

Annual Implementation Plan - 2026

Kilberry Valley Primary School (5350)



Submitted for review by Aisha Shariat (School Principal) on 30 January, 2026 at 12:42 PM

Endorsed by Justine Smyth (Senior Education Improvement Leader) on 15 March, 2026 at 12:45 PM

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes in literacy and numeracy	
KIS 1.a	Build teacher pedagogical content knowledge of the 2.0 English and Mathematics curriculum.	
Actions	<p>Continue to build teacher capacity in responsive teaching techniques to enhance explicit instruction.</p> <p>Continue to build the knowledge and practice of all staff in the Science of Learning.</p>	
Evidence of change	<ul style="list-style-type: none"> •Teachers consistently use CFU strategies to adjust pacing and examples within a lesson as observed during learning walks. •Intellectual Preparation documentation demonstrate that evidence informed practice at student point of need is being planned for. •Decrease of students 'at risk' in DIBELS and Acadience data from beginning of year to end of year. •PLC Work will be aligned to the VTLM Teaching and Learning Practices to improve the quality of teacher practice •Data will show that the proportion of students achieving at or above the expected level in all areas of English and Mathematics according teacher judgements and in Strong and Exceeding in NAPLAN has increased from the previous year's baseline •Prep to Year 2 Teachers will all be implementing Phonics Plus and the Year 1 Phonics check will reveal the positive development of students' phonics skills, specifically their ability to decode words using their knowledge of letter-sound relationships. 	
Tasks	People responsible	
review and refine schoolwide expectations and practices for oral reading fluency.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	
Plan and deliver high quality professional learning focused on Science of Learning, VTLM 2.0 elements of learning and explicit teaching.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	

		<input checked="" type="checkbox"/> Principal
Continue to develop pedagogical playbooks, demonstrating high-quality modelling, guided practice and responsive teaching.		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
monitor the implementation of PL focus through regular learning walks and coaching cycles.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Develop systems and processes to inform whole school intervention.		<input checked="" type="checkbox"/> Learning specialist(s)
KIS 1.c	Embed PLCs as the essential structure to develop high quality teacher practice.	
Actions	Build capacity of staff to analyse and use data to inform next steps in teaching through PLCs. Review and refine whole school English assessments to support data literacy in PLCs	
Evidence of change	<ul style="list-style-type: none"> -Teachers are using the KVPS shared language, structure, and approach to teaching English and Mathematics -Using Ochre, there is alignment with the scope of sequences, unit plans and lessons releasing teacher and student cognitive load and providing high quality content -Assessments are regularly part of lessons using Check For Understanding strategies. -PLC Work will be aligned to the VTLM Teaching and Learning Practices to improve the quality of teacher practice -Moderation continues to be embedded in team planning cycles and follows established protocols using Dibels, Acadience, DAL etc -Consistent use of common misconceptions analysis in both literacy and numeracy planning as part of intellectual preparation. 	
Tasks		People responsible
Continue to embed termly learning walks to monitor the consistency of school wide approaches and to inform coaching and whole school professional learning.		<input checked="" type="checkbox"/> Leadership team

Develop a whole school coaching model	<input checked="" type="checkbox"/> Learning specialist(s)
Develop a whole school assessment schedule for the year	<input checked="" type="checkbox"/> Leading teacher(s)
Review and refine PLC documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Ensure the weekly PLC meetings and intellectual preparation meetings are comprehensively planned and aligned to practise based approach using agreed upon protocols and allocated school data sets to improve teacher practice and student achievement growth.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)
Continue to conduct regular Learning Walks to assess, monitor, and provide feedback on consistent curriculum implementation, student engagement in lessons and effective teacher practice. Leaders and PLC leaders to develop an AIP Action Plan with scheduled tasks, responsibilities, and timelines	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Leaders and PLC leaders to develop and AIP Action Plan with schedules tasks, responsibilities and timelines each term	<input checked="" type="checkbox"/> Leadership team
Goal 2	Improve student wellbeing outcomes
KIS 2.a	Implement and embed evidence-based student wellbeing and engagement strategies and curriculum programs to support students to thrive.
Actions	Continue to embed SWPBS action plan with fidelity across the whole school.

	Monitor fidelity of implementation of Positive Classroom Management Strategies (PCMS) to engage students with their lessons.
Evidence of change	<ul style="list-style-type: none"> • SWPBS Tier 1 and Tier 2 practices display high fidelity across all settings and consistency monitored through learning walks. • Teachers use common language and consistent strategies for managing behaviour, promoting wellbeing, and supporting inclusion • Teachers and students are speaking the language of PCMS, and this can be heard and viewed as part of lessons • Students will be more attentive and engaged in the lesson using OTRs – Opportunities To Respond. This is to be measured during learning walks and taking note of the number of OTRs students responded to within a time frame. • Attitudes to School Survey will maintain high percentage of positive student responses to the factors of ‘Effective Classroom Behaviour’ • Behaviour data on compass shows decreases in major behaviours. • Data on SAEBRS shows a reduction in major behaviours and ‘at risk’ rating. - Reduce the percentage of students with 20 or more days of absence in 2026 in comparison to 2025
Tasks	People responsible
Conduct SWPBS fidelity checks through learning walks and provide coaching and mentoring based on findings.	<input checked="" type="checkbox"/> Learning specialist(s)
Deliver targetted PCMS PL focusing on behaviour routines and protocols, active supervision patterns, and OTR.	<input checked="" type="checkbox"/> Learning specialist(s)
DI leaders to review effectiveness of current Tier 2 and 3 supports to identify gaps or new adjustments required and work with the wellebign team to offer PL	<input checked="" type="checkbox"/> Learning specialist(s)
<ul style="list-style-type: none"> • Wellbeing /TnL / DI Team provide professional learning on implementing multi-tiered systems of support implementing IEPs 	<input checked="" type="checkbox"/> Learning specialist(s)

Introduce “predictable routines playbook” videos capturing high-fidelity examples across classrooms.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Teach students explicitly expectations during the weekly Social Emotional Learning (SEL) sessions.	<input checked="" type="checkbox"/> Teacher(s)
Provide PL on restorative practices for the wellbeing and TnL leadership team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal
Strengthen referral pathway for SSS, internal wellbeing referral and other external services.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)