

# **2026 Annual Implementation Plan**

## **for improving student outcomes**

Chelsea Primary School (3729)



Submitted for review by Taylor Irish (School Principal) on 27 January, 2026 at 02:58 PM  
Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 04 February, 2026 at 03:22 PM

## 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	Embedding	Evolving	Evolving	Evolving

<b>Future planning for 2026</b>	Attendance to be a focus in 2026 in the HWB space, as well as a referral process for HWB needs and additional coaching in the PCMS to strengthen our SWPBS work.
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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 student learning outcomes in Literacy	Yes	<ul style="list-style-type: none"> <li>By 2022 the percentage of students achieving medium or high growth in writing in NAPLAN will increase from 74% to 85% (The adaptive online NAPLAN test may require an adjustment)</li> <li>By 2022 the percentage of students achieving high growth in NAPLAN Writing will increase from 13 % to 25 % (The adaptive online NAPLAN test may require an adjustment)</li> </ul>	Build an in–depth understanding of the pedagogical content knowledge in literacy to support intellectual engagement and differentiation	No
		<ul style="list-style-type: none"> <li>By 2022 the percentage of students achieving low growth in NAPLAN spelling will decrease from 39 % to 25 %</li> </ul>	Implement a whole school instructional model that promotes high quality teaching and learning in literacy	Yes
		<p>By 2022 the percentage of positive responses for Teaching and learning - practice improvement in the School Staff Survey (SSS) will increase :</p> <ul style="list-style-type: none"> <li>Learning through peer observation from 33% positive endorsement to 75%</li> <li>Seek Feedback to improve practice from 44% positive endorsement to 80%</li> <li>Timetabled meetings to support collaboration from 56% endorsement 80%</li> </ul>	Build teacher capability to utilise a range of formative assessment strategies, including student feedback, to explicitly teach to each student's point of need	No
To improve student learning outcomes in Numeracy	Yes	By 2022 the percentage of students achieving medium or high growth in NAPLAN will increase from 72% to 85% per cent or greater. (The adaptive online NAPLAN test may require an adjustment)	Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy	Yes

		<i>By 2022 the percentage of students in the top two NAPLAN bands in Year 5 will be 40 per cent or greater. (The adaptive online NAPLAN test may require an adjustment)</i>	To building the numeracy teaching practice of all staff across the school through participation in the Primary Maths Specialist initiative	No
		<i>By 2022 the alignment of teacher judgement data and NAPLAN data will be consistent. (The adaptive online NAPLAN test may require an adjustment)</i>		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To improve student learning outcomes in Literacy	
<b>KIS 1.d</b>	Implement a whole school instructional model that promotes high quality teaching and learning in literacy	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Strengthen the quality and consistency of EDI model implementation in Reading, Writing and Spelling.</li> <li>2. Review and refine English scope and sequence documents to ensure alignment with the instructional model and Victorian Curriculum progression points.</li> <li>3. Build teacher capability in using formative and summative assessment data (DIBELS, PAT, NAPLAN) to inform targeted instruction and intervention.</li> <li>4. Prioritise coaching, peer observation, and feedback cycles to build teacher capability and ensure fidelity to the EDI model in every classroom.</li> </ol>	
<b>Evidence of change</b>	<ol style="list-style-type: none"> <li>1. Teachers are using a consistent, shared structure and language for literacy lessons aligned to the EDI model.</li> <li>2. Lesson sequences and unit plans clearly reflect explicit instruction phases and cumulative skill progression.</li> <li>3. Student achievement data in Reading and Writing shows increased proportions of students in Strong and Exceeding bands (NAPLAN and teacher judgements).</li> <li>4. PLCs regularly analyse formative and summative assessment data to inform planning, track progress, and evaluate teaching impact.</li> <li>5. Observations and learning walks show consistent implementation of the literacy instructional model across all classrooms</li> <li>6. Coaching conversations discuss effective questioning and checking for understanding techniques for each lesson.</li> </ol>	
<b>Tasks</b>	<b>People responsible</b>	
Review and refine literacy documentation and planners to ensure consistency with the EDI model.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	
Review and refine English scope and sequence documents and exemplar unit plans.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	

	<input checked="" type="checkbox"/> Team leader(s)
Provide professional learning and coaching on modelling, checking for understanding, and guided practice within literacy lessons.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Establish peer observation and feedback cycles focusing on fidelity to the instructional model.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team
Review and moderate student writing and reading assessments to ensure consistency of teacher judgements.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)
ES training guides clearly define roles for Tier 2 and 3 mechanisms to inform supported application.	<input checked="" type="checkbox"/> All staff
Support teacher practice improvement through targeted PL, peer obs, coaching, etc	<input checked="" type="checkbox"/> All staff
<b>Goal 2</b>	To improve student learning outcomes in Numeracy
<b>KIS 2.a</b>	Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Embed and sustain the school's Explicit Direct Instruction (EDI) model in Mathematics, ensuring consistency in lesson structure, modelling, guided practice, and checking for understanding across all classrooms.</li> <li>2. Strengthen teacher capability in teaching problem-solving strategies, including the use of the bar model approach, to deepen conceptual understanding and support mathematical reasoning.</li> <li>3. Review and refine the whole-school Numeracy scope and sequence to ensure alignment with the Victorian Curriculum, focusing on the explicit teaching of problem-solving, reasoning, and fluency.</li> <li>4. Build teacher confidence in using formative assessment data (PAT Maths, NAPLAN, and common assessment tasks) to plan targeted instruction, intervention, and extension.</li> </ol>
<b>Evidence of change</b>	1. Teachers deliver numeracy lessons using a consistent explicit teaching model supported by worked examples and guided practice.

	<p>2. Problem-solving lessons explicitly model the use of the bar model and other visual strategies, improving student ability to represent and solve complex mathematical problems.</p> <p>3. Lesson plans and unit sequences show a clear progression of mathematical skills aligned with the school's instructional model and scope and sequence.</p> <p>4. Teacher analysis of formative and summative data informs lesson design, student grouping, and targeted numeracy intervention.</p> <p>5. An increase in students achieving medium and high relative growth in NAPLAN Numeracy is evident compared to 2024 results.</p>
<b>Tasks</b>	<b>People responsible</b>
Audit and update the Numeracy scope and sequence to embed EDI phases and explicit teaching of problem-solving strategies, including the bar model.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Provide targeted professional learning and coaching focused on teaching problem solving explicitly through modelled, guided, and independent practice	<input checked="" type="checkbox"/> Leadership team
Develop and share common exemplars and modelled lesson videos demonstrating the bar model and step-by-step reasoning instruction.	<input checked="" type="checkbox"/> Leadership team
Implement PLCs focused on problem-solving and reasoning, where teachers analyse student work samples and discuss next teaching steps.	<input checked="" type="checkbox"/> Leadership team
Conduct regular learning walks and peer observations to monitor the consistency and impact of numeracy instruction.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Deliver Connecting Maths Concepts small group sessions for Tier 2 and Tier 3 students, using structured, evidence-based lessons to address skill gaps and support learning recovery.	<input checked="" type="checkbox"/> Numeracy support