

# 2020 Annual Implementation Plan

## for improving student outcomes

Nungurner Primary School (4226)



Submitted for review by Emma Steele (School Principal) on 17 February, 2020 at 10:44 AM

Endorsed by Heather MacAlister (Senior Education Improvement Leader) on 17 February, 2020 at 11:52 AM

Endorsed by Kim Kleinitz (School Council President) on 28 April, 2020 at 10:11 AM

## Self-evaluation Summary - 2020

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

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

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

|                                       |  |
|---------------------------------------|--|
| <b>Enter your reflective comments</b> | The 2019 review and self-evaluation provided us with an opportunity to analyse and identify our current teaching and learning practices. It was pleasing to see our pre-review self-evaluation align with the findings from the school review. The review celebrated the growth in student learning that has been achieved throughout the course of the previous strategic plan and highlighted a need for us to ensure formal procedures and processes to ensure that we create consistent practices among our small staff. The Professional Learning Community has been used successfully to assist us to improve numeracy teaching and learning practices and to develop shared beliefs and understandings. |
| <b>Considerations for 2020</b>        | Apply the PLC model as a method of working in our literacy PLT. To help build shared beliefs, knowledge, understandings and consistent practices.<br>Formalise curriculum documentation and ensure consistent data gathering to track student learning over time.  |

**Documents that support this plan**

SEVR Nungurner Primary School Review Report 2019 with CSS (003).docx (0.36 MB)

## SSP Goals Targets and KIS

|   |   |
|---|---|
| <b>Goal 1</b>   | Improve literacy and numeracy outcomes for all students.  |
| <b>Target 1.1</b>   | <p>NAPLAN – Benchmark growth</p> <p>By 2023, the percentage of NAPLAN Benchmark High Growth Year 3 to Year 5 will increase to:</p> <ul style="list-style-type: none"> <li>• Reading from 75 percent (2019) to 76 percent</li> <li>• Writing from 50 percent (2019) to 55 percent</li> <li>• Numeracy from 33 percent (2019) to 40 percent.</li> </ul> |
| <b>Target 1.2</b>   | <p>Drafting notes: please include baseline data e.g.(XX% low, XX% medium and XX% high in 2019).</p> <p>Teacher judgments</p> <p>By 2023, the learning growth as measured by teacher judgement will improve for Reading, Writing and Numeracy to Low gain at 25 percent, Medium gain 50 percent and High gain 25 percent</p>                           |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment             | Use an inquiry approach to develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.  |
| <b>Key Improvement Strategy 1.b</b><br>Evidence-based high-impact teaching strategies | Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.   |
| <b>Key Improvement Strategy 1.c</b>   | Enhance data collection, analysis and evaluation of student learning growth over time.  |

|  |   |
|--|---|
| Evaluating impact on learning  |   |
| <b>Goal 2</b>  | Improve the engagement and learning resilience of all students.   |
| <b>Target 2.1</b>  | By 2023, average days absent will decrease from 15.52 days (2018) to 10   |
| <b>Target 2.2</b>  | By 2023, the positive percentage endorsement rate in AToSS will improve in factors: <ul style="list-style-type: none"> <li>• Learning confidence from 75 percent (2019) to 80 percent</li> <li>• Resilience from 83 percent (2019) to 90 percent</li> <li>• Self-regulation and goal setting from 88 percent (2019) to 93 percent.</li> </ul> |
| <b>Key Improvement Strategy 2.a</b><br>Empowering students and building school pride | Build student capability to take ownership of their learning to support them to set, track and attain learning goals.   |
| <b>Key Improvement Strategy 2.b</b><br>Intellectual engagement and self-awareness    | Staff co-design opportunities for students to exercise authentic agency in their own learning.  |

## Select Annual Goals and KIS

| Four Year Strategic Goals                                | Is this selected for focus this year? | Four Year Strategic Targets   | 12 month target   |
|--|---------------------------------------|---|---|
| Improve literacy and numeracy outcomes for all students. | Yes                                   | <p>NAPLAN – Benchmark growth</p> <p>By 2023, the percentage of NAPLAN Benchmark High Growth Year 3 to Year 5 will increase to:</p> <ul style="list-style-type: none"> <li>• Reading from 75 percent (2019) to 76 percent</li> <li>• Writing from 50 percent (2019) to 55 percent</li> <li>• Numeracy from 33 percent (2019) to 40 percent.</li> </ul> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2020 the percentage of NAPLAN Benchmark High Growth for reading Year 3 to 5 will be maintained at 75%.</p>              |
|  |                                       | <p>Drafting notes: please include baseline data e.g.(XX% low, XX% medium and XX% high in 2019).</p> <p>Teacher judgments</p> <p>By 2023, the learning growth as measured by teacher judgement will improve for Reading, Writing and Numeracy to Low gain at 25 percent, Medium gain 50 percent and High gain 25 percent</p>                           | <p>In 2020 the learning growth measured by teacher judgement will improve for reading, writing and numeracy with students within the top two bands in NAPLAN being judged as working well above expected level in Victorian Curriculum.</p> |

|   |     |  |   |
|---|-----|--|---|
| Improve the engagement and learning resilience of all students. | Yes | By 2023, average days absent will decrease from 15.52 days (2018) to 10  | In 2020, average days absent will decrease from 15.52 days (2018) to 10 days.   |
|   |     | <p>By 2023, the positive percentage endorsement rate in AToSS will improve in factors:</p> <ul style="list-style-type: none"> <li>• Learning confidence from 75 percent (2019) to 80 percent</li> <li>• Resilience from 83 percent (2019) to 90 percent</li> <li>• Self-regulation and goal setting from 88 percent (2019) to 93 percent.</li> </ul> | <p>In 2020 the positive endorsement rate in AToSS will improve in</p> <ul style="list-style-type: none"> <li>- self-regulation and goal setting to 90%</li> <li>- resilience from 83% to 85%</li> </ul> |

|  |  |   |
|--|--|---|
| <b>Goal 1</b>                                      | Improve literacy and numeracy outcomes for all students.   |   |
| <b>12 Month Target 1.1</b>                         | In 2020 the percentage of NAPLAN Benchmark High Growth for reading Year 3 to 5 will be maintained at 75%.  |   |
| <b>12 Month Target 1.2</b>                         | In 2020 the learning growth measured by teacher judgement will improve for reading, writing and numeracy with students within the top two bands in NAPLAN being judged as working well above expected level in Victorian Curriculum. |   |
| <b>Key Improvement Strategies</b>                  |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Curriculum planning and assessment | Use an inquiry approach to develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.   | Yes                                       |
| <b>KIS 2</b>                                       | Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.  | Yes                                       |

|   |   |   |
|---|---|---|
| Evidence-based high-impact teaching strategies  |   |   |
| <b>KIS 3</b><br>Evaluating impact on learning   | Enhance data collection, analysis and evaluation of student learning growth over time.  | 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. | We have selected all Key Improvement Strategies as we believe that they intertwine and are all necessary to improve literacy and numeracy outcomes for all students. In 2020 will focus on formalising our whole school collaborative approaches to curriculum, planning and assessment, using a PLC approach for both literacy and numeracy. We will embed our instructional models and use of data to differentiate student learning. With new staff beginning in 2020 it will be essential to develop shared beliefs and understandings and consistent teaching and learning practices between classrooms. |   |
| <b>Goal 2</b>   | Improve the engagement and learning resilience of all students.   |   |
| <b>12 Month Target 2.1</b>  | In 2020, average days absent will decrease from 15.52 days (2018) to 10 days.   |   |
| <b>12 Month Target 2.2</b>  | In 2020 the positive endorsement rate in AToSS will improve in<br>- self-regulation and goal setting to 90%<br>- resilience from 83% to 85%   |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Empowering students and building school pride   | Build student capability to take ownership of their learning to support them to set, track and attain learning goals.   | Yes                                       |
| <b>KIS 2</b><br>Intellectual engagement and self-awareness  | Staff co-design opportunities for students to exercise authentic agency in their own learning.  | 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.

In 2020 we will continue our work around building student capacity to set, track and attain learning goals. Through the review process we identified that whilst students are working with staff to set goals in literacy (P-6) and numeracy (3-6) they need to have clearer understandings of their learning journey to identify the next steps in their learning.

## Define Actions, Outcomes and Activities

|  |   |
|--|---|
| <b>Goal 1</b>                                      | Improve literacy and numeracy outcomes for all students.  |
| <b>12 Month Target 1.1</b>                         | In 2020 the percentage of NAPLAN Benchmark High Growth for reading Year 3 to 5 will be maintained at 75%.   |
| <b>12 Month Target 1.2</b>                         | In 2020 the learning growth measured by teacher judgement will improve for reading, writing and numeracy with students within the top two bands in NAPLAN being judged as working well above expected level in Victorian Curriculum.  |
| <b>KIS 1</b><br>Curriculum planning and assessment | Use an inquiry approach to develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.  |
| <b>Actions</b>                                     | <ul style="list-style-type: none"> <li>- Continued participation in the Area Literacy Strategy, implementing and refining the readers and writers workshop model,</li> <li>- Principal and Literacy Leader to undertake Bastow Literacy Leaders professional learning - to assist us to develop, document and embed whole school collaborative approaches to literacy learning and assessment, ensuring that consistent instructional models are used throughout the school.</li> <li>- Continued participation in the numeracy PLC, use to develop, document and embed whole school approaches to curriculum, planning and assessment.</li> <li>- Sharing whole school curriculum with parents and community to inform parents of the teaching and learning at Nungurner Primary School, through information sessions and newsletter.</li> </ul> |
| <b>Outcomes</b>                                    | <p>Students:</p> <ul style="list-style-type: none"> <li>- Are agents in their own learning. They are able to articulate the strategies that they use in their reading and writing and identify the next step that they need for continued growth and improvement.</li> </ul> <p>Teachers &amp; Leaders:</p> <ul style="list-style-type: none"> <li>- Development of shared beliefs and understandings.</li> <li>- Greater collaboration as a staff, shared ownership of all students and a greater belief in the power of data to identify student learning needs and differentiate for learning.</li> <li>- Consistent, whole school documentation and collection of data.</li> </ul> <p>Community:</p> <p>Parents to have clearer understandings of our school curriculum</p>   |
| <b>Success Indicators</b>                          | Classroom Observation and feedback - Reader's Workshop<br>Student Reader's Notebooks  |

|  | Numeracy PLC planning and assessment data<br>Reading Assessment Data - mid year and end of year<br>NAPLAN data   |  |                                  |  |
|--|--|--|----------------------------------|--|
| Activities and Milestones                                      | Who  | Is this a PL Priority                            | When                             | Budget   |
| Area Literacy Strategy   | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,600.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Evidence-based high-impact teaching strategies | Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.  |  |                                  |  |
| <b>Actions</b>   | <ul style="list-style-type: none"> <li>- Employment of aides to support student intervention program in literacy, using data to identify students at risk</li> <li>- Use of Fountas and Pinnell literacy assesment and Literacy Continuum to identify student learning needs and to plan for the next step in student's learning.</li> <li>- Use of the PLC Inquiry approach to embed whole school literacy curriculum, planning and assessment.</li> <li>- Continued participation in the numeracy PLC, with a focus on differentiating for student learning needs and identifying student misconceptions in mathematics and how we teach to avoid common misconceptions.</li> <li>- Refinement of Reading conferences to teach to point of need, with a focus on comprehension 3-6 and use of readings strategies P-2</li> </ul> |  |                                  |  |
| <b>Outcomes</b>  | <p>Students:</p> <p>Students will be able to explain the reader's workshop model</p> <p>Use of reader's notebook to articulate the strategies that they use to decode and comprehend text</p> <p>Students can articulate their reading goals, they understand why they need to use a strategy and have an understanding of where to next.</p> <p>Teachers:</p> <p>Use of the Reader's Workshop and Writer's Workshop is embedded</p> <p>High Impact Teaching Strategies and differentiation incorporated into lessons and planning</p>   |  |                                  |  |

|   |  |  |                                  |   |
|---|--|--|----------------------------------|---|
|   | Community:<br>Families have an understanding of how our literacy block is implemented within the school. Understand how their children's needs are met.              |  |                                  |   |
| <b>Success Indicators</b>   | Notes from observation and feedback, walk throughs etc.<br>Student work samples and feedback to staff<br>Planning documentation from reading and writing conferences |  |                                  |   |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>   |
| Each grade to begin the year focused on establishing a reading and writing community  | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |
| Whole staff professional learning to understand the Literacy Workshop Model, induction of new staff and refinement for existing staff | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$800.00<br><br><input type="checkbox"/> Equity funding will be used              |
| Establishment of literacy intervention support for at risk students   | <input checked="" type="checkbox"/> Education Support<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Teacher(s)             | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 3</b><br>Evaluating impact on learning   | Enhance data collection, analysis and evaluation of student learning growth over time.   |  |                                  |   |

|   |   |                                       |                                  |  |
|---|---|---------------------------------------|----------------------------------|--|
| <b>Actions</b>  | <ul style="list-style-type: none"> <li>- Incorporate a whole school tracking tool to measure student learning over time and to ensure that all staff can put a face to the data.</li> <li>- Use of PLT &amp; PLC meetings to analyse student data, work samples, moderation of work to assist teacher judgement.</li> </ul> |                                       |                                  |  |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>- Shared ownership and understanding of student learning data.</li> <li>- Collegiate collaboration to support the learning of all students.</li> </ul>   |                                       |                                  |  |
| <b>Success Indicators</b>   | Development of whole school tracking tool<br>Documentation to show 'faces on the data'.   |                                       |                                  |  |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>  |
| Seek advice from colleagues, gain some worked examples of whole school data collection, adjust to meet our needs. | <input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$400.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>   | Improve the engagement and learning resilience of all students.   |                                       |                                  |  |
| <b>12 Month Target 2.1</b>  | In 2020, average days absent will decrease from 15.52 days (2018) to 10 days.   |                                       |                                  |  |
| <b>12 Month Target 2.2</b>  | In 2020 the positive endorsement rate in AToSS will improve in <ul style="list-style-type: none"> <li>- self-regulation and goal setting to 90%</li> <li>- resilience from 83% to 85%</li> </ul>  |                                       |                                  |  |
| <b>KIS 1</b><br>Empowering students and building school pride   | Build student capability to take ownership of their learning to support them to set, track and attain learning goals.   |                                       |                                  |  |
| <b>Actions</b>  | Through the numeracy PLC we will introduce learning ladders as a way for students to identify, set, track and attain their learning goals.<br>Use of 'Bump it up wall' / Matrix to assist students to identify the next step for improvement in their writing.  |                                       |                                  |  |

|   |  |                                       |                                  |  |
|---|--|---------------------------------------|----------------------------------|--|
| <b>Outcomes</b>   | Students:<br>Are able to identify where they are in their learning and what they have to do next to achieve the next step in their learning. |                                       |                                  |  |
| <b>Success Indicators</b>   | Examples of learning ladders constructed through the PLC work.   |                                       |                                  |  |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>  |
| Through PLC work:<br>Learning Ladders - as a staff identify how to construct a learning ladder - term 1 Research examples.<br>Begin incorporating into planning for numeracy units - term 2 | <input checked="" type="checkbox"/> All Staff  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$800.00<br><br><input type="checkbox"/> Equity funding will be used |
| Use of matrix / bump it up wall for students to assist them to monitor the quality of their writing.  | <input checked="" type="checkbox"/> All Staff  | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><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 | \$5,000.00                 | \$5,000.00        |
| Additional Equity funding                                | \$0.00                     | \$0.00            |
| <b>Grand Total</b>                                       | <b>\$5,000.00</b>          | <b>\$5,000.00</b> |

### Activities and Milestones

| Activities and Milestones   | When                             | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|----------|----------------------------|-------------------|
| Establishment of literacy intervention support for at risk students | from:<br>Term 1<br>to:<br>Term 4 |          | \$5,000.00                 | \$5,000.00        |
| <b>Totals</b>   |                                  |          | <b>\$5,000.00</b>          | <b>\$5,000.00</b> |

### Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| <b>Totals</b>                                     |      |          | <b>\$0.00</b>              | <b>\$0.00</b>     |

## Professional Learning and Development Plan

| Professional Learning Priority  | Who  | When                             | Key Professional Learning Strategies  | Organisational Structure  | Expertise Accessed  | Where   |
|---|--|----------------------------------|---|---|---|---|
| Area Literacy Strategy  | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> Literacy expertise<br><input checked="" type="checkbox"/> Bastow program/course<br><input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> Off-site<br>Bastow<br>Literacy<br>Leaders<br>Course<br>Area<br>Literacy<br>Strategy |
| Each grade to begin the year focused on establishing a reading and writing community  | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Formalised PLC/PLTs   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting               | <input checked="" type="checkbox"/> Literacy expertise<br><input checked="" type="checkbox"/> Literacy Leaders  | <input checked="" type="checkbox"/> On-site   |
| Whole staff professional learning to understand the Literacy Workshop Model, induction of new staff and refinement for existing staff | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Formalised PLC/PLTs   | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Literacy expertise<br><input checked="" type="checkbox"/> Bastow program/course   | <input checked="" type="checkbox"/> On-site   |