2026 Annual Implementation Plan

for improving student outcomes

Lalor North Primary School (5035)

Submitted for review by Elizabeth Bryan (School Principal) on 24 November, 2025 at 04:25 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

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

Future planning for 2026	Across this year, we have continued to make positive progress toward our SSP goals, with a strong focus on improving student learning outcomes in literacy and numeracy and strengthening our wellbeing and inclusion practices. Our work has supported measurable improvements in classroom practice and increased clarity in how we respond to student needs.A key highlight has been the strengthening of our phonics approach. In 2026 we are looking at a re-design of our weekly literacy planning structures, as we will extend daily explicit phonics instruction from 30 minutes to one hour. This will ensure more time for decoding, phoneme/grapheme mapping and structured guided practice. We are hoping to increase our phonics resources which will contribute to stronger reading outcomes in the prep to year 2 cohort. Early data and classroom monitoring are showing improved confidence and accuracy in teaching phonics and reading among students in the lower year levels, with literacy support sessions now more closely targeted to identified needs. The work to create a greater sense of alignment in 3 to 6 is required to create consistency in our planning and instruction. With the release of the Victorian Lesson Plans we will be able to build our competency to use these resources across all year levels.We have also strengthened our use of the VTLM 2.0 to inform professional learning, build shared expectations of effective practice, and create clearer links between how students learn to how teachers plan. It would be essential to delve into mastery and what that looks like for everyone. The VTLM 2.0 and the resources are exceptional so we will continue the focus on the model. Continuing to build the teachers knowledge of the Victorian Curriculum 2.0 and further deepen their

	instructional knowledge, particularly in early literacy and structured teaching approaches, will begin to reduce variability across classrooms.Our Wellbeing and Inclusion work has continued to progress. We have made notable traction with Disability Inclusion and the language of adjustments and created rich resources to support staff, however we need to deepen the use of these resources and how our classroom practices align and include ES staff building their competency to actively support students. However, we are thrilled with the development of more consistent processes for Disability Inclusion funding through; documenting, communicating, and reviewing adjustments. This also supports the teacher knowledge to build as well as have students remain engaged in their learning. Continued focus is needed to embed these systems and ensure consistency school-wide.We have also seen improvements in student wellbeing outcomes through our tiered intervention approach, which is helping teachers identify emerging needs earlier and access support more efficiently. Students are more able to engage in learning with the right adjustments and wellbeing strategies in place. The streamlining of our processes, role clarity and organisational design has worked well.Next year, we will continue to prioritise the SSP goals and KIS that will drive the strongest gains:- Consolidate and monitor the expanded phonics block to maximise reading growth in Foundation–Year 2- Redesign the Literacy Block to include Literacy Skills and Text Study aligned with the VLPs - Continue embedding the VTLM 2.0 as the foundation for teaching and learning- Strengthen whole-school Inclusion and explore the PCMs for planning, IEPs and implementation of adjustments- Maintain and refine our tiered wellbeing responses to ensure early, proactive interventionOur implementation efforts will centre on:• ongoing coaching and modelling in literacy instruction• systematic tracking of phonics progress and reading interventions• consistent documentation processes for student adjustments and supports• strengthened PLC structures and collaborative planning cycles• aligned support systems for new and early-career teachersLooking ahead, we are conscious of the significant number of graduate teachers joining our school and the need for robust mentoring, coaching and structured support. Strengthening induction, developing capability in core instructional practices, and building confidence in inclusion and behaviour support will be essential to sustain improvement. We plan to provide targeted mentoring and professional support for our increased number of graduate teachers to build confidence and capability in high-impact instruction. We are super excited about 2026!

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?
Maximise the learning growth of every student.	Yes	NAPLAN Proficiency Levels (2023 Interim report) By 2027, decrease the percentage of students achieving low relative growth from Years 3 to 5 for: • Reading from 52 per cent in 2023 to 25 per cent • Numeracy from 35 per cent in 2023 to 25 per cent. Targets to be modified according to future NAPLAN growth data information, if required.	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.	Yes
		NAPLAN Proficiency Levels By 2027, increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in: Year 3: • Reading from 77 per cent in 2023 to 97 per cent • Numeracy from 62 per cent in 2023 to 82 per cent. Year 5: • Reading from 60 per cent in 2023 to 90 per cent • Numeracy from 50 per cent in 2023 to 90 per cent.	Review and refine the elements of the school's instructional models to enable improved pedagogical practice.	No
		School Staff Survey By 2027, increase the positive endorsement by staff for the factors of: • Instructional Leadership from 78 per cent in 2023 to 83 per cent • Guaranteed and viable curriculum from 81 per cent in 2023 to 86 per cent	Build assessment practices to inform differentiated teaching.	Yes

		• Moderate assessment tasks together from 71 per cent in 2023 to 76 per cent.		
Maximise wellbeing outcomes for every student.	Yes	**Attitudes to Schools Survey** By 2027, increase the positive endorsement by students for the factors of: • Attitudes to attendance from 82 per cent in 2023 to 87 per cent • Respect for diversity from 75 per cent in 2023 to 80 per cent • Managing bullying from 68 per cent in 2023 to 73 per cent.	Develop and implement a tiered response for wellbeing intervention.	Yes
		Student Attendance By 2027, decrease the percentage of students with 20 or more absent days: • all Prep to Year 6 students from 57 per cent in 2022 to 20 per cent. • equity funded students from 71 per cent in 2022 to 35 per cent.	Develop and implement whole school processes and protocols to improve student attendance and punctuality.	No
		Parent Opinion Survey By 2027, increase the percentage of positive endorsement for the factors of: • Student motivation and support from 74 per cent 2023 to 83 per cent • Confidence and resiliency skills from 79 per cent in 2023 to 87 per cent.	Strengthen inclusion practices to support student wellbeing.	Yes

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.
KIS 1.a	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Build teacher capacity to deepen their understanding of explicit and responsive teaching using the Victorian Curriculum 2.0 Use the VTLM 2.0 to build teacher capabilities in Explicit Teaching of Literacy in collaborative planning.
Evidence of change	Observable Behaviours - Learners engaging actively in differentiated learning tasks aligned to the Victorian Curriculum 2.0. - Teachers collaboratively planning units and weekly planners aligned to Victorian Curriculum 2.0 and with the VTLM 2.0 in mind. - Teachers applying explicit teaching strategies (modelling, scaffolding, questioning) and responsive teaching in classrooms. - Leaders supporting collaborative PLC planning and providing feedback to ensure schoolwide consistency and capacity building. Artefacts - Learners work samples will show evidence of growth. -Teachers weekly planning aligned to the Victorian Curriculum 2.0 and VTLM 2.0. - PLC unit planning documents aligned to the Victorian Curriculum 2.0 and VTLM 2.0. - Schoolwide Professional Learning Schedule developed by School Leaders. - Implementation of the Planning Process established. Outcomes (Data and Evidence) - Increased alignment between NAPLAN and teacher judgement. - Increased student growth and/or achievement in Literacy across the school. - Improvement in the AtoSS factor 'Motivation and Interest'. - Increased consistency and confidence in curriculum implementation and instructional practice. - Improved alignment between planning, classroom practice. Learning Architecture - Organisation Design and Structured Schedules.

	- New Phonics Resources and Implementation. - Victorian Lesson Plans on Arc. - Mentoring and leadership coaching. - Aligned Professional Learning Schedule for all. - Privileged weekly and termly planning time. - School wide documentation for Literacy and Numeracy. - PDP Process

Tasks	People responsible
Leaders attend and support PLC collaborative planning sessions to ensure consistent curriculum implementation, data-informed decision-making, and collective efficacy across teams.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)
Develop a rigorous Professional Learning Schedule focused on the Victorian Curriculum 2.0, VTLM 2.0, and evidence-based literacy instruction.	☑ Assistant principal ☑ Leadership team ☑ Principal
Conduct daily walk throughs in classrooms by school leaders to monitor implementation of planning, providing timely feedback.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)
Develop, refine, and implement a newly designed whole-school literacy block: Prep to Grade 2 - incorporating a longer and more consistent phonics approach and alignment with the Victorian Curriculum 2.0 Grades 3 to 6 - structured literacy skills development, text study, and alignment with the Victorian Curriculum 2.0 and the VLPs.	☑ All staff ☑ Leadership team

Strengthen EAL, intervention, extension, and support programs by implementing clear referral processes, targeted small-group instruction, and regular data review to respond to student needs.	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy support
Provide structured support for early career teachers, including mentoring, coaching, induction processes, career start attendance and access to modelled lessons and professional learning.	☑ Leadership team ☑ Principal

KIS 1.c	Build assessment practices to inform differentiated teaching.
Actions	Build teacher capability to use data in collaborative planning for the Explicit Teaching of Literacy in the Standard and Bilingual Programs. Strengthen moderation and assessment practices to plan targeted instruction.
Evidence of change	Observable Behaviours - Learners engaging in learning activities that match their readiness, challenge and extension. - Teachers using formative assessment to provide feedback to understand strengths and next steps. - Leaders monitoring the implementation of consistent assessment practices and moderation across year levels. - Teachers analyse assessment data to plan targeted instruction, adjustments, and interventions for individual or groups of students. - Education Support Staff work with students to provide targeted instruction, adjustments and interventions uwithe teacher direction. Artefacts - Learners work samples, portfolios, and assessment responses reflecting differentiated learning. - Evidence of learning adjustments in weekly planners. - New Phonics Assessment Resources. - Assessment schedules, rubrics, and tools aligned to Victorian Curriculum 2.0 and achievement standards. - Annotated student work and newly updated moderation documentation (as well as in our bilingual languages). - PLC Cycle of Inquiry celebration Slides. - Data dashboards or spreadsheets tracking student progress and informing targeted interventions. - Meeting minutes and evidence of guidance provided during SIT meetings.

Outcomes (Data and Evidence)
- Improved growth in school-based assessments and system data (NAPLAN, PAT, Reading, Writing and Numeracy).
- Increased proportion of students achieving expected or above-expected growth.
- Improved consistency in teacher judgements and assessment practices across year levels.
- Increased confidence in using assessment data to differentiate instruction.
- Whole-school trends show improved learning growth and alignment between assessment data, teaching, and outcomes.

Learning Architecture
- Organisation Design and Structured Schedules.
- Victorian Lesson Plan on Arc.
- Mentoring and Leadership PLC coaching/mentoring.
- Aligned Assessment Schedule for all staff.
- Privileged weekly and termly planning time.
- Access to timely feedback, formative assessments.
- Access to assessment tools, rubrics, exemplars, and shared planning resources.
- Ongoing professional learning and mentoring support for assessment for learning, differentiation, and data-informed instruction.
- Systems for tracking, analysing, and responding to student assessment data across the school.
- Timetabled PLCs, moderation sessions to support consistent assessment practices.

Tasks	People responsible
Provide targeted professional learning on effective formative assessment practices to build teacher confidence in using data to guide instruction.	☑ School leadership team
Develop and implement a whole-school bank of formative assessment tools to support consistent data collection and inform differentiated planning.	☑ Leadership team ☑ Teacher(s)
Track and monitor assessment practices and whole school data to identify trends and determine next steps.	☑ PLC leaders ☑ School improvement team ☑ School leadership team

Update and align moderation documentation to reflect Victorian Curriculum 2.0 achievement standards and support consistent teacher judgements.	☑ Leading teacher(s) ☑ Learning specialist(s)
Facilitate professional learning of quality IEPs and classroom adjustments to ensure teaching is responsive to individual learning needs and aligned with differentiated planning.	☑ School leadership team
Support staff to understand and interpret NAPLAN and PAT data, using insights to adjust teaching and identify students requiring support or extension.	☑ Leading teacher(s) ☑ Learning specialist(s)
Support Prep to 2 teachers to analyse the new phonics assessments, using the data to monitor early literacy development and inform targeted intervention.	☑ Assistant principal ☑ Learning specialist(s)

Goal 3	Maximise wellbeing outcomes for every student.
KIS 3.a	Develop and implement a tiered response for wellbeing intervention.
Actions	Establish a clear, school-wide tiered wellbeing model outlining universal, targeted, and intensive supports. Strengthen staff capability to identify wellbeing needs early to apply appropriate tiered interventions.
Evidence of change	Observable Behaviours - Learners demonstrate improved self-regulation, help-seeking, and use of taught wellbeing strategies. - Use of consistent language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion. - Learners engaging more positively and follow classroom routines with greater consistency. - Teachers applying the tiered wellbeing model consistently, using universal strategies and escalating concerns appropriately. - Increased collaboration with wellbeing teams and families to implement targeted and intensive supports. - Integrating wellbeing practices (predictable routines, regulation strategies, restorative conversations) into daily instruction. - Support staff using data and evidence to identify needs and apply interventions. - Actively monitor wellbeing practice implementation through walk-throughs, mentoring and case management processes.

Artefacts
- Individual support plans, safety plans, behaviour plans, or Modified School Plans reflecting targeted or intensive needs for our learners.
- Planning, differentiation, PLC and PL documentation will reflect the VTLM 2.0 (Enabling Learning).
- Planners – Lesson plans demonstrate consideration of adjustments in weekly planners.
- Professional learning Schedule - PCMs and IEPs.
- Disability Inclusion supporting documentation.
- Compass/Pulse data.
- Documented referrals process aligned to the tiered model using agreed templates and protocols.
- Inclusive classroom wellbeing displays and routines (check-in tools, calm corner resources, schedules, values).
- Evidence of professional learning participation in wellbeing, trauma-informed practice, or behaviour support.
- A documented whole-school tiered wellbeing framework and associated procedures.
- Wellbeing team meeting minutes, case notes, and follow-up actions.

Outcomes (Data and Evidence)
- Improved wellbeing survey results (safety, connectedness, emotional regulation).
- Improved attendance for students receiving targeted or intensive supports.
- Increased early and appropriate referrals demonstrating proactive identification of student needs.
- Greater consistency in implementing universal wellbeing practices across classrooms.
- Positive trends in whole-school wellbeing data sets (behaviour records, referrals, attendance, engagement surveys).
- Reduction in repeated or escalated wellbeing incidents due to timely and appropriate interventions.

Learning Architecture
- Access to consistent wellbeing learning experiences, routines, and supports across the school.
- Opportunities for voice and agency in wellbeing (e.g., check-ins, class meetings, self-regulation routines).
- Peer Observations and Learning walk documentation and reflection.
- Professional Learning Schedule strategically aligned.
- Structured middle leadership with specific role clarity - one per cohort.
- Clear processes and tools for tracking student wellbeing through data dashboards, referral systems, and behaviour logs.
- Specialised Allied Health on site - Speech Pathologist and Psychologist for support.
- A structured wellbeing system including the tiered model, referral pathways, assessment tools, and case management processes.
- Timetabled wellbeing team meetings with protocols for data review and intervention planning.

Tasks	People responsible
Establish a dedicated Wellbeing Team to coordinate whole-school wellbeing initiatives and monitor student support needs.	☑ Assistant principal ☑ Principal ☑ Wellbeing team
Develop and document a clear wellbeing referral process to ensure timely identification of students requiring targeted or intensive intervention.	☑ Mental health and wellbeing leader ☑ Principal ☑ School leadership team ☑ Wellbeing team
Expand the Allied Health team by engaging a speech pathologist and psychologist to strengthen early intervention and specialist support.	☑ Principal
Provide professional learning on the Positive Classroom Management strategies (PCMs) to build consistent, inclusive, and preventative behaviour practices across the school.	☑ School leadership team ☑ Wellbeing team
Establish a new wellbeing leadership role for the Mental Health in Primary Schools (MHIPS) as a Mental Health and Wellbeing Leader (MHWL), to strengthen capacity for mental health support and case coordination.	☑ Principal ☑ Wellbeing team
Embed an attendance improvement focus through leadership meetings, Network Communities of Practice, and consistent use of Compass and Whole School data to track and address patterns of absence.	☑ Assistant principal ☑ Leadership team ☑ Principal

KIS 3.c	Strengthen inclusion practices to support student wellbeing.
Actions	Build teacher capacity to draw on the Positive Classroom Management Strategies (PCMS) which contribute to consistent high levels of engagement and instructional time.

	Develop school wide processes and practices to meet the diverse learning and wellbeing needs of every student.
Evidence of change	**Observable Behaviours** - Increased engagement in learning, showing on-task behaviour and smooth transitions during lessons. - Demonstrated respectful interactions, greater participation, and improved ability to manage behaviour and emotions. - Consistently implement Positive Classroom Management strategies (active supervision, positive reinforcement, clear routines, corrective feedback, proximity). - Adjustments in classroom environment or instruction to support diverse learning and wellbeing needs. - Maintain predictable classroom routines contributing to a calm, safe learning environment. - Leaders model consistent use of inclusion-aligned practices during staff interactions and school processes. - School leaders provide regular feedback, and support to ensure consistent use of PCMs across classrooms. **Artefacts** - Individualised adjustments, support plans, or behaviour plans based on learning and wellbeing needs. - Student reflection tools or self-monitoring checklists demonstrating engagement with behaviour or learning goals. - Classroom routines, expectation charts, and behaviour support visuals. - Weekly planners with differentiation and adjustments. - Professional learning for term 1 and 2 reflecting the PCMs. - A documented, school-wide inclusion framework and PCMS implementation guidelines. - Updated processes for referrals, adjustments, behaviour support, and communication with families. - Meeting minutes from wellbeing, inclusion, or case management teams demonstrating consistent school-wide processes. - Wellbeing data dashboards displaying engagement, behaviour, and inclusion data. **Outcomes (Data and Evidence)** - Improved engagement data (AToSS data, reduced off-task behaviour, increased participation, improved instructional time). - Increased sense of belonging, safety, and inclusion shown through student surveys or feedback. - Improved academic outcomes linked to more effective engagement and inclusive practices. - Increased consistency in the use of PCMs across the school evident through walk-through data. - Reduction in classroom disruptions and more time devoted to instruction. - Improved alignment between student needs, supports provided, and outcomes observed.

	Learning Architecture - Access to consistent classroom routines, expectations, and inclusive learning environments. - Clear understanding of behaviour expectations and access to supports matched to their needs. - Ongoing professional learning on PCMS, inclusion strategies, and differentiated support. - PLC discussions that include engagement data, inclusion strategies, and planning for diverse learners. - Clear processes for documenting and implementing adjustments, support plans, and behaviour interventions. - A school-wide framework defining inclusive practice expectations and PCMs alignment.

Tasks	People responsible
Deliver professional learning on Positive Classroom Management strategies (PCMs) to embed consistent, inclusive, and culturally responsive learning environments.	☑ School leadership team ☑ Wellbeing team
Provide leadership support for each PLC for collaborative planning to ensure inclusion strategies, adjustments, and behaviour supports are embedded in classroom programs.	☑ Principal ☑ School leadership team
Develop improved role clarity and the capability of the Education Support Team through targeted training, role clarity, and structured collaboration with teachers.	☑ Assistant principal ☑ Principal ☑ Wellbeing team
Review and update the Start-Up Program to incorporate PCM strategies and align with the school's inclusion and wellbeing priorities.	☑ All staff
Document and implement a whole-school Inclusion Framework that outlines expectations, processes, and supports for inclusive practice at Lalor North Primary School.	☑ Leadership team ☑ School improvement team
Implement daily Walk throughs (Leaders), twice termly learning walks (principal Class) to monitor inclusive practices and provide targeted feedback to staff. Plan and implement Peer Observations for inclusive practices.	☑ Assistant principal ☑ Leadership team ☑ Principal