

# Annual Implementation Plan - 2026

Laburnum Primary School (4863)



Submitted for review by Kim Dray (School Principal) on 06 February, 2026 at 03:49 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 09 February, 2026 at 03:51 PM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise the achievement and learning growth of every student.	
<b>KIS 1.c</b>	Continue to embed PLCs as the structure to support teachers to develop consistent use of student data to evaluate and modify teaching practice.	
<b>Actions</b>	Build teachers' capability to plan and implement consistent responsive teaching instructional practices. Build the capability of the School Improvement Team and Middle Leaders to act as instructional coaches through shared learning, including Riversdale Network PL.	
<b>Evidence of change</b>	Within VTLM 2.0, increase teacher skills in Explicit Teaching and Supported Application as evidenced in curriculum planning and instruction, and PLC minutes. Increased positive responses in Staff Survey regarding teacher collaboration. Increased evidence of Responsive Teaching strategies in PLC planning documents and classroom practices.	
<b>Tasks</b>	<b>People responsible</b>	
Utilise the network and other professional learning to provide instructional coaches to work with teachers on explicit/responsive teaching.	<input checked="" type="checkbox"/> School improvement team	
Provide professional learning to build teachers' understanding of VTLM 2.0 and how students learn as the basis for effective teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator	
Continue implementation of Maths and English Curriculums 2.0.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	
Implement and assess Spelling scope and sequence.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	

		<input checked="" type="checkbox"/> PLC leaders
Provide professional learning to ensure consistent administration and analysis of MOI and FDOI to inform planning/teaching.		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders
Ensure planning documents include evidence of explicit teaching and supported application.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Review the assessment schedule.		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders
<b>Goal 2</b>	Improve all students' health and wellbeing.	
<b>KIS 2.a</b>	Develop a coherent and consistent whole school approach to improving student social, emotional and physical health and wellbeing.	
<b>Actions</b>	Build a shared understanding of a tiered approach to learning/wellbeing and increase teacher capability to plan and implement Tier 1 instruction. Define and document whole-school structures and approaches to support Tier 2 and 3 intervention/extension.	
<b>Evidence of change</b>	Lower % of students in NAS across NAPLAN 2027 Higher % of students in Strong or Exceeding across NAPLAN 2027 AToSS data shows a % increase in managing bullying, emotional awareness and stimulated learning PIVOT data shows increased positive responses to 'Relationships' questions SWPBS Staff Assessment Survey data shows a % increase in awareness of Tier 2 supports	
<b>Tasks</b>		<b>People responsible</b>

Revise new staff induction.	<input checked="" type="checkbox"/> Assistant principal
Strengthen existing work on Cyber Safety and Stand Up Project by supplementing with resources and professional learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)
Utilise Mental Health and Wellbeing Leader and allied health to provide professional learning in emotional awareness and regulation.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal
Review Clever Classrooms model and Primary Preventions (Tier 1), with a particular focus on task sequencing and task difficulty and opportunities for peer observations.	<input checked="" type="checkbox"/> SWPBS leader/team
Document existing Tier 2 processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team
Plan learning tasks that reflect collected PLC teams' student data and needs at Tier 1 and 2 levels.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)