

2025 Annual Implementation Plan

for improving student outcomes

Abbotsford Primary School (1886)



Submitted for review by Keith Mcneill (School Principal) on 18 December, 2024 at 12:45 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 20 December, 2024 at 03:34 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Excelling
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
--	---	--

Future planning	With the strategic review taking place in term 2 of 2025 an abridged AIP will be written for the first term of 2025. Overall we are tracking well against our four year goals. Due to changes in the assessment of NAPLAN, targets relating to the benchmark growth of students will be unable to be discussed in this AIP. Relative growth in year 5 in 2024 were outstanding however especially in the area of numeracy. 33% of year 5 students made high relative growth compared to their year 3 NAPLAN scores. Band based proficiency targets are also not able to be assessed in this cycle due to changes. Students achieving strong or exceeding in their NAPLAN in 2024 was strong across the school especially at year 3. 88% of year 3 students were 'strong' or 'exceeding' in reading in 2024 compared with 80% for similar schools. 100% of year 3 students were assessed as 'strong' in writing and 88% were assessed as strong or exceeding in numeracy. 88% of students in year 5 were assessed as 'strong' or 'exceeding' in numeracy compared with 78% in similar schools. Regarding the school staff survey targets the school has met all of these targets during the 2024 school year: Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent Monitor effectiveness using data from 71 per cent (2020) to 75 per cent Understand how to analyse data from 29 per cent (2020) to 75 per cent Attendance data remains a challenge in the school and will need to be a consideration in the 2025 AIP and beyond. 2024 Victorian Curriculum data show that at years 2 to 6 more than 40% of students are assessed as being above expected level in reading. In writing only students at year 4 achieved the goal of more than 30% being assessed as above expected level. Significant work has taken place within the Chinese team to review and implement the CAL 2.0 curriculum and assessment format. A review of performance against the goals in the strategic plan are outlined below. Chinese Language Targets (2020) 1. 60% of students to reach CAL 2B. 2. 80% of students to complete the Youth Chinese Test (YCT). 3. 80% of native speaker student complete Children's Chinese Competency Certification test (cccc)
------------------------	---

2024 Achievement Summary

Goal 1: 60% of students to reach CAL 2B

Progress:

100% of students are now assessed using the refined CAL 2.0 curriculum, which was introduced as an improvement to CAL 1.0 (based on the A1, A2, B1, and B2 levels in the EAL pathway).

The CAL 2.0 framework has been fully implemented and ensures consistency in the assessment and reporting of all students' Chinese language proficiency across the school.

Outcome:

The target has been met, with all students assessed against CAL 2.0.

Goal 2: 80% of students to complete the Youth Chinese Test (YCT)

Progress:

Students in Years 2, 4, and 6 complete the YCT annually.

Of the school population, 110 students from Years 2–6 (approximately 65%) completed the test. Foundation (22 students) and Year 1 (36 students) students were not included in the YCT testing.

A significant increase in Prep enrolments last year impacted the overall percentage of students completing the YCT.

Outcome:

The target has not been met, as the completion rate fell short of the 80% target.

Goal 3: 80% of native speaker student complete Children's Chinese Competency Certification test (cccc)

Progress:

The initial approach of conducting a one-off certification test for native speakers was found to be ineffective in accurately assessing students' proficiency or supporting their ongoing language development.

Action Taken:

To address this, the school introduced the Chinese Extension Program (TLIX). This program is specifically designed for:

Students with a Chinese background.

High-performing students who demonstrate advanced proficiency in Chinese.

Students participate in a 50-minute weekly session focused on extending their language skills through tailored learning activities.

Outcome:

The target has not been met, however the TLIX has been a success.

	For 2025 a shortened AIP will be written due to our strategic review in term 2. Goals to be focused on for 2025 will be -To improve student learning outcomes for every student in bi-literacy and numeracy KIS for this goal: - refinement of the chinese curriculum and the alignment of integrated studies and maths subjects to improve connection between the English and Chinese teams - Development of a Chinese developmental framework -To improve (strengthen) student voice and learner agency KIS relating to the implementation of VICSWPBS will be the focus for this goal
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student learning outcomes for every student in bi-literacy and numeracy	Yes	By 2024, the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Year 5 • Reading from 8 per cent (2019) to 28 per cent • Writing from 6 per cent (2021*) to 29 per cent (*2019 data was an anomaly) • Numeracy from 15 per cent (2019) to 23 per cent	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Improve the percentage of year 5 students who are making high growth in reading from 27%By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024
		By 2024, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 • Reading from 50 per cent (2019) to 66 per cent • Writing from 45 per cent (2019) to 64 per cent • Numeracy from 50 per cent (2019) to 54 per cent Year 5 • Reading from 35 per cent (2021*) to 54 per cent (*2019 data was an anomaly) • Writing from 18 per cent (2021*) to 28 per cent (*2019 data was an anomaly) • Numeracy from 36 per cent (2019) to 42 per cent	Improve the proportion of year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 82% (2024 baseline)Improve the proportion of year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 88% (2024 baseline)

		By 2024, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase: English • Reading from 33 per cent in 2020 to 40 per cent • Speaking and Listening from 22 per cent in 2020 to 30 per cent • Writing from 21 per cent in 2020 to 30 per cent Mathematics • Number and Algebra from 35 per cent in 2020 to 40 per cent • Measurement and Geometry 13 per cent in 2020 to 25 per cent • Statistics and Probability 10 per cent in 2020 to 25 per cent	Reading from 33 per cent in 2020 to 40 per cent Number and Algebra from 35 per cent in 2020 to 40 per cent
		By 2024, at least 80% of Year F-6 students will be able to satisfactorily complete: • Youth Chinese Test – Level 3 (for non-native speakers) • Children's Chinese Competency Certification – Seedling Level (for native speakers)	By 2024, 60% of Year F-6 students will be able to reach: Level 2B on the Chinese as an Additional Language (CAL) Curriculum Character reading and writing targets set for each year band
		By 2024, 60% of Year F-6 students will be able to reach: • Level 2B on the Chinese as an Additional Language (CAL) Curriculum • Character reading and writing targets set for each year band	By 2024, 60% of Year F-6 students will be able to reach: Level 2B on the Chinese as an Additional Language (CAL) Curriculum Character reading and writing targets set for each year band
		By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:	Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent Monitor effectiveness using data

		• Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent • Monitor effectiveness using data from 71 per cent (2020) to 75 per cent • Understand how to analyse data from 29 per cent (2020) to 75 per cent	from 71 per cent (2020) to 75 per cent Understand how to analyse data from 29 per cent (2020) to 75 per cent
To improve (strengthen) student voice and learner agency	Yes	By 2024, increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: • student voice and agency from 35 per cent (2019) to 60 per cent • self-regulation and goal setting from 71 per cent (2019) to 80 per cent • differentiated learning challenge from 48 per cent (2019) to 70 per cent • sense of connectedness from 68 per cent (2019) to 80 per cent • motivation and interest from 71 per cent (2019) to 80 per cent • stimulated learning from 41 per cent (2019) to 60 per cent • sense of confidence from 60 per cent (2019) to 70 per cent • resilience from 64 per cent (2019) to 80 per cent	Student voice and agency from 35 per cent (2019) to 60 per cent Differentiated learning challenge from 48 per cent (2019) to 70 per cent
		By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: • general school improvement from 77 per cent (2020) to 90 per cent • general school satisfaction from 81 per cent (2020) to 90 per cent	General school improvement from 77 per cent (2020) to 90 per cent Student agency and voice from 72 per cent (2020) to 90 per cent

		• student agency and voice from 72 per cent (2020) to 90 per cent • stimulating learning environment from 70 per cent (2020) to 90 per cent • student motivation & support from 78 per cent (2020) to 90 per cent • confidence and resilience skills from 82 per cent (2020) to 90 per cent	
		By 2024, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of: • Use student feedback to improve practice from 71 per cent (2020) to 90 per cent	Use student feedback to improve practice from 71 per cent (2020) to 90 per cent
		Maintain the Year F–6 average absences per student to be 14 days or less	Improve the Year F–6 average absences per student to be less than 17 days per year (2024 benchmark)

Goal 1	To improve student learning outcomes for every student in bi-literacy and numeracy
12-month target 1.1	Improve the percentage of year 5 students who are making high growth in reading from 27% By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024
12-month target 1.2	Improve the proportion of year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 82% (2024 baseline) Improve the proportion of year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy

	from 88% (2024 baseline)	
12-month target 1.3	Reading from 33 per cent in 2020 to 40 per cent Number and Algebra from 35 per cent in 2020 to 40 per cent	
12-month target 1.4	By 2024, 60% of Year F-6 students will be able to reach: Level 2B on the Chinese as an Additional Language (CAL) Curriculum Character reading and writing targets set for each year band	
12-month target 1.5	By 2024, 60% of Year F-6 students will be able to reach: Level 2B on the Chinese as an Additional Language (CAL) Curriculum Character reading and writing targets set for each year band	
12-month target 1.6	Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent Monitor effectiveness using data from 71 per cent (2020) to 75 per cent Understand how to analyse data from 29 per cent (2020) to 75 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Ensure the curriculum balances the development of language and literacy in both English and Chinese	Yes
KIS 1.b Excellence in teaching and learning	Strengthen and embed assessment practices that inform and address the learning needs of each student	No
KIS 1.c Excellence in teaching and learning	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice	No

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.	This KIS builds on work done in 2024 to more closely align the English and Chinese teams through the planning of Maths and Integrated studies. With support from EIL staff in 2024 teams have developed protocols for planning to identify shared planning and assessment opportunities in our bilingual setting.	
Goal 2	To improve (strengthen) student voice and learner agency	
12-month target 2.1	Student voice and agency from 35 per cent (2019) to 60 per cent Differentiated learning challenge from 48 per cent (2019) to 70 per cent	
12-month target 2.2	General school improvement from 77 per cent (2020) to 90 per cent Student agency and voice from 72 per cent (2020) to 90 per cent	
12-month target 2.3	Use student feedback to improve practice from 71 per cent (2020) to 90 per cent	
12-month target 2.4	Improve the Year F–6 average absences per student to be less than 17 days per year (2024 benchmark)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Develop a consistent school and community understanding and approach to student agency and voice in learning	No
KIS 2.b Positive climate for learning	Embed strategies for effective feedback within 3-way partnerships between students, staff and parents	No
KIS 2.c Positive climate for learning	Embed the school's processes for supporting resilience and wellbeing	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.

This KIS will be supported by the continued implementation of School Wide Positive Behaviour across the school.

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning outcomes for every student in bi-literacy and numeracy
12-month target 1.1	Improve the percentage of year 5 students who are making high growth in reading from 27% By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024
12-month target 1.2	Improve the proportion of year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 82% (2024 baseline) Improve the proportion of year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 88% (2024 baseline)
12-month target 1.3	Reading from 33 per cent in 2020 to 40 per cent Number and Algebra from 35 per cent in 2020 to 40 per cent
12-month target 1.4	By 2024, 60% of Year F-6 students will be able to reach: Level 2B on the Chinese as an Additional Language (CAL) Curriculum Character reading and writing targets set for each year band
12-month target 1.5	By 2024, 60% of Year F-6 students will be able to reach: Level 2B on the Chinese as an Additional Language (CAL) Curriculum Character reading and writing targets set for each year band
12-month target 1.6	Guaranteed and viable curriculum from 50 per cent (2020) to 75 per cent Monitor effectiveness using data from 71 per cent (2020) to 75 per cent Understand how to analyse data from 29 per cent (2020) to 75 per cent
KIS 1.a	Ensure the curriculum balances the development of language and literacy in both English and Chinese

Curriculum planning and assessment	
Actions	Continue development of the way in which Numeracy is taught at Abbotsford with the Chinese team taking primary responsibility for delivering this area of the curriculum. And the English team assisting with planning and incidental mathematics opportunities. Of key importance is the drawing of connections between the integrated studies curriculum (english) and the maths curriculum (chinese).
Outcomes	LEADERSHIP WILL -Guide PLCs using consistent documentation across Chinese and English teams -Lead management of assessment data in the school -Review planning documents and assessment data to monitor implementation -Attend PLC meetings periodically to discuss implementation TEACHERS WILL -Develop and use consistent planning documents between the English and Chinese teaching teams -Junior and senior teams will plan together involving both English and Chinese teachers -Will plan for and deliver lessons based on a CLIL design. -Plan for and deliver a differentiated Numeracy program based on student learning data. ES STAFF WILL -Support teachers to collect assessment data and enact teaching and learning -Use teacher developed learning plans to support student learning STUDENTS WILL -Chinese program will be challenging and enriching for both native speaking and high achieving students as well as those who are new to Chinese language. -Collect consistent assessment data to inform teacher planning -Numeracy learning will be appropriate for students learning needs. -Have opportunities to provide feedback to teachers about the appropriateness of their learning activities
Success Indicators	Early Indicators -Consistent documentation showing differentiation across English, maths and Chinese -Documentation of PLC meetings showing consistent planning -Consistent tracking and assessment

	Late Indicators -Increase in use of Chinese language in informal situations -Improved teacher judgement data in mathematics -Improved staff survey data - academic emphasis -Improved student opinion survey - Differentiated Learning Challenge -Improvement in the number of students reaching Level 2B on the Chinese as an Additional Language (CAL) Curriculum			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Maths online interview to be completed for all students	☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	\$2,000.00 ☒ Equity funding will be used
Maths information evening	☒ Leadership team ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Education support for students with additional needs	☒ Education support	☐ PLP Priority	from: Term 1 to: Term 4	\$65,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Speech pathologist will provide support and therapy for individuals and groups of students identified through 2024 learning data.	☒ Allied health	☐ PLP Priority	from: Term 1 to: Term 4	\$25,000.00 ☒ Disability Inclusion Tier 2

				Funding will be used
Goal 2	To improve (strengthen) student voice and learner agency			
12-month target 2.1	Student voice and agency from 35 per cent (2019) to 60 per cent Differentiated learning challenge from 48 per cent (2019) to 70 per cent			
12-month target 2.2	General school improvement from 77 per cent (2020) to 90 per cent Student agency and voice from 72 per cent (2020) to 90 per cent			
12-month target 2.3	Use student feedback to improve practice from 71 per cent (2020) to 90 per cent			
12-month target 2.4	Improve the Year F–6 average absences per student to be less than 17 days per year (2024 benchmark)			
KIS 2.c Health and wellbeing	Embed the school's processes for supporting resilience and wellbeing			
Actions	Implement SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORTS (SWPBS) UPA with fidelity • Continue to develop the systems and practices to implement the 7 SWPBS Tier 1 Essential Features with fidelity. • Meet with the area SWPBS coach regularly • Build staff capacity to implement core SWPBS practices consistently across the school. Team to lead PL sessions using Vic SWPBS resources, find a way to reach all staff including ES. • Introduce some monitoring and coaching systems to support staff with initial implementation. • Finish creation of the Schoolwide matrix and setting-specific signage to support staff in non-classroom settings, the whole-school acknowledgement system and a behaviour-response flowchart • Establish data collection and analysis systems to support long-term SWPBS implementation. • Complete UPA action plan and meet readiness indicators for UPB by Term 4 Week 4. • Enhance existing tiered supports for children who are identified as requiring additional academic, behavioural, and wellbeing assistance to reduce the frequency of problem behaviours that impact on social and learning outcomes.			
Outcomes	SWPBS Implementation Team (SWPBS TIER 1 TEAM) WILL: • enable staff professional voice and ongoing commitment to SWPBS implementation by building trust, respect,			

	and shared responsibility • SWPBS Team will support the school leadership team to integrate analysis of academic and behaviour data • SWPBS Team will use data with confidence to evaluate effectiveness of Action plan and of implementation outcomes (Triangle Tool, Big 5). • develop, monitor and report on the implementation of the 2025 SWPBS Primary School Action Plan • develop systems to ensure practices can be implemented and monitored as outlined in the SWPBS Action Plan • monitor the implementation of practices and move towards adult consistency and collective efficacy across school • establish a fledgling model of coaching systems to support SWPBS practices throughout the school by Term 4 • work with School Leadership to create visual representation of tiers (putting faces on the data) for both academics and behaviour. TEACHERS WILL: • use their voice in relation to the implementation of the SWPBS framework in the school • take shared responsibility for creating an environment that allows all children to be engaged in a high-quality education. • consistently use the SWPBS core practices developed to ensure consistency across the school. EDUCATION SUPPORT STAFF WILL: • take shared responsibility for creating an environment that allows all children to be engaged in a high-quality education. • constantly use the practices developed to ensure consistency across the school. STUDENTS WILL: • take shared responsibility for creating an environment that allows all children to be engaged in a high-quality education.
Success Indicators	SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORTS (SWPBS) We will use the following data/evidence to measure the success of the Outcomes relating to the implementation of the SWPBS framework. • Archives of systems to support practices (artefacts) • 2024 UPA Action Plan + 80% completed • Externally facilitated TFI • SWPBS Annual Evaluation Report (looking at fidelity assessment and evaluating impact on student outcomes) • Progress evidenced in Area Termly Reports shared from Central to Areas • the SAS scores will be at or above 70% for NCSS and SWS with +70% participation from all staff • the Tier 1 TFI outcomes will be at or above 70%

	Improve behaviour data. Increase the amount of instructional time all students are able to access. • Reduce Suspensions and exclusionary discipline (exits from class = ODRs). Track and collect ODRs. • Triangle Tool visual available for Term 3 and Term 4. • Attempt to create MTSS Triangle visual at end of year (academic + behaviour).			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan for and schedule professional learning and collaboration sessions in order to successfully implement the 2025 Action Plan.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 1	\$1,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Define minor and major behaviours and create flowchart to ensure consistent response to minor and major behaviours.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	\$0.00
Employment of an Education support/Art Therapist staff	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$72,739.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Therapy Dog Training	☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$3,965.10 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$20,637.40	\$20,637.40	\$0.00
Disability Inclusion Tier 2 Funding	\$89,198.55	\$89,198.55	\$0.00
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
Total	\$137,438.45	\$137,438.45	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Maths online interview to be completed for all students	\$2,000.00
Education support for students with additional needs	\$65,000.00
Speech pathologist will provide support and therapy for individuals and groups of students identified through 2024 learning data.	\$25,000.00
Plan for and schedule professional learning and collaboration sessions in order to successfully implement the 2025 Action Plan.	\$1,000.00
Employment of an Education support/Art Therapist staff	\$72,739.00
Therapy Dog Training	\$3,965.10
Totals	\$169,704.10

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Maths online interview to be completed for all students	from: Term 1 to: Term 1	\$0.00	☑ School-based staffing
Employment of an Education support/Art Therapist staff	from: Term 1 to: Term 4	\$20,637.40	☑ School-based staffing
Totals		\$20,637.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education support for students with additional needs	from: Term 1 to: Term 4	\$65,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Speech pathologist will provide support and therapy for individuals and groups of students identified through 2024 learning data.	from: Term 1 to: Term 4	\$24,198.55	☑ Other workforces to support students with disability • Speech pathologists

Totals		\$89,198.55	
---------------	--	-------------	--

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Plan for and schedule professional learning and collaboration sessions in order to successfully implement the 2025 Action Plan.	from: Term 1 to: Term 1	\$3,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Employment of an Education support/Art Therapist staff	from: Term 1 to: Term 4	\$20,637.40	☑ Arts Therapists
Therapy Dog Training	from: Term 1 to: Term 4	\$3,965.10	☑ Lead the Way Therapy Dogs
Totals		\$27,602.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Plan for and schedule professional learning and collaboration sessions in order to successfully implement the 2025 Action Plan.	✓ Leadership team	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions	✓ Departmental resources SWPBS Coach	✓ On-site
Define minor and major behaviours and create flowchart to ensure consistent response to minor and major behaviours.	✓ All staff	from: Term 1 to: Term 2	✓ Planning ✓ Preparation ✓ Peer observation including feedback and reflection	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions	✓ Departmental resources SWPBS Coach	✓ On-site
Therapy Dog Training	✓ Principal	from: Term 1 to: Term 4	✓ Preparation	✓ Professional practice day	✓ External consultants Lead the way - Therapy dog	✓ Off-site To be confirmed