**2022 Annual Implementation Plan**

Submitted for review by Carla May (School Principal) on 26 January, 2022 at 06:22 PM  
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 15 February, 2022 at 05:05 PM  
Endorsed by Luke Barrette (School Council President) on 22 February, 2022 at 03:37 PM

**for improving student outcomes**

Mooroopna Primary School (1432)



**Self-evaluation Summary - 2022**

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|  | 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 | Embedding |
| 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 |

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| **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. |

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

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

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| **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 |

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| **Enter your reflective comments** | 2021 has placed significant barriers on continuity of learning for our students. This has been due to the impact of COVID-19 lockdown periods. Curriculum and assessment infrastructure is well documented, thorough and embedded in our school. We need our students at school every day in 2022 so the application of our sound structures can be advantageous to students' academic learning.  The emotional impact of Covid lockdown periods on our students and families has been counteracted by MPSs exceptional ability to maintain close contact with all of our families and students. Many in our community directly stated, particularly in the latter lockdowns, that remote learning is too difficult and that our R&FL program will not be occurring in the home environment. In these many cases, we have continued to contact our families to support them emotionally and to check on their wellbeing.  Our leadership team has provided close support and communication with our staff and families, from both a R&FL perspective as well as individual emotional wellbeing. The leadership group has been challenged in Term 4 due to contact tracing of positive Covid cases. This has been particularly draining of human resources, not only to advise contact but also to ensure positive Covid results were obtained before close contact students and staff return to school, This has impacted on our ability to provide other less prioritised actions. |
| **Considerations for 2022** | Sustain current practices in wellbeing, equity and inclusion. Sustain current assessment schedule. Continue to embed the PLC model focusing on writing and mathematics. Seek external providers to develop whole school mathematics teaching and learning. Determine innovative practices to support improved attendance.  Mental health funding to provide further Tier 1 and Tier 2 practices. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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. |
| 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 | Improve individual student literacy and numeracy outcomes |
| Target 2.1 | Increase the medium and high (2021-2023 average) growth in NAPLAN for   * Reading (2016-2018: 63% to 2021-2023 64%) * Writing (2016-2018: 64% to 2021-2023 65%) * Numeracy (2016-2018: 80% to 2021-2023 81%) |
| Target 2.2 | Increase the percentage of students in the top three bands of NAPLAN for:   * Year 5 Writing (2016-2018: 28% to 35% in 2021-2023) * Year 3 Numeracy (2016-2018: 35% to 40 % in 2021-2023) * Year 5 Numeracy (2016-2018: 38% to 45% in 2021-2023) |
| Target 2.3 | An increase in teacher judgements against the Victorian Curriculum for students at or above the expected level in:   * Reading (2018- 74% to 2023- 78%) * Writing (2018- 67% to 2023- 71%) * Numeracy (2018- 78% to 2023- 82%) |
| Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies | Refine the capacity of all staff to use evidence-based targeted teaching across the school |
| Key Improvement Strategy 2.b Evaluating impact on learning | Further develop and implement a systematic and collaborative approach to setting, monitoring and reflecting upon student learning goals |
| Key Improvement Strategy 2.c Evaluating impact on learning | Embed the process for the provision of effective feedback for all students |
| Goal 3 | Increase student engagement and motivation to learn |
| Target 3.1 | 90-100% positive endorsement for the characteristics of Learning Confidence, Resilience, Motivation and Interest and Self-Regulation and Goal Setting in the Attitudes to School Survey by 2023. |
| Target 3.2 | 90-100% positive endorsement for the characteristics of Academic Emphasis, Collective Efficacy, Collective Focus on Student Learning and Collective Responsibility in the Staff Opinion Survey by 2023. |
| Target 3.3 | 90-100% positive endorsement for the characteristics High Expectations for success and student motivation and support in the Parent Opinion Survey by 2023. |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Further enhance curriculum and lesson planning that enables students to develop agency in their work |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Further develop a culture of high expectations |
| Key Improvement Strategy 3.c Empowering students and building school pride | Build a common understanding of ways to empower students in their learning |
| Goal 4 | Improve school readiness of all students |
| Target 4.1 | 85-95% positive endorsement for the characteristics of Positive Transitions and Parent Participation and Involvement in the Parent Opinion Survey by 2023. |
| Target 4.2 | Participation rate of parents and carers in the following will increase   * Pre-Foundation, Parent and Carer engagement activities (Mother Goose 8 students 2019, to 15 or above students by 2023 * Parent Teacher Interviews (2019 140 families) to 150 families or above by 2023. |
| Key Improvement Strategy 4.a Networks with schools, services and agencies | Improve the transition pathways for students coming into, through and out of the school |
| Key Improvement Strategy 4.b Parents and carers as partners | Further develop and implement processes to involve parents and carers as partners in learning |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> 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. | Yes | Support for the 2022 Priorities | Increase percentage of students in top two Naplan bands - Year 3 Numeracy (9% - 15%; Year 5 Numeracy (20% - 30%); Year 3 Writing (24% - 30%); Year 5 Writing (9% - 15%); Year 3 Reading (29% - 35%); Year 5 Reading (20% to 30%.) Increase the percentage of students making one year's growth against VC by teacher judgements from Reading (69% - 74%); Writing 54% to 60%); Numeracy (62% to 70%). Maintain and improve AToSS percentage in all areas above 93%. Increase staff survey percentage across all areas from 84% to 90% Parent teacher interview attendance 95%. Decrease student absence days from 18.61 days to 15 days in 2022. |
| Improve individual student literacy and numeracy outcomes | No | Increase the medium and high (2021-2023 average) growth in NAPLAN for   * Reading (2016-2018: 63% to 2021-2023 64%) * Writing (2016-2018: 64% to 2021-2023 65%) * Numeracy (2016-2018: 80% to 2021-2023 81%) |  |
| Increase the percentage of students in the top three bands of NAPLAN for:   * Year 5 Writing (2016-2018: 28% to 35% in 2021-2023) * Year 3 Numeracy (2016-2018: 35% to 40 % in 2021-2023) * Year 5 Numeracy (2016-2018: 38% to 45% in 2021-2023) |  |
| An increase in teacher judgements against the Victorian Curriculum for students at or above the expected level in:   * Reading (2018- 74% to 2023- 78%) * Writing (2018- 67% to 2023- 71%) * Numeracy (2018- 78% to 2023- 82%) |  |
| Increase student engagement and motivation to learn | No | 90-100% positive endorsement for the characteristics of Learning Confidence, Resilience, Motivation and Interest and Self-Regulation and Goal Setting in the Attitudes to School Survey by 2023. |  |
| 90-100% positive endorsement for the characteristics of Academic Emphasis, Collective Efficacy, Collective Focus on Student Learning and Collective Responsibility in the Staff Opinion Survey by 2023. |  |
| 90-100% positive endorsement for the characteristics High Expectations for success and student motivation and support in the Parent Opinion Survey by 2023. |  |
| Improve school readiness of all students | No | 85-95% positive endorsement for the characteristics of Positive Transitions and Parent Participation and Involvement in the Parent Opinion Survey by 2023. |  |
| Participation rate of parents and carers in the following will increase   * Pre-Foundation, Parent and Carer engagement activities (Mother Goose 8 students 2019, to 15 or above students by 2023 * Parent Teacher Interviews (2019 140 families) to 150 families or above by 2023. |  |

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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 | Increase percentage of students in top two Naplan bands - Year 3 Numeracy (9% - 15%; Year 5 Numeracy (20% - 30%); Year 3 Writing (24% - 30%); Year 5 Writing (9% - 15%); Year 3 Reading (29% - 35%); Year 5 Reading (20% to 30%.) Increase the percentage of students making one year's growth against VC by teacher judgements from Reading (69% - 74%); Writing 54% to 60%); Numeracy (62% to 70%). Maintain and improve AToSS percentage in all areas above 93%. Increase staff survey percentage across all areas from 84% to 90% Parent teacher interview attendance 95%. Decrease student absence days from 18.61 days to 15 days in 2022. | |
| **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. | Curriculum assessment data has been greatly affected by R&FL. In recent years our growth in Naplan maths data has fallen below SSP and AIP targets.  Tutor Learning Initiative funding available. Student selection for Tutor intervention will be focused on number and writing. Our school has effective wellbeing supports and interventions in place. Response to AtoSS data to enhance student wellbeing. Mental health funding will support additional Tier 1 and 2 mental health support. | |

**Define Actions, Outcomes and Activities**

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| 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 | Increase percentage of students in top two Naplan bands - Year 3 Numeracy (9% - 15%; Year 5 Numeracy (20% - 30%); Year 3 Writing (24% - 30%); Year 5 Writing (9% - 15%); Year 3 Reading (29% - 35%); Year 5 Reading (20% to 30%.) Increase the percentage of students making one year's growth against VC by teacher judgements from Reading (69% - 74%); Writing 54% to 60%); Numeracy (62% to 70%). Maintain and improve AToSS percentage in all areas above 93%. Increase staff survey percentage across all areas from 84% to 90% Parent teacher interview attendance 95%. Decrease student absence days from 18.61 days to 15 days in 2022. | | | | |
| 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** | Leaders will: • support teaching staff to build assessment and differentiation practices through clear processes and professional learning in numeracy  support teaching staff to embed assessment and differentiation practices through clear processes and internal professional learning in writing • support PLCs to meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Sustain current mode • support students and teachers to have more time to work on content at the students' point of need  • provide targeted academic support and intervention through Tutor Learning Initiative, classroom differentiation and co-teaching • provide timetables to accommodate area teams PLCs.  • provide a learning specialist timetable to observe, coach and undertake Learning Walks and Talks.  Teachers will: • plan for differentiation based on student learning data • identify student learning needs based on diagnostic assessment data and I Can Statement assessment data sheets. • know how lessons are structured and how this supports their learning • implement differentiated teaching and learning to meet individual student needs • provide targeted academic support to students • provide students with the opportunity to work at their level using differentiated resources • have strong relationships with the parents/carers/kin of all students • provide regular feedback to students and monitor student progress using data walls  • consistently implement the agreed assessment schedule and recording of data • confidently and accurately identify student learning needs of all of their students  Students will: • know what the next steps are to progress their learning • report higher levels of confidence with numeracy skills  report higher levels of confidence with writing skills • experience success and celebrate the acquisition of knowledge | | | | |
| **Success Indicators** | Early indicators:  Curriculum documentation will provide support for teachers to plan differentiated lessons Minutes from TLI meetings will show plans to support individual students’ learning needs  Student IEP’s will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed Consistent tracking of student achievement using data assessment sheets. Documentation will demonstrate teacher monthly contact with each student's family. Documentation will demonstrate teacher weekly contact with each student.  Late indicators:  Victorian Curriculum judgements will show growth in learning to meet targets Staff Survey across all categories will demonstrate increase in school climate to meet target (90+%) AtoSS, all categories, maintained and improved at 93+%. Naplan results will demonstrate acquisition of targets of students performing in the two top bands in numeracy, writing and reading | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Strengthen implementation of the Student Excellence Program, including contributing to co-ordination and participation in the 5-6 aspirations program. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,300.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in writing. | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in numeracy. | | 🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional Learning - The writing workshop model/6 traits plus1 will be a semester 1 focus.  Numeracy teaching and learning will be the main focus of our professional learning schedule throughout 2022. | | 🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Learning Specialist in Numeracy will participate in numeracy leaders CoP. | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $26,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Whole teaching staff contribute to Reading and Number Walls for each individual student. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $13,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Tutor Learning Initiative - focus will be on cohorts of students who are VC 6 months below expected level to achieve at expected level. It will also focus on cohorts of students who are at VC at expected level to achieve 6 months above expected level. TLI focus will be on numeracy and reading. | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal  🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.01  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 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 in classes and in planning units of work • ensure the school community shares a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing  implement a Koorie Action Group consisting of MPS families and Principal to advise on Koorie cultural enhancement of our school programs • integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs • have a shared understanding of each student’s attendance and the staged response for addressing concerns Teachers will: • implement and model consistent routines  • plan for and implement social and emotional learning within their curriculum areas   plan and implement Koorie cultural programs as determined by the Koorie Action Group • be able to recognise, respond to and refer students’ mental health needs  • implement the wellbeing (RRRR & SWPBS) program in homegroup • implement a range of interventions in their classroom to support student wellbeing  Students will: • know where they can seek social, emotional support at school • report improved mental health and cultural inclusion • feel supported and engaged in home groups and contribute to a strong classroom culture  • have strong/trusting relationships with peers/staff • be connected to allied health and mental health services, as appropriate | | | | |
| **Success Indicators** | Early indicators:  Policies and programs will show documentation of multi-tiered response model  Curriculum documentation will show plans for social and emotional learning Curriculum documentation will show plans for Koorie cultural learning in Semester 2 Notes from learning walks and peer observation will show how staff are embedding social and emotional learning and Koorie cultural learning Student support resources displayed around the school will show how students can seek support   Increased school attendance Late indicators:  Victorian Curriculum: Personal and Social Capability  Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues  Increased school attendance All AtoSS categories maintained at 93+% AtoSS category 'Not Experiencing Bullying' from 78% to 95+% | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying.' | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit school wide processes to support mental health using the school planning tool. | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Collaborate with Health & Wellbeing Key Contact to identify and implement tiered mental health fund priorities using School Mental Health Planning Tool, including a focus on anti-bullying programs and processes. | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 2  to: Term 2 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Document and implement staged response to supporting student attendance and mental health and wellbeing. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 3  to: Term 4 | $10,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schools Mental Health Funding - Semester 2 (see Schools Mental Health Planning Tool) | | 🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 4 | $16,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $497,555.00 | $497,555.00 | $0.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $16,869.00 | $0.00 | $16,869.00 |
| **Total** | $514,424.00 | $497,555.00 | $16,869.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in writing. | $5,000.00 |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in numeracy. | $20,000.00 |
| Professional Learning - The writing workshop model/6 traits plus1 will be a semester 1 focus.  Numeracy teaching and learning will be the main focus of our professional learning schedule throughout 2022. | $5,000.00 |
| Learning Specialist in Numeracy will participate in numeracy leaders CoP. | $26,000.00 |
| Whole teaching staff contribute to Reading and Number Walls for each individual student. | $13,000.00 |
| Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact | $5,000.00 |
| Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying.' | $5,000.00 |
| Audit school wide processes to support mental health using the school planning tool. | $5,000.00 |
| Collaborate with Health & Wellbeing Key Contact to identify and implement tiered mental health fund priorities using School Mental Health Planning Tool, including a focus on anti-bullying programs and processes. | $5,000.00 |
| Document and implement staged response to supporting student attendance and mental health and wellbeing. | $10,000.00 |
| Schools Mental Health Funding - Semester 2 (see Schools Mental Health Planning Tool) | $16,000.00 |
| **Totals** | $115,000.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in writing. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in numeracy. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Professional Learning - The writing workshop model/6 traits plus1 will be a semester 1 focus.  Numeracy teaching and learning will be the main focus of our professional learning schedule throughout 2022. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 CRT |
| Learning Specialist in Numeracy will participate in numeracy leaders CoP. | from: Term 1  to: Term 4 | $26,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Whole teaching staff contribute to Reading and Number Walls for each individual student. | from: Term 1  to: Term 4 | $13,000.00 | 🗹 School-based staffing  🗹 CRT |
| Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact | from: Term 1  to: Term 1 | $2,500.00 | 🗹 School-based staffing |
| Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying.' | from: Term 1  to: Term 1 | $4,000.00 | 🗹 School-based staffing |
| Audit school wide processes to support mental health using the school planning tool. | from: Term 1  to: Term 1 | $2,500.00 | 🗹 School-based staffing |
| Collaborate with Health & Wellbeing Key Contact to identify and implement tiered mental health fund priorities using School Mental Health Planning Tool, including a focus on anti-bullying programs and processes. | from: Term 2  to: Term 2 | $4,000.00 | 🗹 School-based staffing |
| **Totals** |  | $82,000.00 |  |

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact | from: Term 1  to: Term 1 | $2,369.00 |  |
| Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying.' | from: Term 1  to: Term 1 | $1,000.00 | 🗹 Tier 2/Category: Therapeutic models  **This activity will use Mental Health Menu staffing**   * + Staff Release   Teacher |
| Audit school wide processes to support mental health using the school planning tool. | from: Term 1  to: Term 1 | $2,500.00 | 🗹 Tier 2/Category: Therapeutic models  **This activity will use Mental Health Menu staffing**   * + Staff Release   Teacher |
| Collaborate with Health & Wellbeing Key Contact to identify and implement tiered mental health fund priorities using School Mental Health Planning Tool, including a focus on anti-bullying programs and processes. | from: Term 2  to: Term 2 | $1,000.00 | 🗹 Tier 2/Category: Therapeutic models  **This activity will use Mental Health Menu staffing**   * + Staff Release   Teacher |
| Document and implement staged response to supporting student attendance and mental health and wellbeing. | from: Term 3  to: Term 4 | $10,000.00 | 🗹 Tier 2/Category: Therapeutic models  **This activity will use Mental Health Menu programs**   * + Teacher training in trauma informed practice   To be confirmed |
| Schools Mental Health Funding - Semester 2 (see Schools Mental Health Planning Tool) | from: Term 3  to: Term 4 |  |  |
| **Totals** |  |  |  |

Additional Funding Planner – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Therapeutic music program | $30,555.00 |
| Extra support and staffing to enable smaller class sizes due to additional needs. Provide extra intervention. | $250,000.00 |
| Allied health services. | $75,000.00 |
| Student wellbeing. | $60,000.00 |
| **Totals** | $415,555.00 |

Additional Funding Planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Therapeutic music program | from: Term 1  to: Term 4 | $30,555.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Extra support and staffing to enable smaller class sizes due to additional needs. Provide extra intervention. | from: Term 1  to: Term 4 | $250,000.00 |  |
| Allied health services. | from: Term 1  to: Term 4 | $75,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Support services  🗹 Other  speech pathologist, play therapist, paediatrician. |
| Student wellbeing. | from: Term 1  to: Term 4 | $60,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Support services |
| **Totals** |  | $415,555.00 |  |

Additional Funding Planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Therapeutic music program | from: Term 1  to: Term 4 |  |  |
| Extra support and staffing to enable smaller class sizes due to additional needs. Provide extra intervention. | from: Term 1  to: Term 4 |  |  |
| Allied health services. | from: Term 1  to: Term 4 |  |  |
| Student wellbeing. | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Therapeutic music program | from: Term 1  to: Term 4 |  |  |
| Extra support and staffing to enable smaller class sizes due to additional needs. Provide extra intervention. | from: Term 1  to: Term 4 |  |  |
| Allied health services. | from: Term 1  to: Term 4 |  |  |
| Student wellbeing. | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in writing. | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Network Professional Learning | 🗹 Literacy expertise  🗹 Departmental resources  When announced. | 🗹 Off-site  Network learning. |
| Relevant staff participate in Greater Shepparton Network professional learning program focused on improved student learning outcomes in numeracy. | 🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Network Professional Learning | 🗹 Learning Specialist  🗹 Departmental resources  When announced | 🗹 Off-site  Network learning. |
| Professional Learning - The writing workshop model/6 traits plus1 will be a semester 1 focus.  Numeracy teaching and learning will be the main focus of our professional learning schedule throughout 2022. | 🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Learning Specialist in Numeracy will participate in numeracy leaders CoP. | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Communities of Practice | 🗹 Departmental resources  As provided by COP. | 🗹 Off-site  COP. |
| Whole teaching staff contribute to Reading and Number Walls for each individual student. | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Departmental resources  Schools Mental Health Menu | 🗹 On-site |
| Collaborate with Health & Wellbeing Key Contact to identify and implement tiered mental health fund priorities using School Mental Health Planning Tool, including a focus on anti-bullying programs and processes. | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Preparation | 🗹 Professional Practice Day  🗹 Timetabled Planning Day  🗹 Area Principal Forums | 🗹 Internal staff  🗹 Departmental resources  Assistance to identify robust supports. | 🗹 On-site |
| Document and implement staged response to supporting student attendance and mental health and wellbeing. | 🗹 All Staff | from: Term 3  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |