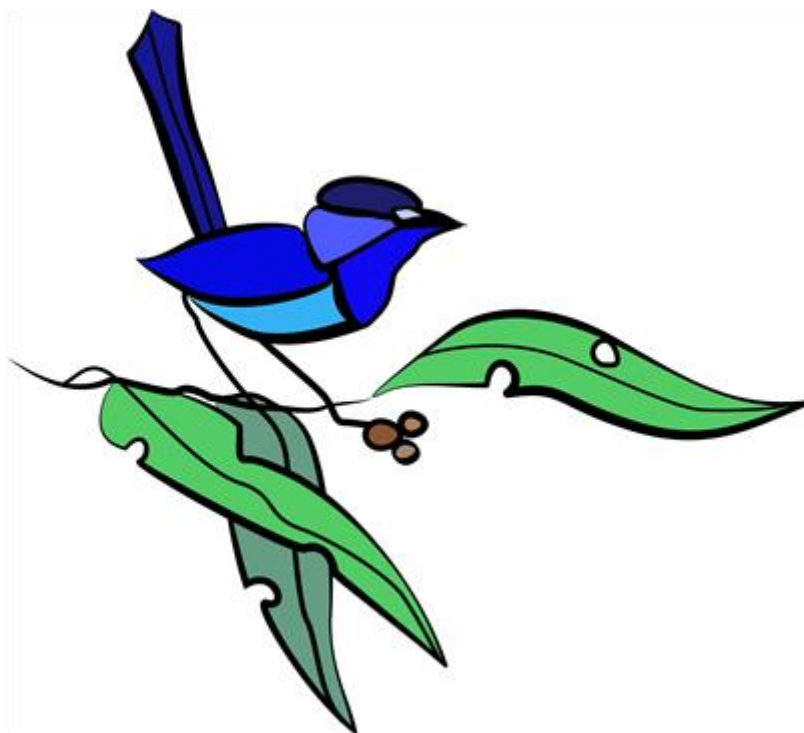


2025 Annual Implementation Plan

for improving student outcomes

Christmas Hills Primary School (1362)



Submitted for review by Maria Parks (School Principal) on 21 March, 2025 at 03:35 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 21 March, 2025 at 03:36 PM

Self-evaluation summary

	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.	

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

	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	

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	
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	
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	
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	
--	---	--

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning	Yes	By 2026, decrease the proportion of Year 5 students in the bottom two NAPLAN bands for: <ul style="list-style-type: none"> • Reading from 50 per cent in 2022 to zero per cent. • Writing from 50 per cent in 2022 to 25 per cent. • Numeracy from 50 per cent in 2022 to 25 per cent. 	In 2025, increase the number of students participating in NAPLAN and in the top two bands (Strong-Exceeding) from 0% to 50%.
		By 2026, decrease the proportion of students achieving below expected growth level measured by end of year teacher judgement across Years 1-6 in: <ul style="list-style-type: none"> • Number and Algebra from 50 per cent in 2021 to 25 per cent. • Reading from 33 per cent in 2021 to 15 per cent. • Writing from 46 per cent in 2021 to 25 per cent. 	In 2025, decrease the proportion of students achieving below expected growth level measured by end-of-year teacher judgement across Years 1-6 in: Number and Algebra from 50 percent in 2024 to 40 percent. Reading from 50 percent in 2024 to 40 percent. Writing from 50 percent in 2024 to 40 percent.
		By 2026, the proportion of teachers responding positively to <i>academic emphasis</i> in the School Staff survey will increase from 54 per cent in 2021 to 75 per cent.	In 2025, the proportion of teachers responding positively to academic emphasis in the School Staff Survey will increase from 72% to 75%.
Improve student engagement and wellbeing	Yes	By 2026 the proportion of Year 4-6 students responding positively on the student Attitudes to School survey in: <ul style="list-style-type: none"> • Motivation and interest will increase from 78 per cent in 2022 to 85 per cent 	In 2025, we will use the Attitudes to School Survey questions to survey our 3-6 students and use 2022 baseline data to increase: Motivation

		<ul style="list-style-type: none"> • Self-regulation and goal setting will increase from 72 per cent in 2022 to 80 per cent • Sense of confidence will increase from 56 per cent in 2022 to 75 per cent • Stimulated learning will increase from 78 per cent in 2022 to 85 per cent • Perseverance will increase from 61 per cent in 2022 to 75 per cent • Student voice and agency will increase from 71 per cent in 2022 to 80 per cent 	& interest to 83%Self-regulation & goal setting to 75%Sense of confidence to 70%Stimulated learning to 80%Perserverance to 70%Student voice & agency to 75%
		By 2026, the proportion of parents responding positively on the Parent opinion survey in: <ul style="list-style-type: none"> • School connectedness will increase from 88 per cent in 2021 to 90 per cent • Stimulated learning will increase from 88 per cent in 2021 to 90 per cent • Student voice and agency will increase from 85 per cent in 2021 to 90 per cent 	By 2025, the proportion of parents responding positively to the Parent Opinion Survey in:- Student connectedness will increase from 53% in 2023 to 70%- Stimulating learning environment will increase from 78% to 85%-Student agency and voice will increase from 44% in 2023 to 70%

Goal 1	Improve student learning
12-month target 1.1	In 2025, increase the number of students participating in NAPLAN and in the top two bands (Strong-Exceeding) from 0% to 50%.
12-month target 1.2	In 2025, decrease the proportion of students achieving below expected growth level measured by end-of-year teacher judgement across Years 1-6 in: Number and Algebra from 50 percent in 2024 to 40 percent. Reading from 50 percent in 2024 to 40 percent. Writing from 50 percent in 2024 to 40 percent.

12-month target 1.3	In 2025, the proportion of teachers responding positively to academic emphasis in the School Staff Survey will increase from 72% to 75%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Embed PLC methodology to support teacher collaboration and strengthen teaching practice.	Yes
KIS 1.b Assessment	Develop teacher data literacy using the PLC inquiry cycle.	Yes
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 will continue to focus on embedding the PLC framework and using it as a vehicle to drive curriculum and student outcomes. We will work towards strengthening teacher practice in mathematics aligning with the new Mathematics Curriculum 2.0. Our self-evaluation reflects that we need to continue to refine and adjust our documentation accordingly as well as implement the new Victorian Teaching and Learning Model of explicit instruction. Utilising our teacher judgement data and investigating other forms of data to address learning and track growth will be a priority as we do not have NAPLAN as a measure due to the small number of students at our school. Using the PLC's to review both student data and programs will be a priority and developing individual learning plans for students. Setting high expectations for our students will remain a focus which aligns with the new Victorian Teaching and Learning model including continuing to provide a positive and safe learning environment that models our culture at CHPS of respect and collaboration.	
Goal 2	Improve student engagement and wellbeing	
12-month target 2.1	In 2025, we will use the Attitudes to School Survey questions to survey our 3-6 students and use 2022 baseline data to increase: Motivation & interest to 83% Self-regulation & goal setting to 75% Sense of confidence to 70% Stimulated learning to 80% Perseverance to 70% Student voice & agency to 75%	

12-month target 2.2	By 2025, the proportion of parents responding positively to the Parent Opinion Survey in: <ul style="list-style-type: none"> - Student connectedness will increase from 53% in 2023 to 70% - Stimulating learning environment will increase from 78% to 85% - Student agency and voice will increase from 44% in 2023 to 70% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Embed a whole school framework to enhance student wellbeing	Yes
KIS 2.b Engagement	Develop and strengthen meaningful partnerships between the school community and the wider community	No
KIS 2.c Engagement	Further develop student voice and agency to improve engagement in learning	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 will work closely in partnership with families/carers to support the needs of students and this will continue to be a priority. We have utilised a range of support services and work collaboratively with our regional support staff and have created a supportive and inclusive culture at our school. We will continue to implement the Berry St Model and establish a school-wide approach to supporting students' social and emotional wellbeing and investigate other programmes including Smiling Minds to build positive psychology. We will aim to strengthen current practices and will prioritise building staff capacity to manage a range of complex cases. As we do not have any AtoSS data, creating and investigating other forms of measures will be necessary so that we can meet the needs of our students.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning
12-month target 1.1	In 2025, increase the number of students participating in NAPLAN and in the top two bands (Strong-Exceeding) from 0% to 50%.
12-month target 1.2	In 2025, decrease the proportion of students achieving below expected growth level measured by end-of-year teacher judgement across Years 1-6 in: Number and Algebra from 50 percent in 2024 to 40 percent. Reading from 50 percent in 2024 to 40 percent. Writing from 50 percent in 2024 to 40 percent.
12-month target 1.3	In 2025, the proportion of teachers responding positively to academic emphasis in the School Staff Survey will increase from 72% to 75%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed PLC methodology to support teacher collaboration and strengthen teaching practice.
Actions	<ul style="list-style-type: none"> - Establish and embed PLC structures to support teacher collaboration and strengthen teaching practice in mathematics. - Build staff capability in the elements of the VTLM 2.0 and the implementation of evidence based practices to support student learning in Mathematics.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - increase their understanding of how we learn and evidence-based teaching strategies aligning with the VTLM 2.0 - monitor PLC processes to ensure a staged approach is implemented to improving practice, addressing enablers and barriers

	<p>Teachers will:</p> <ul style="list-style-type: none"> - work collaboratively using the PLC framework to strengthen teaching practice - understand, review and implement teaching practices related to VTLM 2.0 - plan the instructional strategies they will use alongside the content they are teaching - differentiate and scaffold content based on student needs and data <p>Students will:</p> <ul style="list-style-type: none"> - be taught using evidence-based teaching practices - be taught content that is broken down and sequenced 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - planning documentation that includes learning intention and success criteria and is differentiated - curriculum documentation demonstrating sequenced content - students demonstrating higher levels of engagement that is observable during classroom observations - PLC minutes showing evidence of collaborative approaches to reviewing assessments and developing teacher practice. <p>Late Indicators</p> <ul style="list-style-type: none"> - Victorian Curriculum teacher judgements to show increased learning growth in mathematics - Student IEPs demonstrating short-term goals and progress achieved through adjustments and interventions - NAPLAN 3-5 Numeracy - Needs Additional Support to decrease - Post-test results from Essential Assessment in Number General All showing growth - End-of-year surveys showing increases in student engagement and stimulated learning environment. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Using PLCs, work with teachers to engage with formative assessment practices to support responsive teaching practices	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Engage teachers in learning opportunities to deepen their understanding of the principles of explicit instruction.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Use departmental resources and build upon knowledge using recommended readings and sharing understandings.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Use classroom observations to understand how the VTLM 2.0 is reflected in the planning and delivery of the mathematics curriculum.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
Use Mathematics Online Interview to assess the mathematical knowledge of students in the early years of schooling and of "at risk" students in the middle and upper primary levels.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine the Mathematics Instructional Model and teaching approaches aligning to explicit teaching and processes for enabling learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop a professional learning plan that supports teachers to engage with the VTLM 2.0 Elements of Teaching in a staged and systematic matter.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used

KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher data literacy using the PLC inquiry cycle.
Actions	<ul style="list-style-type: none"> - Develop staff capability in assessment and differentiation to meet students individual learning needs through PLC inquiry cycles. - Embed data literacy into teacher practice leading to better instructional decisions and student outcomes.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor implementation and practice improvement - implement a staged approach to analysing data and utilising the PLC inquiry cycle. <p>Teachers will:</p> <ul style="list-style-type: none"> - increase their understandings about assessment and utilise PLCs to analyse data and plan for learning - responsively differentiate based on a collection of diagnostic assessment data and scaffold content - provide regular feedback to students on their progress against individual learning goals and curriculum standards <p>Students will:</p> <ul style="list-style-type: none"> - be given feedback relative to their learning goals and needs - taught content that is broken down and sequenced
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - documented assessment schedule and evidence of teachers inputting data - increased engagement in data discussions during PLCs - improved confidence in using and interpreting different types of data - teachers beginning to link student data to their teaching strategies to obtain improvements in student performance - teachers becoming more adept at using data to guide instructional practices - teachers beginning to reflect on the effectiveness of their data-drive actions, discussing what worked, what didn't and

	adjusting practices accordingly Late Indicators: - Improved student outcomes in student achievement against Victorian Curriculum teacher judgements - Consistent data-drive instructions where teachers routinely use data to drive all aspects of instruction - Teachers confidently analysing and interpreting various data sources			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop professional learning plan that supports staff in analysing and using data to improve student outcomes.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Engage with regional staff to support with embedding PLC structure.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support teachers in utilising the PLC framework to try new teaching strategies based on data-driven goals.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Develop data mapping processes to identify gaps in knowledge and understand where to focus teaching	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Create targeted intervention groups based on data and student needs.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 2	Improve student engagement and wellbeing			
12-month target 2.1	In 2025, we will use the Attitudes to School Survey questions to survey our 3-6 students and use 2022 baseline data to increase: Motivation & interest to 83% Self-regulation & goal setting to 75% Sense of confidence to 70% Stimulated learning to 80% Perseverance to 70% Student voice & agency to 75%			
12-month target 2.2	By 2025, the proportion of parents responding positively to the Parent Opinion Survey in: - Student connectedness will increase from 53% in 2023 to 70% - Stimulating learning environment will increase from 78% to 85% - Student agency and voice will increase from 44% in 2023 to 70%			
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school framework to enhance student wellbeing			
Actions	-Strengthen and document the whole school approach to physical/social/emotional/cultural wellbeing. - Build staff capacity to collect, analyse and respond to student wellbeing data. - Build staff capacity to support student social and emotional wellbeing through evidence based strategies.			
Outcomes	Leaders will: - Support the continuous development, documentation, and review of whole school wellbeing approaches. - Directly support students' mental health and/or provide referrals.			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - Implement wellbeing programs and a range of interventions in their classrooms to support students' social and emotional wellbeing needs. - Conduct regular check-ins/conferencing with students and respond to signs of student distress. <p>Students will:</p> <ul style="list-style-type: none"> - Report improved emotional awareness and resilience. - Be connected to range of allied health and mental health services. 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Observations of changes to classroom practices in student wellbeing. - Classroom and peer observations documentation showing evidence of professional learning being demonstrated in practice. - Internal and external professional learning attendance and shared readings documented. - Draft documentation of a whole school approach to physical/social/emotional/cultural wellbeing. - Student support resources displayed. - Documentation of referral and communicating processes regarding monitoring and escalating wellbeing concerns. <p>Late Indicators:</p> <ul style="list-style-type: none"> - AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience. - Attendance data showing an increase in student attendance. - Semester 2 teacher judgements against Personal and Social Capabilities. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to embed the Berry Street Model to support student wellbeing and provide further professional learning to upskill staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00
Develop a monitoring process for tracking student wellbeing and collect data each term .	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Explore wellbeing data assessment including PAT Wellbeing Survey	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Use classroom observations to give feedback on positive classroom management strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review and refine HIWS focusing on establishing and maintaining clear classroom expectations.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: 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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$10,198.02	\$10,198.00	\$0.02
Schools Mental Health Fund and Menu	\$27,602.50	\$20,602.50	\$7,000.00
Total	\$42,800.52	\$35,800.50	\$7,000.02

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

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

Totals		\$0.00	
---------------	--	--------	--

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Additional teacher support for students with disabilities	\$10,198.00
Increase tutor learning hours to support in mathematics.	\$5,000.00
Release for teacher to develop and plan Berry Street Model	\$20,602.50
Totals	\$35,800.50

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional teacher support for students with disabilities	from: Term 1 to: Term 4	\$0.00	

Increase tutor learning hours to support in mathematics.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Release for teacher to develop and plan Berry Street Model	from: Term 1 to: Term 4	\$0.00	
Totals		\$5,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional teacher support for students with disabilities	from: Term 1 to: Term 4	\$10,198.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Increase tutor learning hours to support in mathematics.	from: Term 1 to: Term 4	\$0.00	
Release for teacher to develop and plan Berry Street Model	from: Term 1 to: Term 4	\$0.00	
Totals		\$10,198.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Additional teacher support for students with disabilities	from: Term 1 to: Term 4	\$0.00	
Increase tutor learning hours to support in mathematics.	from: Term 1 to: Term 4	\$0.00	
Release for teacher to develop and plan Berry Street Model	from: Term 1 to: Term 4	\$20,602.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ additional teacher to release staff member (eduPay)
Totals		\$20,602.50	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Using PLCs, work with teachers to engage with formative assessment practices to support responsive teaching practices	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Engage teachers in learning opportunities to deepen their understanding of the principles of explicit instruction.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use departmental resources and build upon knowledge using recommended readings and sharing understandings.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Little Learners Love Literacy	<input checked="" type="checkbox"/> Off-site Attending PL offsite
Use classroom observations to understand how the VTLM	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

2.0 is reflected in the planning and delivery of the mathematics curriculum.		to: Term 4	<input checked="" type="checkbox"/> Curriculum development			
Use Mathematics Online Interview to assess the mathematical knowledge of students in the early years of schooling and of "at risk" students in the middle and upper primary levels.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Visit other NESST schools
Review and refine the Mathematics Instructional Model and teaching approaches aligning to explicit teaching and processes for enabling learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan that supports teachers to engage with the VTLM 2.0 Elements of Teaching in a staged and systematic matter.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Develop professional learning plan that supports staff in analysing and using data to improve student outcomes.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants PL Little Learners Love Literacy	<input checked="" type="checkbox"/> Off-site PL - Little Learners Love Literacy

Continue to embed the Berry Street Model to support student wellbeing and provide further professional learning to upskill staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
---	--	----------------------------------	--	---	--	---