

2025 Annual Implementation Plan

for improving student outcomes

Chandler Park Primary School (5533)



Submitted for review by Steve Gammon (School Principal) on 12 December, 2024 at 03:24 PM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 29 December, 2024 at 10:39 AM

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	Evolving
	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	<p>Reflection on Overall Progress This year, progress towards our 4-year goals has been mixed, with successes in building teacher practice excellence and shared leadership capacity, while other areas require further development. The implementation of our KIS underpinned by our Strategic Plan has shown that:</p> <ul style="list-style-type: none"> - Instructional leadership improvements had a positive impact on collaboration (Teacher Collaboration: 43% - 2023, 58% - 2024) and efficacy (Collective Efficacy: 62% - 2023, 74% - 2024), as evidenced by improved staff opinion data. - Whole-school differentiation practices are progressing, but a more structured approach is needed to embed consistent practices across all year levels. - Data literacy and formative assessment strategies require stronger integration within PLT cycles to ensure their use impacts student outcomes more effectively. <p>Impact of KIS Implementation on Student Outcomes While we made progress in areas such as promoting differentiation and creating inclusive environments:</p> <ul style="list-style-type: none"> - The anticipated improvement in student outcomes in literacy, numeracy and student agency did not meet targets. This highlights the need for deeper alignment between implemented strategies and measurable student growth. - Positive shifts in instructional leadership and collaborative practices suggest a solid foundation for continued focus. <p>Goals and KIS for Focus in 2025 Next year, efforts will prioritise: Improving Literacy and Numeracy Outcomes</p> <ul style="list-style-type: none"> - Continue building teacher capacity in explicit teaching and differentiation through VTLM 2.0 alignment. - Strengthen the integration of formative assessments in teaching practices to inform targeted instruction. - Identify and implement a phonics program for Prep–Year 2 to support the development of foundational skills in decoding. <p>Enhancing Data-Informed Practices</p> <ul style="list-style-type: none"> - Expand Data Wise inquiry cycles to improve teacher confidence and capability in data analysis.
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	<ul style="list-style-type: none"> - Build middle leaders' capacity to facilitate rigorous data conversations and coach teachers effectively. <p>Empowering Student Agency and Wellbeing</p> <ul style="list-style-type: none"> - Finalise and embed the School-Wide Positive Behaviour Support (SWPBS) framework to improve consistency in behaviour management. - Enhance student voice initiatives and implement targeted strategies to lift engagement and attendance. <p>Implementation Focus Areas</p> <ul style="list-style-type: none"> - Building Leadership Capability: Targeted coaching for middle leaders to foster instructional and data leadership, ensuring they can effectively lead PLT cycles and whole-school initiatives. - Embedding Evidence-Based Practices: A robust focus on integrating VTLM 2.0 and Data Wise/PLC principles into teaching and learning. - Consistency Across Classrooms: Implementing school-wide frameworks such as Tier 1 provisions and SWPBS to standardise high-quality practices in inclusion and behaviour management. <p>By aligning resources, professional learning and leadership efforts with these focus areas, we aim to accelerate progress towards our goals and drive meaningful improvement in student outcomes.</p>
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
Improve achievement and learning growth for all students in literacy and numeracy.	Yes	<p>By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 26% (2021) to 30% • Writing from 11% (2021) to 15% • Numeracy from 22% (2021) to 25% <p>By 2025 decrease the percentage of Year 5 students below benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 28% (2021) to 24% • Writing from 27% (2021) to 23% • Numeracy from 22% (2021) to 18% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2026, reduce the number of NAS students in the areas of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>
		Commercial/ licensed assessment tool data to show an increase of 4% in stanine 5+ and a decrease of 4% of students in stanine 4 (and below) in reading and mathematics for each cohort over the course of the strategic plan.	90% of students will make a minimum of one band's growth in PAT-Reading and PAT-Maths
		<p>Teacher Judgement:</p> <p>By 2025, decrease the variation between teacher judgement data and NAPLAN data for numeracy in Years 3 & 5 to within an 8% range (baseline data NAPLAN 2021 & 2021 Semester 2 Teacher Judgement data).</p>	By December 2025, reduce the percentage of students in Prep-Year 2 who are achieving below the expected standard (Teacher Judgement) in Reading on the

			Victorian Curriculum from 27% to 24%.
		School Staff Survey: Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to move from an average of 44% (2018 – 2020) to 60% by 2025 (School Leadership Module – Instructional Leadership factor)	By December 2025, School Staff Survey results for 'Academic Emphasis' will increase from 56% to 60%.
Empower students to take ownership of their learning and wellbeing.	Yes	AToSS Domain Teacher Student Relations 'Teacher concern' factor increases overall from 68% (2021) to 75% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.	By December 2025, we will increase the 'Teacher concern' factor from 73% to 75%.
		AToSS Domain Learner Characteristics and Dispositions 'Sense of confidence' factor increase overall from 76% (2021) to 85% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.	By December 2025, we will increase the positive percentage endorsement for 'Not experiencing bullying' for Year 4 students from 67% to 72%.
		AToSS Domain Social Engagement 'Student Voice & Agency' factor increase overall from 69% (2021) to 80% by 2025.	By December 2025, we will increase the positive percentage endorsement for 'Student Voice and Agency' from 66% to 70%.
		By 2025, reduce the whole school average student absence rate to 10 days or less.	By December 2024, the whole school attendance rate will improve by 2%.

Goal 1	Improve achievement and learning growth for all students in literacy and numeracy.
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12-month target 1.1	By 2026, reduce the number of NAS students in the areas of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	90% of students will make a minimum of one band's growth in PAT-Reading and PAT-Maths
12-month target 1.3	By December 2025, reduce the percentage of students in Prep-Year 2 who are achieving below the expected standard (Teacher Judgement) in Reading on the Victorian Curriculum from 27% to 24%.
12-month target 1.4	By December 2025, School Staff Survey results for 'Academic Emphasis will increase from 56% to 60%.
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	To develop / finalise and consistently implement a whole-school teaching and learning model.
KIS 1.b Excellence in teaching and learning	Build each Professional Learning Team's capability to use data.
KIS 1.c Professional leadership	Build the instructional and shared leadership capability of all staff.
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.	<p>The selection of these KIS reflects findings from the school's self-evaluation, NAPLAN data and School Performance Report, which highlight challenges in achieving consistent teaching practices and leveraging data to inform instruction. While there has been progress towards embedding an instructional model, data shows that the percentage of students in the Exceeding or Strong proficiency levels in reading and numeracy remains below similar schools in both Year 3 and Year 5. Teacher Judgement data also indicates significant variation when compared with external benchmarks, signalling a need to strengthen alignment and accuracy.</p> <p>Additionally, analysis of PLC structures revealed inconsistent application of formative assessment strategies, with teachers requiring greater support to use data effectively. The 2024 School Staff Survey reflects moderate endorsement for instructional leadership, highlighting an opportunity to enhance collaborative and reflective practices within PLCs. Through this KIS, the school aims to build teacher capacity in explicit teaching and data-driven decision-making, ensuring high-quality, differentiated instruction that meets the diverse needs of all</p>

	students. This approach will support progress towards SSP targets, including reducing the number of students in the 'Needs Additional Support' NAPLAN category in literacy and numeracy.	
Goal 1	Empower students to take ownership of their learning and wellbeing.	
12-month target 1.1	By December 2025, we will increase the 'Teacher concern' factor from 73% to 75%.	
12-month target 1.2	By December 2025, we will increase the positive percentage endorsement for 'Not experiencing bullying' for Year 4 students from 67% to 72%.	
12-month target 1.3	By December 2025, we will increase the positive percentage endorsement for 'Student Voice and Agency' from 66% to 70%.	
12-month target 1.4	By December 2024, the whole school attendance rate will improve by 2%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Positive climate for learning	Develop a shared understanding amongst staff and students of ownership for and engagement in their learning and wellbeing.	No
KIS 1.b Positive climate for learning	Consistently implement an agreed approach to building student wellbeing, voice and agency.	Yes

<p>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.</p>	<p>This KIS was selected in response to 2024 Attitudes to School Survey data, which highlights relatively low positive endorsement for 'Student Voice and Agency' (66%) and 'Not experiencing bullying' (67% for Year 4 students). These results are below the school's SSP targets and indicate the need to prioritise student empowerment and engagement. Self-evaluation also revealed inconsistent implementation of wellbeing programs, with teachers seeking additional support to integrate social and emotional learning into their classrooms. By focusing on SWPBS and building shared behavioural expectations, the school aims to create a supportive, inclusive environment where students feel confident to take ownership of their learning and wellbeing.</p>
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Define actions, outcomes, success indicators and activities

Goal 1	Improve achievement and learning growth for all students in literacy and numeracy.
12-month target 1.1	By 2026, reduce the number of NAS students in the areas of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	90% of students will make a minimum of one band's growth in PAT-Reading and PAT-Maths
12-month target 1.3	By December 2025, reduce the percentage of students in Prep-Year 2 who are achieving below the expected standard (Teacher Judgement) in Reading on the Victorian Curriculum from 27% to 24%.
12-month target 1.4	By December 2025, School Staff Survey results for 'Academic Emphasis will increase from 56% to 60%.
KIS 1.a Building practice excellence	To develop / finalise and consistently implement a whole-school teaching and learning model.
Actions	<p>Check, and update where required, the school's English and Mathematics curriculum area maps and units of work to ensure that they align with the Victorian Curriculum 2.0.</p> <p>Review the school's assessment schedule to ensure there is a common approach that enables understanding of whether children are learning as intended.</p> <p>Establish PLC structures to support teacher collaboration and strengthen teaching practice.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - receive quality literacy and numeracy instruction - demonstrate measurable growth in targeted literacy and numeracy skills - engage in assessments that are aligned with their learning needs <p>Teachers will:</p> <ul style="list-style-type: none"> - provide actionable feedback to students - employ agreed processes and protocols to evaluate and improve teaching strategies - implement assessments that provide meaningful data to inform differentiated instruction and targeted interventions <p>Leaders will:</p>

	<ul style="list-style-type: none"> - monitor the consistent use of the whole-school curriculum plan - facilitate professional learning focused on explicit teaching practices - lead discussions in leadership and PLT meetings to ensure a shared understanding of assessment practices and their alignment with student outcomes 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Lesson plans and classroom observations demonstrate evidence of questions used to check for understanding. - Completion of professional learning sessions focused on VTLM 2.0 principles, explicit teaching practices and data-informed instruction. - Observable implementation of a variety of explicit teaching practices during classroom observations and learning walks. - Increased teacher confidence in using assessment data to inform instruction, as evidenced by staff survey results and feedback. - Consistent use of data analysis protocols during PLC meetings, as recorded in meeting minutes and action plans. - Development and dissemination of updated curriculum documentation aligned with VTLM 2.0. <p>Late Indicators</p> <ul style="list-style-type: none"> - Improved student achievement in literacy and numeracy assessments, including PAT, NAPLAN and other school-based assessments. - Reduced variability between Teacher Judgement data and external assessments such as NAPLAN, indicating consistency in assessment practices. - Increased growth for students with additional needs in literacy and numeracy, as reflected in IEP goal attainment and assessment data. - Enhanced student growth in NAPLAN and other standardised assessments, with a focus on narrowing achievement gaps. - Positive endorsement trends in School Staff Survey factors related to academic emphasis, instructional leadership and collaboration. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Review Assessment Schedule</p> <ul style="list-style-type: none"> - Audit existing assessments within the school to identify current practices and areas for improvement. Complete the 	<ul style="list-style-type: none"> ☑ Assistant principal ☑ Learning specialist(s) ☑ PLT leaders 	<ul style="list-style-type: none"> ☑ PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p>

<p>audit in collaboration with PLT leaders by the end of Term 1.</p> <ul style="list-style-type: none"> - Create a 'Data Inventory' to document all current assessments, their purpose and alignment with student learning needs. - Review assessments against school and student needs, focusing on gaps in data collection and opportunities to streamline processes. - Explore alternative assessment options, including evidence-based tools, via research and school visits to add to the Data Inventory. Present recommendations during a Term 2 Leadership Team meeting. - Develop and publish an updated assessment schedule document, outlining the timing, purpose and processes for all school assessments. - Unpack the assessment schedule with PLT leaders to ensure clarity and consistency in implementation. - Define assessments using DataWise terminology (Satellite, Map, Street Data) to standardise language and understanding across the school. - Deliver professional development on new assessment tools and practices to ensure all staff are confident in their use. Schedule sessions during staff meetings, Coffee PDs and Curriculum Days. - Create a resource hub containing templates, examples and training materials for all assessments included in the revised schedule. 	<input checked="" type="checkbox"/> Principal			<input checked="" type="checkbox"/> Equity funding will be used
<p>Establish an Inquiry Cycle Framework</p> <ul style="list-style-type: none"> - Develop an inquiry cycle framework that outlines processes for collaborative teacher reflection and action. - Create resources to support implementation, including a framework overview, meeting agenda template and presentation slides template. These will be shared with staff during the first Curriculum Day of the year. 	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - Provide professional development for staff on the new inquiry cycle framework, focusing on how to effectively engage in and facilitate inquiry cycles. Sessions will be conducted during Term 1 Curriculum Days. - Identify and curate key resources to support teacher knowledge, including research articles, exemplars and data analysis tools. Share these resources via a centralised hub in Term 2. - Use PLT Leaders' meetings to build capacity in facilitating inquiry cycles. Incorporate reflection and collaborative problem-solving into Termly PLT Leader sessions. - Collect qualitative and quantitative data from teachers and students to evaluate the success of inquiry cycles. Use feedback forms, surveys and classroom observations to assess impact. - Analyse student data at the conclusion of each inquiry cycle to determine areas for improvement and guide subsequent cycles. Present findings during PLT meetings and staff sessions. - Collect feedback from staff on the Inquiry Cycle Framework at the end of Term 2. - Run termly PLC Inquiry Cycles using the framework to ensure consistent implementation and focus on identified school goals. Embed these cycles into the school's professional learning calendar. - Develop a centralised resource bank containing inquiry cycle templates, meeting agendas and key articles to support ongoing teacher development. This will be accessible by Term 2. 				
<p>Implementation of the VTLM 2.0</p> <ul style="list-style-type: none"> - Develop a whole school plan for reviewing teaching practices to identify gaps in alignment with VTLM 2.0. This will focus on the "I Do, We Do, You Do" model and teacher 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Learning specialist(s) ✓ Principal 	<ul style="list-style-type: none"> ✓ PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> ✓ Equity funding will be used

<p>confidence. The plan will be implemented through PLTs in Term 1.</p> <ul style="list-style-type: none"> - Audit current classroom resources (e.g., whiteboards and manipulatives) to evaluate their suitability for supporting explicit teaching practices. Identify and prioritise resource gaps by the end of Term 1. - Review and update whole-school documentation, including the assessment schedule, planners and teaching frameworks to reflect VTLM 2.0 principles. - Align the CPPS Teaching and Learning Model (TLM) with VTLM 2.0 by documenting shared strategies and creating links in key instructional practices. - Develop a Professional Learning Plan that builds all staff's capacity in the VTLM 2.0 through research-informed approaches. This will include a focus on explicit teaching, scaffolding and formative assessment strategies, with a particular focus on 'We do'/Guided Practice. - Design and deliver professional development sessions for staff on VTLM 2.0 essentials, focusing on clear modelling, scaffolding and the use of inquiry cycles. - Establish a coaching framework to support staff implementation of VTLM 2.0. Pair teachers with strong practices in explicit teaching with staff requiring support, with observations and feedback embedded into coaching cycles. - Monitor the implementation of VTLM 2.0 through observations and feedback sessions, ensuring fidelity of practice. - Identify and utilise a literacy consultant to support the changes in Victoria's approach to reading instruction in F-2 - Develop a central resource hub containing VTLM 2.0-aligned materials, professional readings and lesson templates to support staff implementation. This will be accessible by Term 2 and will be continually updated throughout the year. 				<p><input checked="" type="checkbox"/> Other funding will be used</p>
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<p>Introduce a Structured Synthetic Phonics Model</p> <ul style="list-style-type: none"> - Conduct research to identify evidence-based Structured Synthetic Phonics (SSP) models, considering alignment with the school's existing literacy programs. Present findings to the Leadership Team by the end of Term 1. - Arrange school visits to observe selected SSP approaches in practice, focusing on implementation strategies and student outcomes. Visits will occur in Term 1, with insights shared during PLT meetings. - Select and purchase a suitable SSP model, ensuring it is evidence-based and addresses the needs of all learners, including EAL students. Finalise procurement by Term 2. - Provide professional development sessions for staff on the chosen SSP model, focusing on its principles, application and integration with current teaching practices. Sessions will be held during Term 2 Curriculum Days and staff meetings. - Trial the SSP model in the Prep Team during Term 3, with a focus on implementation fidelity and student engagement. Collect observational and assessment data to guide adjustments. - Support the Prep implementation trial through targeted PLC Inquiry Cycles in Term 3. - Expand the trial to Year 1/2 teams during Term 4, incorporating lessons learned from the Prep trial to enhance delivery. Gather feedback from staff and students. - Gain feedback from teachers through surveys and discussions during PLT meetings to refine implementation. Share key findings and strategies with all staff in Term 4. - Develop a tracking tool to assess student progress. - Track the progress of EAL students participating in the SSP trial, using assessment data to evaluate its impact on their literacy development. Incorporate findings into ongoing planning and reporting cycles. - Develop a central resource hub containing SSP lesson 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Learning specialist(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> ✓ Equity funding will be used
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plans, teaching materials and professional readings to support consistent implementation. This will be available to staff by Term 3.					
Goal 1	Empower students to take ownership of their learning and wellbeing.				
12-month target 1.1	By December 2025, we will increase the 'Teacher concern' factor from 73% to 75%.				
12-month target 1.2	By December 2025, we will increase the positive percentage endorsement for 'Not experiencing bullying' for Year 4 students from 67% to 72%.				
12-month target 1.3	By December 2025, we will increase the positive percentage endorsement for 'Student Voice and Agency' from 66% to 70%.				
12-month target 1.4	By December 2024, the whole school attendance rate will improve by 2%.				
KIS 1.b Empowering students and building school pride	Consistently implement an agreed approach to building student wellbeing, voice and agency.				
Actions	Establish the School-wide Positive Behaviour Support (SWPBS) framework. Strengthen inclusive practices through targeted support and professional learning.				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - identify expected behaviours in different settings - articulate the expected behaviours and major and minor behaviours - feel a sense of belonging and pride in their school environment - demonstrate measurable progress towards SMART goals set in their Individual Education Plans (IEPs) <p>Teachers will:</p> <ul style="list-style-type: none"> - understand and support the SWPBS philosophy - used agreed practices and consistent language to correct behaviour errors - employ Positive Classroom Management Strategies - embed documented adjustments and differentiation strategies in their planning to ensure all students can access the 				

	<p>curriculum</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - provide the opportunity for the school-level SWPBS team to lead and sustain the implementation and monitoring of SWPBS - ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision - establish and sustain processes for collaboration among staff, specialists and families to support inclusive practices - create and maintain systems for regular review of adjustments, using data to inform decision-making and drive improvement
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Completion of at least 80% of the SWPBS Universal Prevention Part A Action Plan, demonstrating foundational implementation progress. - Results from the SWPBS self-assessment survey indicate at least 70% of school-wide features are "in place." - Tiered Fidelity Inventory scores meet or exceed 70%, reflecting initial consistency in SWPBS practices. - Visible implementation of the Behaviour Matrix across the school, with expected behaviours displayed prominently in classrooms and shared spaces. - Increased staff confidence in using the Behaviour Matrix and reinforcement strategies, as evidenced by staff feedback and professional learning session attendance. - Consistent documentation of behaviour management practices in Compass, with early data analysis conducted in leadership and SWPBS team meetings. <p>Late indicators:</p> <ul style="list-style-type: none"> - Measurable reduction in behaviour incidents, reflected in fewer referrals, suspensions and other exclusionary practices documented in school data. - Increased positive endorsement in the Attitudes to School Survey (AtoSS) factors related to student voice & agency, and feelings of safety at school. - Improved perceptions of classroom and school-wide behaviour management in Parent Opinion Survey (POS) and School Staff Survey (SSS) results. - Evidence of sustained use of SWPBS principles, with regular updates to the Behaviour Matrix and reinforcement strategies based on feedback from students, staff and families. - Enhanced student sense of belonging and pride in the school environment, as gathered from focus group feedback and survey data.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>School Wide Positive Behaviour Support (SWPBS)</p> <ul style="list-style-type: none"> - Identify staff members for the 2025 SWPBS team to lead the initiative, ensuring representation from all year levels. - Register SWPBS team members for compulsory professional development in Term 1 to build knowledge and capacity in implementing positive behaviour strategies. - Facilitate focus groups with students and parents/carers during Term 1 to gather feedback on the draft Behaviour Matrix. Schedule focus group sessions during existing school events to maximise participation. - Make amendments to the Behaviour Matrix based on focus group feedback, ensuring it reflects the school's values and priorities. - Create an agreed school-wide process for positively reinforcing expected behaviours, including visual aids and classroom displays. Present the process to staff during Term 2 meetings. - Deliver professional learning sessions to staff on the consistent use of the Behaviour Matrix and reinforcement strategies. - Launch the Behaviour Matrix across the school, incorporating assemblies, classroom activities and parent communications to promote awareness and engagement. - Clearly define minor and major behaviours and establish a process for managing these behaviours. Provide templates and guidance to ensure consistent documentation and responses. - Develop a communication plan to share key elements of the SWPBS framework with families. This will include newsletters, parent information sessions and translated materials. 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leading teacher(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> ✓ Schools Mental Health Menu items will be used which may include DET funded or free items

- Develop a central resource hub containing Behaviour Matrix templates, reinforcement examples and professional readings.				
<p>Disability Inclusion</p> <ul style="list-style-type: none"> - Create a termly schedule for Student Support Group (SSG) meetings that includes clear timelines and allocated support roles. - Develop a plan for allied health involvement within the school, detailing roles, responsibilities and scheduling. Collaborate with allied health professionals and finalise the plan by the end of Term 1. - Unpack the expertise of school-based staff by identifying those who can make recommendations under specific functional needs categories. Facilitate discussions during Term 1 staff meetings to build understanding. - Investigate and document a referral process for substantial and extensive adjustments. Include steps for staff to follow, timelines and approval mechanisms. Finalise the draft process by the end of Term 2. - Leverage funding to strengthen inclusive practices by: <ul style="list-style-type: none"> * Reviewing current budgets and ordering processes to identify gaps or inefficiencies (Term 1). * Reviewing and reallocating Tier 2 Disability Inclusion funding to maximise its impact on targeted interventions (e.g., hiring additional support staff, purchasing assistive technology) by Term 2. * Designing personalised support plans (eg IEPs, BSPs etc) that use funding effectively, ensuring successful implementation by Term 3. - Develop staff capacity in inclusive practices by: <ul style="list-style-type: none"> * Build on expertise of school-based staff to utilise the 'Inclusive Classroom' professional learning platform. * Unpacking and reviewing IEP quality, with particular 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$30,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

<p>emphasis on Stage 4: Monitor and Evaluate.</p> <ul style="list-style-type: none"> * Investigate and implement strategies to promote the successful implementation and monitoring of IEP goals. - Create a centralised resource hub containing professional readings, templates for SSG meetings, referral process guidelines and inclusive teaching strategies. Ensure resources are accessible to all staff by Term 2. 				
<p>Positive Classroom Management Strategies</p> <ul style="list-style-type: none"> - Introduce Positive Classroom Management Strategies (PCMS) as outlined in the SWPBS guide and provide professional development for staff on its foundational practices. Sessions will be delivered during Term 1 staff meetings and Curriculum Days. - Review the Positive Classroom Management Strategies against the current Learn2Learn program structure to identify alignment and areas for enhancement. - Develop and implement clear non-negotiable classroom routines and procedures based on PCMS best practices. Share these during staff meetings and display them in classrooms by the end of Term 2. - Organise staff sharing sessions to highlight and exchange best practices in classroom management. Schedule these sessions within PLTs during Term 3 to ensure collaboration and consistency. - Review Compass Chronicle data to identify trends and areas of need related to classroom behaviours. Use findings to inform targeted professional learning and support by the end of Term 3. - Create a resource bank that includes the PCMS Getting Started Guide, templates for routines and self-assessment tools. Make these resources accessible to staff by the start of Term 2. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$451,948.40	\$451,948.40	\$0.00
Disability Inclusion Tier 2 Funding	\$268,066.18	\$268,066.18	\$0.00
Schools Mental Health Fund and Menu	\$48,700.75	\$48,700.75	\$0.00
Total	\$768,715.33	\$768,715.33	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Review Assessment Schedule</p> <ul style="list-style-type: none">- Audit existing assessments within the school to identify current practices and areas for improvement. Complete the audit in collaboration with PLT leaders by the end of Term 1.- Create a 'Data Inventory' to document all current assessments, their purpose and alignment with student learning needs.- Review assessments against school and student needs, focusing on gaps in data collection and opportunities to streamline processes.- Explore alternative assessment options, including evidence-based tools, via research and school visits to add to the Data Inventory. Present recommendations during a Term 2 Leadership Team meeting.	\$20,000.00

<ul style="list-style-type: none"> - Develop and publish an updated assessment schedule document, outlining the timing, purpose and processes for all school assessments. - Unpack the assessment schedule with PLT leaders to ensure clarity and consistency in implementation. - Define assessments using DataWise terminology (Satellite, Map, Street Data) to standardise language and understanding across the school. - Deliver professional development on new assessment tools and practices to ensure all staff are confident in their use. Schedule sessions during staff meetings, Coffee PDs and Curriculum Days. - Create a resource hub containing templates, examples and training materials for all assessments included in the revised schedule. 	
<p>Establish an Inquiry Cycle Framework</p> <ul style="list-style-type: none"> - Develop an inquiry cycle framework that outlines processes for collaborative teacher reflection and action. - Create resources to support implementation, including a framework overview, meeting agenda template and presentation slides template. These will be shared with staff during the first Curriculum Day of the year. - Provide professional development for staff on the new inquiry cycle framework, focusing on how to effectively engage in and facilitate inquiry cycles. Sessions will be conducted during Term 1 Curriculum Days. - Identify and curate key resources to support teacher knowledge, including research articles, exemplars and data analysis tools. Share these resources via a centralised hub in Term 2. - Use PLT Leaders' meetings to build capacity in 	<p>\$5,000.00</p>

<p>facilitating inquiry cycles. Incorporate reflection and collaborative problem-solving into Termly PLT Leader sessions.</p> <ul style="list-style-type: none"> - Collect qualitative and quantitative data from teachers and students to evaluate the success of inquiry cycles. Use feedback forms, surveys and classroom observations to assess impact. - Analyse student data at the conclusion of each inquiry cycle to determine areas for improvement and guide subsequent cycles. Present findings during PLT meetings and staff sessions. - Collect feedback from staff on the Inquiry Cycle Framework at the end of Term 2. - Run termly PLC Inquiry Cycles using the framework to ensure consistent implementation and focus on identified school goals. Embed these cycles into the school's professional learning calendar. - Develop a centralised resource bank containing inquiry cycle templates, meeting agendas and key articles to support ongoing teacher development. This will be accessible by Term 2. 	
<p>Implementation of the VTLM 2.0</p> <ul style="list-style-type: none"> - Develop a whole school plan for reviewing teaching practices to identify gaps in alignment with VTLM 2.0. This will focus on the "I Do, We Do, You Do" model and teacher confidence. The plan will be implemented through PLTs in Term 1. - Audit current classroom resources (e.g., whiteboards and manipulatives) to evaluate their suitability for supporting explicit teaching practices. Identify and prioritise resource gaps by the end of Term 1. - Review and update whole-school documentation, including the assessment schedule, planners and teaching frameworks to reflect VTLM 2.0 principles. 	<p>\$10,000.00</p>

<ul style="list-style-type: none"> - Align the CPPS Teaching and Learning Model (TLM) with VTLM 2.0 by documenting shared strategies and creating links in key instructional practices. - Develop a Professional Learning Plan that builds all staff's capacity in the VTLM 2.0 through research-informed approaches. This will include a focus on explicit teaching, scaffolding and formative assessment strategies, with a particular focus on 'We do'/Guided Practice. - Design and deliver professional development sessions for staff on VTLM 2.0 essentials, focusing on clear modelling, scaffolding and the use of inquiry cycles. - Establish a coaching framework to support staff implementation of VTLM 2.0. Pair teachers with strong practices in explicit teaching with staff requiring support, with observations and feedback embedded into coaching cycles. - Monitor the implementation of VTLM 2.0 through observations and feedback sessions, ensuring fidelity of practice. - Identify and utilise a literacy consultant to support the changes in Victoria's approach to reading instruction in F-2 - Develop a central resource hub containing VTLM 2.0-aligned materials, professional readings and lesson templates to support staff implementation. This will be accessible by Term 2 and will be continually updated throughout the year. 	
<p>Introduce a Structured Synthetic Phonics Model</p> <ul style="list-style-type: none"> - Conduct research to identify evidence-based Structured Synthetic Phonics (SSP) models, considering alignment with the school's existing 	<p>\$10,000.00</p>

<p>literacy programs. Present findings to the Leadership Team by the end of Term 1.</p> <ul style="list-style-type: none"> - Arrange school visits to observe selected SSP approaches in practice, focusing on implementation strategies and student outcomes. Visits will occur in Term 1, with insights shared during PLT meetings. - Select and purchase a suitable SSP model, ensuring it is evidence-based and addresses the needs of all learners, including EAL students. Finalise procurement by Term 2. - Provide professional development sessions for staff on the chosen SSP model, focusing on its principles, application and integration with current teaching practices. Sessions will be held during Term 2 Curriculum Days and staff meetings. - Trial the SSP model in the Prep Team during Term 3, with a focus on implementation fidelity and student engagement. Collect observational and assessment data to guide adjustments. - Support the Prep implementation trial through targeted PLC Inquiry Cycles in Term 3. - Expand the trial to Year 1/2 teams during Term 4, incorporating lessons learned from the Prep trial to enhance delivery. Gather feedback from staff and students. - Gain feedback from teachers through surveys and discussions during PLT meetings to refine implementation. Share key findings and strategies with all staff in Term 4. - Develop a tracking tool to assess student progress. - Track the progress of EAL students participating in the SSP trial, using assessment data to evaluate its impact on their literacy development. Incorporate findings into ongoing planning and reporting cycles. - Develop a central resource hub containing SSP lesson plans, teaching materials and professional 	
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readings to support consistent implementation. This will be available to staff by Term 3.	
<p>School Wide Positive Behaviour Support (SWPBS)</p> <ul style="list-style-type: none"> - Identify staff members for the 2025 SWPBS team to lead the initiative, ensuring representation from all year levels. - Register SWPBS team members for compulsory professional development in Term 1 to build knowledge and capacity in implementing positive behaviour strategies. - Facilitate focus groups with students and parents/carers during Term 1 to gather feedback on the draft Behaviour Matrix. Schedule focus group sessions during existing school events to maximise participation. - Make amendments to the Behaviour Matrix based on focus group feedback, ensuring it reflects the school's values and priorities. - Create an agreed school-wide process for positively reinforcing expected behaviours, including visual aids and classroom displays. Present the process to staff during Term 2 meetings. - Deliver professional learning sessions to staff on the consistent use of the Behaviour Matrix and reinforcement strategies. - Launch the Behaviour Matrix across the school, incorporating assemblies, classroom activities and parent communications to promote awareness and engagement. - Clearly define minor and major behaviours and establish a process for managing these behaviours. Provide templates and guidance to ensure consistent documentation and responses. - Develop a communication plan to share key 	\$20,000.00

<p>elements of the SWPBS framework with families. This will include newsletters, parent information sessions and translated materials.</p> <ul style="list-style-type: none"> - Develop a central resource hub containing Behaviour Matrix templates, reinforcement examples and professional readings. 	
<p>Disability Inclusion</p> <ul style="list-style-type: none"> - Create a termly schedule for Student Support Group (SSG) meetings that includes clear timelines and allocated support roles. - Develop a plan for allied health involvement within the school, detailing roles, responsibilities and scheduling. Collaborate with allied health professionals and finalise the plan by the end of Term 1. - Unpack the expertise of school-based staff by identifying those who can make recommendations under specific functional needs categories. Facilitate discussions during Term 1 staff meetings to build understanding. - Investigate and document a referral process for substantial and extensive adjustments. Include steps for staff to follow, timelines and approval mechanisms. Finalise the draft process by the end of Term 2. - Leverage funding to strengthen inclusive practices by: <ul style="list-style-type: none"> * Reviewing current budgets and ordering processes to identify gaps or inefficiencies (Term 1). * Reviewing and reallocating Tier 2 Disability Inclusion funding to maximise its impact on targeted interventions (e.g., hiring additional support staff, purchasing assistive technology) by Term 2. * Designing personalised support plans (eg IEPs, BSPs etc) that use funding effectively, ensuring 	\$30,000.00

<p>successful implementation by Term 3.</p> <ul style="list-style-type: none"> - Develop staff capacity in inclusive practices by: <ul style="list-style-type: none"> * Build on expertise of school-based staff to utilise the 'Inclusive Classroom' professional learning platform. * Unpacking and reviewing IEP quality, with particular emphasis on Stage 4: Monitor and Evaluate. * Investigate and implement strategies to promote the successful implementation and monitoring of IEP goals. - Create a centralised resource hub containing professional readings, templates for SSG meetings, referral process guidelines and inclusive teaching strategies. Ensure resources are accessible to all staff by Term 2. 	
Totals	\$95,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Review Assessment Schedule</p> <ul style="list-style-type: none"> - Audit existing assessments within the school to identify current practices and areas for improvement. Complete the audit in collaboration with PLT leaders by the end of Term 1. - Create a 'Data Inventory' to document all current 	<p>from: Term 1 to: Term 4</p>	\$20,000.00	<ul style="list-style-type: none"> ✓ Teaching and learning programs and resources ✓ Professional development (excluding CRT costs and new FTE) ✓ CRT

<p>assessments, their purpose and alignment with student learning needs.</p> <ul style="list-style-type: none"> - Review assessments against school and student needs, focusing on gaps in data collection and opportunities to streamline processes. - Explore alternative assessment options, including evidence-based tools, via research and school visits to add to the Data Inventory. Present recommendations during a Term 2 Leadership Team meeting. - Develop and publish an updated assessment schedule document, outlining the timing, purpose and processes for all school assessments. - Unpack the assessment schedule with PLT leaders to ensure clarity and consistency in implementation. - Define assessments using DataWise terminology (Satellite, Map, Street Data) to standardise language and understanding across the school. - Deliver professional development on new assessment tools and practices to ensure all staff are confident in their use. Schedule sessions 			
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<p>during staff meetings, Coffee PDs and Curriculum Days.</p> <ul style="list-style-type: none"> - Create a resource hub containing templates, examples and training materials for all assessments included in the revised schedule. 			
<p>Establish an Inquiry Cycle Framework</p> <ul style="list-style-type: none"> - Develop an inquiry cycle framework that outlines processes for collaborative teacher reflection and action. - Create resources to support implementation, including a framework overview, meeting agenda template and presentation slides template. These will be shared with staff during the first Curriculum Day of the year. - Provide professional development for staff on the new inquiry cycle framework, focusing on how to effectively engage in and facilitate inquiry cycles. Sessions will be conducted during Term 1 Curriculum Days. - Identify and curate key resources to support teacher knowledge, including research articles, exemplars and data analysis tools. Share these 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	<ul style="list-style-type: none"> ✓ Teaching and learning programs and resources ✓ CRT

<p>resources via a centralised hub in Term 2.</p> <ul style="list-style-type: none"> - Use PLT Leaders' meetings to build capacity in facilitating inquiry cycles. Incorporate reflection and collaborative problem-solving into Termly PLT Leader sessions. - Collect qualitative and quantitative data from teachers and students to evaluate the success of inquiry cycles. Use feedback forms, surveys and classroom observations to assess impact. - Analyse student data at the conclusion of each inquiry cycle to determine areas for improvement and guide subsequent cycles. Present findings during PLT meetings and staff sessions. - Collect feedback from staff on the Inquiry Cycle Framework at the end of Term 2. - Run termly PLC Inquiry Cycles using the framework to ensure consistent implementation and focus on identified school goals. Embed these cycles into the school's professional learning calendar. - Develop a centralised resource bank containing inquiry cycle templates, meeting agendas and key articles to 			
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support ongoing teacher development. This will be accessible by Term 2.			
<p>Implementation of the VTLM 2.0</p> <ul style="list-style-type: none"> - Develop a whole school plan for reviewing teaching practices to identify gaps in alignment with VTLM 2.0. This will focus on the "I Do, We Do, You Do" model and teacher confidence. The plan will be implemented through PLTs in Term 1. - Audit current classroom resources (e.g., whiteboards and manipulatives) to evaluate their suitability for supporting explicit teaching practices. Identify and prioritise resource gaps by the end of Term 1. - Review and update whole-school documentation, including the assessment schedule, planners and teaching frameworks to reflect VTLM 2.0 principles. - Align the CPPS Teaching and Learning Model (TLM) with VTLM 2.0 by documenting shared strategies and creating links in key instructional practices. - Develop a Professional Learning Plan that builds all staff's capacity in the VTLM 2.0 	<p>from: Term 1 to: Term 4</p>	\$10,000.00	<ul style="list-style-type: none"> ✓ Teaching and learning programs and resources ✓ Professional development (excluding CRT costs and new FTE) ✓ CRT

<p>through research-informed approaches. This will include a focus on explicit teaching, scaffolding and formative assessment strategies, with a particular focus on 'We do'/Guided Practice.</p> <ul style="list-style-type: none"> - Design and deliver professional development sessions for staff on VTLM 2.0 essentials, focusing on clear modelling, scaffolding and the use of inquiry cycles. - Establish a coaching framework to support staff implementation of VTLM 2.0. Pair teachers with strong practices in explicit teaching with staff requiring support, with observations and feedback embedded into coaching cycles. - Monitor the implementation of VTLM 2.0 through observations and feedback sessions, ensuring fidelity of practice. - Identify and utilise a literacy consultant to support the changes in Victoria's approach to reading instruction in F-2 - Develop a central resource hub containing VTLM 2.0-aligned materials, professional readings and lesson templates to support staff implementation. This will be accessible by Term 2 and will be continually 			
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updated throughout the year.			
<p>Introduce a Structured Synthetic Phonics Model</p> <ul style="list-style-type: none"> - Conduct research to identify evidence-based Structured Synthetic Phonics (SSP) models, considering alignment with the school's existing literacy programs. Present findings to the Leadership Team by the end of Term 1. - Arrange school visits to observe selected SSP approaches in practice, focusing on implementation strategies and student outcomes. Visits will occur in Term 1, with insights shared during PLT meetings. - Select and purchase a suitable SSP model, ensuring it is evidence-based and addresses the needs of all learners, including EAL students. Finalise procurement by Term 2. - Provide professional development sessions for staff on the chosen SSP model, focusing on its principles, application and integration with current teaching practices. Sessions will be held during Term 2 Curriculum Days and 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<ul style="list-style-type: none"> ✓ Teaching and learning programs and resources ✓ Professional development (excluding CRT costs and new FTE) ✓ CRT

<p>staff meetings.</p> <ul style="list-style-type: none"> - Trial the SSP model in the Prep Team during Term 3, with a focus on implementation fidelity and student engagement. Collect observational and assessment data to guide adjustments. - Support the Prep implementation trial through targeted PLC Inquiry Cycles in Term 3. - Expand the trial to Year 1/2 teams during Term 4, incorporating lessons learned from the Prep trial to enhance delivery. Gather feedback from staff and students. - Gain feedback from teachers through surveys and discussions during PLT meetings to refine implementation. Share key findings and strategies with all staff in Term 4. - Develop a tracking tool to assess student progress. - Track the progress of EAL students participating in the SSP trial, using assessment data to evaluate its impact on their literacy development. Incorporate findings into ongoing planning and reporting cycles. - Develop a central resource 			
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hub containing SSP lesson plans, teaching materials and professional readings to support consistent implementation. This will be available to staff by Term 3.			
Totals		\$45,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Disability Inclusion</p> <ul style="list-style-type: none"> - Create a termly schedule for Student Support Group (SSG) meetings that includes clear timelines and allocated support roles. - Develop a plan for allied health involvement within the school, detailing roles, responsibilities and scheduling. Collaborate with allied health professionals and finalise the plan by the end of Term 1. - Unpack the expertise of school-based staff by identifying those who can make recommendations under specific functional needs categories. Facilitate discussions during Term 1 staff 	<p>from: Term 1 to: Term 4</p>	\$30,000.00	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> • Education support • Teachers <p><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</p> <ul style="list-style-type: none"> • Subscription to online resources • Sensory resources • Communication equipment/software <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> • CRT (to attend staff PL) • CRT (to attend Profile meetings)

<p>meetings to build understanding.</p> <ul style="list-style-type: none"> - Investigate and document a referral process for substantial and extensive adjustments. Include steps for staff to follow, timelines and approval mechanisms. Finalise the draft process by the end of Term 2. - Leverage funding to strengthen inclusive practices by: <ul style="list-style-type: none"> * Reviewing current budgets and ordering processes to identify gaps or inefficiencies (Term 1). * Reviewing and reallocating Tier 2 Disability Inclusion funding to maximise its impact on targeted interventions (e.g., hiring additional support staff, purchasing assistive technology) by Term 2. * Designing personalised support plans (eg IEPs, BSPs etc) that use funding effectively, ensuring successful implementation by Term 3. - Develop staff capacity in inclusive practices by: <ul style="list-style-type: none"> * Build on expertise of school-based staff to utilise the 'Inclusive Classroom' professional learning platform. * Unpacking and reviewing IEP quality, with particular 			
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<p>emphasis on Stage 4: Monitor and Evaluate.</p> <p>* Investigate and implement strategies to promote the successful implementation and monitoring of IEP goals.</p> <p>- Create a centralised resource hub containing professional readings, templates for SSG meetings, referral process guidelines and inclusive teaching strategies. Ensure resources are accessible to all staff by Term 2.</p>			
Totals		\$30,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>School Wide Positive Behaviour Support (SWPBS)</p> <p>- Identify staff members for the 2025 SWPBS team to lead the initiative, ensuring representation from all year levels.</p> <p>- Register SWPBS team members for compulsory professional development in Term 1 to build knowledge and</p>	<p>from: Term 1 to: Term 4</p>	\$20,000.00	<p>✔ Schoolwide Positive Behaviour Support - Tier 1 focus (free)</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

<p>capacity in implementing positive behaviour strategies.</p> <ul style="list-style-type: none"> - Facilitate focus groups with students and parents/carers during Term 1 to gather feedback on the draft Behaviour Matrix. Schedule focus group sessions during existing school events to maximise participation. - Make amendments to the Behaviour Matrix based on focus group feedback, ensuring it reflects the school's values and priorities. - Create an agreed school-wide process for positively reinforcing expected behaviours, including visual aids and classroom displays. Present the process to staff during Term 2 meetings. - Deliver professional learning sessions to staff on the consistent use of the Behaviour Matrix and reinforcement strategies. - Launch the Behaviour Matrix across the school, incorporating assemblies, classroom activities and parent communications to promote awareness and engagement. - Clearly define minor and major behaviours and establish a process for managing these behaviours. Provide templates 			
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<p>and guidance to ensure consistent documentation and responses.</p> <ul style="list-style-type: none"> - Develop a communication plan to share key elements of the SWPBS framework with families. This will include newsletters, parent information sessions and translated materials. - Develop a central resource hub containing Behaviour Matrix templates, reinforcement examples and professional readings. 			
Totals		\$20,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Inclusion Leader (Leading Teacher)	\$131,634.00
Mental Health and Wellbeing Leader 0.6FTE (Leading Teacher)	\$28,700.00
Wellbeing curriculum support e.g. Health & Human Relationships program, bullying, etc.	\$10,000.00
Allied health professionals provide professional assessments and ES staff support students until funding has been secured through the DIP	\$60,000.00
Ongoing ICT leases	\$70,000.00

Breakfast Club provision	\$25,000.00
Employment of Multicultural Education Assistants @ 1.2FTE	\$73,610.00
Purchase of mini whiteboards and other equipment to support the implementation of explicit teaching across the school.	\$10,000.00
Subscription to PIVOT for all teaching staff	\$6,500.00
School contribution to planting of sensory garden, delivered through Inclusive Schools Grant	\$4,500.00
Engage an Educational Consultant to provide targeted coaching for middle leaders to foster instructional and data leadership, ensuring they can effectively lead PLT cycles and whole-school initiatives.	\$20,000.00
Purchase of Promethean interactive whiteboards	\$15,000.00
EAL Coordinator (1.0)	\$120,126.22
Assistant Principal - Wellbeing	\$41,932.18
New iPads	\$25,000.00
New Chromebooks	\$10,000.00
Student Support (0.6 FTE)	\$54,000.00
Totals	\$706,002.40

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Inclusion Leader (Leading Teacher)	from: Term 1		

	to: Term 4		
Mental Health and Wellbeing Leader 0.6FTE (Leading Teacher)	from: Term 1 to: Term 4		
Wellbeing curriculum support e.g. Health & Human Relationships program, bullying, etc.	from: Term 1 to: Term 4		
Allied health professionals provide professional assessments and ES staff support students until funding has been secured through the DIP	from: Term 1 to: Term 4		
Ongoing ICT leases	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Assets
Breakfast Club provision	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Food
Employment of Multicultural Education Assistants @ 1.2FTE	from: Term 1 to: Term 4	\$73,610.00	<input checked="" type="checkbox"/> School-based staffing
Purchase of mini whiteboards and other equipment to support	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

the implementation of explicit teaching across the school.	to: Term 4		
Subscription to PIVOT for all teaching staff	from: Term 1 to: Term 4	\$6,500.00	☑ Teaching and learning programs and resources
School contribution to planting of sensory garden, delivered through Inclusive Schools Grant	from: Term 1 to: Term 4		
Engage an Educational Consultant to provide targeted coaching for middle leaders to foster instructional and data leadership, ensuring they can effectively lead PLT cycles and whole-school initiatives.	from: Term 1 to: Term 4	\$20,000.00	☑ Professional development (excluding CRT costs and new FTE)
Purchase of Promethean interactive whiteboards	from: Term 1 to: Term 4	\$15,000.00	☑ Assets
EAL Coordinator (1.0)	from: Term 1 to: Term 4	\$97,838.40	☑ School-based staffing
Assistant Principal - Wellbeing	from: Term 1 to: Term 4		

New iPads	from: Term 4 to: Term 4	\$25,000.00	✓ Assets
New Chromebooks	from: Term 1 to: Term 4	\$10,000.00	✓ Assets
Student Support (0.6 FTE)	from: Term 1 to: Term 4	\$54,000.00	✓ School-based staffing
Totals		\$406,948.40	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Inclusion Leader (Leading Teacher)	from: Term 1 to: Term 4	\$131,634.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Inclusion leader
Mental Health and Wellbeing Leader 0.6FTE (Leading Teacher)	from: Term 1 to: Term 4		
Wellbeing curriculum support e.g. Health & Human	from: Term 1	\$10,000.00	✓ Professional learning for school-based staff <ul style="list-style-type: none">

Relationships program, bullying, etc.	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Allied health professionals provide professional assessments and ES staff support students until funding has been secured through the DIP	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Other Allied Health professionals
Ongoing ICT leases	from: Term 1 to: Term 4		
Breakfast Club provision	from: Term 1 to: Term 4		
Employment of Multicultural Education Assistants @ 1.2FTE	from: Term 1 to: Term 4		
Purchase of mini whiteboards and other equipment to support the implementation of explicit teaching across the school.	from: Term 1 to: Term 4		
Subscription to PIVOT for all teaching staff	from: Term 1 to: Term 4		

School contribution to planting of sensory garden, delivered through Inclusive Schools Grant	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none">
Engage an Educational Consultant to provide targeted coaching for middle leaders to foster instructional and data leadership, ensuring they can effectively lead PLT cycles and whole-school initiatives.	from: Term 1 to: Term 4		
Purchase of Promethean interactive whiteboards	from: Term 1 to: Term 4		
EAL Coordinator (1.0)	from: Term 1 to: Term 4		
Assistant Principal - Wellbeing	from: Term 1 to: Term 4	\$31,932.18	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Other Assistant Principal - Wellbeing
New iPads	from: Term 4 to: Term 4		
New Chromebooks	from: Term 1		

	to: Term 4		
Student Support (0.6 FTE)	from: Term 1 to: Term 4		
Totals		\$238,066.18	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Inclusion Leader (Leading Teacher)	from: Term 1 to: Term 4		
Mental Health and Wellbeing Leader 0.6FTE (Leading Teacher)	from: Term 1 to: Term 4	\$28,700.75	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
Wellbeing curriculum support e.g. Health & Human Relationships program, bullying, etc.	from: Term 1 to: Term 4		
Allied health professionals provide professional assessments and ES staff support students until funding has been secured through the DIP	from: Term 1 to: Term 4		

Ongoing ICT leases	from: Term 1 to: Term 4		
Breakfast Club provision	from: Term 1 to: Term 4		
Employment of Multicultural Education Assistants @ 1.2FTE	from: Term 1 to: Term 4		
Purchase of mini whiteboards and other equipment to support the implementation of explicit teaching across the school.	from: Term 1 to: Term 4		
Subscription to PIVOT for all teaching staff	from: Term 1 to: Term 4		
School contribution to planting of sensory garden, delivered through Inclusive Schools Grant	from: Term 1 to: Term 4		
Engage an Educational Consultant to provide targeted coaching for middle leaders to foster instructional and data leadership, ensuring they can	from: Term 1 to: Term 4		

effectively lead PLT cycles and whole-school initiatives.			
Purchase of Promethean interactive whiteboards	from: Term 1 to: Term 4		
EAL Coordinator (1.0)	from: Term 1 to: Term 4		
Assistant Principal - Wellbeing	from: Term 1 to: Term 4		
New iPads	from: Term 4 to: Term 4		
New Chromebooks	from: Term 1 to: Term 4		
Student Support (0.6 FTE)	from: Term 1 to: Term 4		
Totals		\$28,700.75	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Review Assessment Schedule</p> <ul style="list-style-type: none"> - Audit existing assessments within the school to identify current practices and areas for improvement. Complete the audit in collaboration with PLT leaders by the end of Term 1. - Create a 'Data Inventory' to document all current assessments, their purpose and alignment with student learning needs. - Review assessments against school and student needs, focusing on gaps in data collection and opportunities to streamline processes. - Explore alternative assessment options, including evidence-based tools, via research and school visits to add to the Data Inventory. Present recommendations during a 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Learning specialist(s) ✓ PLT leaders ✓ Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Preparation ✓ Curriculum development ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ Timetabled planning day ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Departmental resources <p>We will review DET assessment resources</p>	<ul style="list-style-type: none"> ✓ On-site

<p>Term 2 Leadership Team meeting.</p> <ul style="list-style-type: none"> - Develop and publish an updated assessment schedule document, outlining the timing, purpose and processes for all school assessments. - Unpack the assessment schedule with PLT leaders to ensure clarity and consistency in implementation. - Define assessments using DataWise terminology (Satellite, Map, Street Data) to standardise language and understanding across the school. - Deliver professional development on new assessment tools and practices to ensure all staff are confident in their use. Schedule sessions during staff meetings, Coffee PDs and Curriculum Days. - Create a resource hub containing templates, examples and training materials for all assessments included in the revised schedule. 						
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<p>Implementation of the VTLM 2.0</p> <ul style="list-style-type: none"> - Develop a whole school plan for reviewing teaching practices to identify gaps in alignment with VTLM 2.0. This will focus on the "I Do, We Do, You Do" model and teacher confidence. The plan will be implemented through PLTs in Term 1. - Audit current classroom resources (e.g., whiteboards and manipulatives) to evaluate their suitability for supporting explicit teaching practices. Identify and prioritise resource gaps by the end of Term 1. - Review and update whole-school documentation, including the assessment schedule, planners and teaching frameworks to reflect VTLM 2.0 principles. - Align the CPPS Teaching and Learning Model (TLM) with VTLM 2.0 by documenting shared strategies and creating links in key instructional 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Learning specialist(s) ✓ Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Internal staff ✓ Learning specialist ✓ External consultants <p>We intend to identify a literacy consultant to support us in reviewing how we teaching English at the school.</p> <ul style="list-style-type: none"> ✓ Departmental resources <p>VTLM 2.0 resources</p> <ul style="list-style-type: none"> ✓ Pedagogical Model 	<ul style="list-style-type: none"> ✓ On-site
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<p>practices.</p> <ul style="list-style-type: none"> - Develop a Professional Learning Plan that builds all staff's capacity in the VTLM 2.0 through research-informed approaches. This will include a focus on explicit teaching, scaffolding and formative assessment strategies, with a particular focus on 'We do'/Guided Practice. - Design and deliver professional development sessions for staff on VTLM 2.0 essentials, focusing on clear modelling, scaffolding and the use of inquiry cycles. - Establish a coaching framework to support staff implementation of VTLM 2.0. Pair teachers with strong practices in explicit teaching with staff requiring support, with observations and feedback embedded into coaching cycles. - Monitor the implementation of VTLM 2.0 through observations and feedback sessions, ensuring fidelity of 						
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<p>practice.</p> <ul style="list-style-type: none"> - Identify and utilise a literacy consultant to support the changes in Victoria's approach to reading instruction in F-2 - Develop a central resource hub containing VTLM 2.0-aligned materials, professional readings and lesson templates to support staff implementation. This will be accessible by Term 2 and will be continually updated throughout the year. 						
<p>Introduce a Structured Synthetic Phonics Model</p> <ul style="list-style-type: none"> - Conduct research to identify evidence-based Structured Synthetic Phonics (SSP) models, considering alignment with the school's existing literacy programs. Present findings to the Leadership Team by the end of Term 1. - Arrange school visits to observe selected SSP approaches in practice, 	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Curriculum co-ordinator (s) ✔ Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Preparation ✔ Curriculum development ✔ Demonstration lessons 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ SEIL ✔ Literacy expertise ✔ Internal staff ✔ Learning specialist ✔ Departmental resources <p>We will review the Phonics Plus resources as well as other SSP programs</p>	<ul style="list-style-type: none"> ✔ On-site

<p>focusing on implementation strategies and student outcomes. Visits will occur in Term 1, with insights shared during PLT meetings.</p> <ul style="list-style-type: none"> - Select and purchase a suitable SSP model, ensuring it is evidence-based and addresses the needs of all learners, including EAL students. Finalise procurement by Term 2. - Provide professional development sessions for staff on the chosen SSP model, focusing on its principles, application and integration with current teaching practices. Sessions will be held during Term 2 Curriculum Days and staff meetings. - Trial the SSP model in the Prep Team during Term 3, with a focus on implementation fidelity and student engagement. Collect observational and assessment data to guide adjustments. - Support the Prep implementation trial through targeted PLC 						
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<p>Inquiry Cycles in Term 3.</p> <ul style="list-style-type: none"> - Expand the trial to Year 1/2 teams during Term 4, incorporating lessons learned from the Prep trial to enhance delivery. <p>Gather feedback from staff and students.</p> <ul style="list-style-type: none"> - Gain feedback from teachers through surveys and discussions during PLT meetings to refine implementation. Share key findings and strategies with all staff in Term 4. - Develop a tracking tool to assess student progress. - Track the progress of EAL students participating in the SSP trial, using assessment data to evaluate its impact on their literacy development. <p>Incorporate findings into ongoing planning and reporting cycles.</p> <ul style="list-style-type: none"> - Develop a central resource hub containing SSP lesson plans, teaching materials and professional readings to support consistent implementation. This will be available to staff by Term 3. 						
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<p>School Wide Positive Behaviour Support (SWPBS)</p> <ul style="list-style-type: none"> - Identify staff members for the 2025 SWPBS team to lead the initiative, ensuring representation from all year levels. - Register SWPBS team members for compulsory professional development in Term 1 to build knowledge and capacity in implementing positive behaviour strategies. - Facilitate focus groups with students and parents/carers during Term 1 to gather feedback on the draft Behaviour Matrix. Schedule focus group sessions during existing school events to maximise participation. - Make amendments to the Behaviour Matrix based on focus group feedback, ensuring it reflects the school's values and priorities. - Create an agreed school-wide process for positively reinforcing expected behaviours, including 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leading teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ Network professional learning 	<ul style="list-style-type: none"> ✓ Teaching partners ✓ Internal staff ✓ Departmental resources <p>School Wide Positive Behaviours PD</p>	<ul style="list-style-type: none"> ✓ On-site
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<p>visual aids and classroom displays. Present the process to staff during Term 2 meetings.</p> <ul style="list-style-type: none"> - Deliver professional learning sessions to staff on the consistent use of the Behaviour Matrix and reinforcement strategies. - Launch the Behaviour Matrix across the school, incorporating assemblies, classroom activities and parent communications to promote awareness and engagement. - Clearly define minor and major behaviours and establish a process for managing these behaviours. Provide templates and guidance to ensure consistent documentation and responses. - Develop a communication plan to share key elements of the SWPBS framework with families. This will include newsletters, parent information sessions and translated materials. - Develop a central resource hub containing 						
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Behaviour Matrix templates, reinforcement examples and professional readings.						
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