

# 2026 Annual Implementation Plan

## for improving student outcomes

Somerville Rise Primary School (5372)



Submitted for review by Matthew Jackson (School Principal) on 03 November, 2025 at 03:20 PM  
Endorsed by Sally Webb (Senior Education Improvement Leader) on 29 January, 2026 at 09:56 AM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	See attached documentation
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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?
Improve student learning outcomes in literacy and numeracy.	Yes	<p>By 2029, increase the percentage of students achieving in the Exceeding and Strong proficiency level in:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 47% (2025) to 57%.</li> <li>• Writing from 65% (2025) to 75%.</li> <li>• Spelling from 24% (2025) to 50%.</li> <li>• Numeracy from 31% (2025) to 50%.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 57% (2025) to 67%.</li> <li>• Writing from 71% (2025) to 81%.</li> <li>• Spelling from 39% (2025) to 50%.</li> <li>• Numeracy from 50% (2025) to 60%.</li> </ul>	Review, refine and embed the school's instructional model, ensuring alignment to the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).	Yes
		<p>By 2029 increase the percentage of Year 5 students demonstrating high and medium growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 70% (2025) to 75%</li> <li>• Writing from 71% (2025) to 75%</li> <li>• Numeracy from 63% (2025) to 70%.</li> </ul>	Strengthen collaborative team processes by building teachers' knowledge of the curriculum and assessment to plan differentiated learning to challenge and extend students.	Yes
		<p>By 2029, the percentage of students achieving at or above expected level against the Victorian Curriculum, according to teacher judgements prep to year will <b>increase</b> in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 69% (Semester 2, 2024) to 80%.</li> <li>• Writing from 71% (Semester 2, 2024) to 80%.</li> </ul>	Build teacher knowledge and application of reading sequence of learning, skills and concepts to improve student outcomes at years 3 to 6	No

		By 2029, the percentage of students achieving at or above expected level against the Victorian Curriculum, according to teacher judgements prep to year will be <b><u>maintained</u></b> in Mathematics 2.0 at 82% (Semester 2, 2024).		
		<p>By 2029, the percentage of positive endorsement in the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Instructional leadership will be maintained at 98% (2024).</li> <li>• Collective focus on student learning will be maintained at 95% (2024).</li> </ul> <p><b>Teaching and Learning module – Evaluation</b></p> <ul style="list-style-type: none"> <li>• Understand and analyse data will increase from 73% (2024) to 80%.</li> </ul> <p><b>Teaching and Learning module Planning</b></p> <ul style="list-style-type: none"> <li>- Plan differentiated learning activities will be maintained at 91% (2024).</li> <li>- Understand curriculum will increase from 73% (2024) to 80%.</li> </ul> <p><b>Teaching and Learning module – Implementation</b></p> <ul style="list-style-type: none"> <li>- Understand formative assessment will increase from 73% (2024) to 80%.</li> </ul> <p><b>Teaching and Learning module – Practice improvement</b></p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice will be maintained at 91% (2024).</li> </ul>		
		By 2029, increase the percentage of positive endorsement in the student Attitudes to School Survey (AtoSS) for the factors of:		
		<ul style="list-style-type: none"> <li>• Stimulated learning from 75% (2025) to 80%.</li> <li>• School connectedness from 69% (2025) to 75%.</li> <li>• Motivation and interest from 64% (2025) to 70%.</li> </ul>		
Improve student wellbeing outcomes.	Yes	By 2029, increase the level of positive endorsements in the student Attitudes to School Survey for factors:	Embed multi-tiered systems of support that enhance student	Yes

		<ul style="list-style-type: none"> <li>• Emotional awareness and regulation 72% (2025) to 75%.</li> <li>• Student voice and agency from 58% (2025) to 65%.</li> <li>• School connectedness from 69% (2025) to 75%.</li> </ul>	wellbeing, inclusion, engagement and behaviour.	
		By 2029, maintain the percentage of positive endorsement in the School Staff Survey for the factor of Collective responsibility from 86% (2024).	Activate student voice and leadership to strengthen student participation and capacity to engage in their learning.	No
		By 2029, decrease the percentage of students with 20 or more absent days from 53% (2024) to 45%. By 2029, maintain the average attendance rate for students in years Foundation to year 6 at 85% (2024).		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve student learning outcomes in literacy and numeracy.	
<b>KIS 1.a</b>	Review, refine and embed the school's instructional model, ensuring alignment to the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).	
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Review the current instructional model against VTLM 2.0 and refine to ensure clear alignment with system priorities.</li> <li>* Provide professional learning and coaching to support teachers in consistently applying the instructional model in literacy and numeracy.</li> </ul>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>* The instructional model is documented, refined and communicated across the school.</li> <li>* Teachers demonstrate consistent use of the model in planning and practice.</li> <li>* Classroom observations and learning walks show alignment with VTLM 2.0.</li> <li>* Teachers report increased clarity and confidence in applying the instructional model.</li> <li>* Student learning data demonstrates greater consistency in outcomes across year levels.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Audit the current instructional model against the VTLM 2.0 to identify strengths and gaps.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	
Engage staff in consultation to refine and update the instructional model.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	
Develop clear documentation and visual resources to communicate the model.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	

Provide professional learning focused on the refined instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team
Conduct learning walks and peer observations to monitor consistent implementation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Use feedback and student data to evaluate the impact of the model and make adjustments.	<input checked="" type="checkbox"/> All staff
<b>KIS 1.b</b>	Strengthen collaborative team processes by building teachers' knowledge of the curriculum and assessment to plan differentiated learning to challenge and extend students.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Strengthen collaborative team structures and protocols to ensure effective use of curriculum and assessment in planning.</li> <li>* Provide professional learning and coaching to build teacher knowledge of differentiation strategies and curriculum design.</li> </ul>
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>* Teams meet regularly with clear agendas and protocols to plan collaboratively.</li> <li>* Teachers demonstrate improved use of assessment data to inform differentiated planning.</li> <li>* Planning documentation reflects adjustments to support and extend a range of learners.</li> <li>* Teachers report increased confidence in curriculum knowledge and differentiation.</li> <li>* Student achievement data shows improved growth across ability levels.</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
Review and refine collaborative team meeting structures and expectations.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team
Audit current assessment practices and refine assessment schedule to align with instructional model and VTLM 2.0.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)

Implement common planning templates to support differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
Build teacher capacity in using data to identify student learning needs.	<input checked="" type="checkbox"/> Leadership team
Facilitate moderation sessions to ensure consistency of teacher judgements.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
Monitor team planning processes and provide feedback through leadership support.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team
<b>Goal 2</b>	Improve student wellbeing outcomes.
<b>KIS 2.a</b>	Embed multi-tiered systems of support that enhance student wellbeing, inclusion, engagement and behaviour.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Implement a whole-school, tiered approach to wellbeing and behaviour that aligns with DE frameworks.</li> <li>* Provide professional learning for staff on consistent use of wellbeing and behaviour processes.</li> </ul>
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>* A documented multi-tiered system of support is in place and understood by staff and parents.</li> <li>* Staff apply consistent approaches to wellbeing, engagement and behaviour support.</li> <li>* Students access appropriate tiered supports based on their needs.</li> <li>* School data (attitudes to school survey, behaviour incidents, attendance) shows improved wellbeing and engagement outcomes.</li> <li>* Families report greater understanding and confidence of the school's processes and procedures to support student wellbeing.</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
Review current wellbeing and behaviour processes against DE frameworks.	<input checked="" type="checkbox"/> Leadership team

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team
Develop and document the multi-tiered system of support.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader
Provide professional learning for all staff on the system and develop processes to ensure consistency.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader
Establish clear referral and monitoring processes for tiered supports.	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Collect and analyse student wellbeing, engagement and behaviour data.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team
Engage families in understanding the school's approach to wellbeing and behaviour support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader