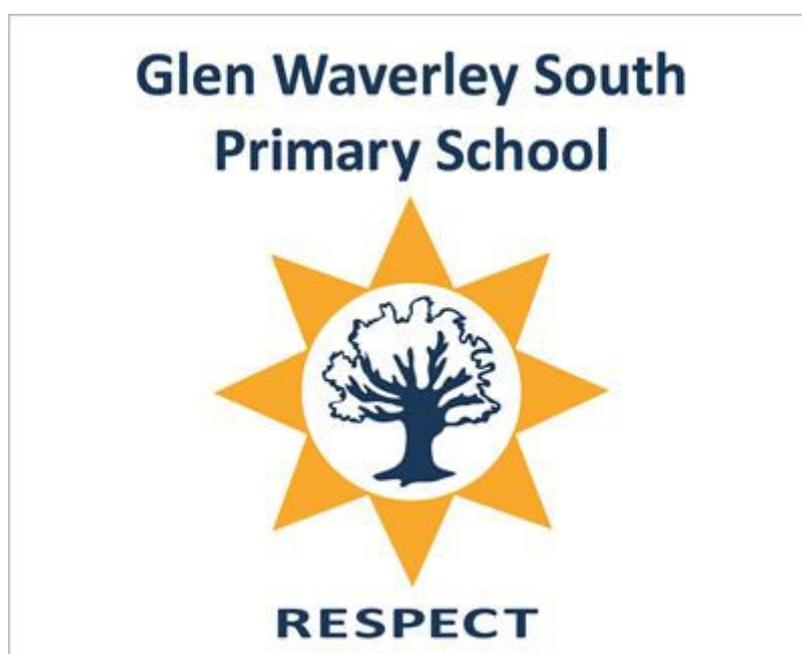# 2026 Annual Implementation Plan

for improving student outcomes

Glen Waverley South Primary School (5436)

Submitted for review by Elise Vaudeau (School Principal) on 03 December, 2025 at 10:43 AM
Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 03 March, 2026 at 05:02 PM

Self-evaluation summary

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

Future planning for 2026	Goal 1: Build staff capability to deepen curriculum knowledge and understanding and pedagogical practices. in 2026 focus on implementing and linking the VLTM 2.0. Specifically focus on 'planning' element to support curriculum planning and development, including assessment.Goal 2: Develop and embed opportunities for Student voice and agency across curriculum areas and learning tasks. Focus on the 'Enabling Learning' element of the VTLM 2.0, building capability to plan for student voice and engagement across teaching and learning.Goal 3: Embed multi-tiered systems of support that enhance student wellbeing, self-regulation and mental health. Focus on building staff understanding of the MTSS and develop processes for identifying and supporting students.

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 student learning outcomes in literacy and numeracy	Yes	By 2028, maintain or increase the 2024 percentage of Year 5 students in the strong and exceeding proficiency level in NAPLAN: • Reading from 86% • Writing from 89% • Numeracy from 87%	Refine and embed the school's instructional model	No
		By 2028, maintain a 3-year average for students achieving high and medium NAPLAN Relative growth for: • Reading 75% or above • Writing 83% or above • Numeracy 86% or above	Build staff capability to deepen curriculum knowledge and understanding and pedagogical practices	Yes
		By 2028, increase the 2024 percentage of Years F to 6 students who achieve at or above expected level in the Victorian Curriculum (Teacher Judgement): • Reading and viewing from 76% to 80% • Writing from 66% to 70% • Number from 76% to 80%	Embed a whole school evidence-based approach to literacy	No
		By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey: • Professional learning from 54% to 65% • School leadership -Instructional leadership from 53% to 65%	Strengthen the instructional leadership approach to learning and wellbeing.	No

Improve student engagement	Yes	By 2028, increase the 2024 percentage positive endorsement on the Attitudes to School Survey: • Student voice and agency from 47% to 60% • Stimulated learning from 64% to 75% • Motivation and interest 69% to 75% • School connectedness 68% to 75%	Create a whole school understanding of Student voice, agency and leadership	No
		By 2028, increase or maintain the 2024 percentage positive endorsement on the Parent Opinion Survey: • Teacher communication from 80% to 83% • Student agency and voice at 89%	Develop and embed opportunities for Student voice and agency across curriculum areas and learning tasks	Yes
		By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (teaching and learning module): • Use student feedback to improve practice from 79% to 82% • Support growth and learning of whole student from 89% to 91% • Focus learning on real-life problems from 79% to 82% *Target percentages to be confirmed	Build student capability to be confident, curious and self-reliant learners.	No
Improve student wellbeing outcomes	Yes	By 2028, increase the 2024 percentage positive endorsement on the Attitudes to School Survey: • Teacher concern from 55% to 70% • Resilience (normal/high) from 64% to 75% • Emotional awareness and regulation 63% to 75% • Managing bullying 66% to 75%	Embed multi-tiered systems of support that enhance student wellbeing, self-regulation and mental health	Yes
		By 2028, increase the 2024 percentage positive endorsement on the Parent Opinion Survey: • Non-experience of bullying from 71% to 80%	Develop and embed a whole school wellbeing framework	No

				Build staff capability to respond to student wellbeing and mental health needs.	No

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes in literacy and numeracy
KIS 1.b	Build staff capability to deepen curriculum knowledge and understanding and pedagogical practices
Actions	Strengthen whole-school literacy and numeracy by using data to guide professional learning, aligning practice with the VTLM 2.0 'planning' element, and building teacher capability through professional learning, coaching and PLC collaboration.
Evidence of change	SIT will: - Monitor whole school data sets to inform learning needs in literacy and numeracy to inform PL - Plan and deliver whole school professional learning in evidence-based approaches in literacy and numeracy - Build staff capability through delivery of professional learning on the 'Planning' element of the VTLM 2.0 - Build staff capability to plan effective curriculum units and assessments tasks using the VTLM 2.0, through coaching and support - Maintain PLC structures to support teacher collaboration and strengthen teaching practice - Align the school instructional model with the Victorian Teaching and Learning Model 2.0 PLC leaders will: - Monitor their cohort data to inform the learning needs in literacy and numeracy - Implement whole school professional learning in evidence-based approaches within teams - Use professional learning on the 'Planning' element of the VTLM 2.0 to plan, teach and report to students' point of need - Guide teams to plan effective curriculum units and assessments tasks using the VTLM 2.0, using coaching and support from SIT - work within PLC structures to support teacher collaboration and strengthen teaching practice - Utilise the school curriculum documentation that aligns with the Victorian Teaching and Learning Model 2.0 Teachers will: - Use student data to teach to students' point of need in numeracy and literacy - Utilise whole school professional learning in evidence-based approaches in classrooms - within their teams, use the 'Planning' element of the VTLM 2.0 to plan, teach and report to students' point of need - within their teams, plan effective curriculum units and assessments tasks using the VTLM 2.0, using coaching and support from PLC leaders and SIT

	- Participate in PLC structures to support collaboration and strengthen teaching practice - Plan using the school curriculum documentation that aligns with the Victorian Teaching and Learning Model 2.0 Students will: - Participate in engaging numeracy and literacy tasks targeted at individual point of need - Respond to questions about their learning during learning walks - Give feedback on their learning Evidence of change: - Evidence of the 'practices' from the VTLM 2.0 (Element of teaching: Planning) in PLC planning and meeting documentation - Documented evidence of collaboratively planned curriculum units and assessment tasks - Students are able to articulate how they received feedback and how they can improve on their learning

Tasks	People responsible
Monitor whole school data sets to inform learning needs in literacy and numeracy to inform PL	☑ Literacy leader ☑ Numeracy leader ☑ School improvement team
Plan and deliver whole school professional learning in evidence-based approaches in literacy and numeracy	☑ Literacy leader ☑ Numeracy leader ☑ School improvement team
Build staff capability through delivery of professional learning on the 'Planning' element of the VTLM 2.0	☑ Literacy leader ☑ Numeracy leader ☑ School improvement team
Build staff capability to plan effective curriculum units and assessments tasks using the VTLM 2.0, through coaching and support	☑ Literacy leader ☑ Numeracy leader ☑ School improvement team

Maintain PLC structures to support teacher collaboration and strengthen teaching practice	☑ PLC leaders ☑ School improvement team ☑ Teacher(s)
Align the school instructional model to align with the Victorian Teaching and Learning Model 2.0	☑ Literacy leader ☑ Mental health and wellbeing leader ☑ Numeracy leader ☑ School improvement team

Goal 2	Improve student engagement
KIS 2.b	Develop and embed opportunities for Student voice and agency across curriculum areas and learning tasks
Actions	Strengthen student engagement by using data to guide professional learning, building staff capability to embed Student Voice, Agency and Leadership, and providing meaningful opportunities for student feedback and leadership.
Evidence of change	SIT will: - Monitor whole school data sets on student engagement to inform PL - Conduct Professional Learning to support staff capability to implement school wellbeing framework that promotes Student Voice, Agency & Leadership - Build staff capability to embed opportunities for SVA across curriculum areas - Conduct student focus groups to promote student voice and seek feedback on engagement - Provide and monitor student leadership opportunities through the Junior School Council and PLAY (Positivity, Leadership and Activated Youth) program PLC leaders will: - Monitor and use cohort data sets to increase student engagement - Implement the whole school wellbeing framework to promote Student Voice, Agency & Leadership - Guide teams to embed opportunities for SVA across curriculum areas, supported by SIT - Reflect and analyse student focus group data to promote student voice and engagement - Support the implementation of the PLAY (Positivity, Leadership and Activated Youth) program Teachers will:

	- Implement whole school approaches to student engagement in their classrooms - Use student engagement data to inform teaching and learning - Promote Student Voice, Agency & Leadership opportunities in their classrooms - Use student focus group data to promote student voice and engagement - Support the implementation of the PLAY (Positivity, Leadership and Activated Youth) program Students will: - Be able to articulate their choices and agency in their learning - Participate in focus groups to provide feedback - Engage with the PLAY program Evidence of change: - Increase pos. endorsement on the AtoSS data in SVAL - Documented planning for student voice and choice in curriculum planners - Evidence of discussion about student focus group responses and wellbeing survey data in PLC/SIT minutes - Documented Junior School Council meeting minutes

Tasks	People responsible
Monitor whole school data sets on student engagement to inform PL	☑ Learning specialist(s) ☑ Mental health and wellbeing leader ☑ School improvement team
Conduct Professional Learning to support staff capability to implement school wellbeing framework that promotes Student Voice, Agency & Leadership	☑ Mental health and wellbeing leader ☑ School improvement team
Build staff capability to embed opportunities for SVA across curriculum areas	☑ Mental health and wellbeing leader ☑ School improvement team
Conduct student focus groups to promote student voice and seek feedback on engagement	☑ Mental health and wellbeing leader ☑ School improvement team

Provide and monitor student leadership opportunities through the Junior School Council and PLAY (Positivity, Leadership and Activated Youth) program	☑ Mental health and wellbeing leader ☑ School improvement team

Goal 3	Improve student wellbeing outcomes
KIS 3.a	Embed multi-tiered systems of support that enhance student wellbeing, self-regulation and mental health
Actions	Strengthen whole-school wellbeing by using data to guide professional learning and referral processes, building staff capability to implement the wellbeing framework and behaviour systems, and strengthening inclusive practices to support diverse student needs.
Evidence of change	SIT will: - Monitor whole school data sets on student wellbeing and mental health to inform PL and establish referral pathways - Establish processes to identify and support students' wellbeing and mental health needs - Conduct Professional Learning to support staff capability to implement the whole school wellbeing framework, including multi-tiered system of supports - Monitor, and support staff with, the implementation of the whole school positive behaviour matrix - Monitor the implementation of the whole school behaviour management processes - Participate in the Wellbeing Leader training from WISA - Continue to develop and support processes for the implementation of the Disability Inclusion initiative PLC leaders will: - Monitor cohort data sets on student wellbeing and mental health, and follow referral pathways as directed by SIT - Follow processes to identify and support students' wellbeing and mental health needs - Implement whole school wellbeing framework, including multi-tiered system of supports, in their teams - Implement the whole school behaviour management processes - Support the implementation of a whole school positive behaviour matrix - Implement processes for Disability Inclusion Teachers will: - Implement whole school wellbeing approaches in their classrooms - Use student wellbeing data to inform teaching and learning - Implement whole school wellbeing framework, including multi-tiered system of supports, in their classrooms - Use whole school behaviour management processes - Introduce and implement the whole school positive behaviour matrix with students

	- Implement processes for Disability Inclusion Students will: - Follow the behaviours set out in the positive behaviour matrix - Be able to articulate whole school expected behaviours and consequences - Be supported to recognise and regulate their emotions - Be able to access tiered wellbeing supports Evidence of change: - Increase pos. endorsement in the AtoSS data - Documented processes for referral pathways - Evidence of PL on student mental health and wellbeing and the whole school wellbeing framework - Evidence in Level planners of the implementation of the whole school positive behaviour matrix - Evidence of pos. behaviour matrix in physical environments - Documented SIT/PLC minutes with identified wellbeing trends - Documented processes of DI initiative

Tasks	People responsible
Monitor whole school data sets on student wellbeing and mental health to inform PL and establish referral pathways	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team
Establish processes to identify and support students' wellbeing and mental health needs	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team
Conduct Professional Learning to support staff capability to implement the whole school wellbeing framework, including multi-tiered system of supports	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team

Monitor, and support staff with, the implementation of the whole school positive behaviour matrix	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team
Monitor the implementation of the whole school behaviour management processes	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ School improvement team
Participate in the Wellbeing Leader training from WISA	☑ Assistant principal ☑ Mental health and wellbeing leader
Continue to develop and support processes for the implementation of the Disability Inclusion initiative	☑ Assistant principal ☑ School improvement team