

2025 Annual Implementation Plan

for improving student outcomes

Noble Park Primary School (3675)



Submitted for review by Jodie Pyman (School Principal) on 19 December, 2024 at 12:48 PM

Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 22 January, 2025 at 12:24 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	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	
	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	

	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.	
	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	
	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	

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

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student outcomes in literacy and numeracy.	Yes	<p>NAPLAN targets</p> <p>Reading Year 3 By 2027, increase the percentage of students in strong to 50% By 2027, increase the percentage of students in exceeding to 5%</p> <p>Reading Year 5 By 2027, increase the percentage of students in strong to 45% By 2027, increase the percentage of students in exceeding to 17%</p> <p>Numeracy Year 3 By 2027, increase the percentage of students in strong to 41% By 2027, increase the percentage of students in exceeding to 5%</p> <p>Numeracy Year 5 By 2027, increase the percentage of students in strong to 43% By 2027, increase the percentage of students in exceeding to 10%</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading Year 3 By 2026, increase the number of 'exceeding or strong' students in Reading from 46% in 2024 to 50%. By 2026, reduce the number of 'needs additional support' students in Reading from 22% in 2024. Reading Year 5 By 2026, number of 'exceeding or strong' students in Reading from 42% in 2024 to 48%. By 2026, reduce the number of 'needs additional support' students in Reading from 28%. Numeracy Year 3 By 2026, number of 'exceeding or strong' students in Numeracy from 41% in 2024 to 45%. By 2026, reduce the number of 'needs additional support' students in Numeracy from 19%. Numeracy Year 5 By 2026, number of 'exceeding or strong' students in Numeracy from 45% in 2024 to 49%. By 2026, reduce the number of 'needs additional support' students in Numeracy from 23%.</p>

		<p>By 2027, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 42% in 2022 to 60% • Academic emphasis from 35% in 2022 to 55% • Professional learning targeted to improve literacy and numeracy from 71% in 2022 to 80% 	<p>School Staff SurveyMaintain the percentage of positive endorsement for Collective efficacy at 77% in 2025.Maintain the percentage of positive endorsement for Academic emphasis at 56% in 2025.Maintain the percentage of positive endorsement for Professional learning to improve literacy and numeracy at 81% in 2025.</p>
		<p>By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 64% in 2022 to 72% • Differentiated learning challenge from 68% in 2022 to 76% • Sense of confidence from 45% in 2022 to 60% 	<p>Student Attitudes to School SurveyMaintain the percentage of positive endorsement for Stimulated learning at 76% in 2025.Maintain the percentage of positive endorsement for Differentiated learning challenge at 88% in 2025.Maintain the percentage of positive endorsement for Sense of confidence at 66% in 2025.</p>
Improve student wellbeing outcomes.	Yes	<p>By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 61% in 2022 to 70% • Managing bullying from 65% in 2022 to 75% • Perseverance from 61% in 2022 to 70% 	<p>Student Attitudes to School SurveyImprove the percentage of positive endorsement for Sense of connectedness from 63% in 2024 to 67% in 2025.Improve the percentage of positive endorsement for Managing bullying from 58% in 2024 to 65% in 2025.Maintain the percentage of positive endorsement for Perseverance at 76% in 2025.</p>
		<p>By 2027, improve the percentage of positive responses for the following Staff Opinion Survey factors:</p>	<p>School Staff SurveyMaintain the percentage of positive endorsement for Build resilience and a resilient and</p>

		<ul style="list-style-type: none"> • Build resilience and a resilient and supportive environment from 48% in 2022 to 60% • School support for staff physical safety from 50% in 2022 to 70% • Instructional leadership from 56% in 2022 to 68% 	supportive environment at 62% in 2025. Maintain the percentage of positive endorsement for School support for staff physical safety at 71% in 2025. Maintain the percentage of positive endorsement for Instructional leadership at 69% in 2025.
		By 2027, improve the percentage of students with 20+ days absence from 44% to 30%.	Student Attendance Improve the percentage of students with 20+ days absence from 38% in 2024 to 33% in 2025.

Goal 1	Improve student outcomes in literacy and numeracy.
12-month target 1.1	<p>Reading Year 3</p> <p>By 2026, increase the number of 'exceeding or strong' students in Reading from 46% in 2024 to 50%. By 2026, reduce the number of 'needs additional support' students in Reading from 22% in 2024.</p> <p>Reading Year 5</p> <p>By 2026, number of 'exceeding or strong' students in Reading from 42% in 2024 to 48%. By 2026, reduce the number of 'needs additional support' students in Reading from 28%.</p> <p>Numeracy Year 3</p> <p>By 2026, number of 'exceeding or strong' students in Numeracy from 41% in 2024 to 45%. By 2026, reduce the number of 'needs additional support' students in Numeracy from 19%.</p> <p>Numeracy Year 5</p> <p>By 2026, number of 'exceeding or strong' students in Numeracy from 45% in 2024 to 49%. By 2026, reduce the number of 'needs additional support' students in Numeracy from 23%.</p>

12-month target 1.2	School Staff Survey Maintain the percentage of positive endorsement for Collective efficacy at 77% in 2025. Maintain the percentage of positive endorsement for Academic emphasis at 56% in 2025. Maintain the percentage of positive endorsement for Professional learning to improve literacy and numeracy at 81% in 2025.	
12-month target 1.3	Student Attitudes to School Survey Maintain the percentage of positive endorsement for Stimulated learning at 76% in 2025. Maintain the percentage of positive endorsement for Differentiated learning challenge at 88% in 2025. Maintain the percentage of positive endorsement for Sense of confidence at 66% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop, document, and embed an agreed instructional model for literacy and numeracy.	Yes
KIS 1.b Teaching and learning	Develop a common approach to curriculum planning and documentation.	No
KIS 1.c Leadership	Develop the capabilities of professional learning teams to effectively use data to inform differentiated learning at students’ point of need.	Yes
KIS 1.d Leadership	Develop the instructional leadership capacity of staff across the school.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>During the 2024 school year, the School Improvement Team at Noble Park Primary balanced the urgency of improving student outcomes with embedding a safe and orderly learning environment. Now that the school community has embraced this, the school can improve learning outcomes and provide a high standard of academic achievement at Noble Park Primary School.</p> <p>Based on the 2024 Annual Implementation Plan (AIP), teachers developed an agreed-upon Noble Park Primary School Instructional Model for literacy and numeracy that incorporates the High-Impact Teaching Strategies (HITS) and is aligned with the Victorian Teaching and Learning Model (VTLM) 2.0. The Noble Park Primary School Instructional Model needs to be embedded in teacher practice.</p> <p>Professional Learning Communities (PLCs), focused on data-informed planning and monitoring learning growth, are required to drive urgency in improving teacher capability and lesson quality.</p>	
Goal 2	Improve student wellbeing outcomes.	
12-month target 2.1	<p>Student Attitudes to School Survey</p> <p>Improve the percentage of positive endorsement for Sense of connectedness from 63% in 2024 to 67% in 2025. Improve the percentage of positive endorsement for Managing bullying from 58% in 2024 to 65% in 2025. Maintain the percentage of positive endorsement for Perseverance at 76% in 2025.</p>	
12-month target 2.2	<p>School Staff Survey</p> <p>Maintain the percentage of positive endorsement for Build resilience and a resilient and supportive environment at 62% in 2025. Maintain the percentage of positive endorsement for School support for staff physical safety at 71% in 2025. Maintain the percentage of positive endorsement for Instructional leadership at 69% in 2025.</p>	
12-month target 2.3	<p>Student Attendance</p> <p>Improve the percentage of students with 20+ days absence from 38% in 2024 to 33% in 2025.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Leadership	Embed a consistent approach that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours.	Yes
KIS 2.b Support and resources	Build all staff capability to respond to the learning and wellbeing needs of all students.	No
KIS 2.c Engagement	Develop targeted intervention practices and protocols to promote student engagement.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Most Noble Park Primary School Strategic Plan targets regarding student wellbeing (AtoSS) are on track. The next stage is to focus on practices (e.g. Positive Classroom Management Strategies) and school-developed protocols regarding student attendance, implementing disability inclusion guidelines, and connecting these practices and protocols with NPPS' student learning initiatives.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student outcomes in literacy and numeracy.
12-month target 1.1	<p>Reading Year 3</p> <p>By 2026, increase the number of 'exceeding or strong' students in Reading from 46% in 2024 to 50%. By 2026, reduce the number of 'needs additional support' students in Reading from 22% in 2024.</p> <p>Reading Year 5</p> <p>By 2026, number of 'exceeding or strong' students in Reading from 42% in 2024 to 48%. By 2026, reduce the number of 'needs additional support' students in Reading from 28%.</p> <p>Numeracy Year 3</p> <p>By 2026, number of 'exceeding or strong' students in Numeracy from 41% in 2024 to 45%. By 2026, reduce the number of 'needs additional support' students in Numeracy from 19%.</p> <p>Numeracy Year 5</p> <p>By 2026, number of 'exceeding or strong' students in Numeracy from 45% in 2024 to 49%. By 2026, reduce the number of 'needs additional support' students in Numeracy from 23%.</p>
12-month target 1.2	<p>School Staff Survey</p> <p>Maintain the percentage of positive endorsement for Collective efficacy at 77% in 2025. Maintain the percentage of positive endorsement for Academic emphasis at 56% in 2025. Maintain the percentage of positive endorsement for Professional learning to improve literacy and numeracy at 81% in 2025.</p>
12-month target 1.3	<p>Student Attitudes to School Survey</p> <p>Maintain the percentage of positive endorsement for Stimulated learning at 76% in 2025. Maintain the percentage of positive endorsement for Differentiated learning challenge at 88% in 2025. Maintain the percentage of positive endorsement for Sense of confidence at 66% in 2025.</p>

KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document, and embed an agreed instructional model for literacy and numeracy.
Actions	<p>Develop, document and embed a whole school collaborative approaches to curriculum planning and instructional approaches (ISS Recommendation # 3)</p> <p>Build teacher capability in explicit instruction based on cognitive load theory (This action was developed prior to the ISS review)</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Develop their understanding of the Science of Reading / Structured Literacy Program Develop their understanding of Implementation Science Develop their understanding of FISO 2.0 and their ability to implement the FISO Improvement Cycle with precision, collaboration and inquiry Develop their understanding of and ability to apply the elements of teaching and learning in the VTLM 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> Develop their ability to use the FISO Improvement Cycle to strengthen teacher collaboration, collective responsibility and pedagogical change Develop their understanding of, and their ability to implement, the Victorian Curriculum 2.0 and the VTLM 2.0 with a specific focus on explicit teaching, retention and recall <p>Students will:</p> <ul style="list-style-type: none"> Retain new information and recall it effectively Feel competent and confident in their abilities
Success Indicators	<p>Early Indicators</p> <p>The Guaranteed and Viable curriculum (Yearly Overview Term Overviews and Scope and Sequence documents) have been developed and provided to teachers</p>

	<p>The Guaranteed and Viable curriculum (Yearly Overview Term Overviews and Scope and Sequence documents) are utilised to ensure that the majority of collaborative planning time is focused on 'how' to teach, not 'what' to teach. Team planners include sequenced learning objectives and success criteria PLT Meeting minutes demonstrate the use of data and high impact questions related to the 4 phases of the FISO Improvement Cycle</p> <p>Late Indicators A three-year action plan focusing on the implementation of a Structured Literacy Program has been developed using a deliberate and structured approach (Implementation Science) Attitude to School Survey (AtoSS) factor Stimulated Learning will increase. School Staff Survey (SSS) factor Academic Emphasis and Professional learning to improve literacy and numeracy will increase. School Staff Survey (SSS) factor Guaranteed and Viable Curriculum will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Complete Science of Language and Reading short courses (Latrobe University SOLAR Lab) to advance knowledge and skills in the field of structured reading instruction.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Visit targeted best practice schools, planning meetings and classroom practice to support the implementation of effective Professional Learning Community practice. Edithvale Primary School Athol Road Primary School Templestowe Heights Primary School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,500.00 <input checked="" type="checkbox"/> Other funding will be used
Develop (with teaching staff) and implement a PLT agenda that outlines 'non negotiables' and the first two phases of the FISO Improvement Cycle.	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	
Model the implementation of the FISO Improvement Cycle using SWPBS data at School Improvement Team meetings to strengthen the Learning Specialists ability to implement the FISO Improvement Cycle in PLT collaborative planning meetings.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
<p>Assistant Principal (Teaching and Learning)</p> <p>Develop and document and agreed whole school curriculum plan that outlines how the 8 key learning areas will be addressed and how the curriculum will be organised and implemented - Yearly Overview, Term Overviews and Scope and Sequence documents.</p> <p>Implement Guaranteed and Viable Curriculum planning sessions to ensure Term Overviews and Mathematics Scope and Sequences are completed by the end of Term 2 2025.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$98,730.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Assistant Principal (Teaching and Learning)</p> <p>Implement professional learning opportunities that focus on the Elements and Learning and Teaching, Cognitive Load theory and the Science of Learning.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<p>Assistant Principal (Teaching and Learning)</p> <p>Conduct an audit of the current school instructional model against the elements of learning and teaching included within the VTLM 2.0.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

<p>Assistant Principal (Teaching and Learning)</p> <p>Identify enablers and barriers aligned to the implementation of explicit teaching strategies with staff and respond to ensure successful and sustainable implementation and consistency of practice.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<p>Assistant Principal (Teaching and Learning)</p> <p>Implement professional learning opportunities within the school to implement the revised whole school teaching and learning instructional model with a specific focus on explicit teaching.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<p>Develop a three-year action plan, using Implementation Science strategies - AERO, that outlines the strategic and intentional implementation of an effective Structured Literacy Program. This will include the six interrelated components that support learning to read.</p> <p>Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<p>KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,</p>	<p>Develop the capabilities of professional learning teams to effectively use data to inform differentiated learning at students' point of need.</p>			

safe and orderly learning environment	
Actions	<p>Build the capacity of school leaders and staff to deliver a consistent approach to learning and wellbeing. (ISS recommendation # 1)</p> <p>Build teacher capacity to collect, analyse and monitor formative assessment to inform explicit and differentiated instruction, with a specific focus on Reading. (This action was developed prior to the ISS review)</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Develop their understanding of diagnostic, formative and summative assessment Develop their understanding of formative assessment and how it can be used throughout the FISO Improvement Cycle to differentiate instruction and improve outcomes for all students Develop their ability to facilitate conversations with tutors to ensure that multiple sources of evidence are used to drive teaching Develop their knowledge of Disability Inclusion, Disability Inclusion Profile, and Disability Inclusion Profile meeting Develop their ability to develop and implement high quality Individual Education Plans that describe adjustments, goals and strategies to meet a student's educational needs so they can reach their full potential Understand the roles and responsibilities aligned to their position and engage in regular forums to measure progress and the impact of these roles. <p>Teachers will:</p> <ul style="list-style-type: none"> Develop their understanding of diagnostic, formative and summative assessment Use formative assessment throughout the FISO Improvement Cycle to differentiate instruction and improve outcomes for all students Co-construct Individual Education Plans with a member of the Engagement and Wellbeing team that describe adjustments, goals and strategies to meet a student's educational needs so they can reach their full potential <p>Students will:</p> <ul style="list-style-type: none"> Be engaged in learning opportunities that accommodate their next point of learning need

Success Indicators	<p>Early indicators</p> <p>PLT minutes demonstrate that formative assessment is being used throughout the FISO Improvement Cycle to differentiate instruction and improve student outcomes</p> <p>Tutor Learning minutes demonstrate that formative assessment is being used throughout the FISO Improvement Cycle to differentiate instruction and improve student outcomes</p> <p>Individual Education Plans describe adjustments, goals and strategies to meet a student's educational needs so they can reach their full potential</p> <p>Late indicators</p> <p>A consistent approach to diagnostic, formative and summative assessment has been develop and disseminated to all staff</p> <p>Disability Inclusion Profile meetings secure Tier 3 funding</p> <p>Attitude to School Survey (AtoSS) factor Stimulated Learning will increase.</p> <p>School Staff Survey (SSS) factor Academic Emphasis and Professional learning to improve literacy and numeracy will increase.</p> <p>School Staff Survey (SSS) factor for Understand how to Analyse Data will increase</p> <p>School Staff Survey (SSS) maintain the percentage of positive endorsement for Collective Efficacy at 77%</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Learning Specialists & Tutors</p> <p>Use multiple sources of evidence to:</p> <ol style="list-style-type: none"> 1) Select and support students through Tutor Learning small group intervention 2) Develop and implement Tutor Group Learning plans 3) Plan and implement explicit and differentiated instruction to ensure student growth 4) Monitor student progress, including reviewing students who are selected for Tutor Learning small group intervention 	<p><input checked="" type="checkbox"/> Learning specialist(s)</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Oversee the development of high-quality Individual Education Plans, using the four stages of planning and a collaborative approach, that include:</p> <ol style="list-style-type: none"> 1) Long and short-term goals that are learner focused and SMART (Specific, Measurable, Agreed, Relevant and Time-bound) 2) Documented personalised teaching strategies and adjustments to support SMART goals 3) How to facilitate effective Student Support Group Meetings. 	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$130,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Develop and document a process to guarantee a successful disability inclusion profile (DIP) meeting, including:</p> <ol style="list-style-type: none"> 1) Steps for identifying students who require a DIP profile meeting 2) How to determine the functional needs of the student 3) How to develop a high-quality Individual Education Plan 4) Key supporting documents that evidence adjustments 5) Worked examples to support teachers to deliver adjustments that meet the needs of students with complex needs. 	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$173,662.30</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>The Assistant Principal (Engagement and Wellbeing)</p> <p>Implement and complete Disability Inclusion Profiles and surrounding processes to help schools and families identify the strengths, needs, and educational adjustments schools can make for individual student and/or prepare for, co-ordinate, and participate in the profile process, with parent/carer(s), to receive Disability Inclusion Tier 3 student-</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2</p>

level funding.				Funding will be used
Document and clarify explicit job descriptions for the Principal Class Team including regular forums to measure progress and the impact of these roles.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Assistant Principal (Teaching and Learning) Develop a consistent approach to diagnostic, formative and summative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Assistant Principal (Teaching and Learning) Design and present professional learning opportunities and/or professional readings that focus on what formative assessment is, its purpose and its impact on student learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Assistant Principal (Teaching and Learning) Ensure that FISO Improvement Cycles focusing on strengthening explicit teaching and consistency of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$400,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Target suitable professional learning to build leadership capacity in order to lead school improvement. Faye Cormick Emotional Intelligence is crucial for effective change leadership because it allows leaders to understand and manage their own emotions, as well as the emotions of others, which is essential for navigating the emotional	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$6,000.00

rollercoaster of change.					
Goal 2	Improve student wellbeing outcomes.				
12-month target 2.1	<p>Student Attitudes to School Survey</p> <p>Improve the percentage of positive endorsement for Sense of connectedness from 63% in 2024 to 67% in 2025. Improve the percentage of positive endorsement for Managing bullying from 58% in 2024 to 65% in 2025. Maintain the percentage of positive endorsement for Perseverance at 76% in 2025.</p>				
12-month target 2.2	<p>School Staff Survey</p> <p>Maintain the percentage of positive endorsement for Build resilience and a resilient and supportive environment at 62% in 2025. Maintain the percentage of positive endorsement for School support for staff physical safety at 71% in 2025. Maintain the percentage of positive endorsement for Instructional leadership at 69% in 2025.</p>				
12-month target 2.3	<p>Student Attendance</p> <p>Improve the percentage of students with 20+ days absence from 38% in 2024 to 33% in 2025.</p>				
KIS 2.a 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 that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours.				
Actions	Further strengthen the consistent implementation of the SWPBS with a focus on Positive Classroom Management Strategies. (ISS recommendation # 7)				

	<p>Establish a whole school approach to positive relationships, resilience and behaviour through implementation of a School-Wide Positive Behaviour Support (SWPBS) approach at Noble Park Primary School. (This action was developed prior to the ISS review)</p> <p>Embed the Vision and Values Program which was established in 2023. (This action was developed prior to the ISS review)</p>
Outcomes	<p>Leaders will:</p> <p>Use SWPBS data to inform FISO Improvement Cycles and strengthen teacher capacity to implement evidence-based teaching practices aligned to the PCMS framework</p> <p>Review and implement the wellbeing scope and sequence to ensure the Victorian Curriculum, RRRR and bully stoppers is explicitly taught through a consistent approach</p> <p>Develop and implement whole school and cohort attendance expectations and processes with fidelity</p> <p>Teachers will:</p> <p>Develop their understanding of, and their ability to implement evidence-based teaching practices aligned to the PCMS framework</p> <p>Implement weekly lessons aligned to the wellbeing scope and sequence to ensure the Victorian Curriculum, RRRR and bully stoppers is explicitly taught through a consistent approach</p> <p>Implement home group attendance expectations and processes with fidelity</p> <p>Students will:</p> <p>Engage in a predictable learning environment that emphasises the importance of building positive relationships.</p> <p>Engage in explicit teaching that is focused on social and emotional learning and accommodates their next point of learning need</p>
Success Indicators	<p>Early Indicators:</p> <p>Minutes of FISO Improvement Cycle/s with a focus on the PCMS framework</p> <p>The wellbeing scope and sequence includes alignment to the Victorian Curriculum personal and social capabilities</p> <p>Weekly lessons are aligned to the wellbeing scope and sequence to ensure the Victorian Curriculum, RRRR and bully stoppers</p> <p>Attendance expectations are implemented at the class, cohort and whole school level and documented on Sentral (wellbeing notes / attendance plans)</p>

	<p>Late Indicators: Attitude to School Survey (AtoSS) factor Sense of Connectedness will increase. Attitude to School Survey (AtoSS) factor Managing Bulling will increase. Attitude to School Survey (AtoSS) factor Perseverance will increase. The percentage of students with 20+ days absence from 38% in 2024 to 33% in 2025.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>The Assistant Principal (Engagement and Wellbeing)</p> <p>Review and establish consistent processes and procedures for recording SWPBS data in SENTRAL (and COMPASS in 2026) and apply data-based decision-making approach to address behaviour problems.</p> <p>** Introduction of COMPASS will commence at the beginning of Term 3, 2025. Staff to be upskilled and parents to be provided with information sessions to ensure usability of COMPASS at the commencement of Term 1, 2026</p>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Establish a School-Wide Positive Behaviour Support (SWPBS) team comprising relevant leaders, wellbeing staff and other school staff (updated from 2025 to include new staff to the school) and plan professional learning that recaps the NPPS Matrix of Expectations, Minor and Major Behaviours Response Continuum.</p>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Ensure that the Setting Up for Success and Vision and</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Values program is embedded. This will ensure a consistent approach that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours by:</p> <p>1) Planning and implementing a Vision and Values action plan that includes Classroom, Communication, Processes and Recognition elements.</p> <p>2) Planning and implementing a Values Launch at the commencement of each term, aligning to the school Vision and Matrix of Expectations.</p> <p>3) Establishing a Values Champions team (led by the Mental Health and Wellbeing Leader) that is actively involved in planning and implementing the Values Launch at the commencement of each term.</p>			to: Term 4	
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Review whole school attendance expectations and processes and ensure that they are implemented with fidelity.</p> <p>1) Teacher expectations 2) School Administration staff expectations 3) School Improvement Team expectations</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Assistant Principal (Engagement and Wellbeing) & Mental Health and Wellbeing Leader</p> <p>Plan and deliver professional learning sessions to develop staff understanding of wellbeing scope and sequence documents that incorporate the Victorian Curriculum, the Resilience, Rights and Respectful Relationships program and Bully Stoppers (Mental Health Menu).</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Routinely review whole school SWPBS data with the School Improvement Team, with a focus on:</p>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

1) Identifying problems of practice to inform future FISO Improvement Cycles 2) Strengthen teacher capacity to implement evidence-based teaching practise aligned to the Positive Classroom Management Strategies framework.			to: Term 4	
---	--	--	---------------	--

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$631,659.26	\$631,659.26	\$0.00
Disability Inclusion Tier 2 Funding	\$183,662.30	\$183,662.30	\$0.00
Schools Mental Health Fund and Menu	\$28,030.89	\$28,030.89	\$0.00
Total	\$843,352.45	\$843,352.45	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Complete Science of Language and Reading short courses (Latrobe University SOLAR Lab) to advance knowledge and skills in the field of structured reading instruction.	\$30,000.00
<p>Assistant Principal (Teaching and Learning)</p> <p>Develop and document and agreed whole school curriculum plan that outlines how the 8 key learning areas will be addressed and how the curriculum will be organised and implemented - Yearly Overview, Term Overviews and Scope and Sequence documents.</p> <p>Implement Guaranteed and Viable Curriculum planning sessions to ensure Term Overviews and Mathematics Scope and Sequences are completed by</p>	\$98,730.00

the end of Term 2 2025.	
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Oversee the development of high-quality Individual Education Plans, using the four stages of planning and a collaborative approach, that include:</p> <ol style="list-style-type: none"> 1) Long and short-term goals that are learner focused and SMART (Specific, Measurable, Agreed, Relevant and Time-bound) 2) Documented personalised teaching strategies and adjustments to support SMART goals 3) How to facilitate effective Student Support Group Meetings. 	\$130,000.00
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Develop and document a process to guarantee a successful disability inclusion profile (DIP) meeting, including:</p> <ol style="list-style-type: none"> 1) Steps for identifying students who require a DIP profile meeting 2) How to determine the functional needs of the student 3) How to develop a high-quality Individual Education Plan 4) Key supporting documents that evidence adjustments 5) Worked examples to support teachers to deliver adjustments that meet the needs of students with complex needs. 	\$173,662.30
The Assistant Principal (Engagement and Wellbeing)	\$50,000.00

Implement and complete Disability Inclusion Profiles and surrounding processes to help schools and families identify the strengths, needs, and educational adjustments schools can make for individual student and/or prepare for, co-ordinate, and participate in the profile process, with parent/carer(s), to receive Disability Inclusion Tier 3 student-level funding.	
Assistant Principal (Teaching and Learning) Ensure that FISO Improvement Cycles focusing on strengthening explicit teaching and consistency of practice.	\$400,000.00
Assistant Principal (Engagement and Wellbeing) & Mental Health and Wellbeing Leader Plan and deliver professional learning sessions to develop staff understanding of wellbeing scope and sequence documents that incorporate the Victorian Curriculum, the Resilience, Rights and Respectful Relationships program and Bully Stoppers (Mental Health Menu).	\$28,000.00
Totals	\$910,392.30

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Complete Science of Language and Reading short courses (Latrobe University SOLAR Lab)	from: Term 1	\$15,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

to advance knowledge and skills in the field of structured reading instruction.	to: Term 2		
<p>Assistant Principal (Teaching and Learning)</p> <p>Develop and document and agreed whole school curriculum plan that outlines how the 8 key learning areas will be addressed and how the curriculum will be organised and implemented - Yearly Overview, Term Overviews and Scope and Sequence documents.</p> <p>Implement Guaranteed and Viable Curriculum planning sessions to ensure Term Overviews and Mathematics Scope and Sequences are completed by the end of Term 2 2025.</p>	from: Term 2 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Oversee the development of high-quality Individual Education Plans, using the four stages of planning and a collaborative approach, that include:</p> <p>1) Long and short-term goals</p>	from: Term 1 to: Term 4	\$130,000.00	<input checked="" type="checkbox"/> School-based staffing

that are learner focused and SMART (Specific, Measurable, Agreed, Relevant and Time-bound) 2) Documented personalised teaching strategies and adjustments to support SMART goals 3) How to facilitate effective Student Support Group Meetings.			
<p>The Assistant Principal (Engagement and Wellbeing)</p> <p>Implement and complete Disability Inclusion Profiles and surrounding processes to help schools and families identify the strengths, needs, and educational adjustments schools can make for individual student and/or prepare for, co-ordinate, and participate in the profile process, with parent/carer(s), to receive Disability Inclusion Tier 3 student-level funding.</p>	<p>from: Term 1 to: Term 4</p>	\$0.00	<input checked="" type="checkbox"/> School-based staffing
<p>Assistant Principal (Teaching and Learning)</p> <p>Ensure that FISO Improvement Cycles focusing on strengthening explicit teaching</p>	<p>from: Term 3 to: Term 4</p>	\$240,547.34	<input checked="" type="checkbox"/> School-based staffing

and consistency of practice.			
Totals		\$465,547.34	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Develop and document a process to guarantee a successful disability inclusion profile (DIP) meeting, including:</p> <ol style="list-style-type: none"> 1) Steps for identifying students who require a DIP profile meeting 2) How to determine the functional needs of the student 3) How to develop a high-quality Individual Education Plan 4) Key supporting documents that evidence adjustments 5) Worked examples to support teachers to deliver adjustments that meet the needs of students with complex needs. 	<p>from: Term 1 to: Term 4</p>	\$173,662.30	<p>☑ Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Education support staff • Disability inclusion coordinator
The Assistant Principal (Engagement and Wellbeing)	<p>from: Term 1</p>	\$10,000.00	<p>☑ Professional learning for school-based staff</p> <ul style="list-style-type: none"> •

Implement and complete Disability Inclusion Profiles and surrounding processes to help schools and families identify the strengths, needs, and educational adjustments schools can make for individual student and/or prepare for, co-ordinate, and participate in the profile process, with parent/carer(s), to receive Disability Inclusion Tier 3 student-level funding.	to: Term 4		
Totals		\$183,662.30	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Assistant Principal (Engagement and Wellbeing) & Mental Health and Wellbeing Leader</p> <p>Plan and deliver professional learning sessions to develop staff understanding of wellbeing scope and sequence documents that incorporate the Victorian Curriculum, the Resilience, Rights and Respectful Relationships</p>	<p>from: Term 1 to: Term 4</p>	\$28,030.89	<input checked="" type="checkbox"/> Bully Stoppers (free)

program and Bully Stoppers (Mental Health Menu).			
Totals		\$28,030.89	

Additional funding planner – Total Budget

Activities and milestones	Budget
Purchased student resources and professional texts that align to the Science of Reading, Cognitive Load Theory and the Science of Learning.	\$40,000.00
Ensure alignment of SWPBS Matrix of Expectations /and Systems of Acknowledgements designs to Vision and Values.	\$4,000.00
Implement professional development for the School Improvement Team that focuses on Leading Change.	\$15,000.00
Employ Multi-Cultural Aides to support students and their families.	\$107,111.92
Totals	\$166,111.92

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Purchased student resources and professional texts that align to the Science of Reading, Cognitive Load Theory and the Science of Learning.	from: Term 1 to: Term 4	\$40,000.00	☑ Teaching and learning programs and resources

Ensure alignment of SWPBS Matrix of Expectations /and Systems of Acknowledgements designs to Vision and Values.	from: Term 1 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> Other Consistent and student led designs to promote the Vision and Values aligned to SWPBS.
Implement professional development for the School Improvement Team that focuses on Leading Change.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Employ Multi-Cultural Aides to support students and their families.	from: Term 1 to: Term 4	\$107,111.92	<input checked="" type="checkbox"/> School-based staffing
Totals		\$166,111.92	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Purchased student resources and professional texts that align to the Science of Reading, Cognitive Load Theory and the Science of Learning.	from: Term 1 to: Term 4	\$0.00	
Ensure alignment of SWPBS Matrix of Expectations /and Systems of Acknowledgements designs to Vision and Values.	from: Term 1 to: Term 2	\$0.00	
Implement professional development for the School	from: Term 1	\$0.00	

Improvement Team that focuses on Leading Change.	to: Term 4		
Employ Multi-Cultural Aides to support students and their families.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Purchased student resources and professional texts that align to the Science of Reading, Cognitive Load Theory and the Science of Learning.	from: Term 1 to: Term 4	\$0.00	
Ensure alignment of SWPBS Matrix of Expectations /and Systems of Acknowledgements designs to Vision and Values.	from: Term 1 to: Term 2	\$0.00	
Implement professional development for the School Improvement Team that focuses on Leading Change.	from: Term 1 to: Term 4	\$0.00	
Employ Multi-Cultural Aides to support students and their families.	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
--------	--	--------	--

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Complete Science of Language and Reading short courses (Latrobe University SOLAR Lab) to advance knowledge and skills in the field of structured reading instruction.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Latrobe University and Webinars
Visit targeted best practice schools, planning meetings and classroom practice to support the implementation of effective Professional Learning Community practice. Edithvale Primary School Athol Road Primary School Templestowe Heights Primary School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Edithvale Primary School Athol Road Primary School Templestowe Heights Primary School
Develop (with teaching staff) and implement a PLT agenda that outlines 'non negotiables' and the	<input checked="" type="checkbox"/> Leadership partners (DSSI)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

first two phases of the FISO Improvement Cycle.	<input checked="" type="checkbox"/> School improvement team				<input checked="" type="checkbox"/> Internal staff	
Model the implementation of the FISO Improvement Cycle using SWPBS data at School Improvement Team meetings to strengthen the Learning Specialists ability to implement the FISO Improvement Cycle in PLT collaborative planning meetings.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Assistant Principal (Teaching and Learning)</p> <p>Develop and document and agreed whole school curriculum plan that outlines how the 8 key learning areas will be addressed and how the curriculum will be organised and implemented - Yearly Overview, Term Overviews and Scope and Sequence documents.</p> <p>Implement Guaranteed and Viable Curriculum</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

planning sessions to ensure Term Overviews and Mathematics Scope and Sequences are completed by the end of Term 2 2025.						
<p>Assistant Principal (Teaching and Learning)</p> <p>Implement professional learning opportunities that focus on the Elements and Learning and Teaching, Cognitive Load theory and the Science of Learning.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Assistant Principal (Teaching and Learning)</p> <p>Conduct an audit of the current school instructional model against the elements of learning and teaching included within the VTLM 2.0.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 3 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Assistant Principal (Teaching and Learning)</p> <p>Identify enablers and barriers aligned to the</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<p>from: Term 3 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

implementation of explicit teaching strategies with staff and respond to ensure successful and sustainable implementation and consistency of practice.	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development			
<p>Assistant Principal (Teaching and Learning)</p> <p>Implement professional learning opportunities within the school to implement the revised whole school teaching and learning instructional model with a specific focus on explicit teaching.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<p>from: Term 3 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Develop a three-year action plan, using Implementation Science strategies - AERO, that outlines the strategic and intentional implementation of an effective Structured Literacy Program. This will include the six interrelated components that support learning to read.</p> <p>Oral Language Phonological Awareness Phonics</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<p>from: Term 3 to: Term 4</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Fluency Vocabulary Comprehension						
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Oversee the development of high-quality Individual Education Plans, using the four stages of planning and a collaborative approach, that include:</p> <p>1) Long and short-term goals that are learner focused and SMART (Specific, Measurable, Agreed, Relevant and Time-bound)</p> <p>2) Documented personalised teaching strategies and adjustments to support SMART goals</p> <p>3) How to facilitate effective Student Support Group Meetings.</p>	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal (Engagement and Wellbeing)	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

Develop and document a process to guarantee a successful disability inclusion profile (DIP) meeting, including: 1) Steps for identifying students who require a DIP profile meeting 2) How to determine the functional needs of the student 3) How to develop a high-quality Individual Education Plan 4) Key supporting documents that evidence adjustments 5) Worked examples to support teachers to deliver adjustments that meet the needs of students with complex needs.		to: Term 4			Disability Co-ordinator (Department of Education)	
Document and clarify explicit job descriptions for the Principal Class Team including regular forums to measure progress and the impact of these roles.	✅ Principal	from: Term 2 to: Term 4	✅ Preparation ✅ Individualised reflection	✅ Formal school meeting / internal professional learning sessions	✅ Internal staff	✅ On-site
Assistant Principal (Teaching and Learning) Develop a consistent	✅ Assistant principal	from: Term 3	✅ Design of formative assessments	✅ Formal school meeting / internal	✅ School improvement partnerships	✅ On-site

approach to diagnostic, formative and summative assessment.	<input checked="" type="checkbox"/> Leadership partners (DSSI)	to: Term 4		professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	
Assistant Principal (Teaching and Learning) Design and present professional learning opportunities and/or professional readings that focus on what formative assessment is, its purpose and its impact on student learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal (Teaching and Learning) Ensure that FISO Improvement Cycles focusing on strengthening explicit teaching and consistency of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal (Engagement and Wellbeing) Establish a School-Wide Positive Behaviour Support (SWPBS) team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

compromising relevant leaders, wellbeing staff and other school staff (updated from 2025 to include new staff to the school) and plan professional learning that recaps the NPPS Matrix of Expectations, Minor and Major Behaviours Response Continuum.						
<p>The Assistant Principal (Engagement and Wellbeing)</p> <p>Review and establish consistent processes and procedures for recording SWPBS data in SENTRAL (and COMPASS in 2026) and apply data-based decision-making approach to address behaviour problems.</p> <p>** Introduction of COMPASS will commence at the beginning of Term 3, 2025. Staff to be upskilled and parents to be provided with information sessions</p>	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

to ensure usability of COMPASS at the commencement of Term 1, 2026						
<p>Assistant Principal (Engagement and Wellbeing) & Mental Health and Wellbeing Leader</p> <p>Plan and deliver professional learning sessions to develop staff understanding of wellbeing scope and sequence documents that incorporate the Victorian Curriculum, the Resilience, Rights and Respectful Relationships program and Bully Stoppers (Mental Health Menu).</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Assistant Principal (Engagement and Wellbeing)</p> <p>Routinely review whole school SWPBS data with the School Improvement Team, with a focus on: 1) Identifying problems of practice to inform future</p>	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>FISO Improvement Cycles</p> <p>2) Strengthen teacher capacity to implement evidence-based teaching practise aligned to the Positive Classroom Management Strategies framework.</p>						
---	--	--	--	--	--	--