2026 Annual Implementation Plan

for improving student outcomes

Mentone Primary School (2950)

Submitted for review by Andrew Holmes (School Principal) on 29 January, 2026 at 09:35 AM
Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 29 January, 2026 at 10:45 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Excelling			Embedding	
FISO 2.0 core elements	**Leadership**	**Teaching and learning**	**Assessment**	**Engagement**	**Support and resources**
	Embedding	Embedding	Embedding	Embedding	Excelling

Future planning for 2026	At the conclusion of Year 2 of our Strategic Plan, we are very pleased with the progress we are making toward achieving our goals and targets. A key focus for 2026 will be the implementation of the Attitudes to School Survey for Years 4–6, along with a modified version for Year 3. We aim to ensure that each cohort is surveyed consistently, with one or two school leaders administering the survey across all classes to maintain reliability and comparability of data.We are also committed to strengthening staff understanding of how the survey connects to our school's key initiatives, the supports available to students, families, and staff, and the important role all staff play in improving school climate. With the introduction of the Mental Health in Primary Schools initiative, we believe we can further enhance our existing supports through a strengthened multi-tiered system of support.

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 achievement in literacy and numeracy.	Yes	By 2027, increase the percentage of **Year 3** students assessed in the NAPLAN *Exceeding and Strong* levels of achievement in: • reading from 69% in 2023 to at least 85% • writing from 86% in 2023 to at least 90% • numeracy from 76% in 2023 to at least 85%. By 2027, increase the percentage of **Year 5** students assessed in the NAPLAN *Exceeding and Strong* levels of achievement in numeracy from 83% in 2023 to at least 90% Maintain the percentage of **Year 5** students assessed in the *Exceeding and Strong* levels of achievement in: • reading at 92% (2023) • writing at 94% (2023)	Develop teacher capability to understand and implement a guaranteed and viable curriculum.	
		By 2027, increase the percentage of students in Years P-6 assessed above the expected level of achievement in the Victorian Curriculum in: • reading and viewing from 51% (2023) to at least 55% • number and algebra from 40% (2023) to at least 44% • writing from 29% (40%) to at least 40%	Review and implement the school's agreed instructional model, pedagogical routines and the implementation of High Impact Teaching Strategies (HITS).	

		By 2027, increase the percentages of positive staff endorsement to the following factors in the School Climate module of the School Staff Survey: • Teacher collaboration from 36% (2023) to 75% • Guaranteed and viable curriculum from 69% (2023) to 90% • Collective focus on student learning from 65% (2023) to 94%. By 2027, increase the percentages of positive staff endorsement to the following factors in the Teaching and Learning Practice Improvement module of the School Staff Survey: • Professional learning through peer observation from 35% (2023) to 85% • Seek feedback to improve practice from 41% (2023) to 85%.	Build instructional leadership capability with agreed processes for feedback, coaching and observations.	
Improve student engagement	Yes	By 2027, increase the percentage of positive staff endorsement to the following factors in the School climate module of the School Staff Survey: • Collective efficacy from 75% (2023) to 90% • Collective responsibility from 77% (2023) to 93%. By 2027, increase the percentage of positive staff endorsement for the following factor in the School leadership module of the School Staff Survey: • Instructional leadership from 49% (2023) to 80%.	Develop and implement an agreed whole school approach to creating a supportive, calm and orderly learning environment.	
		By 2027, increase the percentages of positive parent endorsement to the following factor of the Parent/Carer/Guardian Opinion Survey: • Parent and community engagement from 81% (2023) to 85%.	Work collaboratively with students, staff and the school community to review, refine and implement the school values.	

		AtoSS By 2027 increase the percentage of positive student endorsement to the following factor: • *Student behaviour* from 88% (2023) to 92%.	Develop agreed processes for leadership structures and staff role clarity.	
			Build instructional leadership capability with agreed processes for feedback, coaching and observations.	

Define actions, evidence of change and tasks

Goal 1	Improve achievement in literacy and numeracy.
KIS 1.c	Build instructional leadership capability with agreed processes for feedback, coaching and observations.
Actions	- Design and implement coaching and peer observation protocols to support the implementation of the VTLM 2.0 aligned instructional model and literacy and numeracy practices/routines, specifically Supported Application.
Evidence of change	- Learning Specialist will have implemented checklists, consistent with the VTLM 2.0 and agreed Kingston Network processes for teachers observing another colleague's instructional delivery to ensure consistency between teachers as they observed and provided feedback. - Teachers will have participated in peer observations; with a dual focus on a subject area and behaviour management in the context of the VTLM 2.0, through the school's structured release program, with CRT provision and the continuation of this process through the strategic use of teachers' non-face-to-face teaching time across the year. - Principal Class Team and Learning Specialist will have developed a process to distill the feedback that a teacher provides to their colleague, inclusive of a pre-feedback meeting with a principal class team member.

Tasks	**People responsible**
Provision of a schedule for each teacher to engage in one targeted observation session through the provision of a CRT to release a series of teachers on a specified day as per the school's calendar. Individual teacher to observe in the time they are released by the CRT. They are then required to engage in a de-briefing session, as part of the school's professional learning schedule. This is then followed up between the teacher-pair using non-face-to-face teaching time to be observed or to observe again.	☑ Assistant principal ☑ Principal
Provision of professional learning with teachers that familiarises everyone with the checklists, consistent with the VTLM 2.0 and agreed Kingston Network processes for the observation of their peers, ensuring consistency between teachers and a shared language to reflect on.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal
Individual teachers to identify a particular focus from the Victorian Teaching and Learning Model 2.0 Guide Topics (See ARC website), with attention to Supported Application.	☑ Teacher(s)

Teachers to observe a teacher-partner's practice specific to a chosen element of the VTLM 2.0 with the lens of literacy, numeracy or behaviour management, utilising both the school's scheduled CRT release and their non-face-to-face teaching time to observe and share feedback.	☑ Teacher(s)
Leaders and teachers to share their experiences and insights at a professional learning session in the latter half of the year to celebrate the growth of individuals and collectively in relation to the goal of improving literacy and numeracy achievement.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)

Goal 2	Improve student engagement
KIS 2.b	Work collaboratively with students, staff and the school community to review, refine and implement the school values.
Actions	- Facilitate a whole-school consultation process to review, refine and embed the school's values in collaboration with students, staff, and the wider school community.
Evidence of change	- A shared understanding of what each value means in action. - A more positive school climate evident in surveys, student voice, and parent/carer feedback. - Teachers embedding values in learning tasks, behaviour expectations, and recognition systems. - Students can articulate the school values in their own words and give examples of how they show them in daily life.

Tasks	**People responsible**
Launch a comprehensive consultation process involving students, staff and families to review the current school values and determine whether any should be revised, replaced or refined to better reflect the school's evolving identity and culture.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal
Facilitate workshops to co-design a refine or revised set of school values, including agreed definitions and behaviours that describe what each value looks like, sounds like, and feels like in action.	☑ Learning specialist(s) ☑ Teacher(s)

Support teachers to explicitly embed the refined values within curriculum planning, classroom learning intentions and the school's positive behaviour and recognition systems (e.g., dolphin tokens and learner power certificates).	☑ Assistant principal ☑ Education support ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)

KIS 2.d	Build instructional leadership capability with agreed processes for feedback, coaching and observations.
Actions	- Design and implement coaching and peer observation protocols to support the implementation of the VTLM 2.0 aligned instructional model and behaviour management practices/routines.
Evidence of change	- Learning Specialist will have implemented checklists, consistent with the VTLM 2.0 and agreed Kingston Network processes for teachers observing another colleague's instructional delivery to ensure consistency between teachers as they observed and provided feedback. - Teachers will have participated in peer observations; with a dual focus on a subject area and behaviour management in the context of the VTLM 2.0, through the school's structured release program, with CRT provision and the continuation of this process through the strategic use of teachers' non-face-to-face teaching time across the year. - Principal Class Team and Learning Specialist will have developed a process to distill the feedback that a teacher provides to their colleague, inclusive of a pre-feedback meeting with a principal class team member.

Tasks	**People responsible**
Provision of professional learning with teachers that familiarises everyone with the checklists, consistent with the VTLM 2.0 and agreed Kingston Network processes for the observation of their peers, ensuring consistency between teachers and a shared language to reflect on.	☑ Learning specialist(s) ☑ Teacher(s)
Individual teachers to identify a particular focus from the Victorian Teaching and Learning Model 2.0 Guide Topics (See ARC website), supported by the Learning Specialist.	☑ Learning specialist(s) ☑ Teacher(s)
Provision of a schedule for each teacher to engage in one targeted observation session through the provision of a CRT to release a series of teachers on a specified day as per the school's calendar. Individual teacher to observe in the time they are released by the CRT. They are then required to engage in a de-briefing session, as part of the school's professional learning schedule. This is then	☑ Assistant principal ☑ Principal ☑ Teacher(s)

followed up between the teacher-pair using non-face-to-face teaching time to be observed or to observe again.	
Teachers to observe a teacher-partner's practice specific to a chosen element of the VTLM 2.0 with the lens of literacy, numeracy or behaviour management, utilising both the school's scheduled CRT release and their non-face-to-face teaching time to observe and share feedback.	☑ Teacher(s)
Leaders and teachers to share their experiences and insights at a professional learning session in the latter half of the year to celebrate the growth of individuals and collectively in relation to the goal of improving literacy and numeracy achievement.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)