

# 2026 Annual Implementation Plan

## for improving student outcomes

Wallan Primary School (0664)



*“Working Together for a Better Future”*

Submitted for review by Tanya Kirkright (School Principal) on 30 January, 2026 at 09:19 AM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 30 January, 2026 at 03:56 PM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>Some data sets around NAPLAN or mathematics cannot be tracked due to the new curriculum and structures. Teacher judgment is showing improvements, but not as much as we had planned. However, we have completed a lot of groundwork that we believe will start to flourish in 2026. NAPLAN - Our Year 5 students presented great results in Year 5 this year, which was a good celebration. AtoSS data is trending well, and we have achieved our Voice and Agency target. Staff data decreased in 2024 and has held or slightly increased in the positive area in 2025. We have implemented a lot of work on culture and data so we should see improvements in 2026. We are coming to the end of a 3 year partnership with a restorative and culture program which has had success. We will investigate next steps here. Attendance processes have been improved, but not showing in data yet; however, the opening of a new school in 2026, I believe, will positively impact this. Next year, we move into a review year. We have one KIS from our SSP in each area to complete. We will move to these areas. In 2025 we repeated 'positive climate' in wellbeing from 2024. We will keep this in the back of our minds for 2026 as this is still an area of growth. As mentioned above, the last 4 years have been about planting seeds and nurturing them to the surface. Now we are expecting them to grow and flourish!</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 improve student learning achievement and growth in literacy	Yes	<p>NAPLAN Benchmark growth</p> <ul style="list-style-type: none"> <li>• Writing NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 70% 2026.</li> <li>• Spelling NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 58% 2021 to 70% 2026.</li> </ul>	Embed a consistent pedagogical approach for implementing the whole school literacy program.	No
		<p>NAPLAN Achievement Bands.</p> <ul style="list-style-type: none"> <li>• Writing: Decrease the percentage of students NAPLAN Year 3 Writing in bottom two bands from 33% 2022 to 10% 2026.</li> <li>• Spelling: Decrease the percentage of students NAPLAN Year 3 Spelling in bottom two bands from 39% 2022 to 25% 2026.</li> </ul>	Develop a consistent approach to formative, and summative assessment in literacy.	Yes
		<p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Writing: Improve teacher Judgements % students above expected level from 14% 2021 to 25% 2026.</li> </ul>	Build teacher capacity in the teaching of Spelling and Writing	No
		<p>Staff Survey</p> <ul style="list-style-type: none"> <li>• To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 70% positive endorsement in 2026.</li> </ul>		

To improve student learning achievement and growth in Numeracy	Yes	NAPLAN Growth To improve the moving average for percentage of students at or above benchmark growth from 71% 2021 to 75% 2026.	To build teacher capacity in the teaching of Geometry and Measurement / Statistics and Probability.	No
		NAPLAN achievement Bands To improve Numeracy NAPLAN percentage of students, top two bands year 3 from 19% 2022 to 28% 2026	To build teacher capacity to identify and plan for the use of higher order thinking skills in learning tasks.	Yes
		Teacher judgements <ul style="list-style-type: none"> <li>To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 70% 2026.</li> <li>To Improve teacher judgements at or above expected level in Geometry and Measurement from 54% 2022 (sem1) to 65% (Sem 2) 2026</li> </ul>	To build staff capacity to differentiate learning so that all children achieve their potential.	No
		Staff Opinion Survey <ul style="list-style-type: none"> <li>To improve academic emphasis from 56% positive endorsement 2022 to 65% positive endorsement 2026</li> </ul>		
To strengthen the connectedness, resilience and wellbeing of all students	Yes	Attitudes to School Survey <ul style="list-style-type: none"> <li>To improve sense of confidence from 71% Positive Endorsement 2022 to 78% positive endorsement 2026</li> <li>To improve student voice and agency from 69% positive endorsement 2022 to 75% positive endorsement 2026.</li> </ul>	Build staff and student capacity to set challenging learning goals that enable students to monitor their own growth.	No

		<p>Parent Survey</p> <ul style="list-style-type: none"> <li>To improve confidence and resilience from 70% positive endorsement 2021 to 80% positive endorsement 2026.</li> </ul>	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.	Yes
		<p>Staff Survey:</p> <ul style="list-style-type: none"> <li>To build resilience and a resilient supportive environment from 66% positive endorsement 2022 to 75% 2026.</li> </ul>	Embed a positive climate for learning.	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To improve student learning achievement and growth in literacy	
<b>KIS 1.b</b>	Develop a consistent approach to formative, and summative assessment in literacy.	
<b>Actions</b>	<p>A1 - Further build staff capacity to deliver Explicit Teaching aligned to the VTLM 2.0</p> <p>A2 -.Strengthen staff capacity to use relevant Literacy assessment data to cater for individual needs.</p>	
<b>Evidence of change</b>	<p>1. A shared common language, structure, and approach to Explicit Teaching was observed in literacy walks</p> <p>2. Unit plans and lesson sequences contained purposeful assessment that was aligned to literacy assessment expectations</p> <p>3. Teachers promptly identified students who required support and actioned interventions</p> <p>4. Whole school data was tracked and informed adjustments for planning and teaching.</p>	
<b>Tasks</b>	<b>People responsible</b>	
1.Embed learning walks to collect data on Explicit Teaching in Literacy.	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	
2. Review and enhance the use (what, how, why) of Literacy assessments.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	
3: Provide scaffolds and supports to ensure both the consistent implementation of Literacy assessments and the deep analysis of data.	<input type="checkbox"/> Learning specialist(s)	
4. Support teachers to align interventions to evidence collected and to document these in planners.	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	

5: Embed learning walks to collect data on Explicit teaching practices aligned to data informed planning	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders
<b>Goal 2</b>	To improve student learning achievement and growth in Numeracy
<b>KIS 2.b</b>	To build teacher capacity to identify and plan for the use of higher order thinking skills in learning tasks.
<b>Actions</b>	<p>A1: Further build staff capacity to deliver Explicit teaching aligned to the VTLM 2.0</p> <p>A2 - Strengthen staff capacity to use Numeracy assessment data to identify and cater for individual needs, including extension and higher-order thinking.</p>
<b>Evidence of change</b>	<ol style="list-style-type: none"> <li>1. A shared common language, structure, and approach to Explicit Teaching was observed in numeracy walks.</li> <li>2. Unit plans and lesson sequences contained purposeful assessment that was aligned to numeracy assessment expectations.</li> <li>3. Teachers promptly identified students who required support and actioned extension using higher-order thinking skills.</li> <li>4. Whole school data was tracked and has informed adjustments for planning and teaching.</li> </ol>
<b>Tasks</b>	<b>People responsible</b>
1: Provide targeted professional learning on Explicit Teaching in Numeracy.	<input type="checkbox"/> Learning specialist(s)
2. Review and enhance the use (what, how, why) of Numeracy assessments.	<input type="checkbox"/> Learning specialist(s)
3. Provide scaffolds and supports to ensure consistent implementation of Numeracy assessments and deep analysis of data.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)
4: Support teachers to align data to extension and higher order thinking tasks.	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders

5: Embed learning walks to collect data on Explicit teaching practices aligned to data informed planning.	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders
<b>Goal 3</b>	To strengthen the connectedness, resilience and wellbeing of all students
<b>KIS 3.b</b>	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
<b>Actions</b>	A1 - Embed a multi-tiered approach to inclusion, wellbeing and engagement  A2 - Strengthen teacher capacity and student ownership by embedding consistent goal-setting practices that enable learning.
<b>Evidence of change</b>	1. Consistent use of tiered strategies (Tier 1, 2, 3) was visible across classrooms, documented in planning and reflected in teacher practice. 2. Improved student engagement was shown through attendance patterns, student voice data, and participation in class routines. 3. Students articulated their learning goals and described the strategies they used to work towards achieving their goals 4. Student tracking showed growth against individual goals over time.
<b>Tasks</b>	<b>People responsible</b>
1. Define and publish the whole-school tiered inclusion model (with a trauma informed lens).	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders
2. Provide targeted professional learning on PCMS, inclusion and student goal-setting - linked to Ready to Learn and VTLM 2.0 Enabling learning.	<input type="checkbox"/> Learning specialist(s)
3. Embed consistent Tier 1 classroom routines to support readiness to learn (Enable Learning).	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s)

	<input type="checkbox"/> PLC leaders
4. Elevate opportunities for student goal setting aligned to embedded routines.	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders
5. Use wellbeing, attendance and engagement data to identify students needing support.	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders