

# 2026 Annual Implementation Plan

## for improving student outcomes

Ararat Primary School (0800)



Submitted for review by Natalie Dowsett (School Principal) on 28 January, 2026 at 01:50 PM  
Awaiting endorsement by Senior Education Improvement Leader

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>At APS, this year has been one of growth and progress, with a strong focus on introducing new practices and building trustful relationships across staff and the community. While the year began with challenges as the new Acting Principal settled in, careful observation and planning, aligned with the Strategic Plan, have allowed us to move forward positively. Together, as a team, we have strengthened collaboration, shared purpose, and a culture of support throughout the school. Leadership have been strong in during second semester having clear direction and progress has been consistent and united.</p> <p><b>2026 GOALS:</b></p> <p><b>Teaching &amp; Learning</b>  <b>Goal:</b> Strengthen instructional leadership and improve student outcomes in Mathematics.  <b>Key Actions:</b>-Establish a School Improvement Team (SIT) led by the T&amp;L AP. Team members selected via EOI will participate in the Academy Create Middle Leaders course to build leadership capacity and positively impact student achievement, engagement, and wellbeing.-Develop whole-school Mathematics planners and use data-informed teaching to create a Mathematics Instructional Model for consistent, high-impact teaching.- Continue to run evidence based PLC for all staff  <b>Success Indicators:</b>-SIT actively driving initiatives and demonstrating leadership impact.-Consistent use of Mathematics planners across classrooms.-Improved student engagement and achievement data in Mathematics.  <b>Wellbeing</b>  <b>Goal:</b> Enhance student wellbeing through proactive support, safe spaces, and structured frameworks.  <b>Key Actions:</b>-Wellbeing AP and MHWB Coordinator to provide ongoing support to students and families.- Complete the APS Student Wellbeing Framework to guide whole-school practices.-Create a morning safe space for students to begin the day positively.-</p>
---------------------------------	---

	<p>Contribute to the Quality Beginning Framework to support smooth transitions and early engagement.- Continue to operate Breakfast Club daily, providing nutritious food to students, alongside access to Food Bank and Neighbourhood House provisions for families in need.- Provide targeted relief and support to families where required, promoting regular school attendance and engagement.Success Indicators:-Increased student engagement and positive behaviour at the start of the day.-Families report satisfaction with wellbeing support and communication.- Staff consistently applying the Student Wellbeing Framework and Quality Beginning Framework practices, as well as PCMS.-Measurable improvements in student wellbeing and sense of belonging.</p>
--	---

## 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 the learning growth and achievement of all students	Yes	<p>By 2028, increase the 2024 percentage of Year 5 students in the NAPLAN Strong/Exceeding proficiency levels:</p> <ul style="list-style-type: none"> <li>Numeracy, from 37% to 60%</li> </ul> <p>By 2028, improve the 2025* average percentage of students making normal and high benchmark growth in</p> <ul style="list-style-type: none"> <li>Reading from xx% to xx%*</li> <li>Numeracy from xx% to xx%*</li> </ul> <p>* Targets to be finalised in negotiation with SEIL when 2025 benchmark growth data available</p>	Build a healthy organisational climate; with distributed and empowered leadership, role clarity, an agreed communication strategy, a culture of collaboration and collective responsibility for students' outcomes.	No
		<p>By 2028, increase the percentage of students in Years 1 to 6 making the expected or above-expected growth in a twelve-month period (Teacher Judgement):</p> <ul style="list-style-type: none"> <li>Reading and viewing, from 71% in 2023 (Years 4-6 = 66%) to 80%</li> </ul> <p>*By 2028, increase the percentage of students achieving the 'At expected level' and 'Above expected level' on the Maths 2.0 curriculum from xx% (2025) to xx% (Teacher Judgement)</p> <p>*Placeholder target TBC when data available</p>	Document and deliver a guaranteed and sequential curriculum through an evidence-based instructional model.	No
		<p>By 2028, increase the 2024 percentage positive endorsement in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>Guaranteed and viable curriculum from 39% to 75%</li> <li>Staff trust in colleagues, from 47% to 65%</li> <li>Understand how to analyse data from 27% to 65%</li> <li>Use data for curriculum planning, from 47% to 80%</li> </ul>	Develop whole-school capability to monitor and respond to students' learning progression through high quality, data-informed teaching and learning.	Yes

		<ul style="list-style-type: none"> <li>• Instructional leadership, from 32% to 65%.</li> </ul>		
Improve students' wellbeing and engagement.	Yes	<p>By 2028, increase the 2024 percentage positive endorsement in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 59% to 65%</li> <li>• Sense of confidence from 64% to 75%</li> <li>• Sense of connectedness from 62% to 70%</li> <li>• Self-regulation and goal setting from 77% to 85%.</li> </ul>	Develop and embed practices that ensure students' goal-setting and self-regulation in learning.	No
		<p>By 2028, maintain the average days of unapproved absence (1.4 days in 2023).</p>	Implement robust approaches to tiered supports and disability inclusion for students.	Yes

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve the learning growth and achievement of all students	
<b>KIS 1.c</b>	Develop whole-school capability to monitor and respond to students' learning progression through high quality, data-informed teaching and learning.	
<b>Actions</b>	Embed a consistent school-wide process for collecting, analysing and responding to student learning data so teachers can adjust instruction and support targeted progression.	
<b>Evidence of change</b>	<p>Leadership team observing more consistent use of formative assessment strategies across classrooms.</p> <p>Learning walks showing increasing alignment between data insights and classroom practice.</p> <p>PLCs regularly analysing student learning data and identifying clear next steps for instruction.</p> <p>Classroom observations showing teachers using data to adjust the clarity, pace and scaffolding of their explanations to match student learning needs.</p> <p>Formative assessment practices (e.g., checks for understanding, exit tickets) being used consistently to determine when to re-teach, extend or clarify explanations.</p>	
<b>Tasks</b>		<b>People responsible</b>
Monitor and support the implementation of data cycles, ensuring consistency across the school.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team
Conduct learning walks and coaching sessions focused on explicit explanation and data-informed adjustments.		<input checked="" type="checkbox"/> Leadership team
Facilitate professional learning on VTLM and structured literacy approaches.		<input checked="" type="checkbox"/> Leadership team
<b>Goal 2</b>	Improve students' wellbeing and engagement.	
<b>KIS 2.b</b>	Implement robust approaches to tiered supports and disability inclusion for students.	

<b>Actions</b>	Build staff capacity by providing targeted professional learning, while monitoring and supporting teachers to deliver consistent inclusion strategies and tiered supports across classrooms.	
<b>Evidence of change</b>	Wellbeing Data tier 1 IEPs with Maths focus	
<b>Tasks</b>	<b>People responsible</b>	
Monitor and support teachers in delivering consistent inclusion strategies and tiered supports across classrooms.	☑ Leadership team	
Ensure staff understand and implement the school-wide inclusion, wellbeing, and PCMS framework	☑ Leadership team	
Provide and implement the new RICH Ready to Learn Program	☑ Leadership team	