

Annual Implementation Plan - 2026

Pascoe Vale South Primary School (4704)



PASCOE VALE SOUTH
PRIMARY SCHOOL

Submitted for review by Carmel Lancuba (School Principal) on 30 January, 2026 at 07:33 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 March, 2026 at 09:48 PM

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes	
KIS 1.b	Strengthen the school's agreed instructional practices to meet student points of need and to align with the VTLM 2.0 and the F to 2 reading strategies.	
Actions	To build teachers' understanding the Elements of Learning (VTLM 2.0) and their implications for teaching.	
Evidence of change	<ul style="list-style-type: none"> - Teachers and students will use shared language of the Elements of Learning in the classroom. - School's weekly planning documents will be refined and reflective of the Elements of Learning. - Consistent implementation of agreed practices aligned with the Elements of Learning across classrooms. - Peer observations and coaching will Increase teacher efficacy and confidence in applying the Elements of Learning to their daily practice as evident in the School Staff Survey. (Teaching and Learning domain - Practice Improvement) - Our Attitudes to School Survey data on effective teaching practice for Cognitive Engagement will have improved from the 2025 baseline. (Effective Teaching Practice for Cognitive Engagement - Stimulated Learning was 70% overall). - Year 5 cohort, will demonstrate an increase in Stimulated Learning. 	
Tasks	People responsible	
Build knowledge VTLM 2.0 Elements of Learning through professional learning underpinned by AERO research.	☑ Leadership team	
Learning Specialists will provide teams with support at weekly planning sessions to link and ensure lessons are reflective of VTLM 2.0 Elements of Learning and the Explicit Teaching element of Elements of Teaching.	☑ Learning specialist(s)	

Provide support through coaching/feedback cycles for teachers to ensure consistent application of the use the 4 Learning elements(VTLM2.0).	<input checked="" type="checkbox"/> Learning specialist(s)
Audit and align our school's planning documentation (instructional model, scope and sequence, unit and weekly) to align with the Learning elements of the VTLM 2.0.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Staff will participate in peer observations linked to the element of learning. (Semester 1 - Attention, Focus and Regulation, Knowledge and Memory, Semester 2 - Retention and Recall, Mastery and Application)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
KIS 1.c	Further develop teacher understanding and capacity in assessment literacy.
Actions	Extend and strengthen staff capacity to use formative assessment in daily lessons to respond to the learning needs of all learners.
Evidence of change	<ul style="list-style-type: none"> - Teachers will demonstrate an improved understanding of how to use assessment evidence to inform next steps in teaching and learning. - Teachers adjust instruction during lessons based on student responses and evidence of learning. - Weekly planning of lessons consistently includes formative assessment strategies (e.g., checks for understanding, questioning, exit tickets, quick quizzes) - Evidence from learning walks will demonstrate the use of formative assessment strategies, with teachers employing multiple methods to check for understanding and adjusting instruction to respond to student learning needs.. - Students will be able to articulate their learning progress and identify the next steps needed to improve their learning
Tasks	People responsible
Professional Learning on Formative Assessment Practices and Responsive Teaching Practices (Bron Ryrie-Jones) will be provided.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)

Continue collaborative planning time for staff to develop their skills in analysing student data and co-design challenging assessments to inform teaching and to meet the needs of all learners.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
PLCs will include a focus on using formative assessment and responsive teaching practices to target the learning needs of all students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Through coaching cycles, support staff to use responsive teaching practices and adjust instruction based on formative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Learning walks will be scheduled to monitor the implementation of Elements of Responsive Instruction based on formative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Goal 2	Enhance student wellbeing
KIS 2.a	Enhance and embed a consistent social, emotional and wellbeing framework so that all students build learner dispositions and the capabilities to thrive.
Actions	Embed the Positive Classroom Management Strategies (PCMS) and the High Impact Wellbeing Strategies 5 (Foster Self-efficacy) and 6 (Engagement) across all teams and strengthen Tier 1 and 2 practices.
Evidence of change	<ul style="list-style-type: none"> - Staff will have a deeper understanding of the PCMS and all teams (specialists included) will be embedding into their daily practice. - Students will be engaged in their learning and utilise self, peer and teacher feedback. - Students will demonstrate a self-awareness of their learner disposition by using self regulation strategies. - Attitudes to School Survey data (AToSS) results will record an increase self efficacy, motivation and interest, perseverance and sense of confidence. - Teacher observations will indicate that students demonstrate increased skills for self awareness, collaboration and conflict resolution.

Tasks	People responsible
Embed PCMS into the Setting up for Success Program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader
MHWL to support teams to collaboratively plan and implement effective strategies and practices to build learner dispositions and enhance student agency and engagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
Monitor the progress of student agency and engagement practices (HIWS 5 and 6) by conducting learning walks.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Professional Learning on developing learner dispositions through setting goals for learning and wellbeing.	<input checked="" type="checkbox"/> Learning specialist(s)
MHWL and DI leader will facilitate 'social stencil' groups to build social awareness and their sense of confidence when interacting others.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader
KIS 2.b	Develop and embed a multitiered system approach to student inclusion.
Actions	Strengthen our multitiered system to meets the needs of learners, including students with disabilities and diverse learning needs.
Evidence of change	<ul style="list-style-type: none"> - A Multi-tiered System of Support (MTSS) Framework is referred to and used by all skateholders. - Teachers will make adjustments to support the learning and wellbeing development of students through documenting current adjustments in their adjustments tables and weekly planners. - More consistent communication between specialists, ES staff, teachers and leaders for students at risk in learning and wellbeing. - Students will feel included, resilient and successful in their learning and wellbeing goals. - Attitudes to School Survey data (AToSS) will show an increase in social engagement (Sense of Inclusion factor) - ES will feel more confident in catering for needs of the students they closely work with School Climate (academic

	emphasis factor).
Tasks	People responsible
Embed a clear, documented Multitiered System Support (MTSS) approach aligned to our referral pathway process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator
Provide ongoing professional learning with all staff on inclusive practices and differentiation, neurodiversity, and trauma-informed practices, including targetted workshops for teachers on how to effectively use ES staff to support diverse students.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader
The DI leader will support teachers and ES by collaboratively sharing learning adjustments, effective strategies and practices that promote inclusivity for all students.	<input checked="" type="checkbox"/> Disability inclusion coordinator
Use coaching cycle to improve teacher practice in implementing learning adjustments and inclusive teaching strategies.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)
DI leader will refine IEP documentation and process. Teachers will be supported to write, implement, monitor and evaluate student SMART goals.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)
The DI Leader will continue to complete Disability Inclusion profiles whist building staff knowledge of the domains.	<input checked="" type="checkbox"/> Disability inclusion coordinator