**2025 Annual Implementation Plan**

Submitted for review by Taylor Irish (School Principal) on 29 November, 2024 at 07:53 AM  
Endorsed by David Caughey (Senior Education Improvement Leader) on 27 March, 2025 at 10:50 PM

**for improving student outcomes**

Chelsea Primary School (3729)



**Self-evaluation summary**

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|  | **FISO 2.0 outcomes** | Self-evaluation level |
| **Learning** | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. |  |

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| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. |  |

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|  | **FISO 2.0 Dimensions** | Self-evaluation level |
| **Leadership** | 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 |  |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| 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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |  |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school |  |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |  |
| 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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| **Enter your reflective comments** |  |
| **Considerations for 2025** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve literacy and numeracy outcomes for all students. | Yes | By 2026, increase the percentage of students achieving high benchmark growth in NAPLAN in:   * Reading from 28% (2018–21 average) to 36% * Writing from 19% (2018–21 average) to 25% * Numeracy from 13% (2018–21 average) to 25% | By 2025, increase the percentage of students achieving high relative growth in NAPLAN with - Reading 36% - Numeracy 25% By 2025, reduce the number of NAS students in Reading for year 3, compared to the number of NAs students in 2024. |
| By 2026, increase the average percentage of F–6 students working above level against the Victorian Curriculum in Semester 2 in:   * Reading and viewing from 34% (2019–21 average) to 38% * Writing from 22% (2019–21 average) to 26% * Number and algebra from 30% (2019–21 average) to 36% | Increase the average percentage of F–6 students working above level against the Victorian Curriculum in;Reading from 36% in 2024 to 38% in 2025. Increase the average percentage of F–6 students working above level against the Victorian Curriculum in;Writing from 19% in 2024 to 22% in 2025. Increase the average percentage of F–6 students working above level against the Victorian Curriculum in;Number and algebra from 33% in 2024 to 35% in 2025. |
| By 2026, increase the percentage of students in the top two NAPLAN bands in:   * Year 3 Numeracy from 37% (2018–21 average) to 45% * Year 5 Numeracy from 26% (2018–21 average) to 36% * Year 5 Writing from 14% (2018–21 average) to 22% * Year 5 Reading from 43% (2018–21 average) to 53% | Increase the proportion of Year 3 students in the ‘Exceeding’ proficiency level of NAPLAN Reading from 40% (2024) to 42% (2025)Increase the proportion of Year 3 students in the ‘Exceeding’ proficiency level of NAPLAN Numeracy from 28% (2024) to 30% (2025) |
| By 2026, increase the percent positive response scores on the SSS for:   * Plan differentiated learning activities from 67% (2019–21 average) to 80% * Professional learning through peer observation from 55% (2019–21 average) to 75% * Understand formative assessment from 73% (2019–21 average) to 80% | By 2025, increase the percent positive response scores on the SSS for:- Plan differentiated learning activities from 92% 2024, maintain this high percentage.- Professional learning through peer observation from 83% 2024 to 85% in 2025. - Understand formative assessment from 96% in 2024, maintain this high percentage. |
| Improve student engagement and wellbeing outcomes. | Yes | By 2026, increase the per cent positive response scores on the AToSS for:   * Student voice and agency from 64% (2019–21 average) to 70% * Stimulated learning from 78% (2019–21 average) to 85% * Sense of confidence from 75% (2019–21 average) to 82% * Motivation and interest from 78% (2019–21 average) to 85% * Emotional awareness and regulation from 72% (2021) to 80% | By 2025, increase the per cent positive response scores on the AToSS for:- Stimulated learning from 82% in 2024 to 85% in 2025. - Sense of confidence from 81% in 2024 to 82% in 2025. - Motivation and interest from 81% in 2024 to 83% in 2025. - Emotional awareness and regulation from 71% in 2024 to 75% in 2025. |
| By 2026, increase the per cent positive response scores on the School Staff Survey for:   * Use student feedback to improve practice from 64% (2019–21 average) to 78% * Focus learning on real life problems from 54% (2019–21 average) to 70% | - Use student feedback to improve practice from 83% in 2024 to 85% in 2025. |
| By 2026, increase the per cent positive response score on the Parent Opinion Survey for:   * Student agency and voice from 79% (2019–21 average) to 85% * Confidence and resiliency skills from 84% (2019–21 average) to 88% | - Student agency and voice from ??- Confidence and resiliency skills from ?? |

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| Goal 1 | **Improve literacy and numeracy outcomes for all students.** | |
| 12-month target 1.1 | By 2025, increase the percentage of students achieving high relative growth in NAPLAN with  - Reading 36%  - Numeracy 25%   By 2025, reduce the number of NAS students in Reading for year 3, compared to the number of NAs students in 2024. | |
| 12-month target 1.2 | Increase the average percentage of F–6 students working above level against the Victorian Curriculum in; Reading from 36% in 2024 to 38% in 2025.   Increase the average percentage of F–6 students working above level against the Victorian Curriculum in; Writing from 19% in 2024 to 22% in 2025.   Increase the average percentage of F–6 students working above level against the Victorian Curriculum in; Number and algebra from 33% in 2024 to 35% in 2025. | |
| 12-month target 1.3 | Increase the proportion of Year 3 students in the ‘Exceeding’ proficiency level of NAPLAN Reading from 40% (2024) to 42% (2025)  Increase the proportion of Year 3 students in the ‘Exceeding’ proficiency level of NAPLAN Numeracy from 28% (2024) to 30% (2025) | |
| 12-month target 1.4 | By 2025, increase the percent positive response scores on the SSS for: - Plan differentiated learning activities from 92% 2024, maintain this high percentage. - Professional learning through peer observation from 83% 2024 to 85% in 2025.  - Understand formative assessment from 96% in 2024, maintain this high percentage. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Teaching and learning | Develop whole–school scope and sequence documents for literacy and numeracy that promote high quality teaching and learning. | Yes |
| **KIS 1.b**  Teaching and learning | Embed the instructional model, incorporating high impact teaching strategies. | No |
| **KIS 1.c**  Leadership | Build the capacity of PLCs to use student learning data and evidence to plan and evaluate learning programs using the inquiry cycle. | No |
| **KIS 1.d**  Assessment | Build teacher capability to utilise a range of formative assessment practices to provide adaptive and targeted teaching. | No |
| 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. | We have chosen this KIS to ensure there is a low variance between classroom teaching at both grade level and year level sequence. | |
| Goal 2 | **Improve student engagement and wellbeing outcomes.** | |
| 12-month target 2.1 | By 2025, increase the per cent positive response scores on the AToSS for: - Stimulated learning from 82% in 2024 to 85% in 2025.  - Sense of confidence from 81% in 2024 to 82% in 2025.  - Motivation and interest from 81% in 2024 to 83% in 2025.  - Emotional awareness and regulation from 71% in 2024 to 75% in 2025. | |
| 12-month target 2.2 | - Use student feedback to improve practice from 83% in 2024 to 85% in 2025. | |
| 12-month target 2.3 | - Student agency and voice from ?? - Confidence and resiliency skills from ?? | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Teaching and learning | Build teacher capacity to activate student voice and agency and embed opportunities for choice, voice and learner agency across curriculum areas and learning tasks. | No |
| **KIS 2.b**  Assessment | Build teacher capacity to provide effective learning focussed feedback to students to promote self–regulation and engagement. | Yes |
| **KIS 2.c**  Engagement | Build student capacity to set challenging learning goals and monitor their own growth. | No |
| 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. | We have chosen this KIS in an effort to develop staff knowledge, skills and expertise in building positive classroom management strategies. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 1 | Improve literacy and numeracy outcomes for all students. | | | | |
| 12-month target 1.1 | By 2025, increase the percentage of students achieving high relative growth in NAPLAN with  - Reading 36%  - Numeracy 25%   By 2025, reduce the number of NAS students in Reading for year 3, compared to the number of NAs students in 2024. | | | | |
| 12-month target 1.2 | Increase the average percentage of F–6 students working above level against the Victorian Curriculum in; Reading from 36% in 2024 to 38% in 2025.   Increase the average percentage of F–6 students working above level against the Victorian Curriculum in; Writing from 19% in 2024 to 22% in 2025.   Increase the average percentage of F–6 students working above level against the Victorian Curriculum in; Number and algebra from 33% in 2024 to 35% in 2025. | | | | |
| 12-month target 1.3 | Increase the proportion of Year 3 students in the ‘Exceeding’ proficiency level of NAPLAN Reading from 40% (2024) to 42% (2025)  Increase the proportion of Year 3 students in the ‘Exceeding’ proficiency level of NAPLAN Numeracy from 28% (2024) to 30% (2025) | | | | |
| 12-month target 1.4 | By 2025, increase the percent positive response scores on the SSS for: - Plan differentiated learning activities from 92% 2024, maintain this high percentage. - Professional learning through peer observation from 83% 2024 to 85% in 2025.  - Understand formative assessment from 96% in 2024, maintain this high percentage. | | | | |
| KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop whole–school scope and sequence documents for literacy and numeracy that promote high quality teaching and learning. | | | | |
| **Actions** | Build our teachers' capability to use explicit teaching in English.  Continue refining and modifying our whole school scope and sequence and key understanding documents for English. | | | | |
| **Outcomes** | • Students in need of targeted English academic support or intervention will be identified and supported • Students articulate the typical English lesson structure • Teachers will develop their skills and expertise in using the explicit direct instruction (EI) model used in teaching English • Teachers consistently and explicitly implement the school’s instructional model and scope and sequence • Teachers will identify student learning needs in English based on diagnostic assessment data • Teacher will build their capacity in relation to EI and English intervention and extension • Teachers will provide targeted academic support to students through English goals in IEPs  • Leaders refer to evidence and research to support their decisions • Leaders support all staff to apply the English instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities  • Leader will coach and mentor teachers to embed the English instructional model – use AERO implementation documentation  • Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning | | | | |
| **Success Indicators** | Early  • Curriculum documentation will show evidence of the use of explicit instruction  • English scope and sequence development  • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • AERO implementation documentation engagement, presentations and feedback • Teacher planners with EI embedded • Notes from Team level meetings will show plans to support individual student's learning needs • Formative and summative assessment results will show student learning growth • Common displays around school and classrooms (instructional model displayed, EDI posters) • Student IEPs will describe adjustments to meet their needs, and implementation, monitoring, and evaluation will be observed.   Late indicators:  • Victorian Curriculum judgements will show growth in learning • PAT Reading data improvement across the school  • SSS factors: instructional leadership, collective efficacy • AtoSS factors: stimulated learning, advocate at school • Naplan growth data and exceeding improvement  • Pre and Post survey results on EI (Explicit Teaching) | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Schedule regular opportunities for staff to engage with the AERO implementation guide and access to the learning specialist. Use evidence-based instruction model (AREO). | | 🗹 All staff  🗹 Curriculum co-ordinator (s)  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Team leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $18,922.00  🗹 Equity funding will be used |
| Visit classrooms to observe good teaching practices and share expertise. | | 🗹 All staff  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Principal  🗹 Team leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Other funding will be used |
| Refine the English instructional model with the Leadership teams, build key understanding and a scope and sequence for reading, spelling, writing, handwriting. | | 🗹 All staff  🗹 Assistant principal  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Other funding will be used |
| Design professional learning on English instructional model with the leadership/AERO. Present the evidence-based English instructional model of professional learning to staff. Provide staff with professional reading support and understanding of the English instructional model. | | 🗹 All staff  🗹 Assistant principal  🗹 Leadership team  🗹 Literacy leader  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Other funding will be used |
| Schedule time for coaching to support staff in applying the English instructional model. Refine the process for peer observations in light of the focus on the instructional model. Schedule time for teachers to update curriculum documentation to reflect the instructional model. | | 🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 PLC leaders  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Other funding will be used |
| Goal 2 | Improve student engagement and wellbeing outcomes. | | | | |
| 12-month target 2.1 | By 2025, increase the per cent positive response scores on the AToSS for: - Stimulated learning from 82% in 2024 to 85% in 2025.  - Sense of confidence from 81% in 2024 to 82% in 2025.  - Motivation and interest from 81% in 2024 to 83% in 2025.  - Emotional awareness and regulation from 71% in 2024 to 75% in 2025. | | | | |
| 12-month target 2.2 | - Use student feedback to improve practice from 83% in 2024 to 85% in 2025. | | | | |
| 12-month target 2.3 | - Student agency and voice from ?? - Confidence and resiliency skills from ?? | | | | |
| KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capacity to provide effective learning focussed feedback to students to promote self–regulation and engagement. | | | | |
| **Actions** | Strengthen the whole school approach towards social and emotional learning | | | | |
| **Outcomes** | Students will report improvements in their ability to self-regulate, be actively engaged, feel interested and motivated. Teachers will plan for and implement social and emotional learning within their curriculum areas. Teachers will be able to recognise, respond to and refer students’ mental health needs. Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches. Wellbeing team will directly support teachers, students and whole school approaches to positive mental health and sense of self. | | | | |
| **Success Indicators** | Early indicators:  Curriculum documentation will show plans for social and emotional learning. Notes from learning walks and peer observation will show how staff are embedding social and emotional learning, in the form of programs as well as the Positive Classroom Management Strategies (PCMS). Student support resources displayed around the school.  Late indicators:  Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop a professional learning plan to increase staff (teacher and ES) capacity in the Personal and Social Capability, explicitly referring to the teaching of Positive Classroom Management Strategies (PCMS). | | 🗹 All staff  🗹 Assistant principal  🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $16,257.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Schedule regular learning walks and peer observation that focus on the Positive Classroom Management Strategies (PCMS). | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Other funding will be used |
| Provide staff with additional coaching to build capacity and streamline the referral process to wellbeing programs and practices on offer at CPS as part of the RTI tiered support. | | 🗹 All staff  🗹 Assistant principal  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $14,307.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and document a scope and sequence for the teaching of the Personal and Social General Capability, including our RTI tiered support. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Other funding will be used |
| Continual development of the Disability Inclusion Profile process and our learning plans and documentation associated with this. Employ a wellbeing/Inclusion learning specialist. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $25,184.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $38,610.30 | $38,610.00 | $0.30 |
| Disability Inclusion Tier 2 Funding | $158,687.65 | $158,687.00 | $0.65 |
| Schools Mental Health Fund and Menu | $39,490.34 | $39,492.00 | -$1.66 |
| **Total** | $236,788.29 | $236,789.00 | -$0.71 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Schedule regular opportunities for staff to engage with the AERO implementation guide and access to the learning specialist. Use evidence-based instruction model (AREO). | $18,922.00 |
| Develop a professional learning plan to increase staff (teacher and ES) capacity in the Personal and Social Capability, explicitly referring to the teaching of Positive Classroom Management Strategies (PCMS). | $16,257.00 |
| Provide staff with additional coaching to build capacity and streamline the referral process to wellbeing programs and practices on offer at CPS as part of the RTI tiered support. | $14,307.00 |
| Continual development of the Disability Inclusion Profile process and our learning plans and documentation associated with this. Employ a wellbeing/Inclusion learning specialist. | $25,184.00 |
| **Totals** | $74,670.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Schedule regular opportunities for staff to engage with the AERO implementation guide and access to the learning specialist. Use evidence-based instruction model (AREO). | from: Term 1  to: Term 4 | $18,922.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $18,922.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Develop a professional learning plan to increase staff (teacher and ES) capacity in the Personal and Social Capability, explicitly referring to the teaching of Positive Classroom Management Strategies (PCMS). | from: Term 1  to: Term 4 | $16,257.00 | 🗹 Professional learning for school-based staff |
| **Totals** |  | $16,257.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Provide staff with additional coaching to build capacity and streamline the referral process to wellbeing programs and practices on offer at CPS as part of the RTI tiered support. | from: Term 1  to: Term 4 | $14,306.00 | 🗹 Schoolwide Positive Behaviour Support - Tier 1 focus (free) |
| Continual development of the Disability Inclusion Profile process and our learning plans and documentation associated with this. Employ a wellbeing/Inclusion learning specialist. | from: Term 1  to: Term 4 | $25,186.00 | 🗹 Employ Mental Health Staff to provide Tier 3 support for students |
| **Totals** |  | $39,492.00 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| employ staff for learning intervention both in English and Maths | $162,118.00 |
| **Totals** | $162,118.00 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| employ staff for learning intervention both in English and Maths | from: Term 1  to: Term 4 | $19,688.00 | 🗹 School-based staffing |
| **Totals** |  | $19,688.00 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| employ staff for learning intervention both in English and Maths | from: Term 1  to: Term 4 | $142,430.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $142,430.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| employ staff for learning intervention both in English and Maths | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

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| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Schedule regular opportunities for staff to engage with the AERO implementation guide and access to the learning specialist. Use evidence-based instruction model (AREO). | 🗹 All staff  🗹 Curriculum co-ordinator (s)  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Team leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Whole school pupil free day  🗹 Professional practice day  🗹 Timetabled planning day  🗹 Network professional learning  🗹 Communities of practice  🗹 PLC/PLT meeting  🗹 Area principal forums | 🗹 Learning specialist  🗹 Literacy leaders  🗹 Pedagogical Model | 🗹 On-site |
| Visit classrooms to observe good teaching practices and share expertise. | 🗹 All staff  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Principal  🗹 Team leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Timetabled planning day  🗹 PLC/PLT meeting | 🗹 Learning specialist  🗹 Literacy leaders | 🗹 On-site |
| Refine the English instructional model with the Leadership teams, build key understanding and a scope and sequence for reading, spelling, writing, handwriting. | 🗹 All staff  🗹 Assistant principal  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Whole school pupil free day | 🗹 Learning specialist | 🗹 On-site |
| Design professional learning on English instructional model with the leadership/AERO. Present the evidence-based English instructional model of professional learning to staff. Provide staff with professional reading support and understanding of the English instructional model. | 🗹 All staff  🗹 Assistant principal  🗹 Leadership team  🗹 Literacy leader  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole school pupil free day  🗹 Timetabled planning day  🗹 Communities of practice  🗹 PLC/PLT meeting | 🗹 Learning specialist | 🗹 On-site |
| Develop a professional learning plan to increase staff (teacher and ES) capacity in the Personal and Social Capability, explicitly referring to the teaching of Positive Classroom Management Strategies (PCMS). | 🗹 All staff  🗹 Assistant principal  🗹 Learning specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Learning specialist  🗹 Departmental resources  PCMS resources | 🗹 On-site |