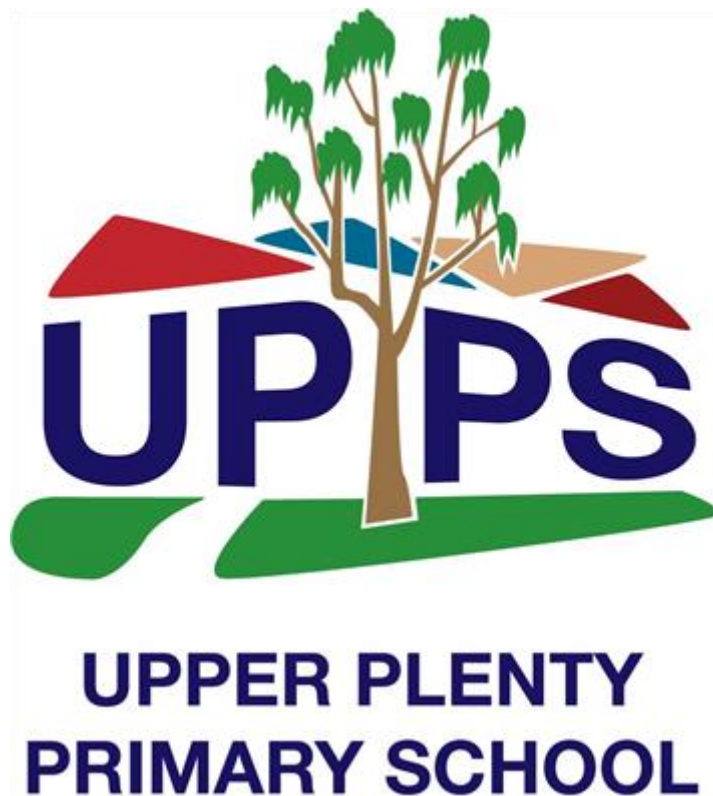


# Annual Implementation Plan - 2026

Upper Plenty Primary School (1244)



Submitted for review by Trudy Whewell (School Principal) on 05 February, 2026 at 05:57 PM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 05 February, 2026 at 06:00 PM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To maximise learning growth for all students	
<b>KIS 1.b</b>	Embed evidence-based practices in teaching & learning	
<b>Actions</b>	<p>Action 1 – Strengthen the consistency of our evidence based practices</p> <p>Action 2 – Review and refine our learning environments to enhance learning</p>	
<b>Evidence of change</b>	<p><b>ACTION 1</b></p> <p>1 – Coaching, mentoring and LW&amp;T embedded with changes in teacher practice evident in Learning Walk and Talks</p> <p>2 – Documentation supported alignment of PLC to whole staff professional learning</p> <p>3 – Collaborative planning agenda and minutes to drive consistent use of planning and to add teacher voice to the delivery</p> <p>4 – Whole school documentation was purposeful and aligned to the four interrelated layers of planning: whole school, curriculum area, year level and unit and lesson plans.</p> <p><b>ACTION 2</b></p> <p>1 – Calm and orderly environments enabled greater engagement supported with learning through Learning Walk and Talk and behaviour data</p> <p>2 - Ongoing data collection and evaluation based on whole school expectations provided opportunities to address inconsistencies</p> <p>3 - Documentation of expectations of learning environments that could be explained by students and linked to how it supported their learning</p>	
<b>Tasks</b>	<b>People responsible</b>	
<p><b>ACTION 1</b></p> <p>1 - Develop and establish a whole school process for coaching and mentoring around evidence based practices and using data from learning walks and talks to drive focus</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	

	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p>ACTION 1 2 - Audit and refine Instructional Playbook and instructional model</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p>ACTION 1 3 - Develop teacher capacity to monitor progress and use responsive teaching for all</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p>ACTION 1 4 - Audit whole school planning documentation</p>	
<p>ACTION 1 5 - Develop and maintain consistency of practice through peer observations and reflective discussions using VTLM and PCMS guides: Practice 1 &amp; 2; 5 &amp; 6</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team

	<input checked="" type="checkbox"/> Teacher(s)
<p><b>ACTION 2</b> 1 - Audit the learning environments to further support attention and focus</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p><b>ACTION 2</b> 2 - Define and document expectations of learning environments and ensure staff and student understanding</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p><b>ACTION 2</b> 3 - Monitor consistency through coaching and learning walks and talks to ensure staff accountability</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)

<b>KIS 1.c</b>	Enhance the school's collaborative practices and processes	
<b>Actions</b>	<p>Action 1 – Develop a whole school approach for monitoring and tracking data</p> <p>Action 2 – Build staff capabilities to review and evaluate the impact of the planned curriculum</p>	
<b>Evidence of change</b>	<p><b>ACTION 1</b></p> <p>1 - SIT meeting agenda and minutes ensured ongoing data conversations</p> <p>2 - Documentation and processes for planning interventions and extensions scaffolded teacher's capacity to collaboratively action information gained from data</p> <p>3 - Increased proportion of students achieving at or above the expected level</p> <p>5 – Teachers used termly reflections when planning to refine units of work and to reflect on success</p> <p><b>ACTION 2</b></p> <p>1 - Professional learning on checking for understanding and evidence reflected in planning and observed in classrooms</p> <p>2 - Team meeting minutes documented discussions on responsive teaching strategies</p> <p>3 - Termly planners enhanced in light of feedback and reflection</p>	
<b>Tasks</b>	<b>People responsible</b>	
<p><b>ACTION 1</b></p> <p>1 – Regular monitoring of data and presenting in collaborative planning and SIT meetings</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	
<p><b>ACTION 1</b></p> <p>2 - Use data to drive intervention or extension</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p>ACTION 1 3 - Refine and strengthen IEPs for students 12 months and 12 months ahead</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p>ACTION 1 4 - Increase teachers data literacy</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<p>ACTION 1 5 - Model and communicate reflective practices at a leadership level using data to make decisions</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team

		<input checked="" type="checkbox"/> Teacher(s)
<b>ACTION 2</b> 1 - Support teachers to gain a deeper understanding of check for understanding through targeted Professional Learning aligned to VTLM 2.0		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<b>ACTION 2</b> 2 - Monitor student progress and make decisions using our instructional model to be responsive and flexible during lessons		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<b>ACTION 2</b> 3 - Incorporate reflective practices into collaborative planning to enable the sharing of progress and responsive teaching		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)
<b>Goal 2</b>	To maximise engagement and wellbeing for all students	
<b>KIS 2.a</b>	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	

<b>Actions</b>	Action 1 - Build staff capabilities to implement a multi-tiered approach to enhance student wellbeing, engagement, and inclusion	
<b>Evidence of change</b>	<p><b>ACTION 1</b></p> <p>1 - Teacher's use of common language and strategies for managing behaviour, promoting wellbeing and supporting inclusion evident in practice through Learning Walk and Talks and Wellbeing Walk and Talks</p> <p>2 - Embedded IEP process ensured relevant selection, dosage and frequency of required supports have been reviewed and updated with students receiving the documented supports</p> <p>3 - Timetabled professional learning allowed for revisiting and building on teacher knowledge and understanding</p> <p>4 - Wellbeing walks aligned to specific foci and data shared influenced actions and next steps</p>	
<b>Tasks</b>		<b>People responsible</b>
<p><b>ACTION 1</b></p> <p>1 – Wellbeing team to provide professional learning on implementing multi-tiered systems of support including trauma informed practices and implementing IEPs</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>
<p><b>ACTION 1</b></p> <p>2 - Review and refine the school's approach and documentation to school wise positive behaviour support</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>
<p><b>ACTION 1</b> 3 - Review and update IEP processes</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>
<p><b>ACTION 1</b> 4 - Refine wellbeing walks to ensure greater impact of evidence collected</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>
<b>KIS 2.c</b>	Embed a whole-school approach to improving attendance rates.
<b>Actions</b>	<p>Action 1 - Build staff capacity to follow the whole school attendance process</p> <p>Action 2 - Track student attendance data to enhance monitoring of trends in attendance and identify students at risk</p>

<b>Evidence of change</b>	<p><b>ACTION 1</b>  1 - Staff reported increased awareness and understanding of the school's attendance expectations and processes  2 - Regular communication through newsletter and assemblies maintained the focus on attendance</p> <p><b>ACTION 2</b>  1 - Documented attendance data and improvement regularly featured at SIT meetings  2 - Documented attendance plans for 'at risk' students resulted in reduced student attendance  3 - Documented absence learning plans supported ongoing learning and connection  4 - Improved attitudes to school survey results for the factor 'attitudes to attendance'</p>	
<b>Tasks</b>	<b>People responsible</b>	
<p><b>ACTION 1</b>  1 - Provide coaching to build staff capacity to track their student attendance</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	
<p><b>ACTION 1</b>  2 - • Enhance promotion of positive attendance to the school community, using various platforms, such as termly attendance, awards at assemblies and through the newsletter</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	
<p><b>ACTION 2</b>  1 - • Implement Weekly/Termly attendance recognition program</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	

<p>ACTION 2 2 - • Share attendance data regularly at SIT, whole school and team level</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>
<p>ACTION 2 3 - Develop attendance plans for students at risk and implement support meetings to discuss and review these</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>
<p>ACTION 2 4 - Provide high level absence learning plans for students on extended breaks from school</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>