

# 2025 Annual Implementation Plan

## for improving student outcomes

Clayton North Primary School (0734)



Submitted for review by Sue Simadri (School Principal) on 03 January, 2025 at 01:56 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 18 February, 2025 at 11:49 AM

<b>Goal 1</b>	<b>Optimise the learning growth of every student in all areas of the curriculum.</b>
<b>12-month target 1.1</b>	<p>In 2025, decrease the percentage of Year F-6 students assessed as below age expected Victorian Curriculum Level in the following areas:</p> <p>Reading and Viewing from Sem 1 2024 8% to 5%.  Writing from 9% in Sem 1 2024 to 7%  Mathematics from 14% Sem 1 2024 to 12%.</p>
<b>12-month target 1.2</b>	<p>In 2025, increase the percentage of Year 1-6 students achieving above expected (more than one Victorian Curriculum Level of learning) growth in the following areas:</p> <p>Reading and Viewing from 23% in Sem 1 2024 to 25%  Speaking and Listening from 14% in Sem 1 2024 to 16%  Writing from 19% in Sem 1 2024 to 22%  Mathematics from 12% in Sem 1 2024 to 16%.</p>
<b>12-month target 1.3</b>	<p>By 2025, increase the percentage of Year 5 students in the NAPLAN Exceeding proficiency level in:</p> <p>Maintain Reading from 35% in 2024.  Writing from 15% in 2024 to 17%  Numeracy from 11% in 2024 to 15%</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>
<b>12-month target 1.4</b>	<p>By 2025, increase the percentage of staff responding positively to the School Staff Survey in the following factors:</p> <p>Teacher collaboration from 33% in 2024 to 55%  Academic emphasis from 74% in 2024 to 78%  Understand formative assessment from 64% in 2024 to 70%  Understand how to analyse data from 36% in 2024 to 55%.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Develop and embed the Clayton North whole-school instructional model.	Yes
<b>KIS 1.b</b> Teaching and learning	Develop a consistent approach to planning against the VC 2.0 and EAL pathways that utilises diagnostic data to identify point of need.	Yes
<b>KIS 1.c</b> Teaching and learning	Build teacher understanding and application of VC 2.0 and EAL pathways to extend student growth.	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>KIS2.a :There is ongoing work to be done in this area. We have developed our agreed Instructional model and now the work is to embed it as a whole school process. This will lead to time for planning being maximised and more focussed on learning. In self evaluation we had not consolidated this work. Teachers during review reported being unsure if there whas a whole school approach. Therefore the work must begin with ensuring that all staff planning and teaching reflects the Instructional Model.</p> <p>KIS2.b: A whole school planning document has been developed but is not yet consistently embedded in all teaching teams. If we have developed a consistent planner based on data and agreed protocols we will be able to target teaching to point of need and the learning needs of students. Taking away the cognitive load of how to record planning so that teachers can focus more on the 'what' - using an agreed template adresses our staff data about collaboration as there were multiple sessions with whole staff and SIT to develop this document. All teams planning in the same way will allow for transparency and tracking of work to improve learning outcomes for particular cohorts of students.</p> <p>KIS2.c: Work needs to happen on building a rich understanding of the explicit teaching component of the VTLM2.0. Building knowledge of what makes quality explicit teaching, how to reduce the cognitive load on students, new concepts will be retained reinforced and applied. Teacher PL on quality Explicit Teaching.</p>	

<b>Goal 2</b>	<b>Strengthen student agency, inclusion, and wellbeing.</b>	
<b>12-month target 2.1</b>	<p>By 2025, increase the percentage of Year 4 to 6 students responding positively to the Attitudes to School Survey (AtoSS) items:</p> <p>I can talk to my teacher if something's worrying me from 72% in 2024 to 75%  I am learning things that really interest me maintain at 87%  I have a say in the things I learn from 66% in 2024 to 68%  Introducing yourself to someone for the first time from 75% in 2024 to 80%.</p>	
<b>12-month target 2.2</b>	<p>By 2025, increase the percentage of staff responding positively to the School Staff Survey for the following factors:</p> <p>Parent and community involvement from 74% in 2024 to 77%  Trust in students and parents maintain at 87% in 2025.</p>	
<b>12-month target 2.3</b>	<p>By 2025, increase the percentage of parents responding positively to the Parent, Guardian, Caregiver Opinion Survey for the following factors:</p> <p>Stimulating learning environment from 84% in 2024 to 86%  Maintain parent participation and involvement at 90% in 2024.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Engagement	Build student inclusion through goal setting and real life learning.	No
<b>KIS 2.b</b> Engagement	Embed a strong transition program that engages students, families, and staff.	No
<b>KIS 2.c</b> Teaching and learning	Build teacher knowledge of the needs of vulnerable/priority cohorts.	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.

KIS3.c: The deeper understanding of our vulnerable cohorts will be reflected in teacher planning. This work will support documentation for students identified for DI Profile as well as all students requiring adjustments. Building teachers' knowledge of how to cater to different cohorts - particularly our EAL students and students with identified learning needs beyond what quality differentiation can provide. PL is required to upskill staff on the change from PSD to DI.

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Optimise the learning growth of every student in all areas of the curriculum.
<b>12-month target 1.1</b>	<p>In 2025, decrease the percentage of Year F-6 students assessed as below age expected Victorian Curriculum Level in the following areas:</p> <p>Reading and Viewing from Sem 1 2024 8% to 5%.  Writing from 9% in Sem 1 2024 to 7%  Mathematics from 14% Sem 1 2024 to 12%.</p>
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<b>12-month target 1.3</b>	<p>By 2025, increase the percentage of Year 5 students in the NAPLAN Exceeding proficiency level in:</p> <p>Maintain Reading from 35% in 2024.  Writing from 15% in 2024 to 17%  Numeracy from 11% in 2024 to 15%</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>
<b>12-month target 1.4</b>	<p>By 2025, increase the percentage of staff responding positively to the School Staff Survey in the following factors:</p> <p>Teacher collaboration from 33% in 2024 to 55%  Academic emphasis from 74% in 2024 to 78%  Understand formative assessment from 64% in 2024 to 70%  Understand how to analyse data from 36% in 2024 to 55%.</p>

<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed the Clayton North whole-school instructional model.
<b>Actions</b>	<p>Theory of action:  IF we embed a whole school approach to implementing the Clayton North Instructional Model,  Then, improvements will occur across the school in the explicit teaching, formative assessment, and review/feedback stages.  SO that teachers will successfully use the PLC model to ensure improved teaching practice.  And improve student learning outcomes in Literacy and Numeracy.</p> <p>The key actions for this KIS are:  1. Upskilling of teachers in the stages of the CNPS IM - explicit teaching, formative assessment, and feedback.  2. Develop learning walks/feedback processes and protocols.  3. Develop the PLC model with fidelity to be practical and sustainable.</p>
<b>Outcomes</b>	<p>Leaders:  * Ability to track consistency of processes and approaches across the school.  * Ability to monitor consistency of the PLC process across the school.  * Common language used when talking about practice.  * The core work will be focused on school improvement.</p> <p>Staff:  * Increased confidence in the CNPS IM model and their role in it.  * Planners will reflect all elements of the CNPS IM.  * Efficient and productive planning meetings.  * Implementation of the PLC model to drive their practice.  * Increased clarity and use of the PLC Model.</p> <p>Students:  * Improved student outcomes.</p>

	<ul style="list-style-type: none"> <li>* Learn strategies that they can apply to their learning.</li> <li>* Understanding of lesson instructional model, increased certainty, decreased cognitive load.</li> </ul>				
<b>Success Indicators</b>	<p>Early Indicators:</p> <p>Whole School professional learning in understanding explicit teaching, formative assessment and effective feedback.</p> <p>Exit tickets from PL and teacher surveys.</p> <p>Implementation of the CNPS Instructional model with emphasis on Foundation to Year 2 phonics approach.</p> <p>Implementation of the literacy and numeracy workbooks to support and enhance student learning.</p> <p>Evidence of phonics lessons in planning documents.</p> <p>Regular measuring of growth/ impact of student learning in literacy and numeracy. Data walls.</p> <p>Regular learning walks by leadership to promote teacher confidence in effectively using the CNPS IM.</p> <p>Student engagement in their learning; student surveys.</p> <p>Build teachers' confidence in data analysis.</p> <p>Planning documents.</p> <p>Late indicators:</p> <p>Continued evaluation and reflection on CNPS IM journey. Teacher surveys.</p> <p>Continued PL and Peer Observation.</p> <p>SSS data.</p> <p>Parent Opinion Survey data.</p> <p>Planning docs and evidence of implementation of CNPS IM and VTLM 2.0.</p> <p>Improved F-2 phonics data.</p> <p>Increased student engagement in Literacy and Numeracy tasks in class.</p> <p>Increased teacher confidence in data analysis. Data walls.</p> <p>Whole-school documented scope and sequence in Literacy and Numeracy.</p> <p>NAPLAN</p> <p>AToSS</p> <p>PAT</p>				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>	



<p>Principal:</p> <ul style="list-style-type: none"> <li>* Mobilise and maximise resources including staff to lead and implement priority areas.</li> <li>* Ensure implementation of CNPS IM.</li> <li>* Develop PL planner/ Meeting schedule to facilitate understanding of the CNPS IM.</li> <li>* Identify and communicate the expected outcomes for the Sub-school and Vertical teams.</li> <li>* Facilitate SIT meetings and ensure priorities are analysed.</li> <li>* Work with AP and LS to develop staff PL.</li> <li>* Participate in Learning Walks to observe the CNPS Instructional Model.</li> <li>* Communication of school's priorities through actions, PL, community events, newsletters, School Council agendas and newsletters.</li> <li>* Production of Staff Handbook - listing priorities, non-negotiables, roles and responsibilities, frameworks/programs and consistent practices.</li> <li>* Oversee the PDP process.</li> <li>* Coordinate Curriculum Days and PL.</li> <li>* Monitor progress against the AIP.</li> <li>* Resources for ES to support students.</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>* Timetable to enable implementation of priority by providing time for numeracy/ literacy/EAL/Team leaders.</li> <li>* Mentor leaders in Learning Walks and timetable SIT members for Learning Walks.</li> <li>* Organise CRT release to undertake peer observations.</li> <li>* Schedule and participate in Peer Observation discussions.</li> <li>* Review and update peer observation protocols.</li> <li>* Schedule PLC inquiry cycles throughout the year.</li> <li>* Build teacher capacity to analyse data and plan using the data collected.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

<ul style="list-style-type: none"> <li>* Organise release for leaders to attend network meetings, COPs, Leaders Capabilities Days and individual PL.</li> <li>* Work with Level Leaders on PLC inquiry cycles - short-term goals and success of implementation.</li> <li>* Implementation of Elastik to support PLC.</li> <li>* Co-ordinate Curriculum Days and PL.</li> <li>* Monitor progress against the AIP.</li> <li>* Facilitate links with other schools for networking, PPD days and school visits.</li> <li>* Lead PL sessions in priorities for staff.</li> </ul>				
<p>Learning Specialist - EAL</p> <ul style="list-style-type: none"> <li>* Co-lead the Vertical Team - Literacy.</li> <li>* Utilise timetabled opportunities to team teach/support teachers in building their practice.</li> <li>* Mentor and coach new staff.</li> <li>* Undertake learning walks to strengthen consistent practice of the school IM.</li> <li>* Model lessons of elements of the IM and VTLM2.0.</li> </ul>	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
<p>Literacy Leader:</p> <ul style="list-style-type: none"> <li>* Member of SIT.</li> <li>* Undertake learning walks to strengthen consistent practice of the school IM.</li> <li>* Utilise timetabled opportunities to team teach/ support teachers in building their practice.</li> <li>* Lead whole school Literacy Inquiry Cycles in at least one term.</li> </ul>	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>Numeracy Leader:</p> <ul style="list-style-type: none"> <li>* Member of SIT.</li> <li>* Undertake learning walks to strengthen consistent practice of the school IM.</li> <li>* Utilise timetabled opportunities to team teach/ support teachers in building their practice.</li> </ul>	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

* Lead whole school Literacy Inquiry Cycles in at least one term.				
<p>Team Leaders:</p> <ul style="list-style-type: none"> <li>* Lead Sub-school teams in priority areas.</li> <li>* Prepare for planning meetings, maintain team protocols, and ensure effective use of time.</li> <li>* Provide leadership and guidance to team members, and suitable delegation of tasks.</li> <li>* Ensure planning documents are in line with IM.</li> </ul>	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Teachers:</p> <ul style="list-style-type: none"> <li>* Implement the Clayton North IM.</li> <li>* Develop increased understanding of the CNPS IM through school-provided PL.</li> <li>* Implement the DE F-2 Phonics program.</li> <li>* Implement effective use of the student literacy and numeracy workbooks.</li> <li>* Build classroom routines in line with the SWPBS Behaviour Matrix to develop clear expectations of lesson structure, transitions, personal responsibility and goal setting.</li> <li>* Select students for the weekly LOTW based on academic progress.</li> <li>* Support the TLI program.</li> <li>* Participate in Peer Observation each term to improve teaching capabilities.</li> <li>* Participate in PL, undertake professional readings and discuss strategies with colleagues to implement explicit teaching in the classroom.</li> <li>* Participate in the sub-school and vertical teams and contribute to whole-school improvement of teaching practice resulting in improved student outcomes.</li> <li>* Mentor new team members &amp; staff.</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

<p>Education Support:</p> <ul style="list-style-type: none"> <li>* Support students transition from one class to another.</li> <li>* Work with groups of students/ individuals at their point of need.</li> <li>* Maintain a record of the support provided, and collect data and work samples.</li> <li>* Access and use classroom anchor charts, manipulatives and resources.</li> <li>* Work closely with classroom teachers to monitor student progress.</li> <li>* Access and utilise students IEPs.</li> <li>* Support students identified in the TLI program.</li> <li>* Support funded students.</li> <li>* Support students requiring extra assistance (Equity Funding).</li> </ul>	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p><b>KIS 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop a consistent approach to planning against the VC 2.0 and EAL pathways that utilises diagnostic data to identify point of need.			
<p><b>Actions</b></p>	<p>THEORY OF ACTION:</p> <p>IF we develop strong curriculum and data analysis skills in teachers, THEN they will be able to target point of need in students. SO that tasks will be differentiated AND students will develop learning growth.</p> <p>The key actions for this KIS are:</p> <ul style="list-style-type: none"> <li>* Building staff capacity in explicit teaching.</li> <li>* Enhanced teacher competency in using data to identify gaps in learning and develop differentiated learning programs.</li> <li>* Develop teachers curriculum knowledge - VC 2.0 and EAL Pathways.</li> </ul>			

<b>Outcomes</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>* Ability to track consistency of process and approaches across the school.</li> <li>* Knowing what assessment strategies are being used across different levels.</li> <li>* Provision of tailored support and assistance to staff.</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>* Planning documents will show entry and exit points that are differentiated therefore indicating point of need planning.</li> <li>* Increased understanding of where students are at and knowing the next point of learning against the Victorian Curriculum.</li> <li>* Improved skills in explicit teaching delivery.</li> <li>* Increased ability to assess students using varied assessment techniques and strategies.</li> <li>* Class teachers work closely with EAL teachers ensuring that all learning is at students' points of need.</li> <li>* The confidence to assess students above the expected level.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>* Retention of knowledge and application of skills.</li> <li>* Increased engagement as learning tasks meet learning needs.</li> <li>* Increase in student learning growth.</li> <li>* Increased knowledge of where they are working and what comes next.</li> </ul>
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>* PAT</li> <li>* NAPLAN</li> <li>* AToSS</li> <li>* Teacher judgement</li> <li>* Planning documents</li> <li>* PL/PLC schedule</li> <li>* Exit tickets from PL</li> <li>* Teacher Surveys</li> <li>* Student Surveys</li> <li>* Learning walks / student articulation of learning</li> <li>* Data Walls</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>* PAT</li> </ul>

	<ul style="list-style-type: none"> <li>* NAPLAN</li> <li>* SSS</li> <li>* POS</li> <li>* EAL database established</li> <li>* Successful new format EAL 3-tier delivery</li> <li>* Teacher judgement</li> <li>* Planning documents</li> <li>* CATs and Rubrics</li> <li>* Teacher and Student Surveys</li> <li>* Coaching templates &amp; related staff feedback</li> <li>* Data Walls</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Principal:</p> <ul style="list-style-type: none"> <li>* Mobilise and maximise resources including staff to lead and implement priority areas.</li> <li>* Monitor targets and overall data.</li> <li>* Establish protocols and meeting schedules/agendas for Vertical and Sub-school Teams to ensure priorities are on track and monitored.</li> <li>* Support and monitor the EAL Team's progress in the new format 3-tier program delivery.</li> <li>* Ensure Literacy and Numeracy programs, including the teaching of reading, writing and Phonics, are adequately resourced.</li> <li>* Ensure students requiring additional support are identified and receive TLI.</li> <li>* Meet with TLI teachers to discuss the program.</li> <li>* Provide opportunities for extension and enrichment programs through the school budget.</li> <li>* Communication of school's priorities through actions, PL, community events, newsletters, School Council agendas and</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>

<p>newsletters</p> <ul style="list-style-type: none"> <li>* Production of Staff Handbook - listing priorities, roles and responsibilities, frameworks and consistent practices.</li> <li>* Oversee PDP process.</li> <li>* Monitor progress against the AIP.</li> <li>* Work with AP, LT and LS to PL staff on how our goals connect to the school's vision and values.</li> <li>* Resource for ES to support students.</li> </ul>				
<p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>* Oversee the teaching and learning of Literacy and Numeracy in line with the VTLM 2.0.</li> <li>* Revise PLC practices.</li> <li>* PD staff to improve understandings of explicit teaching.</li> <li>* Implement, monitor and support explicit teaching in Literacy and Numeracy throughout the school.</li> <li>* Schedule release of leaders to collate curriculum-linked resources and checklists for staff to use.</li> <li>* Coach and model the school IM to 2025 graduates and new staff to support and strengthen their understanding and ability to implement.</li> <li>* New staff induction.</li> <li>* Oversee PDP process.</li> <li>* Monitor progress against the AIP.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
<p>Learning Specialist - EAL</p> <ul style="list-style-type: none"> <li>* Lead the EAL Team and provide guidance, direction and support for the new EAL teacher and Multicultural Education Aide in developing their understanding and confidence in implementing the new 3-tier EAL Program delivery.</li> <li>* Continue to develop knowledge of the EAL Pathways with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best</li> </ul>	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>

<p>practice.</p> <ul style="list-style-type: none"> <li>* Produce policy, processes and documentation as part of whole school practices.</li> <li>* Provide timetabled opportunities to team teach/support teachers in building their practice.</li> <li>* Mentor and coach new staff.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> <li>* Report to SIT on actions undertaken in EAL in relation to AIP goals/targets.</li> </ul>				
<p>Literacy Leader:</p> <ul style="list-style-type: none"> <li>* Lead Literacy PL sessions for staff.</li> <li>* Co-lead the Vertical Team - Literacy.</li> <li>* Continue to unpack the new English Curriculum with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best practice (Attend relevant professional learning).</li> <li>* Continue to review the frameworks/programs currently used across the school to develop a more consistent approach in each year level.</li> <li>* Produce documentation as part of whole school practices.</li> <li>* Lead whole school literacy moderation.</li> <li>* Lead implementation of F-2 scope and sequence for phonics.</li> <li>* Facilitate the development of Common Assessment Tasks and rubrics.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> <li>* Support staff by providing room resources ie. anchor charts, materials that students and teachers can refer to.</li> <li>* Undertake literacy walkthroughs.</li> </ul>	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>



* Report to SIT on actions undertaken in literacy in relation to AIP goals/targets.				
<p>Numeracy Leader:</p> <ul style="list-style-type: none"> <li>* Lead Maths PL sessions for staff on problem-solving and Maths anxiety.</li> <li>* Lead the Vertical Team - Numeracy.</li> <li>* Continue to develop knowledge of the new Maths Curriculum with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best practice (Attend relevant professional learning and MAV Conference).</li> <li>* Continue to review the frameworks/programs currently used across the school to develop a more consistent approach in each year level.</li> <li>* Produce documentation as part of whole school practices.</li> <li>* Lead whole school numeracy moderation.</li> <li>* Facilitate the development of Common Assessment Tasks and rubrics.</li> <li>* Support staff by providing room resources ie. anchor charts, materials that students and teachers can refer to.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> <li>* Undertake numeracy walkthroughs.</li> <li>* Report to SIT on actions undertaken in numeracy in relation to AIP goals/targets.</li> </ul>	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Teachers:</p> <ul style="list-style-type: none"> <li>* Undertake PLC Inquiry Cycles and work with the teaching team.</li> <li>* Uphold the PLC expected behaviours.</li> <li>* Collaborate with team members for data discussions,</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>planning and point of need teaching.</p> <ul style="list-style-type: none"> <li>* Utilise a range of strategies to collect data.</li> <li>* Document the use of differentiated tasks in planners.</li> <li>* Develop a resource bank of pre and post test activities and formative assessment strategies.</li> <li>* Ensure EAL students are identified and working on the curriculum appropriate to them.</li> <li>* Liase with EAL teacher and LS to ensure solid understanding of EAL students and their levels of needs/ knowledge.</li> <li>* Upskill and trial different feedback techniques, providing specific/targeted feedback, providing students with goals for future learning.</li> <li>* Obtain feedback from students re: attitudes towards subjects, content delivered and level of engagement.</li> <li>* Participate in Moderation sessions within their teams and at a whole school level.</li> <li>* Identify vulnerable students and work on development of key progressions (IEP and contact with parents).</li> </ul>				
<p>Education Support:</p> <ul style="list-style-type: none"> <li>* Support students transition from one class to another.</li> <li>* Work with groups of students/ individuals at their point of need.</li> <li>* Maintain a record of the support provided, and collect data and work samples.</li> <li>* Access and use classroom anchor charts, manipulatives and resources.</li> <li>* Work closely with classroom teachers to monitor student progress.</li> <li>* Access and utilise students IEPs.</li> <li>* Support students identified in the EAL program.</li> <li>* Support students requiring extra assistance (Equity Funding).</li> </ul>	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

<b>Goal 2</b>	Strengthen student agency, inclusion, and wellbeing.
<b>12-month target 2.1</b>	<p>By 2025, increase the percentage of Year 4 to 6 students responding positively to the Attitudes to School Survey (AtoSS) items:</p> <p>I can talk to my teacher if something's worrying me from 72% in 2024 to 75%</p> <p>I am learning things that really interest me maintain at 87%</p> <p>I have a say in the things I learn from 66% in 2024 to 68%</p> <p>Introducing yourself to someone for the first time from 75% in 2024 to 80%.</p>
<b>12-month target 2.2</b>	<p>By 2025, increase the percentage of staff responding positively to the School Staff Survey for the following factors:</p> <p>Parent and community involvement from 74% in 2024 to 77%</p> <p>Trust in students and parents maintain at 87% in 2025.</p>
<b>12-month target 2.3</b>	<p>By 2025, increase the percentage of parents responding positively to the Parent, Guardian, Caregiver Opinion Survey for the following factors:</p> <p>Stimulating learning environment from 84% in 2024 to 86%</p> <p>Maintain parent participation and involvement at 90% in 2024.</p>
<b>KIS 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher knowledge of the needs of vulnerable/priority cohorts.
<b>Actions</b>	<p>Theory of Action:</p> <p>IF we optimise a positive, proactive approach to student wellbeing and inclusion.</p> <p>THEN staff will plan tasks taking into account interventions and adjustments</p> <p>SO that the needs and interests of students are met</p> <p>AND overall attendance, connectedness, and engagement improves.</p>

	<p>The key actions for this KIS are:</p> <p>Utilisation of DET personnel (SSS, HWKC, VT, KESO) to support staff in provision of wellbeing. (Referrals, IEPs, Behaviour Support).</p> <p>Establish a Wellbeing Leader.</p> <p>EAL teachers and MEA to support EAL students wellbeing and learning.</p> <p>Upskilling of staff to support vulnerable cohorts, including EAL students.</p> <p>Class teachers monitor student absences/punctuality and maintain accurate record in Compass.</p> <p>Establish a process for follow-up of student attendance.</p> <p>Provision of internal resources and staffing to support student attendance and wellbeing. ie 'attendance officer', EAL Learning Specialist, TLI and Wellbeing Leader.</p>
<b>Outcomes</b>	<p>Community</p> <ul style="list-style-type: none"> <li>* Families understand where to access support and are guided</li> <li>* Families communicate with the school where there are concerns about wellbeing</li> <li>* Families have strategies and goals to assist their child's wellbeing</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>* Vulnerable students identified and monitored.</li> <li>* Increased confidence in supporting staff to implement adjustments.</li> <li>* Resources are sourced and accessed to support students and families.</li> <li>* Increased ability to source support documents needed for DIP meetings.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>* Increased curriculum knowledge and implementation of Respectful Relationships Program into the school.</li> <li>* Greater understanding of neurodiverse students and their needs.</li> <li>* SWPBS data analysed to monitor behaviour concerns throughout the school.</li> <li>* Increased explicit use of feedback strategies.</li> <li>* Increased proactivity in dealing with signs of distress eg. absences</li> <li>* Common language and shared understanding.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>* Understand places, services and people who can support their wellbeing.</li> <li>* Improved social interactions and strategies to assist their wellbeing.</li> <li>* Have avenues to communicate their own level of wellbeing to others.</li> </ul>

	<ul style="list-style-type: none"> <li>* Increased understanding of using feedback to improve and reach goals.</li> <li>* Ability to formulate goals based on their needs.</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>* Class teachers and EAL team working together so that they can support EAL learners in the classroom.</li> <li>* Staff build strong relationships with students.</li> <li>* Parent contact when students are absent/late.</li> <li>* Planners contain adjustments for vulnerable students; differentiation and additional resources.</li> <li>* SSG meeting minutes and IEPs regularly monitored/updated.</li> <li>* PLC minutes evidence work to address learning needs / gaps of vulnerable students.</li> <li>* Compass Chronicle entries.</li> <li>* Use of Student Diary by Yr 3-6 students.</li> <li>* Appropriate professional learning.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>* Appropriate adjustments with the teaching of EAL and catering for diverse learners in the classroom.</li> <li>* DIP documentation.</li> <li>* DIPs successful applications.</li> <li>* Improved attendance data.</li> <li>* Improved AtoSS data.</li> <li>* Student-led goal setting.</li> <li>* Parent Opinion Survey data.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Principal:</p> <ul style="list-style-type: none"> <li>* Monitor financial resources relating to Wellbeing and Disadvantaged Students.</li> <li>* Appoint a Wellbeing Leader and develop role clarity.</li> <li>* Develop a strong Wellbeing Team.</li> <li>* Source PL to support staff - dyslexia, dyscalculia, dysgraphia, ADHD, ASD</li> <li>* Review protocols for dealing with vulnerable students and families.</li> </ul>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$8,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items</li> </ul>

<ul style="list-style-type: none"> <li>* Monitor progress of the new format EAL delivery and EAL documentation.</li> <li>* Promote wellbeing to the school community by providing contacts and external workshop opportunities.</li> <li>* Engage community groups in wellbeing workshops.</li> </ul>				will be used which may include DET funded or free items
<p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>* Implement the new DI model and coordinate Disability Inclusion.</li> <li>* Establish a train-the-trainer program for DI profiles.</li> <li>* Member of Wellbeing Team.</li> <li>* Source PL and/or resources the Schools Mental Health Menu to support the mental health and wellbeing of students and staff.</li> <li>* Engage Speech Pathologist to provide specific PL for staff teams to support students in their cohort.</li> <li>* Monitor 'at risk' students and engage with DE support eg. HWKS key contact, SSSO and external agencies.</li> <li>* Work with families considered vulnerable and highlight the support structures available.</li> <li>* Completion of NCCD.</li> <li>* Monitor chronicle entries of vulnerable students on Compass.</li> <li>* Facilitate implementation of IEPs for funded and vulnerable students.</li> <li>* Engage IT technician and TSSP to support development of an IEP template in Compass.</li> <li>* Oversee implementation of DIP, ATSI students and new students throughout the year.</li> <li>* Oversee Child Safety Practices across the school.</li> <li>* Schedule and facilitate SSG meetings each term with at risk or for identified students.</li> <li>* Oversee transition programs in the school.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<p>Wellbeing Leader:</p> <ul style="list-style-type: none"> <li>* Lead SWPBS and review/update the school behaviour matrix.</li> <li>* Lead Wellbeing Team.</li> <li>* Lead Professional Learning for staff related to wellbeing, SWPBS and Respectful Relationships.</li> <li>* Monitor student attendance by developing a data tracking wall of students with high absenteeism, using 2024 attendance data.</li> <li>* Lead implementation of HIWS.</li> <li>* Promote wellbeing programs on the school Website/Compass/newsletter/Facebook.</li> <li>* Regularly communicate with staff regarding Wellbeing at CNPS.</li> <li>* Source classroom visuals.</li> </ul>	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Transition Coordinator - Foundation:</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Co-ordination of contact with pre school feeders.</li> <li>* Co-ordination of transition reports and dissemination of information across the team.</li> <li>* Lead planning of transition sessions.</li> <li>* Liaise with Assistant Principal regarding any potential PSD/ wellbeing concerns.</li> <li>* Liaise with Principal Team regarding Parent Information session.</li> <li>* Organise opportunities for students from kinder/ foundation to work together throughout the year.</li> </ul> <p>Transition Coordinator - Yr 6</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> </ul>	<input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>* Oversee Transition sessions with local secondary schools.</li> <li>* Support parents with completion of forms and documentation for appeals.</li> <li>* Oversee secondary school transition information completion.</li> </ul> <p>All Levels/Specialists:</p> <ul style="list-style-type: none"> <li>* Plan and coordinate parent events (e.g. Webex presentations, project presentations, Go Public, open classrooms etc)</li> <li>* Lead the implementation of giving effective feedback in the level (including creating checklists and rubrics).</li> <li>* Ensure student wellbeing is a standing agenda item for every planning meeting.</li> <li>* Support new team members, providing appropriate guidance and direction.</li> </ul>				
<p>Teachers:</p> <ul style="list-style-type: none"> <li>* Planning documentation with evidence of adjustments for students.</li> <li>* Adopt and implement the strategies of SWPB into the management of classrooms and school yard.</li> <li>* Undertake Respectful Relationships PL and SWPB training.</li> <li>* Undertake DI PL and contribute to the process when required.</li> <li>* Develop IEPs for funded and vulnerable students; include specific wellbeing goal/s.</li> <li>* Participate and contribute to SSGs.</li> <li>* Chronicle all communications with parents on Compass.</li> <li>* Attend and actively participate in professional development sessions for Wellbeing and Inclusion.</li> <li>* Plan inclusive programs catering for all students, including EAL.</li> <li>* Actively support students with attendance concerns.</li> <li>* Lead and support students in goal setting.</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used



<ul style="list-style-type: none"> <li>* Year 3-6 teachers to support students in regular and effective use of the Student Diary.</li> <li>* Implement Respectful Relationships into weekly work program.</li> <li>* Implement student feedback strategies as discussed in feedback PL.</li> <li>* Use tools for seeking and giving student feedback, such as exit tickets, checklists, rubrics.</li> <li>* Identify and monitor 'at risk' students and 'at risk' families.</li> <li>* Discuss student wellbeing at the beginning of every planning meeting.</li> <li>* Document adjustments for students in planning documents.</li> <li>* Feedback to the Wellbeing Team for follow-up of student wellbeing concerns.</li> </ul>				
<p>Education Support Staff:</p> <ul style="list-style-type: none"> <li>* MEA to work with individual and small group students under guidance of the EAL LS.</li> <li>* Engage in PL / Professional Readings.</li> <li>* Work with students with diverse learning needs.</li> <li>* Develop strong rapport with students.</li> <li>* Support voice by offering students appropriate choices.</li> <li>* Support class teacher with goal setting and review with students.</li> <li>* Support funded students with SSG where applicable.</li> <li>* Assist with the transition process at the start and end of the year.</li> <li>* Provide strategies for students to communicate concerns feelings and thoughts eg. pictures, stories, conversations.</li> <li>* Meet with the Assistant Principal/Principal regularly to discuss the purchase of resources such as sensory items.</li> <li>* Make daily reports on student's academic and social/emotional behaviours and progress.</li> <li>* Provide support to vulnerable students at recess and lunchtime.</li> </ul>	<input checked="" type="checkbox"/> Education support	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$53,924.32	\$48,000.00	\$5,924.32
Disability Inclusion Tier 2 Funding	\$95,031.69	\$88,000.00	\$7,031.69
Schools Mental Health Fund and Menu	\$27,602.50	\$27,000.00	\$602.50
<b>Total</b>	<b>\$176,558.51</b>	<b>\$163,000.00</b>	<b>\$13,558.51</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Principal: * Mobilise and maximise resources including staff to lead and implement priority areas. * Ensure implementation of CNPS IM. * Develop PL planner/ Meeting schedule to facilitate understanding of the CNPS IM. * Identify and communicate the expected outcomes for the Sub-school and Vertical teams. * Facilitate SIT meetings and ensure priorities are analysed. * Work with AP and LS to develop staff PL. * Participate in Learning Walks to observe the CNPS Instructional Model. * Communication of school's priorities through actions, PL, community events, newsletters, School Council agendas and newsletters. * Production of Staff Handbook - listing priorities, non-	\$10,000.00

negotiables, roles and responsibilities, frameworks/programs and consistent practices. * Oversee the PDP process. * Coordinate Curriculum Days and PL. * Monitor progress against the AIP. * Resources for ES to support students.	
Learning Specialist - EAL * Co-lead the Vertical Team - Literacy. * Utilise timetabled opportunities to team teach/support teachers in building their practice. * Mentor and coach new staff. * Undertake learning walks to strengthen consistent practice of the school IM. * Model lessons of elements of the IM and VTLM2.0.	\$4,000.00
Education Support: * Support students transition from one class to another. * Work with groups of students/ individuals at their point of need. * Maintain a record of the support provided, and collect data and work samples. * Access and use classroom anchor charts, manipulatives and resources. * Work closely with classroom teachers to monitor student progress. * Access and utilise students IEPs. * Support students identified in the TLI program. * Support funded students. * Support students requiring extra assistance (Equity Funding).	\$5,000.00
Literacy Leader: * Lead Literacy PL sessions for staff. * Co-lead the Vertical Team - Literacy.	\$2,000.00

<ul style="list-style-type: none"> <li>* Continue to unpack the new English Curriculum with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best practice (Attend relevant professional learning).</li> <li>* Continue to review the frameworks/programs currently used across the school to develop a more consistent approach in each year level.</li> <li>* Produce documentation as part of whole school practices.</li> <li>* Lead whole school literacy moderation.</li> <li>* Lead implementation of F-2 scope and sequence for phonics.</li> <li>* Facilitate the development of Common Assessment Tasks and rubrics.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> <li>* Support staff by providing room resources ie. anchor charts, materials that students and teachers can refer to.</li> <li>* Undertake literacy walkthroughs.</li> <li>* Report to SIT on actions undertaken in literacy in relation to AIP goals/targets.</li> </ul>	
<p>Numeracy Leader:</p> <ul style="list-style-type: none"> <li>* Lead Maths PL sessions for staff on problem-solving and Maths anxiety.</li> <li>* Lead the Vertical Team - Numeracy.</li> <li>* Continue to develop knowledge of the new Maths Curriculum with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best practice (Attend relevant professional learning and</li> </ul>	\$2,000.00

<p>MAV Conference).</p> <ul style="list-style-type: none"> <li>* Continue to review the frameworks/programs currently used across the school to develop a more consistent approach in each year level.</li> <li>* Produce documentation as part of whole school practices.</li> <li>* Lead whole school numeracy moderation.</li> <li>* Facilitate the development of Common Assessment Tasks and rubrics.</li> <li>* Support staff by providing room resources ie. anchor charts, materials that students and teachers can refer to.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> <li>* Undertake numeracy walkthroughs.</li> <li>* Report to SIT on actions undertaken in numeracy in relation to AIP goals/targets.</li> </ul>	
<p>Education Support:</p> <ul style="list-style-type: none"> <li>* Support students transition from one class to another.</li> <li>* Work with groups of students/ individuals at their point of need.</li> <li>* Maintain a record of the support provided, and collect data and work samples.</li> <li>* Access and use classroom anchor charts, manipulatives and resources.</li> <li>* Work closely with classroom teachers to monitor student progress.</li> <li>* Access and utilise students IEPs.</li> <li>* Support students identified in the EAL program.</li> <li>* Support students requiring extra assistance (Equity Funding).</li> </ul>	\$2,000.00
<p>Principal:</p> <ul style="list-style-type: none"> <li>* Monitor financial resources relating to Wellbeing and</li> </ul>	\$8,000.00

<p>Disadvantaged Students.</p> <ul style="list-style-type: none"> <li>* Appoint a Wellbeing Leader and develop role clarity.</li> <li>* Develop a strong Wellbeing Team.</li> <li>* Source PL to support staff - dyslexia, dyscalculia, dysgraphia, ADHD, ASD</li> <li>* Review protocols for dealing with vulnerable students and families.</li> <li>* Monitor progress of the new format EAL delivery and EAL documentation.</li> <li>* Promote wellbeing to the school community by providing contacts and external workshop opportunities.</li> <li>* Engage community groups in wellbeing workshops.</li> </ul>	
<p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>* Implement the new DI model and coordinate Disability Inclusion.</li> <li>* Establish a train-the-trainer program for DI profiles.</li> <li>* Member of Wellbeing Team.</li> <li>* Source PL and/or resources the Schools Mental Health Menu to support the mental health and wellbeing of students and staff.</li> <li>* Engage Speech Pathologist to provide specific PL for staff teams to support students in their cohort.</li> <li>* Monitor 'at risk' students and engage with DE support eg. HWKS key contact, SSSO and external agencies.</li> <li>* Work with families considered vulnerable and highlight the support structures available.</li> <li>* Completion of NCCD.</li> <li>* Monitor chronicle entries of vulnerable students on Compass.</li> <li>* Facilitate implementation of IEPs for funded and vulnerable students.</li> <li>* Engage IT technician and TSSP to support development of an IEP template in Compass.</li> </ul>	<p>\$10,000.00</p>

<ul style="list-style-type: none"> <li>* Oversee implementation of DIP, ATSI students and new students throughout the year.</li> <li>* Oversee Child Safety Practices across the school.</li> <li>* Schedule and facilitate SSG meetings each term with at risk or for identified students.</li> <li>* Oversee transition programs in the school.</li> </ul>	
<p>Wellbeing Leader:</p> <ul style="list-style-type: none"> <li>* Lead SWPBS and review/update the school behaviour matrix.</li> <li>* Lead Wellbeing Team.</li> <li>* Lead Professional Learning for staff related to wellbeing, SWPBS and Respectful Relationships.</li> <li>* Monitor student attendance by developing a data tracking wall of students with high absenteeism, using 2024 attendance data.</li> <li>* Lead implementation of HIWS.</li> <li>* Promote wellbeing programs on the school Website/Compass/newsletter/Facebook.</li> <li>* Regularly communicate with staff regarding Wellbeing at CNPS.</li> <li>* Source classroom visuals.</li> </ul>	\$5,000.00
<p>Transition Coordinator - Foundation:</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Co-ordination of contact with pre school feeders.</li> <li>* Co-ordination of transition reports and dissemination of information across the team.</li> <li>* Lead planning of transition sessions.</li> <li>* Liaise with Assistant Principal regarding any potential PSD/ wellbeing concerns.</li> <li>* Liaise with Principal Team regarding Parent Information session.</li> <li>* Organise opportunities for students from kinder/</li> </ul>	\$5,000.00



<p>foundation to work together throughout the year.</p> <p>Transition Coordinator - Yr 6</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Oversee Transition sessions with local secondary schools.</li> <li>* Support parents with completion of forms and documentation for appeals.</li> <li>* Oversee secondary school transition information completion.</li> </ul> <p>All Levels/Specialists:</p> <ul style="list-style-type: none"> <li>* Plan and coordinate parent events (e.g. Webex presentations, project presentations, Go Public, open classrooms etc)</li> <li>* Lead the implementation of giving effective feedback in the level (including creating checklists and rubrics).</li> <li>* Ensure student wellbeing is a standing agenda item for every planning meeting.</li> <li>* Support new team members, providing appropriate guidance and direction.</li> </ul>	
<p>Teachers:</p> <ul style="list-style-type: none"> <li>* Planning documentation with evidence of adjustments for students.</li> <li>* Adopt and implement the strategies of SWPB into the management of classrooms and school yard.</li> <li>* Undertake Respectful Relationships PL and SWPB training.</li> <li>* Undertake DI PL and contribute to the process when required.</li> <li>* Develop IEPs for funded and vulnerable students; include specific wellbeing goal/s.</li> <li>* Participate and contribute to SSGs.</li> <li>* Chronicle all communications with parents on</li> </ul>	<p>\$5,000.00</p>

<p>Compass.</p> <ul style="list-style-type: none"> <li>* Attend and actively participate in professional development sessions for Wellbeing and Inclusion.</li> <li>* Plan inclusive programs catering for all students, including EAL.</li> <li>* Actively support students with attendance concerns.</li> <li>* Lead and support students in goal setting.</li> <li>* Year 3-6 teachers to support students in regular and effective use of the Student Diary.</li> <li>* Implement Respectful Relationships into weekly work program.</li> <li>* Implement student feedback strategies as discussed in feedback PL.</li> <li>* Use tools for seeking and giving student feedback, such as exit tickets, checklists, rubrics.</li> <li>* Identify and monitor 'at risk' students and 'at risk' families.</li> <li>* Discuss student wellbeing at the beginning of every planning meeting.</li> <li>* Document adjustments for students in planning documents.</li> <li>* Feedback to the Wellbeing Team for follow-up of student wellbeing concerns.</li> </ul>	
<p>Education Support Staff:</p> <ul style="list-style-type: none"> <li>* MEA to work with individual and small group students under guidance of the EAL LS.</li> <li>* Engage in PL / Professional Readings.</li> <li>* Work with students with diverse learning needs.</li> <li>* Develop strong rapport with students.</li> <li>* Support voice by offering students appropriate choices.</li> <li>* Support class teacher with goal setting and review with students.</li> <li>* Support funded students with SSG where applicable.</li> </ul>	<p>\$10,000.00</p>

<ul style="list-style-type: none"> <li>* Assist with the transition process at the start and end of the year.</li> <li>* Provide strategies for students to communicate concerns feelings and thoughts eg. pictures, stories, conversations.</li> <li>* Meet with the Assistant Principal/Principal regularly to discuss the purchase of resources such as sensory items.</li> <li>* Make daily reports on student's academic and social/emotional behaviours and progress.</li> <li>* Provide support to vulnerable students at recess and lunchtime.</li> </ul>	
<b>Totals</b>	\$68,000.00

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Principal: <ul style="list-style-type: none"> <li>* Mobilise and maximise resources including staff to lead and implement priority areas.</li> <li>* Ensure implementation of CNPS IM.</li> <li>* Develop PL planner/ Meeting schedule to facilitate understanding of the CNPS IM.</li> <li>* Identify and communicate the expected outcomes for the Sub-school and Vertical teams.</li> <li>* Facilitate SIT meetings and ensure priorities are analysed.</li> <li>* Work with AP and LS to</li> </ul>	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

<p>develop staff PL.</p> <ul style="list-style-type: none"> <li>* Participate in Learning Walks to observe the CNPS Instructional Model.</li> <li>* Communication of school's priorities through actions, PL, community events, newsletters, School Council agendas and newsletters.</li> <li>* Production of Staff Handbook - listing priorities, non-negotiables, roles and responsibilities, frameworks/programs and consistent practices.</li> <li>* Oversee the PDP process.</li> <li>* Coordinate Curriculum Days and PL.</li> <li>* Monitor progress against the AIP.</li> <li>* Resources for ES to support students.</li> </ul>			
<p>Learning Specialist - EAL</p> <ul style="list-style-type: none"> <li>* Co-lead the Vertical Team - Literacy.</li> <li>* Utilise timetabled opportunities to team teach/support teachers in building their practice.</li> <li>* Mentor and coach new staff.</li> <li>* Undertake learning walks to strengthen consistent practice of the school IM.</li> <li>* Model lessons of elements of the IM and VTLM2.0.</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$4,000.00	<ul style="list-style-type: none"> <li>✓ Teaching and learning programs and resources</li> <li>✓ CRT</li> </ul>

<p>Education Support:</p> <ul style="list-style-type: none"> <li>* Support students transition from one class to another.</li> <li>* Work with groups of students/ individuals at their point of need.</li> <li>* Maintain a record of the support provided, and collect data and work samples.</li> <li>* Access and use classroom anchor charts, manipulatives and resources.</li> <li>* Work closely with classroom teachers to monitor student progress.</li> <li>* Access and utilise students IEPs.</li> <li>* Support students identified in the TLI program.</li> <li>* Support funded students.</li> <li>* Support students requiring extra assistance (Equity Funding).</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p>	<ul style="list-style-type: none"> <li>✓ Teaching and learning programs and resources</li> <li>✓ Support services</li> </ul>
<p>Literacy Leader:</p> <ul style="list-style-type: none"> <li>* Lead Literacy PL sessions for staff.</li> <li>* Co-lead the Vertical Team - Literacy.</li> <li>* Continue to unpack the new English Curriculum with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	<ul style="list-style-type: none"> <li>✓ Teaching and learning programs and resources</li> <li>✓ Professional development (excluding CRT costs and new FTE)</li> <li>✓ CRT</li> </ul>

<p>knowledge and understand best practice (Attend relevant professional learning).</p> <ul style="list-style-type: none"> <li>* Continue to review the frameworks/programs currently used across the school to develop a more consistent approach in each year level.</li> <li>* Produce documentation as part of whole school practices.</li> <li>* Lead whole school literacy moderation.</li> <li>* Lead implementation of F-2 scope and sequence for phonics.</li> <li>* Facilitate the development of Common Assessment Tasks and rubrics.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> <li>* Support staff by providing room resources ie. anchor charts, materials that students and teachers can refer to.</li> <li>* Undertake literacy walkthroughs.</li> <li>* Report to SIT on actions undertaken in literacy in relation to AIP goals/targets.</li> </ul>			
<p>Numeracy Leader:</p> <ul style="list-style-type: none"> <li>* Lead Maths PL sessions for staff on problem-solving and</li> </ul>	<p>from: Term 1</p>	<p>\$5,000.00</p>	<ul style="list-style-type: none"> <li>☑ Teaching and learning programs and resources</li> <li>☑ Professional development (excluding CRT costs and new FTE)</li> </ul>

<p>Maths anxiety.</p> <ul style="list-style-type: none"> <li>* Lead the Vertical Team - Numeracy.</li> <li>* Continue to develop knowledge of the new Maths Curriculum with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best practice (Attend relevant professional learning and MAV Conference).</li> <li>* Continue to review the frameworks/programs currently used across the school to develop a more consistent approach in each year level.</li> <li>* Produce documentation as part of whole school practices.</li> <li>* Lead whole school numeracy moderation.</li> <li>* Facilitate the development of Common Assessment Tasks and rubrics.</li> <li>* Support staff by providing room resources ie. anchor charts, materials that students and teachers can refer to.</li> <li>* Contribute to the whole school assessment schedule and monitor what assessment strategies are being used across different levels.</li> </ul>	<p>to: Term 4</p>		<p><input checked="" type="checkbox"/> CRT</p>
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<ul style="list-style-type: none"> <li>* Undertake numeracy walkthroughs.</li> <li>* Report to SIT on actions undertaken in numeracy in relation to AIP goals/targets.</li> </ul>			
<p>Transition Coordinator - Foundation:</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Co-ordination of contact with pre school feeders.</li> <li>* Co-ordination of transition reports and dissemination of information across the team.</li> <li>* Lead planning of transition sessions.</li> <li>* Liaise with Assistant Principal regarding any potential PSD/ wellbeing concerns.</li> <li>* Liaise with Principal Team regarding Parent Information session.</li> <li>* Organise opportunities for students from kinder/ foundation to work together throughout the year.</li> </ul> <p>Transition Coordinator - Yr 6</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Oversee Transition sessions with local secondary schools.</li> <li>* Support parents with</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$10,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>



<p>completion of forms and documentation for appeals.</p> <ul style="list-style-type: none"> <li>* Oversee secondary school transition information completion.</li> </ul> <p>All Levels/Specialists:</p> <ul style="list-style-type: none"> <li>* Plan and coordinate parent events (e.g. Webex presentations, project presentations, Go Public, open classrooms etc)</li> <li>* Lead the implementation of giving effective feedback in the level (including creating checklists and rubrics).</li> <li>* Ensure student wellbeing is a standing agenda item for every planning meeting.</li> <li>* Support new team members, providing appropriate guidance and direction.</li> </ul>			
<p>Education Support Staff:</p> <ul style="list-style-type: none"> <li>* MEA to work with individual and small group students under guidance of the EAL LS.</li> <li>* Engage in PL / Professional Readings.</li> <li>* Work with students with diverse learning needs.</li> <li>* Develop strong rapport with students.</li> <li>* Support voice by offering students appropriate choices.</li> <li>* Support class teacher with</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing

<p>goal setting and review with students.</p> <ul style="list-style-type: none"> <li>* Support funded students with SSG where applicable.</li> <li>* Assist with the transition process at the start and end of the year.</li> <li>* Provide strategies for students to communicate concerns feelings and thoughts eg. pictures, stories, conversations.</li> <li>* Meet with the Assistant Principal/Principal regularly to discuss the purchase of resources such as sensory items.</li> <li>* Make daily reports on student's academic and social/emotional behaviours and progress.</li> <li>* Provide support to vulnerable students at recess and lunchtime.</li> </ul>			
<b>Totals</b>		\$48,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Education Support:</p> <ul style="list-style-type: none"> <li>* Support students transition from one class to another.</li> <li>* Work with groups of students/</li> </ul>	from: Term 1	\$4,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul>

<p>individuals at their point of need.</p> <ul style="list-style-type: none"> <li>* Maintain a record of the support provided, and collect data and work samples.</li> <li>* Access and use classroom anchor charts, manipulatives and resources.</li> <li>* Work closely with classroom teachers to monitor student progress.</li> <li>* Access and utilise students IEPs.</li> <li>* Support students identified in the TLI program.</li> <li>* Support funded students.</li> <li>* Support students requiring extra assistance (Equity Funding).</li> </ul>	<p>to: Term 4</p>		<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Education Support:</p> <ul style="list-style-type: none"> <li>* Support students transition from one class to another.</li> <li>* Work with groups of students/ individuals at their point of need.</li> <li>* Maintain a record of the support provided, and collect data and work samples.</li> <li>* Access and use classroom anchor charts, manipulatives and resources.</li> <li>* Work closely with classroom teachers to monitor student progress.</li> <li>* Access and utilise students IEPs.</li> <li>* Support students identified in</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p>	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> <li>•</li> </ul>

the EAL program. * Support students requiring extra assistance (Equity Funding).			
Principal: * Monitor financial resources relating to Wellbeing and Disadvantaged Students. * Appoint a Wellbeing Leader and develop role clarity. * Develop a strong Wellbeing Team. * Source PL to support staff - dyslexia, dyscalculia, dysgraphia, ADHD, ASD * Review protocols for dealing with vulnerable students and families. * Monitor progress of the new format EAL delivery and EAL documentation. * Promote wellbeing to the school community by providing contacts and external workshop opportunities. * Engage community groups in wellbeing workshops.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Assistant Principal: * Implement the new DI model and coordinate Disability Inclusion. * Establish a train-the-trainer program for DI profiles. * Member of Wellbeing Team. * Source PL and/or resources	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul>

<p>the Schools Mental Health Menu to support the mental health and wellbeing of students and staff.</p> <ul style="list-style-type: none"> <li>* Engage Speech Pathologist to provide specific PL for staff teams to support students in their cohort.</li> <li>* Monitor 'at risk' students and engage with DE support eg. HWKS key contact, SSSO and external agencies.</li> <li>* Work with families considered vulnerable and highlight the support structures available.</li> <li>* Completion of NCCD.</li> <li>* Monitor chronicle entries of vulnerable students on Compass.</li> <li>* Facilitate implementation of IEPs for funded and vulnerable students.</li> <li>* Engage IT technician and TSSP to support development of an IEP template in Compass.</li> <li>* Oversee implementation of DIP, ATSI students and new students throughout the year.</li> <li>* Oversee Child Safety Practices across the school.</li> <li>* Schedule and facilitate SSG meetings each term with at risk or for identified students.</li> <li>* Oversee transition programs in the school.</li> </ul>			
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<p>Wellbeing Leader:</p> <ul style="list-style-type: none"> <li>* Lead SWPBS and review/update the school behaviour matrix.</li> <li>* Lead Wellbeing Team.</li> <li>* Lead Professional Learning for staff related to wellbeing, SWPBS and Respectful Relationships.</li> <li>* Monitor student attendance by developing a data tracking wall of students with high absenteeism, using 2024 attendance data.</li> <li>* Lead implementation of HIWS.</li> <li>* Promote wellbeing programs on the school Website/Compass/newsletter/Facebook.</li> <li>* Regularly communicate with staff regarding Wellbeing at CNPS.</li> <li>* Source classroom visuals.</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</li> <li>•</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li>•</li> <li><input checked="" type="checkbox"/> CRT</li> <li>•</li> </ul>
<p>Teachers:</p> <ul style="list-style-type: none"> <li>* Planning documentation with evidence of adjustments for students.</li> <li>* Adopt and implement the strategies of SWPB into the management of classrooms and school yard.</li> <li>* Undertake Respectful Relationships PL and SWPB</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li>•</li> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</li> <li>•</li> </ul>

<p>training.</p> <ul style="list-style-type: none"> <li>* Undertake DI PL and contribute to the process when required.</li> <li>* Develop IEPs for funded and vulnerable students; include specific wellbeing goal/s.</li> <li>* Participate and contribute to SSGs.</li> <li>* Chronicle all communications with parents on Compass.</li> <li>* Attend and actively participate in professional development sessions for Wellbeing and Inclusion.</li> <li>* Plan inclusive programs catering for all students, including EAL.</li> <li>* Actively support students with attendance concerns.</li> <li>* Lead and support students in goal setting.</li> <li>* Year 3-6 teachers to support students in regular and effective use of the Student Diary.</li> <li>* Implement Respectful Relationships into weekly work program.</li> <li>* Implement student feedback strategies as discussed in feedback PL.</li> <li>* Use tools for seeking and giving student feedback, such as exit tickets, checklists, rubrics.</li> <li>* Identify and monitor 'at risk'</li> </ul>			
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<p>students and 'at risk' families.</p> <ul style="list-style-type: none"> <li>* Discuss student wellbeing at the beginning of every planning meeting.</li> <li>* Document adjustments for students in planning documents.</li> <li>* Feedback to the Wellbeing Team for follow-up of student wellbeing concerns.</li> </ul>			
<p>Education Support Staff:</p> <ul style="list-style-type: none"> <li>* MEA to work with individual and small group students under guidance of the EAL LS.</li> <li>* Engage in PL / Professional Readings.</li> <li>* Work with students with diverse learning needs.</li> <li>* Develop strong rapport with students.</li> <li>* Support voice by offering students appropriate choices.</li> <li>* Support class teacher with goal setting and review with students.</li> <li>* Support funded students with SSG where applicable.</li> <li>* Assist with the transition process at the start and end of the year.</li> <li>* Provide strategies for students to communicate concerns feelings and thoughts eg. pictures, stories, conversations.</li> <li>* Meet with the Assistant Principal/Principal regularly to</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul> </li> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>



<p>discuss the purchase of resources such as sensory items.</p> <p>* Make daily reports on student's academic and social/emotional behaviours and progress.</p> <p>* Provide support to vulnerable students at recess and lunchtime.</p>			
<b>Totals</b>		\$88,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Principal:</p> <p>* Monitor financial resources relating to Wellbeing and Disadvantaged Students.</p> <p>* Appoint a Wellbeing Leader and develop role clarity.</p> <p>* Develop a strong Wellbeing Team.</p> <p>* Source PL to support staff - dyslexia, dyscalculia, dysgraphia, ADHD, ASD</p> <p>* Review protocols for dealing with vulnerable students and families.</p> <p>* Monitor progress of the new format EAL delivery and EAL documentation.</p>	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	\$17,000.00	<p>✅ The I CAN School® Mentoring Program (I CAN Network Ltd)</p>

<ul style="list-style-type: none"> <li>* Promote wellbeing to the school community by providing contacts and external workshop opportunities.</li> <li>* Engage community groups in wellbeing workshops.</li> </ul>			
<p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>* Implement the new DI model and coordinate Disability Inclusion.</li> <li>* Establish a train-the-trainer program for DI profiles.</li> <li>* Member of Wellbeing Team.</li> <li>* Source PL and/or resources the Schools Mental Health Menu to support the mental health and wellbeing of students and staff.</li> <li>* Engage Speech Pathologist to provide specific PL for staff teams to support students in their cohort.</li> <li>* Monitor 'at risk' students and engage with DE support eg. HWKS key contact, SSSO and external agencies.</li> <li>* Work with families considered vulnerable and highlight the support structures available.</li> <li>* Completion of NCCD.</li> <li>* Monitor chronicle entries of vulnerable students on Compass.</li> <li>* Facilitate implementation of IEPs for funded and vulnerable</li> </ul>	<p>from: Term 1 to: Term 2</p>	\$10,000.00	<input checked="" type="checkbox"/> Aspire to Lead (Centre for Multicultural Youth)

students. * Engage IT technician and TSSP to support development of an IEP template in Compass. * Oversee implementation of DIP, ATSI students and new students throughout the year. * Oversee Child Safety Practices across the school. * Schedule and facilitate SSG meetings each term with at risk or for identified students. * Oversee transition programs in the school.			
<b>Totals</b>		\$27,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
<p>Principal:</p> <ul style="list-style-type: none"> <li>* Mobilise and maximise resources including staff to lead and implement priority areas.</li> <li>* Ensure implementation of CNPS IM.</li> <li>* Develop PL planner/ Meeting schedule to facilitate understanding of the CNPS IM.</li> <li>* Identify and communicate the expected outcomes for the Sub-school and Vertical teams.</li> <li>* Facilitate SIT meetings and ensure priorities are analysed.</li> <li>* Work with AP and LS to develop staff PL.</li> <li>* Participate in Learning Walks to observe the CNPS Instructional Model.</li> <li>* Communication of school's priorities through actions, PL, community events, newsletters, School Council agendas and newsletters.</li> <li>* Production of Staff Handbook - listing priorities, non-negotiables, roles and responsibilities, frameworks/programs and consistent practices.</li> <li>* Oversee the PDP process.</li> <li>* Coordinate Curriculum Days and PL.</li> <li>* Monitor progress against the AIP.</li> <li>* Resources for ES to support students.</li> </ul>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Assistant Principal:</p> <ul style="list-style-type: none"> <li>* Timetable to enable implementation of priority by providing time for numeracy/literacy/EAL/Team leaders.</li> <li>* Mentor leaders in Learning Walks and timetable SIT members for Learning Walks.</li> <li>* Organise CRT release to undertake peer observations.</li> <li>* Schedule and participate in Peer Observation discussions.</li> <li>* Review and update peer observation protocols.</li> <li>* Schedule PLC inquiry cycles throughout the year.</li> <li>* Build teacher capacity to analyse data and plan using the data collected.</li> <li>* Organise release for leaders to attend network meetings, COPs, Leaders Capabilities Days and individual PL.</li> <li>* Work with Level Leaders on PLC inquiry cycles - short-term goals and success of implementation.</li> <li>* Implementation of Elastik to support PLC.</li> <li>* Co-ordinate Curriculum Days and PL.</li> <li>* Monitor progress against the AIP.</li> <li>* Facilitate links with other schools for networking, PPD days and school visits.</li> <li>* Lead PL sessions in priorities for staff.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
<p>Learning Specialist - EAL</p> <ul style="list-style-type: none"> <li>* Co-lead the Vertical Team - Literacy.</li> <li>* Utilise timetabled opportunities to team teach/support teachers in building their</li> </ul>	<input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site

<p>practice.</p> <ul style="list-style-type: none"> <li>* Mentor and coach new staff.</li> <li>* Undertake learning walks to strengthen consistent practice of the school IM.</li> <li>* Model lessons of elements of the IM and VTLM2.0.</li> </ul>			<input checked="" type="checkbox"/> Demonstration lessons	<p>professional learning sessions</p> <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	
<p>Principal:</p> <ul style="list-style-type: none"> <li>* Mobilise and maximise resources including staff to lead and implement priority areas.</li> <li>* Monitor targets and overall data.</li> <li>* Establish protocols and meeting schedules/agendas for Vertical and Sub-school Teams to ensure priorities are on track and monitored.</li> <li>* Support and monitor the EAL Team's progress in the new format 3-tier program delivery.</li> <li>* Ensure Literacy and Numeracy programs, including the teaching of reading, writing and Phonics, are adequately resourced.</li> <li>* Ensure students requiring additional support are identified and receive TLI.</li> <li>* Meet with TLI teachers to discuss the program.</li> <li>* Provide opportunities for extension and enrichment programs through the school budget.</li> <li>* Communication of school's priorities through actions, PL, community events, newsletters, School Council agendas and newsletters</li> </ul>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>* Production of Staff Handbook - listing priorities, roles and responsibilities, frameworks and consistent practices.</li> <li>* Oversee PDP process.</li> <li>* Monitor progress against the AIP.</li> <li>* Work with AP, LT and LS to PL staff on how our goals connect to the school's vision and values.</li> <li>* Resource for ES to support students.</li> </ul>						
<p>Learning Specialist - EAL</p> <ul style="list-style-type: none"> <li>* Lead the EAL Team and provide guidance, direction and support for the new EAL teacher and Multicultural Education Aide in developing their understanding and confidence in implementing the new 3-tier EAL Program delivery.</li> <li>* Continue to develop knowledge of the EAL Pathways with staff and develop PL to upskill teachers and increase confidence.</li> <li>* Undertake own Professional Learning and reading to increase pedagogical knowledge and understand best practice.</li> <li>* Produce policy, processes and documentation as part of whole school practices.</li> <li>* Provide timetabled opportunities to team teach/support teachers in building their practice.</li> <li>* Mentor and coach new staff.</li> <li>* Contribute to the whole school assessment schedule and monitor what</li> </ul>	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



assessment strategies are being used across different levels. * Report to SIT on actions undertaken in EAL in relation to AIP goals/targets.						
Principal: * Monitor financial resources relating to Wellbeing and Disadvantaged Students. * Appoint a Wellbeing Leader and develop role clarity. * Develop a strong Wellbeing Team. * Source PL to support staff - dyslexia, dyscalculia, dysgraphia, ADHD, ASD * Review protocols for dealing with vulnerable students and families. * Monitor progress of the new format EAL delivery and EAL documentation. * Promote wellbeing to the school community by providing contacts and external workshop opportunities. * Engage community groups in wellbeing workshops.	✓ Principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ Network professional learning ✓ Area principal forums	✓ Internal staff ✓ Academy program/course ✓ Lookout centre/designated teacher	✓ On-site
Assistant Principal: * Implement the new DI model and coordinate Disability Inclusion. * Establish a train-the-trainer program for DI profiles. * Member of Wellbeing Team. * Source PL and/or resources the Schools Mental Health Menu to support the mental health and wellbeing of students and staff. * Engage Speech Pathologist to provide specific PL for staff teams to support	✓ Assistant principal	from: Term 1 to: Term 2	✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ Area principal forums	✓ Internal staff	✓ On-site

<p>students in their cohort.</p> <ul style="list-style-type: none"> <li>* Monitor 'at risk' students and engage with DE support eg. HWKS key contact, SSSO and external agencies.</li> <li>* Work with families considered vulnerable and highlight the support structures available.</li> <li>* Completion of NCCD.</li> <li>* Monitor chronicle entries of vulnerable students on Compass.</li> <li>* Facilitate implementation of IEPs for funded and vulnerable students.</li> <li>* Engage IT technician and TSSP to support development of an IEP template in Compass.</li> <li>* Oversee implementation of DIP, ATSI students and new students throughout the year.</li> <li>* Oversee Child Safety Practices across the school.</li> <li>* Schedule and facilitate SSG meetings each term with at risk or for identified students.</li> <li>* Oversee transition programs in the school.</li> </ul>						
<p>Wellbeing Leader:</p> <ul style="list-style-type: none"> <li>* Lead SWPBS and review/update the school behaviour matrix.</li> <li>* Lead Wellbeing Team.</li> <li>* Lead Professional Learning for staff related to wellbeing, SWPBS and Respectful Relationships.</li> <li>* Monitor student attendance by developing a data tracking wall of</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mental health and wellbeing leader</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school pupil free day</li> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ Network professional learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> <li>✓ Departmental resources</li> </ul> <p>Resources designed to support the implementation of the DI process in schools.</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

<p>students with high absenteeism, using 2024 attendance data.</p> <ul style="list-style-type: none"> <li>* Lead implementation of HIWS.</li> <li>* Promote wellbeing programs on the school Website/Compass/newsletter/Facebook.</li> <li>* Regularly communicate with staff regarding Wellbeing at CNPS.</li> <li>* Source classroom visuals.</li> </ul>				<input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Lookout centre/designated teacher	
<p>Transition Coordinator - Foundation:</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Co-ordination of contact with pre school feeders.</li> <li>* Co-ordination of transition reports and dissemination of information across the team.</li> <li>* Lead planning of transition sessions.</li> <li>* Liaise with Assistant Principal regarding any potential PSD/ wellbeing concerns.</li> <li>* Liaise with Principal Team regarding Parent Information session.</li> <li>* Organise opportunities for students from kinder/ foundation to work together throughout the year.</li> </ul> <p>Transition Coordinator - Yr 6</p> <ul style="list-style-type: none"> <li>* Implementation of timelines as prescribed by both DE and school.</li> <li>* Oversee Transition sessions with local secondary schools.</li> </ul>	<input checked="" type="checkbox"/> Team leader(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>* Support parents with completion of forms and documentation for appeals.</li> <li>* Oversee secondary school transition information completion.</li> </ul> <p>All Levels/Specialists:</p> <ul style="list-style-type: none"> <li>* Plan and coordinate parent events (e.g. Webex presentations, project presentations, Go Public, open classrooms etc)</li> <li>* Lead the implementation of giving effective feedback in the level (including creating checklists and rubrics).</li> <li>* Ensure student wellbeing is a standing agenda item for every planning meeting.</li> <li>* Support new team members, providing appropriate guidance and direction.</li> </ul>						
<p>Teachers:</p> <ul style="list-style-type: none"> <li>* Planning documentation with evidence of adjustments for students.</li> <li>* Adopt and implement the strategies of SWPB into the management of classrooms and school yard.</li> <li>* Undertake Respectful Relationships PL and SWPB training.</li> <li>* Undertake DI PL and contribute to the process when required.</li> <li>* Develop IEPs for funded and vulnerable students; include specific wellbeing goal/s.</li> <li>* Participate and contribute to SSGs.</li> <li>* Chronicle all communications with parents on Compass.</li> <li>* Attend and actively participate in</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DI resources, including videos and webinars	<input checked="" type="checkbox"/> On-site

<p>professional development sessions for Wellbeing and Inclusion.</p> <ul style="list-style-type: none"> <li>* Plan inclusive programs catering for all students, including EAL.</li> <li>* Actively support students with attendance concerns.</li> <li>* Lead and support students in goal setting.</li> <li>* Year 3-6 teachers to support students in regular and effective use of the Student Diary.</li> <li>* Implement Respectful Relationships into weekly work program.</li> <li>* Implement student feedback strategies as discussed in feedback PL.</li> <li>* Use tools for seeking and giving student feedback, such as exit tickets, checklists, rubrics.</li> <li>* Identify and monitor 'at risk' students and 'at risk' families.</li> <li>* Discuss student wellbeing at the beginning of every planning meeting.</li> <li>* Document adjustments for students in planning documents.</li> <li>* Feedback to the Wellbeing Team for follow-up of student wellbeing concerns.</li> </ul>						
<p>Education Support Staff:</p> <ul style="list-style-type: none"> <li>* MEA to work with individual and small group students under guidance of the EAL LS.</li> <li>* Engage in PL / Professional Readings.</li> <li>* Work with students with diverse learning needs.</li> <li>* Develop strong rapport with students.</li> </ul>	<input checked="" type="checkbox"/> Education support	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DI process resources DE website	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>* Support voice by offering students appropriate choices.</li> <li>* Support class teacher with goal setting and review with students.</li> <li>* Support funded students with SSG where applicable.</li> <li>* Assist with the transition process at the start and end of the year.</li> <li>* Provide strategies for students to communicate concerns feelings and thoughts eg. pictures, stories, conversations.</li> <li>* Meet with the Assistant Principal/Principal regularly to discuss the purchase of resources such as sensory items.</li> <li>* Make daily reports on student's academic and social/emotional behaviours and progress.</li> <li>* Provide support to vulnerable students at recess and lunchtime.</li> </ul>					<input checked="" type="checkbox"/> Lookout centre/designated teacher	
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