2023 Annual Implementation Plan

for improving student outcomes

Mooroolbark East Primary School (5059)

Mooroolbark East
PRIMARY SCHOOL

Submitted for review by Deborah Keating (School Principal) on 06 March, 2023 at 12:33 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 06 March, 2023 at 12:53 PM
Awaiting endorsement by School Council President

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.	Evolving
	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	2022 was a challenging year for the school in many ways, including the return to full time face to face teaching. This brought with it a suite of both academic and wellbeing issues for students, but also for staff readjusting and reforming those important relationships. For parents it has been challenging with increased social and emotional pressures coinciding with often work pressures as parents also returned to work and less work from home flexibility. The staff opinion survey was greatly improved from that of 2021 and reflect the return to a more connected and stable workplace with the appointment of a principal half way through the year. Whilst many of the actions/plans in the 2022 AIP were not able to be achieved, staff still actively engaged in regular

	professional development sessions, including, but not limited to: - Embedding the MEPS instructional Writing model across the school - Goal setting and feedback -Writing and Reading Moderation - Developing termly differentiated Maths Investigations across the school (including using these as a form of assessment) - Using the 6+1 Writing Traits (including Traits Ladders) to assess against, set goals and moderate with. - Conferencing (Reading and Writing) - PLC training - Respectful Relationships. In 2023 a 4 year planner was created that provides an overview of the main areas of focus that the school, leadership and staff need to focus on for the coming years and extrapolates how this will be achieved. The overview helps to guide the goal setting for this year, the professional learning calendar and the roles that Learning Specialists will do. With the introduction of TIL, the need to be very clear and targeted with our learning time is essential in completing the goals set for the year. This document is a dynamic document and will continually be updated with the changing needs of the school to achieve targets.
Considerations for 2023	1. Support the 2023 statewide priorities. 2. Consistently embed the MEPS Writing Model across the school. 3. Student conferencing (including specific feedback, co-constructed goal setting and reflection). 4. Student voice and agency. 5. Formative assessment (including using assessments already in place to better inform differentiated teaching and learning programs). 6. Continue to implement TLI including monitoring it's effectiveness. 7. Introduce and embed the PLC concept and the Respectful Relationships program. 9. Enhance student voice through the renewing of Junior School Council and the grade 6 leadership program.
Documents that support this plan	MEPS - 4 YEAR PLAN.pdf (0.07 MB) Term 1 2023 - Meeting Calendar.pdf (0.49 MB)

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 5	Improved learning outcomes for all students.
Target 5.1	To increase the percentage of students achieving in the top two bands in NAPLAN for: • Year 3 in Reading from 43 per cent in 2019 to 55 per cent in 2024 • Year 5 in Reading from 35 per cent in 2019 to 40 per cent in 2024 • Year 7 (Matched co hort) Reading from 13 per cent in 2019 to 20 per cent in 2024 • Year 3 in Writing from 46 per cent in 2019 to 57 per cent in 2024 • Year 5 in Writing from 19 per cent in 2019 to 25 per cent in 2024 • Year 7 (Matched co hort) in Writing from 6 per cent in 2019 to 15 per cent in 2024 • Year 3 in Numeracy from 45 per cent in 2019 to 50 per cent in 2024 • Year 5 in Numeracy from 19 per cent in 2019 to 28 per cent in 2024 • Year 7 (Matched co hort) Numeracy from 18 per cent in 2019 to 25 per cent in 2024.

Target 5.2	NAPLAN Relative growth – To exceed the three year average of the percentage of students making above relative growth in NAPLAN from Year 3 to Year 5 in: • Reading (2017–19 average) of 20.6 per cent to more than 25 per cent in 2024 • Writing (2017–19 average) of 20 per cent to more than 25 per cent in 2024 • Numeracy (2017–19 average) of 12.6 per cent to more than 25 per cent in 2024 NAPLAN Relative growth – To exceed the three year average of the percentage of students making above relative growth in NAPLAN from Year 5 to Year 7 (matched cohort) in: • Reading (2017–19 average) of 24 per cent to more than 25 per cent in 2024 • Writing (2017– 19 average) of 17 per cent to more than 25 per cent in 2024 • Numeracy (2017–19 average) of 20.6 per cent to more than 25 per cent in 2024
Target 5.3	NAPLAN Relative growth – the percentage of students making low growth in NAPLAN in all dimensions from Year 3 to Year 5 and Year 5 to Year 7 (matched cohort) to be less than 25 %.
Target 5.4	To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgements for: • Reading and Viewing from 87 per cent in 2019 to 92 per cent in 2024 • Writing from 87 per cent in 2019 to 92 per cent in 2024 • Number and Algebra from 92 per cent in 2019 to be at or above 92 per cent to 2024.
Key Improvement Strategy 5.a	Develop and embed effective planning and assessment practices

Curriculum planning and assessment	
Key Improvement Strategy 5.b Building practice excellence	Develop and embed agreed practice models
Key Improvement Strategy 5.c Instructional and shared leadership	Increase teacher efficacy through shared instructional leadership
Goal 6	Improve student engagement in learning.
Target 6.1	To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for: • Stimulated learning from 81 per cent in 2019 to 86 per cent in 2024 • Differentiated learning challenge from 88 per cent in 2019 to 93 per cent in 2024 • Motivation and interest from 86 per cent in 2019 to 91 per cent in 2024 • Self regulation and goal setting from 86 per cent in 2019 to 91 per cent in 2024 • Sense of connectedness from 80 per cent in 2019 to 85 per cent in 2024 • Student voice and agency from 71 per cent in 2019 to 85 per cent in 2024.
Target 6.2	To increase the positive endorsement of all staff in the School Staff Survey for: • Academic emphasis from 80 per cent in 2019 to 90 per cent in 2024 • Use of student feedback to improve practice from 90 per cent in 2019 to 95 per cent in 2024 • Collaborate to scaffold student learning from 90 per cent in 2019 to 95 per cent in 2024 • Focus on real life learning problems from 90 per cent in 2019 to 95 per cent in 2024.

Target 6.3	To increase the positive endorsement of parents in the Parent Opinion Survey for: • Student motivation from 90 per cent in 2019 to 95 per cent in 2024 • Student agency and voice from 87 per cent in 2019 to 92 per cent in 2024.
Key Improvement Strategy 6.a Empowering students and building school pride	Develop a common understanding of student agency and voice.
Key Improvement Strategy 6.b Intellectual engagement and self-awareness	Co design opportunities for student agency and voice.
Key Improvement Strategy 6.c Empowering students and building school pride	Embed practices that promote a culture of student agency and voice.
Goal 7	Improve the wellbeing of all students.
Target 7.1	To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for: • Effective classroom behaviour from 76 per cent in 2019 to 81 per cent in 2024 • Resilience from 79 per cent in 2019 to 84 per cent in 2024 • Sense of confidence from 80 per cent in 2019 to 85 per cent in 2024 • Attitudes to attendance from 86 per cent in 2019 to 91 per cent in 2024.

Target 7.2	To reduce the number of days students are absent to less than 13 days per year at each year level.
Target 7.3	To increase the positive endorsement of parents in the Parent Opinion Survey for: • Student motivation and support from 90 per cent in 2019 to 95 per cent in 2024 • Confidence and resiliency skills to equal or exceed the 2019 score of 96 per cent in 2024 • School connectedness from 92 per cent in 2019 to equal or exceed 95 per cent in 2024.
Key Improvement Strategy 7.a Setting expectations and promoting inclusion	Develop and embed agreed student absence protocols.
Key Improvement Strategy 7.b Health and wellbeing	Improve teacher capacity to use a range of strategies that promote resilience.
Key Improvement Strategy 7.c Setting expectations and promoting inclusion	Continued development and implementation of school wide inclusion practices.

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	Numeracy:Year 3 in Numeracy from 28 per cent in 2022 to 50 per cent in 2023Year 5 in Numeracy from 16 per cent in 2022 to 28 per cent in 2023Year 7 (Matched cohort) Numeracy from 15 per cent in 2022 to 18 per cent in 2023Year 3 and 5 NAPLAN numeracy have equal or less than the state average representation in testlet summary - category B and C.To have <50% of Measurement and Geometry NAPLAN questions attempted be lower than 50% correct.Wellbeing:Sense of connectedness to increase from 74% in 2022 to 78% in 2023Perseverance to increase from 75% in 2022 to 78% in 2023Motivation and Interest to increase from 78% in 2022 to 85% in 2023Life satisfaction to increase from 71% in 2022 to 78% in 2023Emotional awareness and regulation to increase from 70% in 2022 to 75% in 2023
Improved learning outcomes for all students.	Yes	To increase the percentage of students achieving in the top two bands in NAPLAN for: • Year 3 in Reading from 43 per cent in 2019 to 55 per cent in 2024 • Year 5 in Reading from 35 per cent in 2019 to 40 per cent in 2024	To increase the percentage of students achieving in the top two bands in NAPLAN for:Year 3 in Reading from 42 per cent in 2022 to 55 per cent in 2023Year 5 in Reading from 22 per cent in 2022 to 40 per cent in 2023Year 7 (Matched cohort) Reading from 10 per cent in 2022 to 20 per cent in 2023Year 3 in Writing

		- Year 7 (Matched co hort) Reading from 13 per cent in 2019 to 20 per cent in 2024 - Year 3 in Writing from 46 per cent in 2019 to 57 per cent in 2024 - Year 5 in Writing from 19 per cent in 2019 to 25 per cent in 2024 - Year 7 (Matched co hort) in Writing from 6 per cent in 2019 to 15 per cent in 2024 - Year 3 in Numeracy from 45 per cent in 2019 to 50 per cent in 2024 - Year 5 in Numeracy from 19 per cent in 2019 to 28 per cent in 2024 - Year 7 (Matched co hort) Numeracy from 18 per cent in 2019 to 25 per cent in 2024.	from 38 per cent in 2022 to 57 per cent in 2023Year 5 in Writing from 18 per cent in 2022 to 25 per cent in 2023Year 7 (Matched cohort) in Writing from 12 per cent in 2022 to 15 per cent in 2023Year 3 in Numeracy from 28 per cent in 2022 to 50 per cent in 2023Year 5 in Numeracy from 16 per cent in 2022 to 28 per cent in 2023Year 7 (Matched cohort) Numeracy from 15 per cent in 2022 to 18 per cent in 2023
		NAPLAN Relative growth – To exceed the three year average of the percentage of students making above relative growth in NAPLAN from Year 3 to Year 5 in: - Reading (2017–19 average) of 20.6 per cent to more than 25 per cent in 2024 - Writing (2017–19 average) of 20 per cent to more than 25 per cent in 2024 - Numeracy (2017–19 average) of 12.6 per cent to more than 25 per cent in 2024 NAPLAN Relative growth – To exceed the three year average of the percentage of students making above relative growth in NAPLAN from Year 5 to Year 7 (matched cohort) in: - Reading (2017–19 average) of 24 per cent to more than 25 per cent in 2024 - Writing (2017– 19 average) of 17 per cent to more than 25 per cent in 2024 - Numeracy (2017–19 average) of 20.6 per cent to more than 25 per cent in 2024	Relative Growth Years 3-5:<30% Low Growth across all areas>20% High Growth across all areas

		NAPLAN Relative growth -- the percentage of students making low growth in NAPLAN in all dimensions from Year 3 to Year 5 and Year 5 to Year 7 (matched cohort) to be less than 25 %.	NAPLAN Relative growth -- the percentage of students making low growth in NAPLAN in all dimensions from Year 5 to Year 7 (matched cohort) to be less than 25 %.
		To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgements for: • Reading and Viewing from 87 per cent in 2019 to 92 per cent in 2024 • Writing from 87 per cent in 2019 to 92 per cent in 2024 • Number and Algebra from 92 per cent in 2019 to be at or above 92 per cent to 2024.	To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgments for:- Reading and Viewing from 84 per cent in 2021 to 87 per cent in 2022- Writing from 82 per cent in 2019 to 85 per cent in 2022- Number and Algebra from 85 per cent in 2022 to 88 per cent to 2022.
Improve student engagement in learning.	Yes	To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for: • Stimulated learning from 81 per cent in 2019 to 86 per cent in 2024 • Differentiated learning challenge from 88 per cent in 2019 to 93 per cent in 2024 • Motivation and interest from 86 per cent in 2019 to 91 per cent in 2024 • Self regulation and goal setting from 86 per cent in 2019 to 91 per cent in 2024 • Sense of connectedness from 80 per cent in 2019 to 85 per cent in 2024 • Student voice and agency from 71 per cent in 2019 to 85 per cent in 2024.	Stimulated learning from 77 per cent in 2022 to 82 per cent in 2023Differentiated learning challenge from 88 per cent in 2021 to 93 per cent in 2023Motivation and interest from78 per cent in 2022 to 85 per cent in 2023Self regulation and goal setting from 82 per cent in 2022 to 88 per cent in 2023Sense of connectedness from 74 per cent in 2022 to 78 per cent in 2023Student voice and agency from 66 per cent in 2022 to 76 per cent in 2023
		To increase the positive endorsement of all staff in the School Staff Survey for: • Academic emphasis from 80 per cent in 2019 to 90 per cent in 2024 • Use of student feedback to improve practice from 90 per cent in 2019 to 95 per cent in 2024	Academic emphasis from 68 per cent in 2022 to 78 per cent in 2023Use of student feedback to improve practice from 69 per cent in 2022 to 79 per cent in 2023Collaborate to scaffold student learning from 100 per cent in 2022 to maintain this as 100% in 2023Focus on real

		• Collaborate to scaffold student learning from 90 per cent in 2019 to 95 per cent in 2024 • Focus on real life learning problems from 90 per cent in 2019 to 95 per cent in 2024.	life learning problems from 75 per cent in 2022 to 85 per cent in 2023.
		To increase the positive endorsement of parents in the Parent Opinion Survey for: • Student motivation from 90 per cent in 2019 to 95 per cent in 2024 • Student agency and voice from 87 per cent in 2019 to 92 per cent in 2024.	Student motivation from 83 per cent in 2022 to 95 per cent in 2023Student agency and voice from 79 per cent in 2022 to 92 per cent in 2023.
Improve the wellbeing of all students.	No	**To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for:** • **Effective classroom behaviour from 76 per cent in 2019 to 81 per cent in 2024** • **Resilience from 79 per cent in 2019 to 84 per cent in 2024** • **Sense of confidence from 80 per cent in 2019 to 85 per cent in 2024** • **Attitudes to attendance from 86 per cent in 2019 to 91 per cent in 2024.**	
		To reduce the number of days students are absent to less than 13 days per year at each year level.	
		To increase the positive endorsement of parents in the Parent Opinion Survey for: • Student motivation and support from 90 per cent in 2019 to 95 per cent in 2024	

	• Confidence and resiliency skills to equal or exceed the 2019 score of 96 per cent in 2024 • School connectedness from 92 per cent in 2019 to equal or exceed 95 per cent in 2024.	

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.
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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.	Although MEPS has a committed focus to improvement across the literacy areas our student data around outcomes in numeracy are not where we would hope them to be. The current SSP has focused the schools resources toward literacy targets, mainly writing which over the last 2-3 years the leadership and staff have worked toward solidly. Our 2022 numeracy NAPLAN results are showing a slight decline over the top 2 bands and bottom 2 bands in both grade 3 and 5 results. Our grade 3 top 2 bands currently sits at 28% compared to the State average of 39% and grade 5 top 2 bands currently sit at 16% compared to that of the State 27%. Conversely our grade 3 bottom 2 bands has slowly increased over the past 3 years from 7% to in 2022 18%. A quick survey of staff has revealed that most staff are unsure of what is expected of their teaching around numeracy, a clear instructional model and feeling less confident around teaching numeracy and numeracy content knowledge as apposed to literacy.	
Goal 5	Improved learning outcomes for all students.	
12 Month Target 5.1	To increase the percentage of students achieving in the top two bands in NAPLAN for: Year 3 in Reading from 42 per cent in 2022 to 55 per cent in 2023 Year 5 in Reading from 22 per cent in 2022 to 40 per cent in 2023 Year 7 (Matched cohort) Reading from 10 per cent in 2022 to 20 per cent in 2023 Year 3 in Writing from 38 per cent in 2022 to 57 per cent in 2023 Year 5 in Writing from 18 per cent in 2022 to 25 per cent in 2023 Year 7 (Matched cohort) in Writing from 12 per cent in 2022 to 15 per cent in 2023 Year 3 in Numeracy from 28 per cent in 2022 to 50 per cent in 2023 Year 5 in Numeracy from 16 per cent in 2022 to 28 per cent in 2023 Year 7 (Matched cohort) Numeracy from 15 per cent in 2022 to 18 per cent in 2023	
12 Month Target 5.2	Relative Growth Years 3-5: <30% Low Growth across all areas >20% High Growth across all areas	
12 Month Target 5.3	NAPLAN Relative growth – the percentage of students making low growth in NAPLAN in all dimensions from Year 5 to Year 7 (matched cohort) to be less than 25 %.	
12 Month Target 5.4	To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgments for: - Reading and Viewing from 84 per cent in 2021 to 87 per cent in 2022	

	- Writing from 82 per cent in 2019 to 85 per cent in 2022 - Number and Algebra from 85 per cent in 2022 to 88 per cent to 2022.	
Key Improvement Strategies		**Is this KIS selected for focus this year?**
KIS 5.a Curriculum planning and assessment	Develop and embed effective planning and assessment practices	Yes
KIS 5.b Building practice excellence	Develop and embed agreed practice models	Yes
KIS 5.c Instructional and shared leadership	Increase teacher efficacy through shared instructional leadership	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.	Our school review in 2020, our self evaluation against the FISO Continua of Practice and the School Improvement Team (SIT) all noted that, whilst the school was rated as "embedding" in the area of 'Building Practice Excellence', an ongoing focus in this area could see the school excelling, as we have seen with the successful changes to the teaching of Reading, which is supported by strong data advancements. During 2022, progress was made as a school towards excelling whoever there is still much work to be done around consistency of practice across the whole school and embedding of pivotal practice such as reading conferences. Staff professional development in 2022 was enhanced by the addition of the Teaching Partners Program, helping staff to focus on unpacking the curriculum and aligning both teaching, planning and assessment better with the curriculum, especially our specialist programs. A large focus was also placed on improving teaching and learning in writing with the regional PL on Misty writing workshops and embedding of a "Misty cycle" into our planning. In 2023 will see professional development lead by a 4 year whole school planner that maps out the learning goals against the existing SSP goals, leading into our next Review (2024) and beyond. This planner will help guide leadership in building informed and targeted PD for each term this year. A big focus will be on the implementation and embedding of PLC's and Respectful Relationships. The leadership, SIT team and literacy and numeracy leaders all agree that the school's focus, based upon NAPLAN and EA results needs to begin to shift toward the teaching and learning of numeracy. In 2023 the school will set some basic numeracy goals that will be considered as part of this year's AIP goals (even though they were not part of the original SSP goals). Staff are developing their confidence in effectively using a range of assessment data to inform teaching and learning decisions. The assessment schedule and whole school testing programs will be reviewed. Staff now plan collaboratively and are becoming more effective at using a range of assessment data to inform their planning and teaching across the curriculum. The	

	SIT has found that whilst assessments are being used for not only summative, but formative purposes there is a need to develop more consistency across the school.
Goal 6	**Improve student engagement in learning.**
12 Month Target 6.1	Stimulated learning from 77 per cent in 2022 to 82 per cent in 2023 Differentiated learning challenge from 88 per cent in 2021 to 93 per cent in 2023 Motivation and interest from78 per cent in 2022 to 85 per cent in 2023 Self regulation and goal setting from 82 per cent in 2022 to 88 per cent in 2023 Sense of connectedness from 74 per cent in 2022 to 78 per cent in 2023 Student voice and agency from 66 per cent in 2022 to 76 per cent in 2023
12 Month Target 6.2	Academic emphasis from 68 per cent in 2022 to 78 per cent in 2023 Use of student feedback to improve practice from 69 per cent in 2022 to 79 per cent in 2023 Collaborate to scaffold student learning from 100 per cent in 2022 to maintain this as 100% in 2023 Focus on real life learning problems from 75 per cent in 2022 to 85 per cent in 2023.
12 Month Target 6.3	Student motivation from 83 per cent in 2022 to 95 per cent in 2023 Student agency and voice from 79 per cent in 2022 to 92 per cent in 2023.

Key Improvement Strategies		**Is this KIS selected for focus this year?**
KIS 6.a **Empowering students and building school pride**	Develop a common understanding of student agency and voice.	Yes
KIS 6.b Intellectual engagement and self-awareness	Co design opportunities for student agency and voice.	Yes

KIS 6.c Empowering students and building school pride	Embed practices that promote a culture of student agency and voice	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.	The SSP has big goals around student voice and agency and at this point of the Review cycle the school as a whole has not focused strongly on this Improvement Strategy as yet. A renewed emphasis on student voice and agency was ignited in semester 2 of 2022 where surveys of student bodies, such as the Junior School Council were asked for their input and a regular student voice item was made in the schools fortnightly newsletter for student voice to be heard and communicated to the wider community. Our senior year staff have begun to investigate the voice and agency wishes toward student leadership roles and hear how and what students wish to see change in leadership roles and responsibilities. Currently in 2022 the overall result for student voice and agency is 66%, which is far from where we wish this to be. A definition and awareness of what student voice and agency is needs to be communicated to both students and staff in 2023 to bring about change in this area.	

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	Numeracy: Year 3 in Numeracy from 28 per cent in 2022 to 50 per cent in 2023 Year 5 in Numeracy from 16 per cent in 2022 to 28 per cent in 2023 Year 7 (Matched cohort) Numeracy from 15 per cent in 2022 to 18 per cent in 2023 Year 3 and 5 NAPLAN numeracy have equal or less than the state average representation in testlet summary - category B and C. To have <50% of Measurement and Geometry NAPLAN questions attempted be lower than 50% correct. Wellbeing: Sense of connectedness to increase from 74% in 2022 to 78% in 2023 Perseverance to increase from 75% in 2022 to 78% in 2023 Motivation and Interest to increase from 78% in 2022 to 85% in 2023 Life satisfaction to increase from 71% in 2022 to 78% in 2023 Emotional awareness and regulation to increase from 70% in 2022 to 75% in 2023
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	1. Review whole school numeracy program and assessment. 2. Develop a common instructional model around numeracy.
Outcomes	Leadership will: -allocate funding for professional learning. -allocate funding for CRT cover to release staff to attend professional learning. -lead by example in striving for excellence in numeracy student outcomes. -investigate and lead change in whole school focus for numeracy. -upskill numeracy leaders through professional learning. -meet with numeracy leaders regularly to ensure a continued focus on achieving goals. -ensure staff are introduced, immersed and skilled up around PLC protocols and practice - training was completed in 2022.

-ensure staff are skilled up in data literacy and meeting protocols.
-focus on the improving of knowledge and teaching practice around worded problems.
-create focus on improving the consistency and regularity of teaching Measurement and Geometry across the whole school.
-lead discussion around the accuracy and emphasis of essential assessment as the school's main adaptive assessment tool and create a wholes school guideline and protocol around administering the test to students.

Teachers will:
-participate in all professional learning provided.
-reflect on own practice in numeracy teaching and learning.
-participate in any survey or data collection around areas of numeracy.
-will participate in PLC training and implementation over 2023.
-focus on student numeracy data and regularly reflect on data as a collegiate group.
-participate and implement any informed changes of practice as directed by leadership.
-implement into planning and practice any changes in teaching practice around worded problems, measurement and geometry.
-ensure the administering of Essential Assessment is done within the whole school protocols and guidelines.

Students will:
-participate in any surveys to provide accurate feedback and information to inform whole school change.
-participate in any conversation with leadership around their experiences of learning numeracy at MEPS.
-participate in any changes to teaching and learning that is recommended as part of the Leading Numeracy course.
-focus on changes in practice and learning of worded problems.

Success indicators	data - NAPLAN numeracy, NAPLAN testlet, NAPLAN question attempts surveys - student and teacher surveys for feedback professional development feedback from staff documentation from improved practice and instructional model strategies.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Improve leader knowledge through professional learning by attending the Victoria Academy of Teaching and Leadership Leading Numeracy course.	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☐ 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
Upskill staff in data literacy - especially around NAPLAN data	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ 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
Survey staff around numeracy knowledge, practice and assessment to better understand range amongst staff and impact on consistent practice.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$500.00 ☐ 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
Develop a common and updated instructional model	☑ Leadership Team ☑ Numeracy Leader	☑ PLP Priority	from: Term 3 to: Term 4	$1,000.00 ☐ 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
Seek student feedback around their learning experiences in numeracy at MEPS	☑ Leadership Team ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☐ 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
Create a focus on written question and problem solving activities	☑ All Staff ☑ Student(s)	☑ PLP Priority	from: Term 1	$5,000.00

			to: Term 4	☑ 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
Monitor and evaluate student progress particularly with the retention of skills in Measurement and Geometry and improve student outcomes in this area, particularly NAPLAN results.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ 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
Identify ALL students needing support in numeracy who are not at level and prioritising intervention or support.	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s) ☑ Numeracy Leader	☐ 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
KIS 1.b **Priority 2023 Dimension**	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	1.Strengthen whole school wellbeing through the introduction and embedding of Respectful Relationships. 2.Identify and support students with social and emotional through expertise services and disability inclusion.				
Outcomes	Students will: - Participate in the Learning to Learn Program - Participate in regular Respectful Relationship sessions - Identify and articulate their feelings during Resilience Project session (and student-teacher conferences). - Participate in mentoring programs. - Participate in Buddy sessions. - Have access to all wellbeing programs. Teachers will: - Deliver the "Learning to Learn" curriculum in the first month of the year. - Identify students they have social/emotional concerns about and report to a member of leadership. - Liaise with leadership to support all children. - Make reasonable adjustments to the learning program for students with emotional/social/learning challenges. - Participate in student wellbeing professional development sessions. - Communicate with parents (where appropriate) regarding student social/emotional development. - Conduct SSG meetings. - Complete termly individual learning plans (IEPs) for specific students with a need for targeted social, emotional and/or academic goals to be set. The School Psychologist will: - Support students as identified by her, teachers or leadership. - Liaise with teaching/ES staff regarding strategies to support students with social/emotional challenges. - Meet with Leadership fortnightly to report on at risk students. - Lead professional learning session with teachers/ES staff on social and emotional support strategies.				

Integration Aides will:
- Support both funded and non-funded students as deemed necessary by leadership.
- Liaise with classroom teachers, school psychologist and leadership regarding individual students.
- Participate in student wellbeing professional development sessions.
- Adhere to all privacy and confidentiality expectations.
- Attend SSG meetings (where appropriate)
- Support teachers to implement all aspects of the curriculum (academic, social, emotional).

The Principal / Assistant Principals will:
- Identify students they have social/emotional concerns about.
- "Triage" students into wellbeing programs - Psychologist, Mentoring etc.
- Continue to establish strong relationship with parents.
- Support all staff to support the wellbeing of all students.
- Co-ordinate relevant professional learning sessions.

Success Indicators	Student engagement in wellbeing programs.
	- Parent awareness of wellbeing programs (newsletters and other school updates)
	- Outcomes above documented in staff PDPs
	- Staff/Student surveys re: key wellbeing data.
	- Resilient Youth Survey data.
	STUDENT ATTENDANCE DATA:
	- Reduce the number of days students are absent to less than 13 days per year at each year leve

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Introduce and embed the Respectful Relations program, including ongoing staff training and support	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ 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
Strengthen whole school approach to wellbeing through both staff and student wellbeing	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ 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
Identify and support students with social/emotional challenges	☑ All Staff ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ 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 student wellbeing professional development to all teaching and ESS staff - such as trauma training and zones of regulation training	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☐ 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
Employ a child psychologist to support student wellbeing	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$85,000.00 ☐ 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
Re-establish student mentoring program	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1	$1,000.00

				to: Term 4	☐ 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
Appoint a Disability Inclusion Leader to support Assistant Principal in overseeing and processing student inclusion	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$118,000.00 ☐ 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	

Goal 5	Improved learning outcomes for all students.
12 Month Target 5.1	To increase the percentage of students achieving in the top two bands in NAPLAN for: Year 3 in Reading from 42 per cent in 2022 to 55 per cent in 2023 Year 5 in Reading from 22 per cent in 2022 to 40 per cent in 2023 Year 7 (Matched cohort) Reading from 10 per cent in 2022 to 20 per cent in 2023 Year 3 in Writing from 38 per cent in 2022 to 57 per cent in 2023 Year 5 in Writing from 18 per cent in 2022 to 25 per cent in 2023

	Year 7 (Matched cohort) in Writing from 12 per cent in 2022 to 15 per cent in 2023 Year 3 in Numeracy from 28 per cent in 2022 to 50 per cent in 2023 Year 5 in Numeracy from 16 per cent in 2022 to 28 per cent in 2023 Year 7 (Matched cohort) Numeracy from 15 per cent in 2022 to 18 per cent in 2023
12 Month Target 5.2	**Relative Growth Years 3-5:** <30% Low Growth across all areas >20% High Growth across all areas
12 Month Target 5.3	NAPLAN Relative growth – the percentage of students making low growth in NAPLAN in all dimensions from Year 5 to Year 7 (matched cohort) to be less than 25 %.
12 Month Target 5.4	To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgments for: - Reading and Viewing from 84 per cent in 2021 to 87 per cent in 2022 - Writing from 82 per cent in 2019 to 85 per cent in 2022 - Number and Algebra from 85 per cent in 2022 to 88 per cent to 2022.
KIS 5.a **Curriculum planning and assessment**	Develop and embed effective planning and assessment practices
Actions	1.Introduce and embed PLC practice. 2. Improve teacher knowledge in best practice around writing. 3.Improve teacher collaboration.
Outcomes	Students will: * Articulate the 6+1 Writing Traits and explain what these mean in the context of their writing. * Articulate learning goals and how they are going to achieve them (Reading & Writing) *Reflect on their learning goals. * Participate in daily Writers Workshops, including conferencing with their teacher. * Provide & receive peer feedback. *will trial older students providing feedback to staff on term planners. Teachers will have: * Used a variety of assessment data to inform planning and differentiated teaching practices (weekly and termly) * Embedded the MEPS Writing Structure (Writers Workshop) throughout the year. (Evidenced by planning documentation)

	* Participate in regular Writing Moderation sessions with colleagues (in and across levels) * Participate in all school and Network based professional learning. * Participate in PLC training, scheduled PD and workshops. * Contribute to the development of a growth data wall (Reading and Writing) * Improved Writing outcomes (teacher judgement and NAPLAN). * Provided evidence of formative assessment practices in their classrooms. * Collaborated with colleagues to develop learning plans for students at different stages. * Participated in Peer Observations and Learning Walks *Conducted daily conferences with students (Reading and Writing) where specific feedback is given and goals co-developed/evaluated. *Continue to work with Learning Specialists around their own professional practice goals The SIT will: * Drive and deliver AIP priorities. * Lead Data Meetings * Where relevant, participate in network CoP meetings * Timetable, Monitor and participate in Peer Observations and Learning Walks. * Review planning agendas & minutes. * Facilitate the use of data to inform teaching and student goal setting. * Modify meeting schedule and timetable to enable planning time, data analysis and 'in-house' PD. * Build AIP priorities into teacher & leadership PDPs * Conduct demonstration lessons and provide peer feedback. (Learning Specialists, Curriculum Leaders) The Principal / Assistant Principals will: * Work with Network Colleagues to establish a sustainable CoP on Writing. * Participate in regular learning walks and conduct de-brief sessions with teachers. * Ensure a school wide data wall is developed and used as basis of team planning and PDP reviews (Student growth). * Ensure data informs all meetings and planning (Agendas). * Build AIP priorities into all staff PDPs
Success Indicators	Improved levels of confidence, consistency and capacity in the MEPS staff survey re: teaching and learning evaluation *Planning documentation * SIT team agendas and minutes. * Learning Specialist, Teaching Partner and Curriculum Leaders feedback. * Learning Walk Data

	* Peer Observation Notes * Writing Data Wall * Moderation Sessions. * PDPs * Individualised Student Goals.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Maintain and update teacher judgement wall for Writing and Reading	☑ All Staff ☑ Learning Specialist(s) ☑ School Improvement Team	☑ 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
Introducing and imbedding PLC	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ 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
Create greater consistency in the use of assessment data to inform teaching and learning and consistent planning. - staff professional learning days -Introduction of PLC -refresher on data literacy. - releasing Learning Specialists, leadership and Curriculum Leaders for learning walks, peer observations, demonstration lessons, curriculum planning and assessment and sourcing teaching resources. - new classroom resources to support delivery.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ 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
Reestablish COP with other Lilydale Network schools to drive consistency and collaboration between school	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ 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
Upskill new Literacy Leaders through Professional Development	☑ Literacy Leader ☑ Principal	☑ PLP Priority	from: Term 1	$12,000.00

			to: Term 4	☐ 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 5.b Building practice excellence	Develop and embed agreed practice models
Actions	1.Re-engage in CoP within the school and within the network. 2.Provide targeted Professional learning.
Outcomes	Students will: * Articulate the 6+1 Writing Traits and explain what these mean in the context of their writing. * Articulate learning goals and how they are going to achieve them (Reading & Writing) *Reflect on their learning goals. * Participate in daily Writers Workshops, including conferencing with their teacher. * Provide & receive peer feedback. Teachers will have: * Embedded the MEPS Writing Structure (Writers Workshop) throughout the year. (Evidenced by planning documentation) * Participate in regular Writing Moderation sessions with colleagues (in and across levels) * Participate in all school and Network based professional learning. *Participate in PLC training, professional learning and embedding of cycles. *Participate in any surveys or discussion around numeracy practice instigated by leadership. *Contribute to the development of a growth data wall (Reading and Writing) * Improved Writing outcomes (teacher judgement and NAPLAN). * Provided evidence of formative assessment practices in their classrooms. * Collaborated with colleagues to develop learning plans for students at different stages. * Participated in Peer Observations and Learning Walks

	*Conducted daily conferences with students (Reading and Writing) where specific feedback is given and goals co-developed/evaluated. *Provide a visual model to refer to in the classroom for other staff. The SIT will: * Drive and deliver AIP priorities. * Lead Data Meetings * Where relevant, participate in network CoP meetings * Timetable, Monitor and participate in Peer Observations and Learning Walks. * Review planning agendas & minutes. * Facilitate the use of data to inform teaching and student goal setting. * Modify meeting schedule and timetable to enable planning time, data analysis and 'in-house' PD. * Build AIP priorities into teacher & leadership PDPs * Conduct demonstration lessons and provide peer feedback. (Learning Specialists, Curriculum Leaders) The Principal / Assistant Principals will: * Work with Network Colleagues to establish a sustainable CoP on Writing. * Participate in regular learning walks and conduct de-brief sessions with teachers. * Ensure a school wide data wall is developed and used as basis of team planning and PDP reviews (Student growth). * Ensure data informs all meetings and planning (Agendas). * Build AIP priorities into all staff PDPs Ensure PLC training, professional learning and implementation of cycles is completed by end of 2023.
Success Indicators	Improved levels of confidence, consistency and capacity in the MEPS staff survey re: the implementation of the Instructional Model (November 2019 and November 2020) * SIT team agendas and minutes. * Learning Specialist, Teaching Partner and Curriculum Leaders feedback. * Learning Walk Data * Peer Observation Notes * Writing Data Wall * Moderation Sessions. * PDPs * Individualized Student Goals. *PLC cycles will become part of professional learning and practice at MEPS.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All staff to participate in PLC training and implementation	☑ All Staff	☑ 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
Engage in COP with other Lilydale Network schools	☑ All Staff ☑ Leadership Team	☐ 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
embed and expand the implementation of the instructional model in writing, reading and speaking and listening including: -staff professional learning	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1	$10,000.00

-releasing Learning Specialists for learning walks, peer observations, demonstration lessons, curriculum planning and assessment and sourcing teacher resources -new classroom resources to support delivery	☑ Learning Specialist(s)		to: Term 4	☐ 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
Appointment of TLI, MiniLit and Macqlit support staff	☑ Leadership Team	☐ 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
Continue through professional learning the expansion and completion of Literacy mapping of curriculum and the development of documentation for planning, practice and assessment for all staff, including specialist roles.	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s) ☑ School Improvement Team	☑ 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 5.c Instructional and shared leadership	Increase teacher efficacy through shared instructional leadership
Actions	1. re-establish SIT team with documented protocols, norms, agenda etc..to focus on data and driving AIP and SSP outcomes. 2. revise roles and responsibilities of numeracy and literacy leaders and upskill leader knowledge 3. Intro PLC and appoint PLC level leaders to embed PLC learning culture and drive practice improvement
Outcomes	Students will: -feel supported through consistent teaching and learning practices -will see similar teaching and learning across grades and levels Teachers will: -have a clear understanding of data and the school's SSP and AIP goals -participate in PLC training and introduction to embedding this initiative into regular practice -participate in improving whole school initiatives to promote improved student outcomes -participate in the co-creation of meeting norms and reviewing our whole school beliefs and actions -participate in any training that is required of them -participate in any aspect of practice improvement such as peer observations, learning walks etc.. -will continue to refer to and adjust practice to be in line with HITS. Leaders will: -ensure all levels of leadership throughout the school have access to appropriate training -work with staff to co-create meeting norms and review and update whole school beliefs and actions -mentor other leaders in their leadership development -ensure SIT meet regularly and that whole school initiatives are driven -ensure PLC is introduced this year and all staff are participating by the end of the year in regular PLC inquiry rounds. -lead by example a culture of collaboration and shared leadership

Success Indicators	New Literacy Leaders have been trained in the Vic Acad. Teaching and Leadership course of Leading Literacy All numeracy leaders have completed the Leading Numeracy course through Vic Academy of Teaching and Leadership a set of agreed meeting norms and beliefs and actions will be constructed and communicated to all staff Sit will meet regularly PLC will be introduced and emerging as regular inquiry cycles by the end of the year A strong culture of collective efficacy around responsibility in leading and ownership of improving strong student outcomes will be evident

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC will be emerging as regular cycles of inquiry by the end of the year.	☑ All Staff	☐ 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
Meeting norms and a review of whole school beliefs and actions will be made and communicated to staff	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$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
Train new Literacy Leaders in the course Leading Literacy by Vic Acad Teaching and Leadership to improve knowledge and acapicity	☑ Literacy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☐ 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
Train numeracy leaders in the Vic Acad Teach and Leadership course of Leading Numeracy to improve knowledge and commence review of whole school teaching and learning in numeracy.	☑ Numeracy Leader ☑ Principal	☑ 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
Create a SIT committee and regular meeting times	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

		☑ School Improvement Team		to: Term 4	☐ 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
Goal 6	Improve student engagement in learning.				
12 Month Target 6.1	Stimulated learning from 77 per cent in 2022 to 82 per cent in 2023 Differentiated learning challenge from 88 per cent in 2021 to 93 per cent in 2023 Motivation and interest from78 per cent in 2022 to 85 per cent in 2023 Self regulation and goal setting from 82 per cent in 2022 to 88 per cent in 2023 Sense of connectedness from 74 per cent in 2022 to 78 per cent in 2023 Student voice and agency from 66 per cent in 2022 to 76 per cent in 2023				
12 Month Target 6.2	Academic emphasis from 68 per cent in 2022 to 76 per cent in 2023 Use of student feedback to improve practice from 69 per cent in 2022 to 79 per cent in 2023 Collaborate to scaffold student learning from 100 per cent in 2022 to maintain this as 100% in 2023 Focus on real life learning problems from 75 per cent in 2022 to 85 per cent in 2023.				
12 Month Target 6.3	Student motivation from 83 per cent in 2022 to 95 per cent in 2023 Student agency and voice from 79 per cent in 2022 to 92 per cent in 2023.				
KIS 6.a **Empowering students and building school pride**	Develop a common understanding of student agency and voice.				
Actions	1. developing a definition of student voice and agency 2. unpack ATOSS with students and survey students to identify more specific issues				

Outcomes	Student will: -work with staff to develop a common definition and understanding of what student voice and agency means at MEPS -participate in opportunities to engage in student voice and agency activities -to participate honestly in annual ATOSS -to participate in the unpacking of the ATOSS issues and co-collaborating in identifying areas and methods of improving targets. Teachers will: -work with and support students in defining a definition of student voice and agency at MEPS -participate in any professional learning around student voice and agency. -to administer 2023 ATOSS with an emphasis on supporting students to understand areas of student voice. -to participate and lead students through the unpacking of the ATOSS and identifying areas that staff can work on in the future around student voice and agency. -include student voice in IEP goals Principal and leadership team will: -provide professional learning for staff -be active in participating in leading and defining what student voice and agency will ultimately stand for at MEPS -participate and promote to students and teachers the importance of student voice and agency
Success Indicators	-the school will have a school wide definition of student voice and agency that has been co-created between staff and students -the school will have a process and data of unpacking the ATOSS with students -staff will have identified areas of concern for students and collaborated with students around ways of moving forward, inclusive of student voice. -staff will provide evidence of student voice and agency when setting IEP goals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff and students define "Student voice and agency"	☑ All Staff ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 2	$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
Staff and students to unpack ATOSS and identify key areas for collaboration	☑ All Staff ☑ Student(s)	☐ 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 6.b Intellectual engagement and self-awareness	Co design opportunities for student agency and voice.
Actions	1. Improve and engage teacher knowledge and practice around student voice and agency 2. Create opportunities for student voice and agency to occur with the school 3. Ensure student voice is evident in IEP's
Outcomes	Students will: -participate in collaborative sessions or meetings around student voice and agency -work collaboratively with staff to define and identify key opportunities for improvements to student voice and agency at MEPS -collaboratively redefine leadership roles -members of JSC will identify key areas that they can become more proactive in their role and promote student voice and agency -students will have a voice and input into their IEP goals

	Teachers will: -support students and work collaboratively to identify areas where students can enhance their voice and agency within the school -participate in any professional learning provided by leadership to increase knowledge and practice around student voice and agency -provide opportunity and document student input into their IEP Principal and Leadership: -will promote improvements in student voice and agency as a key whole school goal -provide staff with professional learning -be proactive and present in sessions involving students unpacking and co-creating improvements. -ensure student voice is provided within IEP and training around IEP and applying student voice.
Success Indicators	-The school will have improved teacher knowledge and practice around promoting and trialing improvements in student voice and agency. -the school may have new or changed role descriptions for our student leaders -student input and suggestion into agency will be analysed and actioned

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff will particpate in professional learning around student voice and agency	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ 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
Role descriptions for our student leadership roles will be written	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

		☑ Student Leadership Coordinator		to: Term 4	☐ 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 6.c Empowering students and building school pride	Embed practices that promote a culture of student agency and voice.
Actions	1. Improve the culture of collaboration with students within the whole school community.
Outcomes	Students will: -work collaboratively with staff in any initiatives and in promoting a strong and co-operative liaison with staff -participate in promoting a culture of student voice and agency across the school. Teachers will: -participate in any professional learning required -embrace and be proactive in promoting a strong culture of collaboration with students to improve student voice and agency. Principals and leadership team: -lead and monitor the promotion and embedding of a culture of student voice and agency. -provide any professional learning for staff -support the promotion of a strong culture by ensuring it is spoken about regularly and connected to our "why" and practice.
Success Indicators	-Students and staff will be able to articulate how and why they work together

Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams