

Annual Implementation Plan - 2026

Cranbourne Primary School (2068)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader

Define actions, evidence of change and tasks

Goal 1	To improve student literacy and numeracy outcomes.	
KIS 1.b	Strengthen the school's instructional leadership capacity to cohesively lead the implementation of the SSP and AIP	
Actions	Build strong, trusting, reliable and psychologically safe teams.	
Evidence of change	<p>Maintain a high positive endorsement (above similar and network schools) measure for the Instructional Leadership domain and School Climate domain in the School Staff Survey.</p> <p>All teachers are following the appropriate structure for support (team-leader -> sub-school leader -> AP -> Principal).</p> <p>PLT Leaders (middle leaders) will co-create agendas with LS: Teaching and Learning</p>	
Tasks		People responsible
Engage in a Victorian Academy leadership courses for aspiring, middle and school leaders.		☑ Leadership team
School leadership team to engage with an external leadership coach to strengthen leadership capacity.		☑ Principal
Engage with The School of Play professional development sessions focusing on building strong and trusting teams.		☑ Leadership team
Schedule time for ongoing Middle Leader development via regular leadership mentoring and coaching.		☑ Learning specialist(s)
KIS 1.d	Strengthen teacher capacity to analyse and use learning data to inform differentiated learning	
Actions	Build the capability of teachers and ES to track and respond to the Reading data of all students	
Evidence of change	<p>All students will have their reading data and next-step goals documented and displayed.</p> <p>The proportion of students achieving at or above the expected level in PAT-R will match or exceed similar schools.</p> <p>Lesson plans have meaningful extension for high-achieving students (low floor, high ceiling).</p>	

	ES will have documented target students to extension or further development and a bank of resources to use with them. Moderation processes will be developed and embedded into PLCs.
Tasks	People responsible
Re-engage with the VHAP program.	☑ PLC leaders
Develop and implement data walls for all year levels focusing on Reading and 'next-step' goals	☑ Learning specialist(s), PLC Leaders
Establish processes for regular moderation of student work (including the development of student data walls)	☑ Leadership team, PLC Leaders
Refine Reading lessons to include meaningful extension and enrichment	☑ PLC Leaders, Teachers, ES Intervention
Implement and monitor formal and informal intervention processes	☑ Assistant Principal, Learning Specialist, ES Intervention
Goal 2	To improve student engagement and wellbeing.
KIS 2.b	Build staff capacity to embed a consistent whole school approach to the school-wide positive behaviour support program.
Actions	Strengthen teacher capability to effectively use agreed whole school approaches to classroom management that promote positive student behaviour and engagement in learning.
Evidence of change	Documented evidence gained from classroom observations indicate teachers are using common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion. Attitudes to School Survey results for the 'Learner characteristics and disposition' domain have been maintained or improved from the 2025 baseline. Reduction in student suspension days when compared with suspension data in 2025.
Tasks	People responsible

<p>New staff to be provided with professional learning during their school induction process on PBS approaches used by the school.</p>	<p><input checked="" type="checkbox"/> Assistant principal, LS</p>
<p>Leadership team will conduct regular observations to collect data on the implementation of school-wide approaches (Ready to Learn Scale, Low-stakes interventions etc.). This information will be used to inform additional professional learning for staff who are experience challenges of difficulty in using these school wide approaches.</p>	<p><input checked="" type="checkbox"/> Leadership team</p>
<p>Wellbeing team to provide professional learning on Universal Supports: Positive Classroom Management Strategies to teachers, in particular, they will focus on Classroom Expectations, Classroom Procedures and Routines and Encouraging Expected behaviour.</p>	<p><input checked="" type="checkbox"/> Wellbeing team</p>
<p>Wellbeing team to provide professional learning on trauma-informed practice and regulation theory to ES.</p>	<p><input checked="" type="checkbox"/> Wellbeing team</p>
<p>Review and update IEPs to include engagement goals.</p>	<p><input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team</p>