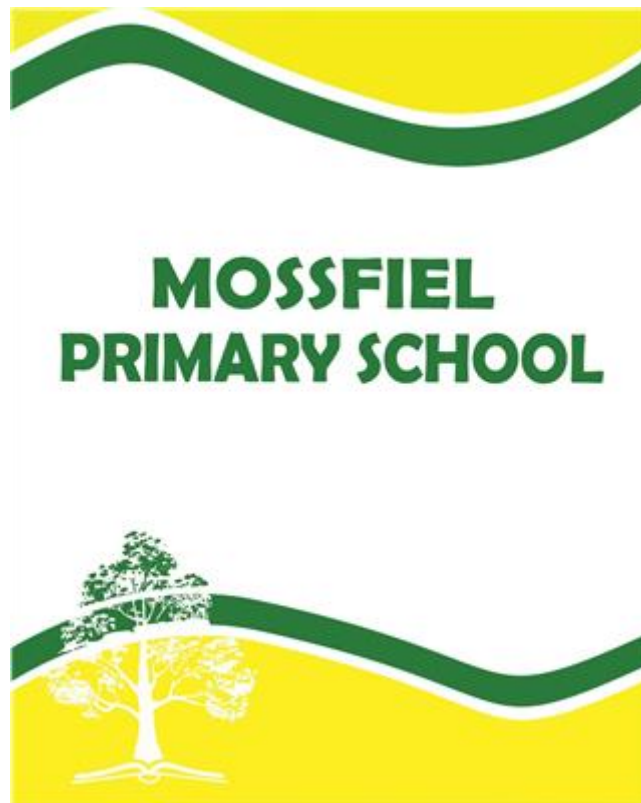


2023 Annual Implementation Plan

for improving student outcomes

Mossfiel Primary School (5002)



Submitted for review by Paul Maisey (School Principal) on 23 January, 2023 at 11:43 AM
Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 04 April, 2023 at 07:03 PM
Endorsed by Mistie Foley (School Council President) on 13 April, 2023 at 04:52 PM

Self-evaluation summary - 2023

	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	Evolving
	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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Evolving
	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	Our 2022 schools AIP review has highlighted some key areas for future work, these are reflected in the above evaluation. These include, finalising and embedding of our quality instructional framework (model), the auditing and updating of the schools curriculum documentation to create a guarantee and viable curriculum (GVC), the need to continue to strengthen our PLC inquiry process and the use of data to teach at each students point of need, develop and embed a culture of accountability, feedback and high expectations for all, develop and implement evidence-based, school-wide approaches to
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	<p>promote well-being based on the SWPBS model, regular attendance and school connectedness and developing students as active and empowered learners (student voice).</p>
<p>Considerations for 2023</p>	<p>In 2023 the School Improvement Team (SIT) supported by DSSI will continue to develop its skills a leaders and change agents, implementing school improvement work, through PL and inquiry based approach to:</p> <ul style="list-style-type: none"> - Implementing consistent instruction based on the school instructional framework - Building the capacity of middle leaders by continuing to implement an inquiry based PLC model to improve teaching and learning - Deliberately approaching work in a collaborative and transparent way, creating shared and vertically aligned understanding of school improvement work - Auditing and creation of a GVC, with Literacy as a starting point - Beginning the SWPBS implementation journey <p>The above data suggests that 2023 AIP target should remain the same or similar to 2022.</p>
<p>Documents that support this plan</p>	<p>FISO 2 Cont of Prac 2023 - Review.pdf (13.12 MB) Mossfiel Primary School AIP 2023 summary page.docx.pdf (0.06 MB)</p>

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>Attendance targets:- Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days)- Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent)Parent Opinion Survey targets:Increase the positive endorsement levels of the following variables.- Student agency and voice to at or above 87% (note in 2021 positive endorsement was 85%. SSP target 80%).- Promoting positive behaviour to at or above 94% (note 2021 positive endorsement was 94% and SSP target 80%)- School connectedness to at or above 90% (note 2021 result was 90% and SSP target 90%)- Not experiencing bullying to be at or above 60% (note 46% in 2020 and 54% in 2021. SSP target 70%)Attitudes to School Survey targets:Increase the positive endorsement levels of the following variables.- Sense of connectedness a75% (73% in 2020, 73% in 2021 and SSP target 80%t or above - Student voice and agency to be at or above</p>

			75%. (note 2020 53%, 2021 73% and SSP target 70%)
To maximise the achievement and learning growth of all students in Literacy and Numeracy	Yes	<p>Achievement Targets</p> <p>NAPLAN High Benchmark: Increase the proportion of Year 5 students achieving High Benchmark Growth (these targets may be reviewed once the school's 2021 NAPLAN results are accessible):</p> <ul style="list-style-type: none"> • Reading from 33% (2019) to greater than 34% (2024) • Writing 20% (2019) to greater than 24% (2024) • Numeracy 26% (2019) to greater than 28% (2024) <p>NAPLAN Below Benchmark: Reduce the below benchmark growth from:</p> <ul style="list-style-type: none"> • Reading from 19% (2019) to less than 19% (2024) • Writing 22% (2019) to less than 20% (2024) • Numeracy 24% (2019) to less than 22% (2024) <p>NAPLAN Top Two Bands: Increase the proportion of students achieving in the Top Two Bands (these targets may be reviewed once the school's 2021 NAPLAN results are accessible)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 53% (2019) to greater than 55% (2024) • Writing from 49% (2019) to greater than 50% (2024) • Numeracy from 33% (2019) to greater than 40% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 21% (2019) to greater than 27% (2024) • Writing from 10% (2019) to greater than 20% (2024) • Numeracy from 14% (2019) to greater than 20% (2024) <p>Teacher Judgements Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level</p> <ul style="list-style-type: none"> • Reading and viewing from 77% (2020) to greater than 82% (S2, 2024) • Writing from 70% (2020) to greater than 76% (S2, 2024) • Number and algebra from 73% (2020) to greater than 78% (S2, 2024) 	<p>Achievement Targets NAPLAN High Benchmark: Increase the proportion of Year 5 students achieving High Benchmark Growth: Reading at or above 19% Writing to greater than 21% Numeracy at or above 19%</p> <p>NAPLAN Below Benchmark: Reduce the below benchmark growth from: Reading from 19% (2019) to less than 19% Writing 22% (2019) to less than 20% Numeracy 24% (2019) to less than 22%</p> <p>NAPLAN Top Two Bands: Increase the proportion of students achieving in the Top Two Bands Year 3: Reading at or above 45% (2022 result 44%) Writing at or above 42% (2022 result 29%) Numeracy at or above 35% (2022 result 21%) Year 5: Reading at or above 28% (2022 result 27%) Writing from 10% (2019) to greater than 20% (2022 result 18%) Numeracy at or above 20% (2022 result 13%)</p> <p>Teacher Judgements Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level Reading and viewing from 77% (2020) to greater than 80% 2022 Writing from 70% (2020) to greater than 72% 2022 Number and algebra from 73% (2020) to greater than 75% 2022</p>

		<p>School Staff Survey targets: By 2024, increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> • Academic emphasis (56 percent in 2020) to at least 70 percent • Collective efficacy (62 percent in 2020) to at least 80 percent • Instructional leadership (75 percent in 2020) to at least 80 percent • Teacher collaboration (46 percent in 2020) to at least 75 percent 	<p>School Staff Survey targets: Increase the positive endorsement levels of the following variables- Academic emphasis (56 percent in 2020, 56% in 2022) to at least 70 percent in 2023- Collective efficacy (62 percent in 2020 53% 2022) to at least 70% percent in 2023- Instructional leadership (75 percent in 2020 65% 2022) to at least 75 percent in 2023- Teacher collaboration (46 percent in 2020 54% in 2022) to at least 65 percent in 2023</p>
		<p>Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> • Differentiated learning challenge (81 percent in 2020) to at least 85 percent • Stimulated learning (68 percent in 2020) to at least 75 percent • Teacher concern (68 percent in 2020) to at least 75 percent 	<p>Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables Differentiated learning challenge (81 percent in 2020, 80% in 2022) to be at or above 85% Stimulated learning (68 percent in 2020, 74% in 2022) to be at or above 80% Teacher concern (68 percent in 2020, 70% in 2022) to be at or above 75%</p>
<p>To maximise students' engagement and wellbeing</p>	<p>No</p>	<p>Attendance targets: By 2024, reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 19 days By 2024, reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 25 percent</p>	
		<p>Parent Opinion Survey targets: By 2024, increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> • Student agency and voice (68 percent in 2020) to at least 80 percent • Promoting positive behaviour (73 percent in 2020) to at least 80 percent • School connectedness (80 percent in 2020) to at least 90 percent 	

		<ul style="list-style-type: none"> • Not experiencing bullying (46 percent in 2020) to at least 70 percent 	
		<p>Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables:</p> <ul style="list-style-type: none"> • Sense of connectedness (73 percent in 2020) to at least 80 percent • Student voice and agency (53 percent in 2020) to at least 70 percent 	

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>
12-month target 1.1-month target	<p>Attendance targets: - Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days) - Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent)</p> <p>Parent Opinion Survey targets: Increase the positive endorsement levels of the following variables. - Student agency and voice to at or above 87% (note in 2021 positive endorsement was 85%. SSP target 80%). - Promoting positive behaviour to at or above 94% (note 2021 positive endorsement was 94% and SSP target 80%) - School connectedness to at or above 90% (note 2021 result was 90% and SSP target 90%) - Not experiencing bullying to be at or above 60% (note 46% in 2020 and 54% in 2021. SSP target 70%)</p> <p>Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables. - Sense of connectedness a75% (73% in 2020, 73% in 2021 and SSP target 80%t or above - Student voice and agency to be at or above 75%. (note 2020 53%, 2021 73% and SSP target 70%)</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	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 maximise the achievement and learning growth of all students in Literacy and Numeracy	
12-month target 2.1-month target	<p>Achievement Targets</p> <p>NAPLAN High Benchmark: Increase the proportion of Year 5 students achieving High Benchmark Growth: Reading at or above 19% Writing to greater than 21% Numeracy at or above 19%</p> <p>NAPLAN Below Benchmark: Reduce the below benchmark growth from: Reading from 19% (2019) to less than 19% Writing 22% (2019) to less than 20% Numeracy 24% (2019) to less than 22%</p> <p>NAPLAN Top Two Bands: Increase the proportion of students achieving in the Top Two Bands</p> <p>Year 3: Reading at or above 45% (2022 result 44%)</p>	

	<p>Writing at or above 42% (2022 result 29%) Numeracy at or above 35% (2022 result 21%)</p> <p>Year 5: Reading at or above 28% (2022 result 27%) Writing from 10% (2019) to greater than 20% (2022 result 18%) Numeracy at or above 20% (2022 result 13%)</p> <p>Teacher Judgements Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level</p> <p>Reading and viewing from 77% (2020) to greater than 80% 2022 Writing from 70% (2020) to greater than 72% 2022 Number and algebra from 73% (2020) to greater than 75% 2022</p>	
12-month target 2.2-month target	<p>School Staff Survey targets:</p> <p>Increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> - Academic emphasis (56 percent in 2020, 56% in 2022) to at least 70 percent in 2023 - Collective efficacy (62 percent in 2020 53% 2022) to at least 70% percent in 2023 - Instructional leadership (75 percent in 2020 65% 2022) to at least 75 percent in 2023 - Teacher collaboration (46 percent in 2020 54% in 2022) to at least 65 percent in 2023 	
12-month target 2.3-month target	<p>Attitudes to School Survey targets:</p> <p>Increase the positive endorsement levels of the following variables</p> <p>Differentiated learning challenge (81 percent in 2020, 80% in 2022) to be at or above 85% Stimulated learning (68 percent in 2020, 74% in 2022) to be at or above 80% Teacher concern (68 percent in 2020, 70% in 2022) to be at or above 75%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen all teachers' capacity to use data to teach to student point of need	No

KIS 2.b Excellence in teaching and learning	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6	Yes
KIS 2.c Excellence in teaching and learning	Embed consistent understanding and implementation of a high-quality, school-wide instructional model	Yes
KIS 2.d Professional leadership	Develop and embed a culture of accountability, feedback and high expectations for all	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.	Following the school review report and the evaluation of progress in 2022 AIP and towards the 2024 SSP, these areas were identified as priority goals and KIS.	

Define actions, outcomes, success indicators 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 target	Attendance targets: - Reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 21 (note SSP target is 19 days) - Reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 34% (note SSP target is 25 percent) Parent Opinion Survey targets: Increase the positive endorsement levels of the following variables. - Student agency and voice to at or above 87% (note in 2021 positive endorsement was 85%. SSP target 80%). - Promoting positive behaviour to at or above 94% (note 2021 positive endorsement was 94% and SSP target 80%) - School connectedness to at or above 90% (note 2021 result was 90% and SSP target 90%) - Not experiencing bullying to be at or above 60% (note 46% in 2020 and 54% in 2021. SSP target 70%) Attitudes to School Survey targets: Increase the positive endorsement levels of the following variables. - Sense of connectedness a75% (73% in 2020, 73% in 2021 and SSP target 80%t or above - Student voice and agency to be at or above 75%. (note 2020 53%, 2021 73% and SSP target 70%)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Implementation of the tutor learning initiative - with a focus on numeracy
Outcomes	Student - involved in the TLI clearly articulate learning goals and know what they need to do to achieve their goals Teacher - Identify students learning needs and understand how to collaborate with tutors, leaders and parents

	Leaders (SIT) - Monitor the implementation of impact of the TLI			
Success Indicators	<p>Early indicators</p> <p>Tutor learning plan for the year established</p> <p>Pre-assessment against TLI Implementation Continua</p> <p>TLI PLC agenda/minutes</p> <p>Updated data tracking system - Identify and track students</p> <p>Minutes connecting TLI to PLC's</p> <p>Late indicators</p> <p>Improvement in targeted student data</p> <p>Post-assessment against TLI Implementation Continua</p> <p>Improved Teacher judgements</p> <p>NAPLAN 3 and 5 numeracy results</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a TLI PLC	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,943.00 <input checked="" type="checkbox"/> Equity funding will be used
Assess program against TLI Implementation Continua	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Record and track data of students to be supported in the TLI program	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2023 Dimension				
Actions	Implementation of the three tiered Disability Inclusion (DI) Model			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - requiring Tier 3 adjustments will clearly articulate learning goals and know what they need to do to achieve their goals <p>Teachers</p> <ul style="list-style-type: none"> - will provide feedback as part of the audit of current Disability Inclusion practices - will have a shared understanding of who required Tier 3 adjustments and how to record and administer them <p>Leaders (DI PLC)</p> <ul style="list-style-type: none"> - will lead the auditing of current Disability Inclusion practices against the Disability Inclusion maturity matrix - will have a shared and deep understanding of requirements of three tiered Disability Inclusion Model, the DIP and where MPS current practices fit into this model - SWPBS as a priority - will collaboratively work with teachers in the development of shared understanding of who required Tier 3 adjustments and how to record and administer them (IEP & SSG) 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> Identify key stakeholders and create DI PLC Minutes from DI PLC Documented audit of Disability Inclusion maturity matrix Established data tracing for tiered adjustments Teacher feedback surveys Process for SSG and IEP established <p>Late Indicators</p> <ul style="list-style-type: none"> Minutes from DI PLC Documented end of year review of Disability Inclusion maturity matrix Established data tracing for tiered adjustments SSG and IEP for Tier 3 adjustments 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Creation of Disability Inclusion PLC</p> <p>Key stake holders</p> <ul style="list-style-type: none"> - Leader - Mental health and Well-being Leader - Social Worker - SIT member - Supporting ES 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$217,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Assess MPS against the Disability Inclusion maturity matrix</p> <p>Include: Disability Inclusion Profile Transition PSD students to DI process</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<p>Establish written process for adjustments through SSG and IEP</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Establish data tracing for tiered adjustments</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Create team to research SWPBS and it connection to DI at MPS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Goal 2</p>	<p>To maximise the achievement and learning growth of all students in Literacy and Numeracy</p>			
<p>12-month target 2.1 target</p>	<p>Achievement Targets NAPLAN High Benchmark: Increase the proportion of Year 5 students achieving High Benchmark Growth:</p>			

	<p>Reading at or above 19% Writing to greater that 21% Numeracy at or above 19%</p> <p>NAPLAN Below Benchmark: Reduce the below benchmark growth from: Reading from 19% (2019) to less than 19% Writing 22% (2019) to less than 20% Numeracy 24% (2019) to less than 22%</p> <p>NAPLAN Top Two Bands: Increase the proportion of students achieving in the Top Two Bands</p> <p>Year 3: Reading at or above 45% (2022 result 44%) Writing at or above 42% (2022 result 29%) Numeracy at or above 35% (2022 result 21%)</p> <p>Year 5: Reading at or above 28% (2022 result 27%) Writing from 10% (2019) to greater than 20% (2022 result 18%) Numeracy at or above 20% (2022 result 13%)</p> <p>Teacher Judgements Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level</p> <p>Reading and viewing from 77% (2020) to greater than 80% 2022 Writing from 70% (2020) to greater than 72% 2022 Number and algebra from 73% (2020) to greater than 75% 2022</p>
<p>12-month target 2.2 target</p>	<p>School Staff Survey targets:</p> <p>Increase the positive endorsement levels of the following variables</p> <ul style="list-style-type: none"> - Academic emphasis (56 percent in 2020, 56% in 2022) to at least 70 percent in 2023 - Collective efficacy (62 percent in 2020 53% 2022) to at least 70% percent in 2023

	<ul style="list-style-type: none"> - Instructional leadership (75 percent in 2020 65% 2022) to at least 75 percent in 2023 - Teacher collaboration (46 percent in 2020 54% in 2022) to at least 65 percent in 2023
12-month target 2.3 target	<p>Attitudes to School Survey targets:</p> <p>Increase the positive endorsement levels of the following variables</p> <p>Differentiated learning challenge (81 percent in 2020, 80% in 2022) to be at or above 85%</p> <p>Stimulated learning (68 percent in 2020, 74% in 2022) to be at or above 80%</p> <p>Teacher concern (68 percent in 2020, 70% in 2022) to be at or above 75%</p>
KIS 2.b Curriculum planning and assessment	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6
Actions	Audit and review our current curriculum documentation, with the plan to development a sequential learning journey for students from Foundation to Year 6
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - are able to articulate what they would like to learn and how they would like to learn it - will understand where they're at in their learning and their next step (Student Voice/Agency) <p>Teachers</p> <ul style="list-style-type: none"> - will audit current curriculum documentation to identify school needs - will collaboratively engage in the development of curriculum documentation - will have a shared understanding of how to use curriculum documentation to support planning (Purpose, language, content, structure) <p>Leaders</p> <ul style="list-style-type: none"> - will lead the auditing of current curriculum documentation to identify school needs - will collaboratively work with teachers in the development of curriculum documentation - will have a shared and deep understanding of curriculum documentation (purpose, language, content, structure, implementation)
Success Indicators	<p>Early indicators</p> <p>Professional Learning Plan for the year</p>

	<p>SIT agenda/minutes Feedback from staff and students Documentation of GVC overview plan Staff feedback via survey</p> <p>Late indicators Staff Opinion Survey results linked to GVC Staff Opinion Survey results linked to Teacher Collaboration Staff Opinion Survey results linked to Collective Efficacy GVC documentation PLC minutes showing planning of GVC implementation. Staff survey (inhouse) regarding GVC creation and implementation.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>SIT to engage with DSSI Leadership Partners to audit and develop an action plan to create a shared understanding of curriculum plans and GVC</p> <p>(includes audit and action plan for engaging staff in review of curriculum documents)</p>	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>
<p>SIT to engage with DSSI Leadership Partners to develop and implement of a highly effective School Improvement Team.</p>	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$99,886.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>SIT to engage with DSSI Leadership Partners to collaboratively create and document GVC</p> <p>(includes literacy as a starting point)</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
KIS 2.c	Embed consistent understanding and implementation of a high-quality, school-wide instructional model			

Evidence-based high-impact teaching strategies	
Actions	Embed consistent understanding and implementation of a high-quality, school-wide instructional framework with a focus on Feedback
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - understand the purpose of one to one feedback and how it supports their learning. - reflect on and action the feedback provided to support their learning. <p>Teachers will</p> <ul style="list-style-type: none"> - develop a deep understanding and implement effective feedback practices <p>Leaders will</p> <ul style="list-style-type: none"> - develop a deep understanding of identified effective feedback practices - develop and lead a professional learning plan that supports staff to build their capacity to implement effective feedback practices.
Success Indicators	<p>Early indicators</p> <p>Professional Learning Plan for the year</p> <p>SIT minutes</p> <p>PLC Minutes</p> <p>Professional Reading (unpacking)</p> <p>Collect data to monitor IF impact from:</p> <p>Student - Survey, focus groups, interviews, learning data (teacher judgements, Essential Assessment, FnP, PAT, ect..)</p> <p>Teacher - Self reflection, Peer Observation, Goals, monitor</p> <p>Leader - Learning walks, coaching, Positive due to good practice</p> <p>Late Indicators</p> <p>SIT minutes</p> <p>PLC Minutes</p> <p>SSS -(Collective Efficacy , Instructional Leadership)</p> <p>Professional Reading</p> <p>Collect data to monitor IF impact from:</p> <p>Student - Survey, focus groups, interviews, learning data (NAPLAN, teacher judgements, Essential Assessment, FnP, PAT, ect..)</p>

	Teacher - Self reflection, Peer Observation, Goals, monitor Leader - Learning walks, coaching, Positive due to good practice			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model - Planing and delivery of PL to support the agreed MPS instructional model - Embedding work on introduction and reflection (Self reflection, Peer Observation, Goals, monitor) - Focus whole school learning on feedback	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,886.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program and PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – developing norms and protocols and the inquiry cycle - Develop a PLC inquire model specific to MPS	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce a coaching program to support Instructional Framework implementation - Learning walks - Coaching - Positive due to good practice	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$124,858.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$752,080.96	\$619,943.00	\$132,137.96
Disability Inclusion Tier 2 Funding	\$223,091.30	\$217,000.00	\$6,091.30
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$975,172.26	\$836,943.00	\$138,229.26

Activities and milestones – Total Budget

Activities and milestones	Budget
Create a TLI PLC	\$49,943.00
Creation of Disability Inclusion PLC Key stake holders - Leader - Mental health and Well-being Leader - Social Worker - SIT member - Supporting ES	\$217,000.00
Create team to research SWPBS and it connection to DI at MPS	\$12,000.00
SIT to engage with DSSI Leadership Partners to develop and implement of a highly effective School Improvement Team.	\$99,886.00
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model - Planing and delivery of PL to support the agreed MPS	\$99,886.00

instructional model - Embedding work on introduction and reflection (Self reflection, Peer Observation, Goals, monitor) - Focus whole school learning on feedback	
Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program and PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – developing norms and protocols and the inquiry cycle - Develop a PLC inquire model specific to MPS	\$15,000.00
Introduce a coaching program to support Instructional Framework implementation - Learning walks - Coaching - Positive due to good practice	\$124,858.00
Totals	\$618,573.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Create a TLI PLC	from: Term 1 to: Term 4	\$49,943.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Create team to research SWPBS and it connection to DI at MPS	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
SIT to engage with DSSI Leadership Partners to develop	from: Term 1	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing

and implement of a highly effective School Improvement Team.	to: Term 4		
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional Model - Planing and delivery of PL to support the agreed MPS instructional model - Embedding work on introduction and reflection (Self reflection, Peer Observation, Goals, monitor) - Focus whole school learning on feedback	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Engage DSSI Leadership Partners to support the implementation of a highly effective inquiry based PLC leadership program and PLC inquiry Cycle Implementation - PLC meeting weekly/leaders released weekly - PLC leaders day – developing norms and protocols and the inquiry cycle - Develop a PLC inquire model specific to MPS	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Introduce a coaching program to support Instructional Framework implementation - Learning walks - Coaching - Positive due to good practice	from: Term 1 to: Term 4	\$125,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$401,943.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Creation of Disability Inclusion PLC Key stake holders - Leader - Mental health and Well-being Leader - Social Worker - SIT member - Supporting ES	from: Term 1 to: Term 4	\$217,000.00	<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 • Education support staff • Other Administration - ES <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Social workers
Totals		\$217,000.00	

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
Employment of a dedicated attendance office	\$53,000.00

Professional Development PLC	\$45.00
CRT Replacement for PL	\$300,000.00
ES support DI	\$90.00
Totals	\$353,135.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of a dedicated attendance office	from: Term 1 to: Term 4	\$53,000.00	<input checked="" type="checkbox"/> School-based staffing
Professional Development PLC	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
CRT Replacement for PL	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> CRT
ES support DI	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$218,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of a dedicated attendance office	from: Term 1 to: Term 4	\$0.00	
Professional Development PLC	from: Term 1 to: Term 4		
CRT Replacement for PL	from: Term 1 to: Term 4		
ES support DI	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of a dedicated attendance office	from: Term 1 to: Term 4	\$0.00	
Professional Development PLC	from: Term 1		

	to: Term 4		
CRT Replacement for PL	from: Term 1 to: Term 4		
ES support DI	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Record and track data of students to be supported in the TLI program	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> On-site
Creation of Disability Inclusion PLC Key stake holders - Leader - Mental health and Well-being Leader - Social Worker - SIT member - Supporting ES	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> On-site
SIT to engage with DSSI Leadership Partners to develop and implement a highly effective School Improvement Team.	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Engage DSSI Leadership Partners to support the SIT in the implementation of a highly effective Instructional	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

<p>Model</p> <ul style="list-style-type: none"> - Planing and delivery of PL to support the agreed MPS instructional model - Embedding work on introduction and reflection (Self reflection, Peer Observation, Goals, monitor) - Focus whole school learning on feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 			
<p>Introduce a coaching program to support Instructional Framework implementation</p> <ul style="list-style-type: none"> - Learning walks - Coaching - Positive due to good practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site