

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Dimboola Primary School**

Year: **2019**

School number: **1372**

Based on strategic plan: **2018 - 2022**

Endorsement:

Principal **Greg Sampson** 13/2/2019

Senior Education Improvement Leader **Dr Joanna Day** 13/2/2019

School council **Dimboola Primary School Council** 13/2/2019

## 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.

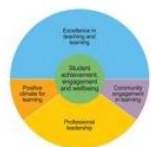
| School Strategic Plan goals  | Improvement Priorities                     | Improvement Initiatives                       |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• <b>Improve individual student outcomes in literacy.</b></li> <li>• <b>To improve student outcomes in numeracy.</b></li> <li>• <b>To develop a Dimboola Primary School Teaching and Learning model.</b></li> </ul> | <b>Excellence in teaching and learning</b> | Building practice excellence                  | ✓ |
|  |  | Curriculum planning and assessment            |   |
|  | <b>Professional leadership</b>             | Building leadership teams                     |   |
|  | <b>Positive climate for learning</b>       | Empowering students and building school pride |   |
|  |  | Setting expectations and promoting inclusion  |   |
|  | <b>Community engagement in learning</b>    | Building communities                          |   |

| Improvement Initiatives rationale:  |   |
|---|---|
| <p>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.</p> <p>An analysis of the school's Panorama Report data for the 2015-2017 period indicated learning improvement in the literacy in the areas of <b>writing</b> and <b>speaking and listening</b> were not consistent with the level of reading achievement and growth trend identifying both domains as areas for focus for the next strategic period. During three of the four years of the strategic plan Dimboola Primary School had been improving in student learning outcomes in NAPLAN in <b>reading</b>. Unfortunately in 2018 there was a decline in student learning outcomes in reading. As a result, reading has been included in the 2019 - 2022 strategic plan.</p> |   |
| Key improvement strategies (KIS)  |   |
| <p>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.</p>  |   |
| Improvement initiative:   | Key improvement strategies (KIS)  |
| <b>Writing</b>  | <ul style="list-style-type: none"> <li>• Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards.</li> <li>• PLT will develop classroom observation cycle and reflection of teaching using Seven Steps Writing. Provision of classroom observation templates.</li> <li>• Writing moderation to occur at least once per term.</li> <li>• Using past NAPLAN writing samples from students for teachers to mark and compare results with central NAPLAN assessors.</li> </ul>   |
| <b>Reading</b>  | <ul style="list-style-type: none"> <li>• The SEIL, Principal and Learning Specialist will work collaboratively to develop consistency in the teaching of CAFÉ Reading.</li> <li>• PLT will develop classroom observation cycle and reflection of teaching using CAFE Reading. Provision of classroom observation templates.</li> <li>• Key members of the DPS staff will attend communities of practice professional development to develop reading data collection and analysis processes.</li> <li>• Fountas and Pinnell assessments completed twice per year.</li> <li>• Students below "N" on F&amp;P will have running records and observation surveys on all students during a three week cycle.</li> </ul> |

## 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    | <ul style="list-style-type: none"> <li>● <b>Improve individual student outcomes in literacy.</b></li> </ul> |      |               |             |  |
|-------------------------|---|------|---------------|-------------|--|
| <b>12 MONTH TARGETS</b> | NAPLAN WRITING TOP 2 BANDS  |      |               |             |  |
|                         | 2017  | 2018 | 2019          |             |  |
|                         | YEAR 3  | 58%  | 19%           | 19%         |  |
|                         | YEAR 5  | 14%  | 5%            | 25%         |  |
|                         | NAPLAN READING TOP 2 BANDS  |      |               |             |  |
|                         | 2017  | 2018 | 2019          |             |  |
|                         | YEAR 3  | 67%  | 56%           | 28%         |  |
|                         | YEAR 5  | 36%  | 20%           | 46%         |  |
|                         | NAPLAN READING BOTTOM 2 BANDS   |      |               |             |  |
|                         | 2017  | 2018 | 2019          |             |  |
|                         | YEAR 3  | 0%   | 13%           | 40%         |  |
|                         | YEAR 5  | 7%   | 40%           | 19%         |  |
|                         | % OF STUDENTS SHOWING MEDIUM OR HIGH GROWTH   |      |               |             |  |
|                         | 2017  | 2018 | 2019          |             |  |
|                         | YEAR 5  | 85%  | 60%           | 75%         |  |
|                         | Closer alignment between teacher judgement and NAPLAN scores in reading and writing.                        |      |               |             |  |
|                         | Teacher Judgement and NAPLAN alignment:   |      | 2018 baseline | 2019 Target |  |
|                         | Year 3 Writing  | 50%  |               | 60%         |  |
|                         | Year 5 Writing  | 70%  |               | 80%         |  |
|                         | Year 3 Reading  | 38%  |               | 60%         |  |
| Year 5 Reading          | 40%   |      | 60%           |             |  |



| KEY IMPROVEMENT STRATEGIES   | ACTIONS  | WHO   | WHEN  | SUCCESS CRITERIA | MONITORING      |                    |          |     |
|------------------------------|--|---|---|------------------|-----------------|--------------------|----------|-----|
|                              |  |   |   |                  | Progress Status | Evidence of impact | Budget   |     |
|                              |  |   |   |                  |                 |                    | Estimate | YTD |
| Building practice excellence | <ul style="list-style-type: none"> <li>Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards.</li> <li>3 TSPs to be held during the year with greater than 80% attendance.</li> <li>Running records data sheets to be provided to staff in booklet form for completion of Benchmark testing and F&amp;P Assessments.</li> <li>Fountas and Pinnell reading assessment twice per year to analyse</li> </ul> | All teachers                                  | *Feedback consistent<br>* Running Records below N – three times per term.<br>* F&P - At least once per term | 6 months:        | ● ● ●           |                    | \$6000   |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    |          |     |
|                              | <ul style="list-style-type: none"> <li>Use of Swivl for classroom observations – recordings to be shared at PLTs for improved teaching processes.</li> <li>PLTs used to reinforce classroom practices in CAFÉ and Seven Steps</li> <li>Provision of classroom observation templates.</li> </ul>  | All teachers<br>Leading Teacher and Principal | Eight times per year.   | 6 months:        | ● ● ●           |                    | \$1000   |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    |          |     |
|                              | <ul style="list-style-type: none"> <li>Attending 3 Communities of Practice Professional Development in Reading. Collection of data, sharing processes and implementing recommendations.</li> </ul>   | Sandra Gove, Tamara Exell and Greg Sampson    | By the end of the year  | 6 months:        | ● ● ●           |                    | \$2700   |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    |          |     |
|                              | <ul style="list-style-type: none"> <li>Analyse student reading results and speech needs to determine who requires assistance and the success of programs. 17 students are currently receiving intervention.</li> <li>Review intervention and allocation of resources. Reading/writing intervention attendance tracking book will be presented at mid cycle and end of cycle PDP.</li> </ul>  | Sandra and Greg                               | Review progress at least once per term.   | 6 months:        | ● ● ●           |                    | \$1000   |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    |          |     |
|                              | <ul style="list-style-type: none"> <li>Leadership will provide booklets for all students in order for teachers to record student reading abilities.</li> </ul>   | Sandra  | Start of the year   | 6 months:        | ● ● ●           |                    | \$1000   |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    |          |     |
|                              | <ul style="list-style-type: none"> <li>Leaders and Teachers will further develop a data wall for reading including F&amp;P, TJ, Observation Surveys and PAT Online to inform teaching and track student progress.</li> </ul>   | All teaching staff                            | At least once per term  | 6 months:        | ● ● ●           |                    | \$6000   |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    |          |     |
|                              | <ul style="list-style-type: none"> <li>Purchase of data tracking software "uEducateUs" to be used by all teaching staff for the recording of attendance, collection of assessment materials, data tracking, student incidents and welfare matters. Staff to regularly access this information to inform teaching and reflect on student learning outcomes. Meetings will occur at least once per term to analyse student reading data.</li> </ul>                              | All staff                                     | Commence at the beginning of the year   | 6 months:        | ● ● ●           |                    |          |     |
|                              |  |   |   | 12 months:       | ● ● ●           |                    | \$5000   |     |
|                              | Teachers   |   | 6 months:   | ● ● ●            |                 |                    |          |     |



|  |  |  |                      |            |       |  |  |
|--|--|--|----------------------|------------|-------|--|--|
|  | <ul style="list-style-type: none"> <li>Rubrics used to provide feedback to students about where their writing is strong and where it could be improved.</li> </ul> |  | Through out the year | 12 months: | ● ● ● |  |  |
|--|--|--|----------------------|------------|-------|--|--|

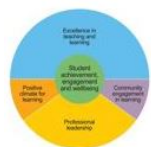
## Section 4: Annual Self-Evaluation

[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 | <b>Building practice excellence</b>   | Yes   | 2 - Evolving     | Staff regularly collect and analyse data to inform their teaching. There is extensive pre and post testing for formative and summative purposes. Classroom teaching is highly differentiated with a minimum of three groups operating in the areas of English and Mathematics. Classroom observations occur and there is explicit modelling and peer feedback provided to drive student learning. Mentoring is provided to all teachers, specifically to our graduate teachers. Teachers work in teams to plan curriculum and learning activities in order to derive the best outcomes. Professional learning teams meet weekly to moderate student learning, perform learning walks and to develop individual learning plans. Staff collaboratively evaluate areas of success and others requiring further development. Educators have opportunities to discuss teaching programs, such as CAFE reading, Sound Waves and Seven Steps for Writing Success.   |
|                                     | <b>Curriculum planning and assessment</b>   | No  | 2 - Evolving     | The school collects data such as Fountas and Pinnell, PAT Online Maths, Reading and Spelling, Early Years English Online and Maths online assessments. This is recorded on the Student Performance Analyser and on a data wall. Teachers have collaborative planning time in their timetable, meaning that the teaching is consistent. Teachers plan pre and post test for Maths and put in the information to find the ZPD. Professional learning teams moderate student writing samples. There is some feedback sought from students on their learning in particular about the teaching programs being offered and the style of presentation through the Dept. Attitudes to School Survey and the Dimboola PS Student Safety Survey. Information from the latter survey is collected and analysed by the teachers. There is a detailed sequential curriculum plan for teaching of English and Mathematics along with other key learning areas. This year we trialed MAPPEN, a program designed to teach humanities, science and the capabilities along with the thinking curriculum. Unfortunately this program has proven to be unsatisfactory for the school and we will need to review our curriculum in the areas of humanities and science. This will involve developing a biannual curriculum plan in these areas.   |
|                                     | Evidence-based high impact teaching strategies                                    | No  | 2 - Evolving     | Professional Learning Team (PLT) meetings occur on a weekly basis. These are about teaching practices and staff question, clarify and modify their approaches according to discussion. Teachers work collaboratively to create pre and post assessments in Mathematics. They moderate student writing samples to determine areas for improvement and for reporting purposes. Fountas and Pinnell assessments in reading and PAT online assessments are completed in Mathematics and comprehension. Teachers and students receive and give feedback during CAFÉ Individual reading conferences. Students, teachers and parents (TSP) meet to review progress and to set new goals in learning. Dimboola Primary School has an assessment schedule which is complied with. We don't test for testing sake but to observe growth. Staff perform diagnostic testing to determine student spelling needs using Sound Waves spelling tests at the beginning of each year. Information derived from these sessions are recorded in the Student Performance Analyser (SPA) tracking tool along with using Data Walls to observe growth and determine which students require intervention. ZPD documents are used to highlight skills learnt and the growth achieved. Coaching exists particularly with relevance to the CAFÉ reading program and Seven Steps for Writing Success to develop consistency of practice amongst teachers. Swivl and classroom observations occur to provide feedback on ways of improving teaching pedagogy. |
|                                     | Evaluating impact on learning   | No  | 2 - Evolving     | Professional Learning Team (PLT) meetings occur on a weekly basis. These are about teaching practices and staff question, clarify and modify their approaches according to discussion. Teachers work collaboratively to create pre and post assessments in Mathematics. They moderate student writing samples to determine areas for improvement and for reporting purposes. Fountas and Pinnell assessments in reading and PAT online assessments are completed in Mathematics and comprehension. Teachers and students receive and give feedback during CAFÉ Individual reading conferences. Students, teachers and parents (TSP) meet to review progress and to set new goals in learning. Dimboola Primary School has an assessment schedule which is complied with. We don't test for testing sake but to observe growth. Staff perform diagnostic testing to determine student spelling needs using Sound Waves spelling tests at the beginning of each year. Information derived from these sessions are recorded in the Student Performance Analyser (SPA) tracking tool along with using Data Walls to observe growth and determine which students require intervention. ZPD documents are used to highlight skills learnt and the growth achieved. Coaching exists particularly with relevance to the CAFÉ reading program and Seven Steps for Writing Success to develop consistency of practice amongst teachers. Swivl and classroom observations occur to provide feedback on ways of improving teaching pedagogy. |
| Professional leadership             | <b>Building leadership teams</b>  | No  | 3 - Embedding    | The Leadership Team meets regularly to map out weekly and term plans and to review FISO and HITS. Planning for the annual implementation plan and performance and development plans align with the strategic plan. The leadership team leads and participates in PLT meetings. The Leadership team foster a safe and inclusive learning environment for teachers to collaborate, openly question and challenge the status quo in order to drive school improvement. An example of this is the review and success of the Seven Steps to writing Success in our school.  |



|                               |   |    |               |   |
|-------------------------------|---|----|---------------|---|
|                               | Instructional and shared leadership           | No | 3 - Embedding | Leaders update their knowledge by attending professional development and bring this information back for all staff. Examples of this include Seven Steps for Writing Success, CAFÉ Reading, Data Collection, ZPD from Visible Learning Professional Development to assist in devising pre and post tests. School planning documents relate to the Victorian Curriculum and the AIP Goals are set from the strategic plan according to a needs based analysis. PLTs and staff meetings relate to improvement and practice observation with each other to provide feedback on improving teaching. Teachers work collaboratively with planning, to develop the performance development plan, mid cycle and end of cycle review. There is intensive coaching provided to graduate and inexperienced teachers through our Leading Teacher. Our school goals and directions are communicated to the community through the newsletter. Feedback is sought through surveys include the fete survey, attitudes to school survey, parent opinion survey, by phoning parents to gain a perspective on our reporting system and staff survey. Leadership continuously visit classrooms.   |
|                               | Strategic resource management                 | No | 3 - Embedding | Staff are given pro formas to fill in regarding financial allocations to resources in each domain. Staff and, subsequently the leadership team, discuss these budgets which are then given to the Business Manager who creates a school budget. This budget is ratified by the School Council. The Principal Advisory Committee (PAC) meet to discuss staffing, as well as resource allocation. The PAC look at members of staff that are best fit to particular roles. Recommendations are made based on financial burden and expertise of staff members to the Principal. There is a continual examination of programs that are offered at school (café, 7 steps, Speech Therapy Assistance Program (STAP), Multi-Lit, QuickSmart) and what financial resources are allocated to each of these which is altered based on data and school needs. Resources are purchased based around deficiencies in our programs. Added to this, there is a continued search for financial and educational opportunities. Staff apply for special funding particularly in the PSDMS funding and art program. Staff capabilities are developed via the Learning Specialist's role. The Learning Specialist has a heavy focus on mentoring and coaching for Classroom Teacher 1. All staff have a clear understanding of their roles within the school. This includes succession planning for staff who will leave in the future. External funding is sourced for the School's Breakfast Club. Students are not able to learn if they had not had breakfast or have had enough food. Likewise fruit and sandwiches are provided on a needs basis.  |
|                               | Vision, values and culture                    | No | 2 - Evolving  | Professional learning is developed during weekly PLTs. The wider school community has an impact upon student learning through TSPs. School values are reinforced through assemblies, sports days and whole school activities. Goals for the school are constantly evaluated and re-evaluated and refined to ensure that goals are met. Communication with staff, students and parents is done through a range of strategies including the Skoolbag app. Newsletter, letters, emails, phone calls. Our school culture is further enhanced through parents club and school council. Staff have responsibilities distributed to develop leadership and people's interests. Mentors are assigned to ensure that the school culture is embedded with new members of staff. There is also a staff handbook and regular policy to ensure that teachers, students and parents understand expectations. The school is a safe space to come. All students are provided with food when they don't have food from home. Students have uniforms provided if the family cant afford to pay for it. Student's safety is currently monitored in the yard and via surveys. The buddy reading and buddy program provides support to students to flourish. Students who are disengaged from schooling are paired with a member of the community in the MATES Mentor program.   |
|                               | Empowering students and building school pride | No | 1 - Emerging  | Students have access to a range of student leadership roles and forums which build their capacity across the school community. Examples of this include School Captains and House Captain Positions. School Captains represent the school when visitors attend and they lead assembly. House Captains are responsible for assisting in the organisation of sporting events, organising sporting teams and leading by example. There is a Junior School Council with two students from each class and the school leaders. They provide direction to the school in terms of fundraising and lunch time activities. Assembly provides regular opportunities to celebrate student achievements through the You Can Do It awards. Class assembly presentations are done during Term Two and Term Three where student learning is celebrated.   |
| Positive climate for learning | Setting expectations and promoting inclusion  | No | 2 - Evolving  | Regular reviews of student learning occur. Diversity is celebrated as evidenced by our acceptance of students with disabilities (one Year Four student commented during a student focus group about how well JMc is accepted by the school). Koorie and Torres Strait Islander students, of which we have 13%, are welcomed and acknowledged at Dimboola Primary School. We have the Australian, Aboriginal and Torres Strait Islander flags on display in our school and there is an acknowledgment of country at each school assembly. We are currently finalising the location of a plaque acknowledging local Traditional Owners. A short animated movie was created by students from a Koorie background with the support of our business manager and art teacher. Our values of Honesty, Respect, Resilience and Tolerance are exhibited by students and staff. Goal setting occurs regularly particularly during CAFE reading programs where mini conferences allow students to review progress on their current goals along with setting new goals. Teacher Student Parent (TSP) Conferences allow collaboration for reviewing student progress. The code of conduct is explicit and students and the wider community understand the expectations of behaviour along with consequences for misbehaviour. The code of conduct is available through the DPS website and infractions and consequences are communicated with parents via telephone or letter. Teachers utilise the "Respectful Relationships" resources to discuss and role play Social and Emotional Learning in areas including - Emotional Literacy, Personal Strengths, Positive Coping, Problem Solving, Stress Management, Help Seeking, Gender and Identity and Positive Gender Relations. The "You Can Do It" program is also used to discuss aspects of safety and well-being. Dimboola Primary School uses Restorative Practices, Respectful Relationships, and Circle Time, to provide opportunities for the victim to be given a voice and the perpetrator to see the harm that they have done. |
|                               | Health and wellbeing                          | No | 2 - Evolving  | Circle time, restorative practices, student safety survey twice per year, Ethical Capabilities are reported on, Resilience and Respectful Relationships program, new certificates in line with school's values and characteristics traits, rainbow seat for when no one to play with, Grade 5 and Prep Buddies; Transition from Kindergarten to Prep, Transition from Grade 6 to high school and Breakfast Club, STAP Program. Evolving- Health and PE program, breakfast club, canteen menu (colour coded), fruit times, Monday run around the school, athletics day, cross country, Lightning Premiership, swimming program and carnival, Jump Rope for Heart, Primary School Nurse Program, visitors as a part of PE program (golf, lawn bowls, hockey clinics, milo cricket), healthy cooking in multi age days, Grade 5/6 puberty programs, St John First Aid training sessions for students, Nit Checks by Parents Club, spare clothes available for those without, STAP Program Embedding- MATES Mentor, personal/social goals set in TSPs when required, Paul Deakin to assist with at-risk/high behavioural needs students (when required), Mandatory reporting, OHS online modules, Clair Hucker visit to discuss effects of trauma on the brain and brain development, Prep to Grade 5 buddies, composite classes to allow students to have same teacher 2 years in a row, junior school council organising events, Respectful Relationships, Restorative Practices, Circle Time, brain breaks, Smiling Mind, notes in staff meetings, art club, school policies, classroom buddy allocated to help new students transition into the school and classroom Excelling- TSPs, Restorative Practices, Circle Time, Respectful Relationships, Capabilities subjects to report on, Prep to Grade 5 buddies, Camps/Excursions, Extra curricular activities (sports days, multi age days, Encounter project [art/drama]), next level for district for sports events, brain breaks, maths groups ability based to support students at their level or to extend them.          |
|                               | Intellectual engagement and self-awareness    | No | 2 - Evolving  | The school has a culture of high expectations Teacher Student Parent Interviews (TSPs) occur three times per year allowing for reflection on their previous learning goals and to set new goals. Students are aware of their skills in Mathematics and set goals following information contained in pre-testing in mathematics (formative assessment) ZPD. Students reflect upon their skill development in Post Tests in Mathematics. Fountas and Pinnell testing is done annually to ascertain student's reading comprehension improvement. PAT online maths and reading assessment is done annually in accordance with the assessment schedule. During CAFÉ reading sessions there are individual conferences which describes areas for  |



|                                  |  |    |              |  |
|----------------------------------|--|----|--------------|--|
|                                  |  |    |              | improvement along with setting personal goals. In writing there are I can statements allowing students to reflect upon areas of achievement along with areas to be developed. Reflections (circle reflections). Students and teachers work out goals as a partnership. Students and teachers go through I Can statements together. If students are to come up with goals, it is negotiated and edited by staff. Goals setting is a collaborative process between teacher and student. The school supports and fosters intellectual engagement.   |
| Community engagement in learning | Building communities                         | No | 2 - Evolving | The school holds three Teacher Student Parent Conferences per year. This provides a voice for students to reflect upon their learning and set goals for the future. Typically the students have real conversations with their teacher while the parent listens and questions. Goals are set collaboratively with an expectation that students will strive for their personal best. Issues are raised initially with the classroom teacher then with the principal. There is a high level of visibility both before and after school to informally have discussions around student progress and potential issues - trying to address these at the earliest stage generally allows the molehill to stop becoming a mountain! Community partnerships exist in a variety of activities including our breakfast club (collaboration with Bendigo Bank and Foodbank), Mates Mentoring Program, the Wimmera Health Care Group provide support in terms of alcohol and drug education and Boys and Girls Puberty nights. Additionally there is a strong connection with student support services for social work support and PSDMS support for students in the Intellectual Disabilities area. Our Education Support Staff provide Speech Therapy Assistance Program (STAP) in collaboration with Student Support Services. The principal links with the Hindmarsh Let's Read Program through the Wimmera Southern Mallee Local Learning Employment Network and attends Community Action Network (CAN) meetings to facilitate activities including the Equine Therapy Program and the Boys and Girls' Puberty nights. Our Parent's Club is an active group providing support in running the canteen, head lice inspections and fundraising activities including colour runs, barbeques and discos. |
|                                  | Global citizenship                           | No | 1 - Emerging | Dimboola Primary School emphasises the six school values of Confidence, Honesty, Resilience, Respect, Tolerance and Wisdom. These are implemented across the school via programs such as Respectful Relationships, Restorative Practices and Circle Time. Students who demonstrate positive examples of engagement with the school value are acknowledged at School Assemblies and in the School Newsletter as well as informally by peers and teachers. Curriculum planning reinforces students interest in the world and assists them to develop an understanding of the ways people and communities function and are interdependent. Excursions, visiting speakers. Multicultural days, visiting speakers, NAIDOC Week, Cultural Performances, Book Week, film making all develop students' awareness of the world around them.   |
|                                  | Networks with schools, services and agencies | No | 2 - Evolving | Dimboola Primary School engages with a wide array of organisations and individuals to allow for students to be catered for. These include: MATES Mentoring, Grade 5/6 Puberty Sessions- Janine Harfield- Wimmera Healthcare Group Community Nurse, Grade 5/6 Drug Awareness Program- Wimmera Healthcare Group- held at school and Nexus Horsham, Breakfast Club (Sponsored by the Bendigo Bank and Foodbank) and Parent's Club running Nit Checks- with Mandy Stephan to oversee Community Health Nurse. In addition we have made links with the Wimmera Southern Mallee LLEN in organising Let's Read resources and Pop Up Libraries. We have strong links with the Kindergarten in assist in in the transition from Kindergarten to Dimboola Primary School and liaise closely with the Dimboola Memorial Secondary College, Horsham College and Horsham Special School to allow for a smooth transition to secondary school. Through collaboration with teaching staff, families and leadership referrals are made to Child First and DHHS. We have strong links with DHHS for mandatory reporting purposes when required.  |
|                                  | Parents and carers as partners               | No | 1 - Emerging | Dimboola Primary School has developed close links with parents and carers as partners. This is evident in: School council Parent's Club are heavily involved in fundraising activities. Canteen is run by parent volunteers Questionnaires sent home to determine what is working/not working at Dimboola Primary School, feedback from the fete, School bag app is used to keep parents informed A weekly newsletter is colourful and engaging and celebrated student learning and achievements Parent helpers in classrooms TSP Celebrations with awards at assembly Reports Parent opinion surveys School fete Headlice checks conducted the Parent's Club and verified by Maternal and Child Health Nurse, Mandy Stephan. Parent involvement with excursions and camps Communication through diaries Phone call after 3 days absent/soon to become a text message to follow up unreported absences.  |

