

# 2026 Annual Implementation Plan

## for improving student outcomes

Geelong South Primary School (2143)



Submitted for review by Michael Georgiadis (School Principal) on 21 January, 2026 at 12:41 PM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 30 January, 2026 at 04:28 PM

## 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	Evolving	Embedding	Evolving

<b>Future planning for 2026</b>	<p>* Resilience with students continues to be an area for development next year* SWPBS continues to be embedded across the school; continued support will be needed in 2026* Middle leadership structures will need refining, time for collaboration and goal setting to be prioritised in 2026* Peer support and walk-throughs will need strengthening to complement future changes of practice* Strengthening our new instructional model and use of Victorian Lesson plans to be a focus for 2026.</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?
Optimise student numeracy and literacy outcomes.	Yes	<p>By 2026, decrease the percentage of Year 5 students at below benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Numeracy from 23 percent (2021) to 15 percent (2026)</li> <li>• Reading from 18 percent (2021) to 10 percent (2026)</li> <li>• Writing from 20 percent (2021) to 12 percent (2026).</li> </ul>	Develop the capabilities of PLCs to expertly use data and the FISO improvement cycle to improve student learning outcomes.	No
		<p>By 2026, increase the average percentage of students in the top 2 NAPLAN bands:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Numeracy from 46 percent average (2019- 2022) to 54 percent average (2023- 2026)</li> <li>• Reading from 60 percent average (2019- 2022) to 68 percent average (2023- 2026)</li> <li>• Writing from 57 percent average (2019 -2022) to 63 percent average (2023- 2026).</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Numeracy from 34 percent average (2019 -2022) to 42 percent average (2023- 2026)</li> <li>• Reading from 57 percent average (2019- 2022) to 61 percent average (2023- 2026)</li> <li>• Writing from 25 percent average (2019- 2022) to 33 percent average (2023- 2026).</li> </ul> <p>Baseline average taken 2019, 2021, 2022 average top 2 bands Target average based on average 2023 - 2026 top 2 bands</p>	Embed formative and summative assessment practices to obtain and provide feedback on student learning and wellbeing attainment.	Yes

		<ul style="list-style-type: none"> <li>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</li> </ul>	Embed a whole school, evidence-based approach to reading and numeracy.	Yes
			Implement personalised learning goals for all equity funded students.	No
Improve the ability of students to understand themselves as learners and socially relate with peers and community.	Yes	<p>By 2026 increase the percentage of positive response scores on the AToSS for Years 4-6 in the factors:</p> <ul style="list-style-type: none"> <li>High resilience from 71 percent (2022) to 79 percent (2026)</li> <li>Differentiated learning from 86 percent (2022) to 90 percent (2026)</li> <li>Student voice and agency 78 percent (2022) to 82 percent (2026).</li> </ul>	Empower student voice, agency and leadership to strengthen student participation and engagement in learning and wellbeing.	No
		By 2026 decrease the percentage of the low resilience response score on the AToSS for Years 4-6 from 17 percent (2022) to 9 percent (2026).	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning and wellbeing needs of all students.	Yes
		By 2026 increase the percentage of positive responses score for the POS in the module Student Cognitive Engagement from 76 percent (2021) to 80 percent (2026).		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Optimise student numeracy and literacy outcomes.	
<b>KIS 1.b</b>	Embed formative and summative assessment practices to obtain and provide feedback on student learning and wellbeing attainment.	
<b>Actions</b>	Strengthen whole school assessment practices to ensure consistent use of formative and summative assessment to monitor student learning and wellbeing, inform instruction, and provide timely feedback to students.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>Teachers consistently use formative assessment strategies (e.g., exit tickets, success criteria checks, conferencing) to identify student learning needs and adjust instruction.</li> <li>Planning documentation reflects explicit use of assessment data from Victorian Curriculum 2.0, PAT, and school based wellbeing tools (PULSE data)</li> <li>Students can articulate their learning goals and next steps through increased use of feedback cycles and learning conferences.</li> <li>Wellbeing data is collected and used consistently (e.g., PULSE data, AToSS insights) to identify trends and respond early.</li> <li>Teacher judgements become more accurate and consistent as demonstrated through moderation processes and alignment with Victorian Curriculum 2.0 achievement standards.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Develop and document whole school assessment schedules outlining required formative and summative assessments across literacy, numeracy, and wellbeing.	☑ All staff	
Implement regular moderation processes within PLCs to strengthen consistency of teacher judgement against Victorian Curriculum 2.0.	☑ PLC leaders	
Embed learning intentions and success criteria in all planning and classroom practice to support clarity of learning and feedback cycles.	☑ All staff	
Introduce structured student feedback routines such as conferencing, goal setting templates, and peer feedback protocols.	☑ All staff	

Use well-being check-ins and data tools (e.g., SWPBS behaviour data, attendance patterns) to identify and respond to student needs.	<input checked="" type="checkbox"/> Disability inclusion coordinator
<b>KIS 1.c</b>	Embed a whole school, evidence-based approach to reading and numeracy.
<b>Actions</b>	Strengthen teacher capability to plan and deliver lessons using the school's instructional model and ARC Victorian Lesson Plans in Reading and Numeracy.
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>• Teachers consistently reference LI/SC and follow the Spark ? Explain/Model ? Apply ? Discover sequence in lesson plans and delivery.</li> <li>• ARC Victorian Lesson Plans are used utilised and explored through SIT meetings</li> <li>• Learning walks show increased alignment between classroom practice and the instructional model.</li> <li>• PLC discussions include reflection on ARC lesson plans and model stages.</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
Utilise VTLM 2.0 Planning Phase Resources to audit and set clear areas for improvement.	<input checked="" type="checkbox"/> Leadership team
Introduce ARC Victorian Lesson Plans: Literacy & Numeracy Leaders present ARC plans at Term 1 staff meeting; highlight alignment with VTLM 2.0 and SGPS model.	<input checked="" type="checkbox"/> Leadership team
Adapt ARC Lesson Plans to SGPS Instructional Model: PLCs collaboratively map ARC lesson components to Spark, Explain/Model, Apply, Discover stages.	<input checked="" type="checkbox"/> PLC leaders
Peer Observation: Demonstrate ARC-based lessons using the instructional model; schedule peer observations.	<input checked="" type="checkbox"/> All staff
Learning Walks & Feedback: Leadership conduct walks using a VTLM-aligned look-for tool (LI/SC, modelling, guided practice, reflection).	<input checked="" type="checkbox"/> Leadership team
PLC Reflection Cycles: PLCs review ARC lesson implementation and student work samples; identify next steps for consistency.	<input checked="" type="checkbox"/> PLC leaders
Strengthen First Nations students learning growth utilising data to set aspirational targets in IEPs.	<input checked="" type="checkbox"/> All staff
<b>Goal 2</b>	Improve the ability of students to understand themselves as learners and socially relate with peers and community.

<b>KIS 2.b</b>	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning and wellbeing needs of all students.	
<b>Actions</b>	Develop staff capability to implement SWPBS strategies and inclusive practices, using Department resources and school-based protocols to tailor learning for students with disabilities.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>• Staff consistently apply SWPBS Tier 1 strategies (common language, positive behaviour expectations) in classrooms.</li> <li>• Lesson plans include documented universal adjustments (e.g., visual supports, chunked instructions, flexible grouping).</li> <li>• Teachers demonstrate improved confidence in differentiating tasks and using reasonable adjustments for students with disabilities.</li> <li>• PLC discussions and learning walks show evidence of inclusive planning and intervention cycles.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Audit current inclusive practices: Collect baseline data on adjustments and SWPBS implementation across classrooms.	☑ Assistant principal	
Professional learning focused on Positive Classroom Management Strategies. Deliver PL to support tier 1 strategies linked to current SWPBS strategies.	☑ Leadership team	
Develop an Inclusive Planning Template: Embed prompts for LI/SC, adjustments, and wellbeing strategies into the school planning template.	☑ Disability inclusion coordinator	
Create a Resource Bank: Curate Department resources (Disability Inclusion, SWPBS, Inclusive Education Toolkit)	☑ Disability inclusion coordinator	
Learning Walks & Coaching: Use a walkthrough tool to monitor adjustments and SWPBS strategies; provide feedback during coaching cycles.	☑ Leadership team	
PLC Reflection Cycles: PLCs analyse student data and share examples of adjustments and interventions that improved engagement and outcomes.	☑ PLC leaders	

