

2026 Annual Implementation Plan

for improving student outcomes

Syndal South Primary School (4924)



Submitted for review by Helen Freeman (School Principal) on 14 January, 2026 at 12:22 PM

Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 13 February, 2026 at 03:31 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
	Embedding	Embedding	Embedding	Evolving	Excelling

Future planning for 2026	<p>Time has been a challenge for us and the number of activities in some areas were not attainable in the time and some were not relevant at this stage (we got ahead of ourselves) This has given us activities to include in the next AIP Building teachers knowledge and their capacity to implement key teaching strategies in their classrooms utilising the Mathematics 2.0 curriculum and to conduct relevant assessments for planning and reporting purposes. There will be a need to focus on research in and implementing a rigorous assessment for reading for students in Years 4 - 6. Mental Health in School program coordinator to be appointed for 2026 and will be trained and oversee the implementation of the whole school approach to mental health.</p>
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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?
To improve the learning growth of every student.	Yes	By 2027 increase the percentage of students in the NAPLAN exceeding proficiency levels for: (TBC) <ul style="list-style-type: none"> • Year 3 Reading from 33% in 2023 to 41%. • Year 3 Numeracy from 18% in 2023 to 26%. • Year 5 Reading from 37% in 2023 to 45%. • Year 5 Numeracy 26% in 2023 to 34%. 	Build knowledge and capabilities of staff to deliver evidence based differentiated classroom practices	Yes
		By 2027 increase the percentage of students making an increase in scale score of 9 or above PAT adaptive testing in: <ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Year 4 from 57% in 2023 to 62% ○ Year 5 from 37% in 2023 to 42% ○ Year 6 from 24% in 2023 to 29% • Mathematics: <ul style="list-style-type: none"> ○ Year 4 from 17% in 2023 to 22% ○ Year 5 from 50% in 2023 to 55% ○ Year 6 from 42% in 2023 to 47% 	Build capabilities to use a range of assessment tools for accurate data analysis, data understanding and improved teacher judgements of learning outcomes to drive whole school improvement	No
		By 2027 increase the percentage of Year F –6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10: <ul style="list-style-type: none"> • Reading from 40% in 2022 to 46% or above. • Number and Algebra from 44% in 2022 to 50% or above. 	Embed whole school practices in formative and summative assessment	No

To develop empowered students who are actively engaged in and connected to their learning and well-being.	Yes	<p>By 2027, increase the percentage of positive endorsement in the Parent/Caregiver/Guardian Opinion Survey measures:</p> <ul style="list-style-type: none"> • Student Motivation and Support from 73% in 2023 to 77% • Stimulating Learning Environment from 75% in 2023 to 79% • Student Voice and Agency from 75% in 2023 to 79% 	Implement a school wide support program of targeted intensive support related to Tier 2 learners.	No
		<p>By 2027 increase the percentage of positive endorsement in the following student Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 59% in 2023 to 63% • Sense of Confidence from 76% in 2023 to 80% • Teacher Concern from 67% in 2023 to 71%. 	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).	Yes
		<p>By 2027, increase the percentage of positive endorsement in the school-developed survey measures by xx % (TBA baseline to be established in 2024). *TBA factors/questions to be measured</p>	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.	No

Define actions, evidence of change and tasks

Goal 1	To improve the learning growth of every student.	
KIS 1.a	Build knowledge and capabilities of staff to deliver evidence based differentiated classroom practices	
Actions	Strengthen capabilities of teachers to implement the VTLM 2.0. Review and build staff capacity in Reading and Mathematics assessment to identify and meet students' individual learning needs and to deliver evidence based differentiated classroom practices through explicit teaching.	
Evidence of change	Refine and embed the schools instructional model in line with the VTLM 2.0 The reading and mathematics assessments that form part of the schools assessment schedule will be updated to reflect current purpose. Teachers will have a sound knowledge of the assessments and what the data is informing about individual students. Teachers will be confident in using explicit teaching strategies when teaching reading.	
Tasks	People responsible	
Provide teachers with professional learning on the VTLM 2.0 utilising the Departments resources eg VTLM 2.0 Implementation Rubric and Elements of teaching reflection tool.	<input checked="" type="checkbox"/> School improvement team	
Review current pre and post tests used in Mathematics to ensure they are meeting our assessment needs. If required, investigate alternate assessments that maybe more relevant for our planning needs.	<input checked="" type="checkbox"/> Leadership team	
Update the whole school assessment schedule to reflect current practice.	<input checked="" type="checkbox"/> Learning specialist(s)	
Refine and embed the schools instructional model in line with the VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	
Engage Andrea Hillbrick to provide Professional Learning on planning and teaching comprehension strategies in a book study. Plan for PL Day • Begin with an overview of comprehension strategies	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	

<ul style="list-style-type: none"> • Model planning for comprehension strategies with a text. • Teams immediately plan for their text after the modelling. • The format is model/planning/model/planning.... 		
Engage Ange Rogers to provide Professional Learning on implementing her Number Fluency Program. Ange will also be covering how to scaffold teaching through the use of multiplicative thinking strategies.		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal
Goal 2	To develop empowered students who are actively engaged in and connected to their learning and well-being.	
KIS 2.b	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).	
Actions	Strengthen school wide Tier 1 Mental Health and Wellbeing practices.	
Evidence of change	<p>Learning walks indicate consistent implementation of Tier 1 Mental Health and Wellbeing practices.</p> <p>Tier 1 Mental Health and Wellbeing Practices Framework is documented and accessible to staff and students.</p> <p>Students are able to articulate strategies that they can use to help them be ready for learning.</p> <p>All teachers are consistently reinforcing the expected behaviours in line with the school wide approach to positive behaviour.</p>	
Tasks	People responsible	
Undertake a review/ audit of documentation through discussion and learning walks to evaluate current Tier 1 Mental Health and Wellbeing practices.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	
Build knowledge of staff about the VTLM 2.0 in particular 'Enabling Learning' and the 'High Impact Wellbeing Strategies'	<input checked="" type="checkbox"/> Mental health and wellbeing leader	

<p>Clarify and document roles and responsibilities for the MHIPS leader and SIT team Professional learning for the Mental Health and Wellbeing Leader, Principal and Learning Specialist as required by NEVR and Melbourne University.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal
<p>Revise the SWPBs matrix and establish a process to continually monitor and refine the mental health and well being practices across the school</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader
<p>Deeper implementation of the URStrong program and SWPBs Matrix</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader
<p>Map, document and publish a refined Tier 1 wellbeing practices framework to support consistency of practice and the induction of new staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal