

Cranbourne West Primary School (5189)
2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: To improve the learning outcomes for all students.	Goal 2: Improve students’ wellbeing and engagement in learning and life at school.
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KEY IMPROVEMENT STRATEGIES

KIS 1.b Leadership	KIS 2.c Leadership
Develop, document, and embed a whole school approach to the teaching of numeracy.	Audit, review, develop and implement a whole school approach to student wellbeing and engagement practices.
Actions	Actions
Build the capacity of teachers to use assessment to strengthen their teaching in Mathematics.Review and refine the curriculum documentation for Mathematics to align it with Mathematics 2.0.	Build staff capabilities to implement a multi-tiered approach to wellbeing and engagement
Tasks	Tasks
On the first curriculum day all teachers to be provided with professional learning delivered by Bron Ryrie Jones that will consolidate previous learnings on Cognitive Load Theory, the Gradual Release Model, Retrieval and Formative Assessment. It will also introduce teachers to Responsive Teaching practice which will be continued in staff professional learning workshops and staff learnings generated through professional conversation in PLCs. Learning Specialists and Assistant Principal or Learning to take part in the Bronwyn Ryrie-Jones workshops across the year (in term 2, 3 and 4) to create a playbook for teaching and learning at Cranbourne West Primary School. Sections to be shared as they are being completed with staff during staff meetings. PMSS team to develop a proforma for classroom teachers to record VLP lessons, to improve generalist teaching staff's capacity to effectively implement the lessons plans according to their class context. This will be supported by the Assistant Principal and PMSS team members who will be attending PLCs and planning meetings to guide and support professional conversations about the lesson plans. They will also use information gathered from classroom observations and walkthroughs to further enrich their conversations with teachers in these planning meetings. Using learning gained from the Bron Ryrie Responsive Teaching Professional Learning delivered in term 1, the Assistant Principal, Learning Specialists and PMSS team will create a whole school PL plan to further extend staff understanding of responsive teaching. PLC's leaders to lead enquiry cycles linked to responsive teaching in terms two and three. These will be in line with staff/team needs and will be monitored with PLC check-ins, walkthroughs and classroom observations. Rubrics will be created to support classroom observations and teacher practice. Class News sessions based on class achievements and class learning in Mathematics, to be added into school assemblies to build learner agency, high expectations and aspirational thinking. School Leadership to undertake scheduled classroom observations to gather information on progress of teacher capability improvement to effectively use responsive teaching which will be reviewed and assessed by the School Improvement Team during our 5 weekly SIT team meetings.	Classroom observations undertaken by the wellbeing teacher and staff survey information identifying staff skills and knowledge in using classroom management and engagement strategies to be used to inform Professional Learning to further build teacher capability to effectively use positive classroom management strategies. The Student Wellbeing Team will use the 2025 data from the Attendance Fidelity Assessment Tool to review and revise the school's current attendance procedures. Once updated, the revised procedures will be communicated to all staff through Wellbeing PL, along with guidance and support to help embed the practices consistently across the school. The Wellbeing Team will monitor the implementation and work closely with staff who require further support to ensure the processes are effectively adopted. Data will be reviewed at the end of Semester 1 to monitor progress. Wellbeing team will audit and strengthen our current wellbeing, inclusion and intervention practices across the school. This includes reviewing our behaviour management processes, referral pathways, attendance systems, classroom strategies, documentation expectations and communication with families. Assistant Principal, Mental Health and Wellbeing Leader and DIP Leader will refine and standardise key documents such as IEPs, BSPs, Safety Plans, adjustments and SSG minutes to ensure interventions and supports are clearly recorded, consistently implemented and regularly reviewed. The Assistant Principal and Mental Health and Wellbeing Leader will develop and roll out a whole-school intervention flowchart in Term 1, 2026. The flowchart will outline clear steps for staff to record academic, behaviour, health and wellbeing observations on Compass and access targeted adjustments with support from the wellbeing team. Staff will be introduced to the process through PL, with ongoing guidance provided to ensure consistent implementation. Wellbeing Intervention Aides will deliver targeted Tier 2 social–emotional learning programs within the Wellbeing Hub to small groups of identified students. These sessions will focus on explicitly teaching social skills, emotional regulation and positive peer interactions through evidence-informed approaches such as LEGO®-Based Therapy, guided SEL and art groups and structured play interventions. Teams will have a PDP focus of establishing consistent classroom expectations. The focus will be on supporting calm and orderly learning, safe learning environments, including Practice 1 (classroom behaviours and expectations) and Practice 2 (classroom procedures and routines), with a particular emphasis on smooth transitions — both within lessons and when moving around the school. These practices will be embedded across Semester 1. School Leadership to undertake scheduled classroom observations to gather information on progress of teacher capability improvement to effectively use targeted classroom management strategies which will be reviewed and assessed by the School Improvement Team every 5 weeks.