

2022 Annual Implementation Plan

for improving student outcomes

Dhurringile Primary School (3944)



Submitted for review by Lisa Wilson (School Principal) on 01 December, 2021 at 02:02 PM
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 01 February, 2022 at 12:00 PM
Endorsed by Dean Watson (School Council President) on 10 February, 2022 at 09:57 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Excelling
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	<p>Core element: Leadership</p> <p>Core element: Teaching and Learning</p> <p>Core element: Assessment</p> <p>Core element: Engagement</p>
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	<p>Core element: Support and resources</p> <ul style="list-style-type: none"> * With low student and staff numbers, some things become very difficult to achieve or to assess. Data can become very skewed with small numbers. If one student was to become seriously ill for a period of time, our attendance data would drop below 90% very quickly. One students not 'being at level' translates to 50% in our data which makes our performance look terrible. * Data has become a focus. Staff understanding of what data is collected by school and how to fully utilise all data to confirm or disperse hunches and thoughts needs to be further developed. * Data conversations need to be documented. It is easy in a small school to have relevant conversations but not have the evidence to show. * The reorganisation process in semester 2 is still ongoing. This process highlighted the consultation and connections that the school has tried to achieve as well as the lack of participation by the wider community. * some HITS and learning strategies are well used. Staff need to explore other HITS to extend repertoire.
<p>Considerations for 2022</p>	<ul style="list-style-type: none"> * Hopefully in 2022, staff will be able to visit high functioning schools and classrooms to explore and reflect on teaching practises. * Audit of 'line of sight' from SSP through AIP down to classroom planners needs to developed. * Strengthening of small schools through our PLC group
<p>Documents that support this plan</p>	<p>1S1VHWP.pdf (0.28 MB) 2022 indicative SRP.pdf (0.01 MB) Absences Dashboard 5 year trend.png (0.1 MB) One School One View.png (0.28 MB) Statement of Values and School Philosophy.docx (0.1 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the literacy outcomes for all students
Target 2.1	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Reading will increase from 17% to 33%
Target 2.2	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Writing will increase from 0% to 33%
Target 2.3	Drafting notes: please provide baseline data

	Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months learning growth in each year of the SSP (XX% in 2019).
Key Improvement Strategy 2.a Building practice excellence	Develop an agreed instructional model.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop whole school literacy scope and sequence documents.
Key Improvement Strategy 2.c Evaluating impact on learning	Strengthen staff capacity to differentiate student point of need.
Goal 3	To improve the numeracy outcomes for all students.
Target 3.1	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Numeracy will increase from 0% to 33%
Target 3.2	Drafting notes: please provide baseline data Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months learning growth in each year of the SSP (XX% in 2019).
Key Improvement Strategy 3.a Building practice excellence	Develop an agreed instructional model.
Key Improvement Strategy 3.b	Develop whole school numeracy scope and sequence documents.

Curriculum planning and assessment	
Key Improvement Strategy 3.c Instructional and shared leadership	Strengthen staff capacity to differentiate student point of need.
Goal 4	To improve student engagement and motivation in their learning
Target 4.1	<p>Drafting notes: consider identifying some specific key areas for focus</p> <p>The school to develop a local survey indicating levels of student engagement and motivation for learning. Benchmarks to be developed based on initial data collection in February 2020 with improvement targets then to be set at a minimum of 5 per cent annually.</p>
Target 4.2	By 2023, reduce the average student absence rate from 10 days (2016-19) to 8 days (2020-23)
Key Improvement Strategy 4.a Empowering students and building school pride	Define, develop and implement what student voice and agency means and looks like in the classroom.
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Establish a culture where teachers routinely collect and use student feedback.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Literacy By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in reading.</p> <p>By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in writing.</p> <p>Each student assessed against the Victorian Curriculum in Reading, Writing, and Spelling, will make at least 12 months of learning growth in 2022.</p> <p>Numeracy By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in number and algebra.</p> <p>By the end of 2022, based on teacher judgements against the Victorian</p>

			<p>Curriculum, 100% of students will be achieving the expected level or above in measurement and geometry.</p> <p>Each student assessed against the Victorian Curriculum in Number and Algebra, and measurement and geometry will make at least 12 months of learning growth in 2022.</p> <p>Engagement and Wellbeing The average student absence rate in 2022 will be below 10 days with no unapproved absences. Each student will achieve a 95% attendance rate or greater.</p>
To improve the literacy outcomes for all students	No	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Reading will increase from 17% to 33%	
		By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Writing will increase from 0% to 33%	
		Drafting notes: please provide baseline data	

		Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months learning growth in each year of the SSP (XX% in 2019).	
To improve the numeracy outcomes for all students.	No	By 2023, based on two-year trend data, the percentage of students achieving above benchmark growth in NAPLAN Numeracy will increase from 0% to 33%	
		<p>Drafting notes: please provide baseline data</p> <p>Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months learning growth in each year of the SSP (XX% in 2019).</p>	
To improve student engagement and motivation in their learning	No	<p>Drafting notes: consider identifying some specific key areas for focus</p> <p>The school to develop a local survey indicating levels of student engagement and motivation for learning. Benchmarks to be developed based on initial data collection in February 2020 with improvement targets then to be set at a minimum of 5 per cent annually.</p>	

		By 2023, reduce the average student absence rate from 10 days (2016-19) to 8 days (2020-23)	
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Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>Literacy By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in reading.</p> <p>By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in writing.</p> <p>Each student assessed against the Victorian Curriculum in Reading, Writing, and Spelling, will make at least 12 months of learning growth in 2022.</p> <p>Numeracy By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in number and algebra.</p> <p>By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in measurement and geometry.</p> <p>Each student assessed against the Victorian Curriculum in Number and Algebra, and measurement and geometry will make at least 12 months of learning growth in 2022.</p> <p>Engagement and Wellbeing The average student absence rate in 2022 will be below 10 days with no unapproved absences. Each student will achieve a</p>

	95% attendance rate or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Literacy By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in reading.</p> <p>By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in writing.</p> <p>Each student assessed against the Victorian Curriculum in Reading, Writing, and Spelling, will make at least 12 months of learning growth in 2022.</p> <p>Numeracy By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in number and algebra.</p> <p>By the end of 2022, based on teacher judgements against the Victorian Curriculum, 100% of students will be achieving the expected level or above in measurement and geometry.</p> <p>Each student assessed against the Victorian Curriculum in Number and Algebra, and measurement and geometry will make at least 12 months of learning growth in 2022.</p> <p>Engagement and Wellbeing The average student absence rate in 2022 will be below 10 days with no unapproved absences. Each student will achieve a 95% attendance rate or greater.</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	Develop a multi-tiered response to meet students' individual learning needs.
Outcomes	<p>Principal will</p> <ul style="list-style-type: none"> * engage with Network colleagues on professional learning on meeting students' individual learning needs in writing * engage with Network colleagues on professional learning on meeting students' individual learning needs in numeracy * lead staff in a review, development, and usage of the assessment schedule * assist in facilitating the PLC across the group of small schools * provide targeted academic support or intervention <p>Teachers will</p> <ul style="list-style-type: none"> * provide regular opportunities for extension to a range of students. * implement differentiated teaching and learning to meet individual student needs * consistently implement the agreed assessment schedule * provide regular feedback and monitor student progress using data walls * participate in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Students will:</p> <ul style="list-style-type: none"> * engage with extension opportunities across a range of curriculum areas. * report higher levels of confidence with numeracy skills * report higher levels of confidence with writing skills * know what the next steps are to progress their learning * experience success and celebrate the acquisition of knowledge
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * Participation levels, of Principal and teachers, in Network professional learning opportunities and PLC * Formative and summative assessment rubrics will show student learning growth * Teacher records and observations of student progress * Data walls indicating clearly student progress * A documented assessment schedule and evidence of teachers inputting data and moderating assessments * Progress against Individual Goal Plans <p>Late Indicators:</p> <ul style="list-style-type: none"> * Victorian Curriculum judgements will show growth in learning * Semester 2 teacher judgements * Post-test results from assessments from sources such as the Digital Assessment Library

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
As part of the group of small schools, review the PLC inquiry cycle approach and schedule the first PLC inquiry cycle to begin Week 4 Term 1 with a focus on numeracy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
As part of the group of small schools PLC, embed PLCs structures to support teacher collaboration and reflection of strengthening	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

teaching practice			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish/embed consistent approaches to formative assessment	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$700.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish/support staff to embed the use of data walls for numeracy to inform targeted planning	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and protocols for regular moderation of student work within small school PLC	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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 type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Shepparton Education Plan: All schools to strengthen implementation of the Student Excellence Program, including contributing to the Coordinator role</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,610.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Shepparton Education Plan: All schools to participate in the Year 5-6 Aspirations Program</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on writing</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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 type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
employ a teacher for the tutor learning initiative to support students in need of additional learning as a result of broken learning throughout 2020 and 2021	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a multi-tiered response model to support students' mental health, wellbeing, and inclusion			
Outcomes	Leaders will: * support the continuous development, documentation, and revision of a multi-tiered response model to mental health, wellbeing, and inclusion * have a common understanding of inclusive practice * facilitate the integration of physical, social, emotional, cultural, and civic wellbeing learning into school practice, policies, and programs			

	<p>* ensure the school community shares a common understanding of the whole school approach to supporting physical, social, emotional, cultural, and civic wellbeing</p> <p>Teachers will</p> <ul style="list-style-type: none"> * plan for and implement social and emotional learning within their curriculum areas * be able to recognise, respond to and refer students' mental health needs * implement and model consistent routines * integrate physical, social, emotional, cultural, and civic wellbeing learning into school practice, policies, and programs <p>Students will:</p> <ul style="list-style-type: none"> * report improved mental health * feel connected to their school and have positive attitudes to attendance * be able to explain what positive mental health means and where they can seek support at school <p>Teachers, leaders, and the school community will:</p> <ul style="list-style-type: none"> * have a shared understanding of each student's attendance and the staged response for addressing concerns * share a common understanding of the whole school approach to supporting physical, social, emotional, cultural, and civic wellbeing 			
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> * Policies and programs will show documentation of multi-tiered response model * Curriculum documentation will show plans for social and emotional learning * Documentation of attendance processes and follow up (e.g. attendance SSGs, attendance plans) * Participation levels across Network in inclusive practice and mental health professional learning * Documentation of frameworks, policies, or programs * Self-assessment against the DET Inclusive Schooling Index tool * Student support resources displayed around the school will show how students can seek support <p>Late indicators</p> <ul style="list-style-type: none"> * Victorian Curriculum: Personal and Social Capability * Semester 2 judgements against the Wellbeing Capabilities (see Wellbeing Capabilities Curriculum map for further information) 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Support students to re-engage through the arts, including music, and visual arts</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$5,000.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Shepparton Education Plan: identify and implement tiered mental health fund priorities using School Mental Health Planning Tool	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,300.00 <input type="checkbox"/> Equity funding will be used <input 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
Shepparton Education Plan: Document and implement staged response to supporting student attendance	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Shepparton Education Plan: Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Shepparton Education Plan: Participate in professional learning on inclusive practice	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Shepparton Education Plan: Participate in Greater Shepparton Wellbeing CoP to identify opportunities to strengthen wellbeing supports</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Continue to develop and further embed the RRRR curriculum throughout the school</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input 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>undertake the Berry Street model professional development</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

				<input 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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$2,676.63	\$2,700.00	-\$23.37
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,300.00	-\$0.37
Total	\$17,976.26	\$18,000.00	-\$23.74

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish/embed consistent approaches to formative assessment	\$700.00
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy	\$1,000.00
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on writing	\$1,000.00
Shepparton Education Plan: identify and implement tiered mental health fund priorities using School Mental Health Planning Tool	\$5,300.00
Continue to develop and further embed the RRRR curriculum throughout the school	\$5,000.00
undertake the Berry Street model professional development	\$5,000.00

Totals	\$18,000.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish/embed consistent approaches to formative assessment	from: Term 1 to: Term 4	\$700.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on writing	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Totals		\$2,700.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Shepparton Education Plan: identify and implement tiered mental health fund priorities using School Mental Health Planning Tool	from: Term 2 to: Term 4	\$5,300.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Continue to develop and further embed the RRRR curriculum throughout the school	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships Teaching Resources ○ professional development
undertake the Berry Street model professional development	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education ○ Berry street
Totals		\$15,300.00	

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
As part of the group of small schools, review the PLC inquiry cycle approach and schedule the first PLC inquiry cycle to begin Week 4 Term 1 with a focus on numeracy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
As part of the group of small schools PLC, embed PLCs structures to support teacher collaboration and reflection of strengthening teaching practice	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish/embed consistent approaches to formative assessment	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<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
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Network leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

professional learning program focused on writing		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Continue to develop and further embed the RRRR curriculum throughout the school	<input checked="" type="checkbox"/> Principal	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"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources RRRR staff and partner schools	<input checked="" type="checkbox"/> Off-site training days as per available
undertake the Berry Street model professional development	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site as per timetable