

2026 Annual Implementation Plan

for improving student outcomes

Panton Hill Primary School (1134)



Submitted for review by Matthew Dunstone (School Principal) on 20 February, 2026 at 08:41 AM
Endorsed by Clare Read (Senior Education Improvement Leader) on 20 February, 2026 at 05:45 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Embedding	Embedding

Future planning for 2026	As a number of key targets have been partially met or not met during this AIP, the school will continue to maintain a focused approach to the achievement of our 4 year goals. The further strengthening of the school leadership team with the appointment of a Learning Specialist and MHWL for 2026 will support this. There will be a continued focus on the implementation of our updated instructional model and the VTLM throughout 2026. This will include the further strengthening of peer observations and coaching cycles conducted by leadership team members, and the continued strengthening of consistent planning documentation. Student writing data has been identified as an area of need as teacher judgment data in this area of the curriculum is not as strong as reading or mathematics. A continued focus on building staff capacity in the use of data to inform student needs and planning will be a priority. This will include supporting staff and PLCs in analysing data that informs differentiated teaching. The school has been accepted into the SWPBS initiative for 2026. This will support us in developing school wide consistent approaches to positive behaviours and the implementation of the PCMS. Our school wellbeing team will be strengthened with the appointment of an MHWL from 2026. Along with our continued employment of a psychologist and Art Therapist, our school is well positioned to continually focus on our 4 year goals to improve student engagement, wellbeing, voice and agency.
---------------------------------	--

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Maximise student learning growth for every student in literacy and numeracy	Yes	By 2028 improve the percentage of Year 3 and 5 students achieving 'exceeding' or 'strong' in NAPLAN proficiency levels for the domains of: Year 3 • Reading from 71% (2023) to 79% • Writing from 88% (2023) to 92% • Numeracy from 59% (2023) to 70% Year 5 • Reading from 65% (2023) to 75% • Writing from 71% (2023) to 80% • Numeracy from 71% (2023) to 78%	Enhance and embed staff capacity to consistently implement agreed teaching and learning practices.	Yes
		By 2028, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Victorian Curriculum Levels F-10: English • Reading from 80% (Semester 2, 2022 - 2023) to 84% • Writing from 77% (Semester 2, 2022 - 2023) to 83% Mathematics • Number and Algebra from 84% (Semester 2, 2022 - 2023) to 88% • Measurement and Geometry 86% (Semester 2, 2022 - 2023) to 90%	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
		By 2028 improve the percentage of positive endorsement on School Staff Survey (SSS) for the factors of: • Seek feedback to improve practice from 67% (2023) to		

		73% - Discuss problems of practice from 67% (2023) to 77% - Believe peer feedback improves practice from 83% (2023) to 88%		
		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): - Sense of confidence from 80% (2023) to 85% - Motivation and Interest from 82% (2023) to 86% - Stimulating learning from 86% (2023) to 90%		
To improve student engagement and wellbeing	Yes	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: Personal and social learning progression point from 0% (2023) to 25%	Establish and embed an agreed approach to develop students' agency in their learning and wellbeing.	No
		By 2028 increase the percentage of positive endorsement for Year 4-6 students for the following factors on the AtoSS: - Student voice and agency from 75% (2023) to 80% - Perseverance from 83% (2023) to 88%	Continue to enhance the school's processes for supporting inclusion, health and wellbeing.	Yes
		By 2028, increase the percentage of positive endorsement on SSS Teaching and Learning module for the factor of: Use student feedback to improve practice from 83% (2023) to 87%		
		By 2028 increase the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of: Stimulating learning environment from 77% (2023) to		

		82% • Student agency and voice from 81% (2023) to 88%		
		By 2028 • Reduce the percentage of Year F–6 students with 20 or more absent days from 33% (2023) to 28% • Improve the attendance rate from 91.2% to 95%		

Define actions, evidence of change and tasks

Goal 1	Maximise student learning growth for every student in literacy and numeracy	
KIS 1.a	Enhance and embed staff capacity to consistently implement agreed teaching and learning practices.	
Actions	Strengthen the consistent implementation of VTLM priorities through the agreed school instructional model, with a particular focus on the strategies within the explicit teaching element 'Explicit explanation and modelling'.	
Evidence of change	- Repeated peer observations and learning walks will indicate improved implementation of all elements of the agreed instructional model. - Strengthened planning documentation, based on the agreed model, will be embedded across the school. - All staff will have participated in at least one coaching cycle throughout the year, focusing on an identified element of the VTLM. - Improvement in student learning growth as identified by teacher judgements in writing.	
Tasks		People responsible
Peer observations (at least once per term) will be implemented, with a specific focus on explicit teaching, to support the collaborative strengthening of teacher practice across the school.		☒ Learning specialist(s) ☒ Principal ☒ Teacher(s)
Develop and implement a school wide coaching approach, providing all teaching staff with at least one coaching cycle throughout the year, focusing on individual teacher need within the explicit teaching element of teaching.		☒ Learning specialist(s) ☒ Mental health and wellbeing leader ☒ Principal
Develop and conduct a professional learning plan focusing on the implementation of the explicit teaching element 'Explicit explanation and modelling' through the school instructional model.		☒ Learning specialist(s) ☒ Principal
Establish whole school processes supporting the implementation of planning expectations through the agreed instructional model.		☒ Learning specialist(s) ☒ Principal

KIS 1.b	Enhance staff capacity to use data and assessment practices to inform teaching and learning and collaborative goal setting at the students point of need.	
Actions	Strengthen PLC use of data and assessment practices to inform planning for student needs.	
Evidence of change	- Improved percentage of students achieving at or above expected growth in Reading, Writing and Mathematics. - Improved positive rating of 'Motivation and Interest' and 'Stimulating Learning' on AToSS. - Evidence of data analysis protocols used within PLCs. - Evidence of scaffolded practice in planning documentation.	
Tasks		People responsible
Audit of current assessment schedule and development of PLC data analysis timeline/guide.		✓ Learning specialist(s)
Implement data analysis protocols within PLC meetings to strengthen data analysis capacity in staff and the use of data to inform teaching and learning programs.		✓ Learning specialist(s) ✓ PLC leaders ✓ Principal
Determine the PL needs of leaders to support PLCs and develop a plan to build their capability on a needs basis.		✓ Principal
Establish whole school processes within PLCs that support the collaborative development and review of planning documents using evidence of the effectiveness of teaching and learning programs.		✓ Learning specialist(s) ✓ PLC leaders ✓ Principal
Develop and conduct a professional learning plan focusing on the use of planned and responsive scaffolds through the school instructional model and planning documents.		✓ Learning specialist(s) ✓ Principal
Goal 2	To improve student engagement and wellbeing	
KIS 2.b	Continue to enhance the school's processes for supporting inclusion, health and wellbeing.	

Actions	Strengthen staff understanding and consistent implementation of the Zones of Regulation in all learning spaces. Develop initial SWPBS implementation strategies at a whole school level.	
Evidence of change	• Staff and students indicate improved confidence in understanding and implementation of ZoR in school based surveys (pre and post tasks). • Learning walks indicate improved consistency in anchor charts displayed in learning spaces and use of these in daily teaching. • Attitudes to School Survey results for 'Perseverance' factor to increase from 69% (to increase to 83% or higher). • Documented whole school wellbeing approach identifies SWPBS essential features implemented • Data collection and analysis systems to support long-term SWPBS implementation established	
Tasks		People responsible
Deliver staff PL focusing on ZoR, lead staff in collaboratively identifying consistent anchor charts and resources to support implementation of ZoR, and develop and implement school staff and student surveys to monitor staff understanding and implementation of ZoR.		☒ Mental health and wellbeing leader
Conduct learning walks and peer observations to monitor implementation of ZoR.		☒ Learning specialist(s) ☒ Mental health and wellbeing leader ☒ Principal
SWPBS implementation team to engage with department coach, complete PL and identify school needs to develop action plan.		☒ SWPBS leader/team
Completion of the Schoolwide and Non-classroom Self-Assessment Survey (SAS) by over 70% of staff and Tiered Fidelity Inventory (TFI) to establish base level data.		☒ SWPBS leader/team
Develop school SWPBS matrix and consistent resources to support behaviour management (major/minor) through collaborative processes.		☒ Learning specialist(s) ☒ Mental health and wellbeing leader ☒ Principal

Introduce monitoring and coaching systems to support staff with initial implementation of SWPBS strategies as identified by SWPBS team.	☒ SWPBS leader/team
---	---