

# 2026 Annual Implementation Plan

## for improving student outcomes

Concongella Primary School (1136)



Submitted for review by Amy Henderson (School Principal) on 27 January, 2026 at 05:24 PM  
Endorsed by Therese Allen (Senior Education Improvement Leader) on 03 February, 2026 at 10:36 AM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Evolving			Evolving	
<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	Evolving	Evolving

<b>Future planning for 2026</b>	<p>This year, our school has made strong progress against our four-year goals, targets, and Key Improvement Strategies (KIS), with a focus on building teacher capacity, embedding a consistent instructional model, and strengthening multi-tiered systems of support for both learning and wellbeing. Our overall school performance is currently at an improving level, with Learning at a medium performance level and Wellbeing at an improving performance level. In Learning, notable achievements include high performance measures in reading, with 80% of Year 3 students achieving in the strong or exceeding range on NAPLAN, and Year 5 reading NAPLAN results at 100% in the strong or exceeding range. This reflects the successful implementation of our Core Literacy instructional model aligned to VTML 2.0, the establishment of targeted Tier 2 interventions in reading, and embedded professional learning for staff, including peer observations and external visits to support evidence based practice. Tier 2 interventions in mathematics and social-emotional learning implemented in Term 3 have also demonstrated measurable impact, supporting growth in student outcomes. In Wellbeing, high performance measures include positive student endorsement in emotional awareness and regulation at 79%, and student voice and agency at 88%. The establishment of a Mental Health and Wellbeing Team, the rollout of targeted SEL interventions, and the development of clear processes for supporting students with disabilities through Individual Education Plans and the Disability Inclusion Profile have strengthened our whole-school approach. Significant resourcing, including clinical psychologist partnerships and dedicated wellbeing staff, has ensured that recommendations are embedded in classroom</p>
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	<p>practice, supporting both learning and wellbeing outcomes. While many KIS have been successfully implemented, some strategies, such as learning sprints at the cluster level, have been less directly engaged this year. Our primary focus remained on embedding peer observations, structured feedback, and internal professional learning to support teacher growth in Core Literacy, which has contributed to measurable improvements in student reading outcomes. Looking ahead, our focus for next year will be on enhancing writing instruction to ensure alignment with VTML 2.0 and evidence-based practices, alongside strengthening mathematics teaching and learning. Further attention will also be given to unpacking our school staff survey results, particularly the surprising 48% response regarding academic emphasis, to better understand and support teacher engagement and instructional focus. Overall, the strategies implemented this year have positively impacted student outcomes, particularly in reading and SEL, and have laid a strong foundation for continued growth in writing, mathematics, and whole-school instructional consistency.</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?
To optimise the learning growth of every student in literacy and numeracy.	Yes	<p>By 2026, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 45 per cent in 2021 to 50 per cent</li> <li>• Writing from 27 per cent in 2021 to 50 per cent</li> <li>• Numeracy from 36 per cent in 2021 to 50 per cent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 0 per cent in 2021 to 50 per cent</li> <li>• Writing from 0 per cent in 2021 to 50 per cent</li> <li>• Numeracy from 0 per cent in 2021 to 50 per cent</li> </ul>	Develop and embed an instructional model across the school	Yes
		<p>By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading from 84 per cent in 2021 to 86%</li> <li>• Writing from 71 per cent in 2021 to 73%</li> <li>• Numeracy from 75 per cent in 2021 to 77%</li> </ul>	Build capabilities for data analysis and an understanding of data by teachers and students	No
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey from staff in the school cluster for the following measures:</p> <ul style="list-style-type: none"> <li>• collective focus on student learning factor from 81 per cent in 2021 to 90 per cent</li> <li>• guaranteed and viable curriculum from 79 per cent in 2021 to 90 per cent</li> <li>• academic emphasis from 67 per cent in 2021 to 80 per cent</li> </ul>	Develop, document, and embed a teaching and learning program that reflects the needs of students	Yes

			Develop a cluster approach to peer observation and professional learning	No
To improve student voice & agency in learning & wellbeing.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> <li>• student voice and agency factor from 66 per cent in 2021 to 80 per cent</li> <li>• sense of confidence from 56 per cent in 2021 to 70 per cent</li> <li>• emotional regulation and awareness from 62 per cent in 2021 to 80 per cent</li> <li>• resilience from 67 per cent in 2021 to 80 per cent.</li> </ul>	To engage students in the development and evaluation of whole school wellbeing initiatives.	Yes
			Develop and implement a whole school approach to student goal setting & feedback that empowers high expectations, high aspirations, and student agency.	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To optimise the learning growth of every student in literacy and numeracy.	
<b>KIS 1.a</b>	Develop and embed an instructional model across the school	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Embed the whole school Literacy Instructional Model with consistency and fidelity.</li> <li>2. Establish and implement a whole school Mathematics Instructional Model aligned to VTML 2.0</li> </ol>	
<b>Evidence of change</b>	<ol style="list-style-type: none"> <li>1. Teachers demonstrate consistent delivery and embedding of the literacy Instructional Model, evidenced through peer learning walks, planning audits, and shared lesson structures across all classrooms.</li> <li>2. Documented whole school instructional model for mathematics are finalised, published, and consistently referenced in planning, assessment, and PLT discussions.</li> <li>3. Improvements in teacher knowledge and confidence in explicit instruction are evident through professional learning evaluations, coaching reflections, and increased alignment in team planning.</li> <li>4. Increased coherence and clarity in lesson design and delivery, particularly in the VTML 2.0 elements of planning, explicit teaching, and supported application, demonstrated through lesson observations and student work samples.</li> <li>5. Positive shifts in student learning data in literacy and mathematics, including growth shown through school based assessments and teacher judgments aligned to Victorian Curriculum 2.0 progressions.</li> </ol>	
<b>Tasks</b>	<b>People responsible</b>	
Embed the Literacy Instructional Model through structured implementation cycles, including modelling, coaching, planning alignment checks, and follow up reflection to ensure consistent classroom practice across all year levels.	☑ All staff	
Deliver targeted professional learning (PLCs, staff meetings, coaching cycles) to strengthen staff capability in applying both instructional models with fidelity, particularly in writing and mathematics.	☑ Principal	
Develop and document the Mathematics Instructional Model, incorporating VTML 2.0 elements and evidence based practices for problem solving, mathematical reasoning, and fluency instruction.	☑ Principal	
Conduct termly peer learning walks using an agreed VTML 2.0 aligned observation tool to monitor the consistency of explicit teaching, supported application, and lesson structure in literacy and mathematics.	☑ Principal ☑ Teacher(s)	

<p>Audit team planning twice per term to ensure planning documents demonstrate clear alignment with the Literacy and Mathematics Instructional Models, including explicit learning intentions, success criteria, and differentiated supports for priority cohorts.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)
<p><b>KIS 1.c</b></p>	<p>Develop, document, and embed a teaching and learning program that reflects the needs of students</p>
<p><b>Actions</b></p>	<ol style="list-style-type: none"> <li>1. Implement a sequenced, evidence based writing program aligned with VTML 2.0 that explicitly teaches writing strategies and genre structures. This includes structured lesson plans, clear success criteria, and formative assessment opportunities to monitor and guide student progress.</li> <li>2. Prepare and Deliver, evidence-informed mathematics program that develops foundational and higher-order numeracy skills. Use assessment data to differentiate instruction, group students by skill level for targeted support, and ensure consistency in teaching practices across year levels.</li> </ol>
<p><b>Evidence of change</b></p>	<ol style="list-style-type: none"> <li>1. Leadership and teacher roles support collaborative planning, consistent classroom practice, and targeted professional learning.</li> <li>2. Teachers implement explicit teaching strategies for writing and mathematics, including Focus the Learning, Explanation and Modelling, and Guided Practice, monitored through peer learning walks.</li> <li>3. Students engage in supported application of skills in writing and mathematics tasks, demonstrating transfer of learning from teacher modelling to independent work.</li> <li>4. Curriculum routines, lesson structures, and expectations for explicit teaching and supported application are embedded into school wide documentation and induction processes by Term 4.</li> <li>5. Impact on student learning is monitored through termly observations, work samples, and assessment data to refine instructional practice.</li> </ol>
<p><b>Tasks</b></p>	<p><b>People responsible</b></p>
<p>Facilitate fortnightly PLT meetings for teachers to co-plan writing and mathematics lessons using VTML 2.0 elements (Planning, Explicit Teaching, Supported Application) to ensure consistent instructional design</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal
<p>Embed termly peer learning walks focused on observing and giving feedback on VTML aligned explicit teaching practices and supported application in writing and mathematics.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal
<p>Implement consistent lesson templates and routines for writing and mathematics that embed VTML 2.0 instructional elements.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal

<p>Deliver focused PL on explicit teaching strategies and supported application, evidenced-based practices, including modelled lessons and classroom demonstrations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>
<p><b>Goal 2</b></p>	<p>To improve student voice &amp; agency in learning &amp; wellbeing.</p>
<p><b>KIS 2.a</b></p>	<p>To engage students in the development and evaluation of whole school wellbeing initiatives.</p>
<p><b>Actions</b></p>	<ol style="list-style-type: none"> <li>1. Establish organisational structures and responsibilities to support exploration and preparation for delivery of SWPBS Tier 1 features.</li> <li>2. Build collective knowledge of SWPBS Tier 1 features and support every staff member to develop mastery.</li> </ol>
<p><b>Evidence of change</b></p>	<ol style="list-style-type: none"> <li>1. Clear organisational structures, roles, and expectations for SWPBS Tier 1 are documented, communicated, and embedded into school operations, reflected in updated meeting agendas, team charters, and implementation schedules.</li> <li>2. Staff demonstrate increased knowledge and confidence in SWPBS Tier 1 features, evidenced through PL reflections, short pulse-check surveys, and improved scores on the Tiered Fidelity Inventory (TFI) self-assessment.</li> <li>3. Consistent implementation of Tier 1 practices is observed across all learning environments, including school wide expectations, behaviour teaching routines, and acknowledgement systems, monitored through peer learning walks and TFI walkthrough data.</li> <li>4. A comprehensive SWPBS expectations matrix, teaching schedule, and acknowledgement system are finalised and used consistently by staff and students, with artefacts visible across the school and embedded in induction materials.</li> <li>5. Early impact on student wellbeing and behaviour indicators is evident, demonstrated through improved positive behaviour data (e.g., reduced minor incidents), increased student understanding of expectations, and feedback from student focus groups on school wide climate.</li> </ol>
<p><b>Tasks</b></p>	<p><b>People responsible</b></p>
<p>Establish a SWPBS Implementation Team with defined roles, meeting schedule, and responsibilities, and provide team members with induction training on Tier 1 features.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> </ul>
<p>Develop and document the school's SWPBS Tier 1 systems, including the expectations matrix, behaviour teaching schedule, and acknowledgement system, ensuring student voice informs design.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>

Conduct peer learning walks and TFI-aligned walkthroughs each term to monitor fidelity of Tier 1 practices and provide feedback and coaching to staff.

- All staff
- Mental health and wellbeing leader
- Principal
- SWPBS leader/team