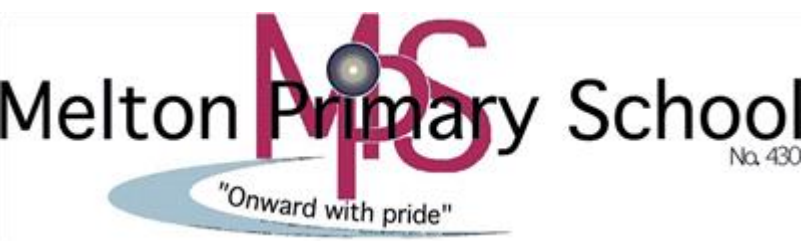


2022 Annual Implementation Plan

for improving student outcomes

Melton Primary School (0430)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	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	Embedding
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	The school has made some gains across some areas and are continuing to strive to further improve across all FISO elements. The keys to our successes have been transparency with our school data, the celebration of successes and the clear line of sight from the data to what we are trying to achieve in our goals. Our instructional model has provided consistency and a common language for the entire school. The maintaining of high expectations during remote learning, saw that some students were able to thrive whilst others who did not engage hindered their ability to achieve and complete the set work.
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Considerations for 2022	English and mathematics Student wellbeing
Documents that support this plan	Melton Primary School (0430) PRSE 2021 - Overall.docx (0.22 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes.
Target 2.1	<p>To increase the percentage of students meeting at and above Benchmark NAPLAN growth:</p> <ul style="list-style-type: none"> ● In reading from 75% (2021) to 82% (2025) ● In writing from 70% (2021) to 80% (2025) ● In numeracy from 77% (2021) to 81% (2025)
Target 2.2	<p>To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3:</p> <ul style="list-style-type: none"> ● In reading from 46% (2021) to 65% (2025) ● In writing from 20% (2021) to 40% (2025)

	<ul style="list-style-type: none"> ● In numeracy from 55% (2021) to 70% (2025)
Target 2.3	To increase the percentage positive AtoSS responses for Stimulated learning from 86% (2021) to 90% (2025)
Key Improvement Strategy 2.a Building practice excellence	Build teacher knowledge and use of assessment practices and curriculum.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop consistent instructional practice.
Goal 3	To improve student voice and agency.
Target 3.1	To increase Student voice and agency from 80% (2021) to 84% (2025) and Self-regulation and goal setting from 88% (2021) to 92% (2025).
Target 3.2	To increase the results of a student survey to be developed by the school and delivered more than once a year. Base line data to be collected in 2022 targets to be set accordingly.
Key Improvement Strategy 3.a	Increase teacher understanding of student voice and agency.

Empowering students and building school pride	
Key Improvement Strategy 3.b Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.
Goal 4	To improve student wellbeing.
Target 4.1	<p>To increase the percentage of positive responses on selected AtoSS factors:</p> <ul style="list-style-type: none"> ● Teacher concern from 76% (2021) to 80% (2025) ● Advocate at school from 94% (2021) to 96% (2025) ● Managing bullying from 87% (2021) to 91% (2025) ● Respect for diversity 86% (2021) to 90% (2025)
Target 4.2	To decrease percentage of students with >20 days absent from 38% (2019 the last year of non-Covid interruptions) to 27% (2025).
Key Improvement Strategy 4.a Curriculum planning and assessment	Create a positive learning environment with high expectations for all students.
Key Improvement Strategy 4.b Empowering students and building school pride	Build upon existing protocols and procedures for encouraging student attendance.
Key Improvement Strategy 4.c Health and wellbeing	Improve the Mental Health programs and support available to students.

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.
Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	<p>Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 76% to 80%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor Teacher concern from 76% (2021) to 80% (2025)</p>
To improve student learning outcomes.	No	<p>To increase the percentage of students meeting at and above Benchmark NAPLAN growth:</p> <ul style="list-style-type: none"> ● In reading from 75% (2021) to 82% (2025) ● In writing from 70% (2021) to 80% (2025) ● In numeracy from 77% (2021) to 81% (2025) 	

		<p>To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3:</p> <ul style="list-style-type: none"> ● In reading from 46% (2021) to 65% (2025) ● In writing from 20% (2021) to 40% (2025) ● In numeracy from 55% (2021) to 70% (2025) 	
		<p>To increase the percentage positive AtoSS responses for Stimulated learning from 86% (2021) to 90% (2025)</p>	
To improve student voice and agency.	No	<p>To increase Student voice and agency from 80% (2021) to 84% (2025) and Self-regulation and goal setting from 88% (2021) to 92% (2025).</p>	
		<p>To increase the results of a student survey to be developed by the school and delivered more than once a year. Base line data to be collected in 2022 targets to be set accordingly.</p>	
To improve student wellbeing.	No	<p>To increase the percentage of positive responses on selected AtoSS factors:</p> <ul style="list-style-type: none"> ● Teacher concern from 76% (2021) to 80% (2025) ● Advocate at school from 94% (2021) to 96% (2025) 	

		<ul style="list-style-type: none"> • Managing bullying from 87% (2021) to 91% (2025) • Respect for diversity 86% (2021) to 90% (2025) 	
		To decrease percentage of students with >20 days absent from 38% (2019 the last year of non-Covid interruptions) to 27% (2025).	

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.		
12 Month Target 1.1	<p>Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 76% to 80%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor Teacher concern from 76% (2021) to 80% (2025)</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy		Yes
KIS 2 Priority 2022 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 2022.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 76% to 80% Increase the school-wide positive endorsement of the AtoSS factor Teacher concern from 76% (2021) to 80% (2025)
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs
Outcomes	Students in need of targeted academic support or intervention will be identified and supported <ul style="list-style-type: none"> • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs • Students will know what the next steps are to progress their learning • Teachers will identify student learning needs based on diagnostic assessment data • Teachers and tutors will plan for differentiation based on student learning data • Teachers will implement differentiated teaching and learning to meet individual student needs • Tutors will provide targeted academic support to students • Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early indicators: <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation • Notes from TLI meetings and planning documentation will show plans to support individual students' learning needs • Formative and summative assessment will show student learning growth

	<ul style="list-style-type: none"> • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • AtoSS factors: stimulated learning, advocate at school 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the Instructional Model to establish how a multi-tiered response model will be adopted in classrooms	☐ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	\$200.00 ☐ 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
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	☐ Wellbeing Team	☐ 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

Develop a shared PDP goal focusing on assessment and differentiation	▢ All Staff	▢ PLP Priority	from: Term 1 to: Term 4	\$100.00 ▢ 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
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	▢ Assessment & Reporting Coordinator	▢ PLP Priority	from: Term 1 to: Term 4	\$100.00 ▢ 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
Increase staff skillset in formative and summative assessment and utilising this data to plan a differentiated curriculum	▢ All Staff	▢ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ▢ 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 to engage in professional reading and development of Numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <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
Assessment programs - PAT, Compass etc	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
MiniLit & LLI Intervention, Numeracy Tutors	□ Leadership Team	□ PLP Priority	from: Term 1 to: Term 4	\$238,928.59 □ 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 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To utilise the Berry Street Model for student engagement and wellbeing. To utilise the Improvement Leadership Groups of Engagement and Wellbeing to focus on events to engage and manage wellbeing of students and staff. To implement the Mental Health in School's Program To implement the Respectful Relationships Strategies Staff wellbeing meeting once a term. Attendance Officer to monitor and track student attendance. Continue publishing the importance of student attendance. Professional development in building staff trust.			
Outcomes	Student attendance and participation to improve. Positive environment and increased student engagement. Students and staff to engage in school events that brings them together on a social element. Classroom lessons to implement Berry Street practices to nurture and build student wellbeing. School to focus on building the wellbeing of the staff and students.			

	The value of student attendance being more significant. Staff to trust each other more.			
Success Indicators	Attendance data Student and staff surveys developed by the school Interviews and focus groups with students Attitudes to School Survey Results Staff Opinion Survey Results Mental Health in Primary Schools Data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff wellbeing and engagement sessions and professional learning with Berry Street	☐ 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
Respectful Relationships Professional Learning	☐ 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

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with wider community support networks in providing supports for families - lunches, uniform, financial and resource supports	<input checked="" type="checkbox"/> Wellbeing Team	<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
Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,157.13 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Recruitment of a Mental Health and Wellbeing Coordinator	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,634.40 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" 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	\$373,928.59	\$373,928.59	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$111,791.53	\$111,791.53	\$0.00
Total	\$485,720.12	\$485,720.12	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	\$20,000.00
Staff to engage in professional reading and development of Numeracy	\$80,000.00
Assessment programs - PAT, Compass etc	\$15,000.00
MiniLit & LLI Intervention, Numeracy Tutors	\$238,928.59
Staff wellbeing and engagement sessions and professional learning with Berry Street	\$10,000.00
Engage with wider community support networks in providing supports for families - lunches, uniform, financial and resource supports	\$10,000.00
Mental Health in Primary Schools Professional Learning	\$12,157.13
Recruitment of a Mental Health and Wellbeing Coordinator	\$99,634.40

Totals	\$485,720.12
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	from: Term 1 to: Term 4	\$20,000.00	<ul style="list-style-type: none"> □ School-based staffing □ Teaching and learning programs and resources □ Professional development (excluding CRT costs and new FTE)
Staff to engage in professional reading and development of Numeracy	from: Term 1 to: Term 4	\$80,000.00	<ul style="list-style-type: none"> □ Teaching and learning programs and resources □ Professional development (excluding CRT costs and new FTE) □ Assets
Assessment programs - PAT, Compass etc	from: Term 1 to: Term 4	\$15,000.00	<ul style="list-style-type: none"> □ Teaching and learning programs and resources □ Support services
MiniLit & LLI Intervention, Numeracy Tutors	from: Term 1 to: Term 4	\$238,928.59	<ul style="list-style-type: none"> □ School-based staffing □ Teaching and learning programs and resources □ Professional development (excluding CRT costs and new FTE)
Staff wellbeing and engagement sessions and professional learning with Berry Street	from: Term 1 to: Term 4	\$10,000.00	<ul style="list-style-type: none"> □ Teaching and learning programs and resources □ Professional development (excluding CRT costs and new FTE) □ CRT
Engage with wider community support networks in providing supports for families - lunches,	from: Term 1	\$10,000.00	<ul style="list-style-type: none"> □ Support services □ Other <p>Food consumables</p>

uniform, financial and resource supports	to: Term 4		
Totals		\$373,928.59	

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
Mental Health in Primary Schools Professional Learning	from: Term 1 to: Term 4	\$12,157.13	<p>□ Tier 1/Category: Whole school approach to positive mental health</p> <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Positive education TBC <p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Respectful Relationships TBC ○ Be You National Initiative for Educators TBC
Recruitment of a Mental Health and Wellbeing Coordinator	from: Term 1 to: Term 4	\$99,634.40	<p>□ Tier 1/Category: Whole school approach to positive mental health</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Additional teacher Teacher

Totals		\$111,791.53	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	Wellbeing Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Collaborative Inquiry/Action Research team Curriculum development 	<ul style="list-style-type: none"> Whole School Pupil Free Day Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning Communities of Practice PLC/PLT Meeting 	<ul style="list-style-type: none"> External consultants Murdoch Institute 	On-site
Staff to engage in professional reading and development of Numeracy	All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Design of formative assessments Curriculum development Demonstration lessons 	<ul style="list-style-type: none"> Whole School Pupil Free Day PLC/PLT Meeting 	<ul style="list-style-type: none"> External consultants Michael Ymer 	On-site
Staff wellbeing and engagement sessions and professional learning with Berry Street	All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Preparation Curriculum development Demonstration lessons 	<ul style="list-style-type: none"> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> External consultants Berry Street 	Off-site Network school
Respectful Relationships Professional Learning	Wellbeing Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Curriculum development Student voice, including input and feedback 	<ul style="list-style-type: none"> Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning 	<ul style="list-style-type: none"> External consultants Regional staff 	On-site

Mental Health in Primary Schools Professional Learning	Wellbeing Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Curriculum development Student voice, including input and feedback 	<ul style="list-style-type: none"> Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning Communities of Practice 	<ul style="list-style-type: none"> External consultants Murdoch institute 	<ul style="list-style-type: none"> On-site
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