

# 2026 Annual Implementation Plan

## for improving student outcomes

Northcote Primary School (1401)



Submitted for review by Shaun Wells (School Principal) on 12 March, 2026 at 05:55 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 12 March, 2026 at 06:29 PM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Evolving			Evolving	
<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	Evolving	Evolving	Evolving	Evolving

<b>Future planning for 2026</b>	<p>Overall, the school has made steady progress against our four year goals and targets. This year's work has focused on continuing to build strong foundations through greater consistency, shared understanding, and alignment across teaching &amp; learning and wellbeing &amp; engagement. In Teaching and Learning, implementation of the Northcote Primary School Instructional Model has strengthened consistency in lesson structure, explicit teaching, and classroom routines. Early evidence points to improved student engagement and clearer learning expectations, particularly in Literacy and Numeracy, where stronger assessment practices and closer alignment between planning and instruction are beginning to influence outcomes. In Wellbeing and Engagement, clearer behaviour expectations, more consistent routines, and a shared rewards framework have supported calmer learning environments and improved student self regulation. Positive framing is becoming more embedded, while restorative practices remain an area for continued development. Given this progress, the focus in 2026 will remain on the same SSP goals and KIS, with an emphasis on consolidation rather than new initiatives. Implementation efforts will centre on embedding consistency, strengthening assessment informed practice, and refining wellbeing and behaviour processes to ensure sustainable impact across the 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?
To optimise learning growth for every student in Literacy and Numeracy.	Yes	<p><b>Reading</b>  <b>Year 3 NPS 75% SS 86%</b></p> <ul style="list-style-type: none"> <li>· Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN reading from <b>35%</b> (2023 baseline) to <b>39%</b> in 2027.</li> <li>· Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN reading from <b>75%</b> (baseline in 2023) to <b>82%</b> or above in 2027.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>· Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN reading from <b>50%</b> (2023 baseline) to <b>54%</b> in 2027.</li> </ul> <p><b>Writing</b>  <b>Year 3 NPS 84% SS 91%</b></p> <ul style="list-style-type: none"> <li>· Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN writing from <b>13%</b> (2023 baseline) to <b>20%</b> in 2027.</li> <li>· Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN writing from <b>84%</b> (baseline in 2023) to <b>91%</b> or above in 2027.</li> </ul> <p><b>Year 5 NPS 83% SS 87%</b></p> <ul style="list-style-type: none"> <li>· Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN writing from <b>19%</b> (2023 baseline) to <b>24%</b> in 2027.</li> <li>· Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN writing from <b>83%</b> (baseline in 2023) to <b>87%</b> or above in 2027.</li> </ul>	Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.	Yes

		<p><b>Numeracy</b>  <b>Year 3 NPS 75% SS 85%</b>  · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN numeracy from <b>14%</b> (2023 baseline) to <b>19%</b> in 2027.</i>  · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN numeracy from <b>75%</b> (baseline in 2023) to <b>85%</b> or above in 2027.</i></p> <p><b>Year 5 NPS 81% SS 84%</b>  · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN numeracy from <b>26%</b> (2023 baseline) to <b>30%</b> in 2027.</i>  · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN numeracy from <b>81%</b> (baseline in 2023) to <b>84%</b> or above in 2027.</i></p>		
		<p>Increase the percent positive responses on the School Staff Survey (SSS) in the specific factors:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 55% (2019–2022) to 70% in 2027</li> <li>• Instructional leadership from 54% (2019–2022) to 70% in 2027</li> <li>• Visibility from 29% (2019–2022) to 50% in 2027</li> <li>• Understand how to analyse data from 66% (2019–2022) to 70% in 2027</li> <li>• Knowledge of high impact teaching strategies from 60% (2019–2027) to 70% in 2027</li> <li>• Time to share pedagogical content knowledge from 46% (2019–2022) to 70% in 2027</li> <li>• Professional learning through peer observation from 34% (2019–2022) to 70% in 2027.</li> </ul> <p>(based on 4 years baseline data 2019–2022)</p>	<p>Embed collaborative curriculum planning, and build a guaranteed and viable curriculum.</p>	<p>Yes</p>

		<p>Increase the percent positive responses on the Attitudes to School Survey (AtoSS) in the factors:</p> <ul style="list-style-type: none"> <li>• Effective teaching time from 73% in 2022 to 80% in 2027</li> <li>• Teacher concern from 61% in 2022 to 80% in 2027</li> <li>• Differentiated learning challenge from 70% in 2022 to 80% in 2027.</li> </ul>	Strengthen PLC practice and processes across all teams so that all PLCs effectively use formative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.	No
		<p>Increase the percent positive responses on the Parent Opinion Survey (POS) in the factors:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 70% in 2022 to 80% in 2027</li> <li>• Stimulating learning environment from 69% in 2022 to 80% in 2027.</li> </ul>	Strengthen instructional leadership, professional learning and coaching across the school.	Yes
To develop a positive culture with high levels of engagement and wellbeing.	Yes	<p>Increase the percent positive responses on the SSS in the factor: Trust in students and parents from 76% in 2022 to 85% in 2027.</p>	Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.	Yes
		<p>Increase the percent positive responses on the AtoSS in the factors:</p> <ul style="list-style-type: none"> <li>• Effort from 72% in 2022 to 80% in 2027</li> <li>• Sense of connectedness from 75% in 2022 to 80% in 2027</li> <li>• Stimulated learning from 59% in 2022 to 80% in 2027</li> </ul> <p>Managing bullying from 73% in 2022 to 80% in 2027.</p>	Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.	Yes
		<p>Increase the percent positive responses on the POS in the factors:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 52% in 2022 to 80% in 2027</li> <li>• School communication from 60% in 2022 to 80% in 2027</li> </ul>	Strengthen community connections, and improve communication with parents and carers to enhance student learning, engagement, and wellbeing.	No

		<ul style="list-style-type: none"><li>• Teacher communication from 66% in 2022 to 80% in 2027</li><li>• Promoting positive behaviour from 76% in 2022 to 85% in 2027</li><li>• Confidence and resiliency skills from 72% in 2022 to 80% in 2027</li><li>• Student motivation and support from 64% in 2022 to 80% in 2027.</li></ul>		
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## Define actions, evidence of change and tasks

<b>Goal 1</b>	To optimise learning growth for every student in Literacy and Numeracy.	
<b>KIS 1.a</b>	Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.	
<b>Actions</b>	Action 1. To build staff expertise in structuring lessons by embedding the 'Explain' phase of the Northcote PS Instructional Model.	
<b>Evidence of change</b>	<p>-The Explain phase is clearly evident and structured consistently across classrooms, with teachers explicitly teaching new content and clearly communicating the focus of the lesson.</p> <p>-Teachers demonstrate greater confidence and precision when explaining new learning, supported by whole-school documentation that clearly outlines what the Explain phase looks like in practice, including what the teacher and students are doing, what it is and is not, and agreed strategies to support consistency.</p> <p>-Planning documents clearly reflect the Explain phase, and classroom practice aligns closely with what has been planned, with less reliance on slides and a stronger focus on active teaching.</p> <p>-Students have a clearer understanding of what they are learning and why, which supports stronger engagement and application of new learning during lessons.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Progress whole-school instructional guidance for the Explain phase, co-constructing clear documentation that outlines what an effective "Explain" looks like in practice and supports consistent implementation across classrooms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	
Provide targeted professional learning to support teachers to refine the Explain phase of lessons, with a focus on clear explanation and active student engagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Refine planning templates and expectations to clearly emphasise the Explain phase, ensuring lesson plans reflect agreed lesson structures and reduce reliance on presentation slides.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Use learning walks, observations, and professional conversations to gather feedback on the quality and consistency of the Explain phase and support ongoing reflection and refinement of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
<b>KIS 1.b</b>	Embed collaborative curriculum planning, and build a guaranteed and viable curriculum.
<b>Actions</b>	<p>Action 2. To build staff content knowledge to support the explicit teaching of literacy.</p> <p>Action 3. To build staff capability to plan, teach, and assess literacy</p>
<b>Evidence of change</b>	<p>-Teachers demonstrate stronger content knowledge in literacy, enabling more accurate, confident, and explicit teaching across year levels.</p> <p>-Whole-school scope and sequence documentation for phonics, spelling, and high-frequency words is consistently used to guide planning and lesson delivery, resulting in more aligned literacy instruction across classrooms.</p> <p>-Teachers consistently use agreed literacy assessments to identify student learning needs, inform planning, and monitor progress, with assessment clearly aligned to what has been taught.</p> <p>-Students demonstrate familiarity with literacy lesson routines and expectations, supporting engagement, confidence, and application of learning during reading and phonics instruction.</p>

Tasks	People responsible
Build staff content knowledge through targeted literacy professional learning and support teams to align literacy planning, teaching, and assessment with agreed structures and expectations.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Refine and embed whole-school scope and sequence documentation for phonics, spelling, and high-frequency words to support consistent planning and teaching.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader
Develop and embed consistent literacy block routines and lesson structures across classrooms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Strengthen the consistent use of agreed literacy assessments to identify student learning needs, inform planning, and monitor progress over time.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Purchase and implement targeted literacy and phonics resources to support explicit instruction and consistent implementation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader

		<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
<b>KIS 1.d</b>	Strengthen instructional leadership, professional learning and coaching across the school.	
<b>Actions</b>	Action 7. Build middle leader capability through professional conversations, feedback and targeted learning.	
<b>Evidence of change</b>	<p>-Middle leaders demonstrate increased confidence and skill in leading coaching and challenging conversations that strengthen professional practice, support accountability, and lead to clear next steps.</p> <p>-Middle leaders are actively involved in learning walks, peer observations, and feedback routines, using agreed language and clear follow-through to support consistent professional practice across teams.</p> <p>-Middle leaders play a key role in supporting and monitoring the implementation of whole-school actions, using feedback and observation processes to strengthen alignment and consistency across classrooms.</p>	
<b>Tasks</b>		<b>People responsible</b>
Middle leaders lead stronger coaching and challenging conversations- Middle leaders demonstrate increased confidence and skill in leading conversations that support accountability, strengthen professional practice, and lead to clear next steps.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)
Introduce and support middle leaders to trial learning walks, peer observations, and feedback to build shared understanding of effective practice.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)
<b>Goal 2</b>	To develop a positive culture with high levels of engagement and wellbeing.	
<b>KIS 2.a</b>	Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.	

<b>Actions</b>	Action 5. To strengthen and embed SWPBS features to ensure consistent and effective implementation across the school.	
<b>Evidence of change</b>	<p>-Staff demonstrate a shared understanding of minor, moderate, and major behaviours, leading to more consistent, predictable, and timely responses across classrooms and learning spaces.</p> <p>-Agreed processes for responding to inappropriate behaviour, including escalation and support, are consistently followed and clearly understood by staff.</p> <p>-Staff report greater confidence in responding to inappropriate behaviour using agreed approaches, including restorative practices and positive framing.</p> <p>-Restorative conversations and follow-up processes are used more consistently to repair relationships, support behaviour change, and reduce repeated incidents.</p> <p>-Behaviour incidents are recorded and followed up in a more consistent way, supporting clearer communication, improved monitoring, and informed decision-making.</p> <p>The whole-school reward system is used more consistently across cohorts, with clear routines for earning and redeeming rewards that remain aligned with the Behaviour Matrix and school values.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Develop a clear, documented flowchart outlining the school's response to inappropriate behaviour.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	
Refine and clarify the continuum of minor, moderate, and major behaviours to ensure a shared understanding and consistent response across the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	

		<input checked="" type="checkbox"/> Team leader(s)
Develop and implement a consistent process for requesting assistance in managing student behaviour.		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Provide professional learning focused on restorative practice and responding to inappropriate behaviour.		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Review and refine the whole-school reward system to ensure consistent use across cohorts, with clear routines for earning and redeeming rewards aligned to the Behaviour Matrix and school values.		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
<b>KIS 2.b</b>	Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.	
<b>Actions</b>	Action 6. Empower students to embrace challenges, building their perseverance, resilience, and independence as learners.	
<b>Evidence of change</b>	<p>-Students show greater willingness to engage with challenge, persist when learning is difficult, manage setbacks, and take appropriate risks, reflected in positive student perceptions related to engagement, confidence, and self-management.</p> <p>-Teachers design learning experiences that intentionally include challenge and normalise struggle as part of learning, supporting positive student perceptions of effective teaching and learning.</p>	

	-Staff and students use consistent language to describe effort, perseverance, and resilience, strengthening student voice, agency, and ownership of learning
Tasks	People responsible
Build teacher capability to design and facilitate learning experiences that include appropriate challenge and support students to persist, reflect, and work more independently.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Support teachers to use consistent language, feedback, and classroom practices that encourage effort, perseverance, and risk-taking as part of learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Provide targeted professional learning to strengthen staff understanding of how lesson design, task structure, and classroom routines can promote productive struggle and active student engagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Implement The Resilience Project across the school, including professional learning for staff and alignment of curriculum resources with the SEL and RRRR scope and sequence.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team