

2026 Annual Implementation Plan

for improving student outcomes

Keelonith Primary School (5412)



Submitted for review by Matthew Cook (School Principal) on 11 February, 2026 at 03:26 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 09 March, 2026 at 10:35 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	Embedding	Embedding	Embedding	Embedding

Future planning for 2026	2026 KISKIS 1.c In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.KIS 2.a Further embed the schools current models of practice in social emotional learning across the whole school. Embed a whole school approach to social emotional learning across the whole school.2025 reflectionThis has been a sucessful year in adresssing and meeting the goals set. We are proud of how we have used this AIP to develop whole school understanding and improvement in our key areas. The clarity of staff understanding of our 2025 goals has supported our ability to mostly achieve our goals. Leadership believe that this has been the most collaborative year between the creation, implementation and evaluation of the AIP.The efforts moving into 2026 will focus primarily on the fidelity of teaching and learning and social and emotional foci.
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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 optimise learning growth for all students in Literacy and Numeracy.	Yes	By 2026, increase the percentage of Years 3 - 5 students making above NAPLAN benchmark growth in: • Writing from 6% (2021) to a four-year rolling average of 25% • Reading from 29% (2021) to a four-year rolling average of 35% • Spelling from 0% (2021) to a four-year rolling average of 25% • Grammar and Punctuation from 24% (2021) to a four-year rolling average of 30% • Numeracy from 6% (2021) to a four-year rolling average of 25% By 2026, increase the percentage of Year 3-5 students achieving strong or exceeding proficiency in NAPLAN data in: • Writing from 73% (2023) to 78% • Reading from 57% (2023) to 63% • Spelling from 75% (2023) to 78% • Grammar and Punctuation 47% (2023) to 58% • Numeracy from 53% (2023) to 61%	Develop data literate teachers with capacity to collaboratively use formative assessment to plan a genuinely personalised and inclusive program. Develop data literate teachers with capacity to collaboratively use data to plan and create inclusive and appropriately challenging learning programs.	No
		By 2026, increase the percentage of students (average Year 1–6) making above expected growth (Semester 1–2) against the Victorian Curriculum in: • Reading and Viewing from 10% (2021) to a four-year rolling average of 25% • Speaking and Listening from 11% (2021) to a four-year rolling average of 25%	Strengthen middle leaders' capacity to guide collaborative teams in the areas of improved pedagogy and curriculum planning.	No

		• Writing from 15% (2021) to a four-year rolling average of average of 25% • Number and Algebra from 14% (2021) to a four-year rolling average of 25% • Measurement and Geometry from 18% (2021) to a four-year rolling average of 25% • Statistics and Probability from 18% (2021) to a four-year rolling average of 25% By 2026, increase the percentage of students (average Year 1–6) making above expected growth (Semester 1–2) against the Victorian Curriculum in: • Reading and Viewing from 10% (2021) to 18% • Speaking and Listening from 11% (2021) 19% • Writing from 15% (2021) to 22% • Mathematics target of 18% working above expected level		
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors: • Collective efficacy from 82% in 2021 to 90% • Understand how to analyse data from 44% in 2021 to 80% • Understand formative assessment from 67% in 2021 to 80% • Time to share pedagogical content knowledge from 67% in 2021 to 80% • Professional learning through peer observation from 67% in 2021 to 80% By 2026, increase the percentage of positive endorsement in the School Staff Survey from teaching staff for the following factors: • Collective efficacy from 82% in (2021) to 88% • Understand how to analyse data from 44% in (2021) to 80% • Time to share pedagogical content knowledge from 67% in (2021) to 78%	In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.	Yes

		Professional learning through peer observation from 13% in 2023 to 52% (set target based on teachers being onsite consistently)		
		By 2026, increase the percent positive responses score on AtoSS for the following factors: - Effective teaching time from 85% in 2021 to 87% - Differentiated learning challenge from 87% in 2021 to 90% - Stimulated learning from 87% in 2021 to 90% - Motivation and interest from 72% in 2021 to 75% By 2026, increase the percent positive responses score on AtoSS for the following factors: - Effective teaching time from 85% in (2021) to 87% - Differentiated learning challenge from 87% in (2021) to 90% - Stimulated learning from 87% in (2021) to 90% - Motivation and interest from 72% in (2021) to 75%		
To develop confident, self-regulating learners who are actively engaged in their learning.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: - Self-regulation and goal setting: from 86% in 2021 to 88% - Sense of confidence: from 78% in 2021 to 80% - Perseverance from 74% in 2021 to 76% By 2026, increase the percent positive responses score on AtoSS for the following factors: - Sense of confidence: from 78% in 2021 to 80% - School Connectedness (Sense of Connection): from 83% to 85% - Effective Teaching Time: from 85% to 89% - Perseverance from 74% in 2021 to 76%	Further embed the school's current models of practice in social/emotional learning across the whole school. Embed a whole school approach to social/emotional learning across the whole school.	Yes

		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Seek feedback to improve practice: from 83% in 2021 to 90% • Promote student ownership of learning goals: from 78% in 2021 to 85% • Use student feedback to improve practice: from 67% in 2021 to 80% By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Seek feedback to improve practice: from 83% in 2021 to 90% • Use student feedback to improve practice: from 67% in 2021 to 80% • Trust in students and parents: from 89% in 2021, 55% in 2023/4 to 63%	Further build student capacity to set challenging learning goals in consultation with teachers; and monitor their own learning growth. Build capacity of staff to plan accessible learning programs using Allied Heath team and UDL principles to remove barriers to learning.	No
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student motivation and support: from 84% in 2021 to 90% • Parent participation and involvement: from 68% in 2021 to 85% • Teacher communication: from 74% in 2021 to 90%	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.	No
			Create greater opportunities for engagement of parents/carers with students and teachers around student learning, student learning goals and student progress. Create greater opportunities for engagement of parents/carers with students and teachers around student learning and student progress.	No

Define actions, evidence of change and tasks

Goal 1	To optimise learning growth for all students in Literacy and Numeracy.	
KIS 1.c	In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.	
Actions	Build teacher capability in being critical consumers of KPS curriculum to contextualise content to meet the learning needs of all students. Refine and enhance teaching practice to improve the fidelity and consistency of pedagogy and instructional practices in all areas of the school.	
Evidence of change	In collaborative planning time, with support from curriculum leaders, teachers are revising and improving teacher lesson scripts, student facing slide decks and weekly planning documents reflected by term and weekly planning documents concisely outlining the intended curriculum including key understandings and the sequence of learning. Curriculum leaders will oversee and support this work to ensure consistency and impact across the school. Teachers demonstrate improved ability to collaboratively plan the curriculum to provide both access and stretch for all students through appropriate scaffolds and supports. Curriculum leaders will oversee and support this work to ensure consistency and impact across the school. Lessons move at an appropriate pace and teachers adjust instruction to meet students' learning needs. Curriculum leaders will oversee and support this work to ensure consistency and effectiveness across classrooms. The proportion of students achieving at or above the expected level in Reading, Writing and Mathematics according to teacher judgements, has increased from the previous year's baseline.	
Tasks		People responsible
Regular observations of learning time by Leadership Team to gauge pacing and consistency of lessons, including the implementation of the Big Ideas, to inform feedback provided to teachers/teams and the development of the PL schedule and coaching priorities.		☑ Leadership team

Utilise curriculum planning resources, such as historic KPS curriculum documents, VLPs, Ochre, Read2Learn and the EMP program to strengthen and refine the development of the intended curriculum for 2026.	☒ Leadership team ☒ Teacher(s)
Continue to embed with teaching teams, Data Inquiry Cycles by utilising the SPA Platform to analyse student data.	☒ Leadership team
Development of responsive PL and individualised coaching to meet the learning needs of teaching teams and individual teachers,	☒ Leadership team
Introduce the SPA Platform as a data analysis tool to improve teachers' data literacy.	☒ Leadership team ☒ Teacher(s)
Goal 2	To develop confident, self-regulating learners who are actively engaged in their learning.
KIS 2.a	Further embed the school's current models of practice in social/emotional learning across the whole school. Embed a whole school approach to social/emotional learning across the whole school.
Actions	Build teacher capacity to proactively engage students in learning and respond in a consistent manner when operating in a reactive space. (Major/minor) Create and implement a whole school SEL scope and sequence embedded into the Curriculum Map.
Evidence of change	Staff refer to and use the KPS Wellbeing Playbook to guide decision-making around student wellbeing and engagement. The Leadership Team will oversee and support this work to ensure consistency across the school. Staff are following KPS processes and consistent language when responding student behaviour. The leadership team will oversee this work to ensure consistency and effectiveness across classrooms. Teachers are planning responsive SEL lessons to meet the needs of their student cohort using the KPS SEL Scope & Sequence. The leadership team will oversee this work to ensure consistency and effectiveness across classrooms. AToSS positive data shift in social engagement domain from 2025.

Tasks	People responsible
Develop KPS Wellbeing Playbook and building a shared understanding of its implementation - updating processes and procedures that support student wellbeing and engagement.	☑ Assistant principal
Develop SEL scope and sequence to guide team curriculum planning.	☑ Assistant principal
Compass Pulse PL to support SEL planning that is responsive and timely.	☑ Leadership team ☑ Wellbeing team
Integrate PCMS PL throughout the year to support T1 classroom management strategies.	☑ Assistant principal
Use curriculum days to build consistency of practice around tier 1 instructional practices to increase student engagement.	☑ Assistant principal