

2025 Annual Implementation Plan

for improving student outcomes

Montpellier Primary School (4972)



Submitted for review by Dianne Stainsby (School Principal) on 18 December, 2024 at 10:20 AM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 14 February, 2025 at 10:52 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	FISO 2.0 Dimensions	Self-evaluation level
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	
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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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	
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Future planning	LEARNING Moving forward: • Continue with the work around formative assessment and upskilling staff • Develop staff understanding of the Curriculum 2.0 • Embed a systematic synthetic phonics approach across Grades P-3 (after reviewing school level data we will be implementing a phonics approach at Grade 3 also) • Peer observations need to be timetabled and observations formally documented using the school 'peer observation proforma' • Whole school improvement teams need to be reviewed • MTSS work - Leadership team needs to be established to facilitate the MTSS implementation - The critical elements of MTSS are defined and understood by school staff - Staff have consensus and engage in MTSS implementation - Coaching- developing schedules to enable the understanding of the elements of MTSS for the leadership team WELLBEING Moving forward: • Alignment of SWPBS and Wellbeing so that staff can see the link between the two • Start of the year hard launching; matrix and acknowledgement system, positive postcards • Revisit key components of SWPBS and our non-negotiables • Continue to create time to commit to Professional Learning • Introducing staff to behaviour data cycles • Having a person from each PLC to be a team member driving the work – reviewing the SITs for 2025
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise the learning achievement and growth for every student.	Yes	NAPLAN Proficiency levels By 2028; Increase the percentage of Year 3 students in the exceeding Proficiency level of NAPLAN: • Reading from 79% in 2023 to 83% • Writing from 80% in 2023 to 84% • Numeracy from 77% in 2027 to 81%. Increase the percentage of Year 5 students in the exceeding Proficiency level of NAPLAN: • Reading from 85% in 2023 to 89% • Writing from 83% in 2023 to 87% • Numeracy from 66% in 2023 to 70%.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Target 1.1 NAPLAN Proficiency levels Increase the percentage of Year 3 students in the exceeding Proficiency level of NAPLAN: o Reading from 80% in 2024 to 81% o Writing from 91% in 2024 to 91% o Numeracy from 78% in 2024 to 79% Increase the percentage of Year 5 students in the exceeding Proficiency level of NAPLAN: o Reading from 73% in 2024 to 85% o Writing from 70% in 2024 to 84% o Numeracy from 65% in 2024 to 67%. Students Needing Additional Support – DET Target By 2026, reduce the number of Needing Additional Support students in reading in Year 3 compared to the number of NAS students in 2024. (2024= 1 student) o By 2026, reduce the number of Needing Additional Support students in reading in Year 5 compared to the number of NAS students in 2024. (2024 = 5 students) o By 2026, reduce the number of Needing Additional Support students in numeracy in Year

			3 compared to the number of NAS students in 2024. (2024 = 4 students) o By 2026, reduce the number of Needing Additional Support students in numeracy in Year 5 compared to the number of NAS students in 2024. (2024 = 3 students)
		Target 1.2 Victorian Curriculum Teacher Judgement expected growth By 2028 In Reading and viewing, increase the percentage of: • Prep to Year 6 students achieving above expected growth from 21% (average Prep to Year 6) in 2023 to 58% In Writing, increase the percentage of: • Prep to Year 6 students achieving above expected growth from 12% (average Prep to Year 6) in 2023 to 35% In Number and algebra, increase the percentage of: • Prep to Year 6 students achieving above expected growth from 14% (average Prep to Year 6) in 2023 to 42%.	Target 1.2 Victorian Curriculum Teacher Judgement expected growth In Reading and viewing, increase the percentage of: - o Prep to Year 6 students achieving above expected growth from 16% (average Prep to Year 6) in 2024 to 25% In Writing, increase the percentage of: - o Prep to Year 6 students achieving above expected growth from 10% (average Prep to Year 6) in 2024 to 15% In Number and algebra, increase the percentage of: - o Prep to Year 6 students achieving above expected growth from 15% (average Prep to Year 6) in 2024 to 20%.
		School Staff Survey By 2028; Increase the proportion of positive response scores on the School Staff Survey (SSS) for the measures of: • Academic emphasis from 61% in 2023 to 70% • Collective efficacy from 66% in 2023 to 74% • Teacher collaboration from 60% in 2023 to 66%.	Target 1.3 School Staff Survey Increase the proportion of positive response scores on the School Staff Survey (SSS) for the measures of: - o Academic emphasis from 61% in 2024 to 63% - o Collective efficacy from 79% in 2024 to 82% - o Teacher collaboration from 60% in 2024 to 62%.

Strengthen student engagement, wellbeing and inclusion.	Yes	School Staff Survey By 2028; • Increase the proportion of positive response scores on the SSS for the measure of Instructional leadership from 76% in 2023 to 80%.	Target 2.1 School Staff Survey Increase the proportion of positive response scores on the SSS for the measure of: o Instructional leadership from 78% in 2024 to 80%.
		Attitudes to School Survey By 2028; Increase the proportion of positive response scores on the ATOSS for the measures of: • Stimulated learning from 76% in 2023 to 80% • Motivation and interest from 70% in 2023 to 75% • Self regulation and goal setting from 77% in 2023 to 80% • Managing bullying from 71% in 2023 to 75% • Respect for diversity from 70% in 2023 to 80%.	Target 2.2: Attitudes to School Survey Increase the proportion of positive response scores on the ATOSS for the measures of: - o Stimulated learning from 70% in 2024 to 77% - o Motivation and interest from 61% in 2024 to 71% - o Self regulation and goal setting from 78% in 2024 to 79% - o Managing bullying from 73% in 2024 to 74% - o Respect for diversity from 71% in 2024 to 72%.
		Parent Opinion Survey By 2028; Increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the measure of Effective teaching from 68% in 2023 to 74%.	Target 2.3: Parent Opinion Survey Increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the measure of: o Effective teaching from 66% in 2024 to 70%.

Goal 1	Maximise the learning achievement and growth for every student.
12-month target 1.1	Target 1.1 NAPLAN Proficiency levels Increase the percentage of Year 3 students in the exceeding Proficiency level of NAPLAN: - o Reading from 80% in 2024 to 81% - o Writing from 91% in 2024 to 91% - o Numeracy from 78% in 2024 to 79%

	Increase the percentage of Year 5 students in the exceeding Proficiency level of NAPLAN: - o Reading from 73% in 2024 to 85% - o Writing from 70% in 2024 to 84% - o Numeracy from 65% in 2024 to 67%. Students Needing Additional Support – DET Target - o By 2026, reduce the number of Needing Additional Support students in reading in Year 3 compared to the number of NAS students in 2024. (2024= 1 student) - o By 2026, reduce the number of Needing Additional Support students in reading in Year 5 compared to the number of NAS students in 2024. (2024 = 5 students) - o By 2026, reduce the number of Needing Additional Support students in numeracy in Year 3 compared to the number of NAS students in 2024. (2024 = 4 students) - o By 2026, reduce the number of Needing Additional Support students in numeracy in Year 5 compared to the number of NAS students in 2024. (2024 = 3 students)
12-month target 1.2	Target 1.2 Victorian Curriculum Teacher Judgement expected growth In Reading and viewing, increase the percentage of: - o Prep to Year 6 students achieving above expected growth from 16% (average Prep to Year 6) in 2024 to 25% In Writing, increase the percentage of: - o Prep to Year 6 students achieving above expected growth from 10% (average Prep to Year 6) in 2024 to 15% In Number and algebra, increase the percentage of: - o Prep to Year 6 students achieving above expected growth from 15% (average Prep to Year 6) in 2024 to 20%.
12-month target 1.3	Target 1.3 School Staff Survey Increase the proportion of positive response scores on the School Staff Survey (SSS) for the measures of: - o Academic emphasis from 61% in 2024 to 63% - o Collective efficacy from 79% in 2024 to 82% - o Teacher collaboration from 60% in 2024 to 62%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Embed a whole school culture of high expectations for learning and wellbeing.	Yes
KIS 1.b Teaching and learning	Develop and implement responsive instructional practices.	No
KIS 1.c Assessment	Embed a data driven approach to learning and wellbeing.	No
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.	As a result of the school review it was evident that we still require further refinement of our PLC structures, how they operate and how we use data to inform and drive the planning. With phonics being a DET directive, we also need to undertake some specific work in implementing a phonics approach across the school.	
Goal 2	Strengthen student engagement, wellbeing and inclusion.	
12-month target 2.1	Target 2.1 School Staff Survey Increase the proportion of positive response scores on the SSS for the measure of: o Instructional leadership from 78% in 2024 to 80%.	
12-month target 2.2	Target 2.2: Attitudes to School Survey Increase the proportion of positive response scores on the ATOSS for the measures of: o Stimulated learning from 70% in 2024 to 77% o Motivation and interest from 61% in 2024 to 71% o Self regulation and goal setting from 78% in 2024 to 79% o Managing bullying from 73% in 2024 to 74% o Respect for diversity from 71% in 2024 to 72%.	

12-month target 2.3	Target 2.3: Parent Opinion Survey Increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the measure of: o Effective teaching from 66% in 2024 to 70%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Build teacher capacity to engage and empower students as learners.	No
KIS 2.b Teaching and learning	Implement and embed the School-Wide Positive Behaviour Support framework.	Yes
KIS 2.c Support and resources	Develop and embed staff, students and parent understanding of wellbeing and inclusion.	No
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.	We have begun the introduction and implementation phase of SWPBS but this approach still needs to be embedded in a consistent way. that demonstrates fidelity and rigour. We also need to introduce a whole school SWPBS acknowledgement system.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning achievement and growth for every student.
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12-month target 1.3	Target 1.3 School Staff Survey Increase the proportion of positive response scores on the School Staff Survey (SSS) for the measures of: - o Academic emphasis from 61% in 2024 to 63% - o Collective efficacy from 79% in 2024 to 82% - o Teacher collaboration from 60% in 2024 to 62%.
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	Embed a whole school culture of high expectations for learning and wellbeing.
Actions	1. Embed inquiry-based Professional Learning Communities as a core element of excellence in teaching and learning 2. Implement a systematic synthetic phonics approach across the Grades P-3
Outcomes	Leaders prioritise: - Implementing, assessing and reporting on Victorian Curriculum 2.0 - supporting all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes - reviewing the Literacy block structure to include time allocation for a systematic synthetic phonics approach across Grades P-3 - ensuring the Big 6 of Literacy instruction (Oral Language, Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension) is planned for and evident within the Literacy block across Grades P-3 - reviewing the Assessment Schedule to reflect assessment practices against the Big 6 of Literacy instruction - scheduling PLCs to meet in order to engage in reflective practice, to evaluate and plan curriculum and to assess and moderate student work - creating Peer Observation opportunities to promote the sharing of knowledge and ability to learn from one another - engaging in the work required of the MTSS Framework (Multi-Tiered Systems of Support) by attending coaching

	and continuing with professional learning - implementing MTSS Framework with targeted PLCs so that the critical elements are defined and understood by staff in these teams - scheduling time for professional learning to address new Department initiatives - engaging with an Inclusion Outreach Coach to strengthen inclusive practices across the school - targeting students who require additional support for the Tutor Learning Initiative (TLI) Teachers: - will in engage in reflective practice, evaluate and plan curriculum and, assess and moderate student work collaboratively within PLCs - will consistently implement the agreed instructional model structures and assessment schedule - explicit teaching (HITS) is planned and implemented and that they can confidently and accurately identify student learning needs for all students - active participation and engagement in Peer Observations to strengthen fidelity and rigour of learning and wellbeing practices across the school - assist and work in partnership with Education Support Staff to provide high quality support to both teachers and students in the classroom - develop Tier 2 and 3 adjustments for students across P-6 and specialist areas - in their beginning years, will be supported to seek feedback and to use the Departments resources Students: - will know how lessons are structured and how this supports their learning - will be provided with authentic learning experiences to increase motivation - in Grades P-3 will be supported with phonics and fluency learning opportunities - in need of targeted academic support will be identified and targeted - will know what their next steps are to progress their learning
Success Indicators	EARLY INDICATORS QUALITATIVE DATA Evidence of: - o PLC Fidelity Matrix will show growth - o Review of current PLC norms that are consistent across the school and evident on PLC documentation - o MTSS framework problem solving approach documentation in targeted PLCs and Tutor Learning Initiative - o Self-Assessment of MTSS Implementation (SAM Matrix) will demonstrate improvement of practices - o Peer Observations, timetabled and observations formally documented using the school 'peer observation

	proforma' with evidence of strategies from professional learning sessions - o The MTSS Team to attend required coaching sessions and implement the problem solving approach through the analysis and interpretation of data - o Professional Learning Schedule evident with a focus on Department initiatives (phonics, fluency, Curriculum 2.0) - o whole school and PLC moderation, to inform future planning - o Formative and Summative assessment that shows student learning growth and judgements against the Curriculum - o Modifications and adjustments that demonstrate differentiation in planning, documents for Tier 2 and 3 students that include Learning and Wellbeing - o Minilit Placement Test & Phonics Plus Assessment will be tracked to indicate student achievement
Goal 2	Strengthen student engagement, wellbeing and inclusion.
12-month target 2.1	Target 2.1 School Staff Survey Increase the proportion of positive response scores on the SSS for the measure of: o Instructional leadership from 78% in 2024 to 80%.
12-month target 2.2	Target 2.2: Attitudes to School Survey Increase the proportion of positive response scores on the ATOSS for the measures of: - o Stimulated learning from 70% in 2024 to 77% - o Motivation and interest from 61% in 2024 to 71% - o Self regulation and goal setting from 78% in 2024 to 79% - o Managing bullying from 73% in 2024 to 74% - o Respect for diversity from 71% in 2024 to 72%.
12-month target 2.3	Target 2.3: Parent Opinion Survey Increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the measure of: o Effective teaching from 66% in 2024 to 70%.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and	Implement and embed the School-Wide Positive Behaviour Support framework.

senior secondary pathways, incorporating extra-curricula programs	
Actions	1. Embed the Whole School approach of the School Wide Positive Behaviour Support Framework
Outcomes	Leaders prioritise: - scheduling professional learning that supports the implementation of SWPBS for staff - reviewing the School Values and Behaviour Matrix to ensure whole school consistent Tier 1 strategies and vocabulary - learning walks and peer observations to ensure there is a consistency, fidelity and rigour of implementation of SWPBS - developing a whole school acknowledgement system - reviewing and refining documentation of chronical data with clarity of minor and major behaviours - Developing consistent processes for students with Tier 2 and 3 adjustments - strengthening family and community relationships by communicating the whole school approach to SWPBS - embedding a calm and orderly learning environment that is inclusive of every student - aligning SWPBS practices with DET initiatives eg: Instructional Model and Positive Classroom Management Strategies Teachers: - develop a safe, collaborative, supportive classroom learning environment to enable all students to thrive - engage in professional learning to build consistency of implementation of SWPBS in classrooms - collaborate with leadership to identify and act on students 'at-risk' socially, emotionally and attendance - use a range of Tier 2 and Tier 3 interventions across P-6 and specialist areas to support student engagement and wellbeing - will consistently implement the agreed behaviour management processes with fidelity and rigour - assist Education Support Staff to access individual student documentation (IEPs, Behaviour Management Plans, Escalation Plans) in order to provide high quality support to both teachers and students in the classroom - in their beginning years, will be supported to implement Positive Classroom Management Strategies - work with Inclusion Outreach Coach to better cater for all student needs Students: - will report improved emotional awareness and knowledge of behaviour expectations - will engage and contribute to a strong, positive classroom culture

	- will feel connected through the strong relationships with peers and staff - will report an improved respect for diversity - will demonstrate a developing emotional literacy and strategies toolkit
Success Indicators	EARLY INDICATORS QUALITATIVE DATA Evidence of: - Scheduled SWPBS Professional Learning to support and build staff capacity, both as a SIT Team and whole staff - An Action Plan reviewed and implemented with SWPBS Team - Classroom observations and learning walks show evidence of changes in practice and consistency in implementation - SWPBS SIT shows evidence of monitoring and reviewing data analysis, research and implementation of SWPBS in the agenda/minutes - IEP's document explicit goals and targets for students who require social and emotional support - PIVOT Survey reflects increased confidence, connectedness and engagement in student learning - Data collected from Compass/Pulse regarding behaviour incidents - Strengthening family and community participation through the engagement of SWPBS - Current Instructional Models reviewed that visually demonstrate the link between learning and wellbeing

