

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Canadian Lead Primary School (5383)



Submitted for review by Kay Willmott (School Principal) on 12 December, 2024 at 12:30 PM
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Define actions, outcomes, success indicators and activities

Goal 1	Maximise achievement and learning growth for all students in literacy and numeracy
12-month target 1.1	Targets can not yet be set for benchmark growth
12-month target 1.2	<p>To maintain the percentage of students in strong and exceeding NAPLAN bands</p> <p>Year 3</p> <ul style="list-style-type: none"> - Numeracy from 74% (2024) to 74%(2025) - Writing from 81% (2024) to 81% (2025) - Reading from 74%(2024) to 74%(2025) <p>Year 5</p> <ul style="list-style-type: none"> - Numeracy from 71%(2024) to 71%(2025) - Writing from 68%(2024) to 68%(2025) <p>To increase the percentage of students in strong and exceeding NAPLAN bands</p> <p>Year 5</p> <ul style="list-style-type: none"> - Reading from 65%(2024) to 70%(2025) <p>By 2026, reduce the number of NAS students in</p> <p>Year 3 reading from 5 (2024) in to 1 (2026)</p> <p>Year 3 Numeracy from 2 (2024) to 0 (2026)</p> <p>Year 5 reading from 7 (2024) to 3 (2026)</p> <p>Year 5 Numeracy from 1 (2024) to 0 (2024)</p>
12-month target 1.3	<p>To increase the percentage of students making at least one year's growth according to Teacher Judgement in:</p> <p>reading & viewing from 78% (2023) to 80% (2025)</p> <p>writing from 65% (2023) to 75% (2025)</p> <p>maths from 71% (2023 - referring to number and algebra) to 80% (2025) for Maths as per the implementation of reporting against Maths 2.0.</p>
12-month target 1.4	To increase the percentage of positive responses on the School Staff Survey factors

	<p>Collective efficacy from 81% (2024) to 90% (2025) Academic emphasis from 61% (2024) to 70% (2025) Instructional leadership from 88% (2024) to 90% (2025)</p>
<p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff knowledge and capacity of the multi-tiered system of support (MTSS) framework to provide extension and intervention to meet the learning needs of all students.</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Strengthen and expand the use of the MTSS 4 step problem solving process to enhance the work of PLC (embed) inquiry cycle - Strengthen the use of whole school data to identify potential areas of priority for focused improvement efforts and monitor progress using the MTSS lens.
<p>Outcomes</p>	<p>Leaders will</p> <ul style="list-style-type: none"> - expand the use of the MTSS 4-step problem solving process - regularly access and analyse whole school data to identify gaps in performance (growth and achievement) and trends <p>Teachers will</p> <ul style="list-style-type: none"> - strengthen and apply their knowledge of the 4 step problem solving process close 'gaps' in student performance outcomes - strengthen the use of data to ensure strong learning growth for students in their cohort and class <p>Students will</p> <ul style="list-style-type: none"> - receive a consistent and high quality instructional program at their point of need
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Minutes from school team (PLC, Curriculum, Wellbeing and school improvement teams) meetings will reflect at least one inquiry cycle being carried out. - Whole school data will be accessible, regularly referred to and tracked to evaluate the effectiveness of interventions at each tier - Peer observation, Coaching and Mentoring feedback will reflect increased understanding, quality and consistency of curriculum knowledge and instructional practices

	<ul style="list-style-type: none"> - Decreased number of students working at Needs Additional Support (Year 3 and Year 5 NAPLAN) - Progress monitoring using teacher judgement (6 months growth in 6 months time semester 1 EOY->MOY and semester 2 MOY-EOY) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Coaching supports provided to school based MTSS team by regional pilot staff (CRT release for staff to attend PL anticipate 2 staff plus principal to attend 2 days) Professional Learning with School Based staff to expand implementation	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Trial use of Student Performance Analyser (SPA) data service to support consistency in collecting, analysing and responding to whole school, cohort and grade level data as per the assessment schedule	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify, prioritise and monitor students who require Tier 2 learning supports including - STAP (Speech Therapy Assistant Program) - Tutoring program (including but not limited to Expressive writing, Corrective Maths, fact fluency and additional review and explicit phonics instruction)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$260,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed agreed whole-school approaches to curriculum planning, assessment and shared Instructional practices.			

incorporating extra-curricula programs				
Actions	<ul style="list-style-type: none"> - Strengthen Tier 1 Instructional practices in Maths and Writing - Create and implement a scope a sequence for Writing - Embed instructional playbook techniques 			
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - plan for professional learning with experts (Ermina McLean and Dave Morkunas to facilitate Curriculum Days) - monitor transfer into practice (including development of school documentation) of professional learning <p>Teachers will</p> <ul style="list-style-type: none"> - develop, follow and review whole school curriculum documentation related to reading (including a Scope and Sequence) - ensure curriculum and planning documentation reflects the VTLM 2.0 model and priority areas (P-2 approach to Reading) <p>Students will</p> <ul style="list-style-type: none"> - receive a consistent and high quality instructional program at their point of need (including Tier 2 intervention programs for identified students) 			
Success Indicators	<ul style="list-style-type: none"> - CLPS Writing Scope and Sequence documentation - Planning documents reflect the VTLM 2.0 priority areas (including whole school timetable) - Moderation of writing data to reflect increasing consistency (No More Marking) and performance (No More Marking, Teacher Judgement and NAPLAN) - Student outcome data to reflect decreases in number of students receiving Needs Additional Support (Year 3 and Year 5 NAPLAN) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development of CLPS writing scope and sequence - Supported by Ermina McLean, including term 2 curriculum	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

day Implementation and progress monitoring	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Term 1 Curriculum Day with Dave Morkunas - focus on fact fluency, 4 operations, and daily reviews Development, implementation and progress monitoring	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to implement Instructional Coaching (including induction and mentoring)	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage with Career Start (Transforming the First Years of the Teaching Career) Program - assign mentors - graduates and mentors attending professional learning - additional reductions in NFTF	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Other funding will be used
No more marking to support assessment and moderation of writing	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue use of Peer Observations to strengthen peer feedback and whole school alignment	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c	Build teacher capacity to provide effective learning focused feedback to students.			

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>				
<p>Actions</p>	<ul style="list-style-type: none"> - Review and document classroom environmental "essentials" - Review and update agreed classroom engagement norms - Embed instructional playbook techniques that support effective feedback 			
<p>Outcomes</p>	<p>Leaders will</p> <ul style="list-style-type: none"> - prioritise monitoring and feedback process to monitor impact of agreed practices (environment, engagement norms and instructional playbook techniques) <p>Teachers will</p> <ul style="list-style-type: none"> - engage in coaching and feedback opportunities (including peer observations) to evaluate the impact and alignment of engagement and feedback norms across the school - collaboratively and actively participate in the development and implement practices defined in the "CLPS Instructional Play Book" <p>Students will</p> <ul style="list-style-type: none"> - receive "on the spot" and targeted learning focused feedback using playbook techniques - access tutoring program when a need is identified 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Consistency in classroom environments - Development of CLPS instructional playbook - Coaching feedback aligned to engagement norms and instructional playbook techniques - student growth data (6 months of learning growth every 6 months) 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

<p>Continue to work collaboratively with MPPS and MBPS with a focused on defined instructional routines and practices, with support from Bron Ryrie-Jones Costs include consultant fees and CRTs for release (3 days x 3 teachers)</p>	<p><input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$11,300.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Continue to implement Instructional Coaching (including induction and mentoring) and Peer Observations</p>	<p><input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Goal 2</p>	<p>To improve the engagement and wellbeing of all students</p>			
<p>12-month target 2.1</p>	<p>To increase the percentage of positive responses on the AtoSS factors: Sense of connectedness from 60% (2024) to 70%(2025) Sense of confidence from 64% (2024) to 70%(2025) Not experiencing bullying from 70% (2024) to 85% (2025) Managing bullying from 65% (2024) to 75% (2025)</p>			
<p>12-month target 2.2</p>	<p>To decrease the percentage of students with 20 or more absence days from 38% (2023) to 32% (2025).</p>			
<p>KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>			
<p>Actions</p>	<p>Strengthen and document Tier 1/Whole school Social Emotional Learning program (SEL) Ensure protected time in the timetable for explicit teaching of SELW Use data to monitor impact and identify students at risk in relation to wellbeing</p>			

Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - use student wellbeing data (including the check in tool and compass chronicles) to identify and prioritise students requiring wellbeing supports - support the implementation of the Mental Health in Primary School Program (MHIPS) - work collaboratively with the Inclusion Outreach Coach (IOC) <p>Teachers will</p> <ul style="list-style-type: none"> - develop, use and evaluate the CLPS SELW curriculum - Deliver SELW as per the whole school documented approach within the protected time each week <p>Students will</p> <ul style="list-style-type: none"> - access engaging and explicit instruction related to SEL 			
Success Indicators	<ul style="list-style-type: none"> - More positive responses in student perception surveys - decreases in minor incidents on Compass - increases in attendance rates - increased time spent on teaching SELW curriculum (as per planner) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to foster partnerships with community based programs that support young people to remain connected to, engaged and thriving in education, including Schools Focused Youth Services, Smith family and Kids Hope mentors	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Reach Foundation workshops for students in year 5/6	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,800.00 <input checked="" type="checkbox"/> Other funding will be used
Develop school wide Social and Emotional Learning Scope and Sequence	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

<p>Incorporating</p> <ul style="list-style-type: none"> - explicit teaching of SWPBS expectations - Berry Street Education Model - updated Resilience, Rights and Respectful relationships program - Personal and Social Capabilities <p>Time for teams to develop and document lesson sequences from key resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team 		<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Wellbeing Staff facilitating Tier 2 support programs including</p> <ul style="list-style-type: none"> - Secret Agents Society - Brave - Best of Friends - Seasons for Growth 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$35,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Develop and document school and community referral pathways and community based supports for vulnerable students and their families.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Provide professional learning and resources to support sensory profiles</p> <ul style="list-style-type: none"> - Ash Dalton (OT) - movement breaks - sensory stations - students who may benefit from a 'soft start' (structured transitional activities) - regulation toolkits 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Inclusion outreach coaching Engagement with IOC with a focus on School identified support required with mapping current supports across the tiers to identify any potential gaps. Also, aligning Berry St, RR and SWPBS for a consistent behaviour approach across the school.</p> <p>An IOC could build on this and partner with school leadership to review inclusive data, systems and practices, and the Building Inclusive Practices tool to further identify strengths and areas for improvement.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
<p>Ensure effective scheduling of termly SSG meetings</p> <ul style="list-style-type: none"> - 80+ (out of 220 students) across the school - book CRT for 2 weeks to release teachers for "leadership run" SSGs or Care Teams - class teachers to schedule 4 SSG's during meeting times - review and refine SSG agendas 	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Alternative Engagement Program (including OOHC students)</p> <ul style="list-style-type: none"> - ensure goals in IEP are "SMART" - liaise with classroom teachers and Education support staff to set and monitor learning and engagement goals - utilise care team meetings as needed - student with reduced timetables are monitored every 3 weeks (week 3, 6 and 9) 	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
<p>Continue to expand the use of Compass Chronicles to support monitoring of student behaviours</p>	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Participate in the (opt in) Mental Health in Primary Schools program - nominate school based Mental Health Wellbeing Leader - complete initial MHIPS training and program development	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Completion of the Marrung Action Plan	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b 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	Embed a consistent approach to supporting positive behaviour			
Actions	<ul style="list-style-type: none"> - Build upon SWPBS approach with a focus on Tier 1 (whole school strategy implementation) - Review and explicitly teach expected behaviours as per the SWPBS matrix (3 values, 5 expectations) - Refine and consistently use token rewards system (House activities) 			
Outcomes	<p>With a focus on students who require Tier 1 supports</p> <p>Leaders will</p> <ul style="list-style-type: none"> - model consistent use of the SWPBS expected behaviours matrix - model consistent use of the CLPS behaviour flow chart <p>Teachers will</p> <ul style="list-style-type: none"> - use and explicitly teach expected behaviours in the SWPBS matrix - consistently use CLPS behaviour flowchart <p>Students will</p>			

	<ul style="list-style-type: none"> - experience consistent positive reinforcement (token) and consequences (behaviour flow chart) - recall and discuss expected behaviours in relation to school values and expectations 			
Success Indicators	<ul style="list-style-type: none"> - School wide SWPBS documentation visible and consistently referred to in all learning spaces and across the school - More positive responses in student perception surveys - decreases in minor/major incidents on Compass - increases in attendance rates 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine and expand the House system <ul style="list-style-type: none"> - house captains roles and responsibilities - house assemblies - house reward time (linked to token rewards) to promote school and peer connectedness 	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and refine SWPBS documentation Publish SWPBS documentation in all learning spaces (expected behaviours and flow chart) to support consistent implementation Release SWPBS team to work together	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and refine break time "Clubs" with a focus on providing additional supports to students who may require additional supports to experience success during break times. Consideration may be given to <ul style="list-style-type: none"> - Peer mediation - Student led clubs (captains) - Play leaders 	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review school documentation to ensure clarity of <ul style="list-style-type: none"> - Mission - Vision 	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

<ul style="list-style-type: none"> - Values - Expectations 				
<p>Review student Leadership Roles (including but not limited to)</p> <ul style="list-style-type: none"> - role of School and House Captains (could include being play leaders, clubs, peer mediation training) - role of JSC - Consider leadership training opportunities 	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used