

2026 Annual Implementation Plan

for improving student outcomes

Napoleons Primary School (1072)



Submitted for review by Sue IZard (School Principal) on 25 November, 2025 at 02:55 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 28 January, 2026 at 01:58 PM

Self-evaluation summary

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

Future planning for 2026	Naplan identified a drop off in achievement in our Year 5 results, even though overall our data is strong across most areas. Next year we will have a focus on our Year 6 cohort as they begin their preparations to transition to secondary schooling.VTLM 2.0 focus for 2026 will be the explicit teaching elements of Planning, Enabling Learning, Explicit Teaching and Supported Application.We will continue to unpack the PCMS and placement resources.
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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?
Empower all students to activate and strengthen their wellbeing	Yes	By 2028, decrease the percentage of unapproved absences from 26.5% (of total absences) (2023) to 20%. (Data from the RPF dashboard)	Further develop targeted intervention practices and protocols that promote attendance	No
		By 2028, improve the percentage of positive endorsement in the Student Attitudes to School Survey for the following factors: <ul style="list-style-type: none"> • Sense of connectedness from 76% (2024) to 80% • Advocate at school from 82% (2024) to 90% 	Embed a school wide approach to inclusion for students with diverse leaning needs	Yes
		By 2028, improve the percentage of positive endorsement in the Student Attitudes to School Survey for the following domain: <ul style="list-style-type: none"> • Learner characteristics and dispositions (overall) from 75% (2024) to 80% 	Support students with the skills and capabilities to positively impact their wellbeing	No
Optimise learning growth for all students	Yes	By 2028, increase or maintain the rolling average of students in exceeding in: <ul style="list-style-type: none"> • Year 3 Reading from 18% (2023/2024) to 20% • Year 3 Writing from 4.5% (2023/2024) to 10% • Year 3 Numeracy from 4.5% (2023/2024) to 10% • Year 5 Reading from 18% (2023/2024) to 20% • Year 5 Numeracy from 7% (2023/2024) to 10% • Year 5 Reading at 80% strong and exceeding (82% in 2023-2024) 	Refine the school's pedagogical model within the context of new curriculum and state initiatives	Yes

		By 2028, maintain the percentage of positive endorsement in the Staff Opinion Survey across a four-year average in the Teaching and Learning – evaluation factor group at 88% (2020 – 2023)	Build teacher capability to utilise a range of assessment strategies to accurately determine student needs	No
		<p>By 2028, improve the percentage of positive endorsement in the Student Attitudes to School Survey for the following domains:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement 82% (2024) to 85% • Learner characteristics and dispositions (overall) from 75% (2024) to 80% 		

Define actions, evidence of change and tasks

Goal 1	Empower all students to activate and strengthen their wellbeing	
KIS 1.b	Embed a school wide approach to inclusion for students with diverse learning needs	
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement. (Prepare)	
Evidence of change	<ul style="list-style-type: none"> - Induction processes and staff handbook includes a clear and detailed explanation for the school's inclusion approach. - Teachers and support staff use common language and strategies for managing behaviour, promoting wellbeing and supporting inclusion - Attitudes to School Survey results for the 'social engagement' domain have maintained or improved from the 2025 baseline. - IEPs have been reviewed and updated, with students receiving the documented supports 	
Tasks	People responsible	
Establish a Wellbeing Team (MHaWL, WB, DIs) and schedule regular meetings across the year	<input checked="" type="checkbox"/> Leadership team	
Define a set of expected behaviours and establish procedures for teaching and practising expected behaviours	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	
Review the effectiveness of current Tier 2 and 3 supports to identify gaps or past offerings that have not been effective	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	
Review and refine documentation of processes for identifying and supporting students requiring Tier 2 or Tier 3 support, and ensure these are communicated with all staff.	<input checked="" type="checkbox"/> Wellbeing team	
Develop a communication strategy to promote and share the school values and SWPBs expectations to the school community.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	

Review and update IEPs to include engagement goals	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)
Goal 2	Optimise learning growth for all students
KIS 2.a	Refine the school's pedagogical model within the context of new curriculum and state initiatives
Actions	<ul style="list-style-type: none"> - Review and refine the curriculum documentation for the Victorian Curriculum 2.0 (Prepare) - Build collective knowledge of explicit teaching practices and support every teacher to adjust their instruction to align with the VTLM 2.0 teaching elements with increasing fidelity and impact (Deliver)
Evidence of change	<ul style="list-style-type: none"> - Teachers are using a shared language, structure and approach to teaching core learning areas. - Lesson planning is more purposeful and aligned to the revised scope and sequence and to the instructional model in Literacy and Numeracy - Participation in professional learning through PLC has led to consistent implementation (planning and delivery) of the VTLM 2.0 - Writing moderation is embedded in PLCs and follows established protocols - The proportion of students achieving at or above the expected level in Literacy and Numeracy according to teacher judgements has maintained or increased from the previous year's baseline (2025)
Tasks	People responsible
Audit the curriculum and assessments including a review of work samples and rubrics in Literacy and Numeracy	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Explore one of the VTLM 2.0 teaching elements (orange) each term through Teaching Sprints	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Utilise Victorian Lesson plans to identify areas to strengthen and refine the school's existing approach to Literacy and Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Complete targeted professional development on comprehension across all year levels (refer to Knowledge Curriculum article)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)

Establish processes for regular moderation of student writing within PLC

- Learning specialist(s)
- Teacher(s)