

2026 Annual Implementation Plan

for improving student outcomes

Truganina P-9 College (5501)



Submitted for review by Amanda Williams (School Principal) on 15 January, 2026 at 10:59 AM
Endorsed by Maria Oddo (Senior Education Improvement Leader) on 15 January, 2026 at 11:23 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	Evolving	Embedding	Embedding	Embedding

Future planning for 2026	<p>Future planning for 2026 continues to build on the progress of 2025, further embedding student voice, cultural responsiveness, and consistent, evidence-informed curriculum and planning processes across the College. The remaining three strategies in the Positive Climate for Managing Student Behaviour (PCMS) framework will be rolled out in alignment with the VTLM 2.0 elements of learning. School-Wide Positive Behaviour Support (SWPBS) practices will be reinvigorated across the College to promote consistency and a positive learning environment. The revised Instructional Model 2.0 (IM2.0), incorporating the VTLM 2.0 elements of learning, will be implemented across F-9, supported by SIT FISO, PLC leaders, and targeted professional learning to strengthen teacher practice and curriculum alignment. The “Say No! To Racism” working party will co-lead the launch of the student-friendly Anti-Racism: Preventing & Responding to Racism policy on Curriculum Day at the start of 2026. Staff will be connected to Child Safe Standards 1 and 5, reinforcing their understanding of responsibilities linked to the Anti-Racism policy. Students and Community Liaison Officers will implement a whole-school 2026 event planner that celebrates and promotes cultural diversity. Uniform options supporting cultural belonging, such as the introduction of the Ei Lava Lava, will be introduced. Targeted professional learning for staff will align with the Stand Up messaging and support consistent responses to incidents of racism. Peer-led workshops in Years 4-6 and awareness campaigns led by student members of the Anti-Racism working party will be delivered to embed student leadership in promoting cultural safety. Ongoing collaboration with families and the wider community will continue to strengthen a</p>
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	<p>shared understanding of cultural respect and inclusion. Student-authored content will continue to be published in newsletters and on the College website to enhance authentic student voice. Marketing and communication strategies will be developed to showcase student-led initiatives and highlight key College events, including a resource bank of photos and promotional materials. Opportunities for students to build pride, confidence, and leadership will be expanded through parent events, forums, and assemblies. Student representatives will be identified, trained, and prepared to take active roles in major school forums and events. Assembly structures will be reviewed to provide opportunities for students to host events with teachers acting as facilitators, fostering agency and leadership.</p>
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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 the learning achievement and growth of every student	Yes	By 2028, increase the 2024 percentage of students achieving NAPLAN exceeding or strong proficiency: <ul style="list-style-type: none"> • Year 3 reading from 66% to 80% • Year 3 writing from 79% to 83% • Year 3 numeracy from 63% to 80% • Year 5 reading from 74% to 80% • Year 5 writing from 81% to 85% • Year 5 numeracy from 65% to 80% • Year 7 reading from 72% to 76% • Year 7 writing from 73% to 77% • Year 7 numeracy from 68% to 72% • Year 9 reading from 59% to 70% • Year 9 writing from 56% to 60% • Year 9 numeracy from 56% to 70% • Year 7 equity funded reading from 52% to 60% • Year 9 equity funded reading from 36% to 42% 	Strengthen professional learning communities to embed a culture of collaborative curriculum planning that assesses the impact of teaching and adjusts to meet individual student needs	Yes
		Placeholder target (TBC when 2025 data is available) By 2028 increase the 2025 percentage of students achieving at or above NAPLAN benchmark growth: <ul style="list-style-type: none"> • Year 5 reading from xx% to xx% • Year 5 numeracy from xx% to xx% • Year 7 reading from xx% to xx% • Year 7 numeracy from xx% to xx% • Year 9 reading from xx% to xx% • Year 9 numeracy from xx% to xx% 	Strengthen staff capability to utilise data, evaluate the impact on student learning and evidence to drive responsive teaching	No

		<p>By 2028 increase the percentage of students achieving at or above expected Teacher Judgement Growth - Time Series:</p> <ul style="list-style-type: none"> • Years 1 to 6 reading and viewing from 87% (2023) to 91% • Years 1 to 6 writing from 89% (2023) to 91% • Years 1 to 6 mathematics from xx% (2025) to xx% (TBC when Maths 2.0 data available) • Years 7 to 9 reading and viewing from 76% (2023) to 80% • Years 7 to 9 writing from 81% (2023) to 85% • Years 7 to 9 mathematics from xx% (2025) to xx% (TBC when Maths 2.0 data available) 	Build staff and student capability to activate students' agency in learning	Yes
		<p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Collective efficacy from 57% to 61% • Teacher collaboration from 57% to 61% • Staff trust in colleagues from 61% to 65% 		
Improve the wellbeing of every student	Yes	<p>By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Years 4 to 6 Managing bullying from 75% to 80% • Years 4 to 6 School connectedness from 81% to 85% • Years 4 to 6 Stimulated learning from 88% to 92% • Years 4 to 6 Student voice and agency from 75% to 79% • Years 7 to 9 Managing bullying from 48% to 55% • Years 7 to 9 School connectedness from 45% to 50% • Years 7 to 9 Stimulated learning from 64% to 68% • Years 7 to 9 Student voice and agency from 52% to 56% 	Embed whole-school multi-tiered approaches to wellbeing and inclusion	Yes

		<p>By 2028 increase the 2024 percentage positive endorsement on the School Staff Survey:</p> <ul style="list-style-type: none"> • Parent and community involvement from 69% to 73% 	Refine and enhance the processes to support mental health, wellbeing and connectedness to school	No
		<p>By 2028, increase the 2023 average attendance rate:</p> <ul style="list-style-type: none"> • Prep to Year 6 from 88.8% to 93% • Years 7 to 9 from 86.1% to 90% 	Strengthen connections with parents, carers and community	No

Define actions, evidence of change and tasks

Goal 1	Maximise the learning achievement and growth of every student	
KIS 1.a	Strengthen professional learning communities to embed a culture of collaborative curriculum planning that assesses the impact of teaching and adjusts to meet individual student needs	
Actions	Strengthen staff capability to collaboratively curriculum plan using evidence based instructional practice in order to identify and meet individual student learning needs, using the revised Instructional Model. Consolidate the implementation of a structured literacy approach incorporating systematic synthetic phonics in F-2.	
Evidence of change	<ol style="list-style-type: none"> 1. Teachers and leaders use evidence-informed practices derived from the revised Instructional Model and the VTLM 2.0. 2. Teachers and leaders actively engage in the Collaborative Preparation & Inquiry Framework. 3. Teachers plan collaboratively to develop unit plans that use a shared language, structure and that are aligned to the Instructional Model and Victorian Curriculum 2.0. 4. Increased number of F-2 students achieving at or above age expected level in English and Mathematics according to the Victorian Curriculum 2.0 Teacher Judgement Data. 	
Tasks	People responsible	
Facilitate F–9 learning walks to track the consistent implementation of the instructional model and identify additional support required.	<input checked="" type="checkbox"/> School improvement team	
Support PLCs to use the Collaborative Preparation & Inquiry Framework to interrogate assessment data, identify student misconceptions, and co-design targeted teaching strategies which are aligned to identified learning needs.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	
Implement instructional coaching processes and protocols with a focus on explicit instruction.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Staff development coordinator	

<p>Embed the systematic synthetic phonics approach (Little Learners Love Literacy) within F–2 PLC Inquiry framework, with teachers analysing ongoing progress, monitoring data, and adjusting teaching to address individual and cohort learning needs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
KIS 1.c	Build staff and student capability to activate students' agency in learning
Actions	<p>Build staff understanding of the connection between metacognitive strategies and Student Voice and Agency in learning.</p> <p>Build student agency through metacognitive strategies, increasing capability to take responsibility for and elevate their own learning</p>
Evidence of change	<ol style="list-style-type: none"> 1. Staff have a shared understanding of what metacognitive strategies entail and their role in developing student agency in learning. 2. Teachers plan collaboratively to develop unit plans that reflect metacognitive strategies to include planning for, monitoring and evaluating learning strategies. 3. Students in secondary year levels demonstrate confidence in discussing their goals and reflecting on their progress towards them. 4. Improvements in the 4 target areas of AtoSS data from the school's strategic plan (School Connectedness, Managing Bullying, Stimulated Learning, Student Voice & Agency) 5. Fidelity data sets show an improvement in student responses to SSP target areas of the AtoSS and data related to PCMS implementation.
Tasks	People responsible
Develop a whole college scope and sequence for metacognitive skills and student goal-setting.	<input checked="" type="checkbox"/> Student leadership coordinator
Build a consistent understanding of metacognition and associated strategies through whole school Professional Learning.	<input checked="" type="checkbox"/> School improvement team
Implement and monitor goal-setting process in secondary Thrive program.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student leadership coordinator

Refine student focus group process to enable AtoSS preparation, analysis and monitoring and support Positive Classroom Management Strategies monitoring.	<input checked="" type="checkbox"/> Learning specialist(s)
Goal 2	Improve the wellbeing of every student
KIS 2.a	Embed whole-school multi-tiered approaches to wellbeing and inclusion
Actions	Build teacher capability to implement Tier 1 supports using School Wide Positive Behaviour Supports (SWPBS) and Positive Classroom Management Strategies (PCMS).
Evidence of change	<ol style="list-style-type: none"> 1. Fidelity data sets show a consistent use of Tier 1 supports and teacher capability to engage students in learning. 2. Teachers will confidently engage in coaching cycles focused on PCMS and SWPBS. 3. Decrease in Minor & Major Behaviour Chronicles on Pulse. 4. Stimulated learning (4 - 9 AtoSS) will improve, demonstrating an increase in student engagement.
Tasks	People responsible
Deliver professional learning to all staff on 'Opportunities to Respond, Activity Sequence and Choice, and Task Difficulty' of PCMS.	<input checked="" type="checkbox"/> Wellbeing team
Upskill staff in the accurate entry of Minor & Major Behaviour Chronicles in Compass to ensure consistent, reliable and high-quality behaviour data across the College.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)
To implement a consistent scope and sequence for the social emotional curriculum across the college.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
Modelling of PCMS in the classroom through coaching opportunities.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)

Analyse the data from the Minor & Major Behaviour Chronicles to put supports in place to discourage inappropriate behaviour.

- Assistant principal
- Learning specialist(s)
- Teacher(s)
- Year level co-ordinator(s)