2%	2 8.4%	21 87.5%
<b>Year 1</b>	2 14.3%	1 7.14%	11 78.6%	2 10%	5 25%	13 65%
<b>Year 2</b>	1 9.1%	1 9.1%	9 81.8%	1 8.3%	0 0%	11 91.7%
<b>Year 3</b>	5 31.25%	1 6.25%	10 62.5%	8 53.3%	1 6.7%	6 40%
<b>Year 4</b>	1 20%	2 40%	2 40%	4 66.7%	0 0%	2 33.3%
<b>Year 5</b>	2 16.7%	1 8.3%	9 75%	4 33.3%	2 16.7%	6 50%
<b>Year 6</b>	3 27.3%	0 0%	8 72.7%	3 23%	2 15.4%	8 61.5%
<b>Whole School</b>	14 15.22%	6 6.5%	72 78.3%	23 22.55%	12 11.76%	67 65.7%

\* Note the school had several enrolments during the school year, many of whom are new arrivals to Australia with limited English. Several students also exited the school across the year. These changes to the school population cause above/at/below expected level percentages to fluctuate slightly from term to term.

\* Expected achievement levels of Fountas and Pinnell also change from term to term as students progress through their schooling, which can also cause students AUSVELS achievement levels to change across the year. On the Fountas and Pinnell Expected Achievement Level chart, there is only an expected level for each semester once student's progress above year 2.

## EAL Students 2016

Year Level	No of students	% of Year Level	ABOVE LEVEL	AT LEVEL	BELOW Level
Foundation	12/24	50%	1	0	11
Year 1	7/20	35%	0	2	5
Year 2	4/12	33.3%	0	0	4
Year 3	5/15	33.3%	0	0	5
Year 4	2/6	33.3%	0	0	2
Year 5	3/12	25%	0	0	3
Year 6	2/13	15.4%	0	0	2
Whole School	35/102	34.3%	1 2.86%	3 8.6%	32 91.4%

### A comparison of 2015 / 2016 Fountas and Pinnell data

	Term 4 2015			Term 4 2016		
	ABOVE LEVEL	AT LEVEL	BELOW Level	ABOVE LEVEL	AT LEVEL	BELOW Level
<b>Foundation</b>	5 29.4%	6 35.3%	6 35.3%	1 4.2%	2 8.4%	21 87.5%
<b>Year 1</b>	2 18.2%	5 45.5%	4 36.4%	2 10%	5 25%	13 65%
<b>Year 2</b>	6 46.2%	2 15.4%	5 38.5%	1 8.3%	0 0%	11 91.7%
<b>Year 3</b>	6 66.6%	1 11.1%	2 22.2%	8 53.3%	1 6.7%	6 40%
<b>Year 4</b>	4 33.3%	1 8.3%	7 58.3%	4 66.7%	0 0%	2 3.3%
<b>Year 5</b>	4 44.4%	0 0%	5 55.6%	4 33.3%	2 16.7%	6 50%
<b>Year 6</b>	4 21%	3 15.8%	12 63.2%	3 23%	2 15.4%	8 61.5%
<b>Whole School</b>	31 34.4%	18 20%	41 45.6%	23 22.55%	12 11.76%	67 65.7%

\* Note there were many enrolments to DMPS at the start of and during 2016. Most new enrolments were new arrivals to Australia with limited English. Several students also exited the school at the end of 2015. Exiting students tended to be performing AT or ABOVE level. (eg 3 students ABOVE LEVEL in Year 2 Dec 2015) These changes to the total school population should be taken into consideration when comparing 2015 and 2016 data.

\* **Note** that in order to compare student cohorts, data should be compared on a lower right diagonal e.g. Foundation 2015 are Year 1 2016.

## Key Observations 2016

### Foundation

- 100% Foundation students started the year BELOW Expected Level Term 1 2016.
- 12.6% of Foundation students (3/24) were AT or ABOVE level by the end of 2016.
- 87.5% of Foundation students (23) remain BELOW Level (Term 4 2016).

### Year 1

- There has been a significant number of new enrolments in Year 1 during the year. (6/20 students or 30%)
- Despite significant changes in enrolment, 35% of Year 1 students are performing AT or ABOVE Level by the Term 4 2016. (was 78.6% in Term 1 2016)

### Year 2

- In Year 2, only 1/12 students (8.3%) is performing AT or ABOVE Level by the Term 4 2016.
- 91.7% of Year 2 students are performing BELOW Expected level in Term 4 2016.
- It should be noted that the year 2 cohort has experienced significant difficulty settling during the year. This Year 2 data also includes 2 PSD students (11 students in total)

### Year 3

- Year 3 cohort started Term 1 2016 with 6/16 students (37.5%) performing AT or ABOVE Level.
- By Term 4 2016, 9/15 students (60%) were performing AT or ABOVE level.
- This represents significant improvement in reading achievement during the year.

### Year 4

- Year 4 represents a very small cohort. (5 students in Year 1 in Term 1 2016.)
- 1/5 (20%) of students were performing ABOVE Level in Reading in Term 1 2016.
- 2/5 (40%) of students were performing AT Level in Reading in Term 1 2016.
- By Term 4 2016, 4/6 students (66.7%) were performing ABOVE Level in Reading.

### Year 5

- 72.7% of students (8/11) were BELOW Level in reading in Term 1 2016.
- Only 50% of students (6/12) were BELOW Level in reading in Term 4 2016.
- 6/12 or 50% of students are reading AT or ABOVE level by Term 4 2016. (this was 3/12 or 25% in Term 1 2016)

## Year 6

- 72.7% of students were reading BELOW level in Term 1 2016.
- This had reduced to 61.5% of students BELOW level in Term 4 2016.
- 38.4% of Year 6 students are AT or ABOVE Level in Reading by Term 4 2016.

## Whole School

- 73.8% of students across the school were BELOW level in Term 1 2016. By Term 4 2016, this reduced to 65.7% of all students.
- 6.5% of students across the school were AT level in Term 1 2016. By Term 4 2016, this improved to 11.76% of the whole school.
- 15.22% of all students across the school were ABOVE level in Term 1 2016. By Term 4 2016, this had improved to 22.55% of all students.
- In Term 4 2016, there were 15 additional students across the school who were AT or ABOVE level compared to Term 1 2016.
- Year 3/4 is a particularly strong cohort with around 60% of students reading ABOVE Expected level by Term 4 2016.
- The Year 2 and Foundation cohorts are a weak performing cohorts with around 90% of students in both year level BELOW expected level by Term 4 2016. It should be noted that both of these cohorts experienced significant extreme behaviour and disruption to learning programs in 2016.

## EAL Students

- 35/102 students in the school were assessed to the EAL Companion in English in Term 4 2016. (34.3% of ALL students)
- 91.4% of students assessed to the EAL companion across the school are BELOW level. A significant proportion of these students are 24 months or more BELOW Expected level.
- 50% of Foundation students were assessed against the EAL companion in Term 4 2016.

## 2015:2016 Matched Cohort Comparison Data

- 2016 Year 1 group regressed from achievement levels in Foundation Term 4 2015. 64.7% students were AT or ABOVE level in 2015 and this had dropped to 35% of students in Term 4 2016.
- 2016 Year 2 group significantly regressed from achievement levels of 63.7% AT or ABOVE Level in Year 1 in Term 4 2015. Only 8.3% of students were AT or ABOVE level in Year 2 as of Term 4 2016.
- 2016 Year 3 performance stayed relatively static from their achievement levels in Term 4 2015. 61.4% AT or ABOVE Level (Year 2) in Term 4 2015 and 60% of students were AT or ABOVE level in Year 3 as of Term 4 2016.
- 2016 Year 4 group regressed in achievement levels of 77.7% AT or ABOVE Level in Year 3 in Term 4 2015. 67.7% of students were AT or ABOVE level in Year 4 as of Term 4 2016. It should be noted that this is a small cohort of around 6 students.
- 2016 Year 5 group improved achievement levels of 41.6% AT or ABOVE Level in Year 4 in Term 4 2015. 50% of students were AT or ABOVE level in Year 5 as of Term 4 2016.
- 2016 Year 6 group stayed relatively static from their achievement levels of 44% AT or ABOVE Level in Year 5 in Term 4 2015. 38.4% of students were AT or ABOVE level in Year 6 as of Term 4 2016.
- The Foundation group in 2016 achieved much weaker results compared to 2015. It should be noted that 50% of students were marked to the EAL companion and the class was highly disrupted during the 2016 year by extreme student misbehaviour and extended teacher

absence due to leave and higher duties. This group will need significant intervention in 2016 to catch up and achieve expected level outcomes.

- Students in year 1 & 2 in 2016 struggled to maintain their progress rate in 2016. These year levels were affected significantly by unsettled classes and student misbehaviour which impacted on learning outcomes. Despite some growth in micro reading data across 2016, these are cohorts of concern requiring significant intervention to support students in achieving expected outcomes in 2017 and beyond.