

2023 Annual Implementation Plan

for improving student outcomes

Silverton Primary School (5120)



Submitted for review by Mark Pollard (School Principal) on 19 December, 2022 at 11:10 AM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 27 March, 2023 at 10:31 AM

Endorsed by Kerrie Ngoma (School Council President) on 30 March, 2023 at 05:22 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	After two years of disrupted learning, priority goals for 2022 were set with a strong focus on goal setting, feedback and reflection in numeracy as well as staff and student wellbeing. Over the course of the year teachers participated in a team based project. This PLC project supported teachers to build their capacity to improve the quality and precision of numeracy feedback, reflection and goal setting and improve student learning outcomes in numeracy. The projects across the school evidenced work of professional development, collegiate discussions, increased curriculum knowledge, identified next steps for teaching and learning and improved practices for student learning outcomes. Analysis of numeracy data from 2022 suggest strong results in NAPLAN Numeracy with 91% of Year 3 and 85% of Year 5 students achieving above minimum
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	<p>standards and 43% of Year 3 students and 40% of Year 5 students achieving in the top two bands. There is a strong correlation to this data and the percentage of Year 3-6 students assessed against the Victorian Curriculum Levels F-10 at or above expected level in Number and Algebra at 90%. This is just shy of the goal of 93% target set and is continuing to be an area of focus in the 2023 AIP to ensure best practices and improved student learning outcomes continues to be a key focus, with a highlighted priority on differentiation.</p> <p>Correspondingly, a focus of staff and student wellbeing was a key priority in 2022. A focus on building staff capacity to implement school wide positive behaviour and relationship expectations is evidenced through the professional development focus by internal and external staff as well as the creation and implementation of the positive expectation grid. Staff and student wellbeing is continuing to be an area of focus in the 2023 AIP as this goal was only implemented and requires more depth and development in 2023.</p>
Considerations for 2023	<p>A major consideration in 2023 is a change in leadership after a traumatic event resulting in the loss of our principal. Appointment of a new principal, assistant principal and a leading teacher (wellbeing) will provide the opportunity for renewed reflection on current school-wide practices. This reflection will be a priority with learning walks, school visits, networking and wider professional discussions to audit current practices and reflect on best practice. A school-wide focus on differentiation in mathematics will occur, in order to decrease the number of students achieving behind expected level (teacher judgements), without halting the current work in regards to student extension. Commitment to academic assessments (ie. ICAS, KSF, AMC, VHAP) will continue as a means of challenging our students. With a plan in place to deepen the School Wide Positive Behaviour Practices a number of initiatives are in the pipeline. Some of these initiatives include:</p> <p>Establishment of behaviour expectation structures, processes for supporting tiered behaviours, professional development (including behaviour management, ASD, trauma, etc.)</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in literacy
Target 2.1	By 2024 increase the percentage of Year 5 students making above benchmark learning growth in NAPLAN reading, based on a four-year rolling average from 13 per cent in 2019 to 25 per cent.
Target 2.2	By 2024 increase the percentage of Year 5 students achieving within the top 2 NAPLAN bands in reading, based on a four-year rolling average from 30 per cent to 40 per cent.
Target 2.3	By 2024 increase the percentage, based upon a four-year rolling average benchmark, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10. Reading outcomes, as being at or above level will increase from 88.5 per cent to 95 per cent with the above level cohort to be at or above 45 per cent.

Key Improvement Strategy 2.a Building practice excellence	Increase the effectiveness of quality practices in planning, instruction, and assessment.
Key Improvement Strategy 2.b Building leadership teams	Build capacity of middle school leaders to support high quality instructional practices.
Key Improvement Strategy 2.c Curriculum planning and assessment	Development and implementation of a school wide model to scaffold the teaching of reading.
Goal 3	To improve student outcomes in numeracy
Target 3.1	By 2024 increase the percentage of Year 5 students making above benchmark learning growth in NAPLAN numeracy, based on a four-year rolling average from 15 per cent in 2019 to 23 per cent.
Target 3.2	By 2024 decrease the percentage of Year 5 students making below benchmark learning growth in NAPLAN numeracy, based on a four-year rolling average from 28 per cent in 2019 to 18 per cent.
Target 3.3	By 2024 increase the percentage, based upon a four-year rolling average benchmark, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10 in number and algebra, as being at or above level will increase in number and algebra from 86.5 per cent to 95 per cent with the above level cohort to be at or above 30 per cent.
Key Improvement Strategy 3.a	Build capacity for data analysis and understanding of data by teachers and students.

Building practice excellence	
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build the capacity of all staff and students to improve the quality and precision of feedback, reflection, and goal setting.
Key Improvement Strategy 3.c Instructional and shared leadership	Embed the consistent use of the instructional model across the school.
Goal 4	To empower students to actively engage with their learning
Target 4.1	<p>By 2024 the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>in the Learner Characteristics and Dispositions domain:</p> <ul style="list-style-type: none"> • Sense of confidence factor from 73 per cent in 2019 to 80 per cent. <p>in the Social Engagement domain:</p> <ul style="list-style-type: none"> • Student voice and Agency factor from 69 per cent in 2019 to 75 per cent. <p>in the School Safety domain:</p> <ul style="list-style-type: none"> • Managing Bullying factor from 65 per cent in 2019 to 75 per cent. <p>in the Effective Teaching Practice domain:</p> <ul style="list-style-type: none"> • Effective Classroom Behaviour factor from 66 per cent in 2019 to 75 per cent. • Stimulated Learning from 80 per cent in 2019 to above 85 per cent

Target 4.2	By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 84 per cent in 2019 to 95 per cent.
Target 4.3	By 2024, the percentage of 20+ days of absence for F-6 students will decrease from 34 per cent in 2019 to at or below 25 per cent
Key Improvement Strategy 4.a Building practice excellence	Build staff capacity to implement school positive behaviour and relationship expectations.
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher, student to student, and teacher to teacher.
Key Improvement Strategy 4.c Empowering students and building school pride	Embed the use of learning continuums by teachers to improve the quality and precision of self regulation and goal setting by students through collaboration.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>NUMERACY STUDENT LEARNING TARGETSThe percentage of Year 5 students making above benchmark learning growth in NAPLAN numeracy, to be 25% or above. The percentage of Year 5 students making below benchmark learning growth in NAPLAN numeracy, to be 19% or below..The percentage, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10 in number and algebra, to be 93% with the above level cohort to be at or above 30%.The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) Differentiated Learning Challenge will increase to 75%.The percentage of staff reporting positive endorsement in Collective Efficacy on the School Staff Survey will increase from 72% to 75%.The percentage of staff reporting positive endorsement in Shielding/Buffering on the School Staff Survey will increase from 55% to 60%.STUDENT WELLBEING TARGETSThe percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) measures will increase:Effective Classroom Behaviour to increase from 62% to</p>

			65%. Stimulated Learning to increase from 68% to 75%. Sense of confidence to be 73% in the Social Engagement domain Managing Bullying factor to be 65% in the Effective Teaching Practice domain The percentage of Year F-6 students assessed against the Victorian Curriculum (VC) in the Personal and Social Capability will be 90% Reduce the percentage of students who are absent 20+ days to 35%.
To improve student outcomes in literacy	No	By 2024 increase the percentage of Year 5 students making above benchmark learning growth in NAPLAN reading, based on a four-year rolling average from 13 per cent in 2019 to 25 per cent.	
		By 2024 increase the percentage of Year 5 students achieving within the top 2 NAPLAN bands in reading, based on a four-year rolling average from 30 per cent to 40 per cent.	
		By 2024 increase the percentage, based upon a four-year rolling average benchmark, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10. Reading outcomes, as being at or above level will increase from 88.5 per cent to 95 per cent with the above level cohort to be at or above 45 per cent.	
To improve student outcomes in numeracy	No	By 2024 increase the percentage of Year 5 students making above benchmark learning growth in NAPLAN numeracy, based on a four-year rolling average from 15 per cent in 2019 to 23 per cent.	
		By 2024 decrease the percentage of Year 5 students making below benchmark learning growth in NAPLAN numeracy, based on a four-year rolling average from 28 per cent in 2019 to 18 per cent.	

		By 2024 increase the percentage, based upon a four-year rolling average benchmark, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10 in number and algebra, as being at or above level will increase in number and algebra from 86.5 per cent to 95 per cent with the above level cohort to be at or above 30 per cent.	
To empower students to actively engage with their learning	No	<p>By 2024 the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>in the Learner Characteristics and Dispositions domain:</p> <ul style="list-style-type: none"> • Sense of confidence factor from 73 per cent in 2019 to 80 per cent. <p>in the Social Engagement domain:</p> <ul style="list-style-type: none"> • Student voice and Agency factor from 69 per cent in 2019 to 75 per cent. <p>in the School Safety domain:</p> <ul style="list-style-type: none"> • Managing Bullying factor from 65 per cent in 2019 to 75 per cent. <p>in the Effective Teaching Practice domain:</p> <ul style="list-style-type: none"> • Effective Classroom Behaviour factor from 66 per cent in 2019 to 75 per cent. • Stimulated Learning from 80 per cent in 2019 to above 85 per cent 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>NUMERACY STUDENT LEARNING TARGETS</p> <p>The percentage of Year 5 students making above benchmark learning growth in NAPLAN numeracy, to be 25% or above.</p> <p>The percentage of Year 5 students making below benchmark learning growth in NAPLAN numeracy, to be 19% or below..</p> <p>The percentage, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10 in number and algebra, to be 93% with the above level cohort to be at or above 30%.</p> <p>The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) Differentiated Learning Challenge will increase to 75%.</p> <p>The percentage of staff reporting positive endorsement in Collective Efficacy on the School Staff Survey will increase from 72% to 75%.</p> <p>The percentage of staff reporting positive endorsement in Shielding/Buffering on the School Staff Survey will increase from 55% to 60%.</p> <p>STUDENT WELLBEING TARGETS</p> <p>The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>Effective Classroom Behaviour to increase from 62% to 65%. Stimulated Learning to increase from 68% to 75%.</p> <p>Sense of confidence to be 73% in the Social Engagement domain</p> <p>Managing Bullying factor to be 65% in the Effective Teaching Practice domain</p> <p>The percentage of Year F-6 students assessed against the Victorian</p>

	Curriculum (VC) in the Personal and Social Capability will be 90% Reduce the percentage of students who are absent 20+ days to 35%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>NUMERACY STUDENT LEARNING TARGETS</p> <p>The percentage of Year 5 students making above benchmark learning growth in NAPLAN numeracy, to be 25% or above.</p> <p>The percentage of Year 5 students making below benchmark learning growth in NAPLAN numeracy, to be 19% or below..</p> <p>The percentage, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10 in number and algebra, to be 93% with the above level cohort to be at or above 30%.</p> <p>The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) Differentiated Learning Challenge will increase to 75%.</p> <p>The percentage of staff reporting positive endorsement in Collective Efficacy on the School Staff Survey will increase from 72% to 75%.</p> <p>The percentage of staff reporting positive endorsement in Shielding/Buffering on the School Staff Survey will increase from 55% to 60%.</p> <p>STUDENT WELLBEING TARGETS</p> <p>The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>Effective Classroom Behaviour to increase from 62% to 65%.</p> <p>Stimulated Learning to increase from 68% to 75%.</p> <p>Sense of confidence to be 73% in the Social Engagement domain</p> <p>Managing Bullying factor to be 65% in the Effective Teaching Practice domain</p>

	<p>The percentage of Year F-6 students assessed against the Victorian Curriculum (VC) in the Personal and Social Capability will be 90%</p> <p>Reduce the percentage of students who are absent 20+ days to 35%.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in differentiation, particularly in Numeracy, in order to identify and meet students' individual learning needs, with a focus on supporting students achieving below and above the expected learning levels.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - have their individualised learning needs identified and supported through workshop placements, interventions and small group supports - have a greater understanding of their individualised numeracy goals and be able to articulate them - create new goals which evidence next steps, based on reflection of current goal and priorities <p>Teachers will:</p> <ul style="list-style-type: none"> - identify student learning needs in Numeracy based on diagnostic and observable assessment data - show evidence of specific student considerations in weekly and daily planners (ie. differentiated tasks, considered small groupings) based on numeracy assessment data - provide targeted academic support to students through Numeracy goals in IEPs - demonstrate an increased capacity in curriculum knowledge and developmental sequence - demonstrate an increased capacity in facilitating student numeracy conferences and guiding future learning directions - have a greater knowledge of student learning goals - evidence consideration of enabling and extending prompts in their numeracy planners <p>Leaders will:</p> <ul style="list-style-type: none"> - provide meeting time for curriculum PLCs to meet with a focus on developing curriculum knowledge and developmental sequences - support teachers to build differentiation practices through professional learning, coaching and collaboration - co-ordinate the sharing of Maths Planning between and within PLCs

Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> - set more individualised and specific learning goals and be able to articulate these goals utilising the feedback received from both teachers and students as a direction - demonstrate increased student progression in Victorian Curriculum teacher judgements in Number and Algebra - show an increase in the number of students achieving high growth in both NAPLAN and Teacher Judgements <p>Teachers will:</p> <ul style="list-style-type: none"> - produce curriculum documentation which will show plans for differentiation in Numeracy and demonstrate considerations around student needs, assessment data, feedback and goals - provide relevant and specific written and oral feedback to students - write IEPs which reflect specific adjustments needed to for students to achieve their goals - show student growth through a decrease in the number of students achieving below expected level in number 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Employ additional teaching staff for Maths Workshops to reduce the learning group size and improve differentiated learning. Learning Specialist - Curriculum given extra non-teaching time to coach teachers on their planning, lesson delivery and assessment.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$80,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Creation and Coaching of Curriculum PLCs with an emphasis on team planning, professional learning, teaching and learning, moderation and assessment. This work will be conducted by the assistant principal and learning specialists.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan, based on teacher judgement, PAT maths and Ondemand data, that supports teaching staff to increase their knowledge of the scope and sequence within the numeracy curriculum to ensure adequate differentiation that meets students' individual Numeracy needs occurs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Dedicate professional practice days to time for moderation of student achievement in Numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Learning Specialist(s) working with teachers to review and update IEPs to include Numeracy goals for selected students working below and above the expected level in Number and Algebra.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule PLC sharing across the school in term 1 to demonstrate how enabling and extending prompts have been incorporated in Maths Investigation planning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise learning walks with teaching staff and Learning Specialist to observe staff practice in differentiation during Numeracy lessons	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

and promote PLC discussions around best practice to further develop and improve numeracy planning and lesson delivery.		<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The school improvement team to meet twice termly to review and assess progress on targeted numeracy differentiation work and adjust targets and activities as necessary.		<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	Establishment and implementation of schoolwide positive behaviour supports (expectations grid and flowchart) to improve tiered supports within the classroom.				
Outcomes	Students will: - know and understand the positive behaviour expectations - display prosocial behaviours more consistently				

	<ul style="list-style-type: none">- be identified and provided with additional wellbeing support as required <p>Teachers will:</p> <ul style="list-style-type: none">- have consistent whole school approach to positive behaviour and positive language- increase their capacity and confidence with how to respond to student behaviour and manage wellbeing needs- provide tiered wellbeing support to meet individualised student needs- consistently use the whole school positive behaviour grid in discussions with students about inappropriate behaviours <p>Leaders will:</p> <ul style="list-style-type: none">- support teaching staff to revise current processes, school values and expectations- support staff to implement consistency in responding to negative behaviours through clear processes and professional learning- define and appoint human resources in a variety of wellbeing roles- distribute information and strategies from support services as appropriate				
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none">- record a decrease in the number of negative incidents both in the yard and during learning time.- record an increase in the number of positive incidents both in the yard and during learning time <p>Teachers will:</p> <ul style="list-style-type: none">- write and review IEPs which reflect considerations of adjustments needed to meet individualised student behaviour needs- increase confidence and collective efficacy with consistency of practices for all staff <p>Leaders will:</p> <ul style="list-style-type: none">- observe improved ATSS results in effective classroom behaviour, stimulated learning, sense of confidence and managing bullying factor- see a decrease in the number of student suspensions				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning schedule that supports school wide positive behaviour supports		<div><input checked="" type="checkbox"/> Assistant Principal</div> <div><input checked="" type="checkbox"/> Leading Teacher(s)</div> <div><input checked="" type="checkbox"/> Principal</div>	<div><input type="checkbox"/> PLP Priority</div>	from: Term 1 to: Term 4	<div>\$2,000.00</div> <div><input checked="" type="checkbox"/> Equity funding will be used</div>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Increase consistency of processes, visibility and use of school wide positive behaviour expectation grid and school values	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers commence explicit teaching of the elements within the school's positive behaviour grid.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Addition of SWPBS as an agenda item in level PLCs to reflect on programs currently implemented and make adjustments as necessary.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establishment of SWPBS team comprising of relevant school leaders, wellbeing staff, classroom teachers and students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole school professional learning to develop the knowledge, skills and confidence to implement SWPBS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> SWPBS Leader/Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Display SWPBS expectations grid in all Learning Centres. Each staff to also have an A4 version attached to laptop for easy referral by teachers and students.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff, students and parents are to review and establish new Silverton School Values which align with Silverton beliefs.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$147,242.71	\$147,242.71	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$51,237.95	\$51,237.95	\$0.00
Total	\$198,480.66	\$198,480.66	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ additional teaching staff for Maths Workshops to reduce the learning group size and improve differentiated learning. Learning Specialist - Curriculum given extra non-teaching time to coach teachers on their planning, lesson delivery and assessment.	\$80,000.00
Creation and Coaching of Curriculum PLCs with an emphasis on team planning, professional learning, teaching and learning, moderation and assessment. This work will be conducted by the assistant principal and learning specialists.	\$25,000.00
Develop a professional learning plan, based on teacher judgement, PAT maths and Ondemand data, that supports teaching staff to increase their knowledge of the scope and sequence within the numeracy curriculum to ensure adequate differentiation that meets students' individual Numeracy needs occurs.	\$10,000.00

Organise learning walks with teaching staff and Learning Specialist to observe staff practice in differentiation during Numeracy lessons and promote PLC discussions around best practice to further develop and improve numeracy planning and lesson delivery.	\$10,000.00
Develop a professional learning schedule that supports school wide positive behaviour supports	\$2,000.00
Totals	\$127,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ additional teaching staff for Maths Workshops to reduce the learning group size and improve differentiated learning. Learning Specialist - Curriculum given extra non-teaching time to coach teachers on their planning, lesson delivery and assessment.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
Creation and Coaching of Curriculum PLCs with an emphasis on team planning, professional learning, teaching and learning, moderation and assessment. This work will be conducted by the assistant principal and learning specialists.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop a professional learning plan, based on teacher judgement, PAT maths and Ondemand data, that supports teaching staff to increase their knowledge of the	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

scope and sequence within the numeracy curriculum to ensure adequate differentiation that meets students' individual Numeracy needs occurs.			
Organise learning walks with teaching staff and Learning Specialist to observe staff practice in differentiation during Numeracy lessons and promote PLC discussions around best practice to further develop and improve numeracy planning and lesson delivery.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop a professional learning schedule that supports school wide positive behaviour supports	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$127,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Employment of a Leading Teacher with a wellbeing focus. Employment of a learning specialist with an inclusion focus (example: play therapy, small group work, lunch time clubs, etc.)	\$71,480.66
Totals	\$71,480.66

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a Leading Teacher with a wellbeing focus. Employment of a learning specialist with an inclusion focus (example: play therapy, small group work, lunch time clubs, etc.)	from: Term 1 to: Term 4	\$20,242.71	<input checked="" type="checkbox"/> School-based staffing
Totals		\$20,242.71	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a Leading Teacher with a wellbeing focus. Employment of a learning specialist	from: Term 1		

with an inclusion focus (example: play therapy, small group work, lunch time clubs, etc.)	to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a Leading Teacher with a wellbeing focus. Employment of a learning specialist with an inclusion focus (example: play therapy, small group work, lunch time clubs, etc.)	from: Term 1 to: Term 4	\$51,237.95	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$51,237.95	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Creation and Coaching of Curriculum PLCs with an emphasis on team planning, professional learning, teaching and learning, moderation and assessment. This work will be conducted by the assistant principal and learning specialists.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site