

2026 Annual Implementation Plan for improving student outcomes

Newport Gardens Primary School (4665)



Submitted for review by Peter Olm (School Principal) on 10 February, 2026 at 12:50 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 10 February, 2026 at 03:00 PM

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
	Evolving	Evolving	Evolving	Embedding	Embedding

Future planning for 2026	<p>The school has recently completed its four-year review. The process highlighted many areas of strength and achievement at the school and areas for future growth. The panel agreed upon the following outcomes against the FISO 2.0 criteria:</p> <ul style="list-style-type: none"> • Learning - EMBEDDING • Wellbeing - EMBEDDING • Leadership - EVOLVING • Teaching and Learning - EVOLVING • Assessment - EVOLVING • Engagement - EMBEDDING • Support and Resources - EMBEDDING
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Select annual goals and KIS

Goal	Four-year strategic targets	Key Improvement Strategies
Maximise student learning outcomes in literacy and numeracy	By 2029, increase the percentage of Year 5 students achieving NAPLAN relative growth in: <ul style="list-style-type: none"> • Reading from 82% (3-year average to 2025) to 85% • Writing from 83% (3-year average to 2025) to 85% • Numeracy from 79% (3-year average to 2025) to 85% 	Implement effective school wide collaborative processes that build practice excellence by developing the capacity of middle leaders. Enhance staff capacity through improved instructional practices to address the individual needs of all students. Review and refine the school-wide approach to diagnostic, formative and summative assessment across all learning areas.
	By 2029, maintain or improve the percentage of Year 1 to 6 students achieving at or above age expected level against the Victorian Curriculum 2.0, according to Teacher Judgements for: <ul style="list-style-type: none"> • Reading and Viewing from 91% (Semester 2, 2025) to at or above 90% (as measured at the end of Semester 2) • Mathematics 2.0 from 92% (Semester 2, 2025) to at or above 90% (as measured at the end of Semester 2) 	
	By 2029, increase the percentage of Year 3 students achieving NAPLAN Strong and Exceeding proficiency levels in: <ul style="list-style-type: none"> • Reading from 83% (2025) to 90% • Writing from 84% (2025) to 90% • Numeracy from 81% (2025) to 90%. By 2029, maintain the average 4-yearly percentage of Year 3 students in the NAPLAN Needs Additional Support at: <ul style="list-style-type: none"> • Reading at 7% (2025) • Writing at 6% (2025) • Numeracy at 6% (2025). 	
	By 2029, increase the percentage of Year 5 students achieving NAPLAN Strong and Exceeding proficiency levels in: <ul style="list-style-type: none"> • Reading from 89% (2025) to 90% • Writing from 88% (2025) to 90% • Numeracy from 79% (2025) to 90%. By 2029, maintain the average 4-yearly percentage of Year 5 students in NAPLAN Needs Additional Support at: <ul style="list-style-type: none"> • Reading at 5% (2025) • Writing at 5% (2025) • Numeracy at 5% (2025). 	
	By 2029, increase the percentage of positive endorsement in the School Staff Survey (SSS) for factors: <ul style="list-style-type: none"> • Teacher Collaboration from 40% (2025) to 70% • Understand how to Analyse Data from 58% (2025) to 80% • Collective Responsibility from 79% (2025) to 90% • Knowledge of High Impact Teaching Strategies from 53% (2025) to 80% • Understand Contribution to School Improvement from 58% (2025) to 80% • Professional Learning (Factor Group) from 45% (average across seven factors in factor group in 2025) to 75% 	

Define actions, evidence of change and tasks

KIS 1.a	Implement effective school wide collaborative processes that build practice excellence by developing the capacity of middle leaders.	
Actions	<ul style="list-style-type: none"> * Professional Learning in relation to Leading Literacy and Leading Numeracy * Establish an effective PLC approach across the school that includes an expanded School Improvement Team and Professional Learning Teams, referencing Collaborative Professionalism (maximising Trust and Precision) as a model to enhance collaboration and collective efficacy 	
Evidence of change	<p>Staff/PLTs:</p> <ul style="list-style-type: none"> * Improved knowledge and understanding of the purpose and work of PLTs * Improved protocols and practices of collaboration focused on the work of PLTs * Improved differentiation and implementation of practice excellence of teaching and learning <p>Middle Leaders (PLT Co-ordinators)</p> <ul style="list-style-type: none"> * Increased ability to apply professional learning and protocols of PLT to lead implementation of practice excellence in literacy and numeracy within their PLT and contribute to whole-school learning and improvement through involvement in SIT <p>Learning Specialists</p> <ul style="list-style-type: none"> * Increased degree of efficacy in supporting PLTs and individual teachers to implement practice excellence in literacy and numeracy and target effective differentiation of teaching and learning * Increased degree of efficacy in supporting PLTs to implement effective planning for teaching and learning using models aligned to VTLM 2.0 and Victoria's Approach to Teaching Reading (Six Elements of the Reading Process) 	
Tasks		People responsible
Implement a weekly timetable and meeting schedule that maximises opportunities for teachers to collaborate within their PLT, in SIT and whole-staff professional learning and collaboration sessions. The timetable ensures the release of entire PLTs at the same time on each occasions during the week when the PLT has non-face-to-face release and allocates additional time for SIT to meet regularly.		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal
<p>Development and Implementation of Professional Learning Teams.</p> <p>Revisit understandings about the purpose and work of PLTs and implement this structure across the school in the following teams:</p> <ul style="list-style-type: none"> * Foundation * Year 1/2 * Year 3/4 * Year 5/6 * Specialist Subjects 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SIT

<p>Establish School Improvement Team with expanded middle leader roles.</p> <ul style="list-style-type: none"> * Principal and Assistant Principals * Learning Specialists (Literacy and Numeracy) * Foundation PLT Co-ordinator * Year 1/2 PLT Co-ordinators (Literacy and Numeracy) * Year 3/4 PLT Co-ordinators (Literacy and Numeracy) * Year 5/6 PLT Co-ordinators (Literacy and Numeracy) * Specialist Subject PLT Co-ordinator <p>SIT scheduled to meet on Tuesdays typically with the following standing agenda items:</p> <p>School-Based Priorities:</p> <ul style="list-style-type: none"> * Vision and Values * Collaborative Professionalism and Development and Implementation of PLTs * Professional Reading * SSP/AIP <p>DE Priorities:</p> <ul style="list-style-type: none"> * VTLM 2.0 * Victoria's Approach to Teaching Reading * Inclusion * Managing Challenging Behaviour 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SIT
<p>Victorian Academy of Teaching and Leadership - Leading Literacy Professional Learning Course</p> <p>* PLT Co-ordinators aligned to Literacy will attend the professional learning course and implement learning into planning, teaching and assessment of literacy learning. Literacy Learning Specialist will lead this implementation at a whole-school level, with PLT co-ordinators leading implementation at PLT level.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders
<p>Victorian Academy of Teaching and Leadership - Leading Numeracy Professional Learning Course</p> <p>* PLT Co-ordinators aligned to Numeracy will attend the professional learning course and implement learning into planning, teaching and assessment of numeracy learning. Literacy Learning Specialist will lead this implementation at a whole-school level, with PLT co-ordinators leading implementation at PLT level.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders
<p>Whole-staff professional learning on Collaborative Professionalism and PLT models.</p> <p>Staff will engage in professional reading and learning about Collaborative Professionalism (maximising trust and precision) and the PLT model in whole-staff professional learning sessions throughout the year. Staff will develop protocols for PLT collaboration which will be implemented and refined to enhance collective efficacy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)

KIS 1.b	Enhance staff capacity through improved instructional practices to address the individual needs of all students.	
Actions	* Professional Learning in relation to VTLM 2.0 (Elements of Learning and Teaching), Victoria's Approach to Teaching Reading (including explicit teaching of phonics), Literacy and Numeracy Pedagogy and Practice	
Evidence of change	<p>Staff/PLTs:</p> <ul style="list-style-type: none"> * Increased knowledge and understanding of the effective planning for teaching and learning using models aligned to VTLM 2.0 and Victoria's Approach to Teaching Reading (Six Elements of the Reading Process) * Improved differentiation and implementation of practice excellence in teaching and learning * Increased knowledge and understanding of, and capacity to deliver explicit teaching of phonics * Improved differentiation and implementation of practice excellence of teaching and learning <p>Learning Specialists</p> <ul style="list-style-type: none"> * Increased degree of efficacy in supporting PLTs and individual teachers to implement practice excellence in literacy and numeracy and target effective differentiation of teaching and learning * Increased degree of efficacy in supporting PLTs to implement effective planning for teaching and learning using models aligned to VTLM 2.0 and Victoria's Approach to Teaching Reading (Six Elements of the Reading Process) 	
Tasks	People responsible	
<p>VTLM 2.0 Professional Learning (School-Based) – Elements of Teaching</p> <ul style="list-style-type: none"> * Planning: Lead a whole-school curriculum approach, Develop and delivery quality curriculum materials and Enact MTSS * Enabling Learning: Inclusive learning, Cultural responsiveness, PCMS and Enable student self-regulation and self-efficacy * Explicit Teaching: Focus the learning, Explicit explanation and modelling, Scaffold practice and Monitor Progress * Supported Application: Vary practice, Revisit and review and Apply learning and build mastery <p>https://www.schools.vic.gov.au/pcms and https://arc.educationapps.vic.gov.au/learning/sites/vtlmresources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SIT <input checked="" type="checkbox"/> Teacher(s) 	
<p>Victorian Academy of Teaching and Leadership - Literacy Pedagogy and Practice Professional Learning Course</p> <p>* Literacy Learning Specialist and selected staff from across PLTs will engage in professional learning that incorporates evidence-informed theories and frameworks, with an explicit focus on elements of the VTLM 2.0. Learning will supports understanding of the role of evidence-based practices in developing improved teaching practice and learning outcomes and will build capability to implement practices that enact explicit and high-impact mathematics teaching.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s) 	
<p>Victorian Academy of Teaching and Leadership - Numeracy Pedagogy and Practice Professional Learning Course</p> <p>* Numeracy Learning Specialist and selected staff from across PLTs will engage in professional learning that incorporates evidence-informed theories and frameworks, with an explicit focus on elements of the VTLM 2.0. Learning will supports understanding of the role of</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s) 	

evidence-based practices in developing improved teaching practice and learning outcomes and will build capability to implement practices that enact explicit and high-impact mathematics teaching.	
<p>Victoria's Approach to Teaching Reading - F-2 Explicit Teaching of Phonics</p> <p>Selected staff from across PLTs will engage in professional learning with Rookery Road and Sounds-Write in relation to developing greater understanding and capacity to deliver explicit teaching of phonics and literacy interventions to support the diverse needs of learners.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)
Review and refine school instructional and pedagogical models to bring practices in to line with DE priorities, including VTLM 2.0 and Victoria's Approach to Teaching Reading	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> SIT <input checked="" type="checkbox"/> Teacher(s)

KIS 1.c	Review and refine the school-wide approach to diagnostic, formative and summative assessment across all learning areas.	
Actions	<ul style="list-style-type: none"> * Review and refine Assessment Schedule including establishing assessment practices to align the assessment of reading and phonics with VTLM 2.0 and Victoria's Approach to Teaching Reading * Establish Data Wall, using triangulated assessments as determined by School Leadership and SIT to demonstrate both achievement and growth for Reading and Mathematics 	
Evidence of change	<p>Learning Specialists</p> <ul style="list-style-type: none"> * Increased degree of efficacy in being able to determine strategies for groups of students within PLT cohorts to target learning growth <p>Staff/PLTs</p> <ul style="list-style-type: none"> * Increased collective efficacy in being able to address the differentiate learning needs of students across a cohort * Increased teacher/PLT focus on learning growth and rigour in determining level of achievement * Increased data literacy and visibility in relation to the assessment process and evidence in determining of achievement and growth * Increased ability to use a range of assessment tools for assessing reading and phonics 	
Tasks		People responsible
Review and refine Assessment Schedule, incorporating developing increased understanding of the balance between PLT-based assessments (e.g. pre and post assessments, moderated common assessment tasks, work samples) and standardised external assessments (e.g. PAT, Essential Assessment, NAPLAN) and how data is used for formative, summative and diagnostics purposes and tracking of achievement and growth in student learning.		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> SIT <input checked="" type="checkbox"/> Teacher(s)
Establish assessment practices to align the assessment of reading and phonics with VTLM 2.0 and Victoria's Approach to Teaching Reading (e.g. introduction of DIBELS, CUBED-3, use of Sounds-Write assessment resources in conjunction with other strategies and methods, including PAT, Essential Assessment and teacher running-records).		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> SIT <input checked="" type="checkbox"/> Teacher(s)
Establish Data Wall, using triangulated assessments as determined by School Leadership and SIT to demonstrate both achievement and growth for Reading and Mathematics. Data Walls for Reading and Mathematics to be updated at the beginning of each semester. Data Wall for Wellbeing also to be established using a multi-tiered-systems-of-support format.		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SIT <input checked="" type="checkbox"/> Teacher(s)