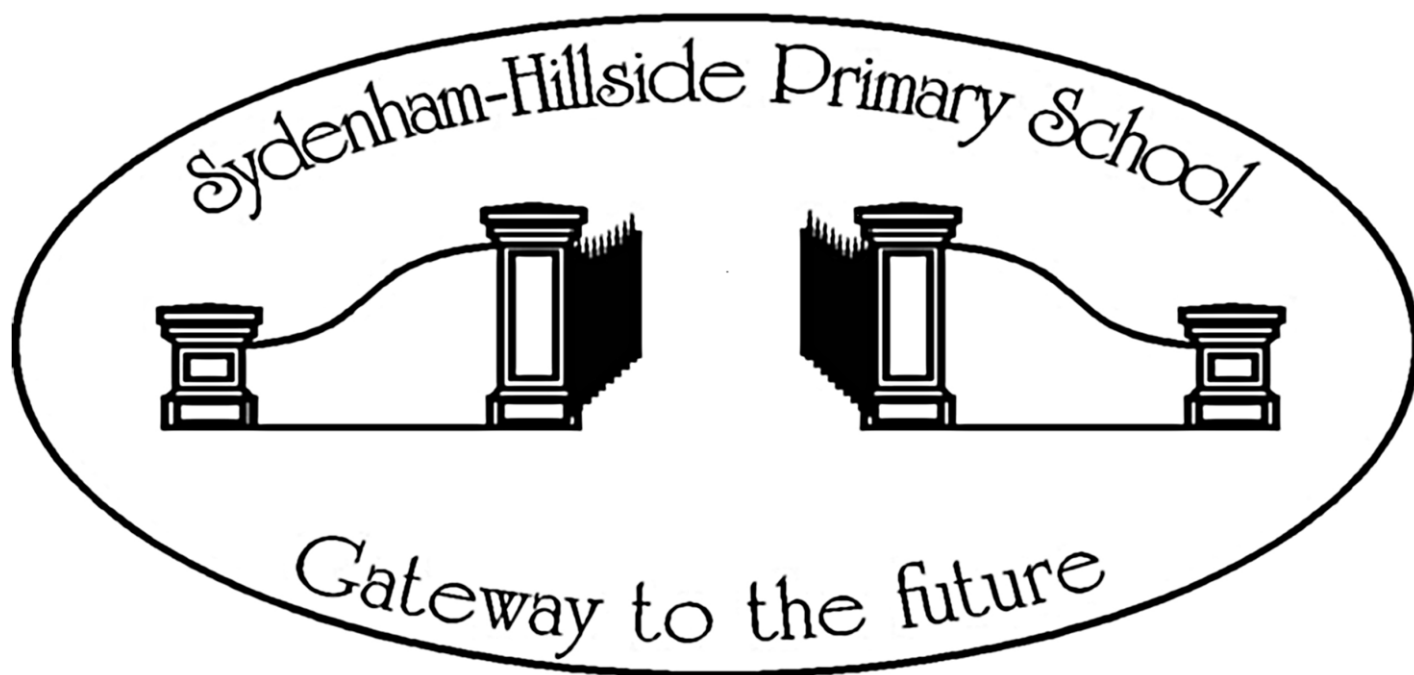


# 2018 Annual Implementation Plan for improving student outcomes

Sydenham - Hillside Primary School (3559)



Submitted for review by Sharon Nichols (School Principal) on 02 February, 2018 at 11:26 AM

Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 02 February, 2018 at 11:31 AM

Endorsed by Roz Huseyin (School Council President) on 07 February, 2018 at 10:53 AM

# Self-evaluation Summary - 2018

Sydenham - Hillside Primary School (3559)

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

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

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

<b>Enter your reflective comments</b>	<p>Due to the time constraints involved in completing our school review (Term 1) and writing our new strategic plan in Term 2, we should have included actions that were achievable in 6 months, rather than 12. Our actions would have been more achievable if our strategic plan and AIP were completed at the beginning of the year. In the FISO priority of Curriculum planning, we should have included an action relating to aligning our scope and sequence documents with the Victorian curriculum. Aligning our scope and sequence documents with the Victorian Curriculum has been a major priority this year. Teachers have participated in professional learning to develop the capabilities and indicatives, to ensure staff are planning/teaching the appropriate curriculum. We have also focussed on developing a consistent planning document between year levels and across both campuses. The two campuses have planned together this year; teachers from both campuses were able to share their skills and resources. This was included into the new scope and sequence and has been a major change to the planning process. Team coaching and feedback has occurred with a focus on improving teacher instructional practice as outlined in our AIP, however, only 50% of staff have participated in coaching due to various reasons. Further work is required in ensuring all staff participate in coaching and an observational strategy including feedback. This will be an action in 2018 for staff, learning specialists and the leadership team. Work has commenced in building teachers data literacy through the Analysis of cohort and NAPLAN Data. The school has been approved to</p>
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	participate in the PLC initiative which will further enhance our skills and practice in data literacy. Although our targets for students working below the level were aspirational, we have improved our teacher judgement data significantly for student working above the level which is pleasing.
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>•Consistent Instructional model</li> <li>•Coaching for all</li> <li>•Developing data Literacy through PLC initiative</li> <li>•Visible learning strategies</li> <li>•HIT strategies- Feedback, Differentiated teaching, Structuring lessons, Goal setting</li> <li>•A focus on Vocabulary and a whole school Writing approach is needed</li> <li>•Continue to provide Professional Development and support with the You Can Do It program</li> </ul>
<b>Documents that support this plan</b>	12 Month 2017_AIP_SydenhamHillsidePS.docx (0.06 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Sydenham - Hillside Primary School (3559)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximise staff capacity to improve student learning outcomes	<b>Teacher Judgements (by 2020)</b> By the end of 2020, the percentage of students achieving below and above the expected level will be: -	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  * The percentage of students: -Reading below the level to decrease from 9.6% to 8% in 2018 *Reading above the level	Building practice excellence

Teacher Judgement: Literacy and Numeracy % of students below and above expected level				
Mode	Below		Above	
	2016	2020	2016	2020
Reading and Viewing	8.86%	6%	29.13%	35%
Speaking and Listening	5.33%	4%	5.41%	20%
Writing	10.66%	7%	13.14%	25%
Number & Algebra	7.58%	6%	18.92%	25%
Measurement & Geometry	6.16%	5%	10.96%	25%
Statistics & probability	6.53%	5%	10.36%	25%

#### Staff opinion Survey

By the end of 2020, the mean factor scores for Staff Opinion Survey factors will be:

Component Mean Score	Staff Opinion Survey	
	2016	2020
Teacher collaboration	72.49	80
Academic emphasis	76.16	85
Guarantee and viable curriculum	74.79	85

to increase from 29.16% to 31% in 2018

\* Speaking and Listening below the level from 9.11% to 7% in 2018

\* Speaking and Listening above the level to increase from 7.63 to 15% in 2018

\* Writing below the level to decrease from 14.19% to 10% in 2018

\* Writing above the level to increase from 17.44 to 19% in 2018.

\* The percentage of students: -below the expected level in Number and algebra to decrease from 10.43% to 8% in 2018.

\* Performing above the level in Number and Algebra to increase from 21.18% to 23% in 2018.

\* Below the expected level in Measurement and Geometry to decrease from 9.2% to 8% in 2018.

\* Above the expected level in Measurement and Geometry to increase from 11.1% to 12.5% in 2018.

\* Below the expected level in Statistics and Probability to decrease

			<p>from 11.2% to 9.75 % in 2018.</p> <p>* Above the expected level in Measurement and Geometry to increase from 11.5% to 13.5% in 2018.</p> <p>* Foundation: 90% of students to achieve at or above standard in Reading.</p> <p>* Grade One: 40% of students to achieve above expected level in Writing.</p> <p>* Grade 2: 50% to achieve above level in Writing. (Currently 31.3%).</p> <p>* Grade 3: 35% to achieve above level in Writing. (Currently 15.7%).</p> <p>* Grade 4: 30 % to achieve above level in Writing. (Currently 41.5%)</p> <p>* Grade 5: 40% to achieve above level in Writing. (Currently 55.9%)</p> <p>* Grade 6: 25% to achieve above level in Writing (Currently 51.9%)</p>	
To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress.	<p><b>NAPLAN (by 2020)</b></p> <p><b>Reading Relative Growth Years 3-5</b></p> <p>Reduce the % of students showing low growth from 26 % in 2016 to less than 20% in 2020</p> <p>Increase the % of students showing high growth from 25% in 2016 to more than 35% in 2020</p> <p>-</p>	Yes	<p>*The percentage of students assessed at low growth in NAPLAN Reading from Year 3-Year 5 to decrease from 32.5 to 25% in 2018.</p> <p>* The percentage of</p>	Curriculum planning and assessment

	<p><b>Numeracy Relative Growth Years 3-5</b>  Reduce the % of students showing low growth from 28 %in 2016 to less than 20% in 2020  Increase the % of students showing high growth from 23% in 2016 to more than 30% in 2020</p>		<p>students assessed at high growth in NAPLAN Reading from Year 3- Year 5 to increase from 21.5% to 27% in 2018.  * The percentage of students assessed at low growth in NAPLAN Numeracy from Year 3- Year 5 to decrease from 24.5 to 22% in 2018.  * The percentage of students assessed at high growth in NAPLAN Numeracy from Year 3- Year 5 to increase from 18.2% to 21% in 2018.</p>																															
<p>To improve the intellectual engagement and active student voice in learning for all students</p>	<p><b>Survey data (by 2020) Attitudes to School Survey</b>  By the end of 2020, the percentage of positive responses for Attitude to school components will increase, as outlined below.</p> <table border="1" data-bbox="539 906 1120 1316"> <thead> <tr> <th></th> <th colspan="4">Attitudes to School</th> </tr> <tr> <th>Teaching and Learning</th> <th>2016 mean</th> <th>State mean</th> <th>2017 %</th> <th>2020 %</th> </tr> </thead> <tbody> <tr> <td>Effective Classroom behaviour</td> <td>2.97</td> <td>3.36</td> <td>77%</td> <td>83%</td> </tr> <tr> <td>Sense of connectedness</td> <td>4.27</td> <td>4.36</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>Sense of confidence</td> <td>2.98</td> <td>4.13</td> <td>80%</td> <td>87%</td> </tr> <tr> <td>Stimulated learning</td> <td>4.03</td> <td>4.09</td> <td>83%</td> <td>90%</td> </tr> </tbody> </table> <p><b>Parent Survey</b></p>		Attitudes to School				Teaching and Learning	2016 mean	State mean	2017 %	2020 %	Effective Classroom behaviour	2.97	3.36	77%	83%	Sense of connectedness	4.27	4.36	84%	90%	Sense of confidence	2.98	4.13	80%	87%	Stimulated learning	4.03	4.09	83%	90%	<p>Yes</p>	<p>* The attitude to school survey percentage of students with a positive attitude for Effective Classroom Behaviour to increase from 77% to 83% in 2018.  *The attitude to school survey percentage of students with a positive attitude for Sense of Connectedness to increase from 84% to 90% in 2018.  * The attitude to school survey percentage of students with a positive attitude for Sense of Confidence to increase</p>	<p>Empowering students and building school pride</p>
	Attitudes to School																																	
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By the end of 2020, the mean factor scores for Parent Survey factors will be:

-	Parent Survey		
	2016	State	2020
Teaching and Learning			
Classroom behaviour	4.44	4.24	4.8
School connectedness	5.9	5.74	6.2
Stimulated learning	5.6	5.74	6.0

from 80% to 87% in 2018.  
\* The attitude to school survey percentage of students with positive attitude in Stimulating Learning to increase from 83% to 90% in 2018.

#### Student Absences

By the end of 2020, the Student Absences Averages will have decreased, as outline below:

-	Student Absences - average absences days - all types	
	2016	2020
Year level		
Prep	16.5	12
Year 1	16.7	12
Year 2	17.1	13
Year 3	16.1	12
Year 4	14.7	10
Year 5	16.6	12
Year 6	13.7	9

By the end of 2020, the Student Absences Averages-unapproved will have decreased, as outlined below:

-	Student Absences - unapproved absences	
	2016	2020
Year level		
Prep	3.1	2.0

Yes

\* The average absence days in Grade Prep to decrease from 16 to 14 in 2018.  
\* The average absence days in Grade One to decrease from 16 to 14 in 2018.  
\* The average absence days in Grade Two to decrease from 16 to 15 in 2018.  
\* The average absence days in Grade Three to decrease from 16 to 15 in 2018.  
\* The average absence days in Grade Four to decrease from 14 to 13 in 2018.  
\* The average absence days in Grade Five to decrease from 16 to 14 in 2018.  
\* The average absence

Empowering students and building school pride



	<table border="1"> <tr> <td><b>Year 1</b></td> <td>4.7</td> <td><b>2.5</b></td> </tr> <tr> <td><b>Year 2</b></td> <td>4.5</td> <td><b>2.5</b></td> </tr> <tr> <td><b>Year 3</b></td> <td>5.1</td> <td><b>3.0</b></td> </tr> <tr> <td><b>Year 4</b></td> <td>4.9</td> <td><b>3.0</b></td> </tr> <tr> <td><b>Year 5</b></td> <td>5.9</td> <td><b>3.0</b></td> </tr> <tr> <td><b>Year 6</b></td> <td>4.8</td> <td><b>2.5</b></td> </tr> </table>	<b>Year 1</b>	4.7	<b>2.5</b>	<b>Year 2</b>	4.5	<b>2.5</b>	<b>Year 3</b>	5.1	<b>3.0</b>	<b>Year 4</b>	4.9	<b>3.0</b>	<b>Year 5</b>	5.9	<b>3.0</b>	<b>Year 6</b>	4.8	<b>2.5</b>		<p>days in Grade Six to decrease from 13 to 11 in 2018.</p> <p>* The number of unapproved absences will decrease by one day in each year level.</p>	
<b>Year 1</b>	4.7	<b>2.5</b>																				
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<b>Year 6</b>	4.8	<b>2.5</b>																				

**Improvement Initiatives Rationale**

Recommendations from our school review highlighted the need for all staff to build their pedagogical knowledge in Literacy and Numeracy and to develop consistency in the agreed instructional models. The SIT team analysis of Teacher judgement data indicated a continued focus on improving student outcomes in writing as the percentage of students working below the level has increased and this is a concern across the school. NAPLAN data also indicates lower than expected high growth in Reading and Number for Year 5 students.

<b>Goal 1</b>	To maximise staff capacity to improve student learning outcomes
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>* The percentage of students: -Reading below the level to decrease from 9.6% to 8% in 2018</li> <li>* Reading above the level to increase from 29.16% to 31% in 2018</li> <li>* Speaking and Listening below the level from 9.11% to 7% in 2018</li> <li>* Speaking and Listening above the level to increase from 7.63 to 15% in 2018</li> <li>* Writing below the level to decrease from 14.19% to 10% in 2018</li> <li>* Writing above the level to increase from 17.44 to 19% in 2018.</li> <li>* The percentage of students: -below the expected level in Number and algebra to decrease from 10.43% to 8% in 2018.</li> <li>* Performing above the level in Number and Algebra to increase from 21.18% to 23% in 2018.</li> <li>* Below the expected level in Measurement and Geometry to decrease from 9.2% to 8% in 2018.</li> <li>* Above the expected level in Measurement and Geometry to increase from 11.1% to 12.5% in 2018.</li> <li>* Below the expected level in Statistics and Probability to decrease from 11.2% to 9.75 % in 2018.</li> <li>* Above the expected level in Measurement and Geometry to increase from 11.5% to 13.5% in 2018.</li> <li>* Foundation: 90% of students to achieve at or above standard in Reading.</li> <li>* Grade One: 40% of students to achieve above expected level in Writing.</li> <li>* Grade 2: 50% to achieve above level in Writing. (Currently 31.3%).</li> <li>* Grade 3: 35% to achieve above level in Writing. (Currently 15.7%).</li> </ul>

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build the effectiveness and efficacy of each teacher by full implementation of an agreed research based instructional classroom delivery model and instructional practices across the school, with a particular focus on Literacy.
KIS 2	Build quality teacher practice through engagement in regular coaching, feedback and structured staff professional learning, with a particular focus on Literacy.

<b>Goal 2</b>	To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress.
<b>12 month target 2.1</b>	<ul style="list-style-type: none"> <li>*The percentage of students assessed at low growth in NAPLAN Reading from Year 3-Year 5 to decrease from 32.5 to 25% in 2018.</li> <li>* The percentage of students assessed at high growth in NAPLAN Reading from Year 3- Year 5 to increase from 21.5% to 27% in 2018.</li> <li>* The percentage of students assessed at low growth in NAPLAN Numeracy from Year 3-Year 5 to decrease from 24.5 to 22% in 2018.</li> <li>* The percentage of students assessed at high growth in NAPLAN Numeracy from Year 3- Year 5 to increase from 18.2% to 21% in 2018.</li> </ul>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity and student confidence in utilising a range of data/evidence to assess student progress and plan future learning.
KIS 2	Develop student ownership for their learning with high expectations for student learning outcomes.

<b>Goal 3</b>	To improve the intellectual engagement and active student voice in learning for all students
<b>12 month target 3.1</b>	<ul style="list-style-type: none"> <li>* The attitude to school survey percentage of students with a positive attitude for Effective Classroom Behaviour to increase from 77% to 83% in 2018.</li> <li>*The attitude to school survey percentage of students with a positive attitude for Sense of Connectedness to increase from 84% to 90% in 2018.</li> <li>* The attitude to school survey percentage of students with a positive attitude for Sense of Confidence to increase from 80% to 87% in 2018.</li> <li>* The attitude to school survey percentage of students with positive attitude in Stimulating Learning to increase from 83% to 90% in 2018.</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Plan for challenging goals and effective feedback to facilitate personal learning with students.
<b>12 month target 3.2</b>	<ul style="list-style-type: none"> <li>* The average absence days in Grade Prep to decrease from 16 to 14 in 2018.</li> <li>* The average absence days in Grade One to decrease from 16 to 14 in 2018.</li> <li>* The average absence days in Grade Two to decrease from 16 to 15 in 2018.</li> <li>* The average absence days in Grade Three to decrease from 16 to 15 in 2018.</li> <li>* The average absence days in Grade Four to decrease from 14 to 13 in 2018.</li> <li>* The average absence days in Grade Five to decrease from 16 to 14 in 2018.</li> <li>* The average absence days in Grade Six to decrease from 13 to 11 in 2018.</li> <li>* The number of unapproved absences will decrease by one day in each year level.</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Develop a whole school approach to engage with families around attendance and late arrivals.

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

Sydenham - Hillside Primary School (3559)

<b>Goal 1</b>	To maximise staff capacity to improve student learning outcomes
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>* The percentage of students: -Reading below the level to decrease from 9.6% to 8% in 2018</li> <li>* Reading above the level to increase from 29.16% to 31% in 2018</li> <li>* Speaking and Listening below the level from 9.11% to 7% in 2018</li> <li>* Speaking and Listening above the level to increase from 7.63 to 15% in 2018</li> <li>* Writing below the level to decrease from 14.19% to 10% in 2018</li> <li>* Writing above the level to increase from 17.44 to 19% in 2018.</li> <li>* The percentage of students: -below the expected level in Number and algebra to decrease from 10.43% to 8% in 2018.</li> <li>* Performing above the level in Number and Algebra to increase from 21.18% to 23% in 2018.</li> <li>* Below the expected level in Measurement and Geometry to decrease from 9.2% to 8% in 2018.</li> <li>* Above the expected level in Measurement and Geometry to increase from 11.1% to 12.5% in 2018.</li> <li>* Below the expected level in Statistics and Probability to decrease from 11.2% to 9.75 % in 2018.</li> <li>* Above the expected level in Measurement and Geometry to increase from 11.5% to 13.5% in 2018.</li> <li>* Foundation: 90% of students to achieve at or above standard in Reading.</li> <li>* Grade One: 40% of students to achieve above expected level in Writing.</li> <li>* Grade 2: 50% to achieve above level in Writing. (Currently 31.3%).</li> <li>* Grade 3: 35% to achieve above level in Writing. (Currently 15.7%).</li> <li>* Grade 4: 30 % to achieve above level in Writing. (Currently 41.5%)</li> <li>* Grade 5: 40% to achieve above level in Writing. (Currently 55.9%)</li> <li>* Grade 6: 25% to achieve above level in Writing. (Currently 51.9%)</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build the effectiveness and efficacy of each teacher by full implementation of an agreed research based instructional classroom delivery model and instructional practices across the school, with a particular focus on Literacy.
<b>Actions</b>	<p>Identify and implement an effective evidence based instructional model for consistent instruction in Literacy and Numeracy across the school.</p> <p>Provide professional development for all staff to ensure the agreed instructional model is consistent across the school.</p> <p>Develop protocols around observational practices that allow for consistency across the school in regard to instructional practice</p> <p>Embed observational practices through learning walks.</p>
<b>Evidence of impact</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Articulate the learning intention and success criteria</li> <li>* Articulate their individual learning goals and how they know if they have been successful.</li> </ul>

Teachers will:  
 \* Follow the agreed instructional model in Literacy and Numeracy across the school  
 \* Observe other colleagues including learning specialists  
 \* Participate in professional learning, including coaching.

Leaders will:  
 \* Develop and implement an observational strategy  
 \* Support staff through professional learning and coaching conversations to deepen their understanding of the agreed instructional model  
 \* Model the use of the school's agreed instructional model  
 \* Provide regular feedback to teaching teams and individuals based on evidence collected through observations, co teaching and learning walks.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide staff with professional development around the agreed instructional model. Build teachers knowledge through collaboration in PLC's.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide staff with Professional learning on selected HITS to begin with a focus on differentiation. Prepare model lessons to demonstrate HITS (Differentiation). Monitor individual planning documents for HITS (Differentiation)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Unpack the Literacy Teaching Toolkit to research effective practices that align with the agreed instructional model.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a plan for structured peer observations. Support staff to incorporate observational practices as a part of their PDP requirements.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop a timetable for implementation of learning walks to focus on instructional observations/monitoring of agreed instructional model.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	To maximise staff capacity to improve student learning outcomes
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>* The percentage of students: -Reading below the level to decrease from 9.6% to 8% in 2018</li> <li>* Reading above the level to increase from 29.16% to 31% in 2018</li> <li>* Speaking and Listening below the level from 9.11% to 7% in 2018</li> <li>* Speaking and Listening above the level to increase from 7.63 to 15% in 2018</li> <li>* Writing below the level to decrease from 14.19% to 10% in 2018</li> <li>* Writing above the level to increase from 17.44 to 19% in 2018.</li> <li>* The percentage of students: -below the expected level in Number and algebra to decrease from 10.43% to 8% in 2018.</li> <li>* Performing above the level in Number and Algebra to increase from 21.18% to 23% in 2018.</li> <li>* Below the expected level in Measurement and Geometry to decrease from 9.2% to 8% in 2018.</li> <li>* Above the expected level in Measurement and Geometry to increase from 11.1% to 12.5% in 2018.</li> <li>* Below the expected level in Statistics and Probability to decrease from 11.2% to 9.75 % in 2018.</li> <li>* Above the expected level in Measurement and Geometry to increase from 11.5% to 13.5% in 2018.</li> <li>* Foundation: 90% of students to achieve at or above standard in Reading.</li> <li>* Grade One: 40% of students to achieve above expected level in Writing.</li> <li>* Grade 2: 50% to achieve above level in Writing. (Currently 31.3%).</li> <li>* Grade 3: 35% to achieve above level in Writing. (Currently 15.7%).</li> <li>* Grade 4: 30 % to achieve above level in Writing. (Currently 41.5%)</li> <li>* Grade 5: 40% to achieve above level in Writing. (Currently 55.9%)</li> <li>* Grade 6: 25% to achieve above level in Writing. (Currently 51.9%)</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Build quality teacher practice through engagement in regular coaching, feedback and structured staff professional learning, with a particular focus on Literacy.
<b>Actions</b>	<p>Continue to review, refine and document SHPS coaching model.</p> <p>Leading Teachers to coach and support staff to develop quality teacher practice in Literacy and Numeracy.</p> <p>Leading Teachers to model, coach, observe and provide feedback to teachers in relation to their classroom practice.</p> <p>All staff to engage in coaching and targeted professional learning.</p> <p>All staff to engage in observational practices of a learning specialist.</p>

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Identify the learning intention and success criteria in a lesson</li> <li>* Develop their understanding of Literacy and Numeracy content</li> <li>* Provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Work collaboratively with colleagues and Leading teachers by participating in the coaching program</li> <li>* Participate in scheduled coaching and debriefs</li> <li>* Record observations and reflect on their practice during coaching sessions</li> <li>* Implement teaching practices identified through coaching program.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Review student centred coaching model and document modifications</li> <li>* Support staff through professional learning and coaching conversations in Literacy and Numeracy.</li> <li>* Develop a coaching timetable to support the program.</li> <li>* Attend professional learning programs offered by Network, Bastow and DET.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Coaching program document in place that outlines the coaching and instructional observation strategy and protocols.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to participate in student centred coaching program based on AIP targets and data analysis.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$27,614.00 <input checked="" type="checkbox"/> Equity funding will be used
Scheduled coaching and debriefs timetabled to improve practice.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching foci are targeted to team goals and targets in 2018 AIP, as evidenced by coaching notes and school based documents.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Support staff to incorporate school wide goals in Literacy or Numeracy into their PDP documentation	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading teachers to attend Coaches Network meetings, PD or formal coaching programs.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$19,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Leading teacher to attend Bastow Literacy Master program.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress.
<b>12 month target 2.1</b>	*The percentage of students assessed at low growth in NAPLAN Reading from Year 3-Year 5 to decrease from 32.5 to 25% in 2018. * The percentage of students assessed at high growth in NAPLAN Reading from Year 3- Year 5 to increase from 21.5% to 27% in 2018. * The percentage of students assessed at low growth in NAPLAN Numeracy from Year 3-Year 5 to decrease from 24.5 to 22% in 2018. * The percentage of students assessed at high growth in NAPLAN Numeracy from Year 3- Year 5 to increase from 18.2% to 21% in 2018.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	Build teacher capacity and student confidence in utilising a range of data/evidence to assess student progress and plan future learning.
Actions	Build data literacy and capacity of staff to triangulate data. Provide professional learning opportunities in triangulating data and making accurate teacher judgements Align meeting schedule with professional development plan Develop PLC model SIT team regularly analyses data and monitors student achievement data against AIP targets.
Evidence of impact	Students will: Self assess their learning using rubrics, checklists and self-assessment tools.



	<p>Teachers will:  Participate in whole school workshops to analyse student cohort data and moderate work samples.  Collaborate regularly with colleagues to analyse student data.  Participate in regular moderation discussions at PLC meetings  Use student data and moderation discussions to inform planning/ differentiation of practice</p> <p>Consult Leading teachers in making teacher judgements for students 18 months below or above the standard.</p> <p>Leaders will:  Develop data literacy through whole school Professional Learning  Model how to effectively analyse data in PLC's  Set high expectations and monitor use of data to differentiate planning  Attend PLC initiative professional learning  Make data literacy a focus at regular SIT meetings.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a team based professional learning structure involving all staff.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Nominate PLC leaders and instructional leaders to lead each professional learning team	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide PLC's with adequate time to meet on the meeting schedule with a focus on data analysis. Provide the PLC leader with adequate time to build their capacity in leading teams in data literacy.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Document SIT team plan for data analysis. Analyse F and P, Basic skills, Essential Literacy and Numeracy, opinion surveys, teacher judgement.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Share and discuss data implications for planning and teaching with learning specialists and PLC's	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress.			
<b>12 month target 2.1</b>	<p>*The percentage of students assessed at low growth in NAPLAN Reading from Year 3-Year 5 to decrease from 32.5 to 25% in 2018.</p> <p>* The percentage of students assessed at high growth in NAPLAN Reading from Year 3- Year 5 to increase from 21.5% to 27% in 2018.</p> <p>* The percentage of students assessed at low growth in NAPLAN Numeracy from Year 3-Year 5 to decrease from 24.5 to 22% in 2018.</p> <p>* The percentage of students assessed at high growth in NAPLAN Numeracy from Year 3- Year 5 to increase from 18.2% to 21% in 2018.</p>			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 2</b>	Develop student ownership for their learning with high expectations for student learning outcomes.			
Actions	Develop a shared understanding of student lead learning.			
Evidence of impact	<p>Students will: Make choices about their learning Identify their preferred learning style Self assess their learning.</p> <p>Teachers will: Work collaboratively to develop a common understanding of student voice and choice Empower students to have a voice in their own learning.</p> <p>Leaders will: Research professional learning opportunities Trial in learning specialist classes</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Read research and engage with network/like schools to identify best practices in student lead learning.	Leadership Team	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate and seek external professional development opportunities in student voice and choice.	Leadership Team	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To improve the intellectual engagement and active student voice in learning for all students
<b>12 month target 3.1</b>	<ul style="list-style-type: none"> <li>* The attitude to school survey percentage of students with a positive attitude for Effective Classroom Behaviour to increase from 77% to 83% in 2018.</li> <li>*The attitude to school survey percentage of students with a positive attitude for Sense of Connectedness to increase from 84% to 90% in 2018.</li> <li>* The attitude to school survey percentage of students with a positive attitude for Sense of Confidence to increase from 80% to 87% in 2018.</li> <li>* The attitude to school survey percentage of students with positive attitude in Stimulating Learning to increase from 83% to 90% in 2018.</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Plan for challenging goals and effective feedback to facilitate personal learning with students.
Actions	<ul style="list-style-type: none"> <li>Define and refine student goal setting practices so that goals are student generated.</li> <li>Incorporate Learning Intentions and Success Criteria into planning.</li> <li>Learning Intentions and Success Criteria visible during instruction.</li> <li>Monitor Learning Intentions and Success Criteria through learning walks</li> </ul>
Evidence of impact	<ul style="list-style-type: none"> <li>Students will:</li> <li>Articulate their own goals</li> <li>Understand how and why they have a specific goal.</li> <li>Develop ways to show they have achieved their goals</li> </ul>

	<p>Teachers will:          Develop their understanding of student lead goals          Engage in professional development around Learning intentions, Success criteria, feedback and goal setting          Participate in observations of best practice</p> <p>Leaders will:          Model and coach how to incorporate learning intentions and success criteria          Timetable observations of best practice          participate in learning walks to ensure best practice.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Conduct learning walks for the purpose of observing Learning Intentions/success criteria in classrooms	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 4 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Revisit and present Visible Learning PD for all staff including specialists	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading teachers provide coaching in Learning specialists classrooms.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Create student friendly indicatives from the Victorian Curriculum.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To improve the intellectual engagement and active student voice in learning for all students
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<b>12 month target 3.2</b>	<ul style="list-style-type: none"> <li>* The average absence days in Grade Prep to decrease from 16 to 14 in 2018.</li> <li>* The average absence days in Grade One to decrease from 16 to 14 in 2018.</li> <li>* The average absence days in Grade Two to decrease from 16 to 15 in 2018.</li> <li>* The average absence days in Grade Three to decrease from 16 to 15 in 2018.</li> <li>* The average absence days in Grade Four to decrease from 14 to 13 in 2018.</li> <li>* The average absence days in Grade Five to decrease from 16 to 14 in 2018.</li> <li>* The average absence days in Grade Six to decrease from 13 to 11 in 2018.</li> <li>* The number of unapproved absences will decrease by one day in each year level.</li> </ul>			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	Develop a whole school approach to engage with families around attendance and late arrivals.			
Actions	Review and establish consistent processes for all staff to follow up absences and late arrivals. Accurately record absence codes and data collection Engage external agencies to support families Communicate absence and late arrival data to families			
Evidence of impact	Students will: Attend school every day unless ill Students will arrive at school on time.  Teachers will: Follow up reason for absence with families after the 2nd consecutive day absent. Monitor student absence data in Sentral Set up attendance meeting with parent for students below 85 % attendance Provide incentives for 100% attendance.  Leaders will: Monitor student absence data through Sentral Participate in attendance meeting with staff and parent Acknowledge and celebrate high attendance rates through incentive strategies.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Induct new and returning staff in how to use Sentral to record absence data and monitor attendance.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor attendance data on Sentral and follow up with parent phone calls when required.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Set up attendance meetings when required.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a variety of incentive strategies.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Sydenham - Hillside Primary School (3559)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide staff with professional development around the agreed instructional model. Build teachers knowledge through collaboration in PLC's.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Principal, leadership team and learning specialist to participate in PLC initiative

Provide staff with Professional learning on selected HITS to begin with a focus on differentiation. Prepare model lessons to demonstrate HITS (Differentiation). Monitor individual planning documents for HITS (Differentiation)	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Unpack the Literacy Teaching Toolkit to research effective practices that align with the agreed instructional model.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop and implement a plan for structured peer observations. Support staff to incorporate observational practices as a part of their PDP requirements.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All staff to participate in student centred coaching program based on AIP targets and data analysis.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leading teachers to attend Coaches Network meetings,	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PD or formal coaching programs.			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	
Literacy Leading teacher to attend Bastow Literacy Master program.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site  Literacy Leading teacher to commence Literacy Master program and support network in developing best practice.
Establish a team based professional learning structure involving all staff.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Conduct learning walks for the purpose of observing Learning Intentions/success criteria in classrooms	Leadership Team	from: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Revisit and present Visible Learning PD for all staff including specialists	Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leading teachers provide coaching in Learning specialists classrooms.	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Create student friendly indicatives from the Victorian Curriculum.	All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Induct new and returning staff in how to use Sentral to record absence data and monitor attendance.	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Sentral staff to conduct professional learning for new and returning staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

Self-evaluation Summary

[12 Month 2017 AIP SydenhamHillsidePS.docx \(0.06 MB\)](#)