

Annual Implementation Plan - 2026

Wembley Primary School (4788)



Submitted for review by Katie Mcclue (School Principal) on 09 February, 2026 at 07:15 AM

Endorsed by Karen Harris (Senior Education Improvement Leader) on 09 March, 2026 at 01:47 PM

Define actions, evidence of change and tasks

Goal 1	Maximise learning achievement and growth for every student.	
KIS 1.b	Develop staff capacity to effectively leverage formative assessment to inform responsive teaching.	
Actions	Action 1: Build teacher understanding of responsive teaching Action 2: Build teacher capability to use formative assessment to support responsive teaching and learning	
Evidence of change	<ol style="list-style-type: none"> 1. Integration of shared vocabulary evidenced in collaborative team discussions 2. Teachers demonstrate a shift in thinking that prioritises responsive teaching, as part of the Collaborative Team Process - evidence of protected time to discuss responsive teaching during Collaborative Team Meetings, driven through active use of the Learning Cycle 3. Teachers will prioritise accessing student prior knowledge, through the revision component of the Learning Cycle before capturing pre-assessment data 4. Formative assessment structures will be proactively planned for in Collaborative Team Meetings and in planners 5. Teachers proactively adjust Essential Learning pacing, in response to student learning progress 	
Tasks	People responsible	
Scaffold whole staff understanding of the seven guiding principles of responsive teaching, through PLCs and in the process develop a whole school definition of responsive teaching	☑ Teacher(s)	
Leaders will determine best practice for formative assessment; and will support teachers to engage with current research around effective practises and compare these with current team practises, in order to identify gaps and improvement needs.	☑ School improvement team	
Build a consistent formative assessment toolkit that can be utilised to reliably provide formative assessment data, which checks for understanding, tracks progress and adjusts teaching to meet student needs. The toolkit will outline agreed strategies, tools and protocols.	☑ School improvement team	
Establish consistent systems and structures for recording formative assessment evidence, in order to promote collective efficacy.	☑ School improvement team	

Collaborative Teaching Teams will explore and trial team defined approaches to transforming formative assessment data into student goals.	<input checked="" type="checkbox"/> Teacher(s)
KIS 1.c	Build staff capacity to deliver quality differentiation to meet the point of need of all students.
Actions	<ol style="list-style-type: none"> 1) Strengthen the school's shared understanding of differentiation 2) Collaborative teams will implement differentiated instruction and trial established whole-school process and protocols
Evidence of change	<ol style="list-style-type: none"> 1) Shared language and vocabulary relating to differentiated practise will be evident in all Collaborative Team Meetings: shaped by the use of data protocols - observed by attending leaders 2) Consistent processes and approach to differentiated teaching and learning will be evident in Collaborative Team Meeting minutes - drawing upon the one-page placemat - and evidenced in planning documentation 3) Responsive teaching evident in classrooms, evidenced by the daily occurrence of flexible, small instructional groups 4) An increase in students achieving high growth (> 12 months) in line with the Victorian Curriculum, or increase in students 'Mastering' and/or 'Extending' in a Learning Cycle 5) An improvement in student engagement and participation, evidenced by formal AtoSS data sets and informal pulse-checks on AtoSS measures, as well as a reduction in avoidant behaviours
Tasks	People responsible
Through PLCS, build whole staff understanding of the components of expert teaching, as outlined in the School Impact Model, as well as the four explicit teaching components (1. Focus the learning, 2. Explicit explanation and modelling, 3. Scaffold practice, 4. Monitor progress).	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)
Establish consistent whole-school processes and protocols that enable differentiation and develop a one-page placemat for staff that links strategies to student need, including the adjustment of weekly planners to support the implementation of explicit teaching components.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)
Re-establish a focus on small group instruction within lessons; students identified through formative assessment data (as referenced in KIS 1b Action 2)	<input checked="" type="checkbox"/> Teacher(s)
Build mid-leadership (team facilitators) capacity to effectively lead their teams in high quality professional conversations that drive team-based professional learning aimed at supporting practice improvement.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)
Goal 2	Enhance student wellbeing and inclusion.

KIS 2.b	Build staff capacity to implement Universal (Tier 1) and targeted Tier 2 and Tier 3 practices to support student learning, engagement and wellbeing.	
Actions	<p>1) Implement practice improvement structures that enable immediate application of feedback (eg: observations, modelling, coaching or mentoring)</p> <p>2) Embed Inquiry Sprints as a core professional learning approach, responding to AtoSS and Teaching and Learning data sets, integrating VTLM 2.0 elements (Attention, Focus & Recall) and aligned PCMS practices</p>	
Evidence of change	<p>1) Professional Learning Community agendas and whole-school professional learning are explicitly mapped to the "practice gaps" identified through observation tools, ensuring staff capacity building is tailored to real-time school needs.</p> <p>2) Documented evidence of sprint cycles focusing on specific VTLM 2.0 elements and PCMS practices - documented through PLC schedules and in Collaborative Team Agendas</p> <p>3) Strategic engagement of staff in coaching and modelling cycles - informed by learning walks - and documented evidence of goal setting and subsequent feedback</p> <p>4) A reduction in classroom-based "minor" incident reports and an improvement in the "Effective Teaching Practice" factors in the Attitudes to School Survey, correlating with the implementation of the new observation structures.</p> <p>5) Reduction in Tier 2/3 behaviour escalations due to strengthened Tier 1 universal preventative practices.</p>	
Tasks	People responsible	
Establish PLC meeting structures that ensure staff revise their knowledge on how to undertake data-driven inquiry sprints; that protect time for analysing student data and addressing practice gaps, and finally, to share their sprint cycles with colleagues to discuss the outcomes and improvements to practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	
Collaborative Teams to undertake 2x Inquiry Sprints that target School Connectedness Data for the duration of Semester 1, whilst normalising team engagement in disciplined collaboration with peers to reflect on the effectiveness of classroom practices. To re-focus an inquiry sprint for Semester 2, according to data.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	
Design and implement a structured observation model that includes both leadership and peer observational structures, evidence-informed lesson demonstrations and instructional coaching; and provisions protected time for feedback, reflection and practice refinement.	<input checked="" type="checkbox"/> Leadership team	

Develop agenda routines and structures, in order to use Executive School Improvement Team and Sub-School Improvement Teams to monitor, support and embed improvement strategies and reinforce strategic direction.	<input checked="" type="checkbox"/> Leadership team
Trial implementation of the coaching and modelling framework, as identified in Task 3.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Clarify and reinforce expected Tier 1 instructional and wellbeing practices	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team