

2024 Annual Implementation Plan

for improving student outcomes

Mornington Special Developmental School (5239)



Submitted for review by David Newport (School Principal) on 08 February, 2024 at 10:03 AM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 19 February, 2024 at 04:51 PM
Endorsed by Bel Hunt (School Council President) on 05 March, 2024 at 11:41 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	
	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	
	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.	
	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	
	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	
	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	
Considerations for 2024	
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>	Yes	Support for the priorities	The school will utilize a range of programs, such as Reading Eggs and consult with speech pathologists to ensure student progress.
To ensure learning growth and high quality educational outcomes for all students with focus on English and Mathematics	No	<p>Drafting note: please include benchmarks for each target (e.g. from xx to xx) and consider adding another target to measure learning growth</p> <p>By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress^[1] each school year during the SSP period in the VC:</p> <ul style="list-style-type: none"> • English Language Modes of <ul style="list-style-type: none"> - Reading and Viewing - Writing - Speaking and Listening 	
		<p>By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC:</p> <ul style="list-style-type: none"> • Mathematics Strands of <ul style="list-style-type: none"> - Number and Algebra 	

		<ul style="list-style-type: none"> - Measurement and Geometry - Statistics and Probability 	
To improve student capacity to interact positively with others and to self-regulate their behaviour	Yes	<p>Drafting note: please include benchmarks for each target (e.g. from xx to xx)</p> <p>By 2023, ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 will make or sustain learning level progress each school year during the SSP period in the VC Personal and Social Capability Strands of:</p> <ul style="list-style-type: none"> • Self-Awareness and Management • Social Awareness and Management 	All students will be assessed against the A- D Personal and Social capability strands of Self Awareness and Management
		<p>By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) measures to be at or above 90 per cent:</p> <ul style="list-style-type: none"> • Learner characteristics and disposition domain: Self-regulation and goal setting factor • Student Safety domain: I feel safe at this school factor 	an 80% target has been set
		<p>By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent.</p>	An 80% target has been set.
To improve student voice and agency in learning	No	<p>Drafting note: please include benchmarks for each target (e.g. from xx to xx)</p> <p>By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) Social engagement domain factors to be at or above 90 per cent:</p> <ul style="list-style-type: none"> • Student voice and agency • Sense of inclusion • School connectedness 	

		<p>By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent:</p> <ul style="list-style-type: none"> • Student agency and voice • Confidence and resiliency skills 	
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Goal 1	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.	
12-month target 1.1-month target	The school will utilize a range of programs, such as Reading Eggs and consult with speech pathologists to ensure student progress.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 3	To improve student capacity to interact positively with others and to self-regulate their behaviour	
12-month target 3.1-month target	All students will be assessed against the A- D Personal and Social capability strands of Self Awareness and Management	

12-month target 3.2-month target	an 80% target has been set	
12-month target 3.3-month target	An 80% target has been set.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Develop consistent curriculum delivery, assessment and reporting in the Victorian Curriculum Personal and Social Capability Strands based on the Continuum Checklists (as per Goal 1 Key Improvement Strategies)	No
KIS 3.b Positive climate for learning	Further build whole school consistent application of individualised communication strategies	Yes
KIS 3.c Positive climate for learning	Build staff capacity to consistently implement the School Wide Positive Behaviours Supports program	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.	The school will undertake the department's Respectful Relationships program with the assistance of the newly appointed Mental Health Practitioner in order to build staff capacity. All students will be set an individualized program i emerging from their Student Support Group to build communication strategies across the school.	

Define actions, outcomes, success indicators and activities

Goal 1	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.			
12-month target 1.1 target	The school will utilize a range of programs, such as Reading Eggs and consult with speech pathologists to ensure student progress.			
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Implement Reading Eggs across the school. Consult with individual student's Speech pathologists. Set as goal in each student's Individual Learning Plan. Scaffold Learning for all students.			
Outcomes	There will be less IRIS reports. Staff will report smoother classrooms in terms of student behavior.			
Success Indicators	Completion of A-D Curriculum for all students. Completion of the Respectful relationships for All teachers.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Respectful relationships as per the department's implementation. Professional development for all teachers in the area of Numeracy and Literacy for students with severe to profound intellectual disabilities.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Utilize the recourses provided by the Mental Health Practitioner to drive a whole school approach to improving student welfare Leadership will work closely with staff and the Mental Health Practitioner to support vulnerable students. Notifying the department via an IRIS report when necessary.			
Outcomes	Teachers will change their teaching styles to moderate student behavior. Teachers will incorporate parent knowledge of the child into their (the teacher's) interactions with the student. Teachers will improve their relationships with the students through positive reinforcement.			
Success Indicators	Student's goals of a '3' on the goal Achievement scale will be achieved for 90 % of all students.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Improve student learning through setting SMART goals at SSGs and focussing on communication skill improvement for students with profound to severe intellectual functioning.	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Goal 3	To improve student capacity to interact positively with others and to self-regulate their behaviour			
12-month target 3.1 target	All students will be assessed against the A- D Personal and Social capability strands of Self Awareness and Management			

12-month target 3.2 target	an 80% target has been set			
12-month target 3.3 target	An 80% target has been set.			
KIS 3.b Empowering students and building school pride	Further build whole school consistent application of individualised communication strategies			
Actions	Record the individualized communication strategies in each student's Individual Learning Plan.			
Outcomes	Decrease in the number of IRIS reports. Decrease in the number of communications with parents that describe their child's challenging behavior. All teachers undertake Professional Development in the area of managing student behavior			
Success Indicators	Certificates of completion in improving student behavior. Teachers who attend PD on student behavior demonstrating to other teachers in their PEER group the strategies and ideas they have learnt at the PD.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule regular PD on student behavior and respectful Relationships for teaching staff.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <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
KIS 3.c	Build staff capacity to consistently implement the School Wide Positive Behaviours Supports program			

Health and wellbeing				
Actions	All teachers will be provided with Professional development opportunities to achieve compliance in report writing, setting goals in SSGs and developing Individual Behavior Plans.			
Outcomes	Teachers will discuss the Report writing, IEPs etc at Curriculum meetings and provide each other with positive feedback and learning opportunities.			
Success Indicators	IEPs, SSG goals and reports on school Shared Drive and copies in each students' file. Also, positive comments and interactions from parents written in the students' Communication Book.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Development activities for all teachers and assistants if necessary. Teachers supporting each other to complete reports . Visits from teachers next door (Mornington Park PS to discuss report writing and linkage's to the DIP report writing and construction.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <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

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$26,077.84	\$5,000.00	\$21,077.84
Disability Inclusion Tier 2 Funding	\$19,206.36	\$23,000.00	-\$3,793.64
Schools Mental Health Fund and Menu	\$27,957.50	\$14,000.00	\$13,957.50
Total	\$73,241.70	\$42,000.00	\$31,241.70

Activities and milestones – Total Budget

Activities and milestones	Budget
Respectful relationships as per the department's implementation. Professional development for all teachers in the area of Numeracy and Literacy for students with severe to profound intellectual disabilities.	\$2,000.00
Schedule regular PD on student behavior and respectful Relationships for teaching staff.	\$1,000.00
Professional Development activities for all teachers and assistants if necessary. Teachers supporting each other to complete reports . Visits from teachers next door (Mornington Park PS to discuss report writing and linkage's to the DIP report writing and construction.	\$2,000.00
Totals	\$5,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Respectful relationships as per the department's implementation. Professional development for all teachers in the area of Numeracy and Literacy for students with severe to profound intellectual disabilities.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Schedule regular PD on student behavior and respectful Relationships for teaching staff.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Professional Development activities for all teachers and assistants if necessary. Teachers supporting each other to complete reports . Visits from teachers next door (Mornington Park PS to discuss report writing and linkage's to the DIP report writing and construction.	from: Term 1 to: Term 4	\$2,000.00	
Totals		\$5,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Respectful relationships as per the department's implementation. Professional development for all teachers in the area of Numeracy	from: Term 1	\$19,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •

and Literacy for students with severe to profound intellectual disabilities.	to: Term 4		<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Schedule regular PD on student behavior and respectful Relationships for teaching staff.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Professional Development activities for all teachers and assistants if necessary. Teachers supporting each other to complete reports . Visits from teachers next door (Mornington Park PS to discuss report writing and linkage's to the DIP report writing and construction.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$23,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Schedule regular PD on student behavior and respectful Relationships for teaching staff.	from: Term 1 to: Term 4	\$12,000.00	

Professional Development activities for all teachers and assistants if necessary. Teachers supporting each other to complete reports . Visits from teachers next door (Mornington Park PS to discuss report writing and linkage's to the DIP report writing and construction.	from: Term 1 to: Term 4	\$2,000.00	
Totals		\$14,000.00	

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
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule regular PD on student behavior and respectful Relationships for teaching staff.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Professional Practice resources <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Professional Development activities for all teachers and assistants if necessary. Teachers supporting each other to complete reports . Visits from teachers next door (Mornington Park PS to discuss report writing and linkage's to the DIP report writing and construction.	<input checked="" type="checkbox"/> All staff	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"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Speech Pathologists and Occupational Therapists <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site