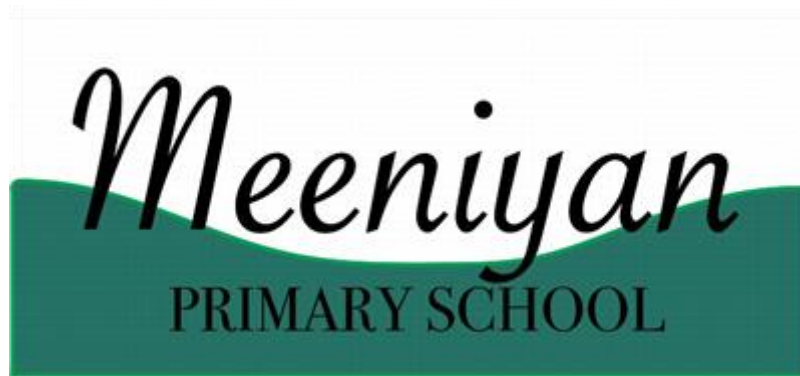# 2023 Annual Implementation Plan

for improving student outcomes

Meeniyan Primary School (5420)

Submitted for review by Gene Vanderzalm (School Principal) on 12 December, 2022 at 10:53 AM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 12 January, 2023 at 04:27 PM
Endorsed by Kate Thomas (School Council President) on 01 February, 2023 at 12:17 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.	Excelling
	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	Embedding
	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	Excelling
	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	FISO Continua was available for all staff to contribute to either individually or collectively and the ratings reflect the general agreement of staff. The Leadership Team and School Improvement Team were encouraged strongly to participate. Overall it is pleasing to note that our school was rated as 'Embeddinging or Excelling' in areas we have focussed upon over the last three years of our current School Strategic Plan and is a credit to our staff for their improvement efforts and willingness. Building excellence in Teaching and Learning -will be a key driver in our endeavours to improve Mathematics achievement.

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Considerations for 2023	With several new members on staff and a fairly young staff, it will be crucial that we actively work with all staff on providing clear expectations when establishing hte culture of our school. We management of staff as a key driver to our success. Providing the necessary resources for staff and students is only one part of this puzzle. The other area we are keen to improve on in 2023 is providing clear role descriptions for middle leaders and support staff. We have a newly created Engagement Officer position that we are keen to utilise. Our plan is that this position will enable the Learning Specialist to drive Teaching and Learning across the school . It is hoped that the flow on from this workforce management will enable the Principal and LS to spend greater time strategising for improvement. Curriculum wise the school anticipates major reforms to our approaches to teaching Mathematic and Reading in the years ahead. As we embark on PMSS in 2023 we are also being upskilled with the Sounds Write phonics instruction program. We feel that both of these endeavours will provide strong foundations for improved results for years to come.
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 maximise student learning growth in literacy and numeracy
Target 2.1	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Reading from 77.8% (2018) to 80% (2022)
Target 2.2	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Writing from 72.7% (2018) to 75% (2022)
Target 2.3	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Numeracy from 55.5% (2018) to 75% (2022)

Target 2.4	Increase the percentage of students achieving in the top two bands in NAPLAN • Reading Yr 3 from 27% (2018) to 55% (2022) • Reading Yr 5 from 10% (2018) to 40% (2022) • Writing Yr 3 from 50% (2018) to 55% (2022) • Writing Yr 5 from 9% (2018) to 20% (2022) • Numeracy Yr 3 from 8% (2018) to 40% (2022) • Numeracy Yr 5 from 10% (2018) to 35% (2022)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capacity to utilise high impact teaching strategies and embed the school's agreed instructional model.
Key Improvement Strategy 2.b Building practice excellence	Build leadership and staff capacity and develop high performing evidence based professional learning communities across the school
Goal 3	To improve student voice, agency and leadership across the school
Target 3.1	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student voice and agency from 68% (2018) to 80% (2022) • Self regulation and goal setting from 82% (2018) to 90% (2022) • Differentiated learning challenge from 89% (2018) to 93% (2022

Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher and student capacity to implement student voice and agency in their learning
Key Improvement Strategy 3.b Vision, values and culture	Develop and embed a clear school vision and values
Goal 4	To improve student engagement in their learning
Target 4.1	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student Motivation and support from 82% (2018) to 90% (2022) • Stimulating learning from 78% (2018) to 90% (2022) • Teacher Communication from 66% (2018) to 85% (2022) • Positive transitions from 84% (2018) to 90% (2022 By 2022, achieve an 80% accuracy match on the Sanky charts on Panorama for Reading, Writing and Numeracy at Year 3 and 5.
Key Improvement Strategy 4.a Evaluating impact on learning	Build teacher's capacity to use assessment and moderation to inform their teaching at each students' point of need
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Build teacher understanding of how students learn and support students to understand themselves as learners

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	Moving out of COVID, see Department priority areas
To maximise student learning growth in literacy and numeracy	No	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Reading from 77.8% (2018) to 80% (2022)	
		Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Writing from 72.7% (2018) to 75% (2022)	
		Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Numeracy from 55.5% (2018) to 75% (2022)	
		Increase the percentage of students achieving in the top two bands in NAPLAN	

		• Reading Yr 3 from 27% (2018) to 55% (2022) • Reading Yr 5 from 10% (2018) to 40% (2022) • Writing Yr 3 from 50% (2018) to 55% (2022) • Writing Yr 5 from 9% (2018) to 20% (2022) • Numeracy Yr 3 from 8% (2018) to 40% (2022) • Numeracy Yr 5 from 10% (2018) to 35% (2022)	
To improve student voice, agency and leadership across the school	No	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student voice and agency from 68% (2018) to 80% (2022) • Self regulation and goal setting from 82% (2018) to 90% (2022) • Differentiated learning challenge from 89% (2018) to 93% (2022	
To improve student engagement in their learning	No	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student Motivation and support from 82% (2018) to 90% (2022) • Stimulating learning from 78% (2018) to 90% (2022) • Teacher Communication from 66% (2018) to 85% (2022) • Positive transitions from 84% (2018) to 90% (2022 By 2022, achieve an 80% accuracy match on the Sanky charts on Panorama for Reading, Writing and Numeracy at Year 3 and 5.	

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	Moving out of COVID, see Department priority areas

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	Moving out of COVID, see Department priority areas
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	Review schools curriculum documentation and assessment schedule for Maths and make improvements where necessary via PLC cycle Establish 1:1 mentor sessions between Learning Specialist and classroom teachers Develop teacher capacity and understanding to analyse and use student data to plan lessons as well as implement differentiated teaching practices in maths Provide tutor support for students identified at or above and not making the expected growth in 2022
Outcomes	Staff knowledge, skills and behaviours will change considerably from these supports. We then anticipate that the changes in staff practice will flow on to students learning outcomes. I anticpate that teaching practices will become far more student centred and allow students to explore via problem solving and exploration. Students will: - improve Number and Algebra outcomes - access high quality learning programs that are targetted to their learning needsTeachers will: Two teachers will undertake training in PMSS Receive support from Regional EIL - coaching the Learning Specialist Provide Tutoring - small group interventions Utilise a Learning Specialist to provide - observation and feedback, coaching, modelling Leaders will: - Provide open and honest feedback that addresses the needs of the individual and the school - Facilitate targeted professional learning in maths to build teacher capacity in planning, teaching and assessment - lead PLC inquiry cycle - provide time for LS and teachers to meet and focus on improving teacher practice

	- monitor the practice of maths teaching across the school and addressing relevant inconsistencies - provide tutor support for 5 students in each class from years 1-5.
Success Indicators	The average percentage of student's in the Top Two Bands for Yr 3 for the last 3 years has been 25% and for Yr 5's 27%. We will continue with the goal of 40% and 35% respectively. Othe indicators will be Stimulated Learning from 83 to 90%, and Student Motivation and Interest from 80 to 90%. PLCs inquiry cycle has occurred every term Consistent mentor sessions between classroom teachers and LS Updated and improved Maths curriculum (scope and sequence) and assessment documentation Student PAT Maths data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct fortnightly Learning Specialist supports to classroom teachers	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Small group interventions with Engagement Officer and trained ES	☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$70,000.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Regular coaching support for school Learning Specialist	☑ Numeracy Network Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Implement the whole school approach to the delivery of: Respectful Relationships (RR) Resilience Project (RP) Engagement Officer 4 days per week
Outcomes	Students will: - challenge limiting and harmful gender stereotypes, and challenge disrespect - know where to seek help and use their help-seeking skills (eg No, Go, Tell) when required

	- use a range of positive coping strategies and stress management techniques from the RRRR and RP resources to support their mental health and wellbeing - demonstrate improved social-emotional learning skills Teachers will: - have interactions with students, colleagues and others that demonstrate respectful, gender-equitable and inclusive language - challenge limiting and harmful gender sterotypes, and challenge disrespect - recognise all forms of family violence and know how to respond to disclosures from adults and students - explicitly teach RRRR to all students and have shared planning documents Leaders will: - complete the RP training and implement this across the school - develop a whole school approach to SEL - attend weekly RR classes
Success Indicators	* Tier 1 strategies include: required and mandated curriculum for sexuality and consent education and RR education & the use of collaborative learning strategies * Curriculum documentation shows whole school planning for explicit teaching of Personal and Social Capability and Health (F-10) using the RRRR levelled resources * Curriculum documentation shows plans for explicit teaching of Sexiuality and Consent education (see PAL for policy and FUSE for guidance) using DET approved resources * Assessment and Reporting documentation shows plans for assessing and reporting on Personal & Social capability and Health using the assessment strategies on VCAA RR site * Student progress/growth re RR via Personal and social capability and Health KLA as measured by teacher judgements (Vic Curric)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
0.4 Primary Welfare Officer	☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$44,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement Officer	☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$55,523.47	$55,523.47	$0.00
Disability Inclusion Tier 2 Funding	$104,679.16	$104,679.16	$0.00
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	$190,850.01	$190,850.01	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Conduct fortnightly Learning Specialist supports to classroom teachers	$50,000.00
Totals	$50,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Conduct fortnightly Learning Specialist supports to classroom teachers	from: Term 1 to: Term 4	$55,523.47	☑ School-based staffing
Totals		$55,523.47	

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
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Engagement Officer. Primary Welfare Officer and Disability Inclusion officer	$104,679.00
Totals	$104,679.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Engagement Officer. Primary Welfare Officer and Disability Inclusion officer	from: Term 1	$0.00	☑ School-based staffing

	to: Term 4		
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Engagement Officer. Primary Welfare Officer and Disability Inclusion officer	from: Term 1 to: Term 4	$104,679.16	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$104,679.16	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Engagement Officer. Primary Welfare Officer and Disability Inclusion officer	from: Term 1 to: Term 4	$30,647.38	☑ headspace counselling (free)
Totals		$30,647.38	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Conduct fortnightly Learning Specialist supports to classroom teachers	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Teaching partners ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site