2020 Annual Implementation Plan

for improving student outcomes

Silverton Primary School (5120)

Submitted for review by Amanda Prosser (School Principal) on 05 December, 2019 at 02:10 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 23 December, 2019 at 01:14 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Silverton Primary School (5120)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red	Self-evaluation Level	Evidence and Analysis
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	As evidenced by the 2019 AIP Silverton Primary School was successful at meeting the 2019 AIP goals with many of our results exceeding our 2020 strategic plan targets. The relative growth between year 3 and 5 is continuing to improve as evidenced by the five year trend across Reading, Writing and Numeracy Naplan results. The transitional Growth report suggests the programs and pedagogy being implemented in years 5 and 6 are having a positive impact on the learning growth of our students in year 7. The high percentage of students achieving in the top two bands

	in their year 3 Naplan results supports the current programs and pedagogy implemented in the junior school. With some of our highest performing students in year 3 only obtaining low to medium growth in their year 5 NAPLAN results the data suggests that more work is needed on our year 3 and 4 curriculum delivery to ensure we are maximising the potential of our students. Comparing to our strategic plan targets on relative growth for students in year 5, according to our 2019 data we have exceeded the target in writing and met the targets set for reading and numeracy. Continued efforts to ensure this is maintained in 2020 will be prioritised in the AIP. The teacher judgement curriculum assessment supports all individual, cohort and school wide data sets available. The spread of the data is evidenced in the tables below. Using these teacher judgement marks we will be prioritising the needs of our extension students and using cohort data to inform planning and curriculum delivery. Numeracy will remain a school wide focus in 2020 to ensure continued growth occurs. Curriculum development, professional development and human resources will continue to strengthen this area of need.
Considerations for «Year»	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 2019 and identified areas which required some focus and attention into 2020 to ensure our strategic plan targets are met. Following these discussions Reading and Number and Student Agency have been identified as focus areas for 2020. More specifically the Key Improvement Strategies will focus on, continuing to build and maintain teaching capacity in: - effectively planning, student learning program delivery, assessment and moderation of Reading and Number for improved student learning outcomes - deepen teacher and student understanding of student agency and voice across all areas if the curriculum. 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, differentiated teaching and the use of metacognitive strategies.
Documents that support this plan	

SSP Goals Target and KIS

Goal 1

Student Achievement

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.

Target 1.1

	Reading and Viewing 2016 Semester 2					Reading and Viewing 2020 Target				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**
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%

Target 1.2

	Speaking and Listening 2016 Semester 2					Speaking and Listening 2020 Target				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**
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%

Target 1.3

	Writing 2016 Semester 2	Writing 2020 Target

	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level 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%
Grade 6	30%	10%	50%	8%	2%	20%	25%	50%	5%	0%

Target 1.4

	Measurement and Geometry 2016 Semester 2					Measurement and Geometry 2020 Target				
	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level
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%
Grade 5	34%	22%	27%	15%	0%	20%	40%	35%	5%	0%
Grade 6	17%	8%	60%	11%	1%	20%	40%	35%	5%	0%

Target 1.5

	Number and Algebra 2016 Semester 2					Number and Algebra 2020 Target				
	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level
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%

Target 1.6

	Statistics and Probability 2016 Semester 2					Statistics and Probability 2020 Target				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**
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%

Target 1.7

	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%

Key Improvement Strategy 1.ay
Curriculum planning and assessment

Continue to build teacher capacity to effectively use DRA to inform teacher planning, student learning program delivery and student assessment and moderation.

Key Improvement Strategy 1.by
Building practice excellence

Strengthen teacher capacity to effectively extend the learning of students that are 12 months or more ahead in their age appropriate level in writing.

Key Improvement Strategy 1.cy
Building practice excellence

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

Student Engagement:

To strengthen student agency across all areas of the Victorian Curriculum.

Target 2.1

	2016 Attitudes to School Survey (*/5)	2020 Target Attitudes to School Survey (*/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

Target 2.2

	2016 Parent Opinion Survey (*/7)	2020 Target Parent Opinion Survey (*/7)
Stimulating Learning	5.94	6.25
School Connectedness	5.91	6
Student Motivation	5.91	6.25

Target 2.3

	2016 - Student Absences (days)	2020 Target – Student Absences (days)
Foundation	19	13
Grade 1	17	13
Grade 2	17	13
Grade 3	16	13
Grade 4	16	13
Grade 5	14	12
Grade 6	15	12

Key Improvement Strategy 2.ay
Empowering students and building school pride

Excellence in Teaching and Learning
- Building practice excellence including in student voice and agency

Positive Climate for Learning
- Intellectual engagement and self-awareness
- Empowering students and building school pride

Community Engagement in Learning
- Global citizenship
- Building communities

Goal 3

Student Wellbeing:

To further develop and strengthen a comprehensive approach to wellbeing across the school.

Target 3.1

	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

Target 3.2

	2016 Parent Opinion Survey (*/7)	2020 Target Parent Opinion Survey (*/7)
Student Safety	5.12	5.5
Classroom Behaviour	4.53	4.7
Connectedness to Peers	5.9	6
Social Skills	5.93	6

Target 3.3

School Leadership Module

Overall Score (mean)	**85%**

	Leading Change 82% **Flexibility** 80%
Key Improvement Strategy 3.ay Setting expectations and promoting inclusion	Continue to further develop and initiate a whole school wellbeing program with a focus on respectful relationships (#SSS)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Student Achievement 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.	Yes	See tables below	Increase the number of students achieving high growth in Year 5 NAPLAN Reading to 25%. Decrease the number of students achieving low growth in Year 5 NAPLAN Reading to 25%. To increase the percentages of students at or above benchmark growth for Reading from 72%. Students achieving in the top two NAPLAN bands for Year 3 Reading, will be at or above 56%. Students achieving in the top two NAPLAN bands for Year 5 Reading, will be at or above 33%. Increase the number of students in Year 1 achieving above age expected level in Reading from 43% to 45%. Increase the number of students in Year 2 achieving above age expected level in Reading from 51% to 55%.
		See tables below	Not a focus for 2020.

	Reading and Viewing 2016 Semester 2					Reading and Viewing 2020 Target				
	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level
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%

	Speaking and Listening 2016 Semester 2					Speaking and Listening 2020 Target				
	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level	12 months or more ahead of expected level	6 months ahead of expected level	at expected level	12 months behind expected level	more than 12 months behind expected level
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				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level** 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%
Grade 6	30%	10%	50%	8%	2%	20%	25%	50%	5%	0%

Not a focus in 2020.

	Measurement and Geometry 2016 Semester 2					Measurement and Geometry 2020 Target				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**
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%
Grade 5	34%	22%	27%	15%	0%	20%	40%	35%	5%	0%
Grade 6	17%	8%	60%	11%	1%	20%	40%	35%	5%	0%

Not a focus in 2020.

	Number and Algebra 2016 Semester 2					Number and Algebra 2020 Target				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**
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%

Decrease the number of students achieving low growth in Year 5 NAPLAN Numeracy to 25%.

To increase the percentages of students at or above benchmark growth for Numeracy from 75%.

Students achieving in the top two NAPLAN bands for Year 3 Numeracy will be at or above 44%.

Students achieving in the top two NAPLAN bands for Year 5 Numeracy, will be at or above 29%.

Increase the number of students in Year 1 achieving above age expected level in Number from 50% to 55%.

Increase the number of students in Year 2 achieving above age expected level in Number from 46% to

		Grade 6 | 31% | 7% | 31% | 26% | 2% | 20% | 35% | 40% | 5% | 0%	55%. Maintain the number of students in Year 3 achieving above age expected level in Number at 57%. Increase the number of students in Year 4 achieving above age expected level in Number from 48% to 60%. Increase the number of students in Year 5 achieving above age expected level in Number from 41% to 60%. Increase the number of students in Year 6 achieving above age expected level in Number from 42% to 55%.

	Statistics and Probability 2016 Semester 2					Statistics and Probability 2020 Target				
	12 months or more ahead of expected level	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**	**12 months or more ahead of expected level**	**6 months ahead of expected level**	**at expected level**	**12 months behind expected level**	**more than 12 months behind expected level**
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%

Not a focus in 2020.

	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%

See Above Targets

Student Engagement: To strengthen student agency across all areas of the Victorian Curriculum.	Yes		2016 Attitudes to School Survey (*/5)	2020 Target Attitudes to School Survey (*/5)
			Learning Confidence	4.11	4.3
			School Connectedness	4.18	4.6
			Stimulating Learning	3.73	4.3

To maintain or exceed the 2019 Student Attitudes to School Survey Positive Endorsement Measure of 69% for Student Voice and Agency.

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<tr>
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<tr><td>Student Motivation</td><td>4.56</td><td>4.6</td></tr>
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<tr><th></th><th>2016 Parent Opinion Survey

(*/7)</th><th>2020 Target Parent Opinion Survey

(*/7)</th></tr>
<tr><td>Stimulating Learning</td><td>5.94</td><td>6.25</td></tr>
<tr><td>School Connectedness</td><td>5.91</td><td>6</td></tr>
<tr><td>Student Motivation</td><td>5.91</td><td>6.25</td></tr>
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<td>To maintain or exceed the 2019 Parent Opinion Survey Measure of 75% for Student Agency and Voice.</td>
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<tr><th></th><th>2016 - Student Absences (days)</th><th>2020 Target – Student Absences (days)</th></tr>
<tr><td>Foundation</td><td>19</td><td>13</td></tr>
<tr><td>Grade 1</td><td>17</td><td>13</td></tr>
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<tr><td>Grade 3</td><td>16</td><td>13</td></tr>
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<tr><td>Grade 5</td><td>14</td><td>12</td></tr>
<tr><td>Grade 6</td><td>15</td><td>12</td></tr>
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<td>The average number of days students are absent from school over the year will be at or below 18 days.</td>
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<td>Student Wellbeing:

To further develop and strengthen a comprehensive approach to wellbeing across the school.</td>
<td>No</td>
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<table>
<tr><th></th><th>2016 Attitudes to School Survey</th><th>2020 Target Attitudes to School Survey</th></tr>
<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>
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<tr><td>Student Safety</td><td>5.12</td><td>5.5</td></tr>
<tr><td>Classroom Behaviour</td><td>4.53</td><td>4.7</td></tr>
<tr><td>Connectedness to Peers</td><td>5.9</td><td>6</td></tr>
<tr><td>Social Skills</td><td>5.93</td><td>6</td></tr>
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School Leadership Module

<table>
<tr><td>Overall Score (mean)</td><td>85%</td></tr>
<tr><td>Leading Change</td><td>82%</td></tr>
<tr><td>Flexibility</td><td>80%</td></tr>
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Goal 1	Student Achievement 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 1.1	Increase the number of students achieving high growth in Year 5 NAPLAN Reading to 25%. Decrease the number of students achieving low growth in Year 5 NAPLAN Reading to 25%.

	To increase the percentages of students at or above benchmark growth for Reading from 72%. Students achieving in the top two NAPLAN bands for Year 3 Reading, will be at or above 56%. Students achieving in the top two NAPLAN bands for Year 5 Reading, will be at or above 33%. Increase the number of students in Year 1 achieving above age expected level in Reading from 43% to 45%. Increase the number of students in Year 2 achieving above age expected level in Reading from 51% to 55%.
12 Month Target 1.2	Not a focus for 2020.
12 Month Target 1.3	Not a focus in 2020.
12 Month Target 1.4	Not a focus in 2020.
12 Month Target 1.5	Decrease the number of students achieving low growth in Year 5 NAPLAN Numeracy to 25%. To increase the percentages of students at or above benchmark growth for Numeracy from 75%. Students achieving in the top two NAPLAN bands for Year 3 Numeracy will be at or above 44%. Students achieving in the top two NAPLAN bands for Year 5 Numeracy, will be at or above 29%. Increase the number of students in Year 1 achieving above age expected level in Number from 50% to 55%. Increase the number of students in Year 2 achieving above age expected level in Number from 46% to 55%. Maintain the number of students in Year 3 achieving above age expected level in Number at 57%. Increase the number of students in Year 4 achieving above age expected level in Number from 48% to 60%. Increase the number of students in Year 5 achieving above age expected level in Number from 41% to 60%. Increase the number of students in Year 6 achieving above age expected level in Number from 42% to 55%.
12 Month Target 1.6	Not a focus in 2020.
12 Month Target 1.7	See Above Targets

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Continue to build teacher capacity to effectively use DRA to inform teacher planning, student learning program delivery and student assessment and moderation.	No
KIS 2 Building practice excellence	Strengthen teacher capacity to effectively extend the learning of students that are 12 months or more ahead in their age appropriate level in writing.	No
KIS 3	To build teaching capacity and confidence in effectively planning, student learning program delivery, assessment and moderation of Number for improved student learning outcomes.	Yes

Building practice excellence		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Silverton's involvement as a Maths Specialists school, did see our Numeracy Student Performance data increase, however over the past five years this data indicates that student performance has plateaued. To initiate a recommencement of improved student learning in Numeracy the school will provide professional learning to all teachers across the school targeting improved teacher planning, program delivery, assessment and moderation. The New Bench Mark Growth Data indicates that in 2019 there was a decrease to the percentage of students achieving above the benchmark compared to the previous five years. To ensure that we are adequately extending our more capable 'at level' students, professional development for teachers will specifically focus on identifying, developing, delivering and assessing learning programs that target the specific learning needs of students. After analysis of Victorian Curriculum Teacher Judgement Data late in 2019, it is apparent that further work on extending students across the school who are currently achieving at level in Number, is necessary as a focus in order to increase the percentage of students achieving above the age expected learning level. 2019 numeracy NAPLAN results for year 3 and 5 students achieving in the top two bands strongly aligned with assessments by teachers of their performance on the Victorian Curriculum. This focus will assist us in meeting our Strategic Plan Targets in 2020. 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 Number in 2020.	
Goal 2	Student Engagement: To strengthen student agency across all areas of the Victorian Curriculum.	
12 Month Target 2.1	To maintain or exceed the 2019 Student Attitudes to School Survey Positive Endorsement Measure of 69% for Student Voice and Agency.	
12 Month Target 2.2	To maintain or exceed the 2019 Parent Opinion Survey Measure of 75% for Student Agency and Voice.	
12 Month Target 2.3	The average number of days students are absent from school over the year will be at or below 18 days.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Excellence in Teaching and Learning - Building practice excellence including in student voice and agency Positive Climate for Learning - Intellectual engagement and self-awareness - Empowering students and building school pride Community Engagement in Learning - Global citizenship - Building communities	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As part of our strategic plan in 2016 we included a student agency goal. For the first two years of the strategic plan student wellbeing was the focus. In 2019, student agency became a focus and will continue into 2020. With the publication of the amplify document and the current DE&T initiative, there has been an increase in the availability of resources and opportunities to further develop student agency, advocacy and voice in a school environment. Although student voice and agency has always been a strong initiative at SPS, ensuring consistent language and increasing knowledge and understanding of both students and teachers has been identified as an area of need. As a school we value providing opportunities for students to use their voice in regards to curriculum programs, leadership and being self-directed in their learning. However, the Attitudes to School Positive Endorsement Measure for Student Agency and Voice, continues to be identified as our lowest scoring category. With the targeted focus throughout the 2019 school year on enhancing student agency in learning, improvement was reflected in an increase in the Attitudes to School Positive Endorsement Measure for Student Agency and Voice from 64% to 69%. Although this was a positive result, school leadership feels there is still more work to be done.	

Define Actions, Outcomes and Activities

Goal 1	Student Achievement 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 1.1	Increase the number of students achieving high growth in Year 5 NAPLAN Reading to 25%. Decrease the number of students achieving low growth in Year 5 NAPLAN Reading to 25%. To increase the percentages of students at or above benchmark growth for Reading from 72%. Students achieving in the top two NAPLAN bands for Year 3 Reading, will be at or above 56%. Students achieving in the top two NAPLAN bands for Year 5 Reading, will be at or above 33%. Increase the number of students in Year 1 achieving above age expected level in Reading from 43% to 45%. Increase the number of students in Year 2 achieving above age expected level in Reading from 51% to 55%.
12 Month Target 1.2	Not a focus for 2020.
12 Month Target 1.3	Not a focus in 2020.
12 Month Target 1.4	Not a focus in 2020.
12 Month Target 1.5	Decrease the number of students achieving low growth in Year 5 NAPLAN Numeracy to 25%. To increase the percentages of students at or above benchmark growth for Numeracy from 75%. Students achieving in the top two NAPLAN bands for Year 3 Numeracy will be at or above 44%. Students achieving in the top two NAPLAN bands for Year 5 Numeracy, will be at or above 29%. Increase the number of students in Year 1 achieving above age expected level in Number from 50% to 55%. Increase the number of students in Year 2 achieving above age expected level in Number from 46% to 55%. Maintain the number of students in Year 3 achieving above age expected level in Number at 57%. Increase the number of students in Year 4 achieving above age expected level in Number from 48% to 60%. Increase the number of students in Year 5 achieving above age expected level in Number from 41% to 60%. Increase the number of students in Year 6 achieving above age expected level in Number from 42% to 55%.
12 Month Target 1.6	Not a focus in 2020.
12 Month Target 1.7	See Above Targets
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.

Building practice excellence	
Actions	Build teacher capacity in Number through team member professional dialogue and student learning review and analysis PLCs, coaching, mentoring and professional development.
Outcomes	Leaders will: - be able to lead a PLC in interpreting and triangulating data sets to accurately inform student abilities in numeracy and program development and delivery. - understand school wide data sets to track cohort and whole school trends in numeracy - provide mentoring and coaching, in planning for student learning, program delivery, assessment and moderation for colleagues - reflect and review learning programs across the school using evidence to inform decisions on program relevance and directions for change. - develop their own peer coaching/mentoring skills Teachers will: - use data sets to inform and refine planning and teaching sequences - triangulate data sets to inform student abilities for moderation and assessment; as well as reflect on their own teaching practices - develop individual plans and set goals with student to support them in numeracy - support effective student learning programs in numeracy - plan collaboratively effective numeracy teaching and learning sequences Students will: - set and track progress against individual learning goals
Success Indicators	Leaders will be reviewing and reflecting on: - documentation of meeting minutes, agendas and presentations from PLC meetings - data documentation that effectively facilitates the tracking and monitoring of student learning - coaching/mentoring reflections, records of conversation, journal - cohort/whole school data documentation presentations Teachers will: - be detailing planning, assessment and reporting of student learning. - be using evidence to evaluate the impact of classroom programs on student learning outcomes. - record individual interventions or extensions for students - have documented individual student learning plans - document learning conferencing with students - document feedback provided to students about their learning. Students will: - be involved in quality conferencing/conversations with teachers or students about their learning

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff will develop their knowledge and capacity in numeracy teaching and learning by participating in targeted professional development	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
PLC leaders will lead weekly PLC meetings that include a focus on analysing numeracy data to inform planning and practice	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Continue to improve school wide data literacy to effectively inform curriculum development, planning, programming and resourcing	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used

PLC leaders will lead assessment and moderation meeting discussions to evaluate the impact of classroom programs on student learning and achievement	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Learning Specialists/Leading Teacher will coach and mentor staff to build teacher capacity in numeracy	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used

Goal 2	Student Engagement: To strengthen student agency across all areas of the Victorian Curriculum.
12 Month Target 2.1	To maintain or exceed the 2019 Student Attitudes to School Survey Positive Endorsement Measure of 69% for Student Voice and Agency.
12 Month Target 2.2	To maintain or exceed the 2019 Parent Opinion Survey Measure of 75% for Student Agency and Voice.
12 Month Target 2.3	The average number of days students are absent from school over the year will be at or below 18 days.
KIS 1 Empowering students and building school pride	Excellence in Teaching and Learning - Building practice excellence including in student voice and agency Positive Climate for Learning - Intellectual engagement and self-awareness - Empowering students and building school pride Community Engagement in Learning - Global citizenship - Building communities
Actions	Deepen teacher and student understanding of student agency and voice across all areas of the curriculum.
Outcomes	Leaders will: - be able to lead curriculum PLCs and programs that advocate student agency and voice - provide opportunities for teacher agency and voice within their PLCs - implement a common language in collegiate and student discussions about student agency - understand school wide data sets to track cohort and whole school trends in student agency - further develop their own understanding of student agency - reflect and review learning programs across the school using evidence to inform decisions on program relevance and directions for change - develop their own peer coaching/mentoring skills Teachers will: - use common language in collegiate and student discussions about student agency - collaborate in PLCs and support programs that advocate for student agency and voice - use data sets to inform and refine planning and teaching sequences - develop individual learning plans and set goals with students to support them across the curriculum - further develop their own understanding of student agency Students will: - further develop their own understanding of student agency - set and track progress against individual learning goals - use common language in discussions about student agency - be empowered to identify and activate student agency
Success Indicators	Leaders will be reviewing, reflecting on: - teacher planning documents

	- documentation of meeting minutes, agendas and presentations from PLC meetings - data documentation that effectively facilitates the tracking and monitoring of student learning (attitudes to school survey, parent survey, staff survey) - coaching/mentoring reflections, records of conversation, journal Teachers will: - be detailing planning, assessment and reporting of student learning. - be using evidence to evaluate the impact of classroom programs on student learning outcomes. - document learning conferencing with students - document feedback provided to students about their learning Students will be: - be involved in quality conferencing/conversations with teachers or students about their learning - engaged in school wide curriculum programs and initiatives

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Key staff to participate in the Network sponsored Russell Quaglia Professional Learning program on student and teacher agency.	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
All staff will develop their knowledge and capacity in student voice and agency by participating in targeted professional development	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Students will be active members of Silverton's Student Agency team	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review curriculum to strengthen opportunities for student agency across the school	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
All staff to provide opportunities for student goal setting and feedback across all curriculum areas	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Equity Spend ($)
Equity funding associated with Activities and Milestones	$115,000.00	$115,000.00
Additional Equity funding	$166,000.00	$166,000.00
Grand Total	$281,000.00	$281,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
All staff will develop their knowledge and capacity in numeracy teaching and learning by participating in targeted professional development	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$20,000.00	$20,000.00
Continue to improve school wide data literacy to effectively inform curriculum development, planning, programming and resourcing	from: Term 1 to: Term 4	☑ School-based staffing	$80,000.00	$80,000.00
Key staff to participate in the Network sponsored Russell Quaglia Professional Learning program on student and teacher agency.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$15,000.00	$15,000.00
Totals			$115,000.00	$115,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Employment of two staff members to target the literacy and numeracy teaching across the school	from: Term 1 to: Term 4	☑ School-based staffing	$146,000.00	$146,000.00
Students one to one laptop program, Gr 3 to 6.	from: Term 1 to: Term 4	☑ Other	$20,000.00	$20,000.00
Totals			$166,000.00	$166,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff will develop their knowledge and capacity in numeracy teaching and learning by participating in targeted professional development	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ External consultants MAV/Melbourne Uni ☑ Departmental resources Maths toolkit Ondemand MOI ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Learning Specialists/Leading Teacher will coach and mentor staff to build teacher capacity in numeracy	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Maths toolkit Ondemand MOI Coaching Models Feedback Strategies ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Key staff to participate in the Network sponsored Russell Quaglia Professional Learning program on student and teacher agency.	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Network Professional Learning	☑ External consultants Russell Quaglia	☑ Off-site Devoted professional Learning Days within the Network Online Modules
All staff will develop their knowledge and capacity in student voice and agency by participating in targeted professional development	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site