2018 Annual Implementation Plan

for improving student outcomes

Nathalia Primary School (2060)

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Victoria State Government | Education and Training

Self-evaluation Summary - 2018

Nathalia Primary School (2060)

	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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	The school is largely in the transitional stage after our most recent diagnostic review. The school has improved in all measurable areas and must continue to strive for excellence rather than mediocre. The staff is on board for change and embraces the positive direction the school is taking. The school community is also positive and there are regular comments on the raised profile of the school in the community. Teaching and learning must remain our focus as the school continues to develop the efficacy of the classroom teachers.
Considerations for 2019	Intensive speech therapy will continue to be provided in 2018, targeting the children in the Prep - 2 area of the school. Funding has been made available for a student which will make the continued provision of ES staff affordable. Additional support will be allocated to a child enrolling in the prep grade in 2018. Joint teacher planning will be enhanced through format of having two P - 1 classes and two 4 - 5 classes. Professional learning opportunities will be made available to staff as a result of the new agreement.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Nathalia Primary School (2060)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
Achievement: Improve the learning growth of every student in literacy and numeracy. Key Improvement Strategy: Build teacher capacity to implement a whole school approach to data and evidence-based teaching strategies in literacy and numeracy.	<table><tr><td>**Attitude to School Survey**</td><td>**2014**</td><td>**2018**</td></tr><tr><td>Learning confidence</td><td>3.27</td><td>5</td></tr><tr><td>Teacher Effectiveness</td><td>4.2</td><td>5.5</td></tr></table> <table><tr><td>**School Staff Survey**</td><td colspan="2">**% endorsement**</td></tr><tr><td>**Components**</td><td>**2014**</td><td>**2018**</td></tr><tr><td>Academic emphasis</td><td>27</td><td>> 90</td></tr><tr><td>Guaranteed viable curriculum</td><td>47</td><td>> 90</td></tr><tr><td>Feedback</td><td>3</td><td>> 90</td></tr></table> <table><tr><td>**AUSVels - % at or above expected P-6**</td><td>**2014**</td><td>**2018**</td></tr><tr><td>Reading</td><td>85%</td><td>95%</td></tr><tr><td>Writing</td><td>80%</td><td>95%</td></tr><tr><td>Speaking and Listening</td><td>89%</td><td>95%</td></tr><tr><td>Measurement and geometry</td><td>86%</td><td>95%</td></tr><tr><td>Number and Algebra</td><td>86%</td><td>95%</td></tr><tr><td>Statistics and probability</td><td>90%</td><td>95%</td></tr></table> <table><tr><td>**NAPLAN Learning Gain – Low category**</td><td>**2014**</td><td>**2018**</td></tr></table>	Yes	Attitude to School Survey in 2017: Learning Confidence - 71% Teacher effectiveness - 82% Attitude to School Survey target in 2018: Learning Confidence - 80% Teacher effectiveness - 80% School Staff Survey in 2017: Academic Emphasis - 82 Guaranteed Viable Curriculum - 91 Feedback - 80	Building practice excellence

Reading	56%	25%	
Writing	37.5%	25%	
Grammar and punctuation	29%	25%	
Numeracy	31%	25%	

School Staff Survey target in 2018:
Academic Emphasis - >90
Guaranteed Viable Curriculum - >90
Feedback - >90

Percentage of children at or above the expected level P - 6 in 2017:
Reading - 58%
Writing - 58%
Speaking & Listening - 58%
Measurement & Geometry - 57%
Number and Algebra - 57%
Statistics and Probability - 57%

Target percentage of children at or above the expected level P - 6 in 2018:
Reading - 65%
Writing - 65%
Speaking & Listening - 65%
Measurement & Geometry - 65%
Number and Algebra - 65%
Statistics and

<table>
<tr><td colspan="3"></td><td></td><td>Probability - 65%</td><td></td></tr>
<tr><td colspan="3"></td><td></td><td>NAPLAN Learning Gain - Low Category in 2017:
Reading - 24%
Writing - 57%
Spelling - 24%
Grammar and Punctuation - 33%
Numeracy - 33%

NAPLAN Learning Gain - Low Category target in 2018:
Reading - 25%
Writing - 25%
Grammar and Punctuation - 25%
Numeracy - 25%</td><td></td></tr>
</table>

| Engagement:
Increase the level of self-efficacy across the school.

Key Improvement Strategy:
Create a Whole School Culture of High Expectations. | | Yes | Attitude to School Survey in 2017:
School Connectedness - 77%
Stimulating Learning - 71%
Student Motivation - 78%
Teacher Empathy (concern) - 70%

Attitude to School Survey target in 2018:
School Connectedness - 75% | Vision, values and culture |

Attitude to School Survey	2014	2018
School connectedness	4.01	4.5
Stimulating learning	3.53	4.5
Student motivation	4.09	4.5
Teacher empathy	3.97	4.5

School Staff Survey	% endorsement	
Components	**2014**	**2018**
SC – Collective efficacy	30	50
SC – Collective focus on student learning	63	75
SC – Collective responsibility	68	75
PL – Renewal of knowledge and skills	68	75
PL - School level support	35	60

| PL – Applicability of PL | 78 | 90 |
| SL – Parent & Community involvement … | 50 | 75 |

Parent Survey	% endorsement	
Components	2014	2018
Behaviour management	10	50
Stimulating learning	10	50

Absenteeism	% endorsement	
By year level	2014	2018
Foundation	17	10
Year 1	14	10
Year 2	16	10
Year 3	18	10
Year 4	14	10
Year 5	16	10
Year 6	11	10

Stimulating Learning - 75%
Student Motivation - 75%
Teacher Empathy - 75%

School Staff Survey in 2017:
Collective Efficacy - 73%
Collective Focus on Student Learning - 100%
Collective Responsibility - 96%
Renewal of Knowledge and Skills - n/a
School Level Support - n/a
Applicability of PL - n/a
Parent and Community Involvement - n/a

School Staff Survey target in 2018:
Collective Efficacy - 50
Collective Focus on Student Learning - 75
Collective Responsibility - 75
Renewal of Knowledge and Skills - 75

			School Level Support - 60 Applicability of PL - 90 Parent and Community Involvement - 75 Parent Survey in 2017: Behaviour Management (promoting positive behaviour) - 66% Stimulating Learning - 88.6% Parent Survey target in 2018: Behaviour Management (promoting positive behaviour) - 50 Stimulating Learning - 50 Absenteeism in 2017: Foundation - Year 1 - Year 2 - Year 3 - Year 4 - Year 5 - Year 6 - Absenteeism target in 2018:	

| | | | | Foundation - 10
Year 1 - 10
Year 2 - 10
Year 3 - 10
Year 4 - 10
Year 5 - 10
Year 6 - 10 | |
| Well Being:
Ensure all members of the school community feel they are in a safe and supportive learning environment.

Key Improvement Strategy:
Build the capacity of the school community to be resilient, socially responsible and respectful in all their relationships. | | | No | Attitude to School Survey in 2017:
Student Morale - n/a
Student Safety - n/a
Student Distress - n/a
Classroom Behaviour - 79%

Attitude to School Survey target in 2018:
Student Morale - 80%
Student Safety - 80%
Student Distress - 80%
Classroom Behaviour - 80%

School Staff Survey in 2017:
Collective Efficacy - 73%
Trust in Students and Parents - 76%
Collegiality & Collective Participation (Responsibility) - 96%
Staff Trust in Colleagues - 100% | |

Attitude to School Survey	2014	2018
Student morale	5.19	5.9
Student safety	3.98	4.5
Student distress	5.37	6
Classroom behaviour	2.04	4.5

School Staff Survey	% endorsement	
Components	**2014**	**2018**
SSW - Build resilience & a resilient ….		
SC – Collective efficacy	30	50
SSW – staff psychological safety		
SC - Trust in students and parents	33	50
SSW - Staff safety& well-being consultation &		
PL – collegiality & collective participation	80	90
SL - Visibility		
SSW – School admin support for ..		
SC – staff trust in colleagues	83	90

Parent Survey	% endorsement	
Components	**2014**	**2018**
Student motivation	35	50
School connectedness	20	50

| | | | | School Staff Survey targets in 2018:
Collective Efficacy - 50
Trust in Students and Parents - 50
Collegiality & Collective Participation (Responsibility) - 90
Staff Trust in Colleagues - 90

Parent Survey in 2017:
Student Motivation - 37%
School Connectedness - 77%

Parent Survey targets in 2018:
Student Motivation - 50%
School Connectedness - 80% | |
| Productivity:
Increase the capacity of the school to function as a strategic organisation.

Key Improvement Strategy:
Create processes and procedures that support quality planning, decision | | | No | School Staff Survey in 2017:
PL - Seek Feedback to Improve Practice - 86%
PL - Coherence - n/a

School Staff Survey targets in 2018:
PL - Seek Feedback to Improve Practice - | |

School Staff Survey		% endorsement	
Components		2014	2018
PL - Feedback		3	50
PL - Coherence		43	60

			50% PL - Coherence - 50%	

Improvement Initiatives Rationale
The school's most recent Strategic Plan identified improving the learning growth of every student in literacy and numeracy, building teacher capacity to implement a whole school approach to data and evidence-based teaching strategies in literacy and numeracy, increase the level of self-efficacy across the school and creating a whole school culture of high expectations as priority areas. The school is having a review in 2018 and these areas remain priorities for the school.

Goal 1	Achievement: Improve the learning growth of every student in literacy and numeracy. Key Improvement Strategy: Build teacher capacity to implement a whole school approach to data and evidence-based teaching strategies in literacy and numeracy.
12 month target 1.1	Attitude to School Survey in 2017: Learning Confidence - 71% Teacher effectiveness - 82% Attitude to School Survey target in 2018: Learning Confidence - 80% Teacher effectiveness - 80% School Staff Survey in 2017: Academic Emphasis - 82 Guaranteed Viable Curriculum - 91 Feedback - 80 School Staff Survey target in 2018: Academic Emphasis - >90 Guaranteed Viable Curriculum - >90 Feedback - >90

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FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to implement a whole school approach to data and evidence-based teaching strategies in literacy

Goal 2	Engagement: Increase the level of self-efficacy across the school. Key Improvement Strategy: Create a Whole School Culture of High Expectations.
12 month target 2.1	Attitude to School Survey in 2017: School Connectedness - 77% Stimulating Learning - 71% Student Motivation - 78% Teacher Empathy (concern) - 70% Attitude to School Survey target in 2018: School Connectedness - 75% Stimulating Learning - 75% Student Motivation - 75% Teacher Empathy - 75% School Staff Survey in 2017: Collective Efficacy - 73% Collective Focus on Student Learning -100% Collective Responsibility - 96% Renewal of Knowledge and Skills - n/a School Level Support - n/a Applicability of PL - n/a Parent and Community Involvement - n/a School Staff Survey target in 2018: Collective Efficacy - 50 Collective Focus on Student Learning - 75 Collective Responsibility - 75 Renewal of Knowledge and Skills - 75 School Level Support - 60 Applicability of PL - 90 Parent and Community Involvement - 75

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FISO Initiative	Vision, values and culture
Key Improvement Strategies	
KIS 1	Create a Whole School Culture of High Expectations.

Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to implement a whole school approach to data and evidence-based teaching strategies in literacy
Actions	Professional learning focus on Literacy strategies and teaching approaches Effectively induct new staff members to ensure consistency and quality of practice Build all teachers' capacity to implement HITS in their Readers' & Writers' Workshops Participate actively in the Professional Learning Communities project Collaborate with FISO group to implement improvement strategies from PLC Train all staff in a whole school approach to spelling
Evidence of impact	Students will: experience greater levels of learning growth respond to the 5 Questions Protocol with increasing confidence

Teachers will:
implement effective Readers' & Writers' workshops with evidence of HITS observable
participate in the school-wide peer observation protocols
identify areas of improved personal classroom practice
Successfully implement the Smart Spelling program

Leaders will:
positively participate in the PLC program
ensure effective induction and mentoring for new staff

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop and implement an effective induction program for new teachers. Develop a professional learning plan and meeting schedule to facilitate collaboration and improved efficacy. Lead team in PLC program and liaise effectively with cluster schools. Work with the literacy leader to conduct regular classroom observations.	Principal	☑ Yes	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
Attend network and regional literacy leader professional learning. Develop and lead staff PLTs in implementing the literacy strategy. Work along side classroom teachers to ensure differentiation. Work with the principal to conduct regular classroom observations.	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$1,200.00 ☑ Equity funding will be used
Attend the Smart spelling training professional learning. Work in teams to plan and implement the program. Classroom observations will focus on the implementation of Smart spelling across all grades. All teachers will trial and implement the readers workshop model.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$2,500.00 ☐ Equity funding will be used

Goal 2	Engagement: Increase the level of self-efficacy across the school. Key Improvement Strategy: Create a Whole School Culture of High Expectations.
12 month target 2.1	Attitude to School Survey in 2017: School Connectedness - 77% Stimulating Learning - 71% Student Motivation - 78% Teacher Empathy (concern) - 70% Attitude to School Survey target in 2018: School Connectedness - 75% Stimulating Learning - 75% Student Motivation - 75% Teacher Empathy - 75% School Staff Survey in 2017: Collective Efficacy - 73% Collective Focus on Student Learning -100% Collective Responsibility - 96% Renewal of Knowledge and Skills - n/a School Level Support - n/a Applicability of PL - n/a Parent and Community Involvement - n/a School Staff Survey target in 2018: Collective Efficacy - 50 Collective Focus on Student Learning - 75 Collective Responsibility - 75 Renewal of Knowledge and Skills - 75 School Level Support - 60 Applicability of PL - 90 Parent and Community Involvement - 75

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FISO Initiative	Vision, values and culture
Key Improvement Strategy 1	Create a Whole School Culture of High Expectations.
Actions	Student achievement data will be collated and analysed by all staff at PLT level. The Instructional Model will be refined to incorporate high impact teaching strategies. Teacher planning documents will be aligned for grade levels. Teachers will plan and implement the curriculum collaboratively. The Friendly Kids program will be in place across the school.

Evidence of impact	Students will: be recognised via newsletters, publications and at assemblies for their achievements. use teacher feedback to recognise current performance and aspire to improve outcomes. Teachers will: expect high levels of classroom behaviour impress the importance of high levels of academic growth provide individual learning plans for all children that are deemed at risk of falling behind the expected level provide effective feedback to students on strategies to improve their outcomes. Leaders will: provide time for teachers to plan effectively and collaboratively analyse data with the teaching staff provide professional learning to develop teacher efficacy				
Activities and Milestones	**Who**	**Is this a Professional Learning Priority**	**When**	**Budget**	
School participation in the Victorian Professional Learning Communities (PLC) initiative. School participation in the Nathalia Learning Community (NLC) conference. Attend the Respectful Relationships training program and work with the NLC to implement the program in our school.	Principal	☑ Yes	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used	
Refine the Instructional Model to reflect the HITS initiative. Staff participation in the Nathalia Learning Community (NLC) conference.	All Staff	☑ Yes	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used	

Professional Learning and Development Plan - 2018

Nathalia Primary School (2060)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and implement an effective induction program for new teachers. Develop a professional learning plan and meeting schedule to facilitate collaboration and improved efficacy. Lead team in PLC program and liaise effectively with cluster schools. Work with the literacy leader to conduct regular classroom observations.	Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ SEIL ☑ PLC Initiative ☑ Internal staff	☑ On-site
Attend network and regional literacy leader professional learning. Develop and lead staff PLTs in implementing the literacy strategy. Work along side classroom teachers to ensure differentiation. Work with the principal to conduct regular classroom observations.	PLT Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Network Professional Learning	☑ Literacy expertise	☑ On-site
Attend the Smart spelling training professional learning. Work in teams to plan and implement the program. Classroom observations will focus on the implementation	Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Student Free Day	☑ Literacy Leaders	☑ Off-site Shepparton

of Smart spelling across all grades. All teachers will trial and implement the readers workshop model.						
School participation in the Victorian Professional Learning Communities (PLC) initiative. School participation in the Nathalia Learning Community (NLC) conference. Attend the Respectful Relationships training program and work with the NLC to implement the program in our school.	Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Student Free Day	☑ PLC Initiative	☑ On-site
Refine the Instructional Model to reflect the HITS initiative. Staff participation in the Nathalia Learning Community (NLC) conference.	All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners	☑ On-site

Documents that support the plan

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