

2024 Annual Implementation Plan

for improving student outcomes

Mount Eliza Primary School (1368)



Submitted for review by Kim Wheeler (School Principal) on 27 January, 2024 at 07:46 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 02 February, 2024 at 12:55 PM
Endorsed by Dean Charge (School Council President) on 20 February, 2024 at 09:26 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve the learning growth of every student by at least 12 months in literacy and numeracy. Ensure the wellbeing of all students, with a minimum of 2% increase across the AtoSS factors identified in the SSP.</p>
<p>Improve the learning growth of every student in literacy and numeracy.</p>	No	<p>Increase the percentage of students achieving above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Writing from 18% (2021) to 22% (2026) • Reading from 29% (2021) to 31% (2026) • Numeracy from 29% (2021) to 31% (2026). 	
		<p>Increase the percentage of Year 5 students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> • Writing from 19% (2021) to 23% (2026) • Reading from 51% (2021) to 54% (2026) • Numeracy from 47% (2021) to 49% (2026). 	
		<p>Increase the percentage positive endorsement for the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 66% (2021) to 71% (2026) • Guaranteed and viable curriculum from 75% (2021) to 78% (2026) 	

		<ul style="list-style-type: none"> • Knowledge of high impact teaching strategies from 72% (2021) to 77% (2026). 	
		<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 76% (2021) to 82% (2026) • Differentiated learning challenge from 81% (2021) to 85% (2026). 	
Strengthen social and emotional wellbeing of students.	No	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 76% (2021) to 78% (2026) • Sense of inclusion from 86% (2021) to 89% (2026) • Sense of connectedness from 78% (2021) to 80% (2026). 	
		<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> • Confidence and resilience skills from 92% (2021) to 93% (2026). 	
Empower students to be engaged learners.	No	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 60% (2021) to 65% (2026) • Stimulated learning from 69% (2021) to 77% (2026) • Self regulation and goal setting from 82% (2021) to 86% (2026). 	
		<p>Increase the percentage positive endorsement for the School Staff Survey factor:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 78% (2021) to 82% (2026) 	

		<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> • Student voice and agency from 83% (2021) to 86% (2026). 	
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Goal 1	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	
12-month target 1.1-month target	<p>Improve the learning growth of every student by at least 12 months in literacy and numeracy.</p> <p>Ensure the wellbeing of all students, with a minimum of 2% increase across the AtoSS factors identified in the SSP.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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
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.		

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Improve the learning growth of every student by at least 12 months in literacy and numeracy. Ensure the wellbeing of all students, with a minimum of 2% increase across the AtoSS factors identified in the SSP.
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL Build staff capacity to organise, document and implement high quality evidence-based approaches to teaching and learning, with a particular focus on the roll out of the Mathematics 2.0 curriculum in 2024.</p> <p>ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL Implementation of consistent tools and processes for data collection and analysis to support student learning.</p> <p>ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL Develop a whole school approach to inquiry to facilitate increased student learning engagement and develop cohesion between content and implementation.</p>
Outcomes	<p>ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL Leaders will:</p> <ul style="list-style-type: none"> - facilitate the development of an overarching instructional framework for consistent planning, teaching and learning (MEPS LEARN framework); - facilitate the development of consistent planning documents with access to all staff through the Shared Drive; - assist staff to make links between the Numeracy Instructional Practices model introduced in 2023 and inquiry models with the new

LEARN framework;

- clarify the scope and sequence of learning for teaching English (Phonological Awareness, Phonics, Spelling and Morphology - Scope and Sequence);
- develop structures and professional learning opportunities to support staff growth as practitioners; and
- facilitate the development of a Teaching and Learning Toolkit to support the implementation of the LEARN framework and teacher instructional practice (work with Bron Rylie Jones to develop an instructional practice playbook that is how we teach at MEPS).

Teachers will:

- implement a consistent approach to curriculum planning across the curriculum, including the use of agreed planning documents following the LEARN framework, with access to all staff through the Shared Drive;
- use consistent tools and processes for communication, planning and data collection to support student learning;
- plan for, implement and reflect on the use of High Impact Teaching Strategies (HITS) to differentiate the curriculum for the cohort and maximise student learning growth;
- demonstrate confidence in the teaching of Mathematics, acknowledging individual strengths in presenting content and finding out how to teach other areas with greater confidence; and
- follow school processes and protocols for delivering instruction, including clear LI and SCs.

Students will:

- be aware of the instructional framework model/lesson structure and how this supports their learning (LEARN and HITS);
- be able to articulate what they are learning and why;
- experience success and celebrate the acquisition of knowledge and skills;
- demonstrate increased confidence in themselves as learners - "I can do Maths" - irrespective of background and/or gender;
- recognise 'real world' relevance in lessons and how knowledge/skills can be transferred across curriculum areas; and
- know how to set goals and what it means to successfully achieve them.

ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL

Teachers & Leaders will:

- develop their understanding of the purpose and use of different assessments;
- Develop assessments that track growth and inform Tier 2 interventions;
- ensure that accurate student achievement is recorded in semester based reports via Compass that provide families with purposeful and individualised information about their child; and
- build on the PLC processes to create a culture of working collaboratively to continuously improve teaching and learning. This will include teams meeting and engaging in reflective practice; analysing a range of data; and planning and evaluating curriculum, lessons and assessments to ensure students are learning at their point of need.

Teachers will:

- develop their understanding of data, how to interpret various data sets and how best to use this information to inform their teaching

practices;

- further build PLC structures and understanding to support use of hard and soft data to inform teaching and learning;
- select and implement the most effective pedagogical approach to meet the needs of their learners;
- develop rich assessment tasks linked to the 2.0 Mathematics curriculum.
- consistently implement the agreed assessment schedule;
- provide regular feedback and monitor student progress using data towers and data sheets;
- develop Common Assessment Tasks (CATs) to support the assessment of student learning over a period of time (e.g., unit of work; inquiry period etc); and
- through the analysis of data, identify and support students with low learning growth via the use of differentiated teaching, IEPs and targeted interventions.

Students will:

- know what their next steps are to progress their learning based on their own data.
- be able to set their own learning goals.

ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL

Leaders will:

- Refine the approach to sub school 'Area Themes' to enhance student agency, voice and engagement.
- Facilitate the review and development of the MEPS Program of Inquiry, activating expert advice.

Teachers & Leaders will:

- seek to link the specialist and classroom programs to engage learners in real life contexts and deliver opportunities for guided inquiry.
- review and develop a whole school program of inquiry that incorporates knowledge, skills and conceptual understandings.

Teachers will:

- balance explicit stand-alone teaching with the integration of inquiry units across subject areas with a focus on greater transdisciplinarity where possible.
- embed the Capabilities within inquiry units.

Students will:

- demonstrate increased engagement in their learning.
- develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.
- feel a sense of connection to their learning, demonstrating student voice and agency.

Success Indicators

ACTION # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL

Early Indicators

- Staff becoming familiar with the LEARN framework.
- Staff using the collaborative planning documents, providing feedback for improvement/s.
- Staff provided opportunities for coaching to develop their capacity to implement evidence based teaching approaches.
- PLC protocols and processes implemented by teams.
- Time allocated in lessons for student responses in the plenary (reflection) section of the instructional models.
- PL schedule facilitating PLC meetings and opportunities to share practice (e.g., staff meetings, Communities of Practice).
- Curriculum documentation will show plans for differentiation, including incorporation of HITS, particularly in numeracy.
- Documentation updated to ensure that staff are aware of the school's processes and protocols (Staff Handbook).
- Observations of changes to instructional practices through classroom observations.

Late Indicators

- MEPS LEARN framework embedded across the school.
- Year level planners are shared and organised with a view to developing access for all staff and consistency.
- NAPLAN (top two bands and growth).
- PAT results demonstrate consistency in growth across the school.
- Semester 2 teacher judgements.
- Student feedback is positive regarding the work they are doing - level is 'just right', understanding of the LEARN framework and use of common strategies.
- TLI data will show learning growth for students tagged as requiring additional support (as per NAPLAN 2023 data).
- Long-term changes in students' attitudes towards Mathematics: Students are able to: access their mathematical vocabulary to understand what the question is asking them to solve a greater range of problems; demonstrate conceptual understanding and the skills that lay the foundations for the Mathematics proficiencies of Understanding, Fluency, Problem Solving and Reasoning; make sense of problems and persevere in solving them; use multiple representations and strategies (i.e., concrete, pictorial & abstract) to solve problems.
- Documentation of student goal-setting.

ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL

Early Indicators

- PLC teams continue to analyse and assess the type and purpose of assessment measures and selecting those that are the most relevant for their learners.
- reduction of reliance on third party programs and/or software to generate student achievement data.
- Planning for and use of CATs to gather data 'of learning'.
- Use of rich assessment tasks to inform Mathematics teaching.

Late Indicators

- Whole school shared data approach.
 - Identification of a wide variety of assessment practices with a focus on gathering soft and hard data.
 - Documentation of student learning goals.
 - Assessments developed that track growth and inform Tier 2 interventions.
- ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL**
- Early Indicators**
- Focus group feedback regarding cognitive/learning engagement (from a variety of community sources).
 - Observable student engagement in classroom lessons.
 - Formative feedback from students.
 - Identification and reporting on Victorian Curriculum: Personal and Social Capabilities and embedded in planning documents.
- Late Indicators**
- Updated Program of Inquiry Map developed for Prep - Year 6.
 - Improved results in surveys, including AtoSS, Staff Opinion Survey and Parent Opinion Survey.
 - Increased staff understanding of the inquiry approach and how to make greater connections across curriculum areas (transdisciplinarity).
 - Semester 2 judgements against the relevant Capabilities.
 - Student Reflections in Reports.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL 1. Continue to define and refine leadership structures and teams so that the work is meaningful and streamlined.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL 2. Continue to investigate the Science of Reading and best practice for literacy learning, ensuring that school approaches are evidence based.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

3. Continue to strengthen understanding and work around IEP, IBP and ISP processes for consistent and purposeful implementation.	<input checked="" type="checkbox"/> Disability inclusion coordinator		to: Term 4	
ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL 4. Develop and implement a Professional Learning plan that is responsive and supports staff to manage systems and to identify and meet students' individual needs, particularly Tier 2 and those with disabilities; implementation of Mathematics 2.0 and in developing a Teaching and Learning Toolkit (Bron Ryrie Jones).	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL 5. Embed time for moderation in the meeting/PL schedule.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTON # 1: TEACHING AND LEARNING - HIGH QUALITY TEACHING FOR ALL 6. Continue to promote a focus on developing fluency and Vocabulary in Mathematics in our learners both inside and outside the classroom through teacher action and parent engagement.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL 1. Implementation of a range of assessments, with results documented for growth and analysed to inform future planning.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL 2. Lock in an updated assessment schedule and continue to adjust student reports on the Compass platform as necessary.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL 3. Embed data literacy, across various assessments and platforms, into the PL schedule.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>ACTION #2: ASSESSMENT - HIGH QUALITY TEACHING FOR ALL 4. Develop an assessment framework for Tiers 2/3 to support the RTI approach.</p>	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 1. Investigate external supports for senior school student engagement that has the 'stickiness factor'; connecting the students to the school and providing opportunities to learn and grow beyond the classroom e.g., Real Life learning; Compass program, leadership programs etc.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Sub school leader/s 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 2. Consolidate the Senior School theme 'Leaders of Today and Tomorrow' so that this is clear to the school community.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 3. Research various inquiry models and develop a model that supports the LEARN framework.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<p>ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 4. Audit specialist program in light of possible changes to sessions/timing/provisions in 2025 (i.e., one hour sessions) due to a variety of funding constraints. Develop a survey/conduct focus groups for feedback from all stakeholders to ensure that the</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

specialist program meets the needs of DoE and the MEPS community moving forward.					
ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL. 5. Continue to develop understanding regarding play-based approaches (Reggio Emilia) and research opportunities to support inquiry on a larger scale, as per SEAL recommendation, such as the International Baccalaureate Primary Years Program (IB-PYP).		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 6. Use the 150th School Anniversary celebrations in Term 4, and other relevant events, as a lever for developing whole school overarching 'themes'.		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 7. Inquiry themes and key concepts will be mapped across the year Prep - Year 6, utilising expert advise.		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
ACTION #3: INQUIRY & COGNITIVE ENGAGEMENT - HIGH QUALITY TEACHING FOR ALL 8. Link specialist programs to our sub school themes and inquiry units.		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

<p>Actions</p>	<p>ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES Strengthen the whole school approach towards social and emotional learning (SEL) with a particular focus on the Victorian Curriculum Capabilities.</p> <p>ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT Consolidate and strengthen the understanding and use of multi-tiered systems of support that target and enhance student learning achievement, inclusion, wellbeing and engagement.</p> <p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES Foster a safe, calm and orderly environment to support DoE priority goals, developing clear and consistent approaches to behaviour that set and maintain expectations in lessons and throughout the school environment.</p>
<p>Outcomes</p>	<p>ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES Whole School:</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting social and emotional wellbeing. - Teachers, leaders and the school community will focus on our school vision to build a 'community connected in kindness through relationships, learning and values' by empowering students with friendship skills. <p>Leaders will:</p> <ul style="list-style-type: none"> - support the continuous development, documentation and revision of whole school wellbeing approaches; - assist staff to integrate social and emotional wellbeing learning into school practice and programs; and - renew RRRR engagement as a lead school. <p>Teachers will:</p> <ul style="list-style-type: none"> - implement a range of interventions in their classroom to support student social and emotional wellbeing; - plan for and implement social and emotional learning within the curriculum; and - familiarise themselves with the Victorian Curriculum Capabilities and teach these explicitly in and through the learning areas. <p>Students will:</p> <ul style="list-style-type: none"> - participate in explicit lessons related to social and emotional dimensions e.g., Friendology, RRRRs; - report improved emotional awareness and resilience; - be able to explain what positive mental health means and where they can seek support at school; - feel supported and engaged in the school and contribute to a strong classroom culture; and - use their friendship skills to create lasting and meaningful relationships within the school community to build a sense of belonging and connectedness.

ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT

Leaders will:

- connect students and families to allied health and mental health services where appropriate; and
- facilitate DIP applications for identified students.

Leaders and Teachers will:

- establish intervention/small group programs to meet students' learning needs.

Teachers will:

- support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers;
- be able to recognise, respond to and refer students' mental health needs;
- use a response to intervention (RTI) approach when planning for student learning, engagement and wellbeing; and
- document support towers as a driver of collective responsibility for identification, intervention and reflection to support student learning and wellbeing.

Students will:

- understand that each student works at their own pace and has their own individual needs;
- use the school Value of 'Challenge' as a driver to give new learning 'a go';
- identify and practise skills for improvement across the curriculum; and
- articulate 'where to next' for improving their learning and set reasonable and attainable goals.

ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES

Whole School:

- The 'Together We Grow' Steps will have clearly articulated practices and procedures followed by the school community. This model will provide steps for learning and growing together to create a positive, safe and orderly environment at MEPS.

Leaders will:

- develop the 'Together We Grow' Steps and communicate this with the whole school community;
- develop a revamped MEPS Awards system that encourages students to achieve and follow expectations; and
- develop a system for persistent/significant behaviour incidents through the introduction of the MEPS Reflection Room, including clear processes.

Teachers/Staff will:

- prioritise the development of relationships with students (student to teacher and peer to peer);
- ensure that routines and essential agreements are clear, effective and reviewed regularly;
- catch students using desired behaviours using the Ready to Learn Continuum and positive acknowledgement system;

	<ul style="list-style-type: none"> - explicitly teach the school's Ready to Learn processes and protocols and consistently implement these; and - have a collective responsibility for all students and regularly discuss and check-in regarding student needs during collaborative planning. <p>Students will:</p> <ul style="list-style-type: none"> - develop strong relationships with peers/staff; - acknowledge that it is 'cool to be kind @ MEPS'; - have a clear understanding about the processes, expectations and follow up to the 5Rs 'Ready to Learn' Continuum and follow these; and - respond to positive acknowledgment.
<p>Success Indicators</p>	<p>ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Student support resources displayed around the school will show processes. - Curriculum documentation will show plans for social and emotional learning e.g., RRRR and Friendology. - Capabilities are more explicitly planned for and taught. - Student support resources (i.e., Friendology posters) displayed around the school will show how students can develop SEL skills and seek support. - Identification and reporting on Victorian Curriculum: Personal and Social Capabilities ?and embedded in planning documents. <p>Late Indicators</p> <ul style="list-style-type: none"> - Evidence of social and emotional learning content across all year level planners. - Students will use the language of friendship to solve issues in the yard. - Victorian Curriculum: Personal and Social Capability. - AtoSS factors: sense of connectedness; emotional awareness and regulation; psychological distress; resilience; bullying. - Greater connection with RRRR CoP. <p>ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Documentation of referrals / communication processes. - Internal and external professional learning attendance and shared readings for staff are documented. - Case managers will be assigned as the lead to support students with acute wellbeing needs. - IEP/BSP/ISPs and SSG documents developed, implemented and shared with all key stakeholders to support student learning and wellbeing. - Consistent use of Compass Chronicle to record and track student behaviour and wellbeing. - Use of Compass to track attendance data and inform action to keep students engaged.

- Late Indicators
- Health and wellbeing dashboards.
 - Students' engagement in wellbeing programs e.g., Drumbeat, Lego Club.
 - Teacher reports of student wellbeing concerns via Compass.
 - Semester 2 judgements against the Wellbeing Capabilities.
 - Continue to track students using a Response to Intervention framework, including reflection of IEP/BSP/ISP goals.
 - SSG minutes.
 - ES Meeting schedule and minutes of meetings.
 - Engagement data (attendance) from learning management system, Compass.
 - Student supports towers reflect less intensive support required for less students.
 - AtoSS results, particularly related to learning challenge.
 - Documentation of student goal-setting.

ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES

Early Indicators

- Student support resources displayed around the school will reflect clear processes.
- Case managers will be assigned as the lead to support students with acute wellbeing/behaviour needs.
- Consistent use of Compass Chronicle to record and track student behaviour and wellbeing.
- Staff and students will have documents that outline the steps to support the Ready to Learn Continuum.
- Use of Pastoral Care notes in Compass Chronicle to enable a collective responsibility for student engagement and wellbeing from the entire staff team.
- Assembly schedule and foci for MEPS Awards designated.
- Consistent use of the 'Ready to Learn' continuum visible when going into classrooms and talking to staff and student focus groups.
- See evidence of student check-in conversations in collaborative planning notes.

Late Indicators

- Observable increase in staff capacity to collect, analyse and respond to student wellbeing data.
- Compass Chronicle data (e.g., reduction in suspensions; Reflection Room data).
- Improved student, staff and parent perception survey results. AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, bullying and resilience.
- Feedback from students and families regarding the updated MEPS Awards system.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES	☑ All staff	☑ PLP Priority	from: Term 1	\$0.00

1. Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include resources from the Schools Mental Health Menu).	<input checked="" type="checkbox"/> School improvement team		to: Term 4	
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 2. Audit curriculum planning documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Link these to the inquiry program where possible.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 3. Continue to develop and implement curriculum resources to reflect wellbeing and social-emotional learning focus.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 4. Embed consistent processes for using Compass Chronicle to document student wellbeing data.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 5. Embed the Friendology program to support healthy relationships.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 6. Principal class/SIT to share the school's approach to social and emotional learning at Parent Information Night (to set the scene)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

and regularly through Newsletters and communication with families.				
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 7. Consider how the cross-age House system can be utilised more effectively for connecting students across the school for activities in addition to sporting ones.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 8. Review student leadership program so that it is meaningful and manageable to run.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #1: SOCIAL & EMOTIONAL LEARNING - WIDER STRATEGIES 9. Map links between core curriculum and capabilities and how these can be taught in context.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 1. Develop and document policies and processes that show how regular student wellbeing data will be collected and managed.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 2. Continue to strengthen understanding and work around IEP and BSP/ISP processes for consistent and purposeful implementation. Increase use of student voice and agency to support the process.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 3. Attendance data is monitored and students identified with attendance concerns.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Disability inclusion coordinator			
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 4. Organisation of opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 5. Where suitable, use of ES staff to provide small group instruction and various intervention programs.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 6. Embed the 'Movin' on Up at MEPS' approach for key transitions.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 7. Tier 1 supports are mobilised effectively to drive student learning and wellbeing that benefits all learners. Eg. Curriculum Programs such as MSL implemented with fidelity and continuity P-3 Eg. Social and Emotional Learning explicitly planned and taught to teach skills for students to be ready to learn.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #2: INCLUSION & INTERVENTION - TARGETED ACADEMIC SUPPORT 8. Investment in Professional Learning for MSL for key staff in Early Years and Middle School.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
ACTION #2: POSITIVE BEHAVIOUR DEVELOPMENT - TARGETED ACADEMIC SUPPORT 9. Investigate Tier 1 and 2 evidence based programs to support student wellbeing.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
ACTION #2: POSITIVE BEHAVIOUR DEVELOPMENT - TARGETED ACADEMIC SUPPORT 10. Continue to employ the Head of Inclusion and Intervention.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$132,504.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 1. Refine key wellbeing roles and responsibilities to support student engagement and wellbeing.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 2. Continue to develop and review wider staff roles and responsibilities to encourage staff engagement and career development; as a result also providing additional opportunities for student engagement e.g., Chess Club coordinator.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>3. Investigate and embed programs and/or opportunities from the Schools Mental Health Menu.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team 		<p>to: Term 4</p>	
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 4. Gather data on student wellbeing/behaviour needs to inform referral to mental health professionals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 5. Consider best modes of practice and efficacy for utilising the School Counsellor/Psychologist role. Employ the 'right' person for this position.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$53,900.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 6. Development of principles and practices that support the successful implementation of our MEPS Ready to Learn Model, using the High Impact Wellbeing Strategies as a supporting reference.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 7. Consolidate the establishment of regular lunchtime school clubs that promote social skill development and positive relationships including the use of the POD to meet student needs (i.e., Reflection and social skills groups).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 8. Principal class/SIT to share the school's approach to developing a positive behaviour culture at Parent Information Night (to set the scene) and regularly through Newsletters and communication with families.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 9. Incorporate refined student leadership opportunities, including the instigation of Friend-o-leaders. Support student leaders and 'Friend-o-leaders' to run student focus groups to seek feedback on the schools' approach to supporting student wellbeing.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 10. All classes will have clearly set out routines and essential agreements that are effective and supportive of the school's philosophy, vision, mission and values.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>ACTION #3: POSITIVE BEHAVIOUR DEVELOPMENT - WIDER STRATEGIES 11. Update Student Wellbeing and Engagement Policy to reflect Ready to Learn Continuum implementation</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00