

# **2026 Annual Implementation Plan**

## **for improving student outcomes**

Ripponlea Primary School (4087)



Submitted for review by Natalie Rose (School Principal) on 02 December, 2025 at 02:21 PM  
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 14 January, 2026 at 09:29 AM

## 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	Evolving	Embedding	Embedding

<p><b>Future planning for 2026</b></p>	<p>LEARNING: Drawing on the School Review findings and the new School Strategic Plan, Ripponlea Primary School will strengthen the consistency, precision and impact of teaching and learning across all areas of the curriculum. A major priority is to deepen staff knowledge and enactment of explicit teaching, the Gradual Release of Responsibility (GRR) and the full suite of VTLM 2.0 instructional practices, ensuring all students experience high-quality modelling, guided practice and independent application. We will work towards consistent implementation of our Instructional Model by developing whole-school agreements for Literacy and Numeracy that clarify expectations from Foundation to Year 6. This includes strengthening the alignment of Years 3–6 Literacy practices with the clarity present in F–2 phonics, and ensuring all Numeracy lessons reflect the explicit teaching expectations set by VTLM 2.0. To enhance student extension, teachers will plan units that incorporate enabling and extending prompts, ensuring every Work Program and planner includes clear scaffolds to support targeted differentiation. A deliberate focus will be placed on increasing stretch for high-achieving students, with the goal of shifting more students into NAPLAN ‘Exceeding’ proficiency bands, particularly in Numeracy. In response to the review’s findings on assessment, we will evaluate and streamline our current assessment tools to create greater efficiency and accuracy in tracking learning growth. This includes refining the whole-school assessment schedule, improving moderation practices, and ensuring rubrics clearly link to Victorian Curriculum outcomes. To strengthen memory, fluency and retention, we will begin implementing Daily Reviews in Literacy and Numeracy from F–6, embedding</p>
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these into all teaching programs as a non-negotiable component of explicit instruction. Professional learning and coaching will continue to build staff capability, with leaders modelling best practice, leading structured feedback cycles, and supporting improved pacing and clarity of instruction. These actions reinforce our commitment to building an effective, evidence-based instructional culture that maximises growth for every learner.

**WELLBEING:** In alignment with School Review recommendations and our strong existing wellbeing foundation, Ripponlea Primary School will continue to strengthen and systematise our whole-school approach to wellbeing through a cohesive Multi-Tiered System of Support (MTSS). Our priority is to ensure consistent, explicit and developmentally sequenced implementation of the Social and Emotional Learning Scope and Sequence, integrating SWPBS, Social Stencil, Zones of Regulation, Respectful Relationships and the Personal and Social Capabilities as a unified framework across F–6. The school will appoint and establish the Mental Health in Primary Schools (MHIPS) Leader to lead Tier 1 and Tier 2 wellbeing supports, strengthen preventative mental health approaches, and support teachers in applying evidence-based strategies. Caroline’s inclusion role will continue to guide case management, adjustments and team support, while our partnerships with the Visiting Teacher Service will ensure specialist guidance for students with diverse learning, sensory and health needs. To reduce cognitive load and improve environmental predictability, we will work with staff to develop whole-school agreements for consistent seating arrangements and classroom setups, ensuring expectations around physical environments are clear, aligned with SWPBS and reflect the review panel’s recommendations. The school will conduct a full evaluation of the SWPBS behaviour matrices, using student and staff voice, behaviour data and current wellbeing trends to inform revisions. This will strengthen common language, expected behaviours across all settings and clarity around the Behaviour Response Continuum. Structured Play will continue to be refined as a proactive Tier 1 strategy to support social development and positive peer interactions. The integration of Structured Play, predictable routines, Ripper Ready expectations and explicit SWPBS teaching will ensure that all students have access to safe, calm and consistent learning environments. A significant addition to our learning improvement agenda will be the development of schoolwide engagement norms, supported by Positive Classroom Management Strategies (PCMS). Teachers will implement evidence-based routines such as: Opportunities to Respond (OTR) to maximise active student participation Clear, consistent correction routines that calmly discourage inappropriate behaviours High rates of behaviour-specific praise, reinforcing the behaviours we

	<p>want to seePre-corrections and prompts to prevent disengagementStrong, predictable routines for transitions, group work and questioningThese PCMS align with SWPBS expectations and will form part of our whole-school Instructional Model, strengthening the quality of instruction and enabling greater focus on learning.With these combined initiatives, Ripponlea will continue shaping a wellbeing culture that strengthens learning engagement, supports positive behaviour, enhances inclusion and ensures all students feel connected, respected and ready to learn.</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?
Maximise student learning growth	Yes	<p>*By 2029, increase the percentage of students achieving expected benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from xx% (202x) to xx%</li> <li>• Writing from xx% (202x) to xx%</li> <li>• Numeracy from xx% (202x) to xx%</li> </ul> <p><i>*Placeholder target to be confirmed when data available</i></p>	Develop evidence-based whole school instructional practices which promote consistency across both Literacy and Numeracy.	Yes
		<p>By 2029, maintain or increase the percentage of students achieving in the exceeding proficiencies of NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 18% (2025) to 26%.</li> <li>• Year 5 Reading from 36% (2025) to 40%.</li> <li>• Year 3 Writing from 8% (2025) to 16%.</li> <li>• Year 5 Writing from 7% (2025) to 15%.</li> <li>• Year 3 Numeracy from 7% (2025) to 15%.</li> <li>• Year 5 Numeracy maintain at 39% (2025).</li> </ul>	Embed student voice and agency to enhance engagement.	No
		<p>*By 2029, increase the percentage of students working at or above age expected level against the Victorian Curriculum Mathematics 2.0, according to Teacher Judgements from xx% (Sem x, 202x) to xx%.</p> <p><i>*Placeholder target to be confirmed when data available</i></p>	Refine the implementation of the school's Instructional Model for consistency.	No
		<p>By 2029, maintain or increase the percentage of positive responses in the Attitudes to School Survey (AtoSS) for factors:</p>	Enhance assessment practices to challenge and extend all students.	No

		<ul style="list-style-type: none"> <li>• 'My teacher asks me questions that challenge my thinking' from 81% (2025) to 85%.</li> <li>• 'My teachers give me work that stretches my learning from 83% (2025) to 87%.</li> <li>• 'Student voice and agency' to be maintained at 72% (2025).</li> </ul>		
		<p>By 2029, increase the percentage of positive results on the School Staff Survey (SSS) for the factors:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 75% (2024) to 79%.</li> <li>• Instructional leadership from 70% (2024) to 78%.</li> <li>• Collective efficacy from 74% (2024) to 78%.</li> <li>• Peer observation from 29% (2024) to 46%.</li> </ul>		
		<p>By 2029, improve the percentage of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for the factor of Student agency and voice from 66% (2024) to 72%.</p>		
Enhance wellbeing to improve student learning.	Yes	<p>By 2029, maintain the percentage of students with 20 or more absence days at 34% (2024).</p>	Build the capacity of all instructional leaders.	No
		<p>By 2029, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> <li>• 'Stimulating learning' from 80% (2025) to 83%</li> <li>• 'Students at this school treat teachers with respect' from 68% (2025) to 76%</li> <li>• 'Students at this school treat each other with respect' from 67% (2025) to 75%</li> <li>• 'All students are treated fairly at this school' from 71% (2025) to 79%.</li> </ul>	Continue to embed whole school, evidence-based wellbeing practices with fidelity and rigour.	No

		By 2029, increase the positive endorsement on the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for the factor of 'Stimulating learning environment' from 70% (2024) to 73%.	Ensure classroom learning environments are effective through consistent practices and processes, and high expectations of all learners.	Yes
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## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise student learning growth
<b>KIS 1.a</b>	Develop evidence-based whole school instructional practices which promote consistency across both Literacy and Numeracy.
<b>Actions</b>	<p>Embed knowledge-rich teaching practices in Literacy by implementing high-quality mentor texts for explicit instruction and establishing the consistent use of novels to build fluency, vocabulary, comprehension and a strong culture of reading for enjoyment.</p> <p>Refine and document whole-school Literacy and Numeracy block structures, ensuring predictable routines such as Daily Reviews, guided practice, independent application and clear pacing expectations.</p>
<b>Evidence of change</b>	<p>KIS 1: Consistent use of mentor texts and class novels across all classrooms, visible in planners, learning walks, and PLC unit designs.</p> <p>Improved student vocabulary, comprehension and background knowledge, reflected in reading assessments, writing samples and student discussions.</p> <p>Increased student reading stamina, fluency and engagement, shown in reading behaviour observations, fluency checks and student voice surveys.</p> <p>Shift to more coherent, knowledge-rich units, with whole texts and purposeful text sets replacing isolated extracts and genre-heavy overload.</p> <p>Strengthened teacher capability in explicit, text-based instruction, evidenced through coaching notes, PLC reflections and increased alignment in planning.</p> <p>KIS 2: Consistent Literacy and Numeracy lesson structures evident across all classrooms, confirmed through learning walks and aligned planning templates.</p> <p>Daily Reviews and Weekly Reviews implemented consistently, leading to measurable improvements in student recall,</p>

	<p>fluency and consolidation of prior learning.</p> <p>Improved pacing and transitions, resulting in more effective use of instructional time and reduced variability in lesson delivery.</p> <p>Stronger teacher implementation of VTLM 2.0, especially the “We Do” phase of GRR, visible in walkthroughs, coaching cycles and PLC dialogue.</p> <p>More reliable and aligned assessment practices, including phoneme checks, reading assessments and numeracy reviews, used regularly in PLCs to inform instruction.</p>
Tasks	People responsible
<p><b>Build and Document Instructional Consistency</b></p> <p>Develop and publish whole-school Literacy and Numeracy block overviews (non-negotiables, timing, routines).          Create shared planning templates for Literacy and Numeracy aligned to VTLM 2.0 and GRR.          Run learning walks focused on lesson structure, pacing, Daily Reviews and the “We Do” phase.          Provide coaching cycles targeting explicit teaching, guided practice and questioning.          Facilitate PLC discussions to review engagement norms and link them to block expectations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>
<p><b>Embed Knowledge-Rich Literacy Practices</b></p> <p>Curate a school-wide list of mentor texts and whole texts for each year level.          Develop unit plans that include knowledge-building sequences and vocabulary instruction.          Provide PL on teaching through text sets (including background knowledge and vocabulary).          Moderate student work samples to identify how mentor texts support improvement in writing and comprehension.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>
<p><b>Strengthen Assessment for Learning</b></p> <p>Introduce or refine phoneme screening and early reading assessments.          Replace outdated tools with evidence-aligned assessments for reading comprehension and decoding.          Implement Numeracy quick checks, Daily Reviews and weekly cumulative reviews.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>

<p>Build PLC routines for analysing DAL, reading and numeracy data to inform next steps. Use of Essential Assessment from Years 1-6</p>	
<p>Develop Teacher Capability</p> <p>Provide PL on: Explicit teaching GRR (“We Do” focus) Pacing and transitions Mentor text-based instruction Knowledge-rich curriculum design through units of inquiry Run peer observation cycles targeting GRR and feedback practices. Use instructional videos or exemplars to model best practice. Explore ARC lessons plans as a resource to enhance planning.</p>	<p><input checked="" type="checkbox"/> School improvement team</p>
<p>Implement consistent Numeracy routines across all classrooms, including Daily Mental Maths, Daily and Weekly Reviews, and the use of aligned Numeracy assessments (quick checks, pre/post assessments, proficiency tasks), and monitor these through PLC cycles, planning documents and learning walks</p>	<p><input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team</p>
<p><b>Goal 2</b></p>	<p>Enhance wellbeing to improve student learning.</p>
<p><b>KIS 2.c</b></p>	<p>Ensure classroom learning environments are effective through consistent practices and processes, and high expectations of all learners.</p>
<p><b>Actions</b></p>	<p>Embed consistent whole-school engagement norms and Positive Classroom Management Strategies (PCMS) to strengthen predictable, calm and academically focused learning environments.</p> <p>Build students’ capacity as active, agentic learners by explicitly teaching learning behaviours, growth mindset, feedback skills, and bookwork expectations to support regulation, confidence and independence.</p>
<p><b>Evidence of change</b></p>	<p>KIS 1: Engagement norms are consistently applied across classrooms, visible through learning walks, transitions, student routines, and teacher practice.</p> <p>Reduced behavioural disruptions, reflected in lower minor/major behaviour incidents, fewer referrals and improved</p>

	<p>classroom calmness.</p> <p>Teachers implement PCMS with greater fidelity, demonstrated through predictable routines, increased opportunities to respond (OTRs) and consistent approaches to discouraging inappropriate behaviour.</p> <p>Neurodiverse students experience greater regulation and success, shown through smoother transitions, reduced anxiety behaviours, and increased participation.</p> <p>Increase in students meeting behavioural and engagement expectations, reflected in behaviour data, attendance, student voice feedback, and wellbeing check-ins.</p> <p>KIS 2: Students demonstrate improved independence and self-regulation, shown through reduced reliance on peers, smoother transitions, and increased task persistence.</p> <p>Students apply feedback more effectively, evidenced through improved work samples, goal setting, conferencing notes and student voice responses about feedback use.</p> <p>Growth mindset and learning behaviours become visible across classrooms, reflected in increased willingness to take risks, attempt challenging tasks and persist when work is difficult.</p> <p>Improved consistency in bookwork and learning routines, visible in student books, workspace organisation and teacher moderation.</p> <p>Increased student confidence and engagement, shown through participation rates, student voice surveys, and improved attitudes toward learning tasks.</p>
Tasks	People responsible
<p>1. Implement and embed whole-school engagement norms and PCMS routines</p> <p>Finalise engagement norms, explicitly teach them in every classroom and monitor implementation through learning walks and coaching</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>

<p>2. Provide targeted professional learning on behaviour, regulation and instructional routines</p> <p>Build staff capability in PCMS strategies, equitable adjustments for neurodiverse learners, transitions, routines, and creating predictable and calm environments. Bill Hansberry Education - Behaviour 101 Professional Learning</p>	<p><input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team</p>
<p>3. Explicitly teach student learning behaviours aligned to the SWPBS expectations and matrices, including growth mindset and feedback routines</p> <p>Develop and implement lessons that teach students how to persist, take feedback, manage challenges, regulate their emotions, and work independently.</p>	<p><input checked="" type="checkbox"/> Wellbeing team</p>
<p>4. Establish consistent expectations for bookwork, classroom layout and learning routines</p> <p>Define, model and monitor school-wide expectations for bookwork, classroom layout, student organisation, task setup and independent learning behaviours to build confidence and agency and reduce cognitive load.</p>	<p><input checked="" type="checkbox"/> School improvement team</p>