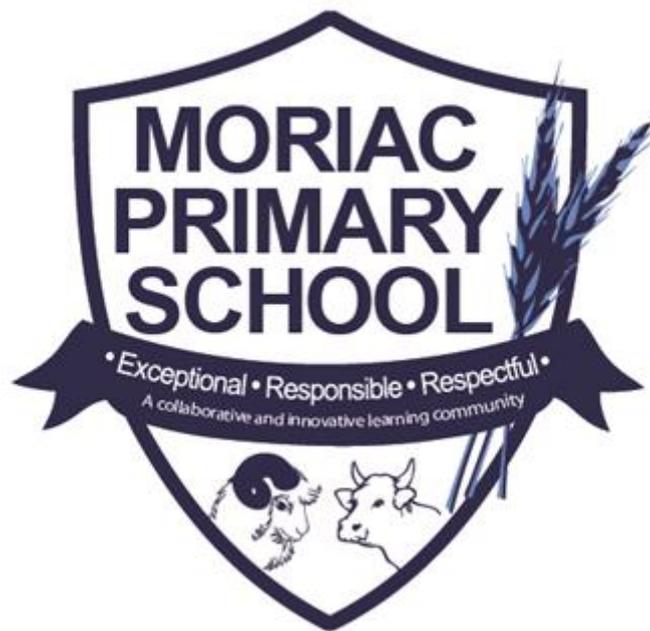# 2023 Annual Implementation Plan

for improving student outcomes

Moriac Primary School (4117)

Submitted for review by Mark Zahra (School Principal) on 13 December, 2022 at 10:22 AM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 09 February, 2023 at 03:38 PM
Endorsed by Dan Dwyer (School Council President) on 17 February, 2023 at 08:48 AM

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	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 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	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	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	We have initiated a number of processes across the school (i.e. Academic, PLC, Wellbeing). These processes have been well received by staff and all PL has linked to these priorities in 2022.
Considerations for 2023	2023 will need to be a year of consolidation without any 'new' major initiatives. GVC is now in place for Maths and English - Teacher Practice will need to be refined through coaching and peer observations.

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 develop independent learners who achieve their maximum learning outcomes in literacy and numeracy
Target 2.1	By 2023, increase the percentage of students meeting or above benchmark growth in NAPLAN in: • Writing from 54.2% (2019) to 75% • Spelling from 62.5% (2019) to 80% • Grammar and Punctuation from 54.2% (2019) to 75%
Target 2.2	Maintain 75 per cent of students in the top two bands in Reading and Numeracy between Year 3 and Year 5:

NAPLAN	Top Two Bands	
	2019	2021

Reading	51%	38%	
Numeracy	35%	27%	

Target 2.3	By 2023 increase the percentage of students making 12 months or more growth in teacher judgement. The school in conjunction with the Senior Education Improvement Leader (SEIL) will set these targets.

Students at or above standard as measured by Vic Curriculum progression points		2019	2023
Years 1–6	Writing	(17% - in 2018)	30%

Target 2.4

Increase the percentage of positive responses on the following factors on the SSS:

- Use of Pedagogical Model from 75% (2019) to at or above 85%
- Understand Curriculum from 73% (2019) to at or above 90%
- Professional learning targeted to improve Literacy and Numeracy from 73% (2019) to at or above 85%
- Instructional Leadership from 73% (2019) to at or above 80%

Target 2.5

Increase the percentage of positive responses on the AToSS: Stimulated learning factor from 76% (2019) to at or above 85%

Key Improvement Strategy 2.a Building practice excellence	Embed the pre-conditions for academic success across the school Curriculum, PLC, SWPB, RTI, Planning, PL Strategy
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop an agreed approach the effective teaching of writing across Prep -Year 6
Key Improvement Strategy 2.c Curriculum planning and assessment	Implement and monitor an agreed approach the effective teaching of writing across Prep -Year 6
Key Improvement Strategy 2.d Building practice excellence	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning need
Key Improvement Strategy 2.e Curriculum planning and assessment	Develop an agreed approach the effective teaching of numeracy across Prep -Year 6
Goal 3	To develop students who feel empowered to achieve and influence their own learning
Target 3.1	By 2023 there will be an increase in postive responses on the POS: teacher communication factor from 72% (2019) to at or above 85%
Target 3.2	By 2023 there will be an increase in positive responses on the AToSS for the factors: • Student agency from 71% (2019) to to at or above 85% • Differentiated learning challenge from 85% (2019) to at or above 90% • Self–regulation and goal setting from 87% (2019) to at or above 90%

Target 3.3	By 2023 there will be an increase in positive responses on the SSS for the factors: • Promote student ownership of learning goals from 58% (2019) to 80% • Use student feedback to improve practice from 75% (2019) to 85%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop an agreed School approach to student voice, agency and leadership to enhance student learning experiences and foster authentic student leadership.
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher capacity to empower students to take responsibility for their own learning growth
Key Improvement Strategy 3.c Building communities	Empower students to actively contribute to the design and implementation of school programs and learning opportunities.
Goal 4	Strengthen the social and emotional wellbeing of all students
Target 4.1	**AToSS outcomes** By the end of the SSP the AToSS will show an increase in outcomes in: • _Resilience_ from 78% to be greater than 85%. • _Sense of Connectedness_ from 78% to be greater than 85%. • _Sense of Confidence_ from 75% to be greater than 85%.

Target 4.2	POS outcomes By the end of the SSP the POS will show an increase in outcomes in: • student development (confidence and resilience skills) from 77% to be greater than 85%.
Key Improvement Strategy 4.a Health and wellbeing	Investigate and develop the Moriac Student, utilising the response to intervention model and School Wide Positive Behaviour Framework to support the social and emotional wellbeing of all students.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Strengthen student connectedness to the school and broader community.
Key Improvement Strategy 4.c Parents and carers as partners	Develop parent and community partnerships to promote a safe and inclusive environment.

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	Increase in number of students in the top two bands for (year 3) Numeracy (40%) and Reading (60%)Writing: Maintain number of students in the top two bands for (year 3)Students making Low Growth (year 5)Writing: below 25%Reading: below 20%Number: below 25%AtoSS: Resilience % of students with normal to high resilience 75%SSSPeer Observations: 75%Feedback: 65%Active Participation: 65%
To develop independent learners who achieve their maximum learning outcomes in literacy and numeracy	No	By 2023, increase the percentage of students meeting or above benchmark growth in NAPLAN in: • Writing from 54.2% (2019) to 75% • Spelling from 62.5% (2019) to 80% • Grammar and Punctuation from 54.2% (2019) to 75%	
		Maintain 75 per cent of students in the top two bands in Reading and Numeracy between Year 3 and Year 5: | NAPLAN	Top Two Bands	
	2019	2021		

Reading	51%	38%
Numeracy	35%	27%

By 2023 increase the percentage of students making 12 months or more growth in teacher judgement. The school in conjunction with the Senior Education Improvement Leader (SEIL) will set these targets.

Students at or above standard as measured by Vic Curriculum progression points		2019	2023
Years 1–6	Writing	(17% - in 2018)	30%

Increase the percentage of positive responses on the following factors on the SSS:

- Use of Pedagogical Model from 75% (2019) to at or above 85%
- Understand Curriculum from 73% (2019) to at or above 90%
- Professional learning targeted to improve Literacy and Numeracy from 73% (2019) to at or above 85%
- Instructional Leadership from 73% (2019) to at or above 80%

Increase the percentage of positive responses on the AToSS: Stimulated learning factor from 76% (2019) to at or above 85%

To develop students who feel empowered to achieve and influence their own learning	No	By 2023 there will be an increase in postive responses on the POS: teacher communication factor from 72% (2019) to at or above 85%	
		By 2023 there will be an increase in positive responses on the AToSS for the factors: • Student agency from 71% (2019) to to at or above 85% • Differentiated learning challenge from 85% (2019) to at or above 90% • Self–regulation and goal setting from 87% (2019) to at or above 90%	
		By 2023 there will be an increase in positive responses on the SSS for the factors: • Promote student ownership of learning goals from 58% (2019) to 80% • Use student feedback to improve practice from 75% (2019) to 85%	
Strengthen the social and emotional wellbeing of all students	No	**AToSS outcomes** By the end of the SSP the AToSS will show an increase in outcomes in: • _Resilience_ from 78% to be greater than 85%. • _Sense of Connectedness_ from 78% to be greater than 85%. • _Sense of Confidence_ from 75% to be greater than 85%.	
		POS outcomes By the end of the SSP the POS will show an increase in outcomes in:	

		• student development (confidence and resilience skills) from 77% to be greater than 85%.	

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	Increase in number of students in the top two bands for (year 3) Numeracy (40%) and Reading (60%) Writing: Maintain number of students in the top two bands for (year 3) Students making Low Growth (year 5) Writing: below 25% Reading: below 20% Number: below 25% AtoSS: Resilience % of students with normal to high resilience 75% SSS Peer Observations: 75% Feedback: 65% Active Participation: 65%	
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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2023 Dimension		
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	Increase in number of students in the top two bands for (year 3) Numeracy (40%) and Reading (60%) Writing: Maintain number of students in the top two bands for (year 3) Students making Low Growth (year 5) Writing: below 25% Reading: below 20% Number: below 25% AtoSS: Resilience % of students with normal to high resilience 75% SSS Peer Observations: 75% Feedback: 65% Active Participation: 65%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to identify appropriate diagnostic assessments to collect student data Build staff capability to design formative and summative assessments to collect student data Build staff capacity to design differentiated learning programs for students Build staff capacity to use HITS to support student learning
Outcomes	Students regularly have opportunities to demonstrate their learning Teachers use diagnostic, formative and summative assessment Teachers design their own assessment materials including task outlines, rubrics, ZPD/Trackers Teachers collaborate on unit and weekly planners

	Teachers build their pedagogical practices to support student learning Leaders refer to evidence to support their decisions Leaders support staff to improve their planning and assessment practices through prioritising time and providing professional learning opportunities through PLC and PL sessions
Success Indicators	NAPLAN Data SSS AtoSS Assessment Schedule PLC Minutes

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL/Meeting Schedule	☑ 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
Assessment Schedule	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$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 |
| Refresh peer observations with a focus on differentiation in the classroom | ☑ 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 |
| Organise Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation | ☑ 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
Dibels Training	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 1	$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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	To further enhance the SWPBS Universal Prevention Action Plan through ongoing professional learning. To incorporate DI, Mental Health and Respectful Relationships into the school.
Outcomes	Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Students identify appropriate behaviours in different settings Students show enhanced resilience in the classroom Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours Teachers collect and collaboratively analyse student behaviour data using the learning management system Teachers use consistent language to discuss positive behaviours, and major and minor behaviours Leaders create an wellbeing team Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS Parents/carers/kin understand the desired school behaviours and the procedures for responding to major and minor behaviours

Success Indicators	Expected behaviours are displayed prominently throughout the school
	Behaviour records in learning management system
	Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours
	Use of SWPBS language evident in peer observations
	Focus groups responses reflect improved relationships between staff and students, students and students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create Wellbeing working party	☑ 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
Create teacher toolkits for responding to behaviours - creating adjustments for students	☑ Disability Inclusion Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ 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
Release staff to be trained at Mental Health Teachers	☑ Principal	☐ 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
Employ Allied Health staff to support Mental Health (OT/Speech)	☑ Disability Inclusion 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
Audit effective teaching and learning practices in SWPBS	☑ All Staff	☑ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ 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 to Employ DI Coordinator	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☐ 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 ES Staff	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☐ 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	$12,829.50	$12,829.50	$0.00
Disability Inclusion Tier 2 Funding	$102,868.90	$102,868.90	$0.00
Schools Mental Health Fund and Menu	$31,324.07	$31,324.07	$0.00
Total	$147,022.47	$147,022.47	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Create teacher toolkits for responding to behaviours - creating adjustments for students	$15,000.00
Release staff to be trained at Mental Health Teachers	$5,000.00
Employ Allied Health staff to support Mental Health (OT/Speech)	$20,000.00
Continue to Employ DI Coordinator	$60,000.00
Employ ES Staff	$60,000.00
Totals	$160,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Create teacher toolkits for responding to behaviours - creating adjustments for students	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Release staff to be trained at Mental Health Teachers	from: Term 2 to: Term 4	$2,829.50	☑ CRT
Totals		$12,829.50	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Create teacher toolkits for responding to behaviours - creating adjustments for students	from: Term 1 to: Term 4	$5,000.00	☑ Other workforces to support students with disability • Occupational therapy
Release staff to be trained at Mental Health Teachers	from: Term 2 to: Term 4	$2,170.50	☑ Professional learning for school-based staff • Teachers
Continue to Employ DI Coordinator	from: Term 1 to: Term 4	$60,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability Inclusion Coordinator

Employ ES Staff	from: Term 1 to: Term 4	$35,698.40	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Totals		**$102,868.90**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Employ Allied Health staff to support Mental Health (OT/Speech)	from: Term 1 to: Term 4	$31,324.07	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** o Employ Mental Health Staff in school (eduPay or non-teaching staff)
Totals		**$31,324.07**	

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
PL/Meeting Schedule	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Refresh peer observations with a focus on differentiation in the classroom	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Dibels Training	☑ Literacy Leader	from: Term 1 to: Term 1	☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Dibels	☑ Off-site Online
Create Wellbeing working party	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Audit effective teaching and learning practices in SWPBS	☑ All Staff	from: Term 1 to: Term 1	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Continue to Employ DI Coordinator	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Communities of Practice	☑ Learning Specialist	☑ On-site