

2026 Annual Implementation Plan

for improving student outcomes

Whittlesea Primary School (2090)



Submitted for review by Kaylene Kubeil (School Principal) on 07 December, 2025 at 07:39 AM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 08 December, 2025 at 04:05 PM

Self-evaluation summary

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

Future planning for 2026	GOAL 1 - Improve student learning outcomes. Continue VTLM 2.0 implementation (elements of learning and teaching) Action Plans and Implementation Update and refine WPS instructional processes/practice and associated guides Utilisation of Joyce & Showers Module Provision of Professional learning (forums) Cycles of implementation (Blocks) in PLCs Coaching and Modelling (Learning Specialists) Peer Observations (as possible) Structuring more authentic PLC cycles (PLC support roles to assist with this) - Term 1 Engagement Norms & Routines (whole school consistency) - Term 2 VTLM 2.0 / Adaptive Teaching (Numeracy) - Term 3 VTLM 2.0 / Adaptive Teaching (Literacy) - Term 4 Wellbeing MTSS (Learning) - Shared and understood by all staff GOAL 2 - Maximise student wellbeing outcomes. Re-development and embedding of SEL / Personal and Social curriculum (RR) Continuation of Disability Inclusion applications and profile meetings Maintain high-quality IEPs / whole school documentation (Student Learner Profiles & Behaviour Support Plans, etc.) AtoSS Implementation (consistent) / Termly Whole School Wellbeing Days Student Voice / Dispositions leadership SWPBS continuation of authentic implementation of SWPBS WPS (check-ins) teacher focus/data collection groups Coaching and Modelling (Learning Specialists) Peer Observations (as possible) Focus on Attendance Data, tracking, follow-up and messaging regarding the importance of school attendance. MTSS (Wellbeing) - Shared and understood by all staff
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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?
Improve student learning outcomes.	Yes	By 2029, increase the percentage of students achieving NAPLAN <i>Strong</i> and <i>Exceeding</i> proficiency level for: • Year 3 Reading from 55% (2024) to 65% • Year 5 Reading from 67% (2024) to 75% • Year 3 Numeracy from 55% (2024) to 62% • Year 5 Numeracy from 61% (2024) to 67% By 2029, decrease the percentage of students achieving NAPLAN <i>Needs additional support</i> for: • Year 3 Reading from 20% (2024) to 15% • Year 5 Reading from 11% (2024) to 8% • Year 3 Numeracy from 16% (2024) to 12% • Year 5 Numeracy from 8% (2024) to 5%	Embed differentiated teaching practice to meet every student's individual needs.	No
		*By 2029, increase the percentage of students achieving high (and medium) benchmark growth in: • Reading from XX% (202x) to XX% • Writing from XX% (202x) to XX% • Numeracy from XX% (202x) to XX% <i>*Placeholder target to be confirmed when data becomes available.</i>	Strengthen pedagogical practice to improve academic rigour.	Yes
		By 2029, reduce the percentage of F-6 students achieving below the expected level (Semester 2) for: • Reading and viewing from 36% (2024) to 28% • *Mathematics from xx% (202x) to xx% <i>*Placeholder target to be confirmed when data becomes available.</i>		

		By 2029, increase the percentage positive endorsement to the Attitudes to School Survey factors: • <i>Stimulated learning</i> from 55% (2024) to 65% • <i>Differentiated learning challenge</i> from 71% (2024) to 81%.		
		By 2029, increase the percentage positive endorsement to the School Staff Survey factor: • <i>Academic emphasis</i> from 40% (2024) to 60%.		
Maximise student wellbeing outcomes.	Yes	By 2029, increase the percentage of positive endorsement to the Attitudes to School Survey factors: • <i>Resilience</i> from 58% (2024) to 65% • <i>Sense of connectedness</i> from 57% (2024) to 65% • <i>Managing bullying</i> from 58% (2024) to 65% • <i>Student voice and agency</i> from 50% (2024) to 60%.	Strengthen the whole school approach to wellbeing.	Yes
		By 2029, increase the student attendance rate from 86% (2024) to 90%.	Embed inclusive practices to engage learners with additional needs.	Yes
		By 2029, increase the percentage of positive endorsement to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors: • <i>Teacher communication</i> from 58% (2024) to 70% • <i>Student motivation and support</i> from 56% (2024) to 70%.		

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes.	
KIS 1.b	Strengthen pedagogical practice to improve academic rigour.	
Actions	- Implement the VTLM 2.0 with a specific focus on planning and explicit teaching - Implement structured PLC inquiry cycles	
Evidence of change	**Implement the VTLM 2.0, with a specific focus on planning and explicit teaching * - Teachers implement consistent engagement norms, predictable routines, and explicit lesson structures, supported by leadership learning walks and coaching from Learning Specialists to strengthen instructional practice. - Lessons consistently demonstrate elements of teaching: planning, explicit instruction, enabling learning and supported application. - Student outcomes improve through increased engagement, prioritised learning time, improved academic performance, and the Learning Performance Group has some shifts from Medium to Improving. - Positive cultural and professional growth is evident through higher staff survey endorsements for Academic Emphasis and leaders mentoring emerging leaders in both learning and wellbeing. **Implement structured PLC inquiry cycles** - Structured PLC cycles supported by consistent norms, protocols, and meeting minutes that unpack evidence (and data). - Clear alignment between PLC focus areas and teaching/learning documentation, with consistency across all PLC teams. - Staff engaging in authentic collaborative planning that strengthens understanding of PLC structures - A meeting schedule that ensures dedicated time for the PLC inquiry processes	
Tasks	People responsible	
Implement PLC cycles to support VTLM 2.0 knowledge, understanding and teacher practice (included in School Meeting Schedule)	☒ Leadership team ☒ Teacher(s)	
Planned for:		

PLC T1 - Engagement Norms & Routines PLC T2 - Numeracy PLC T3 - Literacy PLC T4 - Wellbeing		
Facilitate professional learning sessions focusing on VTLM 2.0 (included in School Meeting Schedule) (includes PLC pacing guide, templates ensuring consistency in structures and documentation)		☒ Leadership team ☒ Learning specialist(s) ☒ PLC leaders
Monitor and drive 'Engagement Norms & Routines' continuously throughout the year		☒ All staff
Develop a documented Modelling and Coaching process throughout all PLC Cycles		☒ Learning specialist(s) ☒ PLC leaders
Updates the school documentation (guide) that supports VTLM 2.0 language		☒ Assistant principal ☒ Learning specialist(s)
Goal 2	Maximise student wellbeing outcomes.	
KIS 2.a	Strengthen the whole school approach to wellbeing.	
Actions	- Develop and implement a whole school approach to Social & Emotional Learning (SEL) underpinned by Respectful Relationships - Develop and reinforce a consistent whole school approach to tracking and monitoring Attendance	
Evidence of change	**Develop and implement a whole school approach to Social & Emotional Learning underpinned by Respectful Relationships ** - SEL is strengthened through increased timetabled lessons, teacher facilitation, and coaching from Learning Specialists and leaders, improving explicit instruction and classroom practice. - Students demonstrate growing SEL understanding, showing key vocabulary and behaviours across settings.	

	- A whole-school SEL scope and sequence is embedded and aligned with Respectful Relationships, supported by the SWPBS framework. - SEL lessons incorporate essential learning elements, including attention, regulation, memory, recall, mastery and application. - The Mental Health Menu (e.g., Friendology/The Resilience Project) is used to support implementation, alongside mentoring that develops emerging leaders. - Evidence of impact includes a shift in wellbeing performance from Developing to Medium and increased ATtoS positive endorsement for resilience, connectedness, managing bullying, and student voice and agency. **Develop and reinforce a consistent whole school approach to tracking and monitoring Attendance ** - Strengthened whole-school attendance practices, including weekly monitoring, consistent tracking systems, documented follow-up processes, and increased staff awareness of attendance patterns. - Improved student and family understanding of attendance expectations, supported by the Attendance Officer, sub-school coordinators and classroom teachers. - Positive shifts in student outcomes, including improved attendance for priority groups and better Attitudes to School Survey results for the 'attitudes to attendance' factor from the 2025 baseline. - Wellbeing performance group progression from 'Developing' to 'Medium', reflecting strengthened attendance and engagement approaches.
Tasks	People responsible
Develop a whole school approach to Social & Emotional Learning (SEL) that is fully documented and implemented	✓ Assistant principal ✓ Wellbeing team
Provision of professional Learning that supports staff in SEL implementation with appropriate resources	✓ Wellbeing team
Consistent tracking of Wellbeing Data (SWPBS, including chronicles, house tokens, golden tickets, etc.)	✓ Learning specialist(s) ✓ SWPBS leader/team
Develop coaching processes focused on wellbeing, engagement, and agency.	✓ Assistant principal

	☒ Mental health and wellbeing leader ☒ Wellbeing team
Allocate sub-school coordinators to liaise with the Attendance officer to track student attendance data, identify attendance trends, and identify students at risk at regular meetings.	☒ Leadership team ☒ Learning specialist(s) ☒ PLC leaders
Consistent weekly monitoring of attendance by classroom teachers (including Consistent attendance tracking of priority groups, ie, First Nations, Disadvantaged students, etc.)	☒ Teacher(s)
Develop attendance plans for students at risk and implement support meetings to discuss and review plans (implementation of Modified Timetable policy)	☒ Leadership team ☒ Mental health and wellbeing leader
Enhance the promotion of positive attendance to the school community, using platforms such as termly attendance awards at assemblies, newsletters and online.	☒ Leadership team ☒ Principal
KIS 2.b	Embed inclusive practices to engage learners with additional needs.
Actions	- Embed a whole school approach and understanding of MTSS in Wellbeing and Learning - Strengthen and refine WPS Documentation Suite
Evidence of change	**Embed a whole school approach and understanding of MTSS in Wellbeing and Learning** - A calm, orderly learning environment supported by teachers and education support staff working alongside students in classrooms. - Consistent use of shared language and strategies across the school to manage behaviour, promote wellbeing, and support inclusive practices, underpinned by a documented whole-school MTSS approach. - Onboarding processes that provide teaching staff with a detailed understanding of the school's inclusion approach. - Learning Specialists and the DI support leader assist teachers in implementing classroom adjustments outlined in students' IEPs, with timetabled education support staff embedded in classrooms. - Increased staff awareness of evidence-based inclusion practices and improved AtoSS results, particularly in

	Stimulated Learning and Differentiated Learning Challenge. **Strengthen and refine WPS Documentation Suite** - Teachers maintain and regularly update documentation for students requiring Tier 2 and Tier 3 supports, including consistent whole-school tools such as learner profiles and behaviour support plans. - Disability Inclusion documentation and profile meetings are completed, and IEPs are reviewed and updated so students receive the supports outlined. - Learning Specialists and the DI support/admin leader assist teachers to refine and complete wellbeing documentation and ensure evidence is collected for DI profile applications. - Whole-school wellbeing documentation practices are consistent, comprehensive, and aligned with student needs across all support levels.
Tasks	People responsible
Provide professional learning for staff on MTSS, trauma-informed practices, implementing IEPs, and managing challenging behaviours	☒ Assistant principal ☒ Mental health and wellbeing leader
Review the effectiveness of existing Tier 2 and Tier 3 supports and documentation to identify gaps and improve interventions.	☒ Assistant principal ☒ Learning specialist(s)
Refine and strengthen SWPBS and PCMS processes to ensure consistent whole-school implementation.	☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders
Analyse school data using filters to identify and monitor priority student groups, including DI, PSD, First Nations, disadvantaged, and OoHC cohorts.	☒ Administration team ☒ Leadership team ☒ PLC leaders
Review and update IEPs to include engagement goals aligned with the SEL curriculum (Personal and Social Capability), and monitor and track progress toward IEP goal completion.	☒ Assistant principal ☒ Wellbeing team
Facilitate, document, and minute SSG meetings as required or requested	☒ Learning specialist(s)

	☒ Mental health and wellbeing leader ☒ Teacher(s)
Complete DIP preparation documentation to support applications for Tier 3 funding for students.	☒ Assistant principal ☒ Learning specialist(s) ☒ Teacher(s)