

2026 Annual Implementation Plan

for improving student outcomes

Springhurst Primary School (1583)



Submitted for review by Jacqui Cirovic (School Principal) on 06 February, 2026 at 09:43 AM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Evolving	Evolving	Embedding	Evolving

Future planning for 2026	<p>We have seen an impact in student readiness to learn within the areas of reading. We have implemented a part of the Foundation to Year 2 reading approach and by the end of 2026 hope to see a further increase in student stamina, independence and desire to read independently and explore a range of new texts. Our Numeracy results have also improved in students and their wellbeing within Numeracy lessons. They view themselves as Mathematicians and developed a confidence to attempt, vocalise and explore their answers and be able to explain their thinking. We are working towards the planning and documentation in 2026 and ensuring that the Foundation to Year 2 reading approach is fully implemented by the end of 2027. Providing staff more opportunities outside of school to participate in professional and collegial discussions with our schools and professionals within the field. We will have a focus each term and determine the priorities ahead of time, and hope that our 2026 AIP will develop our areas of Numeracy and Literacy to ensure consistency in our teaching and learning programs, collection of assessment and further ensure learning intentions and success criteria are established for students. Our wellbeing will continue to remain a focus for all students across all areas of their learning. Learning:- Professional learning - continue to implement structured professional learning sessions for staff both internal and external.- Structured Curriculum - continue to develop documentation for curriculum, such as weekly planners and units of work.- Goal Setting and next steps of learning - support for students around setting goals and students/teachers understanding next steps of learning for development. Wellbeing:- Further develop our referral pathway- Continually</p>
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	monitor our multi-tiered systems of approach- Establish student voice and student agency in our wellbeing curriculum. Provide opportunities to develop student led projects for school and/or community (kitchen garden)- Continue to have a one hour sessions weekly that teaches the Respectful Relationships 2.0 Curriculum
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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 outcomes in literacy and numeracy.	Yes	By 2027, increase the proportion of students making above expected growth as assessed by teacher judgements in: <ul style="list-style-type: none"> • Reading from 13 per cent in 2022 to 25 per cent • Writing from 7 per cent in 2022 to 25 per cent 	Develop and document teaching and learning programmes based on the Victorian Curriculum.	Yes
		Increase the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Writing to 33% (four-year average) in 2027. *use 2024 NAPLAN data to set benchmark and review target.	Develop collaborative whole school systems and processes to drive whole school initiatives.	No
		Increase the proportion of students achieving Exceeding or Strong proficiency levels in Year 5 NAPLAN Numeracy to 66% (four-year average) in 2027. *use 2024 NAPLAN data to set benchmark and review target.	Build teacher capacity to implement high impact strategies in numeracy and literacy.	No
Improve wellbeing in engagement outcomes for all students.	Yes	.Increase the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Writing to 33% (four year average) in 2027 *use 2024 NAPLAN data to set benchmark and review target	Develop and document a whole school assessment plan and implement formalised processes and expectations for assessment.	Yes

		<p>By 2027, increase the proportion of positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 55 per cent in 2022 to 75 per cent • Moderate assessment from 50 per cent in 2022 to 75 per cent • Professional learning through peer observation from 25 per cent in 2022 to 75 per cent. 	Build teacher capacity to differentiate their pedagogy, lesson plans and assessment.	No
		<p>Decrease the proportion of students with 10 or more days absent per year from 54% in 2022 to 25% in 2027.</p>	Develop teacher and students' capacity to enable students to monitor and evaluate their own learning	No

Define actions, evidence of change and tasks

Goal 1	To improve outcomes in literacy and numeracy.	
KIS 1.a	Develop and document teaching and learning programmes based on the Victorian Curriculum.	
Actions	Develop consistent, curriculum-aligned unit and weekly lesson plans. Implement and monitor and strengthen consistent instructional practices.	
Evidence of change	<p>Curriculum documentation (unit and weekly plans) reflects explicit reading and instruction practices aligned to F–2 Reading Approach</p> <p>Unit and weekly plans show clear learning intentions and success criteria and assessment tools clearly linked to VC2.0 expectations.</p> <p>Teachers demonstrate consistent use and delivery of shared planning templates.</p> <p>Weekly lesson plans are completed by end of week prior to the new week beginning and all staff have access to these on the google Drive.</p> <p>Students voice is evident in the reflection of unit plans.</p> <p>Schedule professional learning (peer observation / instructional coaching / modelling) to further support VTLM 2.0 implementation.</p> <p>Schedule professional learning (peer observation / instructional coaching / modelling) to support phonics instruction and structured reading routines.</p> <p>Establish a whole-school instructional coaching cycle (plan ? teach ? observe ? reflect).</p> <p>Use PLCs to analyse student data and adjust learning sequences.</p> <p>Provide feedback and professional learning based on evidence from classrooms.</p> <p>Conduct learning walks focused on implementation of VTLM 2.0 Elements of Teaching Practices and Techniques.</p>	
Tasks	People responsible	
Develop a whole-school template (unit plan) incorporating VC2.0 content descriptors, and F–2 Reading Approach elements.	☑ All staff	
Create a whole-school Teaching & Learning Weekly Plan template that explicitly aligns all learning sequences to the Victorian Curriculum 2.0, VTLM 2.0 model and Victorian Lesson Plans.	☑ All staff	

Provide professional learning time for teacher to collaboratively design lesson sequences for Mathematics and English for weekly lesson plans with evidence-based practices documented.	☑ Principal
Provide professional learning to design learning intentions and success criteria.	☑ Principal
Store all unit plans in a central digital platform for consistency and ongoing use.	☑ All staff
Engage staff and students in creating or refining term units.	☑ All staff
Schedule professional learning (peer observation / instructional coaching / modelling) to further support VTLM 2.0 implementation.	☑ Principal
Schedule professional learning (peer observation / instructional coaching / modelling) to support phonics instruction and structured reading routines.	☑ Principal
Establish a whole-school instructional coaching cycle (plan ? teach ? observe ? reflect).	☑ All staff
Use PLCs to analyse student data and adjust learning sequences.	☑ All staff
Provide feedback and professional learning based on evidence from classrooms.	☑ All staff
Conduct learning walks focused on implementation of VTLM 2.0 Elements of Teaching Practices and Techniques.	☑ All staff
Goal 2	Improve wellbeing in engagement outcomes for all students.
KIS 2.a	Develop and document a whole school assessment plan and implement formalised processes and expectations for assessment.
Actions	Develop a consistent, schoolwide approach to assessment by documenting clear expectations, agreed tools, and processes that support reliable, valid, and timely data collection aligned to the Victorian Curriculum. Embed Assessment into planning processes to ensure data-informed instruction is further supported.
Evidence of change	A consistent and documented assessment framework accessible to all staff. Increased alignment of assessment practices with curriculum expectations, planning meetings and reporting cycles. Staff demonstrate improved assessment literacy in discussions and planning and an increased consistency observed in

	<p>student data use.</p> <p>Clear protocols published outlining where data is stored, who enters it agreed timelines to ensure data sets are complete and accessible across all students.</p> <p>Regular moderation activities allow for staff feedback and updates to the plan are made and communicated, where necessary.</p> <p>Planning documents show clear links between assessment data and instructional adjustments.</p> <p>Teachers consistently use agreed planning templates that include data-driven decisions.</p> <p>PLC minutes demonstrate systematic review of student progress and identified next steps.</p> <p>Student progress trackers or data walls are maintained and updated according to timelines.</p> <p>Observable impact on student growth (teacher judgements and formative assessment) across identified focus areas</p>
Tasks	People responsible
Audit current assessment practices, tools and schedules across the school and map against the Victorian Curriculum.	<input checked="" type="checkbox"/> All staff
Draft a whole-school assessment schedule including summative and diagnostic assessments.	<input checked="" type="checkbox"/> All staff
Provide targeted professional learning to support staff understanding and implementation.	<input checked="" type="checkbox"/> Principal
Document clear data-collection and storage processes, including staff responsibilities.	<input checked="" type="checkbox"/> Principal
Monitor implementation and adjust based on feedback and data.	<input checked="" type="checkbox"/> All staff
Embed the plan into PLC processes, planning cycles, and reporting timelines.	<input checked="" type="checkbox"/> All staff
Establish clear expectations for how teachers use assessment data to inform weekly and unit planning.	<input checked="" type="checkbox"/> All staff
Create planning templates that require teachers to reference learning intentions and success criteria to identify student learning goals.	<input checked="" type="checkbox"/> All staff

Implement regular data review cycles within PLCs to identify student learning needs and adjust teaching.	<input checked="" type="checkbox"/> All staff
Develop processes for tracking student progress across cohorts e.g., data walls, spreadsheets etc.	<input checked="" type="checkbox"/> All staff
Ensure targeted small-group and differentiated instruction is planned based on assessment insights.	<input checked="" type="checkbox"/> All staff
Teachers and Leaders review planning documents and student work samples to monitor alignment between assessment data and instruction.	<input checked="" type="checkbox"/> All staff