

Annual Implementation Plan 2025

Goal 1 - Maximise every student's learning growth within the school's bilingual context	
KIS 1a - Build teacher knowledge and implementation of the Victorian Curriculum 2.0	
Action - Develop and implement a Mathematics Scope, Sequence and Units aligned to Victorian Curriculum 2.0	
Outcomes	Activities
<ul style="list-style-type: none"> Students will access the full Victorian Curriculum 2.0 in Mathematics through the language of instruction ES will have an awareness of the strategies and language used in mathematics Teachers will feel confident implementing and reporting on Mathematics Victorian Curriculum 2.0 PLT/Connect/SIT Leaders will monitor the implementation of the scope and sequence Leaders will feel confident that a guaranteed and viable curriculum is being taught F-6 in mathematics 	<ul style="list-style-type: none"> Create units of work in Mathematics aligned to the FPS Maths Map and VC 2.0 Teams effectively backward plan for the full implementation of the FPS Maths Map Teams collaboratively plan learning experiences based on FPS maths map SIT review of planners in Term 3 Define and establish a maths working party to identify language resources/support LAs to commence creation/translation of maths resources Italian picture story books and teacher resources referenced in units are purchased
Success Indicators	Targets
<ul style="list-style-type: none"> Units of work F-6 complete Staff feedback on Scope, sequence and units Evidence of FPS maths units in collaborative planners SSS: Professional Learning factor group NAPLAN Data - Mathematics 	<ul style="list-style-type: none"> SSS - School level support from 74% in 2024 to 75%

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KIS 1b - Strengthen implementation of the school's learning model, including alignment with the VTLM 2.0.	
Action - Strengthen whole school implementation of FPS Learning Model, FPS essentials and universal learning supports	
Outcomes	Activities
<ul style="list-style-type: none"> Students will report higher levels of engagement Students will access planned enabling and extending prompts that scaffold learning in the bilingual setting ES will feel comfortable with the language and phases of the FPS Learning Model, Essentials and universal learning supports Teachers will feel a level of confidence with the practices and phases of the FPS learning model and FPS Essentials and universal learning supports in the bilingual setting Teachers will collaboratively design learning experiences aligned to the FPS learning model in the bilingual context Leaders will be able to identify the professional learning strengths and needs of teachers Leaders will use the FPS essentials to monitor the use of language pedagogies in a bilingual setting All staff will have an understanding of the VTLM 2.0 Elements of Learning and High Impact Teaching Strategies 	<ul style="list-style-type: none"> Teachers to engage in regular peer observations Teachers to implement school-wide universal practices, aligned to FPS Essentials and Learning Model Leaders to organise curriculum day for Term 3 Leaders to attend planning and provide classroom coaching Leaders to organise learning walks and observations Leaders to design and implement professional learning sequence Leaders to align the FPS learning model with the VTLM 2.0
Success Indicators	Targets
<ul style="list-style-type: none"> Planners include practices aligned to the different phases of the FPS Learning Model AtoSS factors: Stimulated Learning, Differentiated Learning Challenge, Motivation and Interest, Effective Teaching Time Learning walks: consistent practices across school aligned to PL focus SSS: Practice Improvement factor group - Professional learning through peer observations Sharing of pedagogical practice through PL spotlights 	<ul style="list-style-type: none"> SSS - Feedback from 60% in 2024 to 65% SSS - School level support from 74% in 2024 to 75% SSS - Instructional Leadership from 82% in 2024 to 83%

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Goal 1 - Maximise every student's learning growth within the school's bilingual context	
KIS 1d - Strengthened implementation of the collaborative inquiry cycles to inform learning challenge for all students	
Action - Embed the collaborative inquiry cycle within the PLT	
Outcomes	Activities
<ul style="list-style-type: none"> Students requiring additional support will participate in personalised learning cycles ES will support implementation of CIC learning plans Teachers will understand the benefits of CICs for student and teacher learning Teachers will feel more confident collecting and using assessment data Teams can identify where the CIC learning plans can be incorporated into daily programs Leaders will feel confident to support PLT through all phases of the CIC 	<ul style="list-style-type: none"> SIT professional learning on CIC phases and facilitation Teachers will implement and monitor CICs within their classrooms Tutor and ES to work with priority cohorts; EAL, Koorie, Out-of-home-care, Equity PLT Leaders focus on whole school assessment data PLT Leaders to share CIC resource bank with all staff Connect Leaders to support allocated teams through CIC Leaders to schedule CIC sequence in backward plan Leaders to design data literacy PL sequence aligned to assessment schedule Leaders audit termly planners for evidence of CICs
Success Indicators	Targets
<ul style="list-style-type: none"> CIC planners show evidence of complete cycle Learning outcomes for students engaged in CICs: MOI pre and post CIC cycle Planning agendas will incorporate regular CIC check-ins CIC showcase will show evidence of student and teacher growth SSS: Teaching & Learning: Evaluation & Practice Improvement factor groups 	<ul style="list-style-type: none"> NAPLAN Numeracy Year 3 to increase from 73% in 2024 to 74% in the strong and exceeding proficiency level NAPLAN Numeracy Year 5 to increase from 65% in 2024 to 68% in the strong and exceeding proficiency levels.

Goal 2: Maximise every student's wellbeing within the school's bilingual context	
KIS 2a - Refine and embed the implementation of the MTSS	
Actions - Strengthen whole school implementation of SWPBS, FPS essentials and universal wellbeing supports	
Outcomes	Activities
<ul style="list-style-type: none"> Students will access appropriate tiered supports ES will be able to identify tiered supports Teachers will identify and monitor students requiring additional wellbeing supports Teachers will consistently implement Positive Classroom Management Strategies and FPS Essentials Teachers will create and maintain safe and orderly learning environments Leaders will establish routines and processes to monitor implementation of universal strategies All staff will consistently implement school wide positive behaviour supports 	<ul style="list-style-type: none"> SWPBS team to share whole school data and analysis through spotlights SWPBS team to audit RRRR planner and conduct TFI survey SWPBS team to create action plan for SWPBS and RRRR SWPBS team to create SWPBS handbook Teachers to implement school-wide universal practices, aligned to FPS Essentials and SWPBS Teachers to engage in regular peer observations Leaders to organise curriculum day for Term 3 Leaders to attend planning and provide classroom coaching Leaders to organise learning walks and observations Leaders to align FPS Essentials to SWPBS, PCMS, & MTSS Leaders to design and implement professional learning sequence Leaders to organise whole school initiative to support SWPBS for 2026
Success Indicators	Targets
<ul style="list-style-type: none"> Classroom observations and learning walks: consistent practices across school aligned to PL focus SWPBS Surveys: SAS & TFI AtoSS factors - teacher concern, sense of connectedness, emotional awareness and regulation 	<ul style="list-style-type: none"> AtoSS - Sense of connectedness from 68 per cent in 2024 to 69% AtoSS - Teacher concern from 64 per cent in 2024 to 66% AtoSS - Emotional awareness and regulation from 63% in 2024 to 64%