2023 Annual Implementation Plan

for improving student outcomes

Moonee Ponds Primary School (3987)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, 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
	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 school has embedded a culture of collective efficacy and collective responsibility. The MPPS Teaching and Learning Framework documents most school structures and approaches. This supports consistency and alignment within PLCs and across the School. PLCs are embedded across the school. Teams work collaboratively with a clear focus on student outcomes and use of student data to drive improvement and student growth. A continued focus is required to improve student voice including teacher/student relationships and student voice in their learning through feedback and goal setting. The home school partnerships is also an important need - particularly in light of the school review which showed a

	disconnect between the engagement and targeted differentiated support of students in the classroom and parent perception of what happens at school.
Considerations for 2023	This will be the first year of our School Strategic Plan. The focus this year includes continuing to develop and improve teaching and learning best practice in literacy (writing) through the PLC inquiry process, the meeting schedule and coaching. The school will be working with Misty Adoniou to support this work. Teams will continue reviewing planning documents to ensure they reflect the current practice and knowledge of the team (including the use of mentor texts to effectively support the lesson goal and engage students). We will be reviewing the way we support students through the new Disability Inclusion Reform including how adjustments to teaching and learning are documented through Individual Education Plans and recorded and tracked through curriculum (unit/topic) and weekly planners and meeting agendas. We will also continue the work on student voice, particularly the focus student goal setting (agency in learning), and authentic purpose across the curriculum, including the use of real-world problems and problem-based learning in maths. This aligns with the DET priority area of mathematics. Smart words has been introduced in 2021 as a program to support the teaching of spelling. Continuing this work will be a focus this year so we can review the impact and ongoing implementation. The school is also part of the final tranche implementing the Respectful Relationships program which continues in 2023. We will also continue the implementation of Seesaw as a digital feedback tool to further develop home-school communication. Finally, we will also manage the operational implications of our ongoing Capital Works Program and the first year of implementation of the new VGSA.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	Maximise student learning growth for every student in literacy and numeracy
Target 2.1	By 2026 increase the percentage of Year 5 students maintaining in the top 2 NAPLAN bands for the domains of: • Writing from 32 per cent (2022) to at least 60 per cent • Numeracy from 58 per cent (2022) to at least 60 per cent • Reading four-year average from 69 per cent (2017-2021) to at least 75 per cent
Target 2.2	By 2026 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: • Reading from 30 per cent (2021) to 35 per cent • Writing from 21 per cent (2021) to 32 per cent • Numeracy from 14 per cent (2021) to 25 per cent

Target 2.3	By 2026, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10: English • Reading from 56 per cent (2022) to 60 per cent (possibly include a Year 1 target at 80% (tbc) above expected) • Writing from 46 per cent (2022) to 50 per cent Mathematics • Number and Algebra from 52 per cent (2022) to 60 per cent
Target 2.4	By 2026, improve the percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of: • Understand how to analyse data from 55 per cent (2022) to 75 per cent • Professional learning through peer observation from 35 per cent (2022) to 75 per cent
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the knowledge, skills and ability of all staff to embed pedagogy and evidence-based practice

Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need
Goal 3	To improve student voice and agency
Target 3.1	By 2026, increase the percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of: • Student voice and agency from 61 per cent (2022) to 70 per cent • Motivation and Interest from 77 per cent (2022) to 80 per cent • Perseverance from 75 per cent (2022) to 80 per cent • Teacher Concern from 63 per cent (2022) to 73 per cent
Target 3.2	By 2026, improve the percentage of positive endorsement on SSS teaching and learning modules for the factors of: • Use student feedback to improve practice from 65 per cent (2022) to 75 per cent • Focus on real life problems from 65 per cent (2022) to 75 per cent
Target 3.3	By 2026 increase the percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of: • Effective teaching from 72 per cent (2022) to 80 per cent • Student motivation and support from 72 per cent (2022) to 80 per cent • Stimulating learning environment from 71 per cent (2022) to 80 per cent

	• Teacher communication from 64 per cent (2022) to 75 per cent
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding of student voice and agency
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop the knowledge, skills and ability of all staff to embed strategies to improve student voice and agency
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing and community partnerships

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.
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.	Yes	Support for the 2023 Priorities	See targets below (Goals 2 and 3)
Maximise student learning growth for every student in literacy and numeracy	Yes	By 2026 increase the percentage of Year 5 students maintaining in the top 2 NAPLAN bands for the domains of: • Writing from 32 per cent (2022) to at least 60 per cent • Numeracy from 58 per cent (2022) to at least 60 per cent • Reading four-year average from 69 per cent (2017-2021) to at least 75 per cent	The percentage of Year 5 students maintaining the top 2 NAPLAN bands for the domains of:* Writing to at least 40%* Numeracy to at least 60%* Reading four-year average to at least 70%
		By 2026 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: • Reading from 30 per cent (2021) to 35 per cent • Writing from 21 per cent (2021) to 32 per cent • Numeracy from 14 per cent (2021) to 25 per cent	The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:Reading to 32%Writing to 25%Numeracy to 25%
		By 2026, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10: English	The percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10:English*

		• Reading from 56 per cent (2022) to 60 per cent (possibly include a Year 1 target at 80% (tbc) above expected) • Writing from 46 per cent (2022) to 50 per cent Mathematics • Number and Algebra from 52 per cent (2022) to 60 per cent	Reading to 60%* Writing to 50%Mathematics* Number and Algebra to 55%
		By 2026, improve the percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of: • Understand how to analyse data from 55 per cent (2022) to 75 per cent • Professional learning through peer observation from 35 per cent (2022) to 75 per cent	The percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of:* Understand how to analyse data to 70%* Professional learning through peer observation to 45%
To improve student voice and agency	Yes	By 2026, increase the percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of: • Student voice and agency from 61 per cent (2022) to 70 per cent • Motivation and Interest from 77 per cent (2022) to 80 per cent • Perseverance from 75 per cent (2022) to 80 per cent • Teacher Concern from 63 per cent (2022) to 73 per cent	The percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of:Student voice and agency to 65%Motivation and Interest to 78%Perseverance to 80%Teacher Concern to 68%
		By 2026, improve the percentage of positive endorsement on SSS teaching and learning modules for the factors of: • Use student feedback to improve practice from 65 per cent (2022) to 75 per cent • Focus on real life problems from 65 per cent (2022) to 75 per cent	The percentage of positive endorsement on SSS teaching and learning modules for the factors of:* Use student feedback to improve practice to 70%* Focus on real life problems to 70%
		By 2026 increase the percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of: • Effective teaching from 72 per cent (2022) to 80 per cent • Student motivation and support from 72 per cent (2022) to 80 per cent • Stimulating learning environment from 71 per cent (2022) to 80 per cent	The percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of:* Effective teaching to 75%* Student motivation and support to 80%* Stimulating learning environment to 80%* Teacher communication to 78%

		• Teacher communication from 64 per cent (2022) to 75 per cent	

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	See targets below (Goals 2 and 3)	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b 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	**Maximise student learning growth for every student in literacy and numeracy**	
12 Month Target 2.1	The percentage of Year 5 students maintaining the top 2 NAPLAN bands for the domains of: * Writing to at least 40% * Numeracy to at least 60% * Reading four-year average to at least 70%	

12 Month Target 2.2	The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Reading to 32% Writing to 25% Numeracy to 25%	
12 Month Target 2.3	The percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10: English * Reading to 60% * Writing to 50% Mathematics * Number and Algebra to 55%	
12 Month Target 2.4	The percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of: * Understand how to analyse data to 70% * Professional learning through peer observation to 45%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the knowledge, skills and ability of all staff to embed pedagogy and evidence-based practice	Yes
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need	Yes

student learning growth, attainment and wellbeing capabilities	
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.	The previous strategic plan had a clear focus on improving teaching and learning in reading. The impact of this focus was reflected in improved outcomes for students in reading. Through the self-evaluation, both the teacher judgement and NAPLAN data showed writing to be an area of need. This year the focus will be on developing teacher pedagogy and instruction in writing to ensure improved student engagement and student outcomes in writing. As part of our review process, embedding the work of Professional Learning Communities (PLCs) was reinforced as a vehicle to strengthen the way teachers used data in a cycle of inquiry and reflect on their practice in order to build their practice and improve student learning outcomes. Strengthening consistency of evidence-based practices against a continuum of learning aimed at teaching to each student's point of need was also identified as an area of focus. Peer observations were evident but since COVID, were not consistently implemented across the school. This was identified as an feedback tool to be strengthened and linked to the work of PLCs.
Goal 3	**To improve student voice and agency**
12 Month Target 3.1	The percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of: Student voice and agency to 65% Motivation and Interest to 78% Perseverance to 80% Teacher Concern to 68%
12 Month Target 3.2	The percentage of positive endorsement on SSS teaching and learning modules for the factors of: * Use student feedback to improve practice to 70% * Focus on real life problems to 70%
12 Month Target 3.3	The percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of: * Effective teaching to 75% * Student motivation and support to 80% * Stimulating learning environment to 80% * Teacher communication to 78%
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding of student voice and agency	Yes
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop the knowledge, skills and ability of all staff to embed strategies to improve student voice and agency	Yes
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing and community partnerships	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.	Through the review process, the use of feedback and reflection strategies to support students was identified as an area to be strengthened. The Panel discussed that following the student, teacher and parent/carer forums, student agency in learning could be more clearly understood and strategies to promote agency could be deepened, assisting students to have greater ownership in learning. Clearly articulating the communication pathways and how these are used to strengthen and connect families to the classroom learning experiences was also identified as an area of focus.	

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	See targets below (Goals 2 and 3)
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	Continue to implement the Tutor Learning Initiative to support students in terms of their learning growth and learning confidence. Implement the Disability inclusion reform including IEPs, Behaviour Support Plans and documenting tier 2 and tier 3 adjustments in curriculum planning documentation. Plan for and embed real-world and open-ended problem solving in numeracy, and a teaching approach that connects the real life "purpose" of learning experiences explicit for students (the "why?" behind what we do).
Outcomes	Students will feel accepted, confident that they know the work, that they can do the work and that they have help if they need it. They will be engaged in their learning. Teachers will document the adjustments that they are making to support their students to be successful. School leaders will have a clear knowledge of students receiving tier 1, tier 2 and tier 3 intervention across the school and will be responsive to the needs of the cohort as the year progresses.
Success Indicators	Student Assessment Continuums (data tracking tool) and NAPLAN top 2 bands data (Panorama dashboard) Classroom Observations and Learning walks Assessment Schedule (PAT Assessments (reading and number)) Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. Tutor learning initiative timetable and notes/updates in OneNote Notebook

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Establish the TLI for 2023 including finalising staffing, confirming timetable and identify students for the program.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ 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
Establish communication plan for tutors and classroom teachers to track, monitor and share learning plans for students on TLI through the Staff Collaboration OneNote.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$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
Professional learning for staff on the Disability Inclusion reform and how to develop IEPs, Behaviour Support Plans and record adjustments through weekly and topic planners.	☑ Assistant Principal	☑ 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
Documenting school approach to Disability Inclusion including tier 1, tier 2 and tier 3 adjustments and identifying students requiring adjustments under each tier.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☐ 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
Develop a plan for supporting high ability students including documenting process for identifying and tracking students who engage with the High Ability Program resources including VHAP and the Enrichment Series.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☐ 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
Professional learning for staff on real-world and problem-based learning in numeracy through the meeting schedule.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ 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 PAT Assessments in reading and mathematics to identify and track students working outside the expected level of achievement and tracking student growth.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

Actions	Implement the Respectful Relationships program (including the Rights, Resilience and Respectful Relationships Curriculum). Professional Learning on the positive behaviour support strategies, zones of regulation and trauma informed practices.
Outcomes	Shared understanding of Respectful Relationships across the community (students, teachers and families). Teachers use inclusive language and practices in their teaching. Students understand what respectful behaviours are and are able to self- and co-regulate their emotions.
Success Indicators	School opinion data - Attitudes to School, School Staff Survey and Parent Opinion Survey. Meeting schedule and Staff Collaboration OneNote - meeting minutes, curriculum plans, yearly overviews of RRRRs Individual Education Plans and Positive Behaviour Support Plans Professional Learning agendas School newsletter and School Website

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning and implementation of the Respectful Relationships initiative.	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,800.00 ☐ 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
PLCs finalise their yearly overview of the Rights, Resilience and Respectful Relationships program (and focus for weekly lessons).	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$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
Professional learning for staff on understanding and supporting challenging behaviours and respectful relationships.	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$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
Engage parents with the School's implementation of Respectful Relationships initiative promoting the school's commitment to gender equality and respectful relationships through sharing information and updates in the newsletter, Compass newsfeed, School website and School council agenda.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$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

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12 Month Target 2.1	The percentage of Year 5 students maintaining the top 2 NAPLAN bands for the domains of: * Writing to at least 40% * Numeracy to at least 60% * Reading four-year average to at least 70%
12 Month Target 2.2	The percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Reading to 32% Writing to 25% Numeracy to 25%
12 Month Target 2.3	The percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10: English * Reading to 60% * Writing to 50% Mathematics * Number and Algebra to 55%
12 Month Target 2.4	The percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of: * Understand how to analyse data to 70% * Professional learning through peer observation to 45%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Develop the knowledge, skills and ability of all staff to embed pedagogy and evidence-based practice

incorporating extra-curricula programs	
Actions	Implement professional learning to improve outcomes in writing (including through Misty Adoniou, PLC and staff meeting schedule, learning specialist support and coaching). Document the writing workshop model as part of the MPPS Teaching and Learning Framework to support consistency of practice. Schedule peer observations each term as a tool to improve teacher practice as part of the PLC meeting schedule.
Outcomes	Teachers will have greater confidence in scaffolding student learning in writing. There will be greater consistency and alignment of the writing workshop across the school. Students will be more engaged and have improved outcomes in writing.
Success Indicators	Student Assessment Continuums (data tracking tool) and NAPLAN top 2 bands data (Panorama dashboard) Classroom Observations and Learning walks Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. Opinion data - school staff survey, attitudes to school and PIVOT.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning with Misty Adoniou on pedagoy and teaching practices in writing.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$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

Document the writing workshop model.	☑ Learning Specialist(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$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
Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the writing curriculum through working with leaders and supporting class teachers as required.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$45,000.00 ☐ 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
Literacy Coach to support Years PLCs with planning, teaching, assessing and documenting of the writing curriculum.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☐ 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
Learning specialist to develop a resource bank to support the implementation of Smart Words including modelling and filming lessons, updating key documents and reference material in the Staff Collaboration OneNote.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4		$10,000.00 ☐ 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.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need
Actions	Strengthen the PLC evidence-based inquiry approach with a focus on improving student outcomes in Writing. Strengthen confidence and accuracy of teacher judgements (data literacy) through professional learning, moderated assessment tasks and use of NAPLAN assessment guides to analyse writing samples.

Outcomes	Teachers will have greater trust in their assessment data for writing.
	Teachers will have improved planning for differentiation in writing - supporting students at their point of need (support and extension).
	Students will know what goals they are working and how to achieve their goals to be successful writers.
	Middle leaders will have greater role clarity, clear structures and self-efficacy in leading the PLCs in this work.
Success Indicators	Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard)
	Improved alignment between teacher judgement and NAPLAN data.
	Collegiate visits reflections.
	Classroom Observations and Learning walks
	Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets)
	Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement a minimum of 3 PLC inquiry cycles with a focus on writing	☑ All Staff ☑ Learning Specialist(s)	☑ 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
Document a PLC term/yearly overview which includes the broad focus for each meeting including scheduled peer observations.	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ 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
Document a PLC meeting agenda template and consistent expectations for PLC meeting agenda items (vs Weekly PLC planning agenda items).	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$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
Review and update the assessment schedule to reflect DET assessment advice and current assessment practices.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$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
Goal 3	To improve student voice and agency				
12 Month Target 3.1	The percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of: Student voice and agency to 65% Motivation and Interest to 78% Perseverance to 80% Teacher Concern to 68%				
12 Month Target 3.2	The percentage of positive endorsement on SSS teaching and learning modules for the factors of: * Use student feedback to improve practice to 70% * Focus on real life problems to 70%				
12 Month Target 3.3	The percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of: * Effective teaching to 75% * Student motivation and support to 80% * Stimulating learning environment to 80% * Teacher communication to 78%				
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding of student voice and agency				
Actions	Implement an induction process that brings new staff on board with our school culture and teaching approaches and agreements (Teaching and Learning Framework). Implement professional learning as part of the meetings schedule to ensure all staff understand our school approach (beliefs and definition) to student voice. Document definition of "feedback" as an integral element of learning, to ensure consistent understanding across staff and students.				

Outcomes	All teachers and students will have a shared understanding of the definition of student voice. All teachers and students will have a shared understanding of feedback and how it supports learning growth.			
Success Indicators	Student forums Instructional Observations, Learning walks and PIVOT surveys. Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) and induction meetings.			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Induction day for staff new to the school - focus on MPPS teaching and learning framework and other induction processes to help with the transition and establish the culture of MPPS.	☑ Assistant Principal ☑ Learning Specialist(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
Professional Learning day for staff new to the school with a focus on beliefs about student voice and the GANAG lesson structure.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$900.00 ☐ 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
Whole staff meeting schedule to review: • Fundamental beliefs about student voice • Definition of student voice • Review of the voice and aspirations framework	☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$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 and document definition of "feedback" including how it supports learning and it's many forms.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 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
KIS 3.b	Develop the knowledge, skills and ability of all staff to embed strategies to improve student voice and agency				

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	Review current goal setting and feedback practices across each PLC. Review and communicate expectations for all teachers that: • all students to have a personal goal for reading and writing. • all students record and track their goal
Outcomes	Teachers support students in their class with personal goal setting as part of reading and writing conferences. They implement a system to record and track these goals with their students. Students are able to articulate their personal goal for reading and writing. They can explain what the goal is and how they demonstrate the goal. They understand that feedback is part of goal setting and knowing when they have achieved their goal.
Success Indicators	Student forums Instructional Observations, Learning walks and PIVOT surveys. Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) and induction meetings.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLCs identify process for recording and tracking student personal goals in reading and writing (eg. In notebooks, on goal sheets etc).	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$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
PLCs develop agreed approaches to making feedback (as a tool for managing goals) explicit for students including strategies such as: • anchor charts outlining what feedback is and how to seek feedback • student self-reflection prompts and scaffolds • teacher prompts to support student feedback in conferences, class discussions • identifying student feedback strategies to help with problem solving (knowing how they are going in their learning and what to do if they need help).	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$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 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing and community partnerships
Actions	Further implementation of Seesaw as a tool for home-school partnerships. Deepening partnerships with parents – develop and implement a communication plan (through the newsletter, Seesaw and assemblies that outlines the school approach to student learning structures, supporting higher achieving students, showcasing student learning etc.
Outcomes	Students will record, share and provide feedback about their learning through Seesaw. Teachers will identify key learning experiences to be published through Seesaw as part of their weekly planning. They will support students to record, share and provide feedback about their learning through Seesaw. Parents will access Seesaw and use this knowledge to • acknowledge their child's post through Seesaw (likes/comments) • use the published content to start a conversation with their child about their child's learning.

	School leaders will provide clear expectations and guidance for Seesaw and how it is used to support MPPS as a collaborative learning community
Success Indicators	Student, School Staff and Parent Opinion survey data (Panorama) Student forums Classroom Observations and Learning walks Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Collect teacher data about the initial implementation of Seesaw and develop recommendations for implementation in 2023.	☑ School Improvement Team ☑ 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 an implementation plan for the use of Seesaw in 2023 including clear expectations.	☑ 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
Review the impact of Seesaw as a tool to strengthen the home-school connection (and parent/carer knowledge of what is happening in the classroom learning space).	☑ Homegroup teachers ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$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 communication plan which includes key topics to support parent/carer knowledge of school programs and approaches (published through the newsletter and Seesaw).	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$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

Update School handbooks and School website to explain the individual purpose of the three school communication platforms - Compass, the School website and Seesaw.	☑ Assistant Principal ☑ Principal	☐ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$9,194.00	$9,194.00	$0.00
Disability Inclusion Tier 2 Funding	$112,390.64	$112,390.00	$0.64
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$121,584.64	$121,584.00	$0.64

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish the TLI for 2023 including finalising staffing, confirming timetable and identify students for the program.	$60,000.00
Professional learning for staff on the Disability Inclusion reform and how to develop IEPs, Behaviour Support Plans and record adjustments through weekly and topic planners.	$20,000.00
Documenting school approach to Disability Inclusion including tier 1, tier 2 and tier 3 adjustments and identifying students requiring adjustments under each tier.	$10,000.00
Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the writing curriculum through working with leaders and supporting class teachers as required.	$45,000.00
Totals	$135,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Establish the TLI for 2023 including finalising staffing, confirming timetable and identify students for the program.	from: Term 1 to: Term 4	$9,194.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Totals		$9,194.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Establish the TLI for 2023 including finalising staffing, confirming timetable and identify students for the program.	from: Term 1 to: Term 4	$22,390.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Other
Professional learning for staff on the Disability Inclusion reform and how to develop IEPs, Behaviour Support Plans and record adjustments through weekly and topic planners.	from: Term 1 to: Term 4	$20,000.00	☑ Professional learning for school-based staff • Whole school
Documenting school approach to Disability Inclusion including tier 1, tier 2 and tier 3 adjustments and identifying students requiring adjustments under each tier.	from: Term 1 to: Term 2	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Learning Specialist
Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and	from: Term 1	$60,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties

documenting of the writing curriculum through working with leaders and supporting class teachers as required.	to: Term 4		• Learning Specialist
Totals		$112,390.00	

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**
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning for staff on the Disability Inclusion reform and how to develop IEPs, Behaviour Support Plans and record adjustments through weekly and topic planners.	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Learning Specialist ☑ External consultants Child psychologist workshops. ☑ Departmental resources Disability Inclusion Reform and Student Support Services team	☑ On-site
Professional learning for staff on real-world and problem-based learning in numeracy through the meeting schedule.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Numeracy Portal ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Professional learning and implementation of the Respectful Relationships initiative.	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Respectful Relationships initiative	☑ On-site
Professional learning for staff on understanding and supporting challenging behaviours and respectful relationships.	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Child psychologist workshops. ☑ Departmental resources Disability Inclusion and DET SSS team. ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Professional Learning with Misty Adoniou on pedagoy and teaching practices in writing.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 2	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ External consultants Misty Adoniou	☑ On-site
Learning Specialist (Literacy) to support PLCs in improving the planning, teaching, assessing and documenting of the writing curriculum through working with leaders and supporting class teachers as required.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site

Literacy Coach to support Years PLCs with planning, teaching, assessing and documenting of the writing curriculum.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Literacy Coach - Helen Harris ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implement a minimum of 3 PLC inquiry cycles with a focus on writing	☑ All Staff ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Document a PLC term/yearly overview which includes the broad focus for each meeting including scheduled peer observations.	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Learning Specialist ☑ Departmental resources Peer Observations	☑ On-site
Document a PLC meeting agenda template and consistent expectations for	☑ Assistant Principal	from: Term 1	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site

PLC meeting agenda items (vs Weekly PLC planning agenda items).	☑ Learning Specialist(s) ☑ Principal	to: Term 4				
Induction day for staff new to the school - focus on MPPS teaching and learning framework and other induction processes to help with the transition and establish the culture of MPPS.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 1	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Professional Learning day for staff new to the school with a focus on beliefs about student voice and the GANAG lesson structure.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Pedagogical Model	☑ On-site
Whole staff meeting schedule to review: • Fundamental beliefs about student voice • Definition of student voice • Review of the voice and aspirations framework	☑ School Improvement Team	from: Term 2 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Quaglia Institute of Voice and Aspirations ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site