

# 2026 Annual Implementation Plan

## for improving student outcomes

Yarrambat Primary School (2054)



Submitted for review by Luke Franklin (School Principal) on 27 February, 2026 at 05:59 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 02 March, 2026 at 07:38 AM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Evolving			Embedding	
<b>FISO 2.0 core elements</b>	<b>Leadership</b>	<b>Teaching and learning</b>	<b>Assessment</b>	<b>Engagement</b>	<b>Support and resources</b>
	Evolving	Evolving	Evolving	Embedding	Excelling

<b>Future planning for 2026</b>	<p>We are progressing well against our 4 year targets and initiatives. There are a few areas that still need to be work upon that were identified during 2025. We are moving slightly behind where we projected however, this was due to staff readiness for change and directional changes within the school and DET. Overall, we are pleased with the structures and processes being developed and implemented over the course of the year.</p>
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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?
Maximise the learning growth of every student	Yes	By 2028, <ul style="list-style-type: none"> <li>increase the percentage of students in Year 3 attaining exceeding proficiency in NAPLAN to reading from 23% (2023) to 33% or above</li> <li>increase the percentage of students in Year 3 attaining exceeding proficiency in NAPLAN writing from 7% (2023) to 17% or above</li> <li>increase the percentage of students in Year 3 attaining exceeding proficiency in NAPLAN reading from 10% (2023) to 20% or above</li> </ul>	Review and embed whole school instructional models	Yes
		By 2028, <ul style="list-style-type: none"> <li>increase the percentage of students in Year 5 attaining exceeding proficiency in NAPLAN reading from 24% (2023) to 34% or above</li> <li>increase the percentage of students in Year 5 attaining exceeding proficiency in NAPLAN writing from 13% (2023) to 23% or above</li> <li>increase the percentage of students in Year 5 attaining exceeding proficiency in NAPLAN numeracy from 8% (2023) to 18% or above</li> </ul>	Develop a collaborative and common approach to curriculum planning and documentation across the school	No
		By 2028, increase the percentage of positive responses score on the SSS in the following factors: <ul style="list-style-type: none"> <li>Academic emphasis from 74% in 2023 to 78%</li> <li>Active Participation from 62% in 2023 to 66%</li> <li>Teacher collaboration from 72% in 2023 to 76%</li> </ul>	Build staff capability to facilitate the co-design of evidence-based learning tasks with students	No

Empower students to be active and curious learners and citizens	Yes	By 2028, increase the percentage of positive responses score on AtoSS for Years 4-6 in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 61% in 2023 to 71%</li> <li>• Motivation and interest from 74% in 2023 to 78%</li> <li>• Stimulated learning from 76% in 2023 to 80%.</li> </ul>	Strengthen teacher knowledge and practice to activate learner agency and student voice across the school	No
		By 2028, increase the percentage of positive responses score on SSS in the following factors: <ul style="list-style-type: none"> <li>• Instructional leadership from 79% in 2023 to 83%</li> <li>• Use student feedback to improve practice from 73% in 2023 to 77%</li> </ul>	Embed the use of STEAM approaches across the curriculum	No
			Develop and embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	Yes

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise the learning growth of every student	
<b>KIS 1.a</b>	Review and embed whole school instructional models	
<b>Actions</b>	Further develop instructional models which align with the VTLM 2.0 for literacy and numeracy Build teacher capability to implement instructional models with fidelity and consistency	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Teachers will be able to articulate the schools pedagogy behind the instructional models and VTLM 2.0</li> <li>- Documented instructional models for English and Maths</li> <li>- Evidence of alignment with the instructional models and identified practices in teacher planning documents and weekly planners</li> <li>- Evidence of consistent use of agreed strategies and adoption of instructional models in classroom practice through learning walks, coaching and PLC documentation.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Leaders will guide whole staff review of current models and co-develop framework for instructional models. This will include leadership days to ensure understanding of the changes to pedagogical models.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	
Learning specialists and principal class will develop PL (whole staff, learning walks, PLC, coaching) to deepen whole staff understanding of instructional models and aligned teaching strategies articulated in VTLM 2.0.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	
Leadership to participate in learning walks to collect evidence of alignment and gather data. This data will be used to identify and develop PL as needed.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	

Feedback from LS and team leaders will be used to identify/highlight particular misconceptions or misalignments. PL to be developed inline with feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Learning Specialists will begin coaching in team planning sessions and classrooms to help develop all staff skills in aligning and delivering curriculum within the schools instructional models	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)
Leadership will work with the team leaders through focused leadership days to ensure they are confident and knowledgeable of our models and able to actively lead teams through planning and aligned development and delivery of curriculum	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)  <input checked="" type="checkbox"/> Team leader(s)
<b>Goal 2</b>	Empower students to be active and curious learners and citizens
<b>KIS 2.c</b>	Develop and embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
<b>Actions</b>	Develop staff knowledge and capacity to effectively implement Positive Classroom Management Strategies (PCMS) Enact the tiered response to intervention to ensure all students have access to appropriate supports and extensions
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- IEPs and support plans documented to support individual students</li> <li>- All students identified who require additional supports for learning or wellbeing will have documented plans and evidence of adjustments</li> <li>- Teachers enacting foundational PCMS practices to increase student engagement</li> <li>- AToSS data will improve in the areas of: Emotional awareness and regulation, resilience and self regulation and goal setting</li> <li>- Classroom practice will support student behaviour, foster supportive learning environments and enhance students' social and emotional development. This will be evident in a reduction of negative Compass chronicle entries and an increase of positive chronicles. Improved data in AToSS (motivation and interest, teacher concern).</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
Identify students who require additional supports and extensions (learning and wellbeing) and develop supporting plans.	<input checked="" type="checkbox"/> All staff

Continue to develop professional learning experiences of specifically identified PCMS and monitor implementation through PLCs and learning walks.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Teachers to regularly monitor student attendance and develop communication and plans to support reengagement.	<input checked="" type="checkbox"/> All staff
Teaching teams to unpack AToSS and Resilient Youth Survey data and identify areas of need and develop a PLC cycle to improve identified data.	<input checked="" type="checkbox"/> All staff
Develop staff knowledge and practice in student self-regulation and self-efficacy through professional development based on VTLM 2.0 enabling learning guide	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team