2023 Annual Implementation Plan

for improving student outcomes

Moorabbin Primary School (1111)

Submitted for review by Eudoxia Angelides (School Principal) on 20 December, 2022 at 09:03 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 06 March, 2023 at 10:14 AM
Endorsed by Brent Jones (School Council President) on 28 April, 2023 at 09:46 AM

Self-evaluation Summary - 2023

Moorabbin Primary School (1111)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	-use student-level data and evidence to regularly evaluate curriculum and extra-curricular programs -teachers collaborate to design learning intentions that connect to real world contexts -develop a shared understanding of the expected outcomes for learning growth, attainment and well-being capabilities -Teachers differentiate their pedagogy, lesson plans and assessments to ensure learners of all abilities can access the curriculum - A focus for 2023 will be a targeted approach around consistency of delivery of lessons and assessment -Leaders establish sustainable routines for collaboration and professional development, ensuring classroom observation, internal/external programs, PDPs and the modelling of effective practice and feedback are effectively embedded in the school - apply high-impact teaching strategies - use multiple assessment techniques - coherent, sequential teaching model
	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	- A complete overhaul of the induction processes to ensure the inclusion of assessment options, expectations and analysis - Staff collaborate to develop a documented assessment plan and implement formalised processes and expectations for assessment and provide structured feedback on student learning and well-being -Teachers' professional judgement is validated through interrogation of multiple sources of data and evidence by skilled teacher teams, peer observation, moderation and cross-marking -Staff to use a whole school approach to consistently develop their data literacy and analysis capabilities - Whole school and level based PLC crumb identification, implementation and review -Teachers work together to moderate student assessment, developing a shared understanding by examining different types and quality of students' work and comparing these with the achievement standards. -Prioritise areas for focus by tracking and monitoring individual students, using high impact assessment practices as part of a tiered approach.
	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	- Leaders actively engage the whole school community to communicate high expectations for every student's learning and well being - Engage the whole school community to develop goals aligned with the school's inclusive and strengths-based vision, values and strategic plan - Consistently model the shared values and expectations for establishing positive and trusting relationships across the whole school community - Assess the school's current and anticipated resourcing needs for strategic planning - Work together to maintain a focus on development, ensuring the learning and well being goals and targets of the strategic plan are linked to the strategies and actions of the AIP - School improvement team monitors and implements evidence-based strategies and actions to improve student learning and well being in response to needs identified through the improvement cycle - Middle leaders provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research
	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 | Excelling | - Communicate the importance of voice, agency and leadership through the school's vision and values
- Establish systems and structures that enhance students' participation and engagement and foster a sense of connection
- Student leaders have clear roles and responsibilities
- Model inclusive leadership principles and values and represent their school and its students confidently.
- Students participate in a range of structured leadership roles that represent the diversity of the school community
- Build collaborative relationships with families/carers and communities to create a shared understanding of how to support students' participation and engagement |
| | 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	Excelling	- Teachers effectively identify and respectfully respond to the various learning and well-being needs of individuals and groups - Leaders ensure students feel safe and develop strong relationships with peers, teachers and staff - Leaders hold regular Student Support Groups to collaborate, focus, and understand vulnerable students' needs and make regular and reasonable adjustments to education plans to ensure learning and well being goals are realistic and achievable. - Staff engage with culturally diverse communities, identifying and establishing partnerships that promote practical application of students' cultural and civic well being capabilities - In 2023 the school will be engaging in restructuring its workforce to resource both internal and external providers for inclusion and well being
	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	2022 has been a productive, reactive and extremely challenging year for all involved in our community at M.P.S. All staff have ownership of our SSP and AIP and worked on KIS on a regular basis during S.I.T. sessions at the commencement of the school academic year. We have continued to work on our core subjects - English and Mathematics. Our English PLC team has refined the explicit moderation protocols for Writing through a Cold Write to better meet assessment needs. The school continued to use PAT for English and Mathematics core subjects to support the digital platforms that were being introduced as well as having another assessment tool to triangulate data. The Dibels assessment tool for Reading Assessment and the English and Mathematics components of Essential Assessment are now in their fourth year of implementation and will continue to be used in our schedule. LLARS was introduced from F-1 as well as being utilised for students with learning needs in 2-6. In Mathematics the PLC team have implemented 'number talks' as a means to improve student understanding of mathematical vocabulary and incorporate student voice in maths lessons. The planners were

	adapted to include the use of numicon in F-2 and the use of the CPA approach. Data Collation and moderation formed a large part of what the school did and is reflected in each PLC and all areas now have living fluid data walls. Leadership is a major focus at MPS with time and coaching dedicated to "up skill" middle leaders for the future and sustainability of the school's goals.
Considerations for 2023	The continued increase of student enrollments and recruitment of new staff will be an important factor for induction after a very challenging year of community/ staff absences and illness coupled with a huge component of community and stakeholder mental health issues 2023 will be a year of rebuild, collaboration and refresh of consistency of practice. It will be the second year of the SSP and hopefully with limited disruption another full academic year. The employment of 2.5 tutors, a Full time teacher to support well being and welfare and the DIP process along with a school psychologist and school speech therapist will be important staff members who will continue to work with our most vulnerable and ensure all students achieve and any gaps of learning addressed. The scheduled building works did not occur in 2022 so 2023 could prove to be challenging with many services onsite and the decanting of rooms so that student learning is not disrupted too much. The school is going to re-evaluate the current PLC model for our school to support the improvement of data literate staff to improve teaching and learning and help foster student voice.
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

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	By 2023, Increase stimulated learning from 68% to 85% and increase NAPLAN growth in all top 2 bands by 10%-by 2023 increase the school wide endorsement of teacher/student relationships around teacher concern from 60% to 80%-by 2023 increase student voice and agency from 55% to 70%

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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.	

Define Actions, Outcomes and Activities

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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	-Build greater staff capacity around data literacy and assessment in order to meet students individual learning needs including staff capacity to understand and implement IEP's -Develop a multi- tiered response to meet students academic needs via Compass/ Xuno (new tracking and data analysis tool) -Build staff capacity around extending students beyond the "at level" curriculum -Use PLC's for staff to collaboratively plan units of work with a focus on differentiation and direct and explicit instruction
Outcomes	- Differentiated learning outlined in planning documentation - Enhanced student engagement - Teachers use agreed processes to record student learning and well being data - Teachers enhance their professional learning via formal peer observation via the schools Learning specialist in Literacy/ Mathematics and Coaching mentoring - Leaders provide support for staff to understand and implement differentiated instruction and Direct explicit instruction
Success Indicators	- School records to show that every student has completed a range of assessments across the year in all learning areas - Growth in writing moderation pieces - Improved student outcomes in Numeracy according to the NAPLAN data and teacher assessment - Teachers to have 2-3 Formal Observation peer sessions to help improve their practice - Teachers to show improved data literacy through RTI chats and 1:1 session with assessment leader - Increased scores in AToSS surveys in all domains, especially engagement - Increased scores in teachers professional development data - Teachers will use Xuno to identify cohorts of children to ensure adequate extension and acceleration of growth is achieved

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
-Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Assistant Principal ☑ Data Leader ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ 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
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$300,000.00 ☑ 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 plans for coaching/mentoring/observation	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1	$20,000.00

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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Strengthen the whole school approach towards social and emotional learning - Audit and develop curriculum resources to reflect well-being and social-emotional learning focus - Re-Establish lunchtime clubs that promote healthy habits and positive relationships under the leadership of students - Gather data on student well-being needs to support internal programs and the recruitment of external providers - Use DET tools around mental health to better understand student well-being needs -Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise - Identify and schedule appropriate professional learning for teachers implementing well-being programs - Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders - Research, identify and implement well-being programs to create classroom environments that promote positive mental health
Outcomes	- Students will report improved emotional awareness and resilience - Students will be able to identify at least 3 strategies to promotes positive mental health and where they can seek support at school - Teachers will plan for and implement social and emotional learning within their curriculum areas - Teachers will be able to recognise, respond to and refer students' mental health needs - Leaders will support the continuous development, documentation and revision of whole school well-being approaches - Well-being team will directly support students' mental health and/or provide referrals --Teachers will implement and model consistent routines

	- Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic well-being - Teachers and leaders will integrate physical, social, emotional, cultural and civic well-being learning into school practice, policies and programs
Success Indicators	- Curriculum documentation will show plans for social and emotional learning ? - Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? - Student support resources displayed around the school will show how students can seek support - Documentation of strategies students will use in classes and at school - Engagement data from learning management systems such as compass and internal surveys - Assessment against Victorian Curriculum: Personal and Social Capability ? - Monitor and track attendance data -AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs -Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders -Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$75,000.00 ☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$22,821.70	$22,821.70	$0.00
Disability Inclusion Tier 2 Funding	$152,058.82	$152,058.82	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$174,880.52	$174,880.52	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	$300,000.00
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs -Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders -Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	$75,000.00

| Totals | | $375,000.00 | |

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4	$12,821.70	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs -Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders -Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing

Totals		$22,821.70	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4	$87,060.82	☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Equipment, adaptive technology, devices, or materials to support learning •
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs -Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders -Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	from: Term 1 to: Term 4	$64,998.00	☑ Professional learning for school-based staff • ☑ Equipment, adaptive technology, devices, or materials to support learning •
Totals		$152,058.82	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4	$0.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs -Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders -Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	from: Term 1 to: Term 4	$0.00	☑ The Resilience Project
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
-Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Assistant Principal ☑ Data Leader ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ Student Achievement Manager ☑ Numeracy leader	☑ On-site
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data Schedule and organise professional learning on formative assessment and collecting, analysing,	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Teaching partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ External consultants	☑ On-site

responding to and monitoring data throughout the year					leadership coach Jan White ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Student Achievement Manager ☑ Numeracy leader	
Document plans for coaching/mentoring/observation	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Learning Specialist	☑ On-site
- Identify and schedule appropriate professional learning for teachers implementing wellbeing programs -Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders -Research, identify and implement wellbeing programs to create classroom	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day	☑ PLC Initiative ☑ Internal staff ☑ External consultants Resilience project ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Student Achievement Manager	☑ On-site

environments that promote positive mental health						