

2018 Annual Implementation Plan

for improving student outcomes

Silverton Primary School (5120)



Submitted for review by Amanda Prosser (School Principal) on 01 December, 2017 at 10:49 AM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 15 December, 2017 at 02:23 PM

Endorsed by Daud Ally (School Council President) on 20 December, 2017 at 01:15 PM

Self-evaluation Summary - 2018

Silverton Primary School (5120)

	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 moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	Please see attached 2017 completed AIP.
Considerations for 2019	<p>Silverton's School Improvement Team along with the Senior Education Improvement Leader (Ken Robinson) compared teachers judgements on student achievement and NAPLAN data against the strategic plan targets late in 2017 and identified areas which required some focus and attention in 2018 to ensure our strategic plan targets are met.</p> <p>Following these discussions Reading, Writing, Number and Student Respect have been identified as focus areas for 2018.</p> <p>More specifically the Key Improvement Strategies will focus on, continuing to build and maintain teaching capacity in:</p> <ul style="list-style-type: none"> - effectively using the DRA (Developmental Reading Assessment) to inform teacher planning, student learning program delivery, assessment and moderation of Reading - effectively extending the learning of students that are 12 months or more ahead in their age appropriate level in Writing - effectively planning, student learning program delivery, assessment and moderation of Number for improved student learning outcomes

	<p>- implementing a whole school wellbeing program with a focus on respectful relationships</p> <p>Targeted professional development and collegial discussions will focus on building and sharing High Impact Teaching Strategies and developing data literacy in the aforementioned areas. The following HITS will be the focus; structuring lessons, explicit teaching, collaborative learning, questioning, feedback and differentiated teaching.</p>
Documents that support this plan	Semester2reflectionAIPSilverton Final with SEIL signature 26-3-17.docx (0.15 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Silverton Primary School (5120)

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
Student Achievement		Yes	In Reading: 20% of	Curriculum planning

To improve the percentage of students achieving at least one year's learning growth in English and Mathematics for students in Foundation to Grade 6.

	Reading and Viewing 2016 Semester 2					Reading and Viewing 2020 Target				
	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>
Foundation	25%	30%	38%	5%	0%	20%	35%	40%	5%	0%
Grade 1	15%	26%	56%	2%	0%	20%	35%	40%	5%	0%
Grade 2	28%	15%	53%	2%	0%	20%	35%	40%	5%	0%
Grade 3	52%	12%	35%	0%	0%	20%	35%	40%	5%	0%
Grade 4	46%	3%	43%	6%	0%	25%	30%	38%	5%	0%
Grade 5	39%	15%	33%	9%	1%	20%	35%	40%	5%	0%
Grade 6	22%	18%	47%	10%	1%	28%	25%	42%	5%	0%

year 3 students to be achieving one year or more ahead of their expected level.

Reduce the number of year 6 students achieving one year or more behind their expected year level to 10%.

All other year levels are on track for meeting Strategic Plan targets for 2018.

and assessment

No

	Speaking and Listening 2016 Semester 2					Speaking and Listening 2020 Target				
	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>
Foundation	25%	43%	30%	0%	0%	20%	30%	45%	5%	0%
Grade 1	17%	25%	57%	0%	0%	20%	30%	45%	5%	0%
Grade 2	26%	20%	49%	3%	0%	20%	30%	45%	5%	0%
Grade 3	12%	42%	45%	0%	0%	20%	30%	45%	5%	0%
Grade 4	25%	22%	45%	7%	0%	25%	40%	35%	0%	0%
Grade 5	16%	28%	51%	5%	0%	20%	30%	45%	5%	0%
Grade 6	13%	20%	63%	3%	0%	25%	30%	40%	5%	0%

	Writing 2016 Semester 2					Writing 2020 Target				
	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i> E
Foundation	12%	33%	43%	10%	0%	20%	25%	50%	5%	0%
Grade 1	13%	30%	55%	2%	0%	20%	25%	50%	5%	0%
Grade 2	19%	15%	53%	10%	2%	20%	25%	50%	5%	0%
Grade 3	20%	25%	50%	5%	0%	20%	25%	50%	5%	0%
Grade 4	33%	7%	46%	10%	4%	20%	25%	50%	5%	0%
Grade 5	20%	17%	49%	11%	1%	20%	25%	50%	5%	0%

Yes

In Writing: Increase the number of students achieving one year or more above their expected level.

Refer to figures below for specific year level

Building practice excellence

Grade 6	30%	10%	50%	8%	2%	20%	25%	50%	5%	0%
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targets.
 Increase:
 year 1 to 10%
 year 2 to 20%
 year 3 to 15%
 year 4 to 25%
 year 5 to 25%
 year 6 to 35%

	Measurement and Geometry 2016 Semester 2					Measurement and Geometry 2020 Target				
	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>
Foundation	2%	40%	57%	0%	0%	10%	40%	45%	5%	0%
Grade 1	12%	26%	58%	3%	0%	20%	40%	35%	5%	0%
Grade 2	12%	27%	57%	2%	0%	20%	40%	35%	5%	0%
Grade 3	20%	30%	49%	0%	0%	20%	40%	35%	5%	0%
Grade 4	22%	24%	45%	8%	0%	20%	40%	35%	5%	0%

No

Grade 5	34%	22%	27%	15%	0%	20%	40%	35%	5%	0%
Grade 6	17%	8%	60%	11%	1%	20%	40%	35%	5%	0%

	Number and Algebra 2016 Semester 2					Number and Algebra 2020 Target				
	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>
Foundation	20%	37%	41%	0%	0%	20%	35%	40%	5%	0%
Grade 1	13%	33%	47%	5%	0%	20%	35%	40%	5%	0%
Grade 2	15%	21%	55%	6%	1%	20%	35%	40%	5%	0%
Grade 3	18%	26%	50%	4%	0%	20%	35%	40%	5%	0%
Grade 4	20%	14%	44%	20%	0%	20%	40%	35%	5%	0%
Grade 5	23%	23%	34%	15%	2%	20%	40%	35%	5%	0%
Grade 6	31%	7%	31%	26%	2%	20%	35%	40%	5%	0%

Yes

In Number:

Increase the number of students achieving one year or more above their expected level.

Refer to figures below for specific year level targets.

Increase:

year 2 to 20%

year 3 to 15%

year 4 to 15%

Building practice excellence

			year 5 to 20%.	
	No			
	No		2017 Reading Growth 3-5: low 26% medium: 57% high: 16% 2017 Writing Growth in 3-5: low 22% medium	

	Statistics and Probability 2016 Semester 2					Statistics and Probability 2020 Target				
	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>	<i>12 months or more ahead of expected level</i>	<i>6 months ahead of expected level</i>	<i>at expected level</i>	<i>12 months behind expected level</i>	<i>more than 12 months behind expected level</i>
Foundation	7%	42%	50%	0%	0%	10%	40%	45%	5%	0%
Grade 1	7%	32%	60%	0%	0%	10%	40%	45%	5%	0%
Grade 2	17%	20%	60%	2.5%	0%	10%	40%	45%	5%	0%
Grade 3	17%	33%	49%	0%	0%	10%	40%	45%	5%	0%
Grade 4	18%	26%	49%	6%	0%	10%	40%	45%	5%	0%
Grade 5	3%	36%	55%	3%	0%	10%	40%	45%	5%	0%
Grade 6	11%	16%	65%	5%	1%	20%	40%	35%	5%	0%

	2016 NAPLAN: Growth Year 3 to 5			2020 NAPLAN Target: Growth Year 3 to 5		
	Low	Medium	High	Low	Medium	High
Reading	32%	46%	21%	20%	50%	30%
Writing	20%	50%	30%	20%	50%	30%
Numeracy	33%	39%	27%	20%	50%	30%

			44% high 34%																
			2017 Numeracy Growth in 3-5: low 27% medium 61% high 12%																
<p>Student Engagement:</p> <p>To strengthen student agency across all areas of the Victorian Curriculum.</p>	<table border="1"> <thead> <tr> <th></th> <th><u>2016 Attitudes to School Survey</u> (*5)</th> <th><u>2020 Target Attitudes to School Survey</u> (*5)</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>4.11</td> <td>4.3</td> </tr> <tr> <td>School Connectedness</td> <td>4.18</td> <td>4.6</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.73</td> <td>4.3</td> </tr> <tr> <td>Student Motivation</td> <td>4.56</td> <td>4.6</td> </tr> </tbody> </table>		<u>2016 Attitudes to School Survey</u> (*5)	<u>2020 Target Attitudes to School Survey</u> (*5)	Learning Confidence	4.11	4.3	School Connectedness	4.18	4.6	Stimulating Learning	3.73	4.3	Student Motivation	4.56	4.6	No		
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Student Motivation	4.56	4.6																	
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	2016 - Student Absences (days)	2020 Target – Student Absences (days)																										
Foundation	19	13																										
Grade 1	17	13																										
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<p>Student Wellbeing:</p> <p>To further develop and strengthen a comprehensive approach to wellbeing across the school.</p>	<table border="1"> <thead> <tr> <th></th> <th>2016 Attitudes to School Survey</th> <th>2020 Target Attitudes to School Survey</th> </tr> </thead> <tbody> <tr> <td>Student Distress (*/7)</td> <td>5.4</td> <td>6</td> </tr> <tr> <td>Student Morale (*/7)</td> <td>5.35</td> <td>5.7</td> </tr> <tr> <td>Connectedness to Peers (*/5)</td> <td>4.1</td> <td>4.3</td> </tr> <tr> <td>Student Safety (*/5)</td> <td>3.83</td> <td>4.3</td> </tr> <tr> <td>Classroom Behaviour (*/5)</td> <td>2.6</td> <td>3.3</td> </tr> </tbody> </table>		2016 Attitudes to School Survey	2020 Target Attitudes to School Survey	Student Distress (*/7)	5.4	6	Student Morale (*/7)	5.35	5.7	Connectedness to Peers (*/5)	4.1	4.3	Student Safety (*/5)	3.83	4.3	Classroom Behaviour (*/5)	2.6	3.3	Yes	<p>Improve the 2018 Attitudes to School Survey measure for Classroom Behaviour:</p> <p>Students at this school treat students with respect from 40% to 60%</p> <p>and</p> <p>Students at this school</p>	<p>Setting expectations and promoting inclusion</p>						
	2016 Attitudes to School Survey	2020 Target Attitudes to School Survey																										
Student Distress (*/7)	5.4	6																										
Student Morale (*/7)	5.35	5.7																										
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Student Safety (*/5)	3.83	4.3																										
Classroom Behaviour (*/5)	2.6	3.3																										

			treat each other with respect from 40% to 60%	
			No	
			No	

	<u>2016 Parent Opinion Survey</u> (*17)	<u>2020 Target Parent Opinion Survey</u> (*17)
Student Safety	5.12	5.5
Classroom Behaviour	4.53	4.7
Connectedness to Peers	5.9	6
Social Skills	5.93	6

School Leadership Module	
Overall Score (mean)	85%
Leading Change	82%
Flexibility	80%

Improvement Initiatives Rationale

With the introduction of the Diagnostic Reading Assessment (DRA) in 2017 we have noticed an increase in our student's academic performance. With this being a new initiative further development in regards to planning, teaching, assessment and moderation will be necessary to strengthen this work.

NAPLAN student learning outcome data for writing has indicated a narrow student performance range. To ensure that we are adequately extending our more capable students, professional development for teachers will specifically focus on developing and delivering learning programs that target students capable of achieving in the 75th percentile.

Silverton's involvement as a Maths Specialists school, five years ago, did see our Math's data increase however over the past three years this data indicates student performance has plateaued. To initiate a recommencement of improved student learning in Numeracy the school will provide professional learning to teachers across the school targeting improved teacher planning, program delivery, assessment and moderation.

In summary the school will continue to focus on building the capacity of teachers to effectively deliver programs that will improve student learning outcomes in Reading, Writing and Number in 2018.

Goal 1	<p>Student Achievement</p> <p>To improve the percentage of students achieving at least one year's learning growth in English and Mathematics for students in Foundation to Grade 6.</p>
12 month target 1.1	<p>In Reading: 20% of year 3 students to be achieving one year or more ahead of their expected level.</p> <p>Reduce the number of year 6 students achieving one year or more behind their expected year level to 10%.</p> <p>All other year levels are on track for meeting Strategic Plan targets for 2018.</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Continue to build teacher capacity to effectively use DRA to inform teacher planning, student learning program delivery and student assessment and moderation.
12 month target 1.2	<p>In Writing: Increase the number of students achieving one year or more above their expected level.</p> <p>Refer to figures below for specific year level targets.</p> <p>Increase:</p> <p>year 1 to 10%</p> <p>year 2 to 20%</p> <p>year 3 to 15%</p> <p>year 4 to 25%</p> <p>year 5 to 25%</p>

	year 6 to 35%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Strengthen teacher capacity to effectively extend the learning of students that are 12 months or more ahead in their age appropriate level in writing.
12 month target 1.3	<p>In Number:</p> <p>Increase the number of students achieving one year or more above their expected level.</p> <p>Refer to figures below for specific year level targets.</p> <p>Increase:</p> <p>year 2 to 20%</p> <p>year 3 to 15%</p> <p>year 4 to 15%</p> <p>year 5 to 20%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To build teaching capacity and confidence in effectively planning, student learning program delivery, assessment and moderation of Number for improved student learning outcomes.

Goal 2	<p>Student Wellbeing:</p> <p>To further develop and strengthen a comprehensive approach to wellbeing across the school.</p>
12 month target 2.1	<p>Improve the 2018 Attitudes to School Survey measure for Classroom Behaviour:</p> <p>Students at this school treat students with respect from 40% to 60%</p> <p>and</p> <p>Students at this school treat each other with respect from 40% to 60%</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Continue to further develop and initiate a whole school wellbeing program with a focus on respectful relationships (#SSS)

Define Evidence of Impact and Activities and Milestones - 2018

Silverton Primary School (5120)

Goal 1	<p>Student Achievement</p> <p>To improve the percentage of students achieving at least one year's learning growth in English and Mathematics for students in Foundation to Grade 6.</p>
12 month target 1.1	<p>In Reading:</p> <p>20% of year 3 students to be achieving one year or more ahead of their expected level.</p> <p>Reduce the number of year 6 students achieving one year or more behind their expected year level to 10%.</p> <p>All other year levels are on track for meeting Strategic Plan targets for 2018.</p>

FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Continue to build teacher capacity to effectively use DRA to inform teacher planning, student learning program delivery and student assessment and moderation.			
Actions	<p>Furthering staff knowledge on the DRA assessment tool and how to use the data to influence their planning and teaching of reading through internal professional development and team meetings.</p> <p>SIT team to compare DRA reading levels against teacher judgements (trends over last three years).</p> <p>Professional development on analysing data to inform planning and teaching</p>			
Evidence of impact	<p>Evidence of DRA reading strategies in reading planning documents.</p> <p>Silverton students can articulate their reading goals to any adult.</p> <p>Increase in student reading data (teacher judgement and top 2 bands in NAPLAN)</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Activity: Internal Professional Development on how to use the DRA assessment tool.</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence in planning appropriate student learning programs which target the specific needs of students in Reading <p>Leaders:</p> <ul style="list-style-type: none"> - using DRA to effectively track cohort trends, making recommendations for improvements - providing support to staff to build confidence with using the DRA assessment tool 	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Internal Professional Development on how to analyse the DRA data and identify student reading goals.</p> <p>Milestones: Teachers: - Using the data to identify individual student and workshop Reading goals and plan for them effectively</p> <p>Students: - students being able to articulate their Reading goals and connecting with these strategies to visibly improve their Reading practice</p> <p>Leaders: - using DRA to effectively track individual, cohort and whole school Reading trends - comparing whole school DRA data to teacher judgements in Reading</p>	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Collection of teaching lesson plans to ensure DRA reading goals and strategies are being addressed and catered for</p> <p>Milestones: Teachers: - shared planning of student learning planning delivery - reflection to refine teaching practice - Reading workshop moderation to improve confidence and consistency of teacher judgements using a range of data</p> <p>Leaders: - allocating time to develop shared and consistent school wide practices in relation to Reading planning documents - investing in team moderations to allow for improved confidence and consistency of teacher judgements using a range of data</p>	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Meeting with SIT team to compare and contrast the DRA results from T4 2017 with the teacher judgements from T4 2017</p> <p>Milestones: Leaders: - highlighting successes and opportunities for growth from the data, to make recommendations for improved practice in Reading in 2018</p>	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>SIT team members available for coaching and mentoring other staff members.</p> <p>Milestones: Teachers: - being given the opportunity to seek or be given support, coaching, mentoring and modelling in relation to DRA and implementing student learning program delivery for Reading - increased confidence in conducting the DRA assessment, planning targeted Reading lessons for student improvement, delivery of student learning programs taking into account specific student needs and consistency of language across the school</p> <p>Students: - increased engagement during Reading workshops - articulating consistent Reading language in relation to strategies and goals - improved student outcomes</p> <p>Leaders: - developed abilities and professional growth in relation to improved coaching and mentoring - investment in time to allow for reflection and evaluation of improved strategies for coaching and mentoring</p>	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Student Achievement
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	To improve the percentage of students achieving at least one year's learning growth in English and Mathematics for students in Foundation to Grade 6.
12 month target 1.2	<p>In Writing: Increase the number of students achieving one year or more above their expected level.</p> <p>Refer to figures below for specific year level targets.</p> <p>Increase:</p> <ul style="list-style-type: none"> year 1 to 10% year 2 to 20% year 3 to 15% year 4 to 25% year 5 to 25% year 6 to 35%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Strengthen teacher capacity to effectively extend the learning of students that are 12 months or more ahead in their age appropriate level in writing.
Actions	<ul style="list-style-type: none"> Coaching and Mentoring Professional Development (internal and external) Whole School Moderation Network Moderation Professional development on analysing data to inform planning and teaching

Evidence of impact	Increase in student writing data (teacher judgement and top 2 bands in NAPLAN)			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>SIT team members available for coaching and mentoring other staff members.</p> <p>Milestones: Teachers:</p> <ul style="list-style-type: none"> - being given the opportunity to seek or be given support, coaching, mentoring and modelling in relation to writing extension and the implementation of student learning program delivery for Writing - increased confidence in planning targeted Writing lessons for student improvement with the delivery of student learning programs, taking into account specific student extension needs <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Writing workshops - improved student outcomes - increased spread upwards in the top quartile in NAPLAN Writing results - increased number of students in the top two bands in NAPLAN Writing results <p>Leaders:</p> <ul style="list-style-type: none"> - developed abilities and professional growth in relation to improved coaching and mentoring - investment in time to allow for reflection and evaluation of improved strategies for coaching and mentoring 	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Professional Development on extending student writing abilities into the secondary curriculum.</p> <p>Milestones:</p>	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

<p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence in planning appropriate student learning programs which target the specific needs of extending students in Writing - increased confidence in delivery of student learning programs taking into account specific student needs - using the data to identify individual student and workshop Writing extension goals and plan for them effectively - planning documents which reflect the inclusion of the secondary writing curriculum <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Writing workshops - improved student outcomes - increased spread upwards in the top quartile in NAPLAN Writing results - increased number of students in the top two bands in NAPLAN Writing results <p>Leaders:</p> <ul style="list-style-type: none"> - tracking writing achievement of students attaining 12 months or greater to ensure that teaching practice is catering for a continued growth into the higher grade levels; making recommendations for improvements 				
<p>Whole school writing moderation to ensure consistency of assessment.</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence and consistency when analysing and assessing writing pieces which demonstrate skills that are 12 months or more ahead in their age appropriate level in Writing - increased confidence and consistency when planning targeted Writing lessons to extend student improvement for those students who are achieving 12 or more months ahead in their age appropriate level in Writing 	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - increased confidence in delivery of student learning programs taking into account specific student needs - reflection to refine teaching practice <p>Leaders:</p> <ul style="list-style-type: none"> - investing in team and whole school moderations to allow for improved confidence and consistency of teacher judgements using a range of data - allocating time to develop shared and consistent school wide practices in relation to Writing extension planning documents and curriculum knowledge 				
<p>Writing moderation with another school in the Network to ensure consistency of assessment and expectations across schools.</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence and consistency (across the network) when analysing and assessing writing pieces which demonstrate skills that are 12 months or more ahead in their age appropriate level in Writing - increased confidence and consistency when planning targeted Writing lessons to extend student improvement for those students who are achieving 12 or more months ahead in their age appropriate level in Writing - increased confidence in delivery of student learning programs taking into account specific student needs - reflection to refine teaching practice <p>Leaders:</p> <ul style="list-style-type: none"> - investing in network moderations to allow for improved confidence and consistency of teacher judgements using a range of data - allocating time to develop shared and consistent network wide practices in relation to Writing extension planning documents and curriculum knowledge 	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Professional Development focussing on the HITS: Differentiated Teaching strategy; particularly focussing on extending students who are progressing more than 12 months ahead in Writing.</p> <p>Milestones: Teachers:</p> <ul style="list-style-type: none"> - demonstrating an increase in data literacy through their ability to use data and the curriculum to influence their Writing teaching practice - increased confidence in planning appropriate student learning programs which target the specific needs of students in Writing <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Writing workshops - improved student outcomes - increased spread upwards in the top quartile in NAPLAN Writing results - increased number of students in the top two bands in NAPLAN Writing results <p>Leaders:</p> <ul style="list-style-type: none"> - developed abilities and professional growth in relation to improved coaching and mentoring of Writing - investment in time to allow for reflection and evaluation of improved strategies for coaching and mentoring 	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Employment of a teacher.</p> <p>Milestones:</p> <p>Students:</p> <ul style="list-style-type: none"> - improved student outcomes in writing - smaller groups - more targeted teaching towards their needs 	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$69,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	<p>Student Achievement</p> <p>To improve the percentage of students achieving at least one year's learning growth in English and Mathematics for students in Foundation to Grade 6.</p>
12 month target 1.3	<p>In Number:</p> <p>Increase the number of students achieving one year or more above their expected level.</p> <p>Refer to figures below for specific year level targets.</p> <p>Increase:</p> <p>year 2 to 20%</p> <p>year 3 to 15%</p> <p>year 4 to 15%</p> <p>year 5 to 20%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To build teaching capacity and confidence in effectively planning, student learning program delivery, assessment and moderation of Number for improved student learning outcomes.
Actions	<p>Professional Development (internal and external)</p> <p>- Extending Mathematical Thinking course (through Monash University - 2 staff attending)</p> <p>Professional development on analysing data to inform planning and teaching</p> <p>Professional development on the insight platform - using the numeracy interview assessment</p> <p>Coaching and Mentoring</p>
Evidence of impact	Increase in student numeracy data (teacher judgement and top 2 bands in NAPLAN)

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>SIT team members available for coaching and mentoring other staff members.</p> <p>Milestones: Teachers:</p> <ul style="list-style-type: none"> - being given the opportunity to seek or be given support, coaching, mentoring and modelling in relation to teacher planning and delivery of effective Numeracy teaching - increased confidence in planning targeted Numeracy lessons for student improvement, delivery of student learning programs taking into account specific student needs and consistency of language across the school - increased proficiency at analysing data and using it to inform program planning and delivery in Numeracy - increased positive attitude towards the teaching of mathematics <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes <p>Leaders:</p> <ul style="list-style-type: none"> - developed abilities and professional growth in relation to improved coaching and mentoring - investment in time to allow for reflection and evaluation of improved strategies for coaching and mentoring 	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Numeracy Professional Development dedicated to increasing teaching capacity in relation to the teaching of Number and developing number sense.</p> <p>Milestones: Teachers:</p>	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - increased confidence in using the Victorian Curriculum to sequence students learning in Number - increased proficiency at analysing data and using it to inform program planning and delivery in Numeracy - increased confidence in planning targeted Numeracy lessons for student improvement, delivery of student learning programs taking into account specific student needs <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes <p>Leaders:</p> <ul style="list-style-type: none"> - investing in team and whole school planning sessions to ensure consistency and improved confidence in the teaching of numeracy - allocating time to develop shared and consistent school wide practices in relation to numeracy planning documents and curriculum knowledge 				
<p>Curriculum Day devoted to increasing teaching capacity in relation to the teaching of Number and developing number sense.</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence in using the Victorian Curriculum to sequence students learning in Number - increased proficiency at analysing data and using it to inform program planning and delivery in Numeracy - increased confidence in planning targeted Numeracy lessons for student improvement, delivery of student learning programs taking into account specific student needs <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes <p>Leaders:</p>	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - investing in team and whole school planning sessions to ensure consistency and improved confidence in the teaching of numeracy - allocating time to develop shared and consistent school wide practices in relation to numeracy planning documents and curriculum knowledge 				
<p>Professional Development focussing on the HITS: Structuring Lessons and Explicit Teaching strategies; particularly focussing on building staff capacity in relation to developing core number sense, increasing teacher knowledge of the Victoria curriculum and the teaching sequence of key numeracy concepts as well as using data to inform the planning and teaching of numeracy.</p> <p>Milestones: Teachers:</p> <ul style="list-style-type: none"> - demonstrating an increase in data literacy through their ability to use data and the curriculum to influence their Numeracy teaching practice - increased confidence in planning appropriate student learning programs which target the specific needs of students in Number - greater consistency across the school in relation to planning and structuring successful numeracy lessons <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes (teacher judgements and NAPLAN) 	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Extending Mathematical understanding (EMU) - Monash University Course (A research-based intervention program shown to improve children's knowledge and confidence with mathematics. The program offers intensive learning opportunities for students who are experiencing difficulty in learning mathematics in the early years and beyond. Importantly it provides professional learning that offers teachers' expertise and leadership in mathematical learning)</p> <p>Milestones:</p>	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Teachers:</p> <ul style="list-style-type: none"> - increased understanding about how children learn mathematics - ability to train colleagues in how students learn mathematics <p>Students:</p> <ul style="list-style-type: none"> - increase students knowledge and confidence in mathematics - improved student outcomes - increased engagement in Numeracy classes 				
<p>Purchase resources to support the EMU program</p> <p>Teachers:</p> <ul style="list-style-type: none"> - effectively implementing the EMU intervention program with teachers and students 	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Employment of a teacher.</p> <p>Milestones:</p> <p>Students:</p> <ul style="list-style-type: none"> - improved student outcomes in number - smaller groups - more targeted teaching towards their needs 	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$69,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Employment of a teacher 0.4 from Monash University</p> <p>Milestones:</p> <p>Students:</p> <ul style="list-style-type: none"> - increased number of students receiving 12months and more expected level - smaller group size - more targeted teaching towards their needs <p>Teachers:</p> <ul style="list-style-type: none"> - increased knowledge of the Victorian curriculum from year 7 - 10 	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	<p>Student Wellbeing:</p> <p>To further develop and strengthen a comprehensive approach to wellbeing across the school.</p>			
12 month target 2.1	<p>Improve the 2018 Attitudes to School Survey measure for Classroom Behaviour:</p> <p>Students at this school treat students with respect from 40% to 60%</p> <p>and</p> <p>Students at this school treat each other with respect from 40% to 60%</p>			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Continue to further develop and initiate a whole school wellbeing program with a focus on respectful relationships (#SSS)			
Actions	<p>Add to the current start-up program, making sure to include learnings from trauma PD and findings from our Attitudes to School Survey.</p> <p>Professional development on dealing with trauma and children.</p> <p>Professional development on building resilience</p> <p>Staff Professional development on #SSS (Silverton Super Students)</p> <p>Refine the protocol for how/when to record positive and negative incidence on Sentral.</p>			
Evidence of impact	<p>Improved student wellbeing data as evidenced by the 2018 Attitudes to school survey.</p> <p>Improved Parent Opinion Survey results.</p> <p>Improved student attendance.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Review and modify current start-up program to include activities relating to trauma and respect</p> <p>Milestones: Teachers: - A better understanding of how to manage children who have experienced trauma</p> <p>Students: - Students who have experienced trauma will be better able to build relationships with teachers and their peers</p> <p>Leaders: - monitoring, mentoring and coaching their team in regards to dealing with children who have experienced trauma.</p>	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Trauma Informed Practice Professional development delivered to teachers.</p> <p>Milestones: Teachers: - A better understanding of how to manage children who have experienced trauma</p> <p>Students: - Students who have experienced trauma will be better able to build relationships with teachers and their peers</p> <p>Leaders: - monitoring, mentoring and coaching their team in regards to dealing with children who have experienced trauma.</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Building staff capacity in regards to building resilience in students through staff Professional Development.</p> <p>Milestones: Teachers:</p>	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - providing opportunities for our students to practise and build their resilience skills - analysing the 2017 resilience data and determining a resilience focus for students <p>Students:</p> <ul style="list-style-type: none"> - demonstrating skills and understanding in regards to resilience with their peers and teachers <p>Leaders:</p> <ul style="list-style-type: none"> - an increase in the resilience survey data - an increase in the attitudes to school survey - an increase in the parents survey 				
<p>Building staff capacity in regards to the development and implementation of the student welfare program: Silverton Super Students (#SSS)</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence in identifying students emotions and helping them regulate these emotions - all staff members demonstrating a more consistent whole school well being approach <p>Students:</p> <ul style="list-style-type: none"> - students will be more able to adequately self regulate their emotions and bring themselves back to a neutral state <p>Leaders:</p> <ul style="list-style-type: none"> - modelling consistent language and approaches for helping students regulate their emotions 	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Make changes to Sentral for recording positive and negative incidents in the yard and the classroom.</p> <p>Milestones:</p>	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Teachers:</p> <ul style="list-style-type: none"> - consistently recording both positive and negative classroom and yard incidences on Sentral <p>Leaders:</p> <ul style="list-style-type: none"> - an increase of positive incidences recorded - a decrease of the negative incidences recorded 				
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Professional Learning and Development Plan - 2018

Silverton Primary School (5120)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Activity: Internal Professional Development on how to use the DRA assessment tool.</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - increased confidence in planning appropriate student learning programs which target the specific needs of students in Reading <p>Leaders:</p> <ul style="list-style-type: none"> - using DRA to effectively track cohort trends, making recommendations for improvements - providing support to staff to build confidence with using the DRA assessment tool 	Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>Internal Professional Development on how to analyse the DRA data and identify student reading goals.</p> <p>Milestones: Teachers: - Using the data to identify individual student and workshop Reading goals and plan for them effectively</p> <p>Students: - students being able to articulate their Reading goals and connecting with these strategies to visibly improve their Reading practice</p> <p>Leaders: - using DRA to effectively track individual, cohort and whole school Reading trends - comparing whole school DRA data to teacher judgements in Reading</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Literacy Leaders</p>	<p><input checked="" type="checkbox"/> On-site</p>
<p>Professional Development on extending student writing abilities into the secondary curriculum.</p> <p>Milestones: Teachers: - increased confidence in planning appropriate student</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants</p> <p>TBC</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>learning programs which target the specific needs of extending students in Writing</p> <ul style="list-style-type: none"> - increased confidence in delivery of student learning programs taking into account specific student needs - using the data to identify individual student and workshop Writing extension goals and plan for them effectively - planning documents which reflect the inclusion of the secondary writing curriculum <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Writing workshops - improved student outcomes - increased spread upwards in the top quartile in NAPLAN Writing results - increased number of students in the top two bands in NAPLAN Writing results <p>Leaders:</p> <ul style="list-style-type: none"> - tracking writing achievement of students attaining 12 months or greater to ensure that teaching practice is catering for a continued growth into the higher grade levels; making recommendations for improvements 						
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<p>Numeracy Professional Development dedicated to increasing teaching capacity in relation to the teaching of Number and developing number sense.</p> <p>Milestones: Teachers:</p> <ul style="list-style-type: none"> - increased confidence in using the Victorian Curriculum to sequence students learning in Number - increased proficiency at analysing data and using it to inform program planning and delivery in Numeracy - increased confidence in planning targeted Numeracy lessons for student improvement, delivery of student learning programs taking into account specific student needs <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes <p>Leaders:</p> <ul style="list-style-type: none"> - investing in team and whole school planning sessions to ensure consistency and improved confidence in the teaching of numeracy - allocating time to develop 	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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shared and consistent school wide practices in relation to numeracy planning documents and curriculum knowledge						
<p>Curriculum Day devoted to increasing teaching capacity in relation to the teaching of Number and developing number sense.</p> <p>Milestones: Teachers:</p> <ul style="list-style-type: none"> - increased confidence in using the Victorian Curriculum to sequence students learning in Number - increased proficiency at analysing data and using it to inform program planning and delivery in Numeracy - increased confidence in planning targeted Numeracy lessons for student improvement, delivery of student learning programs taking into account specific student needs <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes <p>Leaders:</p> <ul style="list-style-type: none"> - investing in team and whole 	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> On-site

<p>school planning sessions to ensure consistency and improved confidence in the teaching of numeracy - allocating time to develop shared and consistent school wide practices in relation to numeracy planning documents and curriculum knowledge</p>						
<p>Professional Development focussing on the HITS: Structuring Lessons and Explicit Teaching strategies; particularly focussing on building staff capacity in relation to developing core number sense, increasing teacher knowledge of the Victoria curriculum and the teaching sequence of key numeracy concepts as well as using data to inform the planning and teaching of numeracy.</p> <p>Milestones: Teachers: - demonstrating an increase in data literacy through their ability to use data and the curriculum to influence their Numeracy teaching practice - increased confidence in planning appropriate student learning programs which</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Maths/Sci Specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>target the specific needs of students in Number</p> <ul style="list-style-type: none"> - greater consistency across the school in relation to planning and structuring successful numeracy lessons <p>Students:</p> <ul style="list-style-type: none"> - increased engagement during Numeracy workshops - improved student outcomes (teacher judgements and NAPLAN) 						
<p>Extending Mathematical understanding (EMU) - Monash University Course (A research-based intervention program shown to improve children's knowledge and confidence with mathematics. The program offers intensive learning opportunities for students who are experiencing difficulty in learning mathematics in the early years and beyond. Importantly it provides professional learning that offers teachers' expertise and leadership in mathematical learning)</p> <p>Milestones: Teachers: - increased understanding</p>	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Professional Practice Day</p>	<p><input checked="" type="checkbox"/> External consultants Monash</p>	<p><input checked="" type="checkbox"/> Off-site monash</p>

<p>about how children learn mathematics</p> <ul style="list-style-type: none"> - ability to train colleagues in how students learn mathematics <p>Students:</p> <ul style="list-style-type: none"> - increase students knowledge and confidence in mathematics - improved student outcomes - increased engagement in Numeracy classes 						
<p>Trauma Informed Practice Professional development delivered to teachers.</p> <p>Milestones:</p> <p>Teachers:</p> <ul style="list-style-type: none"> - A better understanding of how to manage children who have experienced trauma <p>Students:</p> <ul style="list-style-type: none"> - Students who have experienced trauma will be better able to build relationships with teachers and their peers <p>Leaders:</p> <ul style="list-style-type: none"> - monitoring, mentoring and coaching their team in regards to dealing with children who have experienced trauma. 	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

<p>Building staff capacity in regards to building resilience in students through staff Professional Development.</p> <p>Milestones: Teachers: - providing opportunities for our students to practise and build their resilience skills - analysing the 2017 resilience data and determining a resilience focus for students</p> <p>Students: - demonstrating skills and understanding in regards to resilience with their peers and teachers</p> <p>Leaders: - an increase in the resilience survey data - an increase in the attitudes to school survey - an increase in the parents survey</p>	<p>Student Wellbeing Co-ordinator</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Preparation</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>
<p>Building staff capacity in regards to the development and implementation of the student welfare program: Silverton Super Students (#SSS)</p> <p>Milestones:</p>	<p>Student Wellbeing Co-ordinator</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Preparation</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>Teachers: - increased confidence in identifying students emotions and helping them regulate these emotions - all staff members demonstrating a more consistent whole school well being approach</p> <p>Students: - students will be more able to adequately self regulate their emotions and bring themselves back to a neutral state</p> <p>Leaders: - modelling consistent language and approaches for helping students regulate their emotions</p>						
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Documents that support the plan

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

Self-evaluation Summary

[Semester2reflectionAIPSilverton Final with SEIL signature 26-3-17.docx \(0.15 MB\)](#)