

2026 Annual Implementation Plan

for improving student outcomes

Eltham North Primary School (4212)



Submitted for review by Tandrea Johnson (School Principal) on 02 March, 2026 at 07:13 AM
Endorsed by Clare Read (Senior Education Improvement Leader) on 02 March, 2026 at 07:40 AM

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	Embedding	Excelling

Future planning for 2026	NAPLAN REFLECTION: Year 5 RHG Reading results surpassed goal due to Text based units, Explicit and Whole class teaching and modelling. (structured literacy model). We moved away from guided reading and CAFE independent reading/ teaching of comprehension strategies in isolation. Introduction of morphology etymology word origin. Large volume of targeted teacher PL. Year 5HG decreased. During this time we introduced LES with emphasis on experience/explore before explicit instruction. It was observed that brainsweats caused anxiety. Teacher enthusiasm was initially high with PL from MAV. Variations in delivery became apparent. Decision made to move to explicit teaching. LES model made assessment challenging. LES suits high achieving students but not sufficient for lower cohort. Year 5 E Writing result increased but didn't meet goal. Year 5 E Numeracy result surpassed goal. Year 5 E Reading result decreased. Year 3 S and E Reading decreased (increase in numbers in S. Decrease in numbers in E) Year 3 S and E Writing increased but didn't meet goal Year 3 S and E Numeracy exceeded goal. We will take the learnings from reflections in Numeracy and Literacy into our 2026 AIP and SSP to plan for improvement. Trust in parents and students data is low but staff response to survey was low. In 2026 give time to staff to complete survey to increase response rate.
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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 learning growth for all students.	Yes	By 2026, increase the percentage of students assessed as relative high growth in NAPLAN: • Yr 5 Reading to increase from 23%(2022) to 30% • Yr 5 Numeracy to increase from 22% (2022) to 28% • •	Build teacher capability to implement a whole school teaching and learning model which challenges all students at point of need.	Yes
		By 2026, increase the percentage of students exceeding in NAPLAN: Year 5 • Reading to increase from 40% (2024) to 45% (2026) • Writing to increase from 16% (2024) to 27%(2026) • Numeracy to increase from 12% (2024) to 20% (2026)	Further develop whole school teacher collaboration opportunities to enhance student learning.	No
		By 2026, increase the percent positive responses score on AtoSS for the following factors: • Student voice and agency from 55% (2022) to 65% • Stimulating learning from 69% (2022) to 75% • Self-regulation and goal setting from 74% (2022) to 82% • Motivation and interest from 68% (2022) to 75%	Develop and embed a whole school strategy to enhance student agency in their learning.	No
		By 2026, increase the percentage of positive endorsement in the School Staff Survey for the following measures: • Academic emphasis from 69% (2022) to 80%		

		• Collective efficacy from 83% (2022) to 87% • Teacher collaboration from 69% (2022) to 79% • Instructional leadership from 65% (2022) to 76%		
		By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in year 3 and year 5 compared to the number of 'needs additional support' students in 2024.		
Enhance the wellbeing of all students.	Yes	By 2026, increase the percent positive responses score on AToSS for the following factors: • Sense of connectedness from 66% (2022) to 76% • Teacher concern from 68% (2022) to 78% • Effective classroom behaviour from 65% (2022) to 75% • Perseverance from 66% (2022) to 76%	Further embed a whole school tiered approach to wellbeing and mental health.	Yes
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: • Trust in students and parents from 67% (2022) to 75%	Further develop staff capability to support the wellbeing needs of all students.	No
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Parent participation and involvement from 79% (2022) to 85% • Student agency and voice from 73% (2022) to 80%	Further build students' ability to develop resilience, respect and a sense of responsibility for their own wellbeing.	No

Define actions, evidence of change and tasks

Goal 1	Maximise learning growth for all students.	
KIS 1.a	Build teacher capability to implement a whole school teaching and learning model which challenges all students at point of need.	
Actions	Refine the instructional model for numeracy to align with VTLM Build teacher capability to implement the strategies of explicit teaching within the numeracy model	
Evidence of change	Learning walks and observations will evidence of the revised instructional model Evidence of schoolwide implementation of explicit teaching strategies in numeracy. Increases student learning growth in Mathematics. Evidence of explicit teaching strategies in planning documents.	
Tasks		People responsible
Learning Specialist to lead the development of new instructional model		☒ Leadership team ☒ Learning specialist(s) ☒ Numeracy leader ☒ PLC leaders ☒ School improvement team ☒ Teacher(s)
Professional learning for staff to support new instructional model		☒ Learning specialist(s) ☒ Numeracy leader ☒ Principal ☒ School improvement team ☒ Teacher(s)

		☒ Year level co-ordinator(s)
Audit current explicit instruction practices for inclusion in improvement.		☒ Leadership team ☒ Learning specialist(s) ☒ Numeracy leader ☒ School improvement team ☒ Teacher(s)
Develop clear plan for implementation of identified strategies.		☒ Leadership team ☒ Learning specialist(s) ☒ Numeracy leader ☒ School improvement team ☒ Teacher(s)
Establish monitoring process for implementation.		☒ Leadership team ☒ Learning specialist(s) ☒ Numeracy leader ☒ School improvement team
Goal 2	Enhance the wellbeing of all students.	
KIS 2.a	Further embed a whole school tiered approach to wellbeing and mental health.	
Actions	Strengthen multi tiered systems of support with a strong focus on tier 1 strategies for well being across the school.	
Evidence of change	Evidence of active delivery of weekly wellbeing sessions as planned in Well being Planners. Evidence through classroom observation of staff using agreed language and strategies for managing behaviour,	

	promoting well being, and supporting inclusion Reduction of students accessing tier 2 strategy of visiting the Mindfulness Centre. Feedback from DI coordinator and MHAWK indicates increased implementation of tier 1 supports by classroom teachers Increased % of positive endorsement in emotional awareness and regulation.(AToSS)
Tasks	People responsible
Review expectations of requirement to embed Tier 1 practices daily with all staff utilising VTLM Planning MTSS.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Principal ☒ Teacher(s) ☒ Wellbeing team
Leadership Team to establish clarity within the community around well being practices within the school.	☒ Disability inclusion coordinator ☒ Leadership team ☒ Mental health and wellbeing leader ☒ Principal ☒ Teacher(s)
MHWL and DI coordinator to build teacher capability in tier 1 supports.	☒ Leadership team ☒ Mental health and wellbeing leader ☒ Principal ☒ Teacher(s) ☒ Wellbeing team
Teacher capability to be built through professional learnig, coaching and modelling of professional practices within the school.	☒ Disability inclusion coordinator ☒ Leadership team

	☒ Mental health and wellbeing leader ☒ Teacher(s)
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