2026 Annual Implementation Plan

for improving student outcomes

Deanside Primary School (5578)

Deanside
Primary School

Submitted for review by Lina Stephens (School Principal) on 03 February, 2026 at 11:09 AM
Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 09 February, 2026 at 12:49 PM

Self-evaluation summary

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

Future planning for 2026	Our overall progress this year has seen a decline in both NAPLAN and Staff Opinion Survey results. Our increase of student enrolments, staff induction and the creation of additional classes throughout this year has been a challenge, and has had an impact on our data. The lack of leadership structure has meant instability and lack of support for teachers in planning and coaching has led to a decline in all areas. We have begun to track the 23 prep students that started with us in 2022. We have 12 students as Exceeding and Strong, 8 students at Developing and 3 students at NAS. Out of these 23, we have identified that the 4 students who NAS adn developing are diagnosed with a disability, 2 students sat naplan and refused to partake in the assessment. We will continue to track those students from Y3 to Y5, along with the cohort. Our Strategic Plan was created in 2023, where our total student enrolments were 165 at census. Our focus was directed towards targets that were already above state averages. I believe that the school we have today is vastly different than 2023, and we have almost tripled in size. This means that our Key Improvement Strategies do not entirely align with the current needs of the school. We will aim to align our current needs under the KIS identified in our SSP. Our KIS for 2026 will be focussed on KIS1a. Our focus next year will be the alignment of the VTLM into our current Instructional and Learning Models, with a clear focus on a slow implementation. We will be working on developing our understanding in Explicit Teaching, whilst implementing quick wins in regards to key instructional practice to support student learning. We will focus on Exploring and Developing our current knowledge skills and dispositions starting with the Leadership team, Learning Specialists and Team leaders. We

	will design a clear induction process if support for our new staff and a coaching framework which aligns with onsite and ongoing coaching.

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?
Maximise learning growth for all students.	Yes	NAPLAN targets to be confirmed.	Refine whole school assessment practices that ensures differentiated learning for all students.	Yes
		By 2027 increase the percentage of students achieving Teacher Judgement—at or above age expected level for: • Reading and viewing from 85% (2022) to 89% • Writing to increase from 84% (2022) to 88% • Number and algebra from 86% (2022) to 90%	Enhance teacher practice through the implementation of PLCs.	No
		By 2027 increase the percentage of positive endorsement in the School Staff Survey (SSS) for: • Academic emphasis from 77% (2022) to 81% • Collective efficacy from 89% (2022) to 91% • Instructional leadership from 89% (2022) to 91% • Use of student feedback to inform teaching practice from 83% (2022) to 85%	Develop and embed a whole school approach to embed student voice and learner agency.	No
Improve the wellbeing of all students.	Yes	By 2027 increase the percentage of positive endorsement in the student Attitude to School Survey (AtoSS) for: • Sense of confidence from 90% (2022) to 93% • Perseverance from 90% (2022) to 93% • Student voice and agency from 92% (2022) to 94%	Develop and embed a multi–tiered structure of support for student wellbeing and positive behaviour for learning.	Yes

		By 2027 decrease the percentage of students with 20 or more days absence from 40% (2022) to 36%.	Enhance family and community partnerships to enrich student outcomes.	No
		By 2027 increase the percentage of positive endorsement in the School Staff Survey (SSS) for Parent and community involvement from 91% (2022) to 93%.		
		By 2027 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for: • Parent participation and involvement from 79% (2022) to 85% • Teacher communication from 76% (2022) to 85% • School support (communication) from 85% (2022) to 90%		

Define actions, evidence of change and tasks

Goal 1	Maximise learning growth for all students.
KIS 1.a	Refine whole school assessment practices that ensures differentiated learning for all students.
Actions	Build collective knowledge and understanding of the VTLM, focusing on 'Focus the Learning' so that every teacher can apply the learning into their classroom practice with fidelity. Leadership team to build collective knowledge and understanding of Explicit Teaching to support the implementation of explicit teaching strategies in 2027.
Evidence of change	All teachers will have an understanding of the why and how of Focus the learning by the end of 2026, evidenced through scheduled pulse check surveys and self-reflection tools. Focus on the learning component will be evident in planners and across all classrooms, including Review and Activate Prior Knowledge and Learning Intention and Success Criteria, through exemplars and worked examples. Students being able to articulate through I can action what they are learning and why. Documentation of Focus the Learning within our Instructional Model. Clearly documented roles and responsibilities of all leaders.

Tasks	**People responsible**
Build the documentation to define the roles and responsibilities of all leaders, using the School Impact Model as a foundation for effective practices. The leadership team will focus on developing our understanding of 'Organisational Structures and Processes' through this model.	☑ Principal
Explore all four VTLM explicit teaching guides and the 4 pillars of learning (Attention, Active Engagement, Error Feedback and Consolidation), engage in professional reading through AERO, and school visits, to build a deep and collective understanding of 'Focus the learning', and Explicit explanation and modelling through our school Improvement improvement team.	☑ School improvement team

Create clear and concise professional learning plans which are linked to our actions and tasks, for the whole school and embedded cycles of learning in our Professional Learning architecture.	☑ Assistant principal ☑ Principal
Explore and create a Deanside coaching model, to include learning walks, peer-to-peer feedback cycles, formal coaching structures, staff check-ins and student check-ins.	☑ School improvement team
Explore and Develop a collective understanding through whole school professional learning sequences, of the VTLM 2.0 - Focus the Learning.	☑ All staff

Goal 2	Improve the wellbeing of all students.
KIS 2.a	Develop and embed a multi–tiered structure of support for student wellbeing and positive behaviour for learning.
Actions	Build a shared understanding of the MTSS framework, which has a narrow focus of Tier One teaching practices and how they align to DI priorities and positive behaviour for learning. To support teachers to apply Enabling Learning Strategies (PCMS, Berry Street) consistently across the school in each classroom with fidelity.
Evidence of change	Teachers will have a common understanding of the why and how of tiered one whole school practices, through leadership pulse checks, and reflection practices through PL. Tier One strategies will be evident in planners and classrooms across the school. MTSS Adjustment Handbook created and delivered to the whole school. Start-Up and Re-start programs will show Enabling Learning strategies and whole school learning/behaviour expectations.

Tasks	People responsible
Create and implement staff Pulse Checks on staff understanding the MTSS framework.	☑ Assistant principal ☑ Principal
Create Digital and Learning walk strategies to track and monitor progress of Tier one strategies in planners and enacted in classrooms.	☑ School improvement team
Plan and deliver clear and concise professional learning around the MTSS framework and Tier One strategies, through our Professional Learning architecture.	☑ Assistant principal
Deliver the Deanside Inclusion and Wellbeing Framework to all staff, to build collective understanding of what Inclusion and Wellbeing looks like at Deanside.	☑ Assistant principal
Build the capacity of all Learning Specialists and Principal Class Team in having a shared understanding of what coaching looks like at Deanside and trial the model in classrooms.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal