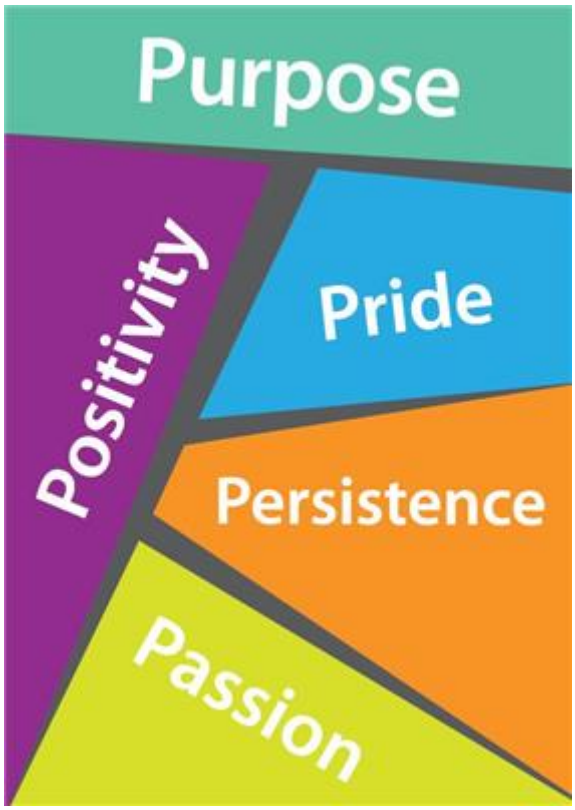
2026 Annual Implementation Plan

for improving student outcomes

Cranbourne South Primary School (4755)



Submitted for review by Cate McKenzie (School Principal) on 24 November, 2025 at 12:10 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 05 December, 2025 at 06:30 AM

Self-evaluation summary

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

Future planning for 2026	In 2026, our teaching and learning focus will continue this work through reviewing our current instructional model in relation to the VTLM 2.0, ensuring alignment and greater consistency in evidence based instructional practice across the school. Using the Elements of Teaching as a framework, we will guide and drive our PLC data driven cycles to continue strengthening teacher instructional capacity and improved student outcomes.The Wellbeing team has achieved relative success towards the SSP targets. In 2026 Our Wellbeing focus will be to :Launch and embed the new school values, SWPBS Matrix and the behaviour processes and procedures across the school community to ensure sustainability and alignment with school culture. Continue to monitor SWPBS data to identify trends and inform targeted wellbeing and behaviour interventions and maintain ongoing professional learning to ensure consistency of practice and build staff capacity in proactive behaviour support strategies.Strengthen student voice and agency within the SWPBS framework through student-led initiatives and feedback on behaviour expectations. Continue to embed a whole-school approach to mental health promotion and early intervention. Implementation of the planned timeline for the Disability Inclusion process.Provision of data-informed coaching to ensure the sustainability of inclusive practices beyond the IOC partnership.

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 improve literacy outcomes and learning growth for all students	Yes	**By 2027, increase the percentage of Year 3 students in NAPLAN reading in exceeding and strong proficiences from 57%(2023) to 61%.** **By 2027, reduce the percentage of Year 3 students in NAPLAN Reading needs support and developing proficiencies from 43%(2023) to 39%.**	Embed the instructional model for literacy through observation, coaching and mentoring	
		By 2027, increase the percentage of Year 5 students in NAPLAN Reading in the exceeding proficiency from 16%(2023) to 20%.	Enhance and build effective PLCs	
		By 2027 (4-year rolling average 2023-2026), increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Writing from 76% (2022) to 80%.	Build capability of middle leadership to support high quality instructional practices	
To empower students to actively engage with their learning and wellbeing.	Yes	By 2027, decrease the average number of absence days from 23.6 in 2022 to 17.	Investigate and implement student goal setting and feedback mechanisms enabling student voice and agency in learning and wellbeing	
		By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey factors: • Student voice and agency from 62% in 2023 to 66%	Build school capabilities to implement High Impact Welfare Strategies (HIWS)	

		• Goal setting and self–regulation from 80% in 2023 to 84% • Emotional awareness and self-regulation from 68% in 2023 to 72%		
		By 2027, increase the percentage of Years F –6 students achieving at or above level on the Victorian Curriculum for Personal and Social Capability from 78% (semester 1, 2023) to 82%.	Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students	

Define actions, evidence of change and tasks

Goal 1	To improve literacy outcomes and learning growth for all students
KIS 1.a	Embed the instructional model for literacy through observation, coaching and mentoring
Actions	Implement the Victorian Teaching and Learning Model 2.0 Align the VTLM 2.0 with the current CSPS Instructional Model
Evidence of change	-All elements of the VTLM 2.0 evidenced in planning and pedagogy including LIs and SCs. - Through Learning Walks (twice per term), Leadership observes increasingly consistent use of language and practices across the school in relation to the Instructional Model. - LI and SC are clearly articulated and consistently embedded in teacher practice across the school -Efficient, consistent, and engaging phonics practices are clearly evident in classroom observations -Term Meeting Schedules reflect the VTLM PL as a priority -Evidence of effective discussions in PLC meetings, and PL schedule around problems of practice, that demonstrate staff knowledge of how to improve pedagogy. – Efficient, engaging practices in the delivery of phonics. - NAPLAN achievement data improves including increases in 'exceeding' and decreases in 'needing additional support'. – PLC processes are documented and shared, PLC leaders know their responsibility, PLC meeting minutes with actions are recorded etc. - good processes will build accountability and propel school improvement, (SSS) Maintain 'monitoring effectiveness of using data' 88%; 'Moderate assessment tasks together' 76% - 82%. Students achieve IEP learning goals each term. -Students use classroom resources effectively- including anchor charts, manipulatives, visual timetables etc -Action Plans are regularly delivered and engaged with to drive improvement -All students 12 months ahead or 12 months below have an ILP that is specific to time-bound goals that are achievable and support personal learning growth -PLC leaders report greater confidence (as shown in pre and post surveys) in using the Data Wise cycle, leveraging student data to guide both planning and teacher practice. -IEPs are reviewed each term, and we record, track, and monitor how many students meet their personal learning goals, demonstrating their personal learning growth -Pre and post testing shows growth for every student – Understand formative assessment 71% - 81%.

	– NAPLAN achievement data improves including increases in ‘exceeding’ and decreased in ‘needing additional support’.

Tasks	People responsible
Develop staff professional knowledge and practice in using the VTLM 2.0.	☑ Assistant principal ☑ KLA leader ☑ Learning specialist(s)
Review the efficiency of PLCs and other team meeting operations to build capacity in the collection and use of data, to regularly measure the impact of learning and to make adjustments for students.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal
Deepen teachers’ understanding of using formative assessment to inform planning at students’ point of need to ensure targeted support for students requiring intervention and higher-ability students needing more challenge	☑ Assistant principal ☑ KLA leader ☑ Learning specialist(s)
Strengthen teacher capacity through instructional coaching, lesson modelling and planning practices that ensure engagement and rigour in pace including in the delivery of systematic synthetic phonics teaching.	☑ Assistant principal ☑ Learning specialist(s)
Develop a consistent school wide approach to planning that meets the need of VTLM 2.0	☑ All staff
Review the IM within the context of curriculum areas and sub-school teams against the VTLM 2.0	☑ All staff ☑ Assistant principal ☑ KLA leader ☑ Learning specialist(s) ☑ PLC leaders ☑ Teaching and learning coordinator

Goal 3	To empower students to actively engage with their learning and wellbeing.
KIS 3.c	Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students
Actions	Build the capability of the Disability Inclusion team, ESS and teachers to support students with additional needs Embed the updated School values and behaviour expectations, aligned with SWPBS
Evidence of change	-A reduction in the 38% of Year 3 students (33% in Year 5) in developing or needing support in reading -ESS feel confident and valued in their complex roles supporting students and bring examples demonstrating learning/wellbeing growth of their students to meetings -AtoSS 'I try to catch up on my work if I am absent from school - 77% (2025) I look forward to going to school 66% (2025) -Students achieve IEP learning goals each term. -IOC goal of 93% of Classroom teachers scoring at least a 2 on QI5 and QI6 and 81% at least a 2 on QI7 as measured by the IEP Quality Checklist RUBRIC -Leadership observes consistent use of language in relation to the PCMS and school procedures -Evidence of effective discussions in PLC meetings, and PL schedule around problems of practice, that demonstrate staff knowledge of how to improve pedagogy. -Decrease the average days of absence to 17 (SSP target) -To reduce the proportion of students with 20 or more absence days from 26% to 25%- evident in Absence data

Tasks	**People responsible**
Continue to work with the IOC around IEPs to implement SMART goals for students with additional needs and ensure these students have opportunities to progress during all literacy and numeracy lessons	☑ Assistant principal ☑ Learning specialist(s)
Build clear role descriptions for Educational Support Staff	☑ Assistant principal ☑ Education support
Wellbeing team to provide professional learning on implementing multi-tiered systems of support including trauma-informed practices and implementing IEPs	☑ Wellbeing team
Develop and embed a whole-school approach to improving attendance	☑ Administration team

	☑ Assistant principal
Build the teacher capacity to document and implement high level adjustments for identified students	☑ Assistant principal ☑ Learning specialist(s)
Make clear the connections between PCMs and Elements of Learning and Teaching (VTLM 2.0)	☑ Assistant principal ☑ Teacher(s) ☑ Wellbeing team