

# 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	
	Embedding			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Embedding	Embedding	Embedding	Embedding

<b>Future planning for 2026</b>	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?
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"> <li>Year 3 Writing from 9% (2024) to 13%</li> <li>Year 5 Numeracy from 24% (2024) to 28%</li> </ul>	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"> <li>Mathematics from 29% (Semester 1, 2024) to 33%</li> </ul>	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"> <li>Writing from 22% (2023) to 26%</li> </ul>		
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"> <li>Personal and Social Capabilities from 15% (2023) to 19%</li> <li>Speaking and Listening from 17% (2023) to 21%.</li> </ul>	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

		<ul style="list-style-type: none"> <li>• Effective Classroom Behaviour from 63% to 67%</li> <li>• Sense of Connectedness from 68% to 72%</li> <li>• Respect for diversity from 64% to 68%.</li> </ul>	and assessment of social and emotional teaching and learning to align with the PYP.	
		<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"> <li>• Understand Curriculum from 82% to 86%</li> <li>• Collective Efficacy from 69% to 73%.</li> </ul>		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To optimise and accelerate the learning growth of every student	
<b>KIS 1.a</b>	Build and enhance teacher capability to effectively embed high level instructional practices.	
<b>Actions</b>	Strengthen Teachers consistent spelling instruction through the whole school implementation of Phormes (P-4) and Spelling Mastery (5-6)	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Coaching conversations provide evidence of teachers' increasing knowledge and understanding of effective spelling instruction.</li> <li>- Classroom Observations provide evidence of teachers' consistent understanding and application of The Phormes Program and sequence.</li> <li>- Lesson Plans show evidence that teachers collaboratively develop, discuss and plan Core Literacy Lessons.</li> <li>- Teaching focus groups provide feedback that changes to their practice are supporting learning and their teaching.</li> <li>- Student focus groups and student data sets indicate greater engagement and success in Spelling, Grammar and Punctuation.</li> </ul>	
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)

Provide targeted professional learning for both programs to build teacher capability and confidence.		☑ Leadership team
Monitor implementation through learning walks, team planning sessions, and review of student work.		☑ 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		☑ Leadership team ☑ Teacher(s)
<b>Goal 2</b>	Build the social emotional capability of all students	
<b>KIS 2.b</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.	
<b>Actions</b>	Strengthen teacher's delivery of the Personal and Social Capability within Transdisciplinary Units of Study, including the assessment of students' personal and social skills.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- School documentation provides clear and detailed evidence of the school's Personal and Social Capability continuum. (Becoming Overview)</li> <li>- Data protocols demonstrate consistent teacher team decision-making in identifying, monitoring, and responding to students' needs.</li> <li>- Lesson Plans show evidence that teachers collaboratively (with guidance from the Leadership Team) develop, discuss and plan Transdisciplinary Units of Study.</li> <li>- 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.</li> <li>- Teaching focus groups provide feedback that changes to their practice are supporting learning and their teaching.</li> </ul> Evidence will be collected in improved unit planner reflection tables.	
<b>Tasks</b>		<b>People responsible</b>
Map out an implementation timeline for each year level, outlining the planning, implementation, and embedding windows for every Unit of Inquiry across the school.		☑ Leadership team ☑ Learning specialist(s)

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)