

2019 Annual Implementation Plan

for improving student outcomes

Nullawil Primary School (3301)



Submitted for review by Helen Digby (School Principal) on 20 December, 2018 at 10:54 AM
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 08 January, 2019 at 08:30 AM
Endorsed by Dale Poyner (School Council President) on 11 February, 2019 at 08:42 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	Nullawil Primary School continues to have a strong culture of high expectations and goal orientated achievement for staff and students. We are committed to building the Top Paddock network of small schools to improve teaching and learning across a wider cohort than just our own small school setting.
Considerations for 2019	Working with Top Paddock Cluster to refine embed the PLC inquiry process across the schools.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly reading comprehension, and mathematics.
Target 1.1	<p>Student Attitudes to Schooling Survey (SATS)</p> <ul style="list-style-type: none">• Teaching & Learning variable (Years 4-6) remain about the 90th percentile• Maintain or improve the percentage of positive responses to the following factors from 2017 benchmarks: <p style="padding-left: 40px;"><i>Effective teaching practice for cognitive engagement</i></p> <p style="padding-left: 80px;">Stimulated learning</p> <p style="padding-left: 40px;"><i>Learner characteristics and disposition</i></p> <p style="padding-left: 80px;">Motivation and interest</p> <p style="padding-left: 80px;">Attitudes to attendance</p> <ul style="list-style-type: none">• 100% of students achieve medium of high growth annually for grade 5 literacy and numeracy• Students maintain or exceed expected learning gain of one Victorian Curriculum level each school year. <p>Attendance</p> <p>Maintain or improve the attendance rate by year level based on the 2016 benchmarks</p>

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build capacity of all staff to use evidence based targeted teaching.
Goal 2	To develop students who are engaged in the learning process and have an authentic voice in their learning.
Target 2.1	Maintain or improve the percentage of positive responses to the following Positive climate for learning and Learner characteristics and dispositions factors from 2017 benchmarks: <ul style="list-style-type: none"> • Student voice and agency • Learning confidence • Motivation and interest • Self-regulation and goal setting
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Build opportunities for improved student agency in learning and understanding of their own learning process to promote the development of self-directed learners.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly reading comprehension, and mathematics.</p>	<p>Yes</p>	<p>Student Attitudes to Schooling Survey (SATS)</p> <ul style="list-style-type: none"> • Teaching & Learning variable (Years 4-6) remain about the 90th percentile • Maintain or improve the percentage of positive responses to the following factors from 2017 benchmarks: <ul style="list-style-type: none"> <i>Effective teaching practice for cognitive engagement</i> Stimulated learning <i>Learner characteristics and disposition</i> Motivation and interest Attitudes to attendance • 100% of students achieve medium or high growth annually for grade 5 literacy and numeracy • Students maintain or exceed expected learning gain of one Victorian Curriculum level each school year. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>At least one year's growth for one year's teaching; as measured by:</p> <ul style="list-style-type: none"> • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other

		<p>Attendance</p> <p>Maintain or improve the attendance rate by year level based on the 2016 benchmarks</p>	
To develop students who are engaged in the learning process and have an authentic voice in their learning.	Yes	<p>Maintain or improve the percentage of positive responses to the following Positive climate for learning and Learner characteristics and dispositions factors from 2017 benchmarks:</p> <ul style="list-style-type: none"> • Student voice and agency • Learning confidence • Motivation and interest • Self-regulation and goal setting 	To refine the structure and scheduling of student-led learning conferences.

Goal 1	To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly reading comprehension, and mathematics.
12 Month Target 1.1	<p>At least one year's growth for one year's teaching; as measured by:</p> <ul style="list-style-type: none"> • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build capacity of all staff to use evidence based targeted teaching.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As part of PLC cluster Top Paddock schools (Leitchville, Lake Charm, Nullawil, Ultima, Tempy and Woomelang Primary schools) have made a commitment to work together to improve student outcomes across their schools, recognising the specific demands and advantages of their small schools. The focus will be on building teacher capacity and developing consistent assessment practices through shared professional learning, moderation and the PLC inquiry cycle.	
Goal 2	To develop students who are engaged in the learning process and have an authentic voice in their learning.	
12 Month Target 2.1	To refine the structure and scheduling of student-led learning conferences.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Build opportunities for improved student agency in learning and understanding of their own learning process to promote the development of self-directed learners.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Personal circumstances of a key staff member in 2018 prevented a satisfactory completion of this goal. The school community feel strongly that they would like to continue the work to embed the culture of self-directed learning through the process of goal setting and student led conferences. The focus in 2019 will be on the process of student led conferences, ensuring all students have the opportunity to plan and deliver a self-directed summary of their learning at least twice a year.	

Define Actions, Outcomes and Activities

Goal 1	To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly reading comprehension, and mathematics.
12 Month Target 1.1	At least one year's growth for one year's teaching; as measured by: <ul style="list-style-type: none"> • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other
KIS 1 Evidence-based high-impact teaching strategies	Build capacity of all staff to use evidence based targeted teaching.
Actions	Develop teacher knowledge and capacity to work as an effective team across the Top Paddock Cluster utilising a PLC structure, to improve student outcomes in writing through collaborative planning and assessment practices, including moderation.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * reflect on their own learning and success. <p>Staff will:</p> <ul style="list-style-type: none"> * Participate in observations and provide feedback using shared protocol/template; * Gather work samples and participate in moderation; * Participate in shared professional learning - HITS, etc; * Reflect this work in their PDP goals. <p>Leadership will:</p> <ul style="list-style-type: none"> * Lead/ensure a reflective process is conducted throughout; * Provide resources, feedback and support through observations and the through the PDP process.
Success Indicators	A more consistent judgement of level when moderation student work across the Top Paddock Cluster. A shared bank of teaching resources built around the HITS.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer observation across the Top Paddock Cluster Schools, in person and through teleconferencing.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,400.00 <input type="checkbox"/> Equity funding will be used
Professional learning - HITS.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,400.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC Facilitator led inquiry cycle/s.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of consistent assessment schedule/profile.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop students who are engaged in the learning process and have an authentic voice in their learning.			
12 Month Target 2.1	To refine the structure and scheduling of student-led learning conferences.			
KIS 1 Intellectual engagement and self-awareness	Build opportunities for improved student agency in learning and understanding of their own learning process to promote the development of self-directed learners.			

Actions	Develop teacher knowledge and capacity in assisting students to set and evaluate goals, and to present evidence of their achievement to wider audience.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * set and reflect on learning goals each term; * plan and lead a conference with caregivers/teachers at least twice a year. <p>Teachers will:</p> <ul style="list-style-type: none"> * support students to set goals each term; * assist students to plan learning conferences. <p>School Leaders will:</p> <ul style="list-style-type: none"> * provide time and support to teachers to allow goal setting and reflection to occur; * schedule and advertise timing of conferences to allow all students, caregivers and staff to participate. 			
Success Indicators	Each student has led a conference with caregivers/teachers at least twice a year, preferably at the end of Semester 1 and 2.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student led conferences to be held across all year levels at least twice a year, preferably at end of Semester 1 and 2.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$1,400.00	\$1,200.00
Additional Equity funding	0.00	0.00
Grand Total	\$1,400.00	\$1,200.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning - HITS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,400.00	\$1,200.00
Totals			\$1,400.00	\$1,200.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning - HITS.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site At Top Paddock Cluster School TBA
Student led conferences to be held across all year levels at least twice a year, preferably at end of Semester 1 and 2.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site