

2024 Annual Implementation Plan

for improving student outcomes

Moonee Ponds Primary School (3987)



Submitted for review by Matthew Bott (School Principal) on 25 March, 2024 at 01:55 PM
Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 03 June, 2024 at 03:45 PM
Endorsed by Scott Siega (School Council President) on 11 June, 2024 at 11:55 AM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Our progress towards our four-year goals is going well. The work on Disability Inclusion has been significant. The positive impact on teacher confidence to understand tiered support and to provide and document tiered adjustments for their students has been great. We have started the work on scaffolding literacy to improve student writing and engagement with writing has also been positive. All of our goals are on track. There were mixed results in terms of achieving our targets. We did not reach the targets around teacher judgements (number of students assessed as being above age expected level) however we were either at or able similar school data in exceeding or strong students across the curriculum apart from year 5 reading where we were still at 86% (which was consistent with network results). Our opinion data is also strong. In 2024 we will continue to work on these goals and key improvement strategies and build on the actions begun in 2023.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
<p>Maximise student learning growth for every student in literacy and numeracy</p>	Yes	<p>By 2026 increase the percentage of Year 5 students maintaining in the top 2 NAPLAN bands for the domains of:</p> <ul style="list-style-type: none"> • 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 	Not able to set due to NAPLAN changes.
		<p>By 2026 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <ul style="list-style-type: none"> • 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 	Not able to set due to NAPLAN changes (only able to access relative growth (interim) not benchmark growth).
		<p>By 2026, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10: English</p>	* Reading and Viewing to 60% * Writing to 50% * Number and Algebra to 55%

		<ul style="list-style-type: none"> • 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 <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 52 per cent (2022) to 60 per cent 	
		<p>By 2026, improve the percentage of positive endorsement on SSS teaching and learning -practice improvement module for the factors of:</p> <ul style="list-style-type: none"> • 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 	<p>* Understand how to analyse data equal to or greater than 75%* Professional learning through peer observation equal to or greater than 75%</p>
To improve student voice and agency	Yes	<p>By 2026, increase the percentage of positive endorsement on the Years 4-6 Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • 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 	<p>* Student voice and agency to 70%* Motivation and interest to 78%* Perseverance to 79%* Teacher concern 72%</p>
		<p>By 2026, improve the percentage of positive endorsement on SSS teaching and learning modules for the factors of:</p> <ul style="list-style-type: none"> • 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 	<p>* Use student feedback to improve practice to equal to or greater than 75%* Focus on real life problems to equal to or greater than 75%</p>
		<p>By 2026 increase the percentage of positive endorsement on the Parent Opinion Survey (POS) for the factors of:</p> <ul style="list-style-type: none"> • 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 	<p>* Effective teaching to 80%* Student motivation and support to 77%* Stimulating learning environment to 80%* Teacher communication to 70%</p>

		<ul style="list-style-type: none"> Teacher communication from 64 per cent (2022) to 75 per cent 	
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Goal 2	Maximise student learning growth for every student in literacy and numeracy		
12-month target 2.1-month target	Not able to set due to NAPLAN changes.		
12-month target 2.2-month target	Not able to set due to NAPLAN changes (only able to access relative growth (interim) not benchmark growth).		
12-month target 2.3-month target	<ul style="list-style-type: none"> * Reading and Viewing to 60% * Writing to 50% * Number and Algebra to 55% 		
12-month target 2.4-month target	<ul style="list-style-type: none"> * Understand how to analyse data equal to or greater than 75% * Professional learning through peer observation equal to or greater than 75% 		
Key Improvement Strategies		Is this KIS selected for focus this year?	
KIS 2.a Teaching and learning	Develop the knowledge, skills and ability of all staff to embed pedagogy and evidence-based practice	Yes	
KIS 2.b Assessment	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need	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.	<p>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.</p> <p>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</p>		

	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-month target	<ul style="list-style-type: none"> * Student voice and agency to 70% * Motivation and interest to 78% * Perseverance to 79% * Teacher concern 72% 	
12-month target 3.2-month target	<ul style="list-style-type: none"> * Use student feedback to improve practice to equal to or greater than 75% * Focus on real life problems to equal to or greater than 75% 	
12-month target 3.3-month target	<ul style="list-style-type: none"> * Effective teaching to 80% * Student motivation and support to 77% * Stimulating learning environment to 80% * Teacher communication to 70% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop a consistent whole school understanding of student voice and agency	Yes
KIS 3.b Engagement	Develop the knowledge, skills and ability of all staff to embed strategies to improve student voice and agency	Yes
KIS 3.c Support and resources	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, success indicators and activities

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12-month target 2.1 target	Not able to set due to NAPLAN changes.
12-month target 2.2 target	Not able to set due to NAPLAN changes (only able to access relative growth (interim) not benchmark growth).
12-month target 2.3 target	* Reading and Viewing to 60% * Writing to 50% * Number and Algebra to 55%
12-month target 2.4 target	* Understand how to analyse data equal to or greater than 75% * Professional learning through peer observation equal to or greater than 75%
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
Actions	Continuing to implement the Scaffolding Literacy professional learning and implementation. To refocus teachers on best pedagogical practice in numeracy.
Outcomes	In literacy, teachers engaging students with authentic writing scaffolds and prompts. Students applying writing craft techniques with purpose in their own personal 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. In numeracy, teachers to be able to identify the core areas of number and the fundamental understandings of for each area. The teachers use the right materials, visuals and structures to support these understandings (including game based learning). Students able to reflect more deeply and make connections when responding to questions/prompts (thinking about numbers and how they work).
Success Indicators	Student Assessment Continuums (data tracking tool) and NAPLAN (strong & exceeding) bands data (Panorama dashboard), PAT number.

	Classroom Observations and Learning walks. Student writing samples. 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	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum Day with Misty Adoniou to support teams through the "scaffolding literacy" (day 3) planning process with a focus on the whole text planning element that was introduced in day 2, 2023.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,850.00 <input checked="" type="checkbox"/> Other funding will be used
PLC's plan at least three cycles of the "scaffolding literacy" planning process, using it to strategically to meet the existing learning goals that students are working on (not as an "add on").	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Document the writing workshop model as part of the MPPS Teaching and Learning Framework to support consistency of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Curriculum Day with Margarita Breed on understanding the curriculum and using best practice to support student learning growth in numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00 <input checked="" type="checkbox"/> Other funding will be used
Staff meeting schedule (Staff & PLC) to reflect on existing pedagogy and practice prior to the Curriculum Day with Margarita	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Breed as well as meetings following the curriculum day to monitor implementation of actions.			to: Term 4	
Staff meeting allocated for familiarisation of Victorian Curriculum 2.0 Mathematics. Time for PLCs to adjust whole school moderation continuums in Number and Algebra.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Implement literacy coaching with Helen Harris to support teacher knowledge and skills to target student needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Other funding will be used
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	Implement the Disability Inclusion reform including IEPs, Behaviour Support Plans and Student Support Group meetings. Implement the Tutor Learning Initiative to support the learning growth of student's with specific learning needs and challenges. Implement Victorian High Ability Program to extend the learning of students with specific learning needs.			
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. Teachers will work collaboratively and confidently with parents and carers to communicate the supports in place for students with disabilities and additional learning needs. 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. School Staff Opinion survey data and student Attitudes to School data.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLC inquiry cycles based on rigorous moderation and interrogation of data - PLCs to reflect on data collected to identify and complete three authentic PLC inquiry cycles to improve outcomes for students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The School Improvement Team to reflect on PLC meetings to ensure that the focus is on student data and moderation.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff to implement the first full year of disability and inclusion processes, including updating student management plans, individual education plans and convene student support group meetings each term for identified students/families. Teachers will be supported by the Learning Specialist and Assistant Principal.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement Victorian High Ability Program and the Challenge and Enrichment Series for students in years 3-6.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Update the Assessment Guidelines and Assessment Schedule to include current advice from Department of Education.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 2	
Implement PAT Reading and Number in semester 1 (early) and semester 2 (midway) for all students in years 2-6.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement the Tutor Learning Initiative to support the learning growth of student's with specific learning needs and challenges. The initial intervention groups will be based on students identified as needing support with literacy – specifically phonics, decoding and spelling.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,315.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Document and publish information about the Student Excellence Program and process for identifying and selecting students on the School Website.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To improve student voice and agency			
12-month target 3.1 target	* Student voice and agency to 70% * Motivation and interest to 78% * Perseverance to 79% * Teacher concern 72%			
12-month target 3.2 target	* Use student feedback to improve practice to equal to or greater than 75% * Focus on real life problems to equal to or greater than 75%			
12-month target 3.3 target	* Effective teaching to 80% * Student motivation and support to 77%			

	<p>* Stimulating learning environment to 80%</p> <p>* Teacher communication to 70%</p>			
<p>KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop a consistent whole school understanding of student voice and agency			
<p>Actions</p>	<p>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.</p>			
<p>Outcomes</p>	<p>Staff new to our school are aligned with our school culture, and our approach to teaching and learning. All teachers and students will have a shared understanding of the definition of student voice.</p>			
<p>Success Indicators</p>	<p>Student forums, PIVOT surveys (Foundation to Year 6) and AtoSS (Years 3-6) Instructional Observations and Learning walks. Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) and induction meetings.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and 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.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Professional Learning day for staff new to the school with a focus on beliefs about student voice and the GANAG lesson structure.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00

				<input checked="" type="checkbox"/> Other funding will be used
Whole staff meeting schedule to review: <ul style="list-style-type: none"> Fundamental beliefs about student voice and definition of student voice Further learning about the voice and aspirations framework 	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
School Improvement Team to develop lesson/s to help teachers and students understand definition of voice. All classes to display definition of VOICE and implement activity to re-introduce students to this definition.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
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			
Actions	Review current goal setting and feedback practices across each PLC.			
Outcomes	The School Improvement Team will have a shared understanding of current student goal setting practices across the school and identify next steps for the future.			
Success Indicators	PLC, Staff and Student reflections. Learning Walks, class observations and student forums. School Staff Survey data, student Attitudes to School Survey data, PIVOT survey data Documented actions for the 2024 AIP.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Develop and document a definition of feedback including it's many forms and how it support learning growth for classes to display, discuss and refer to.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Each team complete, reflect on and develop actions in response to the Pivot survey.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,200.00
Leadership to collect data about student goal setting through forms survey and a learning walk to help identify goals for 2025. (semester 2)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
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 embed the implementation of Respectful Relationships framework. Engage families with the classroom learning environment through the use of Seesaw.			
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. 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			

	<ul style="list-style-type: none"> 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. 			
Success Indicators	Student Attitudes to School Survey data, School Staff Survey data and Parent Opinion Survey data Student forums, Classroom Observations and Learning walks SIT and PLC meeting feedback discussions. Meeting schedule and Staff Collaboration OneNote - meeting minutes, curriculum plans, yearly overviews of RRRRs			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLCs to document the scope and sequence for year 2 of the Resilience, Rights and Respectful Relationships two year curriculum plan.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Mental Health in Primary Schools leader to be appointed and attend Mental Health in Primary Schools professional learning (along with Learning Specialist and Staff Representative).	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
Leadership to attend SAFEMinds training.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$450.00 <input checked="" type="checkbox"/> Other funding will be used
Information about the Mental Health and Wellbeing Leader Role in Primary Schools to be communicated with staff, students and families.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Mental Health and Wellbeing Leader (along with the Learning Specialist) to support students, staff and families as part of	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$101,000.00

<p>disability inclusion, additional learning needs and other mental health and wellbeing concerns.</p>	<p><input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Resources (including the Backflips against Bullying presentation) to support our Student Wellbeing and Engagement Curriculum as part of the Respectful Relationships Program and Mental Health in Primary Schools initiative.</p>	<p><input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Learning Specialist and PLC leaders to support teachers to ensure that student work is published via seesaw each week (by students/teachers) to increase parent and carer engagement and knowledge of what is happening in the classroom learning environment.</p>	<p><input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,745.00 <input checked="" type="checkbox"/> Other funding will be used</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$6,315.60	\$6,315.00	\$0.60
Disability Inclusion Tier 2 Funding	\$110,183.67	\$110,000.00	\$183.67
Schools Mental Health Fund and Menu	\$37,525.00	\$10,000.00	\$27,525.00
Total	\$154,024.27	\$126,315.00	\$27,709.27

Activities and milestones – Total Budget

Activities and milestones	Budget
Staff to implement the first full year of disability and inclusion processes, including updating student management plans, individual education plans and convene student support group meetings each term for identified students/families. Teachers will be supported by the Learning Specialist and Assistant Principal.	\$4,000.00
Implement the Tutor Learning Initiative to support the learning growth of student's with specific learning needs and challenges. The initial intervention groups will be based on students identified as needing support with literacy – specifically phonics, decoding and spelling.	\$11,315.00
Mental Health and Wellbeing Leader (along with the Learning Specialist) to support students, staff and families as part of disability inclusion, additional learning needs and other mental health and wellbeing concerns.	\$101,000.00
Resources (including the Backflips against Bullying presentation) to support our Student Wellbeing and	\$10,000.00

Engagement Curriculum as part of the Respectful Relationships Program and Mental Health in Primary Schools initiative.	
Totals	\$126,315.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement the Tutor Learning Initiative to support the learning growth of student's with specific learning needs and challenges. The initial intervention groups will be based on students identified as needing support with literacy – specifically phonics, decoding and spelling.	from: Term 1 to: Term 4	\$6,315.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$6,315.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Staff to implement the first full year of disability and inclusion processes, including updating student management plans, individual education plans and convene student support group meetings each term for identified	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings)

students/families. Teachers will be supported by the Learning Specialist and Assistant Principal.			
Implement the Tutor Learning Initiative to support the learning growth of student's with specific learning needs and challenges. The initial intervention groups will be based on students identified as needing support with literacy – specifically phonics, decoding and spelling.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Other Tutor
Mental Health and Wellbeing Leader (along with the Learning Specialist) to support students, staff and families as part of disability inclusion, additional learning needs and other mental health and wellbeing concerns.	from: Term 1 to: Term 4	\$101,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Learning specialist • Disability inclusion coordinator
Totals		\$110,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health and Wellbeing Leader (along with the Learning Specialist) to support students, staff and families as part of disability inclusion, additional learning needs and other mental health and wellbeing concerns.	from: Term 1 to: Term 4	\$0.00	
Resources (including the Backflips against Bullying presentation) to	from: Term 3	\$10,000.00	

support our Student Wellbeing and Engagement Curriculum as part of the Respectful Relationships Program and Mental Health in Primary Schools initiative.	to: Term 3		
Totals		\$10,000.00	

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
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Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Curriculum Day with Misty Adoniou to support teams through the "scaffolding literacy" (day 3) planning process with a focus on the whole text planning element that was introduced in day 2, 2023.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
PLC's plan at least three cycles of the "scaffolding literacy" planning process, using it to strategically to meet the existing learning goals that students are working on (not as an "add on").	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Curriculum Day with Margarita Breed on understanding the curriculum and using best practice to support student learning growth in numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Staff meeting schedule (Staff & PLC) to reflect on existing pedagogy and practice prior to the Curriculum Day with	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Margarita Breed as well as meetings following the curriculum day to monitor implementation of actions.						
Staff meeting allocated for familiarisation of Victorian Curriculum 2.0 Mathematics. Time for PLCs to adjust whole school moderation continuums in Number and Algebra.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Implement literacy coaching with Helen Harris to support teacher knowledge and skills to target student needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
PLC inquiry cycles based on rigorous moderation and interrogation of data - PLCs to reflect on data collected to identify and complete three authentic PLC inquiry cycles to improve outcomes for students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Staff to implement the first full year of disability and inclusion processes, including updating student management plans, individual education plans and convene	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

student support group meetings each term for identified students/families. Teachers will be supported by the Learning Specialist and Assistant Principal.						
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.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning day for staff new to the school with a focus on beliefs about student voice and the GANAG lesson structure.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
School Improvement Team to develop lesson/s to help teachers and students understand definition of voice. All classes to display definition of VOICE and implement activity to re-introduce students to this definition.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Mental Health in Primary Schools leader to be appointed and attend Mental Health in Primary Schools	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> Off-site MHiPS training

professional learning (along with Learning Specialist and Staff Representative).	<input checked="" type="checkbox"/> Principal				MHiPS implementation team	
Leadership to attend SAFEMinds training.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources Headspace and Victorian Department of Education	<input checked="" type="checkbox"/> Off-site Network PL at Debney Meadows PS.