2026 Annual Implementation Plan

for improving student outcomes

Huntingdale Primary School (4716)

Submitted for review by Anthony Rowe (School Principal) on 19 January, 2026 at 07:34 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 17 February, 2026 at 12:12 PM

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**
	Evolving	Embedding	Embedding	Embedding	Embedding

Future planning for 2026	Maximise Learning GrowthGoal1 Increase percentage of students achieving exceeding in writing.Maintain number of NAS students in reading and numeracy at zero.Reduce low relative growth in writing.Increase teacher judgement in Year 1-6 students achieving above expected growth in writing.Student Voice and Agency to increaseStudent motivation to increase.StrategiesBuild instructional capability of all staff with a focus on literacy.ActivitiesAlign Ways of Working with new VTLM 2.0Evolve observation timeline with CC requestsSchedule p/l with academy 'amplify' to support SVA.Staff to attend academy with data-driven shcool improvment course.Audit MSL approach, timetables, develop process and non-negosPrioritize 'Big 6' in reading and schedule p/l.StrategiesMaintain approach to differentiation and schools instructional modelActivitiesLiteracy specialist - support with academy program, 'Literacy Pedagogy and Practice. P/l with 'Big 6' and MSL process.Student WellbeingGoal 2Maintain absence days of students with more than 20. Currently 12%.Student below 15 days absence to be approx 14%Improve AtoSS Teacher concern and respectwithin school between students.ActivitiesEmploy a DI Leader and MHiPS leader. Refine roles and communicate to staff and community.Continue attendance process with newsletter, assemblies and parent workshops.

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 the learning growth for all students	Yes	By 2028, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for: • Reading from 24% (2024) to 35% • Writing from 24% (2024) to 30% • Numeracy from 23% (2024) to 36%	Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level leadership	Yes
		By 2028, reduce the percentage of Year 5 students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy% and maintain the percentage of students achieving high benchmark growth at xx% (2025). Placeholder target. This target should be reviewed in 2025 to include NAPLAN benchmark growth.	Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs	Yes
		By 2028, increase the percentage of Years 1 to 6 students achieving above expected growth using Teacher judgements in writing from 13% (2023) to 20%.	Build teacher and student capability to activate student agency in learning	Yes
		By 2028, increase or maintain the percentage positive endorsement on the Attitudes to School Survey for: • Student voice and agency from 68% (2024) to 70% • Student motivation and interest from 77% (2024) to 80% • Goal setting and self-regulation at 86% (2024)		

		By 2028, increase or maintain the percentage positive endorsement on the School Staff Survey for: • Academic emphasis from 75% (2023) to 80% • Understand how to analyse data from 65% (2023) to 75% • Instructional leadership at 86% (2023)		
Optimise student wellbeing outcomes	Yes	By 2028, improve attendance by: • decreasing unapproved absences from 2.1 days (2023) to 1.9 days per student • reducing the percentage of students with 20 or more days absence from 23% (2023) to 19% • maintaining the average days absence at 15.5 days per student (2023)	Develop staff capability and a shared culture and understanding to embed wellbeing practices in all areas	Yes
		By 2028, increase the percentage positive endorsement on the Attitudes to School Survey for: • Teacher concern from 64% (2024) to 72% • School connectedness from 81% (2024) to 89% • Respect for diversity from 71% (2024) to 80% • Students at this school treat each other with respect from 57% (2024) to 70%	Develop and implement a whole school tiered approach to wellbeing and inclusion	Yes
		By 2028, increase the percentage positive endorsement on the School Staff Survey for: • Trust in students and parents from 82% (2023) to 86% • Staff in my school are able to educate the most challenging students from 74% (2023) to 78%		

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth for all students
KIS 1.a	Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level leadership
Actions	1. Continue to familiarize and implement elements of the VTLM 2.0 and use it to co-design whole school agreed approaches. 2. Create a detailed roles and responsibilities document for PBLC leaders to support the delivery and outcomes within PBLCs.
Evidence of change	1. Teachers document and implement scaffold strategies aligned to the VTLM 2.0 in their teaching and learning programs. 2. Teachers build upon their knowledge and implementation of supported application by using varying practice strategies linked to the VTLM 2.0 and report an improved positive endorsement in the staff survey. From 76% in 2025 to 80% in 2026. 3. PBLC leaders demonstrate a stronger understanding of agreed PBLC approaches as evidence in agendas. 4. PBLC agendas are data-driven and closely follow improvement cycle processes. 5. Middle leaders demonstrate and report improved capacity to lead for impact and transformational change.

Tasks	**People responsible**
1. VTLM 2.0 workshops focus on explicit teaching and supported application. 2. Undertake learning walks to observe colleagues demonstrating scaffolding and varying practice strategies in the classroom to build capacity. 3. SIT revisits evidence-based impactful strategies to co-design agreed PBLC approaches with staff to support the facilitation of improvement cycles and planning. 4. Undertake an audit of PBLC norms and the implementation of the improvement cycle. 5. Middle leaders undertake specific training at the academy to support their capacity to lead. (Leading School Improvement)	☑ Education support ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal ☑ School improvement team ☑ Teacher(s)

KIS 1.b	Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs

Actions	1. Familiarize and implement the 'Big 6' in reading to align with the department's F-2 reading approach. 2. Build a shared understanding of evidence-based strategies and VTLM 2.0 practices to support the explicit teaching of writing.
Evidence of change	1. Teachers engage in targeted professional learning focused on the Big 6 reading strategies. 2. Literacy planners document explicit 'Big 6'reading strategies to be taught. 3. Walkthroughs observe strengthened teacher knowledge and capacity to explicitly teach writing in accordance with VC 2.0. 4. Writing lessons show clear HITS; differentiation and explicit teaching to support students at their point of need. 5. PBLC agendas include items that link to Big 6 and writing.

Tasks	**People responsible**
1. Provide targeted professional learning to staff to develop their understanding of specific reading strategies linked to the Big 6. 2. Co-design worked examples of high-level planning that documents key reading strategies. 3. Create a walkthrough and observation schedule with a specific focus on writing strategies. 4. Support teachers to plan and implement HITS to support explicit reading and writing. 5. Literacy improvement and PBLC teams to include agenda items that focus on the planning and teaching of reading and writing strategies.	☑ Assistant principal ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Literacy leader ☑ PLC leaders ☑ Principal

KIS 1.c	Build teacher and student capability to activate student agency in learning
Actions	1. Build teacher capacity to embed opportunities for student voice and agency in the teaching and learning program.
Evidence of change	1. Students report an increase in positive endorsement with student voice and agency from 65% in 2025 to 70% in 2026. 2. Teaching and learning documents include opportunities for student voice in the classroom. 3. Implementation of student voice and agency is evident in classrooms during walkthroughs.

Tasks	People responsible
1. Support staff professional development relating to student voice and agency by enrolling them in the academy's Amplify course. 2. Support staff professional learning to unpack student voice and agency and successful strategies for its implementation. 3. Audits of planners and walkthroughs that focus on student voice and agency. 4. Explicit and timely feedback delivered to staff to support understanding and implementation of student voice and agency. 5. Visit targeted schools to conduct walkthroughs focussing on student voice and agency.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team

Goal 2	Optimise student wellbeing outcomes
KIS 2.a	Develop staff capability and a shared culture and understanding to embed wellbeing practices in all areas
Actions	1. Continue to build staff understanding and the capacity to implement the High Impact Wellbeing & Classroom Management Strategies.
Evidence of change	1. High Impact Wellbeing and Classroom Management Strategies are documented in teaching and learning plans. 2. Compass Chronicles reflect an alignment with the school's behavioural chart. 3. Expected behaviours are displayed in every classroom and are evident in targeted areas. 4. Students report an improved positive endorsement of expected behaviours. AtoSS Effective Classroom Behaviour from 80% in 2025 to 83% in 2026.

Tasks	People responsible
1. Wellbeing team co-designs behavioural flow chart and supports its implementation through workshops. 2. Expected behaviours are consistently reinforced inside and outside of the classroom in targeted areas. 3. Audit of classrooms during Semester 1 walkthrough observe the use of VTLM 2.0 elements of learning and expected behaviours.	☑ Administration team ☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support

4. Wellbeing team constructs planners with worked examples of HIWS.	☑ Mental health and wellbeing leader ☑ Principal ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team

KIS 2.b	Develop and implement a whole school tiered approach to wellbeing and inclusion
Actions	1. Co-design a document outlining a whole school vision and approach to wellbeing and inclusion. 2. Consistent understanding and implementation of the school's multi-tiered approach to wellbeing and inclusion.
Evidence of change	1. All staff are observed and reported to be using consistent language linked to the school's wellbeing approach. 2. Respectful relationship lessons are documented and consistently taught in all year levels. 3. Students report an improved awareness of inclusion in AtoSS data. 81% in 2025, 84% in 2026. 4. School attendance rate improves from 92.6% in 2025 to 93% in 2026 with the number of students with 20 or more days absence declining from 21% in 2025 to 18% in 2026. 5. Professional documentation continues to support students targeted for intervention and the Disability Inclusion Profile.

Tasks	**People responsible**
1. Build knowledge of inclusion and wellbeing amongst staff through wellbeing workshops and p/l. 2. Identified staff receive professional learning on respectful relationships and mental health menu tiers and categories. 3. Audit of planners and semester 1 walkthroughs that focus on the implementation of respectful relationships. 4. Wellbeing team develop a whole school scope and sequence for respectful relationships.	☑ Assistant principal ☑ Education support ☑ Mental health and wellbeing leader ☑ Principal ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team