

Annual Implementation Plan - 2026

Delacombe Primary School (5201)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader

Define actions, evidence of change and tasks

Goal 1	To maximise the learning growth of every student in literacy and numeracy	
KIS 1.a	Build teacher capacity to use data to plan and deliver a differentiated and responsive curriculum	
Actions	<ul style="list-style-type: none"> * Identify the students in Grade 3 2026 Numeracy (15 students) who we expect to be exceeding in NAPLAN and provide specific Tier 2 support. * Identify the students in Grade 5 2026 Reading (23 students) who we can target from expected level (Victorian Curriculum) and move to strong in NAPLAN. 	
Evidence of change	<ul style="list-style-type: none"> * Teacher surveys at the end of Term 1 will demonstrate an increase in teacher confidence in the instructional model in Literacy and Numeracy. * Academic emphasis will increase in the staff survey, moving closer to the target of 78%. * Learning walk observations will demonstrate that teachers are confident to deliver what has been planned, with differentiation as a key focus. * The number of students exceeding in NAPLAN Grade 3 Numeracy will increase towards our target of 16%. * The Literacy learning specialist will work with the PLC 5 team to monitor identified students in Reading. * There will be an increase in the Teacher Judgement data for Numeracy, moving towards our 90% of students achieving 12 months relative growth. 	
Tasks	People responsible	
The Learning to Learn program in 2026 will clearly follow our instructional model, VTLM 2.0 and be linked to the Victorian Curriculum 2.0.	<input type="checkbox"/> Assistant principal	
Learning walks will focus on differentiation through different elements of the instructional model.	<input type="checkbox"/> Assistant principal	
Learning Specialists will support teachers to use data to identify focus students who will be involved in targeted teaching groups.	<input type="checkbox"/> Learning specialist(s)	
The Numeracy team will support teachers to develop their capacity to understand and deliver the Mathematics Victorian Curriculum 2.0, through clear documentation, team planning, coaching, professional development (staff meetings and curriculum day).	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	

<p>The Literacy team will support teachers to develop their capacity to understand and deliver the English Victorian Curriculum 2.0, through clear documentation, team planning, coaching, professional development (staff meetings and curriculum day).</p>	<p><input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)</p>
<p>KIS 1.b</p>	<p>Enhance collaborative structures and processes which maintain high level professional learning communities.</p>
<p>Actions</p>	<p>* In 2026, Peer observations of classroom practice will be built into the Teaching and Learning program, with a minimum of 2 per year to be completed * To design and create clear curriculum documentation in Literacy, Numeracy and Wellbeing embedded in our instructional playbook.</p>
<p>Evidence of change</p>	<p>* Peer observations will support sharing of ideas and expertise among teachers and completed templates will be submitted to the Report Coordinator. * School climate will increase in the School Staff Survey. * Professional learning through peer observation data in the School Staff Survey will increase.</p>
<p>Tasks</p>	<p>People responsible</p>
<p>Refine and redesign the instructional playbook to match the changes to VTLM 2.0, through participation in The Playbook Project.</p>	<p><input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)</p>
<p>Peer observation templates and protocols will be updated and shared with staff, with the expectation of each teacher completing 2 per year.</p>	<p><input type="checkbox"/> Leadership team</p>
<p>Promote within our school the structure and processes of the P-2 and 3-6 teams, including parent communication tree for concerns regarding wellbeing and academics, which will be clear on our school website.</p>	<p><input type="checkbox"/> Principal</p>
<p>Goal 1</p>	<p>To optimise the health and wellbeing of every student.</p>
<p>KIS 1.b</p>	<p>Promote and embed an inclusive, engaging school culture</p>
<p>Actions</p>	<p>* Have a clearly documented page of Delacombe PS Multi-Tiered systems of support for Wellbeing and also for Learning.</p>

	* Establish a Cultural Engagement team that focuses on our indigenous community and extends to our EAL community.
Evidence of change	<ul style="list-style-type: none"> * Increase in Stimulated Learning in the Student attitudes data. * Attendance data will continue to decrease towards the target of 18% (the number of students with 20+ days absent from Foundation to Grade 6). * The number of students who experience racism will decrease. * Consistent use of the wellbeing hour across 30 classrooms.
Tasks	People responsible
Have a clearly documented page of Delacombe PS Multi-Tiered systems of support for Wellbeing and also for Learning.	<input type="checkbox"/> Wellbeing team
Establish a Cultural Engagement team that focuses on our cultural community and investigates ways in which we can reduce racism in our school community.	<input type="checkbox"/> Wellbeing team
The Wellbeing hour will be clearly timetabled weekly and a scope and sequence will be followed to implement the instructional model, with an increased focus on resilience.	<input type="checkbox"/> Wellbeing team
Wellbeing specialist and APs will support PLCs in term planning, to ensure the Wellbeing focus is maintained across the term.	<input type="checkbox"/> Wellbeing team
Trial a taster program for Grade 6 students with challenging behaviours.	<input type="checkbox"/> Assistant principal
IEPs and BSPs to be uploaded to Compass by the end of each term for parents to see on Compass.	<input type="checkbox"/> Assistant principal