2026 Annual Implementation Plan

for improving student outcomes

Werrimull P-12 School (6257)



Submitted for review by Benjamin Nicholson (School Principal) on 05 December, 2025 at 04:30 PM
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	Evolving	Embedding

Future planning for 2026	Future planning should be around refining the implementation of these priorities. This will include induction of staff and students, monitoring implementation and supporting staff PD and feedback relating to this. Assessment and use of data is an area that requires additional work. We have has great impact on the F-2 data, however, this has not translated to the 3-6 cohort. More specific coaching practices and additional staffing are needed to support this in future. The VTLM 2.0 will be central to this through PLC processes and coaching. Notably, the reference to the AERO model should be replaced by VTLM 2.0.

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 learning growth for all students.	Yes	NAPLAN growth target to be determined with availability of baseline data.	Develop staff curriculum knowledge and capability to consistently implement each element of an agreed Instructional Model.	Yes
		By 2028, increase the percentage of students making at and above expected growth in one year: ● Reading and viewing from 80% in 2023 to 85% ● Writing from 65% (benchmark set as a mean over 2020-2023) to 85% ● Mathematics target to be determined in December 2025 when baseline growth data is available.	Build staff capacity to use evidence at every stage of the learning cycle to diagnose and address student learning needs and monitor the impact of their teaching.	Yes
		By 2028, increase the percentage positive responses on the School Staff Survey (SSS) for the following measures: ● Academic emphasis from 53% (2023) to 65% ● Guaranteed and viable curriculum from 21% (2023) to 75% ● Monitor effectiveness using data from 50% (2023) to 75%.		
		By 2028, increase the percentage positive responses on the student Attitudes to School Survey (AToSS) for the following measure: ● Stimulated learning from 73% (2023) to 80%.		

Strengthen student wellbeing and inclusion	Yes	By 2028, increase the percentage positive responses on the Parent Opinion Survey (POS) for the following measures: ● Positive transitions from 66% (benchmark set as a mean over 2021-2023) to 80%	Develop and implement an evidence-based framework of whole school practices and processes that enhance student wellbeing and inclusion.	Yes
		By 2028, maintain the percentage positive responses on the Parent Opinion Survey (POS) for the following measures: ● Student connectedness at 85% (benchmark set as a mean over 2021-2023) ● Parent participation and involvement at 86% (benchmark set as a mean over 2021-2023).	Develop constructive collaborative partnerships with families, community, schools and agencies to enhance students' learning and wellbeing.	Yes
		By 2028, decrease percentage of students with more than 20 days absent: ● Foundation-Year 6 from 32% (2023) to 25% ● Years 7-12 from 50% (2023) to 40%		

Define actions, evidence of change and tasks

Goal 1	Maximise learning growth for all students.
KIS 1.a	Develop staff curriculum knowledge and capability to consistently implement each element of an agreed Instructional Model.
Actions	Develop consistent, high quality instructional practice in maths in both maths classrooms and through a whole school approach to numeracy. Build staff capacity to deliver writing instruction in line with the school's instructional model.
Evidence of change	Increased quality of writing demonstrated through writing moderation tasks. Increased engagement in writing in classrooms. Improved teaching of writing and numeracy Planning documents reflect the approach of numeracy across the curriculum and the writing focus NAPLAN writing and PAT Maths data shows more students with above expected growth.

Tasks	**People responsible**
Deliver Numeracy PD to whole staff to support effective maths teaching across domains through the PLC structure	Numeracy leader
School wide coaching plan to address the need to strengthen practice relating to previous school-wide learning and to provide feedback to staff. This is in the areas of Numeracy fluency, Phonics instruction, independent reading and text selections, SWPBS routines, explicit teaching and effective use of classroom learning time - high expectations for all students.	School improvement team
Deliver Writing professional learning to classroom teachers using the 6 plus one traits aligned with current practices using the PLC structure. Engage with community of practice with other schools to develop this program using resources from the Literacy Leaders PD	Literacy leader

KIS 1.b	Build staff capacity to use evidence at every stage of the learning cycle to diagnose and address student learning needs and monitor the impact of their teaching.
Actions	Strengthen the school's approach to use data effectively to monitor impact of instruction on student achievement. Develop the capacity of middle leaders to effectively lead teams with links to learning.

Evidence of change	Meeting minutes School Staff Survey for "Using Data" Reduction in number of students with Needs Additional Support Data is included in IEP and this informs adjustments in planners Role descriptions and organisation charts Meeting and team norms

Tasks	**People responsible**
SIT team engage in professional learning to develop understanding of coaching practices and data that will inform feedback to teachers and allow for monitoring of impact on student outcomes.	Principal
Staff develop IEP's for all students to monitor their learning progress and students contribute to these goals and select evidence to communicate progress using data. Traffic light system integration.	Assistant principal
Develop staff capacity to collect relevant data to support planning for teaching and monitoring of impact of teaching on student outcomes. This is linked to the assessment schedule which is maintained regularly and monitored on a regular basis by teachers and leaders. Utilise effective data tools to support this and to reflect on data impact regularly	Principal
Identified team leaders engage in PD to run effective teams and use this information to establish team norms, protocols and to be able to reflect on success of team using data - Tania, Stacey, Triona, Carolyn, Chris, Prin, Narelle	Principal

Goal 2	Strengthen student wellbeing and inclusion
KIS 2.a	Develop and implement an evidence-based framework of whole school practices and processes that enhance student wellbeing and inclusion.
Actions	Build staff capability to implement a multi-tiered approach to inclusion, wellbeing and engagement.
Evidence of change	Minutes from meetings PD Schedule

	PD resources on Drive Classroom observations Wellbeing surveys Attendance data

Tasks	People responsible
Engage in Cultural Training on a curriculum day in collaboration with KESO to support inclusive teaching practices. - KESO	Student wellbeing co-ordinator
Develop school-wide student responsibilities to improve the sense of student connectedness, voice and agency. Students hold positions of responsibility and get feedback on their performance. "My job, your job, our job" is the language students use across the school. F-2 responsibilities are class based, 3-12 students have roles across the school.	Assistant principal
Teachers structure classroom meetings using agreed school wide format to allow opportunities to discuss and resolve issues together referencing the behaviour matrix. Focus areas are displayed for reference for students. linked to check-ins - Classroom Teachers	All staff
Continue to implement the SWPBS approach as a universal support across the school linked to the positive classroom management strategies.	Wellbeing team

KIS 2.b	Develop constructive collaborative partnerships with families, community, schools and agencies to enhance students' learning and wellbeing.
Actions	Strengthen the schools's approach to disability and inclusion. Consolidate partnerships that enhance student wellbeing.
Evidence of change	SSG meeting minutes IEP's DIP profiles Funding received ES timetables Involvement in other school activities

Tasks	People responsible

DIP Meetings, SSG meetings and student learning conferences	Wellbeing team
Planning for community events for families and include the broader community to events and publicise these events through social media, newsletters and school communication channels	Administration team
Partnerships with Schools for swimming, athletics, Book Week, writing moderation and other professional learning. Involvement in Sunraysia South Division Sporting Events. Participation in Alpine School, TAFE, Rubicon etc.	Assistant principal