

Annual Implementation Plan - 2026

Birralee Primary School (4991)



Submitted for review by Ashley Ryan (School Principal) on 24 February, 2026 at 12:26 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 26 February, 2026 at 09:24 AM

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 Year 3 students in the NAPLAN exceeding proficiency levels in: • Reading from 43% in 2023 to 47%. • Writing from 26% in 2023 to 34%. • Numeracy from 35 % in 2023 to 39%. By 2027 increase the percentage of Year 5 students in the NAPLAN exceeding proficiency levels in: • Reading from 48% in 2023 to 52%. • Writing from 43% in 2023 to 47%. • Numeracy 34% in 2023 to 38%.	Build knowledge of and capabilities of staff to deliver evidence based differentiated classroom practices	Yes
		By 2027 increase the average percentage of students making one (1) band growth in PAT adaptive testing in reading and mathematics Years 4-6 from 2023 benchmarks. • Reading from 44% in 2023 to 56% • Mathematics from 48% in 2023 to 60%	Build capabilities for accurate data analysis and understanding across the school to drive whole school improvement	Yes

		By 2027 increase the percentage of Year F –6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10 • Writing will increase from 14% in 2022 to 40% or above. • Reading from 44% in 2022 to 50% or above. • Number and Algebra from 54% in 2022 to 56% or above	Review and embed school processes for students setting goals and monitoring their progress in learning	No
To develop resilient students who display growth mindsets, behaviours, and attitudes that reflect the school values.	Yes	By 2027, the percentage of students with 20+ days absent F-6 students will decrease from 32% in 2022 to at or below 20%.	Develop, implement, and embed a school wide positive behaviour program.	Yes
		By 2027, increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures: • Student voice and agency from 61% in 2023 to 66% • Motivation and Interest from 76% in 2023 to 81% • Sense of connectedness factor from 82% in 2023 to 86%.	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).	Yes
		By 2027, increase the percentage of parents reporting positive endorsement (Strongly agree) in school developed parent survey measures: • Do you feel that your child's health and mental wellbeing is nurtured and cared for at Birralelee? from 35% in 2023 to 45%	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.	No

		How confident are you in understanding how your child is progressing and assessed? from 21% in 2023 to 40%		
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Define actions, evidence of change and tasks

Goal 1	To improve the learning growth of every student.		
KIS 1.a	Build knowledge of and capabilities of staff to deliver evidence based differentiated classroom practices		
Actions	Build capability and expertise of staff to run effective PLCs which create collaborate teaching and learning program driven by data and continually monitored for improvement Build expertise in PLCs to collaboratively plan and record a teaching and learning program with reasonable adjustments for the students with diverse learning needs		
Evidence of change	PLCs will have consistent whole school practice to look at data and make appropriate changes to plans PLCs regularly monitor student progress and adjust teaching in response to evidence, with documented changes to planning based on impact. PLCs will have adopted some Victorian Lesson Plans to use them as a model in review and improvement in planning Classroom observations and learning walks show consistent use of differentiated teaching strategies There is a shared and consistent approach to teaching and learning across the school, with staff using common language, structures, and planning tools aligned to VTLM 2.0		
Tasks		People responsible	

PL in analysing whole school and year level data to inform planning		☒ Assistant principal ☒ Leading teacher(s) ☒ PLC leaders
PL on VLP in maths at the point of need of the students, using the enabling and extension		☒ Assistant principal ☒ Leading teacher(s) ☒ PLC leaders
PL on VLP novel studies		☒ Leading teacher(s) ☒ PLC leaders
Professional Learning in Dibels to see at risk students		☒ Leading teacher(s) ☒ PLC leaders
PL delivered to PLC Leaders on PLC norms and expectations around data and planning		☒ Assistant principal ☒ Leading teacher(s)
KIS 1.b	Build capabilities for accurate data analysis and understanding across the school to drive whole school improvement	
Actions	To enact a Multi-Tiered System of Supports teachers will engage in data-based decision making and amend their teaching and learning programs accordingly Drawing on their understanding of their students and data, teachers will plan and prepare for the needs of their students	
Evidence of change	Teachers will have adopted the VLPs and adapted to used in the classroom based on the specific needs of the students A whole school assessment distributed to staff with clear guidelines on when and why assessments are taken and where to input the data for whole school recording Teachers have assessed and analysed the Dibels data identify high risk students for intervention and to inform their planning PLC discussions demonstrate a shared understanding of student data, with clear identification of students requiring Tier 1, Tier 2 and Tier 3 supports.	

	Staff apply consistent data analysis protocols to interpret trends at cohort, class and individual levels through the use of SPA, PAT, EA, retrieval practices and exit tickets
Tasks	People responsible
Deliver professional learning on assessment data literacy	☒ Assistant principal ☒ Leading teacher(s) ☒ PLC leaders
Develop shared understanding of VLPs and their link to data-informed planning	☒ Assistant principal ☒ Leading teacher(s) ☒ PLC leaders ☒ Teacher(s)
Embed data-driven collaborative planning using VLPs in PLCs	☒ Leading teacher(s) ☒ PLC leaders ☒ Teacher(s)
Strengthen differentiation through annotation of VLPs using assessment data	☒ PLC leaders ☒ Teacher(s)
Embed VLPs and data use in observation, feedback and moderation processes	☒ Assistant principal ☒ Leading teacher(s) ☒ Teacher(s)
Goal 2	To develop resilient students who display growth mindsets, behaviours, and attitudes that reflect the school values.
KIS 2.a	Develop, implement, and embed a school wide positive behaviour program.

Actions	To provide structure for students and help them to be engaged with instructional tasks.	
Evidence of change	Increased academic and task engagement observed Improved student behaviour demonstrated Greater consistency and predictability in teaching is evident Stronger sense of security reported by students Reduced student anxiety identified	
Tasks		People responsible
Align classroom behaviour expectations with school-wide expectations		☒ Leadership team ☒ Teacher(s) ☒ Wellbeing team
Identify high-risk learning contexts (e.g. entry, transitions, independent work)		☒ All staff
Co-construct rules with students to increase clarity and ownership		☒ Student(s) ☒ Teacher(s)
Create a clear, uncluttered behaviour matrix aligned to expectations		☒ Leadership team ☒ SWPBS leader/team ☒ Teacher(s) ☒ Wellbeing team
Explicitly teach expectations using modelling, guided practice and feedback (Science of Teaching approach)		☒ All staff
Prominently display expectations in a consistent location to reduce cognitive load		☒ Teacher(s)
Regularly rehearse routines to build automaticity and reduce student anxiety		☒ Student(s) ☒ Teacher(s)

KIS 2.b	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).	
Actions	The MWHL and Wellbeing Leaders will develop and present professional learning for all staff.	
Evidence of change	Professional learning sessions are delivered to all staff as scheduled Increased staff understanding of structured behaviour expectations (pre- and post-survey data) Consistent implementation of agreed expectations and routines observed across classrooms Behaviour matrices are visibly displayed and explicitly taught in all learning spaces Reduction in recorded behaviour incidents Increased student academic and task engagement observed Improved consistency and predictability in classroom practice across the school Staff confidence in managing behaviour and supporting engagement increased	
Tasks		People responsible
Conduct needs analysis (review behaviour, engagement and staff data)		☒ Leadership team ☒ Mental health and wellbeing leader ☒ Wellbeing team
Develop professional learning content and practical resources aligned to Science of Teaching and cognitive load		☒ Assistant principal ☒ Leading teacher(s) ☒ Mental health and wellbeing leader ☒ SWPBS leader/team ☒ Wellbeing team
Implement agreed expectations, routines and behaviour matrices in classrooms		☒ Education support ☒ Teacher(s)
Monitor implementation and provide feedback		☒ Leadership team ☒ Wellbeing team