2022 Annual Implementation Plan

for improving student outcomes

Mornington Primary School (2033)

Submitted for review by Susan Mattingley (School Principal) on 09 December, 2021 at 10:22 AM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 10 January, 2022 at 03:13 PM
Endorsed by Mick Russell (School Council President) on 18 January, 2022 at 01:45 PM

Self-evaluation Summary - 2022

Mornington Primary School (2033)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving	Collaborative planning is firmly embedded in MPS teaching teams Professional Development plans have had a HITS focus in previous years Our previous area of focus which was writing, has shown good improvement and outstanding benchmark growth this year. Numeracy is an area which needs to be prioritised as it shows inconsistent results from year to year and the benchmark growth is well below similar schools. Time which was scheduled to be dedicated to this area have been severely impacted by COVID-19 lockdowns and AEU teacher bans in 2020 and 2021.
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding	Collaborative planning is embedded in MPS teaching teams, which includes assessment and moderation. Assessment practices have been refined over the past few years and will continue to be reviewed in 2022. Formative and summative assessment included on MPS Assessment Schedule Staff will look at whether further data literacy professional learning needs to be undertaken - particularly in relation to scale scores on NAPLAN and PAT testing MPS Assessment schedule has been developed and some assessment tasks have been removed eg OnDemand Reading and Maths and replaced with more useful assessments such as Essential Maths Tutoring Initiative used short cycle assessment which school will look at next year in relation to literacy and numeracy Case management meetings now embedded at MPS on a fortnightly basis
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	Positive Classroom Culture and Respectful Relationships Program which starts at the beginning of the year and is revisited during every term. Students and teachers in all learning spaces, including specialist classes look at what makes a great student, what makes a great teacher, what makes a great digital learner and what makes a great playground. Classes develop codes of co-operation, essential agreements and consequences. School has a student wellbeing policy which outlines behavioural expectations and possible consequences for negatively impacting others. This policy outlines the right of every student to experience success and be treated equitably and fairly. Each team has a clear purpose and develops and essential agreement about how they will work, how they will communicate, how they will celebrate and how they will deal with any conflict.
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding	Units of inquiry are developed to include student voice and agency and to provide choice and the opportunity for students to ask and follow their questions Establishment of a team focusing on student leadership, which should assist in developing more equitable opportunities for students to engage in leadership. Previous school review indicated that students at MPS felt that they had agency and voice, but not enough formal leadership opportunities 2021 Student Attitudes to school surveys indicates a positive response by 69% of students, compared to 68% by similar schools and 67% by the state. School works with a wide variety of external agencies in order to support students and families. Yard duty processes which hope to be proactive rather than reactive
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	Positive classroom culture program and Respectful Relationships as a school wide, consistent approach Assistant Principal who has student wellbeing as main part of role including working with PSD students and families and Educational Support staff Equity funded literacy and numeracy support - well established run by trained ES staff Access to wellbeing support person - staff and students Term 4 2021 - small wellbeing groups run by ES staff to support transition back to school Tutoring support initiative - three tutors - over 100 students G1-6 able to access this program in 2021 Some previous resources we have used have been unavailable due to COVID such as Story Dogs, mentor program, buddies.
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	The area of Numeracy needs to be prioritised at Mornington Primary School, which is why the "Teaching and Learning" area has been marked as evolving. This was one of our Strategic Plan goals, however due to lockdowns and AEU bans, much of this work has not started and any work which has been started in this area has not been sustained due to remote home learning. With several new staff next year, we believe that re-starting this work will be important in 2022 to ensure all staff and students have shared understandings and high expectations.
Considerations for 2022	How can our Numeracy program, extra support programs and tutoring be used to increase the number of students, particularly boys, achieve high benchmark growth in Numeracy. Ensure teachers know who their equity funded students are and are regularly checking their progress in case management

	meetings. SIT meetings used to track progress of equity funded and non-equity funded students to see if further support is required.
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.ay Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.by Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes in Numeracy across the school
Target 2.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.
Target 2.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.
Target 2.3	Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.
Target 2.4	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.
Key Improvement Strategy 2.ay Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
Key Improvement Strategy 2.by Instructional and shared leadership	Build the instructional and shared leadership capacity of staff
Goal 3	To improve student learning outcomes in Writing across the school
Target 3.1	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.
Target 3.2	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.

Target 3.3	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.
Key Improvement Strategy 3.ay Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels
Key Improvement Strategy 3.by Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum Writing continuum F-6
Goal 4	To improve student voice, agency and leadership across the school
Target 4.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.
Target 4.2	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.
Target 4.3	FISO continuum – Move from emerging to embedding on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.
Key Improvement Strategy 4.ay Empowering students and building school pride	Develop and implement a whole-school approach to student leadership
Key Improvement Strategy 4.by Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5. Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.
To improve student learning outcomes in Numeracy across the school	No	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.	
		Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.	
		Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.	
		Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.	
To improve student learning outcomes in Writing across the school	No	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.	
		Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.	
		Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.	

To improve student voice, agency and leadership across the school	Yes	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.
		Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.
		FISO continuum – Move from emerging to embedding on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.	FISO continua of Practice Self-Evaluation – Move from embedding to excelling on the 'Engagement" dimension particularly as it relates to activating student leadership.

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5. Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student voice, agency and leadership across the school	
12 Month Target 2.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.	
12 Month Target 2.2	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.	
12 Month Target 2.3	FISO continua of Practice Self-Evaluation – Move from embedding to excelling on the 'Engagement" dimension particularly as it relates to activating student leadership.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop and implement a whole-school approach to student leadership	Yes
KIS 2 Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Mornington Primary School has elected to continue with this goals as we have a team of committed staff who have been working towards this goal for the past two years and due to other factors have not been able to really start this work. At our 2019 school review, the feedback to the school was that we were doing well in the areas of student agency and voice, but that we should look at how we could provide more opportunities for authentic student leadership, as well as allowing all students to see themselves as leaders in some capacity. The team was able to start this work late in term 4 2021 and would like the opportunity to add parents and students to the team and continue the work in 2022 - the school believes this is manageable and in the best interests of our students.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5. Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Whole school level ~ Develop an inquiry central idea for the whole staff to work towards throughout the year so that all staff have a shared understanding of what we are aiming for such as; "Co-developing and implementing an explicit numeracy instructional model that includes evidence based instruction will ensure that all student numeracy outcomes will improve" ~ Work with all staff to refine our instructional model so that it is specific to a numeracy class and explore what each phase of the model should include ~ Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support - below, at and above the expected level ~ Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs ~ Peer observations based on numeracy sessions Classroom level ~ Ensure every classroom teacher has 6 1/4 hours of Numeracy timetabled per week ~ Allocate time for staff to collaboratively plan units of work with a focus on differentiation in order to meet the needs of all students ~ Use case management meetings for staff to examine numeracy data in order to inform targeted planning Individual and small group level ~ Continue to implement numeracy support groups. The focus on these groups may change from previous years in order to front load the students with the language and skills required in their class numeracy sessions ~ Implement a tutor initiative program that incorporates numeracy across the school ~ Ensure students in numeracy support groups and the tutor learning initiative have IEPs developed and implemented ~ Ensure parents of students in the tutor learning initiative receive regular communication about progress and ways they can assist their child
Outcomes	Whole school ~ Would hope to see numeracy being prioritised in all classrooms. We do not want Numeracy to be the curriculum area which gets dropped when time is short or other priorities interfere with time in the classroom. Teachers and students need to understand that Numeracy is vital, that it must be prioritised and time on task is critical to student improvement. ~Teachers and students will know how a numeracy session is structured and how this supports learning ~ When planning collaboratively, staff will have a shared language to discuss a numeracy session. Peers observations will further strengthen this Classroom level ~ Teachers will consistently implement the agreed upon numeracy instructional model ~ Teachers will have greater confidence when planning, delivering and reflecting on numeracy sessions ~Teachers will provide students with the opportunity to work at their own differentiated level ~ Teachers will provide feedback and monitor progress through case management meetings ~ Students will experience success and celebrate the acquisition of knowledge Individual and small group level ~ Students in need to targeted numeracy support/intervention will be identified and supported ~ Teachers and leaders will establish and monitor support/intervention support and tutoring groups ~ Parents will be informed as to student progress and how they can best support their child
Success Indicators	Whole school Early indicators

~ Teacher feedback on confidence, prioritisation and the instructional model
~ Peer observations and staff learning walks demonstrating use of instructional model and differentiation
~ Student feedback on differentiation and the instructional model

Late indicators
~ NAPLAN results eg Numeracy benchmark growth or scale score growth
~ Student, staff and parent perception surveys

Classroom level

Early indicators
~ Teacher work programs include 6 1/4 hours of Maths per week
~ Data walls showing student progress
~ Documentation and data from formative assesment such as PAT and Essential Assessment
~ A documented assessment schedule
~ Differentiated curriculum planning documents

Late indicators
~ Semester 2 teacher judgements
~ Post tests results from PAT and Essential Assessment, or the Digital Assessment Library

Individual and small group level

Early indicators
~ Progress against IEPs
~ Data used to identify students for tailored supports
~ Assessment data and student surveys from intervention/support groups
~ Parent/caregiver surveys and interviews

Late indicators
~ Students, staff and parent perception surveys results
~ Post test results
~ End of year surveys

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure every classroom has 6 1/4 hours of maths allocated in their timetable	☑ All Staff ☑ School Improvement 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
Develop a central idea to be explored	☑ All Staff	☑ 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

Use DET data coach to support staff professional learning in relation to data literacy	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 3	$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
Implement tutor learning initiative- include groups for numeracy	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$121,000.00 ☐ 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
Implement student support groups in numeracy	☑ Education Support ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement student support groups in literacy	☑ Education Support ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Whole school level ~ Continue to develop and implement a multi-tiered approach to student wellbeing ~ School will establish a Respectful Relationships team Whole school learning around respectful relationships ~ Appoint a part-time school psychologist ~ Continue to employ a school wellbeing officer appoint staff to disability inclusion program Classroom level

	~ Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into teaching and learning programs ~ All classrooms will implement Positive Classroom Culture, Respectful Relationships program ~ Continue to build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development such as trauma informed practice and professional learning from school psychologist or SSS team Individual and small group level ~ students with emerging or acute wellbeing needs identified and referred appropiately ~ Targeted counselling for individual students with acute mental health needs ~ organise opportunities for at-risk students to participate in a range of tier 2 interventions/programs ~ build relationships with families of at-risk students
Outcomes	Whole school level ~ Teachers will understand and incorporate trauma informed practices in classes and in planning units of work ~ Classrooms across the school will be warm, inviting and calm places with consistent routines ~ Staff will be appointed to specifically identify and support tier 2 students and their families in our school Classroom level ~ Student will feel supported, and will contribute to a strong positive classroom culture ~ At risk students will be identified and receive support in a timely manner ~ Students will have strong relationships with peers and staff ~ Students will feel connected to school all students will be expicilty taught the RRRR lessons Individual and small group level ~ Students and families will be connected to allied health services as appropriate ~ Families of at-risk students will receive regular communication and support from the school ~ Relevant teachers and leaders will establish processes and procedures to identify and assist individual students, particularly tier 2 students
Success Indicators	Whole school level Early indicators ~ Classroom observations ~ Student wellbeing discussions minuted each week in Mod meetings ~ Appointment of staff to specifically support tier 2 students and families ~ Documentation of referrals/communication processes Late indicators ~ Student, staff and parent perception surveys ~ Attendance data for whole school ~ Playground behaviour data ~ Feedback from school psychologist/wellbeing officer Classroom level Early indicators ~ Student engagement in classrooms - anecdotal evidence ~ Teacher reports of student wellbeing concerns - evidence in Mod minutes Late indicators ~Documentation of Positive Classroom Culture and Respectful Relationships programs ~Documentation of referrals and communication processes related to tier 2 students ~Level of support provided to school from SSS team ~Feedback to staff from school psychologist/wellbeing officer Individual and small group level Early indicators

	~ Data used to identify students in need of targeted support eg disability inclusion profiles ~ Anecdotal evidence re student wellbeing and levels of engagement and connectedness Late indicators ~ Levels of support provided to staff from SSS team ~ Attendance data for individual students

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Advertise and appoint a part-time school psychologist for 2022	☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$59,000.00 ☐ 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
Continue to employ a student wellbeing officer	☑ Principal	☐ 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
Appoint school based staff to manage disability inclusion program and documentation	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$24,000.00 ☐ 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
Form a Respectful Relationships Team including staff, parents and students	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ 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
Staff professional learning to continue around trauma informed practice	☑ All Staff	☑ PLP Priority	from: Term 1	$6,000.00

				to: Term 4	☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To improve student voice, agency and leadership across the school
12 Month Target 2.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.
12 Month Target 2.2	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.
12 Month Target 2.3	FISO continua of Practice Self-Evaluation – Move from embedding to excelling on the 'Engagement" dimension particularly as it relates to activating student leadership.
KIS 1 Empowering students and building school pride	Develop and implement a whole-school approach to student leadership
Actions	Create a Student Leadership Project team including the PYP co-ordinator and representative teachers, parents/caregivers and students. Conduct a self-evaluation (FISO continua) with the school community about their understanding of where we are at with Student Leadership to assess our starting point.. Develop a clear understanding of the definition of Student Leadership at MPS. Develop a MPS Statement of Commitment to Student Leadership. Research Student Leadership models at exemplary schools. Create a proposed Student Leadership model. Present findings to the whole school community.
Outcomes	Everyone in the school community will have a clear understanding of Student Leadership at MPS. The project team will be informed enough to create a proposed MPS student leadership model.
Success Indicators	A clear definition of Student Leadership at MPS. A MPS Statement of Commitment to Student Leadership. A proposed Student Leadership Model.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Form a Student Leadership project team	☑ Leading Teacher(s)	☑ 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
Conduct a self-evaluation (FISO continua) with the school community about their understanding of where we are at with Student Leadership to assess our starting point..	☑ Leading Teacher(s)	☑ 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
Develop a clear understanding of the definition of Student Leadership at MPS.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a MPS Statement of Commitment to Student Leadership.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Research Student Leadership models at exemplary schools.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$2,640.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Create a proposed Student Leadership model.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership			

Actions	Fiso self-evaluation of Student Leadership. Present research findings to the whole school community.
Outcomes	Everyone in the school community will have a clear understanding of Student Leadership at MPS. The project team will be informed enough to create a proposed MPS student leadership model.
Success Indicators	MPS will have implemented a successful new student leadership model which gives more students the opportunity for authentic leadership FISO continuum - progress along rubric School community understanding - post survey may be conducted

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Fiso self-evaluation of Student Leadership.	☑ Leading Teacher(s)	☑ 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
Present research findings to the whole school community.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 3	$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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$61,800.00	$55,000.00	$6,800.00
Disability Inclusion Tier 2 Funding	$213,862.00	$212,000.00	$1,862.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$275,662.00**	**$267,000.00**	**$8,662.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement student support groups in numeracy	$20,000.00
Implement student support groups in literacy	$20,000.00
Advertise and appoint a part-time school psychologist for 2022	$59,000.00
Continue to employ a student wellbeing officer	$15,000.00
Appoint school based staff to manage disability inclusion program and documentation	$24,000.00
Staff professional learning to continue around trauma informed practice	$6,000.00
Totals	**$144,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implement student support groups in numeracy	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Implement student support groups in literacy	from: Term 1 to: Term 4	$20,000.00	
Continue to employ a student wellbeing officer	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing
Totals		**$55,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Advertise and appoint a part-time school psychologist for 2022	from: Term 1 to: Term 4	$59,000.00	☑ Other workforces to support students with disability • Psychologists
Appoint school based staff to manage disability inclusion program and documentation	from: Term 1 to: Term 4	$24,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading Teacher
Staff professional learning to continue around trauma informed practice	from: Term 1 to: Term 4	$6,000.00	☑ Professional learning for school-based staff • Whole school
Totals		**$89,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
ES staff employed to support individual students (plus on costs)	$98,000.00
Equipment	$5,000.00
CRT costs to cover staff undertaking disability inclusion profiles and SSGs	$10,000.00
LLLL/Reading Doctor training for staff and professional learning around inclusive and differentiated literacy and numeracy practices	$10,000.00
Totals	**$123,000.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
ES staff employed to support individual students (plus on costs)	from: Term 1		

	to: Term 4		
Equipment	from: Term 1 to: Term 4		
CRT costs to cover staff undertaking disability inclusion profiles and SSGs	from: Term 1 to: Term 4		
LLLL/Reading Doctor training for staff and professional learning around inclusive and differentiated literacy and numeracy practices	from: Term 1 to: Term 2		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
ES staff employed to support individual students (plus on costs)	from: Term 1 to: Term 4	$98,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Equipment	from: Term 1 to: Term 4	$5,000.00	
CRT costs to cover staff undertaking disability inclusion profiles and SSGs	from: Term 1 to: Term 4	$10,000.00	
LLLL/Reading Doctor training for staff and professional learning around inclusive and differentiated literacy and numeracy practices	from: Term 1 to: Term 2	$10,000.00	☑ Professional learning for school-based staff • Teachers • Education Support
Totals		$123,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
ES staff employed to support individual students (plus on costs)	from: Term 1 to: Term 4		

Equipment	from: Term 1 to: Term 4		
CRT costs to cover staff undertaking disability inclusion profiles and SSGs	from: Term 1 to: Term 4		
LLLL/Reading Doctor training for staff and professional learning around inclusive and differentiated literacy and numeracy practices	from: Term 1 to: Term 2		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a central idea to be explored	☑ All Staff	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Use DET data coach to support staff professional learning in relation to data literacy	☑ All Staff	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Departmental resources Data coach	☑ On-site
Staff professional learning to continue around trauma informed practice	☑ All Staff	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Lookout Centre/Designated Teacher	☑ On-site
Form a Student Leadership project team	☑ Leading Teacher(s)	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Conduct a self-evaluation (FISO continua) with the school community about their understanding of where we are at with Student Leadership to assess our starting point..	☑ Leading Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Develop a clear understanding of the definition of Student Leadership at MPS.	☑ Leading Teacher(s)	from: Term 2 to: Term 2	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Develop a MPS Statement of Commitment to Student Leadership.	☑ Leading Teacher(s)	from: Term 2 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Research Student Leadership models at exemplary schools.	☑ Leading Teacher(s)	from: Term 2 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Fiso self-evaluation of Student Leadership.	☑ Leading Teacher(s)	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site