

Annual Implementation Plan - 2026

Armadale Primary School (2634)



Submitted for review by Rochelle Cukier (School Principal) on 02 February, 2026 at 04:44 PM
Awaiting endorsement by Senior Education Improvement Leader

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.	
KIS 1.a	Develop the capability of PLCs to use data to improve student learning outcomes	
Actions	Strengthen the capability of the PLC's to effectively discuss and strengthen practice to deliver improvements in student learning outcomes	
Evidence of change	<p>1. Discussions in PLC's are focussed on the impact of teaching on student learning and refining practice to ensure teachers are implementing with fidelity the elements of teaching to enable the elements of learning to occur, as per the VTLM 2.0</p> <p>2. Student assessment tasks and sharing of data walls are a focus of PLC meetings to show evidence of student growth</p> <p>3. Sharing of effective improvement strategies are a feature of PLC meetings involving learning walks in each other's classrooms and a sharing of what's working well to the whole staff.</p> <p>4. Feedback from PLC members shows positive reflections and growth on the PLC continuum and is reflective of strengthened capability</p> <p>SSS results show growth in Peer Observation from 47% in 2025</p>	
Tasks	People responsible	
Review and strengthen PLC structures through an audit of the PLC continuum after each teacher has identified their area to strengthen, and subsequent analysis will reveal 3 PLC focus areas for 2026	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School leadership team	
Allocation of PLC teams to the Leadership Team; mentoring and coaching sessions to be timetabled, PLC teams to meet regularly in the term and commit to sharing of learning growth through the meetings	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School leadership team	
Implement peer observation sessions for PLC members to see how the instructional model, how each of the elements of teaching impact the elements of learning, use of classroom displays and anchor charts, use of differentiation and metacognitive thinking, enables student learning growth.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School leadership team	

.Schedule PLC showcase at the end of each semester to celebrate the school's learning improvement and growth	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School leadership team
KIS 1.b	Enhance whole school collaborative approaches to instruction
Actions	Strengthen teacher's capability to know, understand and implement with consistency, the VTLM 2.0 elements of teaching practices to ensure the elements of learning occur. That the school's instructional model is implemented with consistency (WHOLE CLASS (fluency 5mins; modelled/shared explicit teaching 15 mins) differentiated small group instruction - explicit teaching with supported application(30mins) WHOLE -Reflection in action/ summary 10 mins (may not be at the end) all within an inclusive classroom
Evidence of change	<ol style="list-style-type: none"> 1. Planning sessions with whole teams and Connie ensure that there is consistency in lesson design in both Maths and English. lesson design will also ensure there is consistency with implementing the VTLM 2.0 2. Coaching and mentoring occurs in the classroom with Learning Leaders and Leadership team. 3. Classroom observations provide evidence of teacher's consistent understanding and implementation of IM structure. 4. In team meetings, teachers provide feedback in noticing that their changes and consistency in practice and implementation of the IM is supporting their learning and their teaching. 5. Teams are also including strategies/ practices gained from PLC teams to support student learning and growth
Tasks	People responsible
Whole staff PL on the VTLM and how our IM fits within this and explanation of how the model refines the practices within the elements of teaching in the VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Twice weekly team meetings reinforce the delivery of the IM with consistency and collaborative planning sessions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Modelling, Coaching and observations of implementation of the VTLM and our IM within, in classrooms to be timetabled, plus feedback documented to teachers	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)

<p>Conversations held with teaching staff using data walls and SAT's as evidence of learning growth and tracking and monitoring individual student progress</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)
<p>Teachers will showcase how consistency of the IM has enabled student learning growth and how effective and impactful the small group instruction and supported application practices have been.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team
<p>Ensuring that the teaching of the Big 6 are embedded into our structured literacy approach and these are taught effectively across F-2</p> <p>Oral language – knowing and using spoken words to express knowledge, ideas and emotions Phonemic awareness – which is the knowledge of sounds (phonemes) Phonics – knowing the sound (phoneme) and letter (grapheme) relationships Fluency – reading accurately and at an appropriate rate with expression Vocabulary – understanding words in isolation and in context</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Sub school leader/s
Goal 2	Improve student wellbeing outcomes.
KIS 2.a	Embed multi-tiered systems of support that enhance student wellbeing.
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing, and engagement.
Evidence of change	<p>1. At APS we implement Tier 1: Universal Strategies which includes -Vic Curric; UR strong Friendology; Open Parachute; Zones of Regulation and Respectful Relationships, strengthening teacher's capacity to support mental health and wellbeing. A more targeted response involves the implementation of Restorative Practices and a Relationship mentor to help restore relationships between children when there is a friendship fire. Consolidation of Positive Classroom Management strategies and our 3 universal expectations as Be Safe, Be Respectful and Be Responsible will see improvements in behaviours.</p> <p>Tier 2 : Early Intervention and Cohort specific, students who have a DIP or are on an IEP are supported with an aide in the classroom and through a range of adjustments made by the classroom teacher.</p> <p>Tier 3: Targeted :The school conducts SSG meetings once a term, and has a number of children supported through Behaviour Support Plans and IEP's. A number of children are able to access OT, Speech and Play therapy whilst at school.</p> <p>2. School documentation provides detailed evidence of the school's Scope and sequence for wellbeing across P-6</p>

	<p>3. Teacher's design and lesson plans show that adjustments and modifications are made for those students who have been identified as requiring additional support.</p> <p>4. Team Meeting minutes show time is prioritised to ensure all students wellbeing is discussed and teacher's are responsive to individual student needs.</p> <p>5. These consistent approaches, use of a common language, and strategies for promoting wellbeing and supporting inclusion enable the staff to build their capability to use these multi-tiered approaches.</p>
Tasks	People responsible
MHWL will provide professional learning to staff after receiving training from the MHPS initiative	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)
Review the effectiveness of our current Tier 1 programs (UR strong friendology, Respectful Relationships, Open parachute, Restorative Practices) and resources to ensure wellbeing and inclusion are being promoted through these.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)
Review and refine the school's approach to school wide-positive behaviour support and ensure it is being implemented consistently	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Review and refine documentation of processes for identifying and supporting students requiring Tier 2 or Tier 3 support, and ensure these are communicated with teachers	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team
KIS 2.b	Develop teacher capacity to enhance processes for supporting inclusion, health and wellbeing.
Actions	Provide ongoing PL for staff, building their capacity to implement strategies to enhance student health and wellbeing. This will also ensure enabling learning practices leads to a inclusive learning environment where all children can succeed.
Evidence of change	<p>1. Appointment of our LS as the MHWL will enable staff to further enhance their capacity for supporting inclusion, health and wellbeing more effectively for students</p> <p>2.All students will be better supported and included, in learning and wellbeing, as teachers become more knowledgeable on effective inclusion practices from the MHIPS training</p>

	<p>3. We will continue to be successful in applying for DIP for each student who has been identified as needing extensive and substantial adjustments and accommodations to support their learning.</p> <p>4. Education Support Staff (ESS) continue to work together and meet weekly to discuss students and the interventions and supports that are having the most impact.</p> <p>5. ESS also meet with leadership and receive PL through Network meetings and are kept up to date through the SEVR DIS newsletter.</p> <p>.</p>
Tasks	People responsible
<p>Staff PL and meetings led by our LS; newly appointed as the MHLW will afford staff PL from the training received by Melbourne University.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<p>All teachers will embed the strategies and implement practices from the PL; that specifically enhance mental health and wellbeing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<p>School wellbeing documentation will be reviewed and refined after the training from University of Melbourne has been completed</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<p>ES Staff will also need to be trained in the processes and strategies that are part of the UoM training so there is a consolidated whole school approach to support inclusion, health and wellbeing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)