

2026 Annual Implementation Plan

for improving student outcomes

Epping Views Primary School (5513)



Submitted for review by Rachel Griffiths (School Principal) on 16 January, 2026 at 12:47 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 28 January, 2026 at 10:28 AM

Self-evaluation summary

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

Future planning for 2026	<p>Goal 1 Refine family communication using Seesaw engagement data and increase two-way feedback with families. Continue coaching Team Leaders to strengthen data literacy, assessment design, moderation, and differentiated planning. Embed consistent use of enablers and extenders to ensure learning remains within students' zone of proximal development. Strengthen use of multiple formative and summative data sources to inform responsive teaching, including the expansion of Phonics Plus into Years 2 and 3. Sustain a strong focus on evidence and equity by closely monitoring priority cohorts and embedding equity-focused data discussions in PLCs.</p> <p>Goal 2 Teacher–Family Communication</p> <ul style="list-style-type: none"> • Set clear expectations for regular, proactive communication. • Provide templates/tools to support consistency. • Strengthen attendance follow-up processes. <p>Wellbeing & Learning Support</p> <ul style="list-style-type: none"> • Clarify Tier 1 and Tier 2 adjustment expectations. • Build staff capacity for universal/targeted strategies. • Expand use of Enablers/Extenders beyond Tier 3. <p>Family Connection to Learning</p> <ul style="list-style-type: none"> • Maintain consistent SeeSaw use schoolwide. • Continue parent meetings with strong focus on voice and partnership. <p>Leadership Support</p> <ul style="list-style-type: none"> • Continued RESP action plan and implementation • Schedule regular classroom observations across all tiers. • Ensure leadership time allows for instructional coaching. <p>IEPs</p> <ul style="list-style-type: none"> • Continue collaborative processes with strong parent input. • Increase student voice and ensure goals link to classroom practice. <p>System Improvements</p> <ul style="list-style-type: none"> • Develop clear whole-school processes for communication and adjustments. • Use data to inform and refine wellbeing and engagement practices.
---------------------------------	---

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?
Optimise the learning growth of every student.	Yes	<p>NAPLAN</p> <p>By 2027, increase the percentage of Year 3 students achieving Strong and Exceeding proficiencies for:</p> <ul style="list-style-type: none"> ● Reading from 50% to 62% ● Writing from 63% to 75% ● Numeracy from 48% to 60% <p>By 2027, increase the percentage of Year 5 students achieving Strong and Exceeding proficiencies for:</p> <ul style="list-style-type: none"> ● Reading from 77% to 80% ● Writing from 75% to 80% ● Numeracy from 66% to 70% 	Build a culture of high expectations for both staff and students.	Yes
		<p>Teacher Judgements</p> <p>By 2027 (Semester 2 2026), increase the percentage of F – Year 6 students who are at or above age expected level for:</p> <ul style="list-style-type: none"> ● Reading and viewing from 75% (Semester 2 2022) to 85% ● Writing from 67% (Semester 2 2022) to 80% ● Number and algebra from 76% (Semester 2 2022) to 81% 	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.	No
		<p>School Staff Survey</p> <p>By 2027, improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> ● School Climate module: <ul style="list-style-type: none"> ○ Academic emphasis from 48% (2022) to 70% 	Enhance student choice, voice, and agency across the school.	No

		<ul style="list-style-type: none"> o Collective efficacy from 67% (2022) to 77% • Teaching and Learning - evaluation module: <ul style="list-style-type: none"> o Using student feedback to improve practice from 53% (2022) to 70% 		
		<p>Student Attitudes to School Survey</p> <p>By 2027, improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 46% (2023) to 65% • Stimulated learning from 62% (2023) to 80% • Perseverance from 60% (2023) to 75% 		
Strengthen student wellbeing, inclusion and engagement.	Yes	<p>Student Attitudes to School Survey</p> <p>By 2027, improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 54% (2022) to 75% • Teacher concern from 63% (2022) to 70% • Respect for diversity from 61% (2022) to 75% • Sense of connectedness from 67% (2022) to 78% 	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	No
		<p>School Staff Survey</p> <p>By 2027, improve the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Trust in students and parents from 47% (2022) to 65% • Parent and community involvement from 63% (2022) to 75% 	Strengthen the culture of inclusion and respect.	Yes
		<p>Student Attendance</p> <p>By 2027, improve the percentage of students with 20+ days absence from 54% (2022) to 36%.</p>	Develop school, family, and community partnerships to improve student learning and wellbeing outcomes.	No

Define actions, evidence of change and tasks

Goal 1	Optimise the learning growth of every student.	
KIS 1.a	Build a culture of high expectations for both staff and students.	
Actions	<p>Implement the VTLM 2.0 Elements of Learning with a focus on building staff understanding of Attention, Focus & Regulation.</p> <p>Implement the VTLM 2.0 Elements of Teaching with a focus on Explicit Teaching - Monitor Progress.</p>	
Evidence of change	<p>Observational data from regular learning walks will show:</p> <ul style="list-style-type: none"> - classroom environments that support attention, focus and regulation - increased student opportunities to respond using whiteboards, turn and talk and cold calling. <p>Teacher discussions and planning documentation will include planned opportunities to check for understanding</p> <p>Professional learning schedule will prioritise learning focused on the VTLM 2.0 and opportunities for theory, modelling, coaching and practice.</p> <p>School staff survey results for academic emphasis will increase to 70% and use student feedback will increase to 75%.</p>	
Tasks	People responsible	
<p>Deliver whole-school professional learning and develop agreed expectations and definitions:</p> <ul style="list-style-type: none"> Learning: Attention, Focus, Regulation Teaching: Explicit Teaching-Monitor Progress Core Strategies: whiteboards, turn & talk and cold-calling 	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) 	
<p>Establish whole-school expectations for classroom environment:</p> <ul style="list-style-type: none"> -front of classroom as instructional focal point -seating plans to maximise focus -volume expectations -visual displays and powerpoints support processing 	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Teacher(s) 	

<p>Conduct scheduled learning walks using an agreed observation template to collect data related to: Learning: Attention, Focus, Regulation Teaching: Explicit Teaching - Monitor Progress Core Strategies: whiteboards, turn & talk and cold-calling</p>	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Principal <input type="checkbox"/> Team leader(s)
<p>Extend Phonics Plus as the instructional approach from Foundation to Year 3</p>	<input type="checkbox"/> Literacy leader <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Team leader(s)
<p>Goal 2</p>	<p>Strengthen student wellbeing, inclusion and engagement.</p>
<p>KIS 2.b</p>	<p>Strengthen the culture of inclusion and respect.</p>
<p>Actions</p>	<p>Strengthen wellbeing, inclusion and engagement by embedding Encouraging Expected Behaviours (PCMS 3) and Berry Street Education Model. Improve student connectedness, safety and trust by strengthening whole school bullying prevention and response practices.</p>
<p>Evidence of change</p>	<p>Observational data from regular learning walks and Compass Chronicle data will show improved: - schoolwide consistency in expectations, language and classroom routines - frequency and consistency of specific positive feedback - students' ability to articulate expected behaviours and demonstrate them across school settings</p> <p>Timetables and classroom practice will evidence weekly explicit and consistent teaching of inclusion, respect and prosocial behaviours through SWPBS, RRRR and PCMS aligned lessons.</p> <p>All staff demonstrate increased consistency in following and communicating the school's bullying response processes.</p> <p>AtoSS measures will improve: Managing bullying from 66% to 70% (end of SSP is 75%) School connectedness from 69% to 75% (end of SSP is 80%)</p>

	<p>Teacher Concern from 69% to 75% (end of SSP is 70%) Respect for diversity 66% to 70% (end of SSP is 75%) Sense of inclusion 83% to 85% (similar schools is 89%)</p> <p>Parent/Caregiver/Guardian opinion survey factor of 'managing bullying' will improve from 70% to 75%</p>
Tasks	People responsible
Provide professional learning on embedding PCMS 3, BSEM, RRRR and SWPBS encouragement practices including explicit teaching of expected behaviours, positive reinforcement, and consistent language.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Wellbeing team
Develop and implement whole-school expectations for teaching expected behaviours and routines and communicate with community	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing team
Monitor and review wellbeing, behaviour and engagement data (CYC, Compass, Tiered supports, AtoSS, student voice)	<input type="checkbox"/> Wellbeing team
Review and refine the school's bullying response and follow up processes and ensure clear communication to the whole community	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Wellbeing team
Explicitly teach and promote upstander behaviour across all year levels	<input type="checkbox"/> Student(s) <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing team