2026 Annual Implementation Plan

for improving student outcomes

Kinglake Primary School (2188)

Submitted for review by Luke McMurray (School Principal) on 23 January, 2026 at 05:45 PM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 23 January, 2026 at 06:18 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning	Wellbeing
	Evolving	Embedding

FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Evolving	Emerging

Future planning for 2026	We have made steady gains towards achieving the four-year goals outlined in our SSP, improving student outcomes in the areas of literacy, numeracy and wellbeing. While several 12-month targets were only partially met, there is evidence of improvements being made in teacher practice and student engagement. Against our four-year goals, the introduction of a structured literacy approach has begun to improve staff knowledge and planning consistency, though student outcomes in reading and numeracy have not yet reflected the full impact of these changes. We have begun to implement whole-staff PL around a structured literacy approach, use of DIBELS data, and collaboration around the VTLM 2.0 framework, but this will require future work to embed throughout the school. The implementation of tutoring and targeted phonics intervention has been effective in supporting students at their point of need, but further embedding of consistent lesson structures and assessment moderation will be necessary.The KIS related to student wellbeing and inclusion is being implemented in the school, again there is some further work reuired here to fully embed this practice within our school. The Disability Inclusion initiative and Berry Street model have built teacher capability and enhanced our inclusive culture. However, limited participation in the Staff Opinion Survey and continued time and workforce constraints have restricted our ability to fully evaluate the impact of wellbeing initiatives across all staff.Next year, the school will require continued focus on improving student outcomes in literacy and numeracy, as well as enhancing student wellbeing and engagement, with an emphasis on:- Fully embedding the Structured Literacy approach, including consistent lesson structures, daily review practices, and alignment with the VTLM 2.0 model.- Consolidating data literacy through moderation and shared analysis of DIBELS and NAPLAN data to inform targeted instruction. Implementing this throughout the whole staff, encouraging shared responsibility of our schoolwide data.- Developing a whole-school scope and sequence aligned to curriculum and assessment schedules, allowing

	teachers to focus more deeply on instructional delivery.- Deepening the Disability Inclusion framework, ensuring DI profiles and IEPs are consistently implemented and reviewed.- Continuing to build staff wellbeing capacity through implementation of the psychosocial safety action plan and the Wellbeing Leader initiative.Our 2026 goals will prioritise ensuring that the strong foundations built this year translate into measurable student outcomes. Structured PL, leadership modelling, and certainty around school leadership structures will be key enablers for this next phase of improvement.

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 outcomes in literacy and numeracy.	Yes	Learning outcomes - NAPLAN banding By 2025, increase the 3-year rolling average percentage of students achieving in the top two bands in: ● Year 3 reading from 74% (2018-2021) to above 74% ● Year 3 writing from 69% (2018-2021) to above ● Year 3 numeracy from 49% (2018-2021) to above 49% ● Year 5 writing from 18% (2018-2021) to 33% ● Year 5 reading from 56% (2018-2021) to above ● Year 5 numeracy from 38% (2018-2021) to 45%.	Formalise whole school approaches to teaching and learning.	Yes
		Learning outcomes - NAPLAN benchmark growth By 2025, increase the 3-year rolling average percentage of students at or above benchmark growth in: ● Reading from 82% (2021) to 90% ● Writing from 79% (2021) to 90%.	Establish an effective professional learning strategy and processes.	No
		Learning outcomes - teacher judgement By 2025, increase the 3-year rolling average percentage of students from Foundation to Year 6 achieving above the age expected level in: ● writing from 19% (2019-2021) to 33% ● measurement and geometry from 15% (2019-2021) to 30%.	Build instructional leadership structures and processes.	No

		Staff Opinion – School Staff Survey By 2025, increase the percentage of positive endorsement for the factors: ● Collaborate to scaffold student learning from 60% (2021) to 75% ● Time to share pedagogical content knowledge from 60% (2021) to 75% ● Professional learning through peer observation from 20% (2021) to 60% ● Instructional leadership from 69% (2021) to 80%.		
Improve student wellbeing and engagement.	Yes	Student opinion – Attitudes to School Survey By 2025, increase the percentage of positive endorsement for the factors: ● Emotional awareness and regulation from 66% (2021) to 70% ● Community connections from 66% (2021) to 70% ● Student voice and agency to above 90% (91% in 2021).	Enhance processes to embed student voice, agency and leadership.	No
		Parent opinion – Parent Opinion Survey By 2025, increase the percentage of positive endorsement for the factors: ● Parent participation and involvement from 67% (2021) to 75% (2025) ● Teacher communication from 64% (2021) to 75% (2025) ● School communication from 67% (2021) to 75% (2025) ● Not experiencing bullying from 43% (2021) to 70% (2025).	Embed a whole school approach to wellbeing.	Yes
		Staff opinion - School Staff Survey By 2025, increase the percentage of positive endorsement for the factors:	Strengthen parent and community partnerships.	No

		● Trust in parents and students from 73% (2021) to 80% ● Promote student ownership of learning goals from 80% (2021) to 85% ● Parent and community involvement from 87% (2021) to 90%.		
		By 2025, reduce the percentage of students absent for more than 20 days from 21% (2019) to 15%.		

Define actions, evidence of change and tasks

Goal 1	Improve student outcomes in literacy and numeracy.
KIS 1.a	Formalise whole school approaches to teaching and learning.
Actions	Review and refine our curriculum documentation for reading and mathematics Build teacher capability in implementing VTLM 2.0 element of "supported application"
Evidence of change	- Teachers are using a shared language, structure and approach to teaching each lesson, based on our whole-school teaching and learning model - Unit plans, as well as scope and sequence documents, aligned to the Victorian Curriculum 2.0, supported by the VTLM 2.0 - The proportion of students achieving at or above expected level in reading and mathematics increased from 2025, as a percentage of students - Increased intervention and extension opportunities supported students at risk of disengagement - Review and retrieval practice was evident in planning documents, as well as classroom practice

Tasks	**People responsible**
Collaborate on Reading and Mathematics curriculum documents, including a review of whole-school assessments	School improvement team
Build staff capacity to incorporate intervention and extension into our teaching and learning model	School improvement team
Update weekly planning documents to reflect review and retrieval practice, in line with VTLM 2.0 element of "Supported Application"	Teacher(s)
Utilise supports from consultants and network schools in order to strengthen and refine the existing teaching and learning model	Principal
Establish processes for regular learning walks and talks, including agreed documentation, norms and reflections and aligned collection of evidence with professional learning schedule.	School improvement team

Provide targeted professional developement on VTLM 2.0 throughout the year, particularly the element of "Supported Application."	Principal

Goal 2	Improve student wellbeing and engagement.
KIS 2.b	Embed a whole school approach to wellbeing.
Actions	- Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement - Implement wellbeing programs with a focus on resilience and school connectedness
Evidence of change	- Teachers modelled common language and strategies for managing behaviour, promoting wellbeing and supporting inclusion - Attitudes to school survey results for the school connectedness (69%) and resilience (16% high resilience) domain improved to 75% and 25% respectively - IEPs were reviewed and updated each term, ensuring students consistently received the documented supports - Documentation of SWPBS strategies were updated and consistently implemented throughout the school

Tasks	**People responsible**
Provide whole-staff PL on implementing multi-tiered systems of support, trauma informed practices and implementing IEPs.	Student wellbeing co-ordinator
Review the effectiveness of current Tier 2 and 3 supports, to identify areas for improvement, such as logging major behaviours on Compass chronicle page	School improvement team
Review and refine the school's approach to School-Wide Positive Behaviour Support across Tier 1-3	School improvement team
Review and refine documentation of processess for identifying and supporting students requiring Tier 2 or 3 supports, ensure these are communicated with teachers	School improvement team
Review and update IEPs to ensure high-quality goals are being met with effective supports, ensuring that all Koori students receive an SSG and IEP, in collaboration with KESO supports.	School improvement team