

2026 Annual Implementation Plan

for improving student outcomes

Norris Bank Primary School (3618)



Submitted for review by Sandra James (School Principal) on 30 January, 2026 at 12:35 PM
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 19 March, 2026 at 03:51 PM

Self-evaluation summary

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

Future planning for 2026	Goal 1: We have made some good inroads to achieving this goal. • We met all of our NAPLAN targets for Numeracy however we did not meet our year 3 Grammar and Punctuation and writing targets which were below like schools.- NAPLAN analysis of 2025 writing results - raw scores average for year 3 were a 1.7 and for our year 5 cohort average of 2.3,showing little growth across all areas. Showing is a focus on writing is needed. • We have introduced better assessment practices to monitor and assess student progress • We have established a formal PLC cycle where teachers are keeping and analysing data • We are establishing scope and sequences for all area learning across the school • We have formalised instructional models for teaching literacy and numeracy across the school We will continue to build on this work with a focus on using the Joyce and Showers model of coaching for staff development to improve teachers' skills and knowledge around evidence-based practices that improve learning outcomes for students. Goal 2: This goal needs to be our focus for 2026. • Continuing the work that has been started in 2025 around the tiered approach to improving attendance across the whole school • Seek professional development around student agency – self assessment, peer assessment, feedback loops, goal setting • Develop learning sequences that encourage student voice and decision-making tapping into student interests and promoting motivation to learn • Develop teachers' capacity to plan using inquiry model with a focus of developing student voice and agency • Develop a comprehensive student leadership team with leadership training and engagement in authentic tasks that benefit the school and school community • Develop a cycle of surveys to obtain student, staff and parent
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	opinions around school programs, event and policies• Developing our SELS program to promote student connectedness to school, build student resilience and develop learning confidence• Implementation of the Mental Health In Primary School initiative• Providing training for staff in Respectful Relationships?? • Promoting parent and community involvement tin the school – morning teas, whole school events, parent helpers, fundraising, parent communities, community events
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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 optimise and accelerate the learning growth of every student.	Yes	By 2026, the percentage of students assessed in the top two NAPLAN bands will increase: • in Year 3 Numeracy from 8 per cent in 2022 to 25 per cent • in Year 5 Numeracy from 25 per cent in 2022 to 30 per cent • in Year 3 Writing from 42 per cent in 2022 to 50 per cent • in Year 5 Writing from 17 per cent in 2022 to 24 per cent	Develop, document, and embed an agreed instructional model for teaching and learning.	Yes
		By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in numeracy will increase from 77 per cent in 2022 to 90 per cent.	Develop a common approach to curriculum planning and documentation across the school.	Yes
		By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in writing will increase from 92.3 per cent in 2022 to 93 per cent.	Strengthen teacher capacity through PLCs to expertly analyse and use learning and wellbeing data to inform differentiated learning.	No
To improve student agency and voice to actively engage in learning and well-being.	Yes	By 2026, the percentage of students having less than 20 days of approved absences per year will increase from 51% in 2022 to 64%	Embed a whole-school approach to student agency in learning and wellbeing	No

		By 2026, the percentage of students reporting positive endorsement to the student Attitudes to School Survey measures will increase for: • student voice and agency factor from 53% in 2022 to 65% • resilience from 58% in 2022 to 64% • sense of confidence from 68% in 2022 to 75%	Embed a whole-school approach to improving attendance rates through a consistent approach to supporting students' sense of confidence and connectedness	Yes
		By 2026 increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure: • High expectations for success from 85% in 2022 to 87%	Develop, document, and embed positive mental health approaches across the school	Yes
		By 2026 increase the percentage of staff reporting positive endorsement to the School Staff Survey measure • Parent and Community Involvement from 56% in 2022 to 67%		

Define actions, evidence of change and tasks

Goal 1	To optimise and accelerate the learning growth of every student.	
KIS 1.a	Develop, document, and embed an agreed instructional model for teaching and learning.	
Actions	- Source, create and implement an instructional model for writing	
Evidence of change	- Teachers are using a shared language structure and approach to teaching writing in all classrooms including specialist classrooms - Planning documentation is aligned with the instructional model - Improvement in writing moderation data - Improvement in NAPLAN writing data - Moderation is imbedded into PLC cycles and follows established protocols - Evidence of the writing model in teacher and curriculum planners - Unit plans, lesson sequences are more purposeful and aligned to the scope and sequence - Consistent instructional practice across all classrooms in the school	
Tasks		People responsible
- Audit the writing curriculum and assessment within the school and survey staff around confidence in teaching writing – in particular sentence and grammar - Complete AERO writing course – Understanding writing needs in your school – Leaders and teachers - Complete AERO writing course – Understanding sentence structure & grammar, and embedding effective writing assessment practices – Leaders and teachers - Implement professional learning on the AERO writing instructional model - Define and document the goals and principles of the school writing curriculum in line with the newly developed scope and sequence - Establish clear and consistent moderation cycles		☑ All staff ☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ School improvement team

KIS 1.b	Develop a common approach to curriculum planning and documentation across the school.	
Actions	- Develop and implement a scope and sequence for writing across the school	
Evidence of change	- Unit plans, lesson sequences are more purposeful and aligned to the scope and sequence - Consistent instructional practice across all classrooms in the school	
Tasks		People responsible
- Creating schedule for learning walks and/or peer observations sessions for staff - Develop and document a whole-school curriculum overview that outlines how the curriculum will be organised and implemented, including how time is allocated across curriculum areas. - Adopt Victorian Lesson Plans (VLPs) and/or use them as a model in the review and improvement of the whole-school curriculum - Create a scope and sequence for writing at sentence, paragraph and text level - Use teacher reflections and evidence collected to identify opportunities for improvement and to update unit and lesson plans. E.g. teachers use a traffic light system to reflect on the effectiveness of a lesson plan and leaders review the data to identify and prioritise areas for improvement. - To reflect the inquiry teaching and learning within the writing scope and sequence - Sourcing authentic writing opportunities		✓ Assistant principal ✓ Learning specialist(s) ✓ Principal ✓ School improvement team
Goal 2	To improve student agency and voice to actively engage in learning and well-being.	
KIS 2.b	Embed a whole-school approach to improving attendance rates through a consistent approach to supporting students' sense of confidence and connectedness	
Actions	Develop a whole school approach to improving attendance rates	
Evidence of change	- Develop and implement a shared documented processes for attendance and clear roles and responsibilities for all staff. - Attendance Officer/Leadership will liase with outside allied health professionals and Regional Wellbeing support as needed. - Improvement in the AtoSS data in the areas of connectedness and stimulated learning - Improvement in school collected survey data	

	- Improvement in attendant rates - A decrease in unexplained absences
Tasks	People responsible
- Develop a multi-tiered process for non-attendance - Allocate a staff member to follow up on non-attendance on a regular basis - Give out awards for improved attendance and to celebrate attendance - Establish regular focus group surveys with students around attendance – barriers and enablers to find proactive enablers that can be established. - Ensure absences are accurately recorded, and data is regularly monitored to identify students requiring additional support. - Analyse school absences regularly to identify patterns and commonalities to implement strategies. - Develop clear escalation processes for non attendance and additional support is provided for students who require it. - Implementation of Department templates to capture non attendance - eg. adjusted timetable, attendance plans. - Promoting importance of attendance through newsletters, school assemblies, Compass, student leadership - Develop partnerships with families with students with high absenteeism - Liase and build working relationships between Allied Health Professionals and Regional Health and Wellbeing Officers. eg. Care Team meetings and Attendance Drop In Sessions.	✓ Administration team ✓ All staff ✓ Assistant principal ✓ Principal
KIS 2.c	Develop, document, and embed positive mental health approaches across the school
Actions	Build teachers knowledge of how students develop metacognition and self-regulation
Evidence of change	- Improvement in school collected survey data - Improvement in the AtoSS data in the areas of student voice and agency, sense of confidence & self-regulation and goal setting - Student reflections in Learning Journal journals around goal settings and self regulation - Reflection and reimplementation of daily Smiling Minds Mindfulness sessions - Student wellbeing policy/procedure that shows consistent expectations, clear rules and fair, logical and

	predictable consequences.	
Tasks	People responsible	
• Implementing regular survey to capture student's feelings towards school and engagement • Establish baseline data around metacognitive practices by surveying teachers and students • Professional learning around developing student metacognitive practices • Audit of the schools SELS program in preparation for the Rights, Responsibilities and Respectful Relationships program • Professional development in the Rights, Responsibilities and Respectful Relationships program • Implementation of Rights, Responsibilities and Respectful Relationships program • Allocate a common RRRR time across the school • Develop a scope and sequence for RRRR • Explicit teaching of metacognitive strategies with students • Use the PCMS practices to establish agreed norms with staff for behaviors, expectations and procedures across the school • Create Start up programs to reflect agreed norms within school	✓ All staff ✓ Assistant principal ✓ Learning specialist(s) ✓ Principal	