

Annual Implementation Plan - 2026

Edithvale Primary School (3790)



Submitted for review by Detta Gordon (School Principal) on 04 February, 2026 at 03:41 PM

Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 04 February, 2026 at 03:43 PM

Define actions, evidence of change and tasks

Goal 1	Enhance student achievement and improve learning growth.	
KIS 1.a	Develop and embed high-quality and ongoing approaches to tracking of assessment for effective monitoring of progress.	
Actions	Further develop data literacy of teachers to inform understanding of student needs and identify students requiring additional extension/support	
Evidence of change	<p>Coaching conversations provide evidence of teachers' increasing knowledge and understanding of effective progress monitoring.</p> <p>Consistent schoolwide documentation of tracking assessment for monitoring of progress.</p> <p>Teachers collaborate to design progress monitoring assessments that align with what is/what needs to be taught (Victorian Curriculum).</p> <p>Teaching focus groups provide feedback that changes to their practice are supporting learning and their teaching.</p> <p>PLC's discuss student data sets and use them to inform practice.</p>	
Tasks	People responsible	
EXPLORE & PREPARE – Leaders audit current assessment and progress monitoring practices and conduct surveys (Google) to determine the needs of teachers	☑ School improvement team	
PREPARE & DELIVER - Review guidance and research to design and deliver professional learning sessions on 'monitoring of progress and tracking of assessment' aligning with VTLM2.0. Engage Regional and external 'experts' to support our learning.	☑ School improvement team	
PREPARE & DELIVER -Build and implement an instructional coaching model to provide teachers with timely and targeted feedback that supports and monitors their professional practice.	☑ PLC leaders ☑ School improvement team	

DELIVER - Follow each PL with modelling, observations and coaching of 'monitoring of progress'. Leaders/Coaches attend collaborative planning sessions to support teachers in planning for effective questioning (formative assessment).		<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team
DELIVER - PLCs hold regular data conversations with teachers to track and monitor student progress and to provide and seek feedback.		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
DELIVER – Develop and revise resources (Instructional Model and Curriculum and Planning documentation) to support the implementation of responsive teaching/VLTM 2.0.		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
Goal 2	Optimise student wellbeing.	
KIS 2.a	Prioritise the consistent implementation of the wellbeing curriculum across all areas of the school.	
Actions	Create wellbeing curriculum documents with whole-school approach to instruction (including review and interleaved practice)	
Evidence of change	School documentation provides detailed evidence of the school's wellbeing program (including SWPBS, RRRR, School Values) Program design shows evidence of the school's commitment to MTSS. Data Protocols show evidence of teachers' consistent decision-making in identifying and monitoring students. Corridor Dialogue shifts from a deficit model to one that genuinely embraces diversity. Staff focus groups provide evidence of staff increased confidence in planning for students with complex needs.	
Tasks	People responsible	
EXPLORE - Leaders audit wellbeing curriculum and conduct surveys (Google) to determine the needs of teachers.	<input checked="" type="checkbox"/> School improvement team	

<p>PREPARE & DELIVER - Review guidance and research to design and deliver professional learning sessions on ' wellbeing curriculum aligning with VTLM2.0. Engage Regional and external 'experts' to support our learning.</p>	<p><input checked="" type="checkbox"/> School improvement team</p>
<p>DELIVER – Ensure teachers implement a strong Tier 1 teaching and learning, behaviour and wellbeing programs. Ensure this is well-documented and consistently practiced with fidelity.</p>	<p><input checked="" type="checkbox"/> School improvement team</p>
<p>DELIVER - Document approach to Tier 2 and Tier 3. Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3.</p>	<p><input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team</p>
<p>SUSTAIN - Use PLC to contextualise the practice and facilitate collaborative problem solving and adaptability.</p>	<p><input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)</p>