

2018 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see [here](#).

School name: Mossgiel Park Primary School

School number: 5205

Based on School Strategic Plan: 2017-2020

Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	To maximise the learning growth for all students with the norm being at least one year's growth for one year's learning in Reading and Writing.
STRATEGIC PLAN TARGETS	Across all year levels, 80% of students will meet or exceed a minimum of one year of learning growth as measured by the Victorian Curriculum learning continuum in Reading and Writing each year
12 MONTH TARGETS	<u>Reading</u> : Increase the % of students achieving the top two NAPLAN bands in Year 3 and Year 5. Decrease the % of students achieving the bottom two NAPLAN bands in Year 3 and Year 5 and maintain the % of students with high and medium gains in Reading. <u>Writing</u> : Increase the % of students achieving the top two NAPLAN bands in Year 3 and Year 5. Decrease the % of students achieving the bottom two NAPLAN bands in Year 3 and Year 5 and increase the % of students with high and medium gains in Writing.
FISO IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning: Building practice excellence
FISO IMPROVEMENT INITIATIVE RATIONALE	Reading: The 2017 NAPLAN data for Year 5 indicated that 48% of students were in the top two bands – a significant increase, and 84% showed high or medium gains from Year 3 – Year 5. The % of students in the bottom two bands was maintained. The Year 3 data indicates that 16% of students who completed the test are in the bottom two bands and just 21% of students are placed in the top two bands. Writing: The 2017 NAPLAN data for Year 5 indicated that 16% of students were in the top two bands and 17% of students were in the bottom two bands. Consolidation of successful teaching strategies in reading and rigorous attention to each facet of the Writing program is required to sustain high to medium gains for all students in Literacy.

Key Improvement Strategy 1	Ensure the analysis of assessment results drives the planning of teaching for individual and small groups of students.
Actions	Reading focus in weekly PLT Meetings to interrogate reading data and discuss teaching plan to support student improvement. Principal class members attend PLT Meetings regularly. Identify best practice teaching and target collegiate visits. Build student capability to become independent readers.
Evidence of impact	Teachers will use assessment to drive teaching. Teaching groups (guided reading, guided reading-reciprocal teaching) will have a clear learning intention. Students will understand and be able to articulate what they need to do to improve their reading. 80% of students will meet or exceed a minimum of one year of learning growth as measured by the Victorian Curriculum learning continuum in Reading. 80% of students in Year 3-6 will meet or exceed a minimum of one year of learning growth as measured by the Lexile Growth report.

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?]	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]		6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
						12 months:	
A Literacy Leader will be appointed and will commence professional development to lead the Literacy Improvement Strategy from 2019.	Literacy Leader	YES	2018	\$5,000.00		12 months: Literacy leader has completed targeted PD	
Teachers will analyse and discuss reading assessment data in the weekly PLT meetings.	Teachers PLT Leader Principal class	YES	Term 1-4	\$15,000.00		6 months: Weekly meetings include Reading focus	
						12 months: Planning documents reflect teaching to the point of need	
Planning documents will reflect the identification of the point of need for individuals and small groups	Class Teachers AP	No	Term 1-4	\$0.00		6 months: Planning documents reflect teaching to the point of need	
						12 months: Students can articulate their learning goals	
Daily reading will be a feature of the program in every classroom	Class teachers Librarian	No	Term 1-4	\$5,000.00		6 months: Students record a reading opportunity every day	
						12 months: Students record a reading opportunity every day	

Intervention programs will be targeted to accelerate reading achievement for students in Prep-Year 1 who are 6-12 months below the expected level and Year 4 students who are 6 months or more below the expected achievement level.	0.2 ES Aide - PreLit 0.4 ES Aide - MiniLit 0.3 ES Aide – MultiLit 0.4 Teacher - Reading Recovery	No		\$100,000.00 Equity Funding	● ● ●	6 months:	
					● ● ●	12 months:	

You may use multiples of the table below to document the KIS.

Key Improvement Strategy 2	Consolidate teacher understanding of the Writing curriculum and build consistency in assessment. Review the elements of Big Write and VCOP with a focus on students setting individual goals for improvement and teachers using the criterion scales to plan teaching at the point of need.
Actions	Continue to moderate the assessment of Cold Write pieces in PLT meetings and develop an assessment map of Writing: Exposition Document the key aspects of the MPPS implementation of the Big Write and VCOP program. Update training (Day 1, Day 2) for new employees
Evidence of impact	Teacher assessment will be consistent between classes and across the school. Students will know what they need to concentrate on to improve their writing and will set and monitor individual improvement goals. Teachers will be able to articulate each aspect of the MPPS writing program and demonstrate how each is being implemented in their classroom. All teaching staff will have completed initial (2 Day program) Big Write and VCOP training

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					● ● ●	12 months:	
Audit current practice in each classroom and identify opportunities for improvement and/or consolidation	Teachers Principal class	Yes	Term 1	\$2,500.00	● ● ● ● ● ●	6 months: 12 months:	
Identify best practice and target coaching opportunities for teachers according to need	Teachers Principal class	Yes	Term 2-4	\$8,000.00	● ● ● ● ● ●	6 months: 12 months:	
Classroom teachers will Include Literacy Goals and actions in their Performance and Development Plans	Classroom Teachers	No	Term 1	\$0.00	● ● ● ● ● ●	6 months: 12 months:	
Identify best practice and target coaching opportunities for teachers according to need	Teachers Principal class	Yes	Term 2-4	\$16,000.00	● ● ●	6 months:	
Principal Class and Teaching staff will complete GROWTH Coaching (Day 1) to enhance the quality of Teacher-Teacher feedback and professional reflection.	Teachers	Yes	Term 2	\$7,500.00	● ● ● ● ● ●	6 months: 12 months:	

Goal 2

The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	To investigate, develop implement and review a multifaceted approach to whole school communication and community involvement in learning
STRATEGIC PLAN TARGETS	The Parent Opinion Survey will reflect an improvement in General Satisfaction to be in the 3 rd quartile by 2020. Parent and Community Involvement will be in the 4 th quartile of The Staff Opinion Survey by 2020. The SATS variable <i>School Connectedness</i> will be in the 4 th quartile by 2020.
12 MONTH TARGETS	100% of staff and 90% of student families will be connected to Flexibuzz 75% of student families will be signed to access Class Dojo Parent and Community Involvement will be in the 3 rd quartile of The Staff Opinion Survey by 2020.
FISO IMPROVEMENT INITIATIVE	Community Engagement in Learning: Parents and Carers as Partners
FISO IMPROVEMENT INITIATIVE RATIONALE	The 2017 Parent Opinion Survey reflected that 86% of parents believe that there is effective two-way communication between the teachers and parents at this school and 76% of parents reported that teachers communicate with me often enough about my child's progress (19% Negative responses). Since the home school partnership is vital for improving student outcomes, this is an area of performance that requires action.

Key Improvement Strategy 1	Utilize 21st century communication tools to communicate with our community about what children are learning and to suggest what parents can do to help.
Actions	Flexibuzz and Class Dojo will be promoted to parents through the "Meet the Teacher" evenings in February and through the Newsletter. Families will be encouraged to access the Newsletter through electronic means in Terms 1-2 prior to the phasing out of printed copies. Teachers of Year 3-6 students will trial the introduction of electronic communication of student work
Evidence of impact	By Term 3 2018, printed copies of the newsletter will be unavailable. Parents will be able to access the Newsletter from the School's website and/or through Flexibuzz. 50% of families will notify student absences through Flexibuzz or Class Dojo rather than through telephone contact

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
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[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					● ● ●	12 months:	
"Meet the Teacher – Getting to Know You" meetings will be held for each Year level in Term 1. Teachers will introduce electronic forms of communication to parents.	Student Learning Coordinators and Classroom teachers	No	February	\$1,000.00	● ● ●	6 months:	
					● ● ●	12 months:	
Notices and reminders for parents will be regularly posted on Flexibuzz	Assistant Principal Teachers	No	Term 1-4	\$3,200.00	● ● ●	6 months:	
					● ● ●	12 months:	
Teachers will post photos and class updates on Class Dojo	Teachers	No	Term 1-4	\$15,000.00	● ● ●	6 months:	
					● ● ●	12 months:	
					● ● ●	6 months:	
					● ● ●	12 months:	

Key Improvement Strategy 2	Design opportunities for three-way feedback between parents, teachers and students to improve learning outcomes.						
Actions	Through Research Projects, teachers will trial strategies to develop teacher to student, student to parent and teacher to parent communication. Teachers will present their research project to the staff in Term 4.						
Evidence of impact	Feedback in relation to accessibility, regularity and usefulness will be collected from teachers, students and parents. Teachers will also be asked for a time/benefit analysis						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc.]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					● ● ●	12 months:	
Teachers will include a commitment to a Research Project that includes trialling a strategy for three-way feedback, in their PDP.	Teaching Staff	Yes	Term 1-4	\$9,200.00	● ● ●	6 months:	
					● ● ●	12 months:	
Teachers may choose to visit identified schools to research or observe feedback loops (Staff may elect to use a Professional Practice day for this purpose)	Principal Class Teaching Staff	Yes	Term 1-4	\$9,200.00	● ● ●	6 months:	
					● ● ●	12 months:	
Teachers will present their research project to their colleagues in December 2018.	Teaching Staff	Yes	December 2018	\$1,200.00	● ● ●	6 months:	
					● ● ●	12 months:	
Teachers will survey parents and students in relation to accessibility, regularity and usefulness of the strategy.	Teaching Staff	Yes	Term 4	\$1,600.00	● ● ●	6 months:	
					● ● ●	12 months:	

Section 2: Other FISO Dimensions (if required)

This section is for documenting any additional FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Be mindful to focus your efforts and not set out to complete too many strategies.


Monitoring Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL	To improve the school's continuum status in the FISO dimension of Building Practice Excellence with a particular focus on embedding knowledge and building teacher practice in the Victorian Curriculum Capabilities.
STRATEGIC PLAN TARGETS	Increased pedagogical knowledge and whole school implementation of the Victorian Curriculum, and the Capabilities in particular, is evident in teacher and unit planning documentation. The Staff Opinion Survey (Prin/Teacher response) will reflect the school focus on Building Practice Excellence with scaled scores of 80 or above for Collective Efficacy, Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum.
12 MONTH TARGETS	Planning for the introduction of the Ethical Capability completed Aspects of the Ethical Capability evident in thematic planning documents Audit of the MPPS Personal and Social Learning programs and strategies to revitalise the curriculum in terms of the expectations of the Personal and Social Learning capability
FISO DIMENSION	Excellence in Teaching and Learning: Building Practice Excellence & Curriculum Planning and Assessment
FISO DIMENSION RATIONALE	MPPS has a Capabilities Expert Team that leads the audit of opportunities for inclusion and the introduction and planning and assessment for each of the Capabilities. To ensure teachers share an understanding of each of the four capabilities and planning and assessment is rigorous; the expert team plans and leads professional development and contributes to whole school mapping and planning.
Key Improvement Strategy	Embed teacher knowledge of the Victorian Curriculum capabilities inclusive of: <ul style="list-style-type: none"> 🚩 Critical and Creative Thinking; 🚩 Personal and Social Learning; 🚩 Ethical Capability; and 🚩 Intercultural Capability.
Actions	Capabilities Expert Team – Map current curriculum for inclusion of the Ethical Capability and plan professional development for teachers to build understanding. Lead teams during planning meetings to ensure the Ethical Capability is featured where appropriate. Audit MPPS programs and strategies currently planned and assessed as evidence of implementing the Personal and Social Learning Capability.
Evidence of impact	Increased understanding of the Ethical Capability is evident through planning discussions and planning documentation. The Staff Opinion survey (Prin/Teacher response) will reflect the school focus on Building Practice Excellence with scaled scores of 80 or above for Collective Efficacy, Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
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					● ● ●	12 months:	
Support members of the Capabilities Expert team to attend VCAA Professional Development related to the Ethical capability (if available)	Assistant Principal Capabilities Expert Team	Yes	Term 1-2	\$1,840.00	● ● ●	6 months:	
					● ● ●	12 months:	
Work with the Capabilities Expert team to map current curriculum for inclusion of the Ethical Capability and plan professional development for teachers to build understanding.	Assistant Principal Capabilities Expert Team	Yes	Term 1	\$4,360.00	● ● ●	6 months:	
					● ● ●	12 months:	
Plan with the Capabilities Expert team to prepare and provide professional development activities for staff	Assistant Principal Capabilities Expert Team	Yes	Term 2	\$1,380.00	● ● ●	6 months:	
					● ● ●	12 months:	
Attend Curriculum Planning Day Meetings and assist staff to identify opportunities to focus on the Ethical capability in their enquiry and Literature units of work.	Assistant Principal Area Teams	Yes	Term 1-4	\$2,000.00	● ● ●	6 months:	
					● ● ●	12 months:	
Audit MPPS programs and strategies currently planned and assessed as evidence of implementing the Personal and Social Learning Capability.	Assistant Principals Student Learning Coordinators	Yes	Term 1-4	\$1,740.00	● ● ●	6 months:	
					● ● ●	12 months:	

Section 3: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, [here](#).

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
<i>Literacy Strategy: Reading and Writing Professional Learning Teams – weekly focus on Teaching Reading, regular assessment moderation - Writing</i>	TBA	Term 2-4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLTs	<input type="checkbox"/> PLT Meeting	<input type="checkbox"/> Internal Staff	<input type="checkbox"/> On-site
<i>Literacy Strategy: GROWTH Coaching (Day 1)</i>	Principal Assistant Principals Teachers	Term 2	<input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLTs	<input type="checkbox"/> Whole School Student Free Day	<input type="checkbox"/> External Consultants Gray Ryan Managing Consultant, Victoria 	<input type="checkbox"/> On-site
<i>Research Projects: Feedback Loops</i>	Principal Assistant Principals Teachers	Term 1-4	<input type="checkbox"/> Collaborative inquiry/Action Research team	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> /School-based Professional Learning Sessions	<input type="checkbox"/> PLC Initiative	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site Staff may identify schools they wish to visit to observe, discuss, collaborate for research project
<i>Ethical Capability</i>	All staff	Term 1-4	<input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Collaborative planning	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day	<input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Internal Staff	<input type="checkbox"/> Off-site <input type="checkbox"/> On-site
			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site

Section 4: School Self-Evaluation

For the six FISO Improvement Initiatives and any additional Dimensions your school has focussed on in your AIP, complete a self-evaluation against the FISO Continua of Practice and provide documentary evidence to support your selection of proficiency level status. Include a discussion of your progress towards goals and targets, based on a rigorous self-evaluation of a range of data. You can find the FISO Continua of Practice [here http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx) . This can also be easily completed in [SPOT](#).

Schools undergoing review in 2018 will need to complete a self-evaluation against all 16 dimensions of the FISO Continua of Practice and provide evidentiary documentation to support this.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation against the Continua of Practice should be completed as data becomes available]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

[← Back to Workforce Category](#)

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School Staff Survey - Summary of Module Component Means

School Name 

Year

Module

Mossgiel Park Primary School (5205)

2016

All

Apply

Actions



1 of 1

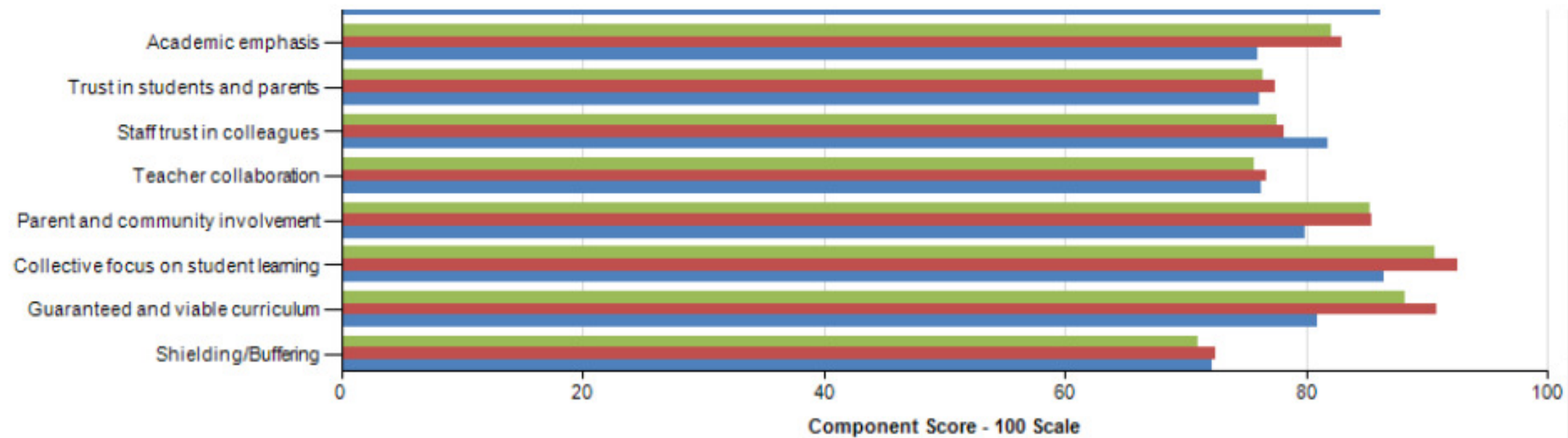


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100%



Component



Mossgiel Park Primary School (Whole school) Mossgiel Park Primary School (Prin/Teach only) All Primary Schools