

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

Panton Hill Primary School (1134)



Submitted for review by Kylie Richards (School Principal) on 27 January, 2025 at 02:50 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 12 February, 2025 at 04:14 PM

## Self-evaluation summary

|                              | FISO 2.0 outcomes                                                                                                                                                           | Self-evaluation level |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Learning</b>              | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.   | Embedding             |
| <b>Wellbeing</b>             | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.                            | Embedding             |
|                              | FISO 2.0 Dimensions                                                                                                                                                         | Self-evaluation level |
| <b>Leadership</b>            | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding             |
|                              | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |                       |
| <b>Teaching and learning</b> | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Embedding             |

|                              |                                                                                                                                                                                                                        |           |
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|                              | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |           |
| <b>Assessment</b>            | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.                                                                                 | Embedding |
|                              | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities                                                     |           |
| <b>Engagement</b>            | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school                                        | Embedding |
|                              | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                                                           |           |
| <b>Support and resources</b> | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                                                                         | Embedding |

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|  | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |  |
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| <b>Future planning</b>                  | <p>This AIP is the final one for our previous SSP. The school review highlighted that we have partially met both goals.</p> <p>The focus on numeracy this year has been consistent and has had a focus on building capacity in our staff. We have been pleased to see an improvement in both student and staff disposition. We have provided time for the staff to work with the Vic Curriculum and unpack differences between V1 and V2. This has increased staff knowledge of the continuum and confidence in building engaging lessons.</p> <p>Our focus around our literacy goal has been predominantly centred around the implementation of a systematic phonics approach in Grades Prep - 2.</p> <p>Future directions will include a focus on:</p> <p>VTLM 2.0</p> <p>Numeracy 2.0</p> <p>Departmental approach to reading with particular focus on the big 6.</p> <p>An investigation into our writing approach</p> |
| <b>Documents that support this plan</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Select annual goals and KIS

| Four-year strategic goals                                                   | Is this selected for focus this year? | Four-year strategic targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12-month target                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                             |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.                                                                                                                                                                                                                                                                                                                                                                  |
| Maximise student learning growth for every student in literacy and numeracy | Yes                                   | <p>By 2028 improve the percentage of Year 3 and 5 students achieving 'exceeding' or 'strong' in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 71% (2023) to 79%</li> <li>• Writing from 88% (2023) to 92%</li> <li>• Numeracy from 59% (2023) to 70%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 65% (2023) to 75%</li> <li>• Writing from 71% (2023) to 80%</li> <li>• Numeracy from 71% (2023) to 78%</li> </ul>                  | <p>By 2025 improve/maintain the percentage of Year 3 and 5 students achieving exceeding or strong in NAPLAN proficiency levels of the domains of: YEAR 3 Reading from 91% (2024) Writing from 81% (2024) to 84% Numeracy from 91% (2024) YEAR 5 Reading from 90% (2024) Writing from 85% (2024) Numeracy from 75% to 78% By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> |
|                                                                             |                                       | <p>By 2028, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Victorian Curriculum Levels F-10:</p> <p>English</p> <ul style="list-style-type: none"> <li>• Reading from 80% (Semester 2, 2022 - 2023) to 84%</li> <li>• Writing from 77% (Semester 2, 2022 - 2023) to 83%</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 84% (Semester 2, 2022 - 2023) to 88%</li> <li>• Measurement and Geometry 86% (Semester 2, 2022 - 2023) to 90%</li> </ul> | <p>By 2025, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Vic Curriculum Levels F-10: ENGLISH Reading from 89% (2024) to 91% Writing from 92% (2024) to 94% MATHEMATICS establishing baseline due to revised Victorian Curriculum implementation in 2025</p>                                                                                                                                                            |

|                                             |     |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                             |     | <p>By 2028 improve the percentage of positive endorsement on School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice from 67% (2023) to 73%</li> <li>• Discuss problems of practice from 67% (2023) to 77%</li> <li>• Believe peer feedback improves practice from 83% (2023) to 88%</li> </ul>              | <p>By 2025 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the factor of:- Seeking feedback to improve practice from 82% (2024) to 84% (2025)- Discuss problems of practice from 91% (2024) to 93% (2025)- Believe peer feedback improves practice 82% (2024) to 84% (2025) NOTE 11 respondents - a shift in one person = approx 9% change.</p> |
|                                             |     | <p>By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 80% (2023) to 85%</li> <li>• Motivation and Interest from 82% (2023) to 86%</li> <li>• Stimulating learning from 86% (2023) to 90%</li> </ul> | <p>By 2025 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the student Attitudes to School Survey (AtoSS):- Sense of confidence from 78% (2024) to 80%- Motivation and Interest from 72% (2024) to 80%- Stimulating learning from 87% (2024) to 90%</p>                                                                           |
| To improve student engagement and wellbeing | Yes | <p>By 2028, increase the percentage of Year F-6 students assessed as being above expected level in the personal and social capability on Victorian Curriculum Levels F-10:</p> <ul style="list-style-type: none"> <li>• Personal and social learning progression point from 0% (2023) to 25%</li> </ul>                                                                           | <p>By 2025 to increase the percentage of Year F-6 students assessed as being above expected level in the personal and social capability from 0% to 15%</p>                                                                                                                                                                                                                           |
|                                             |     | <p>By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the AtoSS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 75% (2023) to 80%</li> <li>• Perseverance from 83% (2023) to 88%</li> </ul>                                                                                                   | <p>By 2025 increase the percentage of positive endorsement for Year 4-6 students for - student voice and agency from 70% (2024) to 75%-</p>                                                                                                                                                                                                                                          |

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|  |  |                                                                                                                                                                                                                                                                                                  | Perseverance from 74% (2024) to 83%                                                                                                                                  |
|  |  | By 2028, increase the percentage of positive endorsement on SSS Teaching and Learning module for the factor of: <ul style="list-style-type: none"> <li>Use student feedback to improve practice from 83% (2023) to 87%</li> </ul>                                                                | By 2025 maintain the percentage of positive endorsement on SSS Teaching and Learning for using student feedback to improve practice from 91% (2024)                  |
|  |  | By 2028 increase the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of: <ul style="list-style-type: none"> <li>Stimulating learning environment from 77% (2023) to 82%</li> <li>Student agency and voice from 81% (2023) to 88%</li> </ul> | By 2025 maintain the percentage of positive endorsement on PCGOS for the factor of - stimulating learning from 91% (2024) - Student agency and voice from 91% (2024) |
|  |  | By 2028 <ul style="list-style-type: none"> <li>Reduce the percentage of Year F–6 students with 20 or more absent days from 33% (2023) to 28%</li> <li>Improve the attendance rate from 91.2% to 95%</li> </ul>                                                                                   | By 2025 reduce the percentage of Year F–6 students with 20 or more absent days from 22% (2024) to 20%-improve the attendance rate from 92.8% (YTD) to 94%            |

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| <b>Goal 1</b>              | <b>Maximise student learning growth for every student in literacy and numeracy</b>                                                                                                                                                                                                                                |
| <b>12-month target 1.1</b> | By 2025 improve/maintain the percentage of Year 3 and 5 students achieving exceeding or strong in NAPLAN proficiency levels of the domains of:<br>YEAR 3<br>Reading from 91% (2024)<br>Writing from 81% (2024) to 84%<br>Numeracy from 91% (2024)<br>YEAR 5<br>Reading from 90% (2024)<br>Writing from 85% (2024) |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                           |
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|                                         | <p>Numeracy from 75% to 78%</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>                                                                                                                                                                                                                                                                                         |                                           |
| <b>12-month target 1.2</b>              | <p>By 2025, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Vic Curriculum Levels F-10:</p> <p>ENGLISH</p> <p>Reading from 89% (2024) to 91%</p> <p>Writing from 92% (2024) to 94%</p> <p>MATHEMATICS</p> <p>establishing baseline due to revised Victorian Curriculum implementation in 2025</p>                                                                                                                           |                                           |
| <b>12-month target 1.3</b>              | <p>By 2025 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the factor of:</p> <ul style="list-style-type: none"> <li>- Seeking feedback to improve practice from 82% (2024) to 84% (2025)</li> <li>- Discuss problems of practice from 91% (2024) to 93% (2025)</li> <li>- Believe peer feedback improves practice 82% (2024) to 84% (2025)</li> </ul> <p>NOTE</p> <p>11 respondents - a shift in one person = approx 9% change.</p> |                                           |
| <b>12-month target 1.4</b>              | <p>By 2025 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>- Sense of confidence from 78% (2024) to 80%</li> <li>- Motivation and Interest from 72% (2024) to 80%</li> <li>- Stimulating learning from 87% (2024) to 90%</li> </ul>                                                                                         |                                           |
| <b>Key Improvement Strategies</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Is this KIS selected for focus this year? |
| <b>KIS 1.a</b><br>Teaching and learning | Enhance and embed staff capacity to consistently implement agreed teaching and learning practices.                                                                                                                                                                                                                                                                                                                                                                        | Yes                                       |
| <b>KIS 1.b</b><br>Assessment            | Enhance staff capacity to use data and assessment practices to inform teaching and learning and collaborative goal setting at the students point of need.                                                                                                                                                                                                                                                                                                                 | Yes                                       |



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| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | LLLL & essential - assessment audit<br>PLC second year = data literacy<br>Build consistent feedback procedures in classes<br>Extend the capability of teachers to use assessment tools to inform learning |                                           |
| <b>Goal 2</b>                                                                                                                                                                                                                                                           | <b>To improve student engagement and wellbeing</b>                                                                                                                                                        |                                           |
| <b>12-month target 2.1</b>                                                                                                                                                                                                                                              | By 2025 to increase the percentage of Year F-6 students assessed as being above expected level in the personal and social capability from 0% to 15%                                                       |                                           |
| <b>12-month target 2.2</b>                                                                                                                                                                                                                                              | By 2025 increase the percentage of positive endorsement for Year 4-6 students for<br>- student voice and agency from 70% (2024) to 75%<br>- Perseverance from 74% (2024) to 83%                           |                                           |
| <b>12-month target 2.3</b>                                                                                                                                                                                                                                              | By 2025 maintain the percentage of positive endorsement on SSS Teaching and Learning for using student feedback to improve practice from 91% (2024)                                                       |                                           |
| <b>12-month target 2.4</b>                                                                                                                                                                                                                                              | By 2025 maintain the percentage of positive endorsement on PCGOS for the factor of<br>- stimulating learning from 91% (2024)<br>- Student agency and voice from 91% (2024)                                |                                           |
| <b>12-month target 2.5</b>                                                                                                                                                                                                                                              | By 2025 reduce the percentage of Year F–6 students with 20 or more absent days from 22% (2024) to 20%<br>- improve the attendance rate from 92.8% (YTD) to 94%                                            |                                           |
| <b>Key Improvement Strategies</b>                                                                                                                                                                                                                                       |                                                                                                                                                                                                           | Is this KIS selected for focus this year? |
| <b>KIS 2.a</b><br>Teaching and learning                                                                                                                                                                                                                                 | Establish and embed an agreed approach to develop students' agency in their learning and wellbeing.                                                                                                       | No                                        |
| <b>KIS 2.b</b><br>Leadership                                                                                                                                                                                                                                            | Continue to enhance the school's processes for supporting inclusion, health and wellbeing.                                                                                                                | Yes                                       |

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| <p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p> | <p>consideration of school wide evidence based wellbeing approach to promote wellbeing and engagement<br/>DI cash allocation - perseverance<br/>embedding school values</p> |
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## Define actions, outcomes, success indicators and activities

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| <b>Goal 1</b>              | Maximise student learning growth for every student in literacy and numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>12-month target 1.1</b> | <p>By 2025 improve/maintain the percentage of Year 3 and 5 students achieving exceeding or strong in NAPLAN proficiency levels of the domains of:</p> <p>YEAR 3<br/> Reading from 91% (2024)<br/> Writing from 81% (2024) to 84%<br/> Numeracy from 91% (2024)</p> <p>YEAR 5<br/> Reading from 90% (2024)<br/> Writing from 85% (2024)<br/> Numeracy from 75% to 78%</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> |
| <b>12-month target 1.2</b> | <p>By 2025, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Vic Curriculum Levels F-10:</p> <p>ENGLISH<br/> Reading from 89% (2024) to 91%<br/> Writing from 92% (2024) to 94%</p> <p>MATHEMATICS<br/> establishing baseline due to revised Victorian Curriculum implementation in 2025</p>                                                                                                                                                                                  |
| <b>12-month target 1.3</b> | <p>By 2025 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the factor of:</p> <ul style="list-style-type: none"> <li>- Seeking feedback to improve practice from 82% (2024) to 84% (2025)</li> <li>- Discuss problems of practice from 91% (2024) to 93% (2025)</li> <li>- Believe peer feedback improves practice 82% (2024) to 84% (2025)</li> </ul> <p>NOTE<br/> 11 respondents - a shift in one person = approx 9% change.</p>                                                    |

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| <b>12-month target 1.4</b>                                                                                                                                         | <p>By 2025 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>- Sense of confidence from 78% (2024) to 80%</li> <li>- Motivation and Interest from 72% (2024) to 80%</li> <li>- Stimulating learning from 87% (2024) to 90%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>KIS 1.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance and embed staff capacity to consistently implement agreed teaching and learning practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Actions</b>                                                                                                                                                     | <p>To build teacher knowledge and understanding of the VTLM 2.0</p> <p>To adapt current practices to align with the VTLM 2.0 in teaching and learning programs</p> <p>Review documentation, teaching approaches and outcomes related to the structured teaching of the essential elements of reading (The Big 6) across the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Outcomes</b>                                                                                                                                                    | <p>Students will:</p> <ul style="list-style-type: none"> <li>Report that they are able to process information more easily</li> <li>Retain information more readily</li> <li>Be taught using evidence based teaching practices which are consistent across the school.</li> <li>Be taught content that is broken down and sequenced at their point of need</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the key components of the VTLM and be able to implement these within the instructional model.</li> <li>Plan and implement lessons using explicit teaching which manages cognitive load for students</li> <li>Explicitly teach about 25 mins daily of phonics and phonemic awareness using the school's agreed systematic synthetic phonics approach.</li> </ul> |

|                                                                 | <p>Leaders will:</p> <p>Support the ongoing professional development of teachers through the meeting schedule, coaching and modelling</p> <p>Build a strong knowledge and understanding in the evidence base and intent of the VTLM 2 and the DE reading approach.</p> <p>Investigate evidence-based writing approaches</p>                                                                                                                                                                                                                                                         |                                                  |                                  |                                          |
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| <b>Success Indicators</b>                                       | <p>Early Indicators</p> <p>Evidence of teachers implementing explicit teaching within their daily practice</p> <p>Evidence in planners of 25 mins daily of phonics and phonemic awareness</p> <p>Planning documents will demonstrate sequenced content and spaced practice?</p> <p>Formative and summative reading assessments will show student learning growth</p> <p>Late Indicators</p> <p>NAPLAN and teacher judgement results will show outcomes as per the AIP targets - writing and junior reading</p> <p>Increase in stimulated learning in Attitudes to School survey</p> |                                                  |                                  |                                          |
| <b>Activities</b>                                               | <b>People responsible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Is this a PL priority</b>                     | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Professional learning provided on VTLM 2.0 Elements of Learning | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                                                                                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00                                   |
| Provide PL on explicit teaching using AERO resources            | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                                                                                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00                                   |

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| Timetable for staff to undertake classroom observations including reflections and feedback focusing on explicit teaching/elements of the VTLM | <input checked="" type="checkbox"/> Principal                                                                                                                          | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 2<br>to:<br>Term 3 | \$0.00                                                                                                                                                                         |
| Investigate evidence based best practice in the teaching of writing that aligns with the VTLM 2.0 PL on writing                               | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                                                            | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 3 | \$1,000.00                                                                                                                                                                     |
| Commit to further year of resourcing Learning Specialist to lead curriculum improvement                                                       | <input checked="" type="checkbox"/> Principal                                                                                                                          | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$31,292.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Provide opportunities for staff to engage in modelling and coaching of explicit teaching                                                      | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                                                            | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00                                                                                                                                                                         |
| Provide staff with Professional reading materials explaining the evidence base of VTLM and explicit teaching (AERO)                           | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00                                                                                                                                                                         |
| Provide opportunities for staff to identify enablers and barriers from determinant statements (AERO) at different stages of implementation    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)                                                  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1                  | \$0.00                                                                                                                                                                         |

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|                                                                                                                                                                                      | <input checked="" type="checkbox"/> Principal                                                                                                                                                                                                                                                            |  | to:<br>Term 4 |  |
| <b>KIS 1.b</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Enhance staff capacity to use data and assessment practices to inform teaching and learning and collaborative goal setting at the students point of need.                                                                                                                                                |  |               |  |
| <b>Actions</b>                                                                                                                                                                       | Build capability of teachers to use data effectively to differentiate for students and to identify those who require additional support.                                                                                                                                                                 |  |               |  |
| <b>Outcomes</b>                                                                                                                                                                      | <p>Students will:</p> Engage with their teachers in scaffolded development of appropriate learning goals<br>Have an understanding of what their next steps are in their learning and be able to articulate these<br>Receive targeted additional support as required                                      |  |               |  |
|                                                                                                                                                                                      | <p>Teachers will:</p> Confidently and accurately identify student learning needs of all of their students<br>Reflect on practice and assess learning to inform future planning<br>Provide regular feedback and monitor student progress using data walls<br>Triangulate data using multiple data sources |  |               |  |
|                                                                                                                                                                                      | <p>Leaders will:</p> Build structures and processes to support staff in the ongoing tracking and monitoring of student progress<br>Develop strong data and assessment capabilities<br>Support the ongoing professional development of teachers through the meeting schedule, coaching and modelling.     |  |               |  |

| <b>Success Indicators</b>                                                   | Early indicators<br>Student feedback on differentiation, the instructional model, and use of common strategies<br>Teachers' formative assessment data (Essential, PAT) and summative judgements against the curriculum will show growth<br>Teacher records and observations of student progress will demonstrate growth<br>NAPLAN results<br>Late indicators<br>Students, staff and parent perception survey results |                                       |                                  |                                          |
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| <b>Activities</b>                                                           | <b>People responsible</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Investigate the use of Data Walls in numeracy in other schools              | ☑ Learning specialist(s)                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00                                   |
| Adapt/design data wall through consultation with staff to match our context | ☑ All staff                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 3 | \$0.00                                   |
| Embed the use of data walls in planning and PLCs                            | ☑ All staff                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00                                   |
| Timetable opportunities for teacher collaboration                           | ☑ Principal                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                   |



|                                                                                                                                                   |                                                                                                                                                                                 |                                       |                            |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------|--------|
| Use PLT's for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs | <input checked="" type="checkbox"/> Principal                                                                                                                                   | <input type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$0.00 |
| Provide professional learning on efficacy of data walls/evidence base                                                                             | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)                                                           | <input type="checkbox"/> PLP Priority | from: Term 2<br>to: Term 4 | \$0.00 |
| Timetable meeting to monitor use of data walls                                                                                                    | <input checked="" type="checkbox"/> All staff                                                                                                                                   | <input type="checkbox"/> PLP Priority | from: Term 2<br>to: Term 4 | \$0.00 |
| <b>Goal 2</b>                                                                                                                                     | To improve student engagement and wellbeing                                                                                                                                     |                                       |                            |        |
| <b>12-month target 2.1</b>                                                                                                                        | By 2025 to increase the percentage of Year F-6 students assessed as being above expected level in the personal and social capability from 0% to 15%                             |                                       |                            |        |
| <b>12-month target 2.2</b>                                                                                                                        | By 2025 increase the percentage of positive endorsement for Year 4-6 students for<br>- student voice and agency from 70% (2024) to 75%<br>- Perseverance from 74% (2024) to 83% |                                       |                            |        |
| <b>12-month target 2.3</b>                                                                                                                        | By 2025 maintain the percentage of positive endorsement on SSS Teaching and Learning for using student feedback to improve practice from 91% (2024)                             |                                       |                            |        |
| <b>12-month target 2.4</b>                                                                                                                        | By 2025 maintain the percentage of positive endorsement on PCGOS for the factor of<br>- stimulating learning from 91% (2024)<br>- Student agency and voice from 91% (2024)      |                                       |                            |        |
| <b>12-month target 2.5</b>                                                                                                                        | By 2025 reduce the percentage of Year F–6 students with 20 or more absent days from 22% (2024) to 20%<br>- improve the attendance rate from 92.8% (YTD) to 94%                  |                                       |                            |        |

|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KIS 2.b</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Continue to enhance the school's processes for supporting inclusion, health and wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Actions</b>                                                                                                                                                                                | To document whole school approach to wellbeing at PHPS<br>To build teacher capability within the VTLM 2.0 enabling learning element and Positive Classroom Management Strategies<br>Further embed the zones of regulation across whole school                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Outcomes</b>                                                                                                                                                                               | Teachers will<br>Have zones of regulation resources on display in all classrooms<br>Consistently use language of zones when speaking with students<br>Be implementing the eight consistent positive classroom management strategies<br><br>Students will:<br>Be able to articulate what zone they are in<br>Be able to use strategies for regulating their emotions<br>Be able to self regulate<br>Be curious<br>Have increased engagement time in tasks<br><br>Leaders will:<br>Provide professional learning on the Enabling Learning element and positive classroom management<br>Coach and model Positive classroom management strategies<br>Document clear student behaviour management set of procedures |
| <b>Success Indicators</b>                                                                                                                                                                     | Early Indicators<br>Consistent use of language by staff and students around the zones of regulation<br>Evidence of Positive Classroom Management Strategies being used consistently across the school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                     | Students engaged in learning tasks quickly and for a sustained time<br><br>Late Indicators<br>Student opinion survey increase in emotional awareness and regulation<br>Student opinion survey increase in stimulated learning<br>Documented whole school wellbeing approach |                                       |                            |                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Activities                                                                                                          | People responsible                                                                                                                                                                                                                                                          | Is this a PL priority                 | When                       | Activity cost and funding streams                                                                                                               |
| Whole staff Professional Learning on 8 Positive Classroom Management Strategies                                     | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal                                                                                                                                                                    | <input type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 2 | \$0.00                                                                                                                                          |
| Opportunity for staff to visit other classrooms with focus on Zones of Regulation and positive classroom strategies | <input checked="" type="checkbox"/> All staff                                                                                                                                                                                                                               | <input type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 3 | \$0.00                                                                                                                                          |
| Targeted music Music Therapy as a Tier 2 intervention                                                               | <input checked="" type="checkbox"/> Mental health and wellbeing leader                                                                                                                                                                                                      | <input type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$27,602.00<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| School Psychologist to assist teachers in developing and implementing strategies                                    | <input checked="" type="checkbox"/> Principal                                                                                                                                                                                                                               | <input type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$29,462.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2                                                              |

|                                                                                                     |                                                                                                             |                                                     |                                  |                                                                                                               |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------|
|                                                                                                     |                                                                                                             |                                                     |                                  | Funding will be used                                                                                          |
| Provide integration aide for students requiring support                                             | <input checked="" type="checkbox"/> Principal                                                               | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$19,152.00<br><br><input checked="" type="checkbox"/> Disability<br>Inclusion Tier 2<br>Funding will be used |
| Possible engagement in whole school wellbeing program/external pl                                   | <input checked="" type="checkbox"/> Principal                                                               | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 2<br>to:<br>Term 3 | \$0.00                                                                                                        |
| Provide opportunities through timetabling for modelling and coaching of use of zones in classrooms. | <input checked="" type="checkbox"/> Teacher(s)                                                              | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00                                                                                                        |
| Document whole school wellbeing approach                                                            | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$0.00                                                                                                        |

## Funding planner

### Summary of budget and allocated funding

| Summary of budget                   | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$9,311.60                  | \$9,311.60                           | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$89,203.63                 | \$89,203.63                          | \$0.00                    |
| Schools Mental Health Fund and Menu | \$27,602.50                 | \$27,602.50                          | \$0.00                    |
| <b>Total</b>                        | <b>\$126,117.73</b>         | <b>\$126,117.73</b>                  | <b>\$0.00</b>             |

### Activities and milestones – Total Budget

| Activities and milestones                                                               | Budget              |
|-----------------------------------------------------------------------------------------|---------------------|
| Commit to further year of resourcing Learning Specialist to lead curriculum improvement | \$31,292.00         |
| Targeted music Music Therapy as a Tier 2 intervention                                   | \$27,602.00         |
| School Psychologist to assist teachers in developing and implementing strategies        | \$29,462.00         |
| Provide integration aide for students requiring support                                 | \$19,152.00         |
| <b>Totals</b>                                                                           | <b>\$107,508.00</b> |

### Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

|                                                                                         |                                  |            |                                                           |
|-----------------------------------------------------------------------------------------|----------------------------------|------------|-----------------------------------------------------------|
| Commit to further year of resourcing Learning Specialist to lead curriculum improvement | from:<br>Term 1<br>to:<br>Term 4 | \$9,311.60 | <input checked="" type="checkbox"/> School-based staffing |
| <b>Totals</b>                                                                           |                                  | \$9,311.60 |                                                           |

### Activities and milestones - Disability Inclusion Funding

| Activities and milestones                                                               | When                             | Funding allocated (\$) | Category                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------|----------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Commit to further year of resourcing Learning Specialist to lead curriculum improvement | from:<br>Term 1<br>to:<br>Term 4 | \$9,139.63             | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><ul style="list-style-type: none"> <li>•</li> </ul>         |
| School Psychologist to assist teachers in developing and implementing strategies        | from:<br>Term 1<br>to:<br>Term 4 | \$9,182.00             | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                 |
| Provide integration aide for students requiring support                                 | from:<br>Term 1<br>to:<br>Term 4 | \$19,152.00            | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability<br><ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Totals</b>                                                                           |                                  | \$37,473.63            |                                                                                                                                                                                                                                                                                                                                      |

## Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones                             | When                             | Funding allocated (\$) | Category                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------|----------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Targeted music Music Therapy as a Tier 2 intervention | from:<br>Term 1<br>to:<br>Term 4 | \$27,602.50            | <input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students<br><br><b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>Employ Mental Health Staff in school (eduPay or non-teaching staff)</li> </ul> |
| <b>Totals</b>                                         |                                  | \$27,602.50            |                                                                                                                                                                                                                                                                                                                                        |

## Additional funding planner – Total Budget

| Activities and milestones                                                   | Budget      |
|-----------------------------------------------------------------------------|-------------|
| Provide tutoring for students identified as requiring additional assistance | \$78,230.00 |
| <b>Totals</b>                                                               | \$78,230.00 |

## Additional funding planner – Equity Funding

| Activities and milestones                                                   | When            | Funding allocated (\$) | Category |
|-----------------------------------------------------------------------------|-----------------|------------------------|----------|
| Provide tutoring for students identified as requiring additional assistance | from:<br>Term 1 | \$0.00                 |          |

|               |               |        |  |
|---------------|---------------|--------|--|
|               | to:<br>Term 4 |        |  |
| <b>Totals</b> |               | \$0.00 |  |

### Additional funding planner – Disability Inclusion Funding

| Activities and milestones                                                   | When                             | Funding allocated (\$) | Category                                                                                                                                                                          |
|-----------------------------------------------------------------------------|----------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide tutoring for students identified as requiring additional assistance | from:<br>Term 1<br>to:<br>Term 4 | \$51,730.00            | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Totals</b>                                                               |                                  | \$51,730.00            |                                                                                                                                                                                   |

### Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones                                                   | When                             | Funding allocated (\$) | Category |
|-----------------------------------------------------------------------------|----------------------------------|------------------------|----------|
| Provide tutoring for students identified as requiring additional assistance | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |          |
| <b>Totals</b>                                                               |                                  | \$0.00                 |          |



## Professional learning plan

| Professional learning priority                                                                                  | Who                                                                                                                                                                    | When                       | Key professional learning strategies                                                                                                                 | Organisational structure                                                                                             | Expertise accessed                                      | Where                                       |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------|
| Professional learning provided on VTLM 2.0 Elements of Learning                                                 | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal | from: Term 1<br>to: Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development                                           | <input checked="" type="checkbox"/> Whole school pupil free day                                                      | <input checked="" type="checkbox"/> Internal staff      | <input checked="" type="checkbox"/> On-site |
| Provide PL on explicit teaching using AERO resources                                                            | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal | from: Term 1<br>to: Term 3 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative inquiry/action research team                       | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions                  | <input checked="" type="checkbox"/> Internal staff      | <input checked="" type="checkbox"/> On-site |
| Investigate evidence based best practice in the teaching of writing that aligns with the VTLM 2.0 PL on writing | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                                                            | from: Term 2<br>to: Term 3 | <input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional practice day<br><input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Literacy expertise  | <input checked="" type="checkbox"/> On-site |
| Provide opportunities for staff to engage in modelling and coaching of explicit teaching                        | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                                                            | from: Term 1<br>to: Term 3 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Demonstration lessons  | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions                  | <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |

|                                                                                                     |                                                |                                  |                                                                                                                                                     |                                                                                                     |                                                         |                                             |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------|
| Provide opportunities through timetabling for modelling and coaching of use of zones in classrooms. | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------|