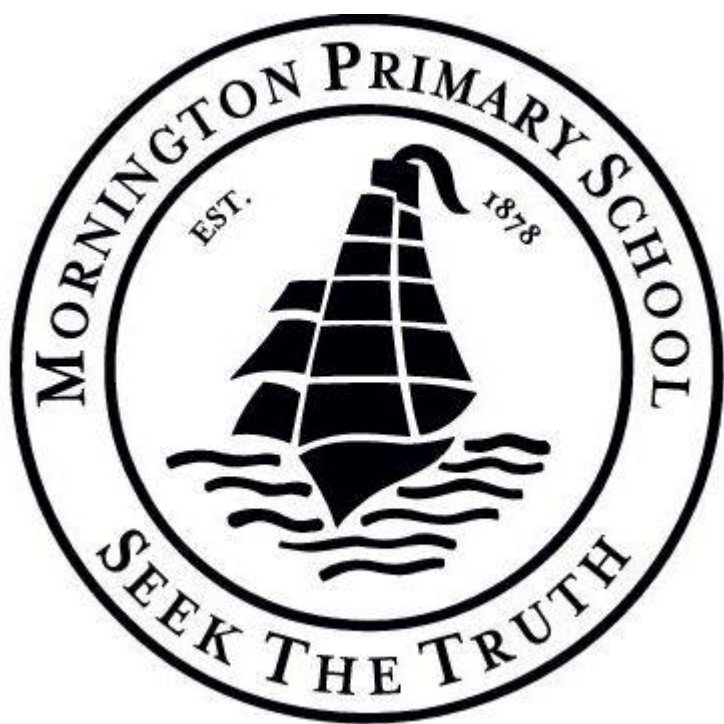


2023 Annual Implementation Plan

for improving student outcomes

Mornington Primary School (2033)



Submitted for review by Susan Mattingley (School Principal) on 06 December, 2022 at 12:08 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

Mornington Primary School (2033)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
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<p>Teaching and Learning</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embedding</p>	<p>In 2022, the Grade 3 Mathematics NAPLAN results indicated that 43% of our students were working in the top two bands. In 2019, this was 45% and in 2021 this was 47%. In 2022 in Grade 5 Mathematics NAPLAN results indicated that 36% of our students were working in the top two bands. In 2019, this was 26% and in 2021 it was 28%. Although the Grade 3 students have shown a slight decrease in the % of students working in the top two bands, it was very pleasing to note the substantial increase in students in Grade 5 working in these two bands.</p> <p>With teacher judgements, in 2022 semester 1 Number and Algebra (semester 2 results are not currently available) 42% of Grade 3 students have been assessed at working above the age expected level, compared to 31% in 2021 and 32% in 2019. With teacher judgements, in 2022 semester 1 Number and Algebra(semester 2 results are not currently available) 30% of Grade 5 students have been assessed at working above the age expected level, compared to 38% in 2021 and 28% in 2019.</p> <p>PAT For all year levels, the percentage of students who are in Stanine 7,8 and 9 has increased from 2021 when compared with 2022 data. This is comparing the matched cohort. This data showed the greatest increase in percentage of students working at Stanine 7, 8 and 9 was from grade 2 to grade 3 with an increase of 15%, grade 3 to grade 4 with an increase of 14% and grade 5 to grade 6, an 8% increase. We do not have Prep 2021 data but 23% of year 1 students in 2022 are above stanine 7.</p> <p>Grade 1 2021 9% Grade 2 2022 10% Grade 2 2021 8% Grade 3 2022 23%</p>
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			Grade 3 2021 6% Grade 4 2022 20% Grade 4 2021 15% Grade 5 2022 20% Grade 5 2021 11% Grade 6 2022 19%
	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	Consistent assessments across the school - Essential Assessment Mathematics, LLARS, DIBELS, PAT Mathematics, PAT Reading. UOI assessments collaboratively planned at a Mod level. Case management meetings held fortnightly to interrogate data and make data based decisions NAPLAN data shared with staff, parents and School Council
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	Essential agreements developed between staff and student Additional Assistant Principal employed at end of 2022 in order to better support staff and student needs - will have 1.6 Assistant Principals in 2023 2 staff members employed to facilitate Disability Inclusion Maths Learning Specialist Literacy Learning Specialist HAPL staff member Mornington Primary will enter the Primary Maths and Science Specialist program in 2023 for 2 years - two staff appointed to this program Student survey - 85% of students report good or very good peer relationships (84% same schools) Parent survey - not available yet (2022)
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding	Student Leadership project in 2021 and 2022 involving staff, students and parents Opportunities for families to participate at school - in the classrooms, camps, excursions, incursions, in the curriculum Units of inquiry which activate student voice/wonderings/questions Organisations the school is involved with - Kids Hope, Orange Door, Uniting Church, Morven Manor, Shire of Mornington Youth Services, Team Kids, Coding Camp, Stir Crazy Kids Canteen, external mentors
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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		
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<p>Support</p>	<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embedding</p>	<p>Disability inclusion funding allows for the employment of 2 staff members to manage the differentiated needs of all Tier 2 students PSD Tier 3 students managed by Assistant Principal SSGs for all Tier 3 students (and some Tier 2) and IEPs for all Tier 2 and 3 students Literacy and Numeracy support groups using equity funding Tutoring program for students working at, below and above the expected level in Maths and Literacy (Reading) Provisional Psychologist employed 2 days per week Provisional child counsellor employed 1 day per week Kids Hope process for 2023 started at the end of 2022 External mentors Classroom support by ES has been increased Resilience, Rights and Respectful Relationships Program R2PC - Respectful and Positive Classroom Culture program in every classroom (calm, organised classrooms with clear visions, codes of co-operation and consequences) Atrium lunchtime program for student with social and emotional needs Specific items of furniture, and equipment purchased to support individual students to access the curriculum Assess to pediatrician for some students through Mornington Park PS</p>
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	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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Enter your reflective comments	The area of Numeracy needs continued prioritisation at Mornington Primary School, which is why the "Teaching and Learning" area has been marked as embedding. This was one of our Strategic Plan goals, and has only really started to be addressed at a whole school level in 2022 due to COVID-19 interruptions. Moving into the Primary Maths and Science Program next year should assist the school to work towards meeting student outcome targets.
Considerations for 2023	<p>How do we ensure greater equity in the outcomes of all students?</p> <p>How can we improve Numeracy growth in our students?</p> <p>How do we use our Numeracy and Literacy support and the tutoring program to make the greatest difference to student outcomes?</p> <p>How do we continue to support Tier 2 students?</p> <p>How do we further develop student leadership within the school?</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To 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.a Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
Key Improvement Strategy 2.b 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.a Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels
Key Improvement Strategy 3.b 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.a Empowering students and building school pride	Develop and implement a whole-school approach to student leadership
Key Improvement Strategy 4.b 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
<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.</p> <p>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.</p>
To improve student learning outcomes in Numeracy across the school	Yes	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.	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.	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 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.	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 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.
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	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 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 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 2023.	
Goal 2	To improve student learning outcomes in Numeracy across the school	

12 Month Target 2.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.
12 Month Target 2.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.
12 Month 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.
12 Month 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 Strategies	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels Yes
KIS 2 Instructional and shared leadership	Build the instructional and shared leadership capacity of staff 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.	<p>Maths continues to be an area of improvement for Mornington Primary School. Although it has been part of our strategic plan for the past 4 years, it is really only in 2022 that we have started to address it in a consistent, focused manner (due to COVID-19 lockdowns). In 2022 we have been unable to analyse NAPLAN growth data, however our NAPLAN Top 2 bands data shows relative stability in Grade 3 and consistent improvement in Grade 5 over the past three years</p> <p>In 2023, the school will enter the Primary Maths and Science Specialist Program which will enable us to release two 0.5 teachers and use DET experts to help improve our Maths professional learning, which will also include coaching, modelling best practice and peer observations</p> <p>Our tutoring programs will continue to incorporate Maths, and may be overseen by PMSSP staff</p> <p>We will continue to use "Leading Improvement in Mathematics Teaching and Learning" by Peter Sullivan to guide our School Improvement Team</p> <p>Continue to look at low floor, high ceiling inquiry tasks</p> <p>Maths support programs to continue across the school using equity funding</p>
Goal 3	To improve student voice, agency and leadership across the school
12 Month Target 3.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.

12 Month Target 3.2	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 3.3	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 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.	Throughout 2021 and 2022, a team of staff, students and parents has been working to research best practice in the area of student leadership and to develop a plan of how the school can further improve in this area. 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. Now that the initial research has been undertaken and findings have been presented to the staff and school community, the school is ready to move ahead with implementation. The goals for 2023 will be to develop whole staff understanding in this area, develop and implement a unit of inquiry in each year level around student leadership and to implement a Student Representative Council at some point in the year.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	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 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Whole school level Continue and support tiered systems of support that enable teachers to identify and respond to student's individual learning needs eg tutor learning initiative and literacy and numeracy support</p> <p>Classroom level Support staff to embed the use of data to inform targeted planning Embed consistent approaches to assessment</p> <p>Individual and small group level Continue to build staff capacity to develop and implement Individual Education Plans (IEPs) Continue targeted support programs for students to work at their point of need in Literacy and Numeracy</p>
Outcomes	<p>Whole school Students will be supported to learn at their point of need</p> <p>Classroom level Teachers will identify student learning needs in Numeracy and Literacy based on diagnostic assessment Teachers/Tutors and ES staff will plan for differentiation based on student learning needs</p> <p>Individual and small group Students in need of targeted Numeracy and Literacy support or intervention will be identified and supported Students will experience success at their point of need</p>

Success Indicators	<p>Whole school Victorian Curriculum teacher judgements will show increased learning growth in Numeracy and Literacy The percentage of students in the top 2 bands of Mathematics and Reading will increase</p> <p>Classroom level Curriculum planning will document differentiation in each of the areas Pre and post testing will show increased learning in Numeracy and Literacy</p> <p>Individual and small group Pre assessment will be used to identify each students point of need and to target this in the tutoring and support programs. Data sets to be used will be LLARS, DIBELS, Digital Assessment Library and PAT Maths and Reading. Data will be used to identify students in need of tailored support Progress against individual IEPs Assessment data and survey data from tailored supports</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement student support groups in numeracy and literacy	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2023 Dimension	
Actions	<p>Whole school level</p> <ul style="list-style-type: none"> ~ Continue to develop and implement a multi-tiered approach to student wellbeing ~ School will establish a Respectful Relationships team <p>Whole school learning around respectful relationships</p> <ul style="list-style-type: none"> ~ Appoint a part-time school psychologist ~ Continue to employ a school wellbeing officer ~ Appoint staff to disability inclusion program <p>Classroom level</p> <ul style="list-style-type: none"> ~ 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 <p>Individual and small group level</p> <ul style="list-style-type: none"> ~ students with emerging or acute wellbeing needs identified and referred appropriately ~ 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	<p>Whole school level</p> <ul style="list-style-type: none"> ~ 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 <p>Classroom level</p> <ul style="list-style-type: none"> ~ 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 <p>all students will be explicitly taught the RRRR lessons</p> <p>Individual and small group level</p> <ul style="list-style-type: none"> ~ Students and families will be connected to allied health services as appropriate

	<ul style="list-style-type: none"> ~ 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
<p>Success Indicators</p>	<p>Whole school level</p> <p>Early indicators</p> <ul style="list-style-type: none"> ~ 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 <p>Late indicators</p> <ul style="list-style-type: none"> ~ Student, staff and parent perception surveys ~ Attendance data for whole school ~ Playground behaviour data ~ Feedback from school psychologist/wellbeing officer <p>Classroom level</p> <p>Early indicators</p> <ul style="list-style-type: none"> ~ Student engagement in classrooms - anecdotal evidence ~ Teacher reports of student wellbeing concerns - evidence in Mod minutes <p>Late indicators</p> <ul style="list-style-type: none"> ~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 <p>Individual and small group level</p> <p>Early indicators</p> <ul style="list-style-type: none"> ~ 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 <p>Late indicators</p> <ul style="list-style-type: none"> ~ Levels of support provided to staff from SSS team ~ Attendance data for individual students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to employ provisional psychologist and provisional student counsellor	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,600.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ staff members to oversee Disability Inclusion Program at MPS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to employ Wellbeing Officer to support individual students and families and run small group social support groups	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$22,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Education Support staff to work with Disability Inclusion students	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$122,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student learning outcomes in Numeracy across the school			
12 Month Target 2.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.			
12 Month Target 2.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.			
12 Month 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.			

12 Month 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.
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
Actions	<p>Whole school level</p> <ul style="list-style-type: none"> ~ Enter the Primary Maths and Learning Specialist Program (PMSSP) with two 0.5 staff members ~ 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, with support from PMSSP staff ~ Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support - below, at and above the expected level, with support of PMSSP staff ~ Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs ~ Peer observations based on numeracy sessions with the support of PMSSP staff ~ Whole school Mathematics Scope and Sequence document finalised <p>Classroom level</p> <ul style="list-style-type: none"> ~ 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 ~ All classes using low floor, high ceiling Mathematics tasks ~ Use case management meetings for staff to examine numeracy data in order to inform targeted planning ~ Reinstate Mathematics observations with support of PMSSP staff <p>Individual and small group level</p> <ul style="list-style-type: none"> ~ All students being challenged in Mathematics ~ 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 the tutor initiative program that incorporates numeracy across the school, with support of PMSSP staff ~ 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	<p>Whole school</p> <ul style="list-style-type: none"> ~ Teachers and students will know how a numeracy session can be structured and how this supports learning ~ When planning collaboratively, staff will have a shared language to discuss a numeracy session. Peers observations will further

	<p>strengthen this</p> <ul style="list-style-type: none"> ~ Whole school scope and sequence documents will support Mathematics planning <p>Classroom level</p> <ul style="list-style-type: none"> ~ Teachers will consistently implement low floor and high ceiling Maths tasks ~ 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 <p>Individual and small group level</p> <ul style="list-style-type: none"> ~ 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
<p>Success Indicators</p>	<p>Early indicators</p> <ul style="list-style-type: none"> ~ Peer observations and staff learning walks demonstrating use of instructional model and differentiation ~ Student feedback on differentiation and the instructional model <p>Late indicators</p> <ul style="list-style-type: none"> ~ NAPLAN results eg Numeracy benchmark growth or scale score growth (should be available earlier than 2022) ~ Student, staff and parent perception surveys <p>Classroom level</p> <p>Early indicators</p> <ul style="list-style-type: none"> ~ Implementation of low floor, high ceiling tasks ~ Data walls showing student progress ~ Documentation and data from formative assesment such as PAT and Essential Assessment ~ A documented scope and sequence across the school <p>Late indicators</p> <ul style="list-style-type: none"> ~ Semester 2 teacher judgements ~ Post tests results from PAT and Essential Assessment, or the Digital Assessment Library <p>Individual and small group level</p>

	<p>Early indicators</p> <ul style="list-style-type: none"> ~ 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 <p>Late indicators</p> <ul style="list-style-type: none"> ~ Students, staff and parent perception surveys results ~ Post test results ~ End of year surveys 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use PMSSP staff and PMSSP professional learning to support MPS staff to identify and implement low floor, high ceiling activities.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$96,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student voice, agency and leadership across the school			
12 Month Target 3.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.			
12 Month Target 3.2	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 3.3	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.			
KIS 1 Empowering students and building school pride	Develop and implement a whole-school approach to student leadership			
Actions	Staff professional learning around improving knowledge of student leadership Teachers, PYP coordinator and students will collaboratively plan a unit of inquiry at each Mod level about student leadership			
Outcomes	All students at MPS will have participated in a unit of inquiry about student leaderships Staff and students will believe that all students can be leaders MPS will have implemented a Student Representative Council before the end of 2023			
Success Indicators	Students will be participating in a SRC and will be having voice around school decision making 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’. 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.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
A MPS Student Representative Council will be started and facilitated by staff members	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership			
Actions	Staff professional learning around what student leadership is and what it can look like Staff work collaboratively with PYP coordinator students to plan and undertake a unit of inquiry at each Mod level about student leadership			
Outcomes	Increased understanding by staff, students and school community as to what student leadership is and what it can look like. School will offer more opportunities for students to participate in student leadership			
Success Indicators	Staff will believe that all students can be leaders More students will believe that they are leaders Student Attitudes to School data will improve in 'Student voice and agency'. Parent Opinion survey data will improve in 'Student voice and agency' and 'Student motivation and support'.			

	Pre and post survey data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff will participate in professional learning around student leadership using Amplify and led by 2022 staff Student Leadership Team	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$60,000.00	-\$60,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$223,600.00	-\$223,600.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$283,600.00	-\$283,600.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement student support groups in numeracy and literacy	\$38,000.00
Continue to employ provisional psychologist and provisional student counsellor	\$45,600.00
Employ staff members to oversee Disability Inclusion Program at MPS	\$40,000.00
Continue to employ Wellbeing Officer to support individual students and families and run small group social support groups	\$22,000.00
Employ Education Support staff to work with Disability Inclusion students	\$122,000.00
Totals	\$267,600.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement student support groups in numeracy and literacy	from: Term 1 to: Term 4	\$38,000.00	<input checked="" type="checkbox"/> School-based staffing
Continue to employ Wellbeing Officer to support individual students and families and run small group social support groups	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$60,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to employ provisional psychologist and provisional student counsellor	from: Term 1 to: Term 4	\$45,600.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Psychologists • School counsellors (inclusive education related services)
Employ staff members to oversee Disability Inclusion Program at MPS	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator • Leading Teacher
Employ Education Support staff to work with Disability Inclusion students	from: Term 1	\$122,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> Education Support Staff
Totals		\$207,600.00	

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
CRTs for SSGs and IEPs and professional learning for staff around disability inclusion and equipment to support DI students	\$16,000.00
Totals	\$16,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
CRTs for SSGs and IEPs and professional learning for staff around disability inclusion and equipment to support DI students	from: Term 1 to: Term 4		

Totals			
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Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
CRTs for SSGs and IEPs and professional learning for staff around disability inclusion and equipment to support DI students	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other CRT to attend SSGs and create IEPs <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture • Literacy aids • Sensory resources
Totals		\$16,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
CRTs for SSGs and IEPs and professional learning for staff	from: Term 1	\$0.00	

around disability inclusion and equipment to support DI students	to: Term 4		
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Use PMSSP staff and PMSSP professional learning to support MPS staff to identify and implement low floor, high ceiling activities.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Staff will participate in professional learning around student leadership using Amplify and led by 2022 staff Student Leadership Team	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site