Annual Implementation Plan - 2026

Toolamba Primary School (1455)



Submitted for review by Filippa Kimmorley (School Principal) on 27 February, 2026 at 10:51 AM
Endorsed by Brendan Bicknell (Senior Education Improvement Leader) on 03 March, 2026 at 12:14 PM

Define actions, evidence of change and tasks

Goal 1	To improve literacy outcomes for all students
KIS 1.c	Build teachers capacity to be expert in literacy teaching and learning
Actions	Build teacher capacity to gain further understanding of the VTLM 2.0 guides, Explicit Teaching.
Evidence of change	• Evidence of strengthened explicit teaching practices across the school, aligned with the VTLM 2.0 • Teachers using a shared language, structure, and approach to teaching literacy • Instructional Leaders facilitate data discussions in PLCs with a focus on next instructional step linked to VTLM practice guide (Explicit Teaching) • The proportion of students achieving at or above the expected level in reading, spelling and writing according to teacher judgements has increased from the previous year's baseline Unit plans and lesson sequences are more purposeful and aligned to the revised scope and sequence • Develop a whole school documented approach to the teaching of literacy

Tasks	**People responsible**
- Provide targeted PL and coaching on the VTLM and explicit teaching practices.	☑ Leadership team ☑ Literacy leader
- Use PLC cycles to analyse data and refine explicit teaching approaches	☑ All staff ☑ Literacy leader
- Refine unit plans and lesson sequences aligned to the VTLM 2.0 and Scope and Sequence	☑ All staff
- Use team-based moderation to ensure shared expectations of student learning	☑ All staff

Goal 3	Empower students to be active members of a learning community

KIS 3.a	Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom.
Actions	Build staff capability in VTLM 2.0 guides of Enabling Learning-Positive Classroom Management Strategies & Planning - Enact a MTSS.
Evidence of change	LWT evidence that staff are implementing positive classroom management strategies Explicit teaching and consistently apply classroom rules in line with SWPBS. Teachers use common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion Attitudes to School Survey results for the 'social engagement' domain have improved from the 2025 baseline IEPs have been reviewed and updated, with students receiving the documented supports

Tasks	**People responsible**
- Wellbeing team provide professional learning on implementing multi-tiered systems of support including trauma-informed practices and implementing IE	☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal ☑ SWPBS leader/team ☑ Teacher(s) ☑ Wellbeing team
- Review the effectiveness of the current Tier 2 and 3 supports to identify gaps or past offerings that have not been effective	☑ Leadership team ☑ Principal ☑ SWPBS leader/team ☑ Teacher(s) ☑ Wellbeing team

- Review and refine the school's approach to School Wide Positive Behaviour Support	☑ Principal ☑ SWPBS leader/team ☑ Teacher(s)
- Review and refine documentation of processes for identifying and supporting students requiring Tier 2 or 3 support, and ensure these are communicated with teachers	☑ Principal ☑ SWPBS leader/team ☑ Wellbeing team
- Review and update IEPs to include Engagement goals	☑ Teacher(s) ☑ Wellbeing team