

2026 Annual Implementation Plan

for improving student outcomes

Baxter Primary School (3023)



Submitted for review by Nick Schneider (School Principal) on 29 January, 2026 at 08:51 AM

Endorsed by Sally Webb (Senior Education Improvement Leader) on 10 February, 2026 at 10:31 AM

Self-evaluation summary

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

Future planning for 2026	Please refer to attached school review report.
--------------------------	--

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 improve literacy and numeracy growth for every student.	Yes	By 2029 increase the percentage of students (2026-2029 average) achieving the NAPLAN exceeding proficiency level in: - Year 3 reading from 23% in 2022-25 to 25% - Year 5 reading from 23% in 2022-25 to 25% - Year 3 numeracy from 10% in 2022-25 to 15% - Year 5 numeracy from 6% in 2022-25 to 10%.	Build and embed staff knowledge and capabilities to deliver data-driven differentiated instruction, particularly for high-ability students.	Yes
		*By 2029, improve the percentage of students achieving 'Medium and high' NAPLAN benchmark growth, in: - reading from xx% (202x) to xx% - writing from xx% (202x) to xx% - numeracy from xx% (202x) to xx%. <i>*Placeholder targets - to be confirmed when further data is available.</i>	Embed consistent school based instructional practices aligned with the Victorian Teaching and Learning Model (VTLM) 2.0.	No
		By 2029, increase the percentage of Year F-6 students assessed as being above expected Victorian Curriculum (VC) levels, according to teacher judgement, in: - writing from 18% in 2025 to 25% - speaking and listening from 3% in 2025 to 15% - mathematics 2.0 from 17% in 2025 to xx% (placeholder to be confirmed when further data available).		
	Yes	By 2029, increase the percentage endorsement for the following School Staff Survey (SSS) Principal/Teacher	Research, develop, and implement a Multi-Tiered System of Supports	No

Improve learning and wellbeing outcomes of every student.		factors: • Teacher Collaboration from 44% in 2024 to 70% • Understand Formative Assessment from 46% in 2024 to 85% • Seek feedback to improve practice from 46% in 2024 to 65%.	(MTSS) in line with PCMS (Positive Classroom Management Strategies).	
		By 2029, increase the percentage of Year 4-6 students reporting positive endorsement to the following student Attitudes to School Survey (AtoSS) factors: • Motivation and Interest from 76% in 2025 to 85% • Perseverance from 67% in 2025 to 75% • Sense of Connectedness from 80% in 2025 to 85%	Build the capabilities of all staff to implement and embed wellbeing practices and inclusion strategies.	Yes
		By 2029, decrease the percentage of Year F-6 students with 20+ days absent from 35% in 2024 to at or below 30%.		

Define actions, evidence of change and tasks

Goal 1	To improve literacy and numeracy growth for every student.	
KIS 1.a	Build and embed staff knowledge and capabilities to deliver data-driven differentiated instruction, particularly for high-ability students.	
Actions	Enhance teachers' understanding of the Victorian Curriculum 2.0 across year levels above and below their current teaching level.	
Evidence of change	- Professional Learning schedule provides evidence of time allocated for building teacher knowledge of the Victorian Curriculum 2.0 - Coaching conversations provide evidence of teachers' increasing knowledge and understanding of the Victorian Curriculum. - Classroom observations provide evidence of differentiated teaching and application of learning at different entry points. - Lesson plans show evidence that teachers can identify their targeted focus groups and indicate differentiated teaching. - Student focus groups and student data sets indicate greater engagement and success in learning.	
Tasks		People responsible
EXPLORE & PREPARE: Leaders audit teachers' understanding and utilisation of Victorian Curriculum 2.0.		☒ School improvement team ☒ Teacher(s)
PREPARE & DELIVER: Professional learning opportunities & curriculum documentation to expand current knowledge.		☒ PLC leaders ☒ Teacher(s)
PREPARE & DEVELOP: A shared planning agenda, protocols & norms. Leadership to develop exemplar documentation to support teachers.		☒ School improvement team ☒ Teacher(s)
UNDERTAKE: Classroom observations and coaching conversations relating to lesson preparation and delivery.		☒ School improvement team ☒ Teacher(s)

PREPARE: Lesson planners that explicitly outline the enabling and extending of tasks.		☒ Learning specialist(s) ☒ PLC leaders ☒ Teacher(s)
Goal 2	Improve learning and wellbeing outcomes of every student.	
KIS 2.b	Build the capabilities of all staff to implement and embed wellbeing practices and inclusion strategies.	
Actions	Strengthen staff capacity through ongoing training and support to embed wellbeing and inclusion practices.	
Evidence of change	- Professional Learning schedule provides evidence of time allocated for building teachers' understanding of inclusive practice. - School documentation provides detailed evidence outlining the school's continuum of instruction, support and intervention. - Refine teachers' use of common language and strategies for managing behaviour, promoting wellbeing and supporting inclusion. - Attitudes to Schools Survey results for the 'Social Engagement' domain will have improved from the 2025 baseline. - Universal screening processes provide evidence that students are accurately being identified and early intervention is in place.	
Tasks		People responsible
EXPLORE & AUDIT: How the PCMS is being embedded in our classrooms.		☒ Mental health and wellbeing leader ☒ Teacher(s)
DEVELOP: Staff knowledge on Inclusion Practices and establish common languages and strategies.		☒ Mental health and wellbeing leader ☒ School improvement team ☒ Teacher(s)
PREPARE & DELIVER: The Mental Health in Primary Schools (MHIPs) Scope of responsibilities and screening processes.		☒ Mental health and wellbeing leader ☒ School improvement team ☒ Teacher(s)

PREPARE & DELIVER: Positive Classroom Management Strategies (PCMS) 5-8 professional learning to staff.	☒ Mental health and wellbeing leader ☒ School improvement team ☒ Teacher(s)
SUSTAIN: Monitor how the ASPIRE values are being embedded within the school.	☒ School improvement team ☒ Teacher(s)