

## About Our School

### School context

Craigieburn Primary School (CPS) was established in 1956, the school moved to its current location in 2013. Craigieburn Primary School is located in the City of Hume and is part of the Hume-Meri-Bek Network of schools in the North Western Victoria Region. The school is located in a well-established area and has been rezoned twice since 2021.

The student Family Occupation and Education (SFOE) index is 0.4593 giving us significant equity funding in addition to this we have 30 students supported by the Program for Students with Disabilities (PSD). Our school and region transitioned to Disability Inclusion (DI) in 2025 and have registered for up to 50 students to be assessed through the DI application process. Our students are of diverse socio-economic and cultural backgrounds inclusive of 11 Indigenous enrolments and 148 English as an Additional Language students. In 2025 there were approximately 456 students enrolled at the school (Aug) with varying disabilities and requirements. We currently have students with IEPs containing modified learning curriculum, with an additional 60 supported through SSGs. According to our National Consistent Collection of Data (NCCD), there are 292 students with identified additional needs, which represents 64% of all enrolled students. This number has increased from 251 (2024) this includes students with identified sensory, social/emotional disabilities, physical disabilities, and cognitive disabilities. Students require various levels of adjustments both in and outside of the classroom. We are registered to accept International Students and have 5 students enrolled through the International Division.

The school has; 1 Principal, 2 Assistant Principals, 1 Leading Teacher, 3 Learning Specialists (LS), 8 PLC leaders (inclusive of LS), 23 Generalist Classroom Teachers (inclusive of 7 PLC leaders), 4 Specialist subject teachers, and 33 Education Support staff (inclusive of Admin). We appointed the first of our international staff through DET International Teacher Recruitment Initiative in 2023 and have since appointed 7 more at the time of this report, in 2025 we have 7 International Teachers filling classroom positions.

All staff were allocated relevant duties to support improved student learning outcomes and achieve the goals set out in our Annual Implementation Plan. Eight PLCs operate across the school. Other teams in the school include; our Leadership Team, Curriculum Team, Admin Team, Consultative and our School Improvement Teams; Literacy, Numeracy, 21st Century Learning and Student Wellbeing & Engagement, School Wide Positive Behaviour Support (SWPBS) and our Education Support Teams, which are divided into the Administration Staff and the Integration Aides.

We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning. CPS is a school where students are constantly exposed to explicit teaching, authentic learning opportunities and high expectations. Students are challenged, excited, curious, engaged and given the skills to take responsibility for their own learning. There has been a large turnover of teaching staff between 2021 - 2023 this has become somewhat more stable from 2024- 2025. The staff have played a pivotal role in developing and implementing innovative curriculum practices and school policies. We are committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and ongoing review and evaluation.

The school aims to cater for the needs, abilities, talents and interests of all students in a secure and caring environment. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect. Our vision is “For all children to reach their full potential and become effective members of society”. This is supported by our school values of Resilience, Responsibility and Kindness.

In term 2, 2025, our school commenced a 4 yearly school review to inform development of the next School Strategic Plan (SSP). The review was facilitated by an independent external school reviewer with input from the school's senior education improvement leader (SEIL) and 2 challenge partners. The principal, school council vice president and key staff members were also part of the school review panel. The suggested areas for growth and future goals were to continue to strengthen and refine much of the work we are already doing.

Craigieburn Primary School is committed to providing a safe, supportive, and inclusive environment for all students, staff, and members of our community. Our school values *Responsibility, Kindness & Resilience* underpin all levels of operation throughout the school, and they are actively promoted through learning and student wellbeing. We believe in a strong community spirit where relationships between students, teachers and families are fostered and supported.

Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students, enabling individuals to develop their potential as lifelong learners and active members of the community in a changing world.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Scheduled professional learning and opportunities for pedagogical dialogue supported the implementation of school initiatives and contributed to improved consistency of practice in 2025. Staff participated in professional learning for both literacy and mathematics that improved their practice. The continued implementation of the CPS instructional model based on a gradual release of responsibility approach provided a uniform approach. The continued use of common planning templates aligned to the instructional model was utilised in mainstream and specialist classes. All staff continued to develop their knowledge, understanding and application of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) through school based and department provided professional learning. The introduction of Sounds-Write in the Foundation and Year 1 was a positive step this year. The focus on phonemic awareness, phonics, reading and spelling instruction was impactful. The Literacy instructional model was modified to increase the phonics component in these grades. The Foundation team, literacy intervention teacher, and Assistant Principal F–2 completed training in Term 1, the Year 1 Team in Term 3 and the Year 2 PLC Leaders in Term 4.

Teams made strong curriculum links between literacy, numeracy and the inquiry where possible, during collaborative planning sessions. The continued prioritisation of time and resources to ensure protected time for team planning benefited the teaching and learning program.

The support for a wide range of student cohorts including English as an additional language (EAL) students continued to be a priority in 2025. Teachers and Education Support (ES) staff in consultation with allied health, supported cohorts well. ES staff worked alongside students and communicated regularly with classroom teachers. Staff provided tailored support and had input into specific adjustments aligned with students' Individual Education Plans (IEPs). Staff, including ES staff, participated in a range of professional learning aligned with school priorities to ensure a common understanding.

A range of system and school-based summative assessment tools were utilised to provide assessment tracking and to ascertain students' level of development. An assessment schedule outlined expectations and timelines for completion of assessments. The use of pre and post-tests anecdotal notes, exit strategies and conferences were implemented to collect formative assessment.

Data tracking protocols guided discussions and provided a strengthened approach for using data as evidence of student growth. It also assisted teams to identify students requiring targeted intervention.

Regular whole school moderation using student writing samples and open-ended number tasks enhanced teachers' ability to assess and monitor student progress in writing and mathematics.

## Wellbeing

The FISO 2.0 self-assessment classifies the school's engagement as "evolving," a finding supported by our School Review. Analysis of AtoSS data from 2020–24 indicates improvements in Year 4 to 6 student endorsement. However, results for factors such as Respect for Diversity (61%) and Effective Classroom Behaviour (63%) remain lower than those of similar schools and is our focus to improve. While female students reported higher levels of inclusion (87%), the data suggests a need for more consistent engagement strategies across the broader student population.

The school has established a multi-tiered approach to wellbeing, utilising the Respectful Relationships curriculum and the SWPBS framework. Strategic allocation of wellbeing staff and collaboration with external agencies have strengthened referral processes, supported by the expansion of our Wellbeing Team. The Mental Health in Primary Schools (MHiPS) program and professional learning have supported inclusive practices for neurodiverse students. We are committed to implementing these practices and resources further to embed stronger wellbeing outcomes for our students.

The implementation of SWPBS has been supported by professional learning and coaching, leading to the creation of a behaviour matrix and a whole-school points system. There is a visible behaviour management processes resulting in a reduction in yard incidents due to supervised clubs and sensory rooms, Strengthening Tier 1, 2, and 3 strategies remains a priority to ensure a proactive approach to behaviour management is embedded across all classrooms.

Regarding community partnerships, the school's inclusive environment for EAL and additional needs students as a strength. Additionally, continuing to improve student attendance will be a focus for the coming year. While we have seen improvements in attendance based on the support

and engagement of our teaching and wellbeing teams with families and students, there is still room to improve our attendance rates for some students.

Students with additional needs continued to be supported by identifying clear goals with students and families and communicating these through documented Individual Education Plans. These plans formed the cornerstone of our termly Student Support Groups to track student growth. We also began the work of transitioning our students to the Disability Inclusion funding model to identify and fund the targeted supports that are implemented consistently throughout the school.

## Engagement

### Student agency and feedback

Structures are in place to scaffold learning, such as, learning intentions (LI), success criteria (SC), anchor charts and visual timetables. Staff are expected to utilise anchor charts and visual supports to enhance and support student learning across all subject areas. Student goals are set during individual conferences or as a class and are accessible to students.

Feedback strategies and reflective practices are utilised by both students and teachers at some level. During focus groups, students are taught ways to reflect on their learning, through explicit prompting of the teacher.

### Student voice and leadership

The school has continued to facilitate a student leadership model which offers a range of student leadership opportunities. The process for gaining a leadership position required students to write a written application, be shortlisted and interviewed by a panel. Student leaders participated in Dream and Lead training and engaged with school leaders to share ideas taking active roles in leading assemblies and events. Student leaders are able to provide examples of where they had input and involvement in school activities.

### Connection and Engagement

The school prioritised initiatives to build student and family connection and engagement. Staff were provided with guidance on building positive relationships with families and understanding the cultural backgrounds of students. Students and parents express positive support for extracurricular programs and community events such as, lunch time clubs, the breakfast club, cultural celebrations and sporting activities. Parents value the approachability of teachers and leaders and the positive relationships staff built with students and families. Connections with the broader community were strengthened with the allocation of a Multicultural Education Aide (MEA) who worked with EAL families. Support was demonstrated through collaboration with the Community Hub, which provided a range of services for families. This included English language courses, translation services and assistance in accessing external providers and school communications.

The transition programs from Kindergarten to Foundation and Year 6 to Year 7 had supported students to positively begin their schooling and transition successfully to secondary education. This was characterised by visits to local kindergartens, onsite orientation visits, information sessions for parents and visits to secondary schools. Year 6 students with additional needs had extended transition sessions and support through Student Support Groups (SSGs) to ensure a smooth transition. These positive perceptions were reflected in the Parent/Carer/Guardian Opinion Survey (PGCOS).

## Other highlights from the school year

In term 2, 2025, our school commenced a 4 yearly school review to inform development of the next School Strategic Plan (SSP). The review was facilitated by an independent external school reviewer with input from the school's senior education improvement leader (SEIL) and 2 challenge partners. The principal, school council vice president and key staff members were also part of the school review panel. The suggested areas for growth and future goals were to continue to strengthen and refine much of the work we are already doing.

In Term 3, 2025, our school commenced Minimum Standards Compliance Assessment upon our initial assessment, we were found to be compliant with most of the evidence requirements of the Minimum Standards Compliance Assessment. The School Compliance Unit provided information to the school regarding the standards being assessed, noting that the curriculum and mobile phone sections would be assessed as part of our school review. The assessor (Daisy Adams) visited the school on 2 July 2025. Information gathered during the assessor's visit was used to inform the final assessment report. The School Compliance Unit provided detailed feedback to the school regarding non-compliance, missing evidence, and areas of potential improvement. The school has since rectified all areas of non-compliance. we were found to be compliant with the Minimum Standards (and Child Safe Standards) Compliance Assessment as of 14 November 2025.

In 2023, we were successful in our grant proposal for an Inclusive Playground. This project was completed in 2025. CPS children have enjoyed exploring and spending hours of playtime in this vibrant space. Our goal is to enhance other play areas around the school and landscape spaces for the children to support and foster a sense of belonging, giving them areas and places to develop social skills so they may actively participate in the wider community.

We continued to promote and engage in whole school Open Days/Evenings, special celebrations and events. Including whole school sports carnivals (Cross Country), Athletics Day Y3 – 6 at Meadow Glen Athletics Track, F- 6 Excursions/ Incursions, Easter Bonnet Parade, Book Week - Dress Up, Science Week, Education Week, Ride2School day, Harmony Week/day, Mothers/Father's Day stall, card making & raffle, Christmas Concert as well as Grade 6 Graduation. In 2025, we launched our CPS community market night, this was a very successful event with many of our families, students who attended enjoying the variety of stalls, food and music. Our Community Events and Fundraising Committee play an active role in running and supporting many of these events. All events build a positive culture and partnership between home and school.

Our Community Hub continues to operate with the support of our Learning Specialist, Assistant Principal 4 -6 and Multi-Cultural Aids (MEAs), booking and planning events for our parent community to connect and encourage a sense of belonging and inclusion particularly within our EAL families. We continue to engage with Foundation House as an external provider to promote community engagement. We held a range of engaging sessions in the Hub, Foundation House hosted specific topics including, parenting in Australia, English classes, Housing rental information sessions and much more. Other planned events included our Parent Volunteer Program and Compass information sessions, including how to access student reports. We are very excited for the future of our Community Hub and the strong connections between school and home it provides to our school community. On the weekend this space is hired out to a local church group.

In 2025, we employed a number of Wellbeing staff (4) and expanded our social and emotional support programs including Art therapy, Canine Comprehension, Zones of Regulation, Sensory room engagement, and Sports Therapy. Our Wellbeing team run our Lunch club activities in varied spaces across the school library, STEM room, Gym, Art room. Providing children with quiet spaces for meditation/ drawing, boardgames, Art activities, STEM activities, sports games, Lego creations and much more.

We have continued with our SWPBS work with a Multi-Tiered System of Supports (MTSS), with the established Major and Minor behaviours and development of our Matrix. This also supports our STEPS School Wide Behaviour Management. In 2025, we introduced Positive Points across the school with trade in incentives for consistent display of our school values and positive behaviours. In addition to this we introduced Student Recognition with a focus on Attendance, Community, Excellence and Learning to support the connection between home and school. The feedback from students, teachers and families has been very positive.

Our school student leaders continue to outshine and demonstrate a fantastic effort leading our school assemblies each week. They have shown confidence and enthusiasm presenting to our school community. Our student leaders along with our Leading Teacher and Classroom teacher attended during Term 1 the YLAA (Youth Leadership Academy Australia) Deam and Lead Conference at the Convention Centre in Melbourne. This is the fourth year our School student leaders have attended, we value the experience it offers them. The event is highly engaging and designed to support primary school students in discovering their leadership potential, whilst providing them with strong foundations to succeed.

## Financial performance

Craigieburn Primary School has consistently maintained a financial surplus. This financial stability has allowed for strategic investment in staffing, resources and programs that directly benefit student learning and wellbeing.

The Tutor Learning Program was directed to the Literacy Intervention Program. In 2025 the Foundation team, Year 1 team, Literacy Intervention staff and Assistant Principal F-3 completed Sounds-Write Practitioner training to strengthen phonics instruction and early reading outcomes. The Literacy Intervention Program was subsequently aligned to Sounds-Write principles, providing consistency between Teir 1 classroom instruction and targeted intervention.

Student Excellence Program funding supported the Victorian High Abilities Program and development of extension activities. Mental Health in Primary Schools funding was directed to employ Inclusion and Wellbeing intervention programs and professional learning to support staff with the delivery of school-wide positive behaviour support (SWPBS) approach to student wellbeing. While equity funding was directed to welfare initiatives, Sensory Room, Canine Comprehension and professional learning.

Our staff have engaged in professional learning across a range of priority areas to strengthen teaching practice, student wellbeing and school improvement these include but not limited to: Protective Intervention Training, Victorian Teaching and Learning Model (VTLM 2.0), data analysis of Attitudes to School Survey (AtoSS), NAPLAN, Attendance and SWPBS

An inclusive playground grant for \$200,000.00 was awarded late in 2023, the playground space fosters inclusivity, promotes social interaction, physical development and imagination. We sought

feedback from the community during the design stage of the project. The project was completed Term 2 2025.

The 2025 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Targeted funding supported our SWPBS intervention programs, sensory resources for the classrooms and learning spaces.

Each year we ensure money is kept in reserve for planned future maintenance, extenuating circumstances that may arise e.g. staff with long-term illnesses or maintenance issues with our building and grounds. In 2025 we furnished our Community Hub space \$14,000.00 this furniture completes the space and continues our theme/design to other spaces including the library space.

While the school is in a surplus position at the end of 2025 it is anticipated that our enrolment numbers will continue to slightly decline, this combined with the transition from PSD to Disability Inclusion (DI) funding may see a decrease our SRP budget.

Overall, the school is in a surplus position with \$256,047 as an operating reserve. In 2025, the community events and fundraising committee raised approximately

**For more detailed information regarding our school please visit our website at  
[www.craigiburnps.vic.edu.au](http://www.craigiburnps.vic.edu.au)**

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