



CHIRNSIDE PARK PRIMARY SCHOOL – 2025 AIP OVERVIEW

'Every student achieves their full potential at CPPS'.

Priority 1 – Learning Success & Extension

Develop a shared vision for Professional Excellence by embedding the CPPS Instructional Models Prep–6.

CPPS is a **Science of Reading** school with a clear focus on explicitly teaching the the following: Oral language, Phonemic Awareness, Phonics, Fleuncy, Vocabulary and Comprehension.

- VOICES Writing, Syntax Project and DIPL are taught explicilty
- **Top Ten Numeracy** is our maths instructional model Prep–6.
- **PE, Music, Art, Auslan, and STEM** provide critical breadth and depth to our school curriculum
- To support knowledge building and comprehension the **Read2Learn** whole school scope and sequence will be implemented in 2025

A multi-tiered System of Support is well established at CPPS and consists of:

- Evidence-based high quality Tier 1 instruction in Literacy, Numeracy & Wellbeing
- Tier 2 & 3 Literacy, Numeracy, and Wellbeing Support.

Learning Sprints support the teaching of H.I.T.S and ongoing professional learning.

Explicit Direct Instruction (EDI) based on the research of Hollingsworth and Ybarra is embedded in daily teaching and learning.

Learning Tutor Initiative
Continue targeting specific groups of students at either **below** or **working towards** the expected standard in Reading, Writing or Numeracy.

Long-Term Workforce Plan
Created in consultation and provided to all staff.

ES staff will have an allocated meeting time which is prioritised time to meet and discuss workplace queries.

Community Events are supported and well attended at CPPS.

Examples:
Family Fun Night
Open Afternoon
Sports Day
Colour Run

Student Voice and Agency
Drawing on the implications of the 2024 TRP Youth Survey

- Senior Human Development Program**
- Consolidate the advanced Human Deveopment Program for students in Grade 5 & 6.
 - Expand the program to include students in Grade 4.

Differentiated Play Support
Introduction of daily unch time activity clubs. With Student input to the activity focus/type.

Priority 2 – Connected Schools

Students, Parents, Teachers & Ed. Support

- Continuous flow of information to parents about their child's learning, school policies and programs occurs mainly via Compass.
- Parent, student, staff opinions and reflections about school performance are welcomed formally via: Surveys, School Council feedback and to classroom teachers and leadership
- ES staff are critical to student engagment, wellbeing and achievement across the school. ES staff are employed in various support roles across the school.

(STAFF Role) All staff:

Are open to being coached, and mentored by each other, Team Leaders, the Learning Specialist and Assistant Principal.

Contribute positively towards team planning documents and instructional agreements.
Implement Tier One Teaching and Learning agreements with fidelity and consistency.
Contribute positively towards the culture and efficacy of the school.

The CPPS Assessment Schedule drives teaching and learning.

- In addition, a clear IEP Cycle exists for all Identified students

Develop a shared vision for instructional excellence

Teaching and Learning Handbooks for Reading, Writing and Maths are utilised by all staff.

Professional Learning Focus

- TopTen (Year 3–6 Priority)
- EDI – Explicit Direct Instruction
- Science of Reading
- DIBELS Assessment (MClass)
- Read2Learn
- The Resilience Project
- The Syntax Project
- The Writing Revolution

Communicating student progress to parents includes:

- Weekly Compass Learning Post
- Regular Phone Contact
- Regular Compass Contact
- Parent Teacher Interviews
- Student Reports (2x per annum)

Parents Helpers continue to be strongly encouraged as supports in all areas of the school

The Resilience Project

The Wellbeing Leader will lead the wellbeing team to effectively implement the Resilience Project from Prep–6. TRP is already well established at CPPS.

Student Leadership oportunites are well established

- Targeting Prep –4 students for leadership opprotunities through JSC
- Senior Leaders have already been established for 2025.
- Peer Support in the yard

Priority 3 – Happy, Active and Healthy Students

- All staff deliver the Start Up Program in Week 1
- The PE Specialist provides a Physical Education Program which emphasises knowldge and skills for a Lifetime of Physical Activity.
- The Wellbeing Leader increases community awareness of wellbeing supports
- Staff continue the structured lunch activities

Our Core Business

Student Learning and Wellbeing

Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the victorian curriculum and senior secondary pathways. **Wellbeing** is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Principal, Assistant Principal and Learning Specialist Role

The Prin, AP and LS work collaboratively with all teachers and ES staff to support the effective implemenation of the AIP agreements.

The AP attends some planning meetings & monitors work programs and attend all termly/yearly curriculum planning, all of which lead back to the AIP.

The AP manages all school wide timetabling and CRT scheduling.
The Learning Specialist povides ongoing support to new teachers to the school to embed the CPPS Instructional models. She also supports VIT requirements for new graduates.

Year Level Team Leaders

Team Leaders form part of the School Improvement Team annually.

Three out of four team leaders were accepted and graduated from the **'Create Middle Leaders Training Program'** in 2024 through the Victorian Academy of Teaching and Leadership. The Create Middle Leaders Program is designed to equip middle leaders with the confidence and capabilities necessary to lead teams, and influence improvement in classrooms. Professional Learning opportunities for middle leaders will be explored throughout 2025.

Mental Health and Wellbeing Leader (New to schools in 2025)

- Tracks Student Well-Being (SAEBRS) twice annually, and provides advice and support for teachers, students and families.
- Supports students and families with various wellbeing needs, including connection to support agencies outside of school
- The MHAWL will be provided significant departmental support and training in 2025.
- Leads the application process for Disability Inclusion Funding
- Works collaboratively with the Principal and AP to manage the ES support schedule in classrooms.

IMPETUS FOR THE DEVELOPMENT OF THIS PLAN (Our Why)

'A deep sense of care for every student supported by high yield teacher knowledge and expertise about the Learning and Wellbeing needs of our students.' In addition, the School Review (every four years) and the School Performance Report annually sharpens our focus on the areas that matter most.

The Framework for Improving Student Outcomes (FISO 2.0) incorporates a four-phase Departmental Improvement cycle of: Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor. Schools use the FISO Improvement Cycle to develop and evaluate their School Strategic Plans (SSPs) and Annual Implementation Plans (AIPs) in a continuous cycle of improvement.