

2024 Annual Implementation Plan

for improving student outcomes

Deanside Primary School (5578)



Deanside
Primary School

Submitted for review by Stuart Telford (School Principal) on 21 November, 2023 at 12:48 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 19 December, 2023 at 09:41 AM
Endorsed by Redwan RAHMAN (School Council President) on 12 February, 2024 at 12:29 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for all students.	Yes	NAPLAN targets to be confirmed.	To 'track' the cohort of Year 5 students who were assessed in Year 3 (2022) to determine growth in Reading, Writing and Numeracy and compare data to determine students proficiency levels. To use the 'Similar School' exceeding/strong percentage as a benchmark for Year 3 and 5 students to meet or exceed
		By 2027 increase the percentage of students achieving Teacher Judgement—at or above age expected level for: <ul style="list-style-type: none"> • Reading and viewing from 85% (2022) to 89% • Writing to increase from 84% (2022) to 88% • Number and algebra from 86% (2022) to 90% 	2023 assessed students to achieve 12 months growth in Reading & Viewing, Writing Number & Algebra. 2024 students will be assessed at enrolment and growth tracked via teacher judgement in Reading & Viewing, Writing Number & Algebra.
		By 2027 increase the percentage of positive endorsement in the School Staff Survey (SSS) for: <ul style="list-style-type: none"> • Academic emphasis from 77% (2022) to 81% • Collective efficacy from 89% (2022) to 91% 	School Staff Survey (SSS) Academic emphasis will be greater than 77% Collective efficacy will be greater than 89% Instructional leadership will be greater than 89% Use of

		<ul style="list-style-type: none"> • Instructional leadership from 89% (2022) to 91% • Use of student feedback to inform teaching practice from 83% (2022) to 85% 	student feedback to inform teaching practice will be greater than 83%
Improve the wellbeing of all students.	Yes	By 2027 increase the percentage of positive endorsement in the student Attitude to School Survey (AtoSS) for: <ul style="list-style-type: none"> • Sense of confidence from 90% (2022) to 93% • Perseverance from 90% (2022) to 93% • Student voice and agency from 92% (2022) to 94% 	Attitude to School Survey (AtoSS)-Sense of confidence will be greater than 90% Perseverance will be greater than 90% Student voice and agency will be greater than 92%
		By 2027 decrease the percentage of students with 20 or more days absence from 40% (2022) to 36%.	Students with 20 or more days absent will decrease from 40% to 36% and be comparable with similar schools
		By 2027 increase the percentage of positive endorsement in the School Staff Survey (SSS) for Parent and community involvement from 91% (2022) to 93%.	To increase the percentage of positive endorsement in the School Staff Survey (SSS) for Parent and community involvement to 91%+
		By 2027 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for: <ul style="list-style-type: none"> • Parent participation and involvement from 79% (2022) to 85% • Teacher communication from 76% (2022) to 85% • School support (communication) from 85% (2022) to 90% 	The Parent Opinion Survey (POS) for 2024 will aim to have positive endorsement of:79%+ for Parent participation and involvement 76%+ for Teacher communication85%+ for School support (communication)

Goal 2	Maximise learning growth for all students.
12-month target 2.1-month target	<p>To 'track' the cohort of Year 5 students who were assessed in Year 3 (2022) to determine growth in Reading, Writing and Numeracy and compare data to determine students proficiency levels.</p> <p>To use the 'Similar School' exceeding/strong percentage as a benchmark for Year 3 and 5 students to meet or exceed</p>

12-month target 2.2-month target	2023 assessed students to achieve 12 months growth in Reading & Viewing, Writing Number & Algebra. 2024 students will be assessed at enrolment and growth tracked via teacher judgement in Reading & Viewing, Writing Number & Algebra.	
12-month target 2.3-month target	School Staff Survey (SSS) Academic emphasis will be greater than 77% Collective efficacy will be greater than 89% Instructional leadership will be greater than 89% Use of student feedback to inform teaching practice will be greater than 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Refine whole school assessment practices that ensures differentiated learning for all students.	Yes
KIS 2.b Teaching and learning	Enhance teacher practice through the implementation of PLCs.	No
KIS 2.c Engagement	Develop and embed a whole school approach to embed student voice and learner agency.	No
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.	As a relatively new school (est.2022) we are on a journey of School Improvement. The Key Improvement Strategies remain an ongoing area of focus as identified through our 2023 School Review and FISO Continua self-evaluation.	
Goal 3	Improve the wellbeing of all students.	
12-month target 3.1-month target	Attitude to School Survey (AtoSS)- Sense of confidence will be greater than 90%	

	Perseverance will be greater than 90% Student voice and agency will be greater than 92%	
12-month target 3.2-month target	Students with 20 or more days absent will decrease from 40% to 36% and be comparable with similar schools	
12-month target 3.3-month target	To increase the percentage of positive endorsement in the School Staff Survey (SSS) for Parent and community involvement to 91%+	
12-month target 3.4-month target	The Parent Opinion Survey (POS) for 2024 will aim to have positive endorsement of: 79%+ for Parent participation and involvement 76%+ for Teacher communication 85%+ for School support (communication)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop and embed a multi-tiered structure of support for student wellbeing and positive behaviour for learning.	Yes
KIS 3.b Engagement	Enhance family and community partnerships to enrich student outcomes.	No
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.	As a relatively new school (est.2022) we are on a journey of School Improvement. The Key Improvement Strategies remain an ongoing area of focus as identified through our 2023 School Review and FISO Continua self-evaluation.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth for all students.
12-month target 2.1 target	To 'track' the cohort of Year 5 students who were assessed in Year 3 (2022) to determine growth in Reading, Writing and Numeracy and compare data to determine students proficiency levels. To use the 'Similar School' exceeding/strong percentage as a benchmark for Year 3 and 5 students to meet or exceed
12-month target 2.2 target	2023 assessed students to achieve 12 months growth in Reading & Viewing, Writing Number & Algebra. 2024 students will be assessed at enrolment and growth tracked via teacher judgement in Reading & Viewing, Writing Number & Algebra.
12-month target 2.3 target	School Staff Survey (SSS) Academic emphasis will be greater than 77% Collective efficacy will be greater than 89% Instructional leadership will be greater than 89% Use of student feedback to inform teaching practice will be greater than 83%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine whole school assessment practices that ensures differentiated learning for all students.
Actions	The school will ensure that all students are provided with the opportunity to reach their full potential in Literacy and Numeracy. This will be done through explicit teaching, differentiation and comprehensive assessment strategies. We will continue to use the HITS document to maintain a focus on high impact teaching strategies. We will - * Build the capability of teachers to implement a consistent whole school approach to Planning, Teaching & Learning and Assessment. * Refine whole school assessment and data management processes and develop clear protocols around the triangulation of data sets. * Consolidate and embed stronger literacy and mathematics units that meet students at their point of need

<p>Outcomes</p>	<p>LEADERS:</p> <ul style="list-style-type: none"> - will support teachers to prioritise curriculum essentials, including all areas of Numeracy and Literacy - support teacher collaboration and consistency of high level planning and teaching practice - ensure that an effective tutoring program is continued - will provide whole school professional learning targeting Literacy and Numeracy <p>TEACHERS:</p> <ul style="list-style-type: none"> - will become more data literate, using assessment data to identify and inform student learning needs and progress - will use creativity to ensure that all lessons are highly engaging for all students embed technology using SAMR model - will provide opportunities for students to have voice/choice in their learning as well as prioritising student voice and choice - will observe peer practice across various year levels and schools to improve individual capability <p>STUDENTS:</p> <ul style="list-style-type: none"> - will be active learners in all lessons - will know what their next steps are to progress their learning - will take responsibility for their own learning by attending all school on a regular basis - will provide feedback to the staff on the teaching and learning that is taking place - will take ownership of their learning and progress, with opportunities to collaborate with their teacher on their learning goals <p>COMMUNITY:</p> <ul style="list-style-type: none"> - Family engagement with Continuous Reporting via Showbie to recognise the learning journey of their child(ren) will increase. - Family participation rate for Parent Teacher Meeting, SSGs and organised meetings to support the learning of their child(ren) will increase.
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Classroom observations and learning walks demonstrating take up of instructional models and professional learning strategies. • Internal professional learning attendance and shared readings for staff are documented. • Shared PL goals documented in staff PDPs. • Documentation and data from formative assessments. and summative • A documented assessment schedule and evidence of teachers inputting data and moderating assessments. • Data walls clearly indicating student progress. • Differentiated curriculum documents and evidence of student learning at different levels. • Student progress shown across various summative assessments. • Students to achieve 12 months or more growth during 2024 in Number and Algebra, Measurement and Geometry and Statistics

and Probability.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Maintain a Professional Learning Schedule that targets improving teacher practice in order to embed the Deanside Instructional Model effectively.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Conduct ongoing targeted Classroom Observations/Learning Walks/Coaching Cycles using data to measure the precision in which teachers use our Instructional Model.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Professional Learning Teams will collaborate and confidently use data to differentiate learning and navigate the Deanside planning process.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage in effective inquiry cycles which use data to confidently evaluate the impact teachers are having on student learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to use data to effectively prioritise students requiring intervention and develop a tiered response plan that includes collaboration between tutor and classroom teachers.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
GROWTH Coaching for Leadership Team	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Improve the wellbeing of all students.			
12-month target 3.1 target	Attitude to School Survey (AtoSS)- Sense of confidence will be greater than 90% Perseverance will be greater than 90% Student voice and agency will be greater than 92%			
12-month target 3.2 target	Students with 20 or more days absent will decrease from 40% to 36% and be comparable with similar schools			
12-month target 3.3 target	To increase the percentage of positive endorsement in the School Staff Survey (SSS) for Parent and community involvement to 91%+			
12-month target 3.4 target	The Parent Opinion Survey (POS) for 2024 will aim to have positive endorsement of: 79%+ for Parent participation and involvement 76%+ for Teacher communication 85%+ for School support (communication)			
KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed a multi-tiered structure of support for student wellbeing and positive behaviour for learning.			
Actions	<ul style="list-style-type: none"> - Appoint an Assistant Principal to drive, deliver and support student wellbeing, inclusion and community engagement. - Train all teachers in Berry Street and deliver across all classrooms. - Revisit and embed a whole school tiered approach to social and emotional wellbeing 			
Outcomes	LEADERS: <ul style="list-style-type: none"> - Develop a shared and common understanding of the whole school approach to support and respond to student wellbeing needs. - Ensure consistency in the use of practices such as Berry Street, Restorative Practices, Respectful Relationships. 			

	<ul style="list-style-type: none"> - Unpack sequence of Learning for Personal and Social Capabilities across all year levels. - Strengthen the school's network of regional and external support agencies and become fully immersed in the Disability Inclusion Model. - Teachers model and are consistent in agreed routines across the whole school. - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. - Develop a Volunteer induction program that will support and encourage parents to engage in classroom/specialist classrooms. - Publish cohort attendance data in the newsletter <p>TEACHERS</p> <ul style="list-style-type: none"> - Create junior school councils to drive change and their voice in the school - Work with School Captains to provide additional leadership opportunities - Upskill teachers on Student Voice using the Amplify document as key reference material - Send out to parents at the start of the year if they would like to volunteer in excursions for the year and allow them time to get their WWC - Provide additional opportunities for families to join their child's learning journey through an 'Open Morning'. - Showcase learning to families via the fortnightly newsletter - Develop Learning Plans / Attendance Plans for those students identified. <p>STUDENTS:</p> <ul style="list-style-type: none"> - Our student leaders will attend the GRIP conference (12th February 2024) - All students will have an opportunity to share their learning through Showbie (Continuous reporting), Student led conferences, assembly and Open Mornings. - Students provided opportunity to share learning in school newsletter. <p>COMMUNITY</p> <ul style="list-style-type: none"> - School Council/Parents and Friends will organise planned events to support Mothers Day, Fathers Day and Fund Raisers. - Once a term have a tea/coffee/cake opportunity with School Council and Principal class for all parents to attend. - Increased connection with socials (Facebook and Instagram) as well as Compass/Showbie 			
Success Indicators	<ul style="list-style-type: none"> - Decrease in student absences with ongoing monitoring of identified students with inconsistent attendance - Improved student leadership - Increased in student voice and maintained/improved 'Attitudes to School' data. - Maintain or improve Parent and Staff Survey data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Delivery of Module 1 and 2 of Berry Street	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Develop consistent and ongoing methods of tracking attendance.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Professional Learning for staff that targets Respectful Relationships, Restorative Practices, Personal and Social Capabilities and Amplify	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Transition to the Disability Inclusion for all current and future students and provide all staff with professional learning on this model.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$28,927.80	\$38,927.80	-\$10,000.00
Disability Inclusion Tier 2 Funding	\$96,910.86	\$96,910.86	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
Total	\$153,796.16	\$163,796.16	-\$10,000.00

Activities and milestones – Total Budget

Activities and milestones	Budget
GROWTH Coaching for Leadership Team	\$10,000.00
Delivery of Module 1 and 2 of Berry Street	\$15,000.00
Professional Learning for staff that targets Respectful Relationships, Restorative Practices, Personal and Social Capabilities and Amplify	\$1,000.00
Transition to the Disability Inclusion for all current and future students and provide all staff with professional learning on this model.	\$1,000.00
Totals	\$27,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
GROWTH Coaching for Leadership Team	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other School Funds
Totals		\$10,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Transition to the Disability Inclusion for all current and future students and provide all staff with professional learning on this model.	from: Term 1 to: Term 4	\$96,910.86	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$96,910.86	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Delivery of Module 1 and 2 of Berry Street	from: Term 1 to: Term 4	\$27,957.50	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing ○ Build staff capacity (conference, course, seminar)
Professional Learning for staff that targets Respectful Relationships,	from: Term 1	\$0.00	<input checked="" type="checkbox"/> Respectful Relationships (free)

Restorative Practices, Personal and Social Capabilities and Amplify	to: Term 4		
Totals		\$27,957.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
2024 Melbourne Primary GRIP Conference Students \$19 each Staff \$39 each Travel/Train \$100	\$500.00
GROWTH Coaching for leadership	\$10,000.00
iPad program	\$18,427.80
Totals	\$28,927.80

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
2024 Melbourne Primary GRIP Conference Students \$19 each Staff \$39 each Travel/Train \$100	from: Term 1 to: Term 1	\$500.00	<input checked="" type="checkbox"/> School-based staffing
GROWTH Coaching for leadership	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

iPad program	from: Term 1 to: Term 4	\$18,427.80	<input checked="" type="checkbox"/> Assets
Totals		\$28,927.80	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
2024 Melbourne Primary GRIP Conference Students \$19 each Staff \$39 each Travel/Train \$100	from: Term 1 to: Term 1	\$0.00	
GROWTH Coaching for leadership	from: Term 1 to: Term 4	\$0.00	
iPad program	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
2024 Melbourne Primary GRIP Conference	from: Term 1	\$0.00	

Students \$19 each Staff \$39 each Travel/Train \$100	to: Term 1		
GROWTH Coaching for leadership	from: Term 1 to: Term 4	\$0.00	
iPad program	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Maintain a Professional Learning Schedule that targets improving teacher practice in order to embed the Deanside Instructional Model effectively.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
GROWTH Coaching for Leadership Team	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site GROWTH Coaching course
Delivery of Module 1 and 2 of Berry Street	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Berry Street Facilitators	<input checked="" type="checkbox"/> On-site