

# 2026 Annual Implementation Plan

## for improving student outcomes

Chandler Park Primary School (5533)



Submitted for review by Steve Gammon (School Principal) on 30 January, 2026 at 03:25 PM  
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 23 February, 2026 at 10:41 AM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>Across 2025, the school made steady progress towards the four-year goals outlined in the SSP. Work in both Teaching &amp; Learning and Wellbeing has established stronger foundations for consistency, clarity and alignment, even where full implementation is still underway. The KIS introduced this year have contributed to more predictable learning environments, clearer expectations and improved collaboration among staff. However, several areas require continued focus in 2026 to ensure that the work initiated this year has the depth, fidelity and reach needed to influence student outcomes at scale. In Teaching &amp; Learning, the introduction of VTLM 2.0, Inquiry Cycles and Structured Synthetic Phonics has moved the school closer to its four-year goals of improving instructional quality and strengthening data-driven practice. Early positive shifts are visible in teacher clarity, shared instructional language and the consistency of lesson structure. PAT outcomes indicate that the work is beginning to have an impact, though uneven growth and emerging data literacy highlight the need for a stronger focus on assessment knowledge, data analysis and the alignment between curriculum, assessment and instruction. Full impact on learning will depend on deeper embedding of VTLM 2.0, stronger coaching structures and greater PLT-level capacity to independently lead their own improvement cycles. In Wellbeing, progress against targets has been strong. Student perceptions of safety, support and voice have all improved, and attendance has shifted in a positive direction. The establishment of core SWPBS components, clearer behaviour expectations and strengthened Disability Inclusion structures all align with the SSP goal of building a predictable, safe and inclusive learning environment. The next phase of</p>
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	<p>implementation will require deliberate attention to consistent reinforcement systems, stronger instructional routines that support behaviour and embedding Positive Classroom Management Strategies across all year levels. The school is well-positioned to deepen Tier 1 implementation in 2026, supported by clearer systems, stronger documentation and growing staff confidence. Given the school's progress and the work required for sustained change, the 2026 AIP should continue to prioritise KIS that strengthen core instructional practices, deepen data literacy and embed Tier 1 wellbeing and engagement systems. Key areas for continued implementation include: consolidating VTLM 2.0 through coaching and learning walks; embedding the refined Assessment Schedule; building PLT Leader capability to run independent Inquiry Cycles; strengthening SWPBS routines and reinforcement systems; and continuing to align Disability Inclusion processes with more targeted classroom practice. These efforts will ensure that the foundational work completed in 2025 translates into measurable and sustained improvements in student achievement, engagement and wellbeing.</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?
Improve literacy and numeracy outcomes for our students	Yes	<p>By 2029, increase the percentage of students in NAPLAN Exceeding proficiency level in Reading in:</p> <ul style="list-style-type: none"> <li>o Year 3 from 4% in 2025 to 21%</li> <li>o Year 5 from 13% in 2025 to 19%</li> </ul> <p>By 2029, increase the percentage of Year 5 students with meeting or above benchmark growth in NAPLAN Reading from XX% (2025) to XX%.*</p> <p>By 2029, increase the percentage of students At or Above expected growth in Reading according to Teacher Judgement (Years 1-6), from XX% in Semester 2 (2025) to XX% in Semester 2.**</p> <p>*Placeholder target to be determined when data is available</p> <p>**A target will be set to reflect increased accuracy in Teacher Judgement</p>	Build alignment between the school's instructional model and the VTLM 2.0	No
		<p>By 2029, increase the percentage of students in NAPLAN Exceeding proficiency level in Mathematics in:</p> <ul style="list-style-type: none"> <li>o Year 3 from 2% in 2025 to 10%</li> <li>o Year 5 from 7% in 2025 to 10%</li> </ul> <p>By 2029, decrease the percentage of students in NAPLAN Needs Additional Support proficiency level in Mathematics in:</p> <ul style="list-style-type: none"> <li>o Year 3 from 15% in 2025 to 10%</li> <li>o Year 5 from 10% in 2025 to 9%</li> </ul>	Build a whole school approach to the planning and implementation of the Victorian Curriculum 2.0	No

		<p>By 2029, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN Numeracy from XX% (2025) to XX%*</p> <p>By 2029, increase the percentage of students At or Above expected growth in Numeracy according to Teacher Judgement (Years 1-6), from XX% in Semester 2 (2025) to XX% in Semester 2**.</p> <p>*Placeholder target to be determined when data is available</p> <p>**A target will be set to reflect increased accuracy in Teacher Judgement</p>		
		<p>By 2029, increase the percentage of students in NAPLAN Exceeding proficiency level in Writing in:</p> <ul style="list-style-type: none"> <li>o Year 3 from 4% in 2025 to 10%</li> <li>o Year 5 from 9% in 2025 to 16%</li> </ul>	Build capability of staff to use evidence to evaluate student learning, make informed adjustments and apply responsive teaching strategies	Yes
Strengthen student engagement and wellbeing outcomes	Yes	<p>By 2029, increase the positive endorsement of the Attitude to School Survey (AtoSS) factors (Years 4-6):</p> <ul style="list-style-type: none"> <li>o Stimulated Learning from 71% (2024) to 76%</li> <li>o Motivation and Interest from 77% (2024) to 81%</li> </ul>	Build staff capability and understanding of the Multi-Tiered System of Supports model, to improve learning and wellbeing outcomes for all students	No
		<p>By 2029, increase the positive endorsement of the AtoSS factors (Years 4-6):</p> <ul style="list-style-type: none"> <li>o Not Experiencing Bullying from 79% (2024) to 82%</li> <li>o Sense of Connectedness from 74% (2024) to 77%</li> </ul>	Develop and implement a whole school, tiered and responsive framework that promotes student wellbeing, inclusion and equitable access to support and resources	Yes
		<p>By 2029,</p> <ul style="list-style-type: none"> <li>o the attendance rate will increase from 89% (2024) to 90%</li> <li>o the percentage of students with 20 or more absence days will decrease from 38% (2024) to 33%</li> </ul>	Develop and implement strategies that involve parents and carers as partners in their children's learning and wellbeing	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve literacy and numeracy outcomes for our students	
<b>KIS 1.c</b>	Build capability of staff to use evidence to evaluate student learning, make informed adjustments and apply responsive teaching strategies	
<b>Actions</b>	<p>Strengthen teacher capability to use assessment evidence to inform instructional planning through structured collaborative planning and data-driven dialogue.</p> <p>Develop and implement a consistent whole-school assessment approach to support timely identification of student needs and responsive teaching.</p>	
<b>Evidence of change</b>	<p>Teachers consistently reference assessment data during collaborative planning to inform instructional decisions.</p> <p>Short-cycle assessment evidence is visible in planning documentation and used to adjust teaching.</p> <p>Learning Walks indicate that assessment information is being used to differentiate instruction and provide targeted support.</p> <p>The whole-school assessment schedule is implemented consistently across year levels.</p> <p>Teachers demonstrate increased confidence and accuracy in interpreting student data during PDP and coaching conversations.</p>	
<b>Tasks</b>	<b>People responsible</b>	
<p>Establish clear collaborative planning structures, including agendas and protocols that prioritise the use of assessment evidence.</p> <p>Implement a whole-school assessment schedule, including agreed short-cycle assessments in Reading and Mathematics.</p> <p>Provide professional learning on using assessment data to evaluate learning and inform responsive teaching, including worked examples and modelling.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	

<p>Embed expectations for the use of student data within the PDP process and related documentation.</p> <p>Engage Learning Specialists to support teams during collaborative planning and data discussions.</p> <p>Trial and refine instructional coaching approaches to strengthen classroom application of evidence-informed practices.</p>	
<b>Goal 2</b>	Strengthen student engagement and wellbeing outcomes
<b>KIS 2.b</b>	Develop and implement a whole school, tiered and responsive framework that promotes student wellbeing, inclusion and equitable access to support and resources
<b>Actions</b>	<p>Implement MTSS as the whole-school framework to coordinate Tier 1, Tier 2 and Tier 3 wellbeing and learning supports.</p> <p>Strengthen consistent Tier 1 wellbeing, behaviour and inclusion practices through SWPBS and shared expectations across all classrooms.</p>
<b>Evidence of change</b>	<p>Consistent Tier 1 wellbeing and behaviour expectations are visible and enacted across classrooms and learning spaces.</p> <p>Students experience predictable routines and consistent responses to behaviour and wellbeing needs across the school.</p> <p>Students requiring additional support are identified earlier using agreed data sources and follow clear tiered pathways.</p> <p>Reduced variability in how wellbeing and behaviour concerns are managed across year levels.</p> <p>Improved student perceptions of engagement, inclusion and connectedness, as reflected in Attitudes to School Survey data.</p>
<b>Tasks</b>	<b>People responsible</b>
Establish and operationalise the MTSS Team with clear roles, meeting cycles and decision-making protocols.	<input checked="" type="checkbox"/> Assistant principal

Develop and document a whole-school MTSS framework outlining Tier 1, Tier 2 and Tier 3 supports and referral pathways.

Implement consistent Tier 1 wellbeing and behaviour practices through SWPBS, including shared language, routines and expectations.

Introduce agreed wellbeing and engagement data sources to inform identification and monitoring of student needs.

Provide targeted professional learning and guidance to staff on applying MTSS processes consistently within classrooms and teams.

Monitor implementation through regular review of wellbeing data and feedback via SIT, PLTs and Sub-School Leaders.

- Leading teacher(s)
- Learning specialist(s)
- Principal