

2026 Annual Implementation Plan

for improving student outcomes

Brighton Primary School (1542)



Submitted for review by Steve Meade (School Principal) on 03 February, 2026 at 09:31 AM
Endorsed by Rachel George (Senior Education Improvement Leader) on 03 February, 2026 at 09:45 AM

Self-evaluation summary

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

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| Future planning for 2026 | Refer to Triad meeting on the date 25/11/25 and see attachment of slides. |
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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? |
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| To optimise and accelerate the learning growth of every student | Yes | By 2028, increase the percentage of students achieving exceeding levels in NAPLAN for Writing and Numeracy: <ul style="list-style-type: none"> • Year 3 Writing from 9% (2024) to 13% • Year 5 Numeracy from 24% (2024) to 28% | Build and enhance teacher capability to effectively embed high level instructional practices. | Yes |
| | | By 2028, increase the percentage of Year F to 6 students assessed as being above expected according to Victorian Curriculum Teacher Judgement: <ul style="list-style-type: none"> • Mathematics from 29% (Semester 1, 2024) to 33% | Extend the capability of classroom teachers to use assessment tools to generate accurate judgements against the Victorian Curriculum standards. | No |
| | | By 2028, increase the percentage of Year F to 6 students assessed as being above expected level according to Victorian Curriculum Teacher Judgement: <ul style="list-style-type: none"> • Writing from 22% (2023) to 26% | | |
| Build the social emotional capability of all students | Yes | By 2028, increase the percentage of Year F to 6 students assessed as being above expected level according to Victorian Curriculum Teacher Judgement: <ul style="list-style-type: none"> • Personal and Social Capabilities from 15% (2023) to 19% • Speaking and Listening from 17% (2023) to 21%. | Build teacher knowledge and instructional practice in social and emotional development. | No |
| | | By 2028, increase the 2024 percentage of Year 4 to 6 students positively endorsing the Attitudes to School Survey (AtoSS) factors: | Develop and document a comprehensive whole school approach to the implementation | Yes |

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| | | <ul style="list-style-type: none"> • Effective Classroom Behaviour from 63% to 67% • Sense of Connectedness from 68% to 72% • Respect for diversity from 64% to 68%. | <p>and assessment of social and emotional teaching and learning to align with the PYP.</p> | |
| | | <p>By 2028, increase the percentage of staff reporting positive endorsement in in the following Staff Opinion Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Understand Curriculum from 82% to 86% • Collective Efficacy from 69% to 73%. | | |

Define actions, evidence of change and tasks

| Goal 1 | To optimise and accelerate the learning growth of every student | | | | | | | | | |
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| KIS 1.a | Build and enhance teacher capability to effectively embed high level instructional practices. | | | | | | | | | |
| Actions | Strengthen Teachers consistent spelling instruction through the whole school implementation of Phormes (P-4) and Spelling Mastery (5-6) | | | | | | | | | |
| Evidence of change | <ul style="list-style-type: none"> - Coaching conversations provide evidence of teachers' increasing knowledge and understanding of effective spelling instruction. - Classroom Observations provide evidence of teachers' consistent understanding and application of The Phormes Program and sequence. - Lesson Plans show evidence that teachers collaboratively develop, discuss and plan Core Literacy Lessons. - Teaching focus groups provide feedback that changes to their practice are supporting learning and their teaching. - Student focus groups and student data sets indicate greater engagement and success in Spelling, Grammar and Punctuation. | | | | | | | | | |
| Tasks | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Tasks</th> <th style="text-align: left; padding: 5px;">People responsible</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Audit current spelling practices across all year levels.</td> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Year level co-ordinator(s) </td> </tr> <tr> <td style="padding: 5px;">Introduce and embed the Phormes resource in P–4, ensuring teachers understand the progression and instructional routines. a. Grade level representative training with Phormes. b. Professional Learning Day for Staff - February 6th.</td> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Leadership team </td> </tr> <tr> <td style="padding: 5px;">Continue the implementation of Spelling Mastery in Years 5–6, focusing on fidelity, explicit instruction, and effective grouping.</td> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) </td> </tr> </tbody> </table> | | Tasks | People responsible | Audit current spelling practices across all year levels. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Year level co-ordinator(s) | Introduce and embed the Phormes resource in P–4, ensuring teachers understand the progression and instructional routines. a. Grade level representative training with Phormes. b. Professional Learning Day for Staff - February 6th. | <input checked="" type="checkbox"/> Leadership team | Continue the implementation of Spelling Mastery in Years 5–6, focusing on fidelity, explicit instruction, and effective grouping. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) |
| Tasks | People responsible | | | | | | | | | |
| Audit current spelling practices across all year levels. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Year level co-ordinator(s) | | | | | | | | | |
| Introduce and embed the Phormes resource in P–4, ensuring teachers understand the progression and instructional routines. a. Grade level representative training with Phormes. b. Professional Learning Day for Staff - February 6th. | <input checked="" type="checkbox"/> Leadership team | | | | | | | | | |
| Continue the implementation of Spelling Mastery in Years 5–6, focusing on fidelity, explicit instruction, and effective grouping. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) | | | | | | | | | |

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| Provide targeted professional learning for both programs to build teacher capability and confidence. | <input checked="" type="checkbox"/> Leadership team |
| Monitor implementation through learning walks, team planning sessions, and review of student work. | <input checked="" type="checkbox"/> Leadership team |
| Analyse formative and summative spelling data to evaluate impact and inform adjustments. - See example of Reading and Maths Data In 2026, complete this process and protocol for spelling data | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) |
| Goal 2 | Build the social emotional capability of all students |
| KIS 2.b | Develop and document a comprehensive whole school approach to the implementation and assessment of social and emotional teaching and learning to align with the PYP. |
| Actions | Strengthen teacher's delivery of the Personal and Social Capability within Transdisciplinary Units of Study, including the assessment of students' personal and social skills. |
| Evidence of change | <ul style="list-style-type: none"> - School documentation provides clear and detailed evidence of the school's Personal and Social Capability continuum. (Becoming Overview) - Data protocols demonstrate consistent teacher team decision-making in identifying, monitoring, and responding to students' needs. - Lesson Plans show evidence that teachers collaboratively (with guidance from the Leadership Team) develop, discuss and plan Transdisciplinary Units of Study. - School organisation and programs provide evidence of a coherent, well-structured approach to supporting students at varying levels of need. Specifically, the Becoming program and implementation of strengthened transdisciplinary units of study. - Teaching focus groups provide feedback that changes to their practice are supporting learning and their teaching. Evidence will be collected in improved unit planner reflection tables. |
| Tasks | People responsible |
| Map out an implementation timeline for each year level, outlining the planning, implementation, and embedding windows for every Unit of Inquiry across the school. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) |

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| Collaborate with staff to refine and map Units of Inquiry to ensure alignment with curriculum requirements and PYP transdisciplinary themes. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) |
| Strengthen clear documentation showing the alignment and progression of skills and knowledge across all year levels. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) |
| Provide professional learning to staff on the revised units and their alignment with the Victorian Curriculum. | <input checked="" type="checkbox"/> Leadership team |
| Provide regular opportunities for class observations, coaching conversations, reflections and feedback. | <input checked="" type="checkbox"/> All staff |
| Review external assessment approaches and tools for the Personal and Social Capability, ensuring alignment with the P-6 scope and sequence and integration within Units of Inquiry. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Year level co-ordinator(s) |