

# 2018 Annual Implementation Plan

## for improving student outcomes

Nungurner Primary School (4226)



Submitted for review by Bronwyn Van Der Velden (School Principal) on 12 December, 2017 at 07:56 AM  
Endorsed by Heather MacAlister (Senior Education Improvement Leader) on 14 December, 2017 at 08:45 AM  
Endorsed by Kim Kleinitz (School Council President) on 30 August, 2018 at 03:39 PM

# Self-evaluation Summary - 2018

Nungurner Primary School (4226)

	<b>FISO Improvement Model Dimensions</b> 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	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

<b>Enter your reflective comments</b>	<p>PLC numeracy work has provided valuable focus towards achieving our goals of improving teaching and learning in Maths. Observation and feedback sessions as well as intensive work through our PLC with Swifts Creek school and Omeo has enabled us to build teacher capacity in numeracy and this partnership will continue in 2018. We had originally planned to work with a numeracy coach this year but our PLC inquiry replaced this work; we hope to be able to work with a numeracy coach as a PLC group in 2018 and this will extend the observation and feedback process that we began this year. We have begun to incorporate capabilities (Personal &amp; social/ Critical and creative thinking/Ethical) into the curriculum. We wanted to identify the skills students would use in inquiry learning so students could use this knowledge when setting learning goals and reflecting on their learning. We began this process but have not achieved the depth with students that is necessary and will continue this work in 2018. The focus of the FISO network group slowly evolved and became centered around goal setting and feedback, which although slightly different to our original AIP goal, still aligns. Student perceptions survey will be completed before the end of 2017, and we are also currently pursuing results of SATS which all of our grade 5 students completed online this year. Coastal Ambassadors program was very successful in giving our students leadership opportunities.</p>
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<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>- need to give students experiences that will enable them to successfully show their learning in Naplan assessments.</li> <li>- develop and extend high achieving students. Develop and maintain 'growth mindset' attitudes to learning.</li> <li>- Make student goal setting and feedback ongoing so that students are continually aware of their learning, independently monitoring and taking responsibility for their learning.</li> <li>- develop students knowledge and understanding of inquiry skills and how they assist our learning. Incorporate into goal setting and reflection.</li> <li>- Explore opportunities for student leadership for gde 6, Junior Rotary awards/ public speaking etc.</li> </ul>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<ul style="list-style-type: none"> <li>• Continuous improvement in teaching and learning across all areas.</li> </ul>	Students <ul style="list-style-type: none"> <li>• All students will achieve <i>at least</i> 1 year's progress for 1 year's input in all areas.</li> <li>• Students will become powerful learners and will be able to articulate and successfully use a range of</li> </ul>	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  Students identified as achieving below expected standard in Literacy will achieve at least 1 year's growth.	Evidence-based high-impact teaching strategies

	<p>learning strategies. They will achieve the standards at level 2, level 4 and level 6 of the 'Critical and Creative Thinking' and 'Personal and Social Learning' strands of the Victorian Curriculum.</p> <p>Teachers</p> <ul style="list-style-type: none"> <li>Teachers will regularly evaluate the impact of teaching on students learning and have the knowledge and skills to adapt teaching methods where necessary.</li> </ul>			
<ul style="list-style-type: none"> <li>Improve student outcomes in numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>All students will achieve <i>at least</i> 1 year's progress for 1 year's input with those above or below expected level being accelerated.</li> </ul>	Yes	<p>All students will achieve at least 1 year's progress for 1 year's input with those above or below expected level being accelerated.</p> <p>PLC- to be defined. Target will come from this (Evidence based high impact teaching strategies)</p>	Evidence-based high-impact teaching strategies
<ul style="list-style-type: none"> <li>Higher levels of engagement experienced by students through active, personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the learning they do at</li> </ul>	Yes	<p>Students will regularly set personal learning goals and use feedback to reflect on their progress.</p>	Evaluating impact on learning

	<p>school as relevant and meaningful to them.</p> <p>This will be shown in school based student perception surveys, administered at least once per year to all students as well as DET student attitudes to school survey and corroborated in Parent Opinion surveys.</p>		<p>Student perception survey will indicate that students receive and value feedback from teachers and peers.</p>	
<ul style="list-style-type: none"> <li>Develop students' social and emotional capacity so that they become flexible and resilient learners</li> </ul>	<ul style="list-style-type: none"> <li>Students will have the personal and interpersonal skills they need to be safe, healthy and happy.</li> </ul> <p>(This will be evidenced by progression through the achievement standards outlined in the Personal and Social Learning Capabilities in the Victorian curriculum and by responses to the school based student perceptions survey.)</p>	No		
<ul style="list-style-type: none"> <li>Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing.</li> <li>Ensure the school has a positive public profile.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted use of school resources will: <ul style="list-style-type: none"> <li>enable the development of a Learning</li> </ul> </li> </ul>	Yes	<p>Whole school professional development will lead to improved teacher practice and student outcomes in identified areas.</p> <p>Review and align the school vision and values. Make our</p>	Vision, values and culture

	<p>Statement for Nungurner, leading to improved student learning</p> <ul style="list-style-type: none"> <li>• enable staff to participate in numeracy PD to improve student learning in maths</li> <li>• achieve continued improvement in teaching and learning</li> <li>• enhance levels of student engagement and wellbeing</li> </ul>		<p>vision and values more visible to the broader community.</p>	
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**Improvement Initiatives Rationale**

- Continuous improvement in teaching and learning across all areas.- through our ongoing monitoring of student progress in literacy, together with gde 3 NAPLAN results, we have identified some students that are performing below expected levels and require intervention to ensure they achieve at least 1 years growth each year.
- Improve student outcomes in numeracy.- Naplan 3-5 data shows medium to high growth for all students, which indicates that the work we are doing in numeracy is having impact. However, our gde 3 numeracy results indicate that this work needs to continue. In 2017 teacher knowledge was built through the PLC process, but this

was only a beginning and teachers feel it has great potential to deepen understandings and embed practices through the use of HITS.

- Higher levels of engagement experienced by students through active, personal learning. - ATSS data shows students at Nungurner responded more positively to their school environment than other students across the state. Against 11 out of 19 factors surveyed, the positive response for NPS students was 100%. All other results were at like or above state mean. We feel that what we have been doing in this area is developing our students into powerful learners, but we have identified the area of goal setting and feedback as powerful tools which will even further improve student engagement and student agency.
- Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing.-Resources will need to be allocated for PD to meet the needs of our AIP goals, but also allocated in a way that supports the needs of individual teachers. (e.g graduate teacher)
- Ensure the school has a positive public profile.- The school has a positive relationship with its community and others who come into the school. However, aspects of our public profile need to be reviewed and documented , as outlined in our strategic plan.

<b>Goal 1</b>	• Continuous improvement in teaching and learning across all areas.
<b>12 month target 1.1</b>	Students identified as achieving below expected standard in Literacy will achieve at least 1 year's growth.
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	Provide individualized intervention for students identified as working below standard in literacy.

<b>Goal 2</b>	• Improve student outcomes in numeracy.
<b>12 month target 2.1</b>	All students will achieve at least 1 year's progress for 1 year's input with those above or below expected level being accelerated.  PLC- to be defined. Target will come from this (Evidence based high impact teaching strategies)
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	Continue to build teacher knowledge in numeracy using a problem solving approach.

<b>Goal 3</b>	<ul style="list-style-type: none"> <li>Higher levels of engagement experienced by students through active, personal learning.</li> </ul>
<b>12 month target 3.1</b>	Students will regularly set personal learning goals and use feedback to reflect on their progress. Student perception survey will indicate that students receive and value feedback from teachers and peers.
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	Through goal setting and feedback develop students metacognitive capacity.

<b>Goal 4</b>	<ul style="list-style-type: none"> <li>Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing.</li> <li>Ensure the school has a positive public profile.</li> </ul>
<b>12 month target 4.1</b>	Whole school professional development will lead to improved teacher practice and student outcomes in identified areas. Review and align the school vision and values. Make our vision and values more visible to the broader community.
<b>FISO Initiative</b>	Vision, values and culture
<b>Key Improvement Strategies</b>	
KIS 1	Ensure school vision and values accurately reflect school community aspirations, and are visible and understood by all.

## Define Evidence of Impact and Activities and Milestones - 2018

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<b>Goal 1</b>	<ul style="list-style-type: none"> <li>Continuous improvement in teaching and learning across all areas.</li> </ul>
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<b>12 month target 1.1</b>	Students identified as achieving below expected standard in Literacy will achieve at least 1 year's growth.			
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	Provide individualized intervention for students identified as working below standard in literacy.			
<b>Actions</b>	<p>Effective assessment will be used to identify specific learning needs, including the use of specialists such as speech pathologists and psychologists.</p> <ul style="list-style-type: none"> <li>- I.L.P. to be developed for students at risk.</li> <li>- Timetabling to enable some one to one teaching with explicit instruction and intervention to occur within the classroom</li> <li>- Use of equity funding/language &amp; learning disabilities funding to resource intervention program</li> <li>- Intervention strategies will target reading skills and writing, phonological and phonemic awareness.</li> </ul>			
<b>Evidence of impact</b>	<ul style="list-style-type: none"> <li>- Ongoing monitoring of student progress will show achievement of specific knowledge or skill goals as identified in ILP.</li> <li>- Ongoing monitoring will also show accelerated growth of learning steps or progressions (RR levels/ Vic curric reading and writing outcomes/ increased scores on assessments such as Words Their Way primary spelling inventory).</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Implementation of assessment schedule used to gather data at beginning of 2018. Students at risk identified and specific intervention program developed and implemented.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use of specialists to assess the needs of students achieving below standard, and provide intervention support where needed.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	<ul style="list-style-type: none"> <li>• Improve student outcomes in numeracy.</li> </ul>
<b>12 month target 2.1</b>	<p>All students will achieve at least 1 year's progress for 1 year's input with those above or below expected level being accelerated.</p> <p>PLC- to be defined. Target will come from this (Evidence based high impact teaching strategies)</p>

<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	Continue to build teacher knowledge in numeracy using a problem solving approach.			
Actions	<p>Continue to build knowledge of numeracy through active participation and collaboration with Swifts Creek P-12 School and Omeo Primary School.</p> <p>Professional learning communities will be part of this process. It may also include professional learning based on the characteristics of effective numeracy teachers, observation and feedback and continued implementation of problem solving approach across the school.</p>			
Evidence of impact	<p>Deeper knowledge of numeracy teaching, sequencing of units and problem solving used for assessment, for, of and as.</p> <p>Clearer and consistent teaching and learning activities and sequences with differentiation evident in planning and delivery.</p> <p>Improvement actions implemented as a result of observation and feedback from staff and students.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Participation in PLC with Swifts Creek and Omeo PSs, including attendance at Professional development days.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Develop whole school KLA year outline, including key assessment tasks, leading into term plans. Pupil Free day in term 1 for this purpose.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Observation and feedback processes linked to numeracy teaching across PLC schools and internally.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	• Higher levels of engagement experienced by students through active, personal learning.
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<b>12 month target 3.1</b>	Students will regularly set personal learning goals and use feedback to reflect on their progress. Student perception survey will indicate that students receive and value feedback from teachers and peers.			
<b>FISO Initiative</b>	Evaluating impact on learning			
<b>Key Improvement Strategy 1</b>	Through goal setting and feedback develop students metacognitive capacity.			
Actions	Improve teacher knowledge about effective goal setting and feedback for students. Review current student perception survey questions to evaluate quality of information gained in regard to teacher feedback to students.			
Evidence of impact	Students will be able to monitor and discuss their own learning, related to the goals they set. Teachers will be able to provide students with meaningful and effective feedback which will be used by students and teachers to inform future goals. Students will be able to identify successful learning strategies and articulate learning dispositions which assisted them to achieve goals.  The above will be evidenced in: - student report comments - student/teacher discussions - visual representations of student learning achievement (e.g 'I can..' wall display)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Goals setting and feedback - set structures by end of February Whole school, class, individual Consistent expectations for goal setting and feedback procedures in all classrooms - reviewed each term. Collaborate with colleagues on this FISO work.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Staff conduct professional reading (e.g "Challenging Learning", James Nottingham). Follow up this learning with appropriate school visit.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	<ul style="list-style-type: none"> <li>Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing.</li> <li>Ensure the school has a positive public profile.</li> </ul>			
<b>12 month target 4.1</b>	<p>Whole school professional development will lead to improved teacher practice and student outcomes in identified areas.</p> <p>Review and align the school vision and values. Make our vision and values more visible to the broader community.</p>			
<b>FISO Initiative</b>	Vision, values and culture			
<b>Key Improvement Strategy 1</b>	Ensure school vision and values accurately reflect school community aspirations, and are visible and understood by all.			
Actions	<p>Induct new staff to understanding of goals in School Strategic Plan and AIP.</p> <p>Develop Performance and Development Plans that further work towards those goals, and also meet the professional learning needs of individual teachers.</p> <p>Review and Document:</p> <ul style="list-style-type: none"> <li>- school vision for school community</li> <li>- staff induction handbook/process</li> <li>- school logo, signage and stationery</li> </ul>			
Evidence of impact	Th 'public face' of the school will communicate the culture of the school.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
New staff will be introduced to school planning documents at Pupil Free Day at beginning of the year. Professional Development Plans will be developed during term 1. Staff induction handbook and process documented.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage facilitator (Noelle Burdekin?) to work with school community to refine school vision.	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used

School council working group review and redesign school logo/ signage and stationery as necessary.	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Nungurner Primary School (4226)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participation in PLC with Swifts Creek and Omeo PSs, including attendance at Professional development days.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> External consultants  Professional Development delivered by Michael Ymer.	<input checked="" type="checkbox"/> Off-site  Maths PD at Swifts Creek-Feb. PLC meetings via polycom and face to face as needed.
Develop whole school KLA year outline, including key assessment tasks, leading into term plans. Pupil Free day in term 1 for this purpose.	Teacher(s)	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Observation and feedback processes linked to numeracy teaching across PLC schools and internally.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site  Observation and feedback to

			<input checked="" type="checkbox"/> Individualised Reflection			teachers will form part of the PLC practice, both at NPS & Omeo & Swifts Creek. NPS teachers will observe & also be observed.
Goals setting and feedback - set structures by end of February Whole school, class, individual Consistent expectations for goal setting and feedback procedures in all classrooms - reviewed each term. Collaborate with colleagues on this FISO work.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff conduct professional reading (e.g "Challenging Learning", James Nottingham). Follow up this learning with appropriate school visit.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Visit to school re challenging learning/goal setting & feedback, Wellington network?

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

[Classroom Observation - Dan.docx \(0.11 MB\)](#)

[Final Presentation PLC.pptx \(6.96 MB\)](#)