

# 2026 Annual Implementation Plan

## for improving student outcomes

Parkhill Primary School (5416)



Submitted for review by Joanne Jolly (School Principal) on 25 November, 2025 at 09:09 PM

Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 13 February, 2026 at 03:28 PM

## 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?
Improve learning growth in literacy and numeracy for all students.	Yes	By 2028, increase the percentage of students in Foundation to Year 6 assessed above expected growth by semester 2 using Victorian Curriculum (Teacher Judgement Growth-Time Series) for: <ol style="list-style-type: none"> <li>1. Reading and viewing from 16% (2023 to 2028) to 20%</li> <li>2. Writing from 14% (2023 to 2028) to 18%</li> </ol>	Strengthen consistent whole-school practice in the implementation of a high-quality instructional model.	Yes
		NAPLAN Targets: <ol style="list-style-type: none"> <li>1. By 2028, students in the NAS band will be at 6% or lower in all areas for both year 3 and year 5</li> <li>2. By 2028, the percentage of students ranked as "exceeding" in Reading for Year 5 will be at 32%</li> <li>3. By 2028, the percentage of students ranked as "exceeding" in Numeracy for Year 5 will be at 25%</li> </ol>	Build data literacy skills to inform collaborative planning for point of need teaching.	No
		By 2028, improve percentage positive endorsement on the School Staff Survey for these framework factors: <ol style="list-style-type: none"> <li>1. <b>School climate module:</b> <ul style="list-style-type: none"> <li>○ <i>Academic emphasis</i> from 56% in 2023 to 69%</li> </ul> </li> <li>2. <b>Teaching and learning evaluation module:</b> <ul style="list-style-type: none"> <li>○ <i>Understand how to analyse data</i> from 50% in 2023 to 70%</li> </ul> </li> <li>3. <b>Teaching and learning practice improvement module:</b></li> </ol>	Develop teacher knowledge and skills to embed evidence based instructional practices in a culture of feedback and reflection.	Yes

		<ul style="list-style-type: none"> <li>○ <i>Use pedagogical model</i> from 70% in 2023 to 80%</li> </ul>		
		<p>By 2028, improve percentage positive endorsements on the Attitudes to School Survey for the following framework factors:</p> <ol style="list-style-type: none"> <li>1. <b>Effective teacher practice for cognitive engagement module:</b> <ul style="list-style-type: none"> <li>○ <i>Differentiated learning challenge</i> from 71% in 2023 to 76%</li> </ul> </li> </ol>		
Enhance student engagement and wellbeing.	Yes	<p>By 2028 improve percentage positive endorsements in the Parent Opinion Survey for the following framework factors:</p> <ol style="list-style-type: none"> <li>1. <b>School ethos and environment module:</b> <ul style="list-style-type: none"> <li>○ <i>School pride and confidence</i> from 65% in 2023 to 75%</li> </ul> </li> </ol>	Implement and embed the School Wide positive Behaviours Support framework across the school community.	Yes
		<p>By 2028 improve percentage positive endorsements on the Attitudes to School Survey for the following framework factors:</p> <ol style="list-style-type: none"> <li>1. <b>Effective teaching practice for cognitive engagement module:</b> <ul style="list-style-type: none"> <li>○ <i>Stimulated learning</i> from 58% in 2023 to 70%</li> </ul> </li> <li>2. <b>Learner characteristics and disposition module:</b> <ul style="list-style-type: none"> <li>○ <i>Self-regulation and goal setting</i> from 65% in 2023 to 80%</li> </ul> </li> <li>3. <b>Social engagement module:</b> <ul style="list-style-type: none"> <li>○ <i>Student agency and voice</i> from 52% in 2023 to 60%</li> </ul> </li> <li>4. <b>School safety module:</b> <ul style="list-style-type: none"> <li>○ <i>Managing bullying</i> from 57% in 2023 to 65%</li> </ul> </li> </ol>	Provide staff professional development to strengthen student self-efficacy, including holding high expectations for all students and setting work goals aligned with student abilities.	No

		<p>By 2028 improve positive endorsements on School Staff Survey for the following framework factors:</p> <p><b>1. Teaching and learning evaluation module:</b></p> <ul style="list-style-type: none"> <li>○ <i>Use student feedback to improve practice from 70% in 2023 to 75%</i></li> </ul>	Strengthen the partnership between staff, students, carers and parents to create a shared responsibility for high expectations for student learning.	Yes
			Research, refine and implement a whole school approach to student agency and voice in learning.	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve learning growth in literacy and numeracy for all students.	
<b>KIS 1.a</b>	Strengthen consistent whole-school practice in the implementation of a high-quality instructional model.	
<b>Actions</b>	<p>If we strengthen team planning and refine whole school documentation (overviews/scope and sequences and team planning documents) then teachers will follow a sequence and plan effective lessons throughout the school so student learning growth will be evident and student outcomes will improve.</p> <p>As a school we will build a shared understanding of explicit teaching and identify and document core instructional practices for Parkhill. Build a shared practice of responsive teaching and rigour to ensure all students are being challenged in their learning.</p>	
<b>Evidence of change</b>	<p>Planning documents and collaborative meeting records show consistent curriculum alignment and embed the existing scopes and sequences (these include LLLL, transferring into the Parkhill S&amp;S, following Ochre for reading and MAPPEN units for inquiry) .</p> <p>Classroom observations (using QTR) demonstrate consistent, effective program and planning implementation using evidence based supports and resources.</p> <p>Lessons have clear evidence of VTLM and instructional model components, and real-time instructional adjustments are evident in teacher reflections and classroom practice/observations.</p> <p>NAPLAN and teacher judgement show an upward trend in line with similar schools.</p> <p>Learning walks will identify practice shift.</p>	
<b>Tasks</b>	<b>People responsible</b>	
<p>Review curriculum area plans that sequence the building of key knowledge and developmental skills over time. Audit and assess where these are housed and accessed.</p> <p>Ensure all planning embeds the VTLM/PPS Instructional Model as well as incorporating additional units of Ochre and Mappen.</p> <p>Action a Datawise cycle of improvement for 2026 for success measures/evidence of impact.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School improvement team	
<p>The teaching and learning programs integrates evidence-based practices from the VTLM ("Planning" section) and from inclusive education PD support. EIL and SEIL supports will guide</p>	<input checked="" type="checkbox"/> Assistant principal	

<p>planning and documentation audit with SIT. Teams continue to plan with instructional model front of mind, and support new staff with planning. Lessons demonstrate evidence of VTLM 2.0 (Planning) and instructional model.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>
<p>Experiment with Victorian Lesson Plans (VLPs) and/or use them as a model in the review and improvement of the whole-school curriculum and practice. Mappen and Ochre units will form part of this support as we review the planning and implementation documents. VLPs can be used to fill some gaps that are not covered by school wide documents and as a quality benchmark for lesson sequences that enact the VTLM 2.0.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>
<p>By ensuring there are whole-school curriculum maps and team planning templates that explicitly include VLTM teaching elements, Vic Curriculum 2.0 (Maths/English) achievement standards, our QTR peer observations will focus on planning, teaching and learning around reading comprehension.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>
<p>Work with regional resources to support learning walks and work through the VTLM "Explicit teaching" component with teaching staff. Regional support identifies opportunities to build teacher capability.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> ISS senior leader/s</li> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>
<p><b>KIS 1.c</b></p>	<p>Develop teacher knowledge and skills to embed evidence based instructional practices in a culture of feedback and reflection.</p>
<p><b>Actions</b></p>	<p>If teachers embed evidence based instructional practices in whole school, termly and weekly planning documents then we will see this evident in QTR and peer feedback teaching videos and moderation, so the culture of feedback and reflection allows teaching staff to plan for their own "next steps" in practice. Practice becomes cycles of implementation, feedback/reflection and improvement.</p>
<p><b>Evidence of change</b></p>	<p>Classroom observation videos (using QTR) demonstrate use of consistent, effective planning evidence resources (Ochre, MAPPEN, LLLL - PPS Scope and Sequence, VicCurric learning outcome statements).</p>

	Lessons have clear evidence of VTLM and instructional model components and these are unpacked with staff so that practice "next steps" can be taken. The teacher is the learner in the QTR improvement cycle (QTR reflection moves beyond codifying to implementing steps for practice improvement) Student results based on teacher judgement are improved.
<b>Tasks</b>	<b>People responsible</b>
Planning documentation is audited and then templates are refined to include a framework that details explicit aspects of VTLM/Parkhill Instructional Model	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team
Planning is reflective of whole school evidence based strategies for learning, VTLM and Parkhill Instructional model. Aspects of the planning are identified for QTR videoing, feedback and coding as agreed upon by all staff - one small piece of the VTLM/Instructional model at a time.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator
Learning walks are conducted in tandem with the QTR focus to gauge planning into practice	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Leadership team
QTR team formulate a schedule of filming, focus (ie, what area will staff be working on during the filming) and allocate whole school time for coding. Reflections on next practice steps to be part of the coding sessions.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator
<b>Goal 2</b>	Enhance student engagement and wellbeing.
<b>KIS 2.a</b>	Implement and embed the School Wide positive Behaviours Support framework across the school community.
<b>Actions</b>	If we continue our SWPB work into year three with Stephen Christofakakis from region then we will enhance our previous work around creating the VTLM Elements of Learning (Attention, Focus and Regulation and Retention and Recall - as part of our Tom Bennett/AERO and Parkhill Protocols handbook work) and Retention and Recall (synthetic phonics approach and daily reviews) so as to create dignified and orderly environments for learning.

<b>Evidence of change</b>	<p>Community members (parents/families) will understand the nature of the SWPB matrix and expected behaviours and will be presented with the documentation to understand our conditions for learning.</p> <p>Classroom culture will continue to be strengthened with revisiting school wide expectations (Parkhill Protocols)</p> <p>Classrooms will be dignified and safe places for learning and risk taking. All students understand their role in the culture of learning.</p> <p>All staff (teachers, ES , administration etc) will enact consistent language and actions as part of the Parkhill Protocols and matrix development for 2026. This work began in 2024 with next year's deepening of practice.</p> <p>Negative "Classroom" and "Yard" Compass reports will decline (similar to 2024's "Line Up" and "Yard" data)</p> <p>AtoSS factors for stimulated learning/classroom factors will remain positive and not dip below current levels.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Continue work with SWPB consultant Steven C from region with our School Culture representative engaging in tasks as mapped out for the next phase of our rollout (including whole staff PD).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	
Classroom expectations for all staff and students are clear and well defined. Dignified classroom factors and safe spaces for risk taking and learning are established and deepened via PD in term 1 2026. Staff revisit the Science of Learning PD from Term 2 2025 to understand how we have set the conditions for learning.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	
Data monitoring continues using Compass and AtoSS to support and inform the direction of the SWPB factors in the classroom. This is reported back to regional SWPB liason to inform PD.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> SWPBS leader/team	
<b>KIS 2.c</b>	Strengthen the partnership between staff, students, carers and parents to create a shared responsibility for high expectations for student learning.	
<b>Actions</b>	If we communication and strengthen our partnership between home and school, creating shared understandings for what creates optimal conditions for learning then will have less absenteeism and deeper family investment in the school so as to create better student outcomes.	

<b>Evidence of change</b>	<p>Parents value prompt arrival at school, understand and act upon regular school attendance. Absenteeism in flagged students improves. School wide attendance and prompt arrival at school is increased. Measures are evident in Compass data and correlates to teacher judgement shifts in student outcomes. Community are invited to the yearly forum with a focus on their understanding of the SWPB frameworks, and how families are able to support this work at home.</p>	
<b>Tasks</b>	<b>People responsible</b>	
<p>Communication to parents of the SWPB frameworks and Parkhill Protocols begins through regular means: Compass posts, newsletter and year level information. Understandings of what creates optimal conditions for learning and school wide expectations are communicated to families at both the year level information evenings and community forum events.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Administration team</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	
<p>Community are invited to the yearly forum with a focus on the development of frameworks, and how families are able to support the work being done school wide.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	
<p>Prompt Compass follow up when students are absent or late: this becomes a rigorous focus for the administration and teaching teams.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Administration team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	