

2022 Annual Implementation Plan

for improving student outcomes

Currawa Primary School (3907)



Submitted for review by Jarod Bacon (School Principal) on 16 December, 2021 at 02:42 PM
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 21 February, 2022 at 03:57 PM
Endorsed by Anna Feldtmann (School Council President) on 25 February, 2022 at 01:13 PM

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	Evolving
	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	Assessment and Teaching and Learning will be a large focus in 2022. Continued development of the assessment schedule and scope and sequences will be focused on. 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.
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Considerations for 2022	The upcoming school modernisation project is planned to start in 2022 and the school will do everything we can to maintain a sense of normality. School is also planned to go through a school review in term 3.
Documents that support this plan	

SSP Goals Targets and KIS

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>
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 student learning outcomes in Literacy, Numeracy and Science.
Target 2.1	<p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 3 to increase: Year 3 Numeracy: from 33% (2016-2018) to 40% • The proportion of student results in the bottom two bands in Year 3 to maintain/reduce: Year 3 Numeracy: from 0% in 2018 to 0% in 2022 <p>YEAR 5</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 5 to increase: Year 5 Numeracy: from 25% (2016-2018) to 40%

	<ul style="list-style-type: none"> • The proportion of student results in the bottom two bands in Year 5 to be: Year 5 Numeracy: from 50% in 2018 to 25% or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3-5 to be: Numeracy: from 0% (2016-2018) to above 25% in 2019-2021
<p>Target 2.2</p>	<p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 3 to increase: Year 3 Writing: from 83% (2016-2018) to 85% / Year 3 Reading: from 50% (2016-2018) to 55% • The proportion of student results in the bottom two bands in Year 3 to be: Year 3 Reading: from 0% in 2018 to 0% in 2022 / Year 3 Writing: from 0% in 2018 to 0% in 2022 <p>YEAR 5</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 5 to increase: Year 5 Writing: from 75% (2016-2018) to 80%: Year 5 Reading: from 50% (2016-2018) to 55% • The proportion of student results in the bottom two bands in Year 5 to be: Year 5 Reading: from 0% in 2018 to 10% or below in 2022 / Year 5 Writing: from 0% in 2018 to 10% or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3-5 to be: Reading: from 0% (2016-2018) to above 20% in 2019-2021 / Writing: from 25% (2016-2018) to above 30% in 2019-2021

Target 2.3	<p>To increase the % of students above level on teacher judgements for the four years 2019-22 from 2015-18 levels in the domains of English and Mathematics.</p> <p>The proportion of student results in the three-year average (2019-2021) for above level Foundation to Year 6 to increase: Writing: from 11% (2016-2018) to above 35%</p> <ul style="list-style-type: none"> • Reading and Viewing: from 58% (2016-2018) to above 70% • Number & Algebra: from 11% (2016-2018) to above 35%
Key Improvement Strategy 2.a Curriculum planning and assessment	Build a documented guaranteed viable curriculum
Key Improvement Strategy 2.b Instructional and shared leadership	Building teacher capacities to analyse student assessment data to inform and evaluate teaching effectiveness
Key Improvement Strategy 2.c Curriculum planning and assessment	Integrate learning areas into a coherent, sequential and developmental program of learning
Goal 3	To further develop the positive climate for learning in the school.
Target 3.1	To improve percentage endorsement on school-based AToSS survey from 2018 average levels in 2019-22 on Social Engagement factor areas of Sense of Connectedness, Sense of Inclusion, Student Voice and Agency
Target 3.2	To maintain or improve student attendance from 2018 level (insert data when available) over 4 years from 2019-22
Key Improvement Strategy 3.a Parents and carers as partners	Strengthen the partnership between staff, students, parents and the community for student wellbeing and engagement.

Key Improvement Strategy 3.b Empowering students and building school pride	Embed student voice and agency in student learning
Goal 4	To further develop professional leadership in the school to drive improvement in student learning.
Target 4.1	<ul style="list-style-type: none"> • Parent Opinion Survey (POS) POS positive endorsement is maintained or improved in all areas over 2019-22
Target 4.2	Student achievement data – Teacher Judgments against Victorian Curriculum standards The school will achieve the following learning outcomes: The proportion of student results in the three-year average (2019-2021) for at and above level on teacher judgements Foundation to Year 6 to increase: <ul style="list-style-type: none"> • Reading and Viewing: from 94% (2016-2018) to 100% • Writing: from 94% (2016-2018) to 100% • Number & Algebra: from 95% (2016-2018) to 100%
Key Improvement Strategy 4.a Instructional and shared leadership	Develop the strategic and instructional leadership of the principal and staff
Key Improvement Strategy 4.b	Collaboratively develop the school vision, processes, documents and sustainability for the school.

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>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Literacy</p> <ul style="list-style-type: none"> - Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months of learning growth in each year of the SSP - For all students to make at least 12 months progress in literacy in 2022 as evidenced through teacher judgements and on Fountas and Pinnell benchmark assessment. <p>Numeracy</p> <ul style="list-style-type: none"> - Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months of learning growth in each year of the SSP - For all students to make at least 12 months progress in numeracy in 2022 as evidenced through teacher judgements and on PAT M assessment. <p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> - All students to have an IEP - All IEP to be revisited twice per term in weeks 2 and 7. - Local survey indicating levels of student

			engagement and motivation for learning to be completed once per term with all students.
To improve student learning outcomes in Literacy, Numeracy and Science.	No	<p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 3 to increase: Year 3 Numeracy: from 33% (2016-2018) to 40% • The proportion of student results in the bottom two bands in Year 3 to maintain/reduce: Year 3 Numeracy: from 0% in 2018 to 0% in 2022 <p>YEAR 5</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 5 to increase: Year 5 Numeracy: from 25% (2016-2018) to 40% • The proportion of student results in the bottom two bands in Year 5 to be: Year 5 Numeracy: from 50% in 2018 to 25% or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3-5 to be: Numeracy: from 0% (2016-2018) to above 25% in 2019-2021 	

		<p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 3 to increase: Year 3 Writing: from 83% (2016-2018) to 85% / Year 3 Reading: from 50% (2016-2018) to 55% • The proportion of student results in the bottom two bands in Year 3 to be: Year 3 Reading: from 0% in 2018 to 0% in 2022 / Year 3 Writing: from 0% in 2018 to 0% in 2022 <p>YEAR 5</p> <ul style="list-style-type: none"> • The proportion of student results in the three-year average (2019-2021) for top two bands in Year 5 to increase: Year 5 Writing: from 75% (2016-2018) to 80%: Year 5 Reading: from 50% (2016-2018) to 55% • The proportion of student results in the bottom two bands in Year 5 to be: Year 5 Reading: from 0% in 2018 to 10% or below in 2022 / Year 5 Writing: from 0% in 2018 to 10% or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3-5 to be: Reading: from 0% (2016-2018) to above 20% in 2019-2021 / Writing: from 25% (2016-2018) to above 30% in 2019-2021 	
		<p>To increase the % of students above level on teacher judgements for the four years 2019-22 from 2015-18 levels in the domains of English and Mathematics.</p>	

		<p>The proportion of student results in the three-year average (2019-2021) for above level Foundation to Year 6 to increase: Writing: from 11% (2016-2018) to above 35%</p> <ul style="list-style-type: none"> • Reading and Viewing: from 58% (2016-2018) to above 70% • Number & Algebra: from 11% (2016-2018) to above 35% 	
To further develop the positive climate for learning in the school.	No	To improve percentage endorsement on school-based AToSS survey from 2018 average levels in 2019-22 on Social Engagement factor areas of Sense of Connectedness, Sense of Inclusion, Student Voice and Agency	
		To maintain or improve student attendance from 2018 level (insert data when available) over 4 years from 2019-22	
To further develop professional leadership in the school to drive improvement in student learning.	No	<ul style="list-style-type: none"> • Parent Opinion Survey (POS) <p>POS positive endorsement is maintained or improved in all areas over 2019-22</p>	
		<p>Student achievement data – Teacher Judgments against Victorian Curriculum standards</p> <p>The school will achieve the following learning outcomes:</p>	

	<p>The proportion of student results in the three-year average (2019-2021) for at and above level on teacher judgements Foundation to Year 6 to increase:</p> <ul style="list-style-type: none"> • Reading and Viewing: from 94% (2016-2018) to 100% • Writing: from 94% (2016-2018) to 100% • Number & Algebra: from 95% (2016-2018) to 100% 	
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<p>Goal 1</p>	<p>2022 Priorities Goal
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<p>12 Month Target 1.1</p>	<p>Literacy - Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months of learning growth in each year of the SSP - For all students to make at least 12 months progress in literacy in 2022 as evidenced through teacher judgements and on Fountas and Pinnell benchmark assessment.</p> <p>Numeracy - Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months of learning growth in each year of the SSP - For all students to make at least 12 months progress in numeracy in 2022 as evidenced through teacher judgements and on PAT M assessment.</p> <p>Student Engagement and Wellbeing</p>

	<ul style="list-style-type: none"> - All students to have an IEP - All IEP to be revisited twice per term in weeks 2 and 7. - Local survey indicating levels of student engagement and motivation for learning to be completed once per term with all students. 	
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

Goal 1	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.
12 Month Target 1.1	<p>Literacy</p> <ul style="list-style-type: none"> - Each student assessed against the Victorian Curriculum in Reading, Writing and Spelling, to make at least 12 months of learning growth in each year of the SSP - For all students to make at least 12 months progress in literacy in 2022 as evidenced through teacher judgements and on Fountas and Pinnell benchmark assessment. <p>Numeracy</p> <ul style="list-style-type: none"> - Each student assessed against the Victorian Curriculum in Number and Algebra to make at least 12 months of learning growth in each year of the SSP - For all students to make at least 12 months progress in numeracy in 2022 as evidenced through teacher judgements and on PAT M assessment. <p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> - All students to have an IEP - All IEP to be revisited twice per term in weeks 2 and 7. - Local survey indicating levels of student engagement and motivation for learning to be completed once per term with all students.
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
Actions	Develop a multi-tiered response to meet students' individual learning needs.
Outcomes	Principal will <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

	<ul style="list-style-type: none"> - 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	\$500.00

			to: Term 2	<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
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	\$500.00 <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
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)	<input checked="" 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
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	\$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/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	\$500.00 <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>Establish processes and protocols for regular moderation of student work within small school PLC</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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	\$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: All schools to participate in the Year 5-6 Aspirations Program	<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: Relevant staff participate in Greater Shepparton Network professional learning program focused on writing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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
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	<p>Leaders will:</p> <ul style="list-style-type: none"> -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 - ensure the school community shares a common understanding of the whole school approach to supporting physical, social, emotional, cultural, and civic wellbeing <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 			
Success Indicators	<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 			

	<ul style="list-style-type: none"> - 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) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
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	\$5,000.00 <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
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	\$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
Shepparton Education Plan: Participate in professional learning on inclusive practice	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <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: Participate in Greater Shepparton Wellbeing CoP to identify opportunities to strengthen wellbeing supports	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,800.00 <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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,300.00	\$15,300.00	\$0.00
Total	\$20,300.00	\$20,300.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	\$500.00
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	\$500.00
Establish/support staff to embed the use of data walls for numeracy to inform targeted planning	\$500.00
Establish processes and protocols for regular moderation of student work within small school PLC	\$500.00
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy	\$1,500.00
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network	\$1,500.00

professional learning program focused on writing	
Shepparton Education Plan: Identify and implement tiered mental health fund priorities using School Mental Health Planning Tool	\$5,000.00
Shepparton Education Plan: Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice	\$5,000.00
Shepparton Education Plan: Participate in professional learning on inclusive practice	\$2,500.00
Shepparton Education Plan: Participate in Greater Shepparton Wellbeing CoP to identify opportunities to strengthen wellbeing supports	\$2,800.00
Totals	\$20,300.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	from: Term 1 to: Term 2	\$500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
As part of the group of small schools, review the PLC inquiry cycle approach and schedule the first PLC inquiry cycle to begin	from: Term 1 to: Term 1	\$500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

Week 4 Term 1 with a focus on numeracy			
Establish/support staff to embed the use of data walls for numeracy to inform targeted planning	from: Term 2 to: Term 4	\$500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Establish processes and protocols for regular moderation of student work within small school PLC	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Shepparton Education Plan: Relevant staff participate in Greater Shepparton Network professional learning program focused on numeracy	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <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	\$1,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$5,000.00	

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	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Shepparton Education Plan: Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 2/Category: Cultural safety and inclusion
Shepparton Education Plan: Participate in professional learning on inclusive practice	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models
Shepparton Education Plan: Participate in Greater Shepparton Wellbeing CoP to identify opportunities to strengthen wellbeing supports	from: Term 1 to: Term 4	\$2,800.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
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 professional learning program	<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"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

focused on writing			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
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