# 2026 Annual Implementation Plan

## for improving student outcomes

Roslyn Primary School (4663)

Submitted for review by Mary Hutchison (School Principal) on 02 February, 2026 at 12:08 PM
Awaiting endorsement by Senior Education Improvement Leader

# Self-evaluation summary

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

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| **Future planning for 2026** | Due to some change in staff and increase in student complex needs, plus budget constraints, we have had problems with providing the supports that were required to bring about the changes that were required. Many of the survey data sets showed a decrease in percentages but did not always reflect in practices in what were occurring in the school. Going forward we need to work out where the mismatch is, is it a communication problem, an implementation problem or is it both? When reflecting on data sets, staff have been surprised of the results. We feel we have strong tier one practices in curriculum delivery. However, we have inconsistency with managing tier 2 and tier 3 practices in curriculum. Due to the change in the Department expectations with Literacy and Numeracy delivery and the implementation in slide decks, we need to focus on how to upskill our staff on tier 2 and 3 supports in curriculum. From a wellbeing perspective, we have the opposite situation, where greater fidelity is required across all grades and class environments to implement SWPBS tier one strategies. |

# 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? |
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| Optimise learning growth and achievement for all students | Yes | NAPLAN:<br>• Numeracy: Increase the percent of exceeding and strong proficiency for students in:<br>  ○ year 3 from 79 percent in 2023 to more than 80 percent by 2027<br>  ○ year 5 from 63 percent in 2023 to more than 75 percent by 2027.<br>• Reading: Increase high growth for year 5 students from 17 percent in 2023 to 27 percent by 2027. | Continue to strengthen the school's approach to the use of learning, wellbeing and engagement data across all levels of the school | Yes |
| | | Teacher Judgment Prep to Year 6:<br>• Reading: Maintain the percent of students assessed as at or above the expected level from 88 percent in 2023 to more than 88 percent by 2027.<br>• Number: Maintain the percent of students assessed as at or above the expected level from 88 percent in 2023 (Number and Algebra result) to more than 88 percent by 2027. | Deepen the capacity of all staff to use evidence-based instructional practices as part of the proactive and responsive teaching and learning model | No |
| | | School Staff Survey measures<br>• Increase the positive endorsement of Academic emphasis from 72 percent in 2023 to 76 percent by 2027.<br>• Increase the positive endorsement of Teacher collaboration from 62 percent in 2023 to 70 percent by 2027. | Continue to build distributed instructional leadership capacity | No |

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| | | • Increase the positive endorsement of School level support from 67 percent in 2023 to 75 percent by 2027. | | |
| | | Attitudes of Students to School Survey<br>• Increase the positive endorsement of Differentiated learning challenge from 77 percent in 2023 to 83 percent by 2027.<br>• Increase the positive endorsement of Stimulated learning from 76 percent in 2023 to 80 percent by 2027. | | |
| Improve student wellbeing and engagement | Yes | Attendance<br>• Reduce the percent of students with more than 20 days absent per year from 33 percent to 27 percent | Refine and embed a whole school approach to implementing a positive behaviour framework | Yes |
| | | Attitudes to School Survey<br>• Increase the positive endorsement of Sense of connectedness from 70 percent in 2023 to 75 percent by 2027<br>• Increase the positive endorsement of Teacher concern from 71 percent in 2023 to 74 percent by 2027<br>• Increase the positive endorsement of Sense of confidence from 67 percent in 2023 to 75 percent by 2027 | Continue to build the capacity, capability and confidence of all staff to provide a positive, effective and inclusive learning environment | No |

# Define actions, evidence of change and tasks

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| **Goal 1** | Optimise learning growth and achievement for all students |
| **KIS 1.a** | Continue to strengthen the school's approach to the use of learning, wellbeing and engagement data across all levels of the school |
| **Actions** | Align assessment for both literacy and numeracy with the curriculum 2.0, VTLM 2.0 and the Departments Reading and Numeracy approaches. |
| **Evidence of change** | Increased teacher confidence and consistency in reporting on achievement standards<br>Planning is explicit and better targeted to learning needs - and consistent to state wide learning<br>Improvement in numeracy and literacy data |

| **Tasks** | **People responsible** |
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| Use new achievement data tracker for assessment - for both numeracy and literacy<br>Move to Acadience testing - whole school - numeracy<br>Potential move to OCHRE assessment in numeracy | ☑ Curriculum co-ordinator (s)<br>☑ KLA leader |
| Monitor instructional model 2025 implementation<br>PL apply and exit tickets and reflection<br>Classroom observations | ☑ All staff<br>☑ Curriculum co-ordinator (s)<br>☑ KLA leader |
| Review, refine and teach problem solving in numeracy | ☑ All staff<br>☑ Curriculum co-ordinator (s)<br>☑ KLA leader |
| Trial and implement Phonics Plus in preps | ☑ Literacy leader |

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| | ☑ Teacher(s) |
| Trial, implement and monitor VLP whole school<br>Update scope and sequence in literacy and numeracy | ☑ Curriculum co-ordinator (s)<br>☑ Literacy improvement teacher<br>☑ Numeracy improvement teacher |

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| **Goal 2** | Improve student wellbeing and engagement |
| **KIS 2.a** | Refine and embed a whole school approach to implementing a positive behaviour framework |
| **Actions** | Implement SWPBS with fidelity |
| **Evidence of change** | Strengthening consistency, explicitly teaching expectations, using data to guide decisions and embedding positive reinforcement of expected behaviours across the whole school |

| **Tasks** | **People responsible** |
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| Review wellbeing curriculum (RRRR and SWPBS) and align with personal and social capabilities. | ☑ Disability inclusion coordinator<br>☑ Mental health and wellbeing leader<br>☑ SWPBS leader/team |
| Provide PL in the areas of the curriculum using information from SWPB, PCMS and Dan Petro to help inform PL. Staff to attend the PL from Dan Petro - Preventing and responding to behaviours of concern through evidence based practices. | ☑ Disability inclusion coordinator |
| Staff to identify an individual learning goal as part of their statement of expectations in relation to the wellbeing curriculum SWPB Tier 1. Leadership to implement a way to monitor this. | ☑ All staff |
| Improve curriculum planning for intentional teaching and reteaching wellbeing curriculum. Staff to intentional plan how to modify RRRR lessons to best meet the needs of all of the students in their class including students who require tier 2 and tier 3 supports. | ☑ All staff<br>☑ Mental health and wellbeing leader<br>☑ PLC leaders |