

# 2026 Annual Implementation Plan

## for improving student outcomes

Werribee Primary School (0649)



Submitted for review by David Quinn (School Principal) on 07 November, 2025 at 08:55 AM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 18 February, 2026 at 11:13 AM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>We have made great progress towards this addressing student and staff mental health across 2025. Through sufficient funding, we have implemented a range of supports for our students including dog, art and music therapy to target both tier 2 and tier 3 students. We have also utilised the mental health funding to help provide Berry Street refresher training to ensure that all staff are utilising current trauma informed practices through their everyday interactions and teaching, as well as follow up Berry Street consultation days to continue to ensure consistency and fidelity in teacher practice across the whole school.</p>
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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?
Improve student learning outcomes in literacy and numeracy.	Yes	<p>NAPLAN: By 2027, increase the percentage of students achieving in the Exceeding and Strong proficiency levels for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading from 79% (2023) to 83%</li> <li>• Writing from 71% (2023) to 75%</li> <li>• Numeracy from 69% (2023) to 73%</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading from 77% (2023) to 81%</li> <li>• Writing from 80% (2023) to 84%</li> <li>• Numeracy from 78% (2023) to 82%</li> </ul>	Build teacher capacity to differentiate teaching to activate student voice and learner agency and ensure challenge and progress for each student	Yes
		<p>Teacher Judgements: By 2027 increase the percentage of Year F to 6 students achieving at or above the expected level in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading from 79% (2023) to 83%</li> <li>• Writing from 73% (2023) to 77%</li> <li>• Numeracy from 81% (2023) to 85%</li> </ul>	Refine and strengthen the PLC approach for implementing collaborative inquiry to inform planning teaching and to evaluate and strengthen teaching strategies	No
		<p>By 2027 increase the percentage of positive endorsement from the following factors in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 70% (2023) to 74%</li> <li>• Student voice and agency from 61% (2023) to 69%</li> <li>• Differentiated learning challenge from 80% (2023) to 84%</li> </ul>		

Improve the social and emotional wellbeing of students and staff.	Yes	<p>By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 70% (2023) to 74%</li> <li>• Sense of connectedness from 72% (2023) to 76%</li> <li>• Motivation and interest from 71% (2023) to 75%</li> </ul>	Embed multi-tiered systems of support that enhance student learning and wellbeing.	Yes
		<p>By 2027, increase the percentage of positive endorsement for the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 83% (2023) to 88%</li> <li>• Teacher collaboration from 56% (2023) to 62%</li> </ul>	Strengthen partnerships with parents and carers to enhance student learning, engagement and wellbeing.	No
		<p>By 2027, increase the percentage of positive endorsement for the following factors in the Parent, Caregiver and Guardian Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 87% (2023) to 91%</li> <li>• Teacher communication from 62% (2023) to 70%</li> </ul>	Embed positive mental health approaches across the school.	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve student learning outcomes in literacy and numeracy.	
<b>KIS 1.a</b>	Build teacher capacity to differentiate teaching to activate student voice and learner agency and ensure challenge and progress for each student	
<b>Actions</b>	2026 Focus on Numeracy: * Build teacher capability in explicit teaching * Effectively use data to plan, teach, and assess Numeracy.	
<b>Evidence of change</b>	1. Increased fidelity in using explicit teaching components (Focus the Learning, Explicit Explanation and Modelling, Scaffolded Practice, Monitor Progress) in Numeracy lesson plans. Evidence for this will be seen through planning documentation and learning walks. 2. All PLCs analyse and document student Numeracy data to inform differentiated planning, explicit teaching and identification of misconceptions in action plans. Evidence of this will be noted through PLC minutes and changes to Planning documents to reflect these changes.	
<b>Tasks</b>	<b>People responsible</b>	
Deliver targeted professional learning on explicit teaching in Numeracy using VTLM 2.0 resources and Victorian Lessons Plans.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
Implement a coaching and observation cycle focusing on all four Explicit Teaching VTLM components.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
Showcase practice through peer learning observations and shared professional dialogue to sustain improvement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	

Document VTLM 2.0 with a focus on Explicit Teaching practices in Numeracy within the WPS Instructional Model.	<input checked="" type="checkbox"/> All staff
<b>Goal 2</b>	Improve the social and emotional wellbeing of students and staff.
<b>KIS 2.a</b>	Embed multi-tiered systems of support that enhance student learning and wellbeing.
<b>Actions</b>	Embed Tier 1–3 systems of wellbeing and inclusion through consistent use of the WPS Wellbeing Framework.
<b>Evidence of change</b>	<ol style="list-style-type: none"> <li>1. WPS Wellbeing Framework fully embedded; all staff implement common language and practices across all settings.</li> <li>2. All teachers plan and deliver Learning to Be lessons linked to behaviour matrix, PCMS, Berry Street, Respectful Relationships, AFL Schools and Social and Emotional Learning Victorian Curriculum 2.0.</li> <li>3. XUNO behaviour data reflects reduction in major incidents (=10%) and improved positive behaviour acknowledgements.</li> <li>4. Students articulate positive behaviours and strategies for emotional regulation (AtoSS data).</li> </ol>
<b>Tasks</b>	<b>People responsible</b>
Refine Werribee Primary School Wellbeing Framework to be aligned with DET frameworks, Disability Inclusion, Mental Health Menu and AFL Schools Connect.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader
Establish PCMS Key Improvement Team (KIT) to ensure consistency in practice across whole school initiatives.	<input checked="" type="checkbox"/> Teacher(s)