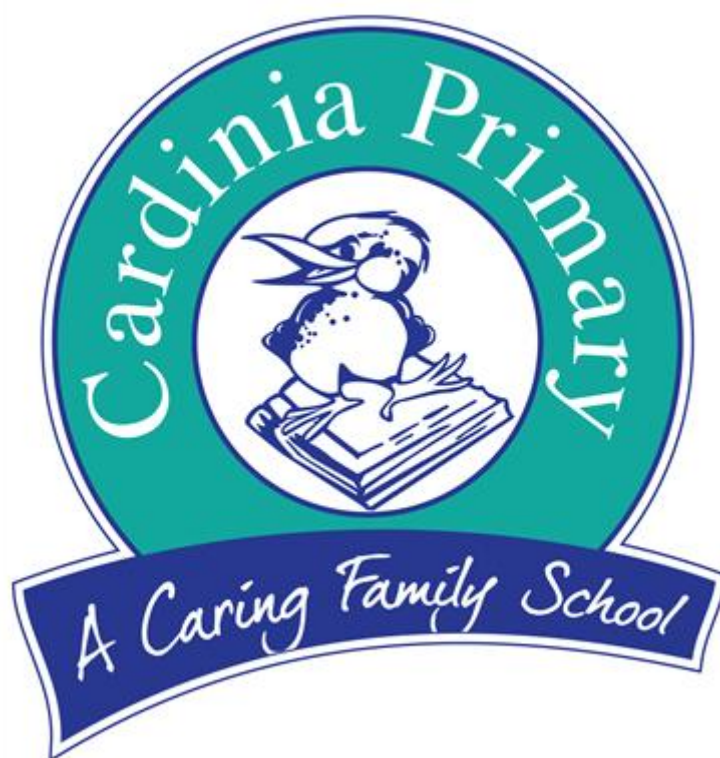


2025 Annual Implementation Plan

for improving student outcomes

Cardinia Primary School (3689)



Submitted for review by Susan Wepster (School Principal) on 11 December, 2024 at 05:14 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 03 March, 2025 at 09:21 AM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	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
Optimise student attainment and growth in literacy and numeracy.	Yes	By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN in: • Reading from 80% in 2021 to 84% • Writing from 55% in 2021 to 65% • Numeracy from 76% in 2021 to 80%	No longer relevant
		By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands in: • Reading from 51% in 2022 to 55% • Writing from 33% in 2022 to 40% • Numeracy from 22% in 2022 to 30%	No longer relevant
		By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in: • Reading from 32% in 2022 to 36% • Writing from 15% in 2022 to 20% • Numeracy from 15% in 2022 to 22%	No longer relevant
		By 2026, increase the percentage of F–6 students working above level in Semester 2 in the Victorian Curriculum in: • Reading and viewing from 12% in 2021 to 20% • Writing from 6% in 2021 to 20% • Number and algebra from 12% in 2021 to 20%	Increase percentage of F-6 students working above level in semester 2 in reading and viewing from 26.78% (2024 having already exceeded 2026 goal from SSP)Increase percentage

			of F-6 students working above level in semester 2 in writing from 11.47% (2024) Increase percentage of F-6 students working above level in semester 2 mathematics from 13% (2024)
		By 2026, increase the percent positive response scores on the SSS for: • Academic emphasis from 64% (2020–22 average) to 72% • Collective efficacy from 71% (2020–22 average) to 75% • Professional learning through peer observation from 36% (2020–22 average) to 56% • Understand formative assessment from 63% (2020–22 average) to 72%	Increase the percentage positive response scores on the SSS for:- Academic emphasis from 63%- Collective efficacy from 83% (2024 having already exceeded 2026 goal from SSP)- Professional learning through peer observation from 21%- Understand formative assessment from 79% (2024 having already exceeded 2026 goal from SSP)
		• By 2026 increase the % of year 3 students at or above Victorian Mean of in reading (416 mean) , writing (424 mean) and numeracy (418 mean) : ○ Reading from 36% to 50% ○ Writing from 20% to 35% ○ Numeracy from 20% to 35%	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 compared to the number of NAS students in 2024.- Reading - 3 in 2024- Mathematics - 2 in 2024 By 2026, increase the number of students strong and exceeding in each of reading and numeracy in Year 3 compared to the number of students in 2024. Year 3 Reading - 2 Writing - 0 Spelling - 3 Grammar & Punctuation - 0 Numeracy - 0 Increase the % of year 3 students at or above Victorian Mean in reading, writing and numeracy:- Reading from 39.13%- Writing from 37.5% (2024 having already exceeded 2026 goal from

			SSP)- Numeracy from 50% (2024 having already exceeded 2026 goal from SSP)
		- By 2026 increase the % of year 5 students at or above Victorian Mean of in reading (507 mean) , writing (498 mean) and numeracy (494 mean) : - Reading from 50% to 60% - Writing from 19% to 35% - Numeracy from 23% to 35%	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 5 compared to the number of NAS students in 2024.- Reading - 3 in 2024- Mathematics - 5 in 2024By 2026, increase the number of students strong and exceeding in each of reading and numeracy in Year 5 compared to the number of students in 2024.Reading - 5Writing - 2Spelling - 3Grammar & Punctuation - 2Numeracy - 2By 2026 increase the % of year 5 students at or above Victorian Mean in reading, writing and numeracy:Reading from 48.15%Writing from 30.7%Numeracy from 22.22%
		- By 2026 increase the % of students across the school at or above the Australian Mean in PAT: - Reading 39% to 50% - Numeracy 55% to 65%	To increase the % of students F-6 at or above the Australian Mean in Pat:- Reading from 36.04% - Maths from 42.8%
Improve student engagement and participation in learning.	Yes	By 2026, increase the per cent positive response scores on the AtoSS for Years 4–6 for the following factors: - Student voice and agency from 51% (2020–22 average) to 64% - Stimulated learning from 66% (2020–22 average) to 76% - Sense of confidence from 66% (2020–22 average) to 78%	Student voice and agency from 38% Stimulated learning from 52% Sense of confidence from 58% Effective teaching time from 71%

		Effective teaching time from 74% (2020–22 average) to 80%	
		By 2026, increase the per cent positive response scores on the SSS in the following factors: - Use student feedback to improve practice from 61% (2020–22 average) to 70% - Focus learning on real–life problems from 62% (2020–22 average) to 72% - Promote student ownership of learning goals from 57% (2020–22 average) to 70%	Use student feedback to improve practice from 71% (2024 having already exceeded the 2026 SSP level) Focus learning on real–life problems from 86% (2024 having already exceeded the 2026 SSP level) Promote student ownership of learning goals from 86% (2024 having already exceeded the 2026 SSP level)
		By 2026, increase the positive response scores on the POS for: - Student agency and voice from 77% (2019–21 average) to 81% - Stimulating learning environment from 78% (2019–21 average) to 82%	Student agency and voice from 69% Stimulating learning environment from 67%

Goal 1	Optimise student attainment and growth in literacy and numeracy.
12-month target 1.1	No longer relevant
12-month target 1.2	No longer relevant
12-month target 1.3	No longer relevant
12-month target 1.4	Increase percentage of F-6 students working above level in semester 2 in reading and viewing from 26.78% (2024 having already exceeded 2026 goal from SSP)

	Increase percentage of F-6 students working above level in semester 2 in writing from 11.47% (2024) Increase percentage of F-6 students working above level in semester 2 mathematics from 13% (2024)
12-month target 1.5	Increase the percentage positive response scores on the SSS for: - Academic emphasis from 63% - Collective efficacy from 83% (2024 having already exceeded 2026 goal from SSP) - Professional learning through peer observation from 21% - Understand formative assessment from 79% (2024 having already exceeded 2026 goal from SSP)
12-month target 1.6	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 compared to the number of NAS students in 2024. - Reading - 3 in 2024 - Mathematics - 2 in 2024 By 2026, increase the number of students strong and exceeding in each of reading and numeracy in Year 3 compared to the number of students in 2024. Year 3 Reading - 2 Writing - 0 Spelling - 3 Grammar & Punctuation - 0 Numeracy - 0 Increase the % of year 3 students at or above Victorian Mean in reading, writing and numeracy: - Reading from 39.13% - Writing from 37.5% (2024 having already exceeded 2026 goal from SSP) - Numeracy from 50% (2024 having already exceeded 2026 goal from SSP)
12-month target 1.7	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 5 compared to the number of NAS students in 2024. - Reading - 3 in 2024 - Mathematics - 5 in 2024 By 2026, increase the number of students strong and exceeding in each of reading and numeracy in Year 5

	compared to the number of students in 2024. Reading - 5 Writing - 2 Spelling - 3 Grammar & Punctuation - 2 Numeracy - 2 By 2026 increase the % of year 5 students at or above Victorian Mean in reading, writing and numeracy: Reading from 48.15% Writing from 30.7% Numeracy from 22.22%	
12-month target 1.8	To increase the % of students F-6 at or above the Australian Mean in Pat: - Reading from 36.04% - Maths from 42.8%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy.	Yes
KIS 1.b Assessment	Build teacher capability to use data and a range of formative assessment strategies to teach to students' point of learning.	No
KIS 1.c Teaching and learning	Develop a common approach to curriculum planning and documentation across the school.	No
KIS 1.d Leadership	Embed an agreed instructional model underpinned by the HITS for literacy and numeracy.	Yes

KIS 1.e Leadership	Develop leadership capacity to embed a PLC culture, characterised by collaborative inquiry, peer observation and feedback and shared accountability for continuous improvement.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Much work has been undertaken to develop scope and sequence documents to support teaching and learning, as well as in data use and curriculum planning. These will continue to be embedded in our work through our focus on KIS 2d and 2e. We have added KIS 2a again so that we can refine the documentation to include our adoption of the Victorian Reading position. In 2023 we identified a need to review our Instructional Model. This was undertaken with much input from staff, resulting in the design of an Instructional Model based on E5 during Term 2 2023. Over the following 12 months teachers began to again voice issues with the model as a guide for planning, teaching and learning. Coinciding with the DET release of the VTLM 2.0, this led us to agree to follow the DET model. Our work for 2025 is to develop a deep understanding of this model and ensure that it forms the basis of all teaching and learning at our school. Over the past several years we have developed a strong PLC culture characterised by collaborative inquiry and shared accountability for continuous improvement. We have begun the process of Peer Observation and feedback through the use of videos. This is not yet an embedded practice at our school, therefore 2025 will be our time to embed the processes required to fully implement peer observation.	
Goal 2	Improve student engagement and participation in learning.	
12-month target 2.1	Student voice and agency from 38% Stimulated learning from 52% Sense of confidence from 58% Effective teaching time from 71%	
12-month target 2.2	Use student feedback to improve practice from 71% (2024 having already exceeded the 2026 SSP level) Focus learning on real-life problems from 86% (2024 having already exceeded the 2026 SSP level) Promote student ownership of learning goals from 86% (2024 having already exceeded the 2026 SSP level)	
12-month target 2.3	Student agency and voice from 69% Stimulating learning environment from 67%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Leadership	Build teacher knowledge and practice to activate student voice, agency and leadership.	Yes
KIS 2.b Assessment	Build teacher capacity to provide effective learning focused feedback to students.	Yes
KIS 2.c Engagement	Develop metacognitive strategies to enable students to become self-regulated learners	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	All three KIS have been introduced to staff, and much discussion has taken place leading us to have a strong foundation to build on. During 2025 we will consolidate and embed the work done in previous years.	

Define actions, outcomes, success indicators and activities

Goal 1	Optimise student attainment and growth in literacy and numeracy.
12-month target 1.1	No longer relevant
12-month target 1.2	No longer relevant
12-month target 1.3	No longer relevant
12-month target 1.4	Increase percentage of F-6 students working above level in semester 2 in reading and viewing from 26.78% (2024 having already exceeded 2026 goal from SSP) Increase percentage of F-6 students working above level in semester 2 in writing from 11.47% (2024) Increase percentage of F-6 students working above level in semester 2 mathematics from 13% (2024)
12-month target 1.5	Increase the percentage positive response scores on the SSS for: - Academic emphasis from 63% - Collective efficacy from 83% (2024 having already exceeded 2026 goal from SSP) - Professional learning through peer observation from 21% - Understand formative assessment from 79% (2024 having already exceeded 2026 goal from SSP)
12-month target 1.6	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 compared to the number of NAS students in 2024. - Reading - 3 in 2024 - Mathematics - 2 in 2024 By 2026, increase the number of students strong and exceeding in each of reading and numeracy in Year 3 compared to the number of students in 2024. Year 3 Reading - 2 Writing - 0 Spelling - 3 Grammar & Punctuation - 0 Numeracy - 0

	Increase the % of year 3 students at or above Victorian Mean in reading, writing and numeracy: - Reading from 39.13% - Writing from 37.5% (2024 having already exceeded 2026 goal from SSP) - Numeracy from 50% (2024 having already exceeded 2026 goal from SSP)
12-month target 1.7	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 5 compared to the number of NAS students in 2024. - Reading - 3 in 2024 - Mathematics - 5 in 2024 By 2026, increase the number of students strong and exceeding in each of reading and numeracy in Year 5 compared to the number of students in 2024. Reading - 5 Writing - 2 Spelling - 3 Grammar & Punctuation - 2 Numeracy - 2 By 2026 increase the % of year 5 students at or above Victorian Mean in reading, writing and numeracy: Reading from 48.15% Writing from 30.7% Numeracy from 22.22%
12-month target 1.8	To increase the % of students F-6 at or above the Australian Mean in Pat: - Reading from 36.04% - Maths from 42.8%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and	Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy.

senior secondary pathways, incorporating extra-curricula programs				
Actions	Scope and sequence documents have been developed over recent years. We will now adapt these to include the introduction of the Phonics program as developed by DET Professional Learning will be provided to teachers to develop their understanding of the Phonics program			
Outcomes	Scope and Sequence documents will include the Victorian Phonics program from Foundation to Year 2 Teachers will be able to plan lessons that align with the Victorian Phonics Program Teachers will deliver lessons that meet the needs of students			
Success Indicators	The Scope and Sequence documents will be on Google Drive and will be used by teachers when planning instruction Phonics assessment will show an increase in Phonics knowledge in students from Foundation to Year 2 Planning documents will reflect the revised documents The reading levels of children who are below grade level will increase			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review scope and sequence documents	☒ Leadership team ☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 2	\$0.00
Conduct Professional Learning for F-2 staff in Phonics	☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 2	\$0.00
Monitor planning and delivery of lessons in Phonics	☒ Leadership team	☒ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
KIS 1.d 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 an agreed instructional model underpinned by the HITS for literacy and numeracy.			
Actions	We will adopt and implement the VTLM 2.0. This will entail: - Provide PL for staff regarding the VTLM 2.0 - Review our instructional model. - Develop an agreed instructional model for implementation. - Provide professional learning about Explicit Teaching and the expectation that explicit teaching will be part of every lesson - Monitoring of both lesson planning and teaching practices			
Outcomes	Teachers will understand the elements of learning and the elements of teaching in the model All teachers will develop the knowledge and understanding of explicit teaching, metacognition and self-regulated learning in every day instruction This understanding will be evident in all teaching and learning interactions Teachers will refer to the non-negotiables during every planning session			
Success Indicators	Classroom observations supported by rubrics and checklists PLC meetings/discussions and documentation Feedback to teachers Teaching and Learning targets will be met or exceeded			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Curriculum Day to develop understanding of the VTLM 2.0	✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 1	\$0.00
Staff Meetings to follow up Curriculum Day and to continue to develop understanding of the VTLM2	✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ a .6 Curriculum Learning Specialist	✓ Principal	✓ PLP Priority	from: Term 1 to: Term 4	\$69,000.00 ✓ Equity funding will be used
Curriculum Learning Specialist and Principal Class classroom observations	✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide extra classroom support for students with additional needs.	✓ Principal	✓ PLP Priority	from: Term 1 to: Term 4	\$50,000.00 ✓ Equity funding will be used ✓ Other funding will be used
KIS 1.e The strategic direction and deployment of resources to create and reflect shared goals and values; high	Develop leadership capacity to embed a PLC culture, characterised by collaborative inquiry, peer observation and feedback and shared accountability for continuous improvement.			

expectations; and a positive, safe and orderly learning environment				
Actions	Modify the PLC minutes template Whole school processes and protocols for recording lessons will be developed and agreed upon, including how the sharing, storage and discussion of recordings will occur Identify how and when peer observation will take place Peer observations through recordings of agreed focus will be part of every PLC cycle Teachers will develop personal teaching goals that may or may not be consistent with the PLC Inquiry cycle SIT will closely monitor the PLC inquiry cycles of each team Feedback will be provided to PLCs Principal Class will conduct regular, planned classroom visits that include discussion and feedback to teachers Principal Class will conduct unscheduled walkthroughs as a basis for staff Professional Learning and discussion			
Outcomes	PLCs will implement the peer observation process consistently across the school Teachers will share their personal teaching goals with the leadership team By following the agreed process, teachers will receive and act on feedback from their teams and leadership			
Success Indicators	Teachers will understand and articulate the importance of reflection on their teaching practice and of implementing changes to teaching practice to improve student outcomes Staff survey will show an increase on professional learning through peer observation (positive 21%, neutral 50% not positive 29%)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Through consultation, whole school processes and protocols for recording lessons and subsequent sharing, storage and discussion of recordings will be developed	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 1	\$0.00
Peer Observations and feedback will become embedded in everyday practices.	☒ Curriculum co-ordinator (s) ☒ Leadership team	☒ PLP Priority	from: Term 1	\$0.00

			to: Term 3	
Principal Class will conduct regular, planned classroom visits that include discussion and feedback to teachers.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Principal Class will conduct unscheduled walkthroughs as a basis for staff professional learning and discussion.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Improve student engagement and participation in learning.			
12-month target 2.1	Student voice and agency from 38% Stimulated learning from 52% Sense of confidence from 58% Effective teaching time from 71%			
12-month target 2.2	Use student feedback to improve practice from 71% (2024 having already exceeded the 2026 SSP level) Focus learning on real-life problems from 86% (2024 having already exceeded the 2026 SSP level) Promote student ownership of learning goals from 86% (2024 having already exceeded the 2026 SSP level)			
12-month target 2.3	Student agency and voice from 69% Stimulating learning environment from 67%			
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Build teacher knowledge and practice to activate student voice, agency and leadership.			

safe and orderly learning environment					
Actions	Continue to implement The Resilience Project (TRP) across the school Employ a Mental Health Leader for 2 days each week to work with staff on developing student confidence Continue promoting House Spirit throughout the school Increase the importance and profile of Junior School Council throughout the school Developing students who see themselves as self-regulated learners				
Outcomes	Learning will become more focussed as students develop their understanding of what a good learning environment looks and sounds like Students will become more resilient Staff and students will become more consistent with classroom and yard expectations The sense of belonging will increase (to school, to House, to class) Students will feel that they are heard and that their thoughts and feelings are valued Students will be able to discuss what it means to be a learner				
Success Indicators	Student engagement in learning will increase and will be obvious to observers Students will display problem solving skills for minor setbacks Students will require fewer reminders of appropriate behaviour in the classroom Students will require fewer reminders of appropriate movement around the school Teachers and Junior School Council members will report on frequency of reminders both in and out of the classroom. Student surveys (including TRP) Observation of class discussions during Circle Time and teaching and learning times Increase in the AToSS across the areas of Effective Teaching Practices for Cognitive Engagement and Learner characteristics and disposition				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Promote the Junior School Council across the school as a body that contibutes to improving our school for all		✔ All staff	✔ PLP Priority	from: Term 1	\$0.00

			to: Term 1	
Continue the work on metacognition in all classrooms	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase The Resilience Project	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	\$9,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Mental Health Leader	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 3	\$80,000.00 ☑ Other funding will be used
Designate teachers to work with student leaders	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Designate staff member to manage the JSC and ensure engagement in activities across the school	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00

Student leaders attend leadership conference	☒ Student leadership coordinator	☒ PLP Priority	from: Term 1 to: Term 1	\$0.00 ☒ Other funding will be used
Provide CRT to cover teachers for PD from Mental Health Leader	☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Employ a Chaplain .2	☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$24,000.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ a wellbeing teacher to manage Disability and Inclusion	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$48,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Employ Education Support staff to support PSD and DI students	☒ Principal	☒ PLP Priority	from: Term 1	\$100,000.00

			to: Term 4	☒ Disability Inclusion Tier 2 Funding will be used
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to provide effective learning focused feedback to students.			
Actions	Develop a Cardinia Primary School Playbook that includes processes for providing feedback to students Improve classroom environment with common expectations to facilitate more opportunities for teacher/student individual and small group interaction Increase expectation that written and verbal feedback will be provided on a regular basis Provide professional learning in student led goal setting			
Outcomes	Staff expectations for student engagement will become consistent and actioned throughout the school Because students are engaged in their learning, staff will have greater opportunity to provide feedback to students Students will set individual goals in literacy and numeracy Student workbooks will show evidence of feedback from teachers			
Success Indicators	Student workbooks Observations by Leadership Team Records of student goals and achievement AToSS results			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Conduct Professional Learning on feedback and goal setting.	✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 2	\$0.00
Classroom observations and walkthroughs to ensure expectations are met.	✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a Cardinia Primary School Playbook of all processes and expectations for teaching and learning across the school.	✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 1	\$0.00
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop metacognitive strategies to enable students to become self-regulated learners			
Actions	Develop students who are eager to learn and develop their own learning trajectory with teacher assistance Explicitly teaching students how to think and how to approach their learning which makes learning visible to the student Use of student assessment (success criteria etc) Understanding and utilising a growth mindset towards their learning through The Resilience Project as well as other lessons			
Outcomes	That students look at and understand the Learning Intentions and Success Criteria before, during and after a lesson Students are able to evaluate and articulate their progress towards completing a task/outcome Students will report higher levels of confidence when talking about their learning Students will experience success and celebrate the acquisition of knowledge			

Success Indicators	Displays in the classrooms reflecting a growth mindset or continuum Checklist/rubric used by students to monitor their growth Observations of classroom teaching and learning by the Leadership Team			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Maintain discussions about metacognition in all staff Professional Learning, team planning and in PLC meetings.	☒ Curriculum co-ordinator (s) ☒ Leadership team ☒ PLC leaders	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
All teaching staff explicitly teach metacognitive strategies in literacy and numeracy lessons every day.	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$117,469.83	\$117,469.83	\$0.00
Disability Inclusion Tier 2 Funding	\$147,294.24	\$147,294.24	\$0.00
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
Total	\$292,366.57	\$292,366.57	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ a .6 Curriculum Learning Specialist	\$69,000.00
Provide extra classroom support for students with additional needs.	\$50,000.00
Purchase The Resilience Project	\$9,500.00
Provide CRT to cover teachers for PD from Mental Health Leader	\$10,000.00
Employ a Chaplain .2	\$24,000.00
Employ a wellbeing teacher to manage Disability and Inclusion	\$48,000.00
Employ Education Support staff to support PSD and DI students	\$100,000.00
Totals	\$310,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a .6 Curriculum Learning Specialist	from: Term 1 to: Term 4	\$69,000.00	☒ School-based staffing
Provide extra classroom support for students with additional needs.	from: Term 1 to: Term 4	\$48,469.83	☒ School-based staffing ☒ CRT
Totals		\$117,469.83	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide CRT to cover teachers for PD from Mental Health Leader	from: Term 1 to: Term 4	\$10,000.00	☒ CRT •
Employ a wellbeing teacher to manage Disability and Inclusion	from: Term 1 to: Term 4	\$48,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties •

Employ Education Support staff to support PSD and DI students	from: Term 1 to: Term 4	\$89,294.24	☒ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$147,294.24	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Purchase The Resilience Project	from: Term 1 to: Term 4	\$9,500.00	☒ The Resilience Project
Employ a Chaplain .2	from: Term 1 to: Term 4	\$18,102.50	☒ Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$27,602.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Review scope and sequence documents	☒ Leadership team ☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 2	☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ Internal staff ☒ Departmental resources Phonics Program	☒ On-site
Conduct Professional Learning for F-2 staff in Phonics	☒ Leadership team ☒ Learning specialist(s)	from: Term 1 to: Term 2	☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Departmental resources Phonics program	☒ On-site
Monitor planning and delivery of lessons in Phonics	☒ Leadership team	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Curriculum Day to develop understanding of the VTLM 2.0	☒ Leadership team	from: Term 1 to: Term 1	☒ Collaborative inquiry/action research team ☒ Curriculum development	☒ Whole school pupil free day	☒ Departmental resources VTLM ☒ Pedagogical Model	☒ On-site

					☒ High Impact Teaching Strategies (HITS)	
Staff Meetings to follow up Curriculum Day and to continue to develop understanding of the VTLM2	☒ Leadership team	from: Term 1 to: Term 4	☒ Planning ☒ Collaborative inquiry/action research team ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Departmental resources VTLM	☒ On-site
Employ a .6 Curriculum Learning Specialist	☒ Principal	from: Term 1 to: Term 4	☒ Design of formative assessments ☒ Moderated assessment of student learning ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Primary Mathematics and Science specialists ☒ Learning specialist	☒ On-site
Curriculum Learning Specialist and Principal Class classroom observations	☒ Leadership team	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection ☒ Individualised reflection	☒ Formal school meeting / internal professional learning sessions	☒ Primary Mathematics and Science specialists ☒ Literacy expertise ☒ Internal staff	☒ On-site
Provide extra classroom support for students with additional needs.	☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site

Through consultation, whole school processes and protocols for recording lessons and subsequent sharing, storage and discussion of recordings will be developed	☒ All staff	from: Term 1 to: Term 1	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Peer Observations and feedback will become embedded in everyday practices.	☒ Curriculum co-ordinator (s) ☒ Leadership team	from: Term 1 to: Term 3	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Principal Class will conduct regular, planned classroom visits that include discussion and feedback to teachers.	☒ Leadership team	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection ☒ Individualised reflection	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Principal Class will conduct unscheduled walkthroughs as a basis for staff professional learning and discussion.	☒ Leadership team	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Promote the Junior School Council across the school as a body that contributes to improving our school for all	☒ All staff	from: Term 1 to: Term 1	☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site

Continue the work on metacognition in all classrooms	✓ All staff	from: Term 1 to: Term 4	✓ Collaborative inquiry/action research team ✓ Peer observation including feedback and reflection ✓ Student voice, including input and feedback	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Internal staff	✓ On-site
Purchase The Resilience Project	✓ Assistant principal	from: Term 1 to: Term 4	✓ Collaborative inquiry/action research team ✓ Student voice, including input and feedback	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Employ Mental Health Leader	✓ Principal	from: Term 1 to: Term 3	✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Designate teachers to work with student leaders	✓ Leadership team	from: Term 1 to: Term 4	✓ Student voice, including input and feedback	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Designate staff member to manage the JSC and	✓ Principal	from: Term 1	✓ Student voice, including input and feedback	✓ Formal school meeting / internal	✓ Internal staff	✓ On-site

ensure engagement in activities across the school		to: Term 4		professional learning sessions		
Student leaders attend leadership conference	✔ Student leadership coordinator	from: Term 1 to: Term 1	✔ Student voice, including input and feedback	✔ Timetabled planning day	✔ Internal staff	✔ Off-site 2 staff members will accompany our student leaders to a conference in the city.
Provide CRT to cover teachers for PD from Mental Health Leader	✔ Principal	from: Term 1 to: Term 4	✔ Collaborative inquiry/action research team ✔ Curriculum development	✔ Formal school meeting / internal professional learning sessions	✔ Internal staff	✔ On-site
Employ a Chaplain .2	✔ Principal	from: Term 1 to: Term 4	✔ Student voice, including input and feedback	✔ Formal school meeting / internal professional learning sessions	✔ Internal staff	✔ On-site
Employ Education Support staff to support PSD and DI students	✔ Principal	from: Term 1 to: Term 4	✔ Planning ✔ Preparation	✔ Formal school meeting / internal professional learning sessions	✔ Internal staff	✔ On-site
Conduct Professional Learning on feedback and goal setting.	✔ Leadership team	from: Term 1	✔ Curriculum development	✔ Formal school meeting / internal	✔ Internal staff	✔ On-site

		to: Term 2	☒ Student voice, including input and feedback	professional learning sessions		
Classroom observations and walkthroughs to ensure expectations are met.	☒ Leadership team	from: Term 1 to: Term 4	☒ Curriculum development ☒ Individualised reflection	☒ Timetabled planning day	☒ Internal staff	☒ On-site
Develop a Cardinia Primary School Playbook of all processes and expectations for teaching and learning across the school.	☒ Leadership team	from: Term 1 to: Term 1	☒ Planning ☒ Preparation ☒ Collaborative inquiry/action research team	☒ Whole school pupil free day	☒ Internal staff	☒ On-site
Maintain discussions about metacognition in all staff Professional Learning, team planning and in PLC meetings.	☒ Curriculum co-ordinator (s) ☒ Leadership team ☒ PLC leaders	from: Term 1 to: Term 4	☒ Collaborative inquiry/action research team ☒ Peer observation including feedback and reflection	☒ Timetabled planning day	☒ Internal staff	☒ On-site
All teaching staff explicitly teach metacognitive strategies in literacy and numeracy lessons every day.	☒ All staff	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site

