

2025 Annual Implementation Plan

for improving student outcomes

Carnegie Primary School (2897)



Submitted for review by Karen Roberts (School Principal) on 05 February, 2025 at 12:56 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 11 February, 2025 at 01:51 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.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	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	Evolving
	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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging
	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	Emerging
	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	Evolving

	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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Future planning	With a whole school focus on SWPBS and implementing our whole school Playbook in 2025, student wellbeing will further become a priority as we embed the practices and strategies that have been developed in 2024. Having a clear scope and sequence for our staff to deliver an effective, evidence informed SEL program will ensure our students are given the best opportunity to develop their personal and social capabilities, while acknowledging the diversity and inclusive practices that enable all of our students to thrive at school. We have seen an increase in behaviour referrals to the office this year and will be working to support staff in developing behaviour management strategies and developing behaviour support plans in 2025.
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
Maximise the learning outcomes in literacy and numeracy for every student.	Yes	By 2025, improve the positive endorsement on the SSS for the following factors: • Academic emphasis from 79 per cent, 2020 to 87 per cent • Staff trust in colleagues from 82 per cent, 2020 to 90 per cent • Professional learning through peer observation from 42 per cent, 2020 to 70 per cent • Seek feedback to improve practice 77 per cent, 2020 to 85 per cent.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By 2025, improve the positive endorsement on the SSS for the following factors: Academic emphasis from 79% to 87% Staff trust in colleagues from 82% in 2020 to 90% Professional learning through peer observation from 42% in 2020 to 70% Seek feedback to improve practice 77% to 85%
		By 2025, increase the percentage of Year 3 and 5 students in developing and exceeding proficiency level in Reading, Writing and Numeracy. Year 3 Reading from 80% to 82%, Writing from 86% to 88%, Numeracy from 83% to 85% Year 5 Reading from 90% to 92%, Writing from 87% to 89%, Numeracy from 84% to 86% By 2025, reduce the percentage of Year 3 and 5 students achieving in the needs additional support proficiency in Reading, Writing and Numeracy. Year 3 Reading from 2.3% to 1%, Writing from 1.16% to 0%, Numeracy from 3.4% to 1.4% Year 5 Reading from 6% to 3%, Writing from 1.5% to 0%, Numeracy from 3% to 1.5%	By 2025, increase the percentage of Year 3 and 5 students in developing and exceeding proficiency level in Reading, Writing and Numeracy. Year 3 Reading from 80% to 82%, Writing from 86% to 88%, Numeracy from 83% to 85% Year 5 Reading from 90% to 92%, Writing from 87% to 89%, Numeracy from 84% to 86% By 2025, reduce the percentage of Year 3 and 5 students achieving in the needs additional support proficiency in Reading, Writing and Numeracy. Year 3 Reading from 2.3%

			to 1%, Writing from 1.16% to 0%, Numeracy from 3.4% to 1.4% Year 5 Reading from 6% to 3%, Writing from 1.5% to 0%, Numeracy from 3% to 1.5%
Maximise health and wellbeing outcomes for every student.	Yes	By 2025: Decrease the percentage of Foundation to Year 6 students who are absent for: • 20 to 29.5 days from 12 per cent 2019 to 10 per cent • 30 plus days from 6 per cent 2019 to 4 per cent.	By 2025: Decrease the percentage of Foundation to Year 6 students who are absent for: 20 to 29.5 days from 12% in 2019 to 10 per cent 30 plus days from 6% in 2019 to 4 per cent.
		By 2025, improve the positive endorsement on the AToSS for the following factors: • Resilience 84% 2019 to 89% • Managing bullying 85% 2019 to 89% • Respect for diversity 85% 2019 to 90% • Teacher concern from 76% 2019 to 84% • Emotional awareness and self-regulation from 77% 2019 to 85%	By 2025, improve the positive endorsement on the AToSS for the following factors: Resilience 84% in 2019 to 89% Managing bullying 85% in 2019 to 89% Respect for diversity 85% in 2019 to 90% Teacher concern from 76% in 2019 to 84% Emotional awareness and self-regulation from 77% in 2019 to 85%
		By 2025, improve the positive endorsement on the POS for the following factor: • Teacher communication from 82 per cent 2019 to 85 per cent.	By 2025, improve the positive endorsement on the POS for the following factor: Teacher communication from 82% in 2019 to 85 per cent.

Goal 1	Maximise the learning outcomes in literacy and numeracy for every student.
12-month target 1.1	By 2025, improve the positive endorsement on the SSS for the following factors: Academic emphasis from 79% to 87%

	Staff trust in colleagues from 82% in 2020 to 90% Professional learning through peer observation from 42% in 2020 to 70% Seek feedback to improve practice 77% to 85%	
12-month target 1.2	By 2025, increase the percentage of Year 3 and 5 students in developing and exceeding proficiency level in Reading, Writing and Numeracy. Year 3 Reading from 80% to 82%, Writing from 86%to 88%, Numeracy from 83% to 85% Year 5 Reading from 90% to 92%, Writing from 87% to 89%, Numeracy from 84% to 86% By 2025, reduce the percentage of Year 3 and 5 students achieving in the needs additional support proficiency in Reading, Writing and Numeracy. Year 3 Reading from 2.3% to 1%, Writing from 1.16%to 0%, Numeracy from 3.4% to 1.4% Year 5 Reading from 6% to 3%, Writing from 1.5% to 0%, Numeracy from 3% to 1.5%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.b Excellence in teaching and learning	Enhance teacher curriculum knowledge and practice through implementation of VTLM 2.0.	Yes
KIS 1.c Excellence in teaching and learning	Develop teacher knowledge and practice of evidence based assessment and how to use this assessment data to responsively meet the needs of all students.	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.	The school has selected this KIS as a key focus for the year to support the implementation of the Victorian Curriculum 2.0 and the new VTLM, ensuring alignment with evidence-based programs and practices that we will consistently integrate into our planning and teaching.	

Goal 3	Maximise health and wellbeing outcomes for every student.	
12-month target 3.1	By 2025: Decrease the percentage of Foundation to Year 6 students who are absent for: 20 to 29.5 days from 12% in 2019 to 10 per cent 30 plus days from 6% in 2019 to 4 per cent.	
12-month target 3.2	By 2025, improve the positive endorsement on the AToSS for the following factors: Resilience 84% in 2019 to 89% Managing bullying 85% in 2019 to 89% Respect for diversity 85% in 2019 to 90% Teacher concern from 76% in 2019 to 84% Emotional awareness and self-regulation from 77% in 2019 to 85%	
12-month target 3.3	By 2025, improve the positive endorsement on the POS for the following factor: Teacher communication from 82% in 2019 to 85 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Professional leadership	Reframe the school's mission, vision and core values.	Yes
KIS 3.b Excellence in teaching and learning	Embed whole school programs and practices to ensure students have social and emotional readiness to learn.	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.	2025 will be the first year of CPS SWPBS implementation after training and developing documentation in 2024. The school wide behaviour expectations and managing major and minor behaviours will be the priority alongside the new values that will be communicated in the community. We are expecting to see an increase in positive responses in ATOS, SSS and POS as a result of a more cohesive and streamlined approach to behaviour management.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning outcomes in literacy and numeracy for every student.
12-month target 1.1	By 2025, improve the positive endorsement on the SSS for the following factors: Academic emphasis from 79% to 87% Staff trust in colleagues from 82% in 2020 to 90% Professional learning through peer observation from 42% in 2020 to 70% Seek feedback to improve practice 77% to 85%
12-month target 1.2	By 2025, increase the percentage of Year 3 and 5 students in developing and exceeding proficiency level in Reading, Writing and Numeracy. Year 3 Reading from 80% to 82%, Writing from 86%to 88%, Numeracy from 83% to 85% Year 5 Reading from 90% to 92%, Writing from 87% to 89%, Numeracy from 84% to 86% By 2025, reduce the percentage of Year 3 and 5 students achieving in the needs additional support proficiency in Reading, Writing and Numeracy. Year 3 Reading from 2.3% to 1%, Writing from 1.16%to 0%, Numeracy from 3.4% to 1.4% Year 5 Reading from 6% to 3%, Writing from 1.5% to 0%, Numeracy from 3% to 1.5%
KIS 1.b Curriculum planning and assessment	Enhance teacher curriculum knowledge and practice through implementation of VTLM 2.0.
Actions	Leaders will support the continuous development of shared understanding of agreed teaching and learning practices through the development and implementation of VTLM 2.0 & The Playbook Implement the CPS pedagogical model Continued implementation of evidence based approaches to the Science of Learning

Outcomes	Planning documents will reflect the VTLM 2.0 and the current CPS pedagogical model Consistent engagement norms will be evident across the school Consistent implementation of literacy : word reading and spelling across F-2 and reading, writing, spelling 3-6 Increased consistency in teaching practices across the school as recorded in our CPS Playbook			
Success Indicators	Early Indicators : Planning documentation will include explicit teaching practices and methods for differentiation including enabling and extending prompts. Late Indicators : By 2025, improve the positive endorsement on the SOS for the following factors: Academic emphasis from 79% to 87% Staff trust in colleagues from 82% in 2020 to 90% Professional learning through peer observation from 40% in 2020 to 70% Seek feedback to improve practice 77% to 85%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The CPS Playbook will be developed.	☒ All staff ☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Structured professional learning schedule including sessions facilitated by consultant, Dr Nathaniel Swain	☒ All staff ☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1	\$15,000.00

	☒ Principal		to: Term 3	
Leaders will support teaching staff to improve practice through the development of clear processes for modelling and coaching.	☒ All staff ☒ Leadership team ☒ Learning specialist(s) ☒ Literacy leader ☒ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Peer observations and learning walks timetabled.	☒ All staff ☒ Leadership team ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning for staff in OG and Advanced Morphology, Mini lit and Multi Lit	☒ Education support ☒ Principal ☒ Teacher(s) ☒ Teaching and learning coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Disability Inclusion Tier 2 Funding will be used ☒ Other funding will be used
Allocate additional staff to support Intervention programs (Class teacher and learning Specialist)	☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$73,360.00 ☒ Disability Inclusion Tier 2 Funding will be used

KIS 1.c Evidence-based high-impact teaching strategies	Develop teacher knowledge and practice of evidence based assessment and how to use this assessment data to responsively meet the needs of all students.
Actions	Support all teaching staff to build High Impact Teaching practises including assessment, differentiation and inclusive practices through consistent, clear processes and professional learning. Leaders will support the professional development of education support staff to enable them to effectively support students Tier 2 (Mini Lit and Multi Lit) Leaders support teachers to develop lesson plans that are consistent with our pedagogical model and is responsive to providing varying levels of support
Outcomes	Early Indicators: Moderated assessments show consistent teacher judgement in Numeracy and Literacy Documentation of tiered interventions and adjustments in teacher planning and classroom practice including IEP's and BSP's Increased capacity to analyse data as documented during Team Meetings (PLC) Responsive teaching that includes check for understanding, formative assessment and reflection Late Indicators : Student IEPs will demonstrate achieved short term goals and progress through adjustments and interventions Staff consistency in administering and analysing DIBELS to measure how students are performing in the area of reading Staff using an assessment schedule that is aligned to VIC 2.0 principles (Screeners, DIBELS etc)
Success Indicators	Team minutes from Data Review Meetings Peer observation / Learning Walks reflection and feedback Lesson plans support responsive teaching Published Assessment schedule IEP documentation Tiered document Reporting cycles to reflect 12 months growth in 12 months

Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide support when planning and developing tiered lesson plans that provide varying levels of targeted instruction, including the use of enabling and extending prompts and enrichment activities		☒ All staff ☒ Leadership team ☒ Learning specialist(s) ☒ Literacy leader ☒ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00 ☒ Other funding will be used
Provide professional learning to support teacher knowledge and practise of evidence based assessment		☒ All staff ☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$8,000.00
Allocate additional teaching hours to support implementation		☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$6,476.00 ☒ Equity funding will be used
Goal 3	Maximise health and wellbeing outcomes for every student.				
12-month target 3.1	By 2025: Decrease the percentage of Foundation to Year 6 students who are absent for: 20 to 29.5 days from 12% in 2019 to 10 per cent 30 plus days from 6% in 2019 to 4 per cent.				
12-month target 3.2	By 2025, improve the positive endorsement on the AToSS for the following factors: Resilience 84% in 2019 to 89% Managing bullying 85% in 2019 to 89% Respect for diversity 85% in 2019 to 90% Teacher concern from 76% in 2019 to 84% Emotional awareness and self-regulation from 77% in 2019 to 85%				

12-month target 3.3	By 2025, improve the positive endorsement on the POS for the following factor: Teacher communication from 82% in 2019 to 85 per cent.			
KIS 3.a Vision, values and culture	Reframe the school's mission, vision and core values.			
Actions	Implement a school wide process aligned with NEW school values (respect, resilience, integrity and curiosity) to acknowledge pro-social behaviours within the SWPBS context. Revisit and extend CPS 'Start Up Program' to reflect whole school procedures and practices that will focus on the Schools new Values and Vision and align with SWPBS behaviour expectations. Market the new values and vision in a 'rebranding' of school documentation.			
Outcomes	Behaviour Expectation Matrix developed and shared with community. Mindset, knowledge and behaviours of students teachers and community will be aligned. Decrease incidence of minor behaviour interruptions and fewer referrals for major behaviours More consistent approach to behaviour management with a shared understanding of the functions of behaviour. (FBA)			
Success Indicators	Early Indicators: Published behaviour Matrix and expected behaviours are displayed prominently throughout the school Begin to achieve a baseline of data for exclusionary practices through Compass behaviour recording Start Up program implemented with fidelity School documentation updated with new values and vision Late Indicators: Routines and expectations set up in classrooms and consistent across the whole school - SWPBS Handbook Increase in positive responses in ATOSS - sense of belonging and school connectedness. Successful completion of the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	☒ Disability inclusion coordinator ☒ School leadership team ☒ Student wellbeing co-ordinator ☒ SWPBS leader/team	☒ PLP Priority	from: Term 1 to: Term 4	\$17,600.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items ☒ Other funding will be used
Revisit and extend CPS 'Start Up Program' to reflect whole school procedures and practices that will focus on Building Relationships, Routines, School Values and Vision.	☒ All staff ☒ School leadership team ☒ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 2	\$0.00 ☒ Other funding will be used
Develop and document policies and processes that show how regular student wellbeing data will be collected and managed	☒ Leadership team ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00 ☒ Other funding will be used
Schedule regular learning walks and direct peer observations (2 per semester)	☒ Leadership team ☒ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Allocate Mental Health responsibilities to Lead Teacher (F-6 Wellbeing program)	☒ Learning specialist(s) ☒ Mental health and wellbeing leader	☒ PLP Priority	from: Term 1 to: Term 4	\$40,482.00 ☒ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Employ a school psychologist to support student mental health	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	\$50,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
KIS 3.b Evidence-based high-impact teaching strategies	Embed whole school programs and practices to ensure students have social and emotional readiness to learn.			
Actions	Provide staff with additional coaching to build capacity and streamline the referral process Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability and behaviour management. (F-2 Zones of Regulation, 3/4 Social Stencils, 5/6 Leadership and whole school RRRR) Termly Student Perception check ins by Leadership			
Outcomes	All teachers will learn the CPS whole school approach to SWPBS Teachers will follow the consequence when managing minor and major behaviours within the school and students will understand and demonstrate the expected behaviours as set in CPS Behaviour Matrix. Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Leadership have a collective and timely understanding of student perceptions around social, emotional capabilities and behaviour management			

Success Indicators	Early indicators: Consistent meeting / commitment from SWPBS Team and leadership Positive responses from students and staff in school based perceptions surveys Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning and classroom routines Student support resources displayed around the school will show how students can seek help Late Indicators: Positive responses from ATOSS, POS and SSS Consistent whole school approach and shared understanding of Behaviour Expectation amongst all stakeholders. Leaders will continue to develop an understanding of and increase capacity for teachers to implement SWPBS guided by Anthony King			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement a school wide process aligned with NEW school values (respect, resilience, integrity and curiosity) to acknowledge pro-social behaviours.	☒ All staff ☒ Leadership team	☒ PLP Priority	from: Term 1 to: Term 3	\$6,476.00 ☒ Equity funding will be used
Develop a professional learning plan (yearly schedule) to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability and behaviour management.	☒ All staff ☒ Leadership team ☒ Leading teacher(s) ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Consistent delivery of ATOSS and unpacking and analysing of student surveys to gain deeper understanding of student perceptions of school and mental health.	☒ All staff ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Schools Mental Health Menu items

				will be used which may include DET funded or free items ☒ Other funding will be used
Leading teacher allocated out of classroom responsibilities to support DIP process - salary tag	☒ Leading teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$90,000.00 ☒ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$12,701.40	\$12,701.40	\$0.00
Disability Inclusion Tier 2 Funding	\$184,360.05	\$184,360.00	\$0.05
Schools Mental Health Fund and Menu	\$63,480.23	\$63,480.23	\$0.00
Total	\$260,541.68	\$260,541.63	\$0.05

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional learning for staff in OG and Advanced Morphology, Mini lit and Multi Lit	\$20,000.00
Allocate additional staff to support Intervention programs (Class teacher and learning Specialist)	\$73,360.00
Allocate additional teaching hours to support implementation	\$6,476.00
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	\$17,600.00
Allocate Mental Health responsibilities to Lead Teacher (F-6 Wellbeing program)	\$40,482.00
Employ a school psychologist to support student mental health	\$50,000.00
Implement a school wide process aligned with NEW school values (respect, resilience, integrity and	\$6,476.00

curiosity) to acknowledge pro-social behaviours.	
Develop a professional learning plan (yearly schedule) to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability and behaviour management.	\$1,000.00
Consistent delivery of ATOSS and unpacking and analysing of student surveys to gain deeper understanding of student perceptions of school and mental health.	\$0.00
Leading teacher allocated out of classroom responsibilities to support DIP process - salary tag	\$90,000.00
Totals	\$305,394.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Allocate additional teaching hours to support implementation	from: Term 1 to: Term 4	\$6,225.40	✓ Teaching and learning programs and resources
Implement a school wide process aligned with NEW school values (respect, resilience, integrity and curiosity) to acknowledge pro-social behaviours.	from: Term 1 to: Term 3	\$6,476.00	✓ Professional development (excluding CRT costs and new FTE)
Totals		\$12,701.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning for staff in OG and Advanced Morphology, Mini lit and Multi Lit	from: Term 1 to: Term 4	\$20,000.00	☒ Professional learning for school-based staff - Teachers ☒ Teaching and learning programs and resources - Other Providers cost
Allocate additional staff to support Intervention programs (Class teacher and learning Specialist)	from: Term 1 to: Term 4	\$73,360.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties ☒ Teaching and learning programs and resources ☒ Other workforces to support students with disability
Develop a professional learning plan (yearly schedule) to increase staff capacity in explicitly teaching social emotional skills from the	from: Term 1 to: Term 4	\$1,000.00	☒ CRT CRT (to attend school planning)

Personal and Social Capability and behaviour management.			
Leading teacher allocated out of classroom responsibilities to support DIP process - salary tag	from: Term 1 to: Term 4	\$90,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$184,360.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	from: Term 1 to: Term 4	\$17,600.00	☒ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Allocate Mental Health responsibilities to Lead Teacher (F-6 Wellbeing program)	from: Term 1 to: Term 4	\$40,482.23	☒ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Employ a school psychologist to support student mental health	from: Term 1 to: Term 4	\$5,398.00	☒ Employ allied health professional to provide Tier 2 tailored support for students
Consistent delivery of ATOSS and unpacking and analysing of student surveys to gain deeper understanding of student	from: Term 1 to: Term 4	\$0.00	

perceptions of school and mental health.			
Totals		\$63,480.23	

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
The CPS Playbook will be developed.	☒ All staff ☒ Leadership team ☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Demonstration lessons	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Learning specialist ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Structured professional learning schedule including sessions facilitated by consultant, Dr Nathaniel Swain	☒ All staff ☒ Leadership team ☒ Learning specialist(s) ☒ Principal	from: Term 1 to: Term 3	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ Leadership partners ☒ Learning specialist	☒ On-site
Professional learning for staff in OG and Advanced Morphology, Mini lit and Multi Lit	☒ Education support ☒ Principal ☒ Teacher(s) ☒ Teaching and learning coordinator	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Network professional learning	☒ Literacy expertise ☒ Internal staff ☒ Learning specialist ☒ Literacy leaders	☒ Off-site Professional Learning at schools within the network

Allocate additional staff to support Intervention programs (Class teacher and learning Specialist)	☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Demonstration lessons	☒ Formal school meeting / internal professional learning sessions ☒ Timetabled planning day	☒ Internal staff	☒ On-site
Provide professional learning to support teacher knowledge and practise of evidence based assessment	☒ All staff ☒ Leadership team ☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Design of formative assessments	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Literacy leaders ☒ Pedagogical Model ☒ Numeracy leader	☒ On-site
Allocate additional teaching hours to support implementation	☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Learning specialist	☒ On-site
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	☒ Disability inclusion coordinator ☒ School leadership team	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ External consultants Anthony King	☒ On-site

	☒ Student wellbeing co-ordinator ☒ SWPBS leader/team					
Allocate Mental Health responsibilities to Lead Teacher (F-6 Wellbeing program)	☒ Learning specialist(s) ☒ Mental health and wellbeing leader	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Employ a school psychologist to support student mental health	☒ Mental health and wellbeing leader	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Implement a school wide process aligned with NEW school values (respect, resilience, integrity and curiosity) to acknowledge pro-social behaviours.	☒ All staff ☒ Leadership team	from: Term 1 to: Term 3	☒ Planning ☒ Preparation	☒ Whole school pupil free day ☒ Timetabled planning day	☒ Internal staff	☒ On-site
Develop a professional learning plan (yearly schedule) to increase staff capacity in explicitly	☒ All staff	from: Term 1	☒ Planning ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site

teaching social emotional skills from the Personal and Social Capability and behaviour management.	☒ Leadership team ☒ Leading teacher(s) ☒ Learning specialist(s)	to: Term 4	☒ Demonstration lessons			
Leading teacher allocated out of classroom responsibilities to support DIP process - salary tag	☒ Leading teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site