

# 2026 Annual Implementation Plan

## for improving student outcomes

Meadowglen Primary School (5286)



Submitted for review by April Himing (School Principal) on 28 November, 2025 at 02:25 PM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 08 December, 2025 at 04:03 PM

## 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	Embedding

<b>Future planning for 2026</b>	<p>This year, there has been strong progress toward achieving the school's four-year goals and Key Improvement Strategies (KIS), particularly in developing a consistent, whole-school approach to behaviour and engagement. Staff participated in workshops focused on Positive Classroom Management Strategies (PCMS), resulting in a clear shift in mindset from managing to teaching behaviour and the adoption of a shared language through the Tell, Show, Practice, and Monitor approach. This has improved staff consistency and confidence in addressing student behaviour. The Attitudes to School Survey (AToSS) data shows positive trends, with Effective Classroom Behaviour improving from 62% in 2024 to 73% in 2025 and Learning Confidence increasing from 64% to 66%, while Differentiated Learning Challenge remained stable (76% to 77%) and Stimulated Learning declined slightly (65% to 62%). Attendance has also improved, with 76% of students recording fewer than 20 absences. The establishment of the School-Wide Positive Behaviour Support (SWPBS) Action Team has further strengthened this work, with the team completing training and developing a behaviour matrix in consultation with staff. However, limited meeting time has delayed broader staff professional learning. Moving forward, the focus will be on supporting the SWPBS team to meet regularly, refining behaviour data systems, developing social lessons through the RRRR and Start-Up programs, and implementing a school-wide behaviour tracking system. Next year's priority will remain on embedding SWPBS practices, strengthening student engagement, and using data to evaluate the impact of these strategies on wellbeing and learning outcomes. This year we made strong progress with our phonics work, especially in Foundation and Year</p>
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1. Our 5-day phonics routine developed together with the Learning Specialist, coordinators, TLI team, and our external consultant is now used confidently and consistently by teachers. Having a whole-school phonics scope and sequence has also really helped create clarity about what is taught and when across year levels. We also continued with SMART Spelling in Years 2–6, and we purchased decodable texts that match our phonics sequence, which has supported students as they move from learning to read to reading to learn. Coaching from both our Learning Specialist and the consultant helped strengthen practice, although at times limited coaching availability slowed things down a little. Even with this challenge, teachers have stayed committed, and the quality of implementation has continued to grow. Our phonics tracking system has given us clear evidence of student progress. We're seeing students become more confident in identifying sounds, segmenting words, and applying their skills in writing. Their use of digraphs, trigraphs, and plausible spelling attempts shows that the instruction is making an impact. The TLI team has been an important part of this work, providing support across classrooms. Our planners and work programs now clearly show explicit phonics and spelling instruction, which reflects a strong, consistent whole-school approach. Teachers have also been engaging in peer observations, and collaborative planning. Using the Joyce and Showers model has helped us build routines that support effective teaching, and we're starting to see the benefits in classrooms. VTLM 2.0 has not yet been integrated into our instructional model. However, we have started the groundwork. Teachers are beginning to explore opportunities to respond, and both the SIT and ISS teams have participated in VTLM 2.0 professional learning so we are prepared for a full implementation next year. Our NAPLAN data shows growth, and we can see changes in practice and confidence across classrooms. Overall, we completed most of our planned actions and saw many of the improvements we expected. Where actions weren't fully completed like VTLM 2.0 this was mostly due to limited time and coaching resources. Even so, the foundations are now in place, and we are set up well to continue strengthening our work and moving toward our long-term literacy and numeracy goals.

## 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 students' learning growth and achievement.	Yes	<p>By 2028, the percentage of students assessed as at or above the age-expected level of the Victorian Curriculum, according to Teacher Judgement will increase as follows:</p> <ul style="list-style-type: none"> <li>• Reading and viewing, from 70% (S2, 2023) to 75%</li> <li>• Writing, from 57% (S2, 2023) to 75%</li> <li>• Mathematics, from 65% (S2, 2023) to 75%</li> </ul>	Develop and implement sequential teaching and learning programs that respond to students' points of need.	Yes
		<p>By 2028, increase the percentage of Year 3 students in the Strong/Exceeding NAPLAN proficiency levels as follows:</p> <ul style="list-style-type: none"> <li>• Reading, from 36% (2024) to 54%</li> <li>• Numeracy, from 25% (2024) to 50%.</li> </ul> <p>By 2028, improve the average percentage of students making normal and high NAPLAN Benchmark Growth in:</p> <ul style="list-style-type: none"> <li>• Reading, from 70% (2025) to 74%</li> <li>• Numeracy, from 72% (2025) to 74%</li> </ul>	Implement high quality teaching and learning strategies in all classes.	Yes
		<p>By 2028, increase the level of positive endorsement In the School Staff Survey, against factors of the survey as follows:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data, from 65% (2023) to 75%</li> <li>• Understand formative assessment, from 61% (2023) to 80%</li> <li>• Knowledge of high impact teaching strategies, from 68% (2023) to 80%</li> </ul>	Build collective capability in the effective use and analysis of data across all levels of the school.	No

		<ul style="list-style-type: none"> <li>• Use pedagogical model, from 77% (2023) to 85%</li> <li>• Instructional leadership, from 62% (2023) to 80%.</li> </ul>		
Improve students' wellbeing and engagement.	Yes	<p>By 2028, increase the level of positive endorsement in the Attitudes to School Survey against factors of the survey as follows:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour, from 62% (2024) to 75%</li> <li>• Differentiated learning challenge, from 76% (2024) to 85%</li> <li>• Stimulated learning, from 65% (2024) to 77%</li> <li>• Sense of confidence, from 64% (2024) to 74%.</li> </ul>	Consistently implement appropriate adjustments for students with additional social, learning and wellbeing needs.	No
		<p>By 2028, maintain or increase the percentage of students with less than 20 days absence to 75%.</p>	Strengthen the consistent use of positive classroom management strategies in all classes.	Yes

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve students' learning growth and achievement.
<b>KIS 1.a</b>	Develop and implement sequential teaching and learning programs that respond to students' points of need.
<b>Actions</b>	<p>a. Develop and implement a specific and structured approach to the teaching and learning to phonics with Foundation to Year 2 students and teachers.</p> <p>b. Develop consistent planning processes and documentation to support collaborative planning for teams incorporating the elements of learning and elements of teaching practices (VTLM2.0).</p>
<b>Evidence of change</b>	<p>A. Students decode more accurately and rely less on guessing, demonstrated through observable sounding-out behaviours, error analyses in running records, and increased % of students reading decodable texts at 95%+ accuracy. Students show growth in phonics and phonological awareness each term, shown through phonics assessment, supported by a whole-school assessment schedule and PLC data discussions. Teachers deliver consistent daily structured phonics lessons, observable through the use of explicit instruction routines and cumulative review, documented in planning and displays, with increasing fidelity evidenced in learning walk data and coaching cycles. Instruction and intervention are responsive and evidence-based, with teachers using ongoing formative and summative assessment to form fluid instructional groups within their classroom that change as needed. The data is regularly reported on student maps to monitor and track student progression. Decodable text use becomes consistent and aligned to student code knowledge, observable through guided reading practice and student book choices, supported by organised decodable text tubs and reading logs, and evidenced through student movement through decodable levels and improved fluency.</p> <p>B. Staff will plan teaching strategies that reflect the elements of learning, the elements of teaching and enable the intended learning to be achieved. Evidence of enhanced instructional practice and reduced variability will be noted in regular learning walks and peer observations. Data tracking will demonstrate improvement in student learning outcomes.</p>

Tasks	People responsible
Schedule and organise professional learning and modelling/ coaching for Foundation to Year 2 teachers.	<input checked="" type="checkbox"/> Leadership team
Conduct regular learning walks and modelling/coaching cycles, using a phonics rubric to monitor consistency and support teachers to strengthen explicit instructional practice.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
Create fluid teaching groups based on assessment data, regrouping students each cycle and documenting goals and progress in records and student maps.	<input checked="" type="checkbox"/> All staff
Staff will be supported in collaborative planning to ensure consistent planning systems through our curriculum coordinators and learning specialist.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)
Deliver professional learning for staff on how to use the planning templates, including modelling exemplar units and lessons, unpacking the Elements of Teaching and Learning, and clarifying non-negotiables for collaborative planning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team
Create and publish whole-school planning templates that explicitly embed the Elements of Learning, Elements of Teaching, and VTLM 2.0 (learning intentions, success criteria, modelling, feedback, checks for understanding, gradual release, differentiation).	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team
Use learning walks and coaching cycles to monitor implementation, ensuring that what appears in planning (Learning Intentions, Success Criteria, modelling, I Do–We Do–You Do, checks for understanding) is reflected in classroom practice and feeding back into team planning meetings.	<input checked="" type="checkbox"/> All staff
<b>KIS 1.b</b>	Implement high quality teaching and learning strategies in all classes.
<b>Actions</b>	<p>A. Continue to build staff capability to consistently understand, plan, implement and review the Elements of Learning and the Elements of Teaching through structured professional learning, collaborative planning, modelling, coaching, and ongoing mentoring.</p> <p>B. Build teacher understanding of the components of the school's Instructional Model.</p>

<b>Evidence of change</b>	<p>Deliver a structured professional learning plan focused on the Elements of Learning, Elements of Teaching, VTLM 2.0 and high expectations, with explicit modelling, exemplars, practice opportunities, and follow-up coaching built into Professional Learning.</p> <p>Staff will plan teaching strategies that reflect the elements of learning, the elements of teaching and enable the intended learning to be achieved.</p> <p>Evidence of enhanced instructional practice and reduced variability will be noted in regular learning walks and peer observations.</p> <p>Data tracking will demonstrate improvement in student learning outcomes.</p> <p>Staff are demonstrating improved differentiation relative to student needs.</p>
<b>Tasks</b>	<b>People responsible</b>
Provide whole school professional learning that encompasses the Elements of Learning and Teaching linked to the school's instructional model and PCMS including theory, modelling and demonstration, practicing, coaching and feedback and clear expectations for classroom application. (Joyce and Showers Model)	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team
Create and display clear instructional model resources such as, frameworks, flowcharts, posters, checklists, for use in planning spaces and classrooms.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team
Monitor the implementation of the Instructional model through learning walks and teacher self evaluations.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team
<b>Goal 2</b>	Improve students' wellbeing and engagement.
<b>KIS 2.b</b>	Strengthen the consistent use of positive classroom management strategies in all classes.
<b>Actions</b>	A. Develop and implement PCMS 1–5 as the school's evidence-informed instructional and behaviour framework, supported by targeted professional learning, modelling, coaching and regular feedback cycles to ensure consistent

	<p>practice across all settings.</p> <p>B. Strengthen Tier 1 SWPBS fidelity through explicit teaching, clear whole-school routines, acknowledgement systems, data-driven decision-making and consistent behaviour curriculum delivery.</p>
<b>Evidence of change</b>	<p>1. Teachers explicitly teach whole school routines (PCMS, SWPBS and Community Circle routines).</p> <p>2. Learning walks show improved fidelity to concise instructions, active supervision, explicit teaching of expectations, and predictable classroom routines</p> <p>3. All staff upload behaviour incidents into XUNO and maintain current student maps, resulting in accurate and complete data sets that allow teams to monitor patterns and plan appropriate supports.</p> <p>4. Students demonstrate greater understanding and application of behavioural expectations including calmer transitions and improved peer interactions supported by the level of increased positive endorsement to the AToSS measure of effective classroom behaviour.</p> <p>5. Whole school consistency is evident through aligned signage, shared language (“Be Safe, Be Respectful, Be Resilient, Be Curious”), predictable routines, and visible implementation of Tier 1 SWPBS approaches, with staff walkthroughs confirming coherence across classrooms and the yard.</p>
<b>Tasks</b>	<b>People responsible</b>
Review and refine the Expectations Matrix, Major/Minor Matrix, behaviour flowcharts, and acknowledgement systems, ensuring they are consistently applied and visible in all learning spaces.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team
Staff record all relevant major behaviours in XUNO, analyse trends weekly to identify hotspots, at-risk students, and intervention needs and share summaries in PLCs and staff briefings.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team
Use the PCMS/SWPBS walkthrough rubric to monitor and coach the implementation of core Tier 1 practices, including soft-start entry routines, exit routines, transitions, community circles, partner work, expectations teaching, concise instructions and active supervision.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team
Establish peer observation cycles for PCMS implementation and coaching.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team
Provide whole-school professional learning, modelling, practice and feedback to build consistent, high-quality routines across all settings.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team

Plan and deliver a series of structured PL sessions to improve staff capacity, including coaching, mentoring and feedback.

School leadership team