

2026 Annual Implementation Plan

for improving student outcomes

Kiewa Valley Primary School (6229)



Submitted for review by Kelli Jacobsen (School Principal) on 18 November, 2025 at 11:05 AM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 22 January, 2026 at 12:15 PM

Self-evaluation summary

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

Future planning for 2026	- Inclusion Leader to share referral pathway with leadership. Further develop the idea of a establishing and communicating KVPS as a community hub.
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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?
Maximise the learning growth of every student.	Yes	Numeracy NAPLAN Benchmark Growth – Increase the percentage of Year 5 students meeting or above expected level from 73 per cent in 2021 to 85 per cent in 2026.	Implement practices that build and promote student voice and agency.	No
		Reading NAPLAN Benchmark Growth – increase the percentage of Year 5 students above expected level from 26 per cent in 2021 to 40 per cent in 2026.	Strengthen the consistent use of high quality assessment to inform planning, student learning and wellbeing.	Yes
		Teacher Judgement – increase the percentage of students at or above expected level for Reading and Viewing from 68 per cent in Semester 1 2021 to Semester 1 2022, to 80 per cent in 2026.	Build the capability of all staff to embed and implement high quality instructional practices.	Yes
		Teacher Judgement – increase the percentage of students at or above expected level for Writing from 68 per cent in Semester 1 2021 to Semester 1 2022, to 80 per cent in 2026.		
		Teacher Judgement – increase the percentage of students at or above expected level for Number and Algebra from 61 per cent in Semester 1 2021 to Semester 1 2022, to 75 per cent in 2026.		

Ensure student wellbeing for every child.	Yes	Increase the percentage of AtoSS positive responses for the factor Self-regulation and goal setting from 79 per cent in 2022 to 90 per cent in 2026.	Strengthen social awareness and self-regulation for all students.	No
		Increase the percentage of AtoSS positive responses for the factor Stimulated learning from 71 per cent in 2022 to 85 per cent in 2026.	Develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing.	Yes
		Increase the percentage of AtoSS positive responses for the factor Teacher-student relations from 74 per cent in 2022 to 85 per cent in 2026.	Build the capability of all staff to identify and support the wellbeing needs of students.	No
		Increase the percentage of AtoSS positive responses for the factor Learner characteristics and disposition from 79 per cent in 2022 to 90 per cent in 2026.		
		Increase the percentage of Staff Survey positive responses <ul style="list-style-type: none"> • for Evaluation from 78 per cent in 2022 to 90 per cent in 2026 • for Implementation (all factors) from 82 per cent in 2022 to 90 per cent in 2026. 		

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.
KIS 1.b	Strengthen the consistent use of high quality assessment to inform planning, student learning and wellbeing.
Actions	<ol style="list-style-type: none"> 1. Build staff capability in quality assessment practices in Victorian Curriculum 2.0 2. Strengthen high quality instructional practices in Victorian Curriculum 2.0 and VTLM 2.0
Evidence of change	<p>Increase numbers of students who demonstrate at or above expected growth in reading, writing and mathematics according Teacher Judgements</p> <p>Increase the number of students in exceeding on NAPLAN reading, writing and numeracy to:</p> <ul style="list-style-type: none"> - Yr 3 10% - Yr 5 15% in writing and numeracy and 20% in reading <p>Leaders will:</p> <ul style="list-style-type: none"> - Support teaching staff to build assessment and differentiation practices through professional learning - Ensure PLC structures support teacher collaboration and strengthen practice in Reading, Writing and Mathematics - Develop a professional learning plan that supports staff to develop understanding of the Assessment Waterfall Chart, Literacy Instructional Model and Victorian Curriculum 2.0, VTLM 2.0 - Supported Application and two identified areas of Explicit Teaching, PCMS and Enabling Learning - Review the assessment schedule and embed time for collaborative assessment and moderation of Reading, Writing and Mathematics - Identify and ensure support of students identified as 'Needs Additional Support' in Reading and Spelling. - Identify and ensure support of students identified as strong in 2024 NAPLAN in reading, writing and numeracy to achieve exceeding <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement processes that ensure 'at risk' students or students with additional learning needs receive support - Prioritise and implement small group targeted teaching within literacy and numeracy blocks - Use collaborative planning time to plan units of work with a focus on differentiation and meeting the needs of all students - Engage in Learning Walks and Talks and Peer Coaching - Embed the use of student to teacher and teacher to student feedback into instructional model

	<ul style="list-style-type: none"> - Develop an understanding and embed VTLM 2.0 Supported Application and Explicit Teach targeted Professional Learning and through PLC cycles - Use summative data for data walls to inform targeted teaching and planning - Implement consistent approaches to formative assessment to respond within lessons and learning sequence - Analyse student achievement and growth data to set learning goals with students <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate the structure of lessons, individual learning goals and their next steps to progress their learning - Set learning goals in reading, writing and mathematics with their teacher - Develop learning stamina and perseverance, in Reading, Writing and Maths to challenge themselves to progress their learning (Self-regulation and goal setting) and be accountable during authentic and fluency time. - Receive small group/individual support if they are working 12 months below expected level through TLI and Intervention or are working above expected level
Tasks	People responsible
Embed Collaborative assessment structures (have at least 1 collaborative assessment session for numeracy, writing and reading in Terms 2 and 4) to ensure shared beliefs and understandings remain consistent. Ensure data is bought to collaborative planning for point of need instruction.	<input checked="" type="checkbox"/> All staff
Embed the KVPS peer observation model (coaching, LWTs) to promote peer feedback amongst and across staff.	<input checked="" type="checkbox"/> All staff
Provide staff with professional learning in the redeveloped instructional mode and Scope and Sequence for Literacy, including reading, writing and the teaching of phonics, F to 2 position on reading, VTLM 2.0 and Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> All staff
Embed curriculum and assessment practices, including the reviewed assessment schedule to ensure the implementation of guaranteed and viable curriculum development with the inclusion of Vic Curriculum 2.0.	<input checked="" type="checkbox"/> All staff
Any student who has been assessed as Needs Additional Support on 2025 NAPLAN or 18 to 24 months below expected level receive learning intervention in either reading, writing and mathematics.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)

		<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Principal
	Explore the Digital Assessment Library (DAL) to further enhance triangulation of data and planning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
KIS 1.c	Build the capability of all staff to embed and implement high quality instructional practices.	
Actions	1. Improve teacher self-efficacy to improve student learning, informed by peer observation and peer coaching. 2. Implement ongoing and collaborative professional learning to build middle leader and teacher capability to address identified student learning needs through VTLM 2.0.	
Evidence of change	Leaders and teachers strategically implement VTLM 2.0 in school AIPs to improve teaching and learning practices and reference guides as evidence in observations A network community of practice committed to engagement in cycles of inquiry that address the areas of VTLM is informed by common professional learning Students are challenged to learn at point of need and feel that they belong in the learning occurring in their class An increased number of students demonstrate at or above expected growth in English and Mathematics according to Victorian Curriculum 2.0 teacher judgement data: - increase the percentage of students at or above expected level for Reading, Writing and Mathematics to 80 per cent in 2026 Leaders will be: - using evidence from Learning Walks and Talks to regularly monitor the effectiveness of the prioritized VTLM improvement focus for meeting student learning needs - working collaboratively with their cluster, CoP and network to address VTLM Teachers will be: - operating with more efficacy and aware of practice beyond their own classroom through participation in Learning	

	<p>Walks and Talks, lesson study, etc - able to articulate growth in their practice, referencing elements of VTLM 2.0 and student learning outcomes</p> <p>Students will be: - confident in responding to LWT questions - showing agency in their learning and confident and motivated about their next steps in learning</p>
Tasks	People responsible
Active participation of at least two staff members (1 classroom teacher) in the Learning Growth Communities of Practice at a Network level.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Active participation in the Network and Area professional development in literacy and VTLM 2.0 - Emina McLean PL, Literacy Pedagogy and Practice and VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)
All students identified as "Need Additional Support" from 2025 to have intervention in Literacy and/or Numeracy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support
Check, monitor and update where required, that the school's English and Mathematics scope and sequence and units of work to align with the Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
Professional learning held internally on Supported Application and Explicit Teaching areas of VTLM 2.0	<input checked="" type="checkbox"/> Leadership team
Explicit Teaching and Supported Application- Review units of work/lesson plans in reading, writing and mathematics: (a) Are there clear and succinct learning intentions stated for each lesson?	<input checked="" type="checkbox"/> Teacher(s)

<p>(b) Is prior learning identified and activated? (c) Is new knowledge clearly explained? (d) Is the application of new knowledge clearly modelled? (e) Do students have the opportunity to apply and demonstrate their new knowledge and transfer their learning? (f) Is the learning clearly sequenced and scaffolded to ensure it is accessible by all learners? (g) Is the learning reviewed to inform future planning and sequencing of learning?</p>	
Goal 2	Ensure student wellbeing for every child.
KIS 2.b	Develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing.
Actions	<ol style="list-style-type: none"> 1. Improve self-efficacy in teachers to implement Enabling Learning - promote inclusion and engagement of all students 2. Build collaborative practices to design and implement strategies that address belonging and attendance.
Evidence of change	<p>Consistent implementation of proactive strategies and school processes for orderly and inclusive learning environment including the implementation of PCMS</p> <p>Staff confident to meet learning and wellbeing needs of all students, with an increase of Academic Emphasis on the Staff Survey to 80% positive endorsement.</p> <p>Operating with efficacy to achieve continuous improvement. Using evidence (in units and school teams) to address identified belonging and attendance needs to improve outcomes for all learners.</p> <p>Leaders will be:</p> <ul style="list-style-type: none"> - Committed to leading the implementation of High Impact Wellbeing Strategies and Positive Classroom Management Strategies to promote wellbeing with all staff - Working collaboratively with their CoP to address teacher capability to meet wellbeing needs - Responsive to emerging evidence to regularly monitor the effectiveness of strategies to meet specific wellbeing needs and making links to VTLM (Enabling Learning) <p>Teachers will be:</p> <ul style="list-style-type: none"> - using language of belonging in professional conversations about inclusion and wellbeing - confident in leading teachers to implement HIWS to build belonging and connectedness with their students

	<ul style="list-style-type: none"> - working in Professional Learning Communities (PLCs) at a school linked with cycles of action and review of strategies for staff to address wellbeing - able to identify students that require further support through systems and processes for monitoring wellbeing - able to articulate deliberate strategies implemented to support student belonging and attendance / monitoring attendance through effective processes and data profiling - acting with agency in regard to student attendance <p>Students will be:</p> <ul style="list-style-type: none"> - articulating a sense of belonging in their class and school - engaged positively in school life and feel connected through a sense of belonging - able to identify supports at school and key relationships - attending school
Tasks	People responsible
Embed the use of Wellbeing Check-in tool and ongoing attendance monitoring. Embed the use of wellbeing data analysis including the use of PULSE and Attendance data from Panorama.	<input checked="" type="checkbox"/> All staff
School-based Counsellor to support students identified at Tier Three or 'At Risk'.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal
Embed inclusive practices and further develop the capability of all staff through professional learning in PCMS, classroom management and SWPBS.	<input checked="" type="checkbox"/> All staff
Active participation of at least one classroom teacher in Enabling Learning Communities of Practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)
Develop the scope and sequence for Wellbeing Curriculum, with a focus on explicit teaching of the values, behaviour matrix, social and emotional learning and zones of regulation.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal
Embedding student voice through social and emotional learning in Lunch Clubs, School of Play whole school activity afternoons each term.	<input checked="" type="checkbox"/> Assistant principal

Mental Health and Wellbeing Leader training and Marrung Lead training to promote inclusive practices.

Assistant principal