

Annual Implementation Plan - 2026

Wooragee Primary School (0653)



Submitted for review by Angela Gray (School Principal) on 03 February, 2026 at 10:03 AM
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Define actions, evidence of change and tasks

Goal 1	Optimise learning outcomes for all students
KIS 1.a	Further develop, document and embed whole school collaborative approaches to curriculum planning and instruction aligned with the VTLM 2.0.
Actions	Action 1: Embed Supported Application in Mathematics Action 2: Strengthen whole school Collaborative Practices
Evidence of change	<p>Data/Evidence</p> <ul style="list-style-type: none"> • Student maths attitude survey shows improved attitude to mathematics • Staff opinion survey shows improved academic emphasis • Student opinion survey improved learning confidence • Learning Walk and Talks show instructional model being implemented and improved supported application in the classroom <p>Action 1: Students will:</p> <ul style="list-style-type: none"> • Use the agreed problem-solving model with increasing independence • Refer to models, success criteria, worked examples, or teacher prompts • Consolidate their knowledge through retrieval practice • Reflect on what they learned, how they solved the problem, and what strategies they used <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement agreed problem solving model • Incorporate supported application strategies within the instructional model & planning documents • Use a range of question types to enable deeper thinking/responses <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop a shared and agreed problem solving model • Unpack the instructional model with a mathematics lens • Support understanding of questioning techniques • Establish clear monitoring routines, use learning walks, or climate scans that focus on evidence of implementation of agreed practices • Gather feedback from students on: how confident they feel applying learning, when they need more practice, what

	<p>scaffolds help or hinder them</p> <p>Action 2:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Become more independent learners as scaffolds are gradually removed • Work collaboratively to solve mathematical problems • Respond to feedback and seek next steps in learning <p>Teachers Will:</p> <ul style="list-style-type: none"> • Collaboratively plan for progressively challenging materials • Engage with data to meet point of need and monitor next steps • Understand mathematics learning progressions • Plan for opportunities to solve open ended problems collaboratively <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide PD on developing progressively challenging tasks, using enablers and extenders • Provide PD on unpacking and understanding the learning progressions and available resources • Allocate regular collaborative planning time for teachers to design learning tasks that meet students' points of need. • Ensure teams have protected time to analyse learning data and adjust instruction.
Tasks	People responsible
Implement the Instructional Model Linked to VTLM 2.0 in mathematics	<input checked="" type="checkbox"/> All staff
Develop an agreed problem solving approach by: Teaching problem solving explicitly Providing opportunities to apply mathematics, not just practise procedures Assessing students' ability to select and use strategies, not only get answers	<input checked="" type="checkbox"/> All staff
Collaborative Planning timetabled weekly for all three teachers and supported by Principal	<input checked="" type="checkbox"/> Principal
Assessment Moderation each term prior to reporting	<input checked="" type="checkbox"/> All staff
Mathematics assessments and scedual reviewd and finalised	<input checked="" type="checkbox"/> Numeracy leader

Support teachers to understand the sequence of learning in mathematics	☑ Numeracy leader
Bond Blocks assessment and intervention are used to support students with gaps in learning mathematics	☑ All staff
Goal 2	Optimise wellbeing for all students
KIS 2.a	Further embed and refine multi-tiered systems of support than enhance student wellbeing, engagement, and inclusion.
Actions	<p>Action 1: Embed whole school PCMS /SWPBS practices</p> <p>Action 2: Strengthen shared beliefs and understanding of MTSS</p>
Evidence of change	<p>Data:</p> <ul style="list-style-type: none"> • Compass behaviour data- reduction in minor and major behaviours particularly in defiance/interruptions • ATOS Data- Improved classroom behaviour, teacher expectations, school connectedness • Staff opinion data- Improvement in -Instructional Leadership, academic emphasis • Attendance data- reduction in the amount of students with more than 20 days absent <p>Action 1: Students will:</p> <ul style="list-style-type: none"> • Follow routines/expectations resulting in calmer classrooms • Advocate for routines/expectations taught among peers • Engage in deeper uninterrupted learning • Demonstrate expected behaviour and less inappropriate behaviour <p>Teachers will:</p> <ul style="list-style-type: none"> • Design and implement a PCMS unit at the start of the term to explicitly teach expected behaviours and routines • Ensure consistent implementation and reinforcement of whole-school positive routines, values and behavioural expectations in all learning environments • Strengthen their understanding of PCMs by participating in coaching (video observations) • Utilise data from observations and coaching cycles to determine future professional development priorities for PCMS implementation <p>Leadership will:</p> <ul style="list-style-type: none"> • Provide PD and conduct learning walks and talks • Strengthen collaborative approach through observations and protected time

- Monitor compass data in a timely manner
- Communicate the identified "next steps" focus area to all staff at the beginning of the following term, integrating the new focus into subsequent coaching cycles and professional development sessions.
- Engage with PCMS initiative and coach.

Action 2:

Students will:

- Feel more connected and supported, improving their attitudes towards attending school
- Receive timely and targeted intervention
- Understand the purpose of agreed behaviour practice
- Improve behaviour & wellbeing through universal interventions/practices

Teachers will:

- Implement agreed attendance practices
- Have a clear understanding of MTSS flow chart
- Identify students at risk for T2/T3 intervention
- Use agreed language, techniques, and approaches with fidelity
- Adjust and plan for T1 universal intervention point of need in wellbeing, social emotional lessons

Leadership will:

- Develop, document and share agreed attendance practices
- Follow up on chronic absences/behaviour/well-being issues in a timely manner
- Leaders will use whole-school data trends from Compass to monitor progress on AIP goals and inform strategic planning and resource deployment
- Unpack and share understanding of MTSS flow chart
- Facilitate book study on shared expectations and responses through PD

Tasks	People responsible
Engage with PCMS coaching initiative	☑ All staff
Deliver the PCMS unit with fidelity to all student cohorts during the first five weeks of the term	☑ All staff

Establish shared, documented expectations and routines for key common areas/activities (e.g., entry/exit procedures, transitions, use of equipment) and display them prominently in every classroom	<input checked="" type="checkbox"/> All staff
Staff demonstrate growth in using targeted PCMS techniques (e.g., proactive redirection, descriptive praise) as measured by pre- and post-observation checklists	<input checked="" type="checkbox"/> All staff
Establish professional learning communities (PLCs) to participate in the "Classroom Dynamics" book study, completing assigned readings and discussion guides	<input checked="" type="checkbox"/> Principal
Provide targeted professional development to all staff on the revised MTSS framework and data-based decision-making processes for identifying and monitoring student needs.	<input checked="" type="checkbox"/> Wellbeing team
Schedule regular, dedicated time within meetings to analyse a range of data available in Compass (e.g., effort scores, learning task completion rates, behaviour notes, attendance).	<input checked="" type="checkbox"/> Wellbeing team
Enhance the promotion of positive attendance through regular communication and an acknowledgement system (e.g., termly awards, "95% Club") to celebrate consistent attendance across the school community	<input checked="" type="checkbox"/> Principal