

2026 Annual Implementation Plan

for improving student outcomes

Windsor Primary School (1896)



Submitted for review by Peter Seddon (School Principal) on 29 January, 2026 at 05:43 PM

Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 06 February, 2026 at 11:17 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			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>This year has produced indifferent results for the school. In the realm of quantitative data analysis Naplan results were not as strong as 2024 but survey data improved. There are a number of both controllable and uncontrollable factors impacting these results. Our priority is to focus on the controllable. The 2025 AIP was reviewed early in 2025 in light of the introduction of our involvement with ISS, reviewed against the end of Term 1 in the light of balancing the work of ISS and OOC and for a third time in Term 3 in the light of our readjustment review. Overall a lot of positive work has been done and the school has progressed from this time last year. Main focus was on introducing the VTLM 2.0 and the PCMS, along with strengthening our F-2 Literacy block, including our SSP structure and delivery. All of these will continue to be a focus in 2026. Our 3-6 Literacy program structure continues to develop with the elements of the Big 6 driving that structure. The introduction of the VLPs has also been a success, again, with more work to be done in 2026. Our adjustment review has provided us with feedback on current priorities and highlighted other areas that will also become 2026 priorities.</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?
Improve student learning outcomes.	Yes	<p>By 2028, increase or maintain the 2024 percentage of year 3 students in the NAPLAN strong and exceeding level:</p> <ul style="list-style-type: none"> • reading from 64% to 70% • writing from 76% to 80% • numeracy at 68%. <p>By 2028, increase or maintain the 2024 percentage of year 5 students in the NAPLAN strong and exceeding level:</p> <ul style="list-style-type: none"> • numeracy from 56% to 67% • reading at 75% • writing at 88%. 	Embed a whole school culture of high expectations for learning and wellbeing.	Yes
		<p>By 2028, increase or maintain the percentage of students in reading and viewing achieving at and above expected growth (Teacher Judgement):</p> <ul style="list-style-type: none"> • foundation, year 1 and year 2 students from 74% (average of Foundation, year 1 and year 2 in 2023) to 75% • year 3, year 4, year 5 and year 6 students at 85% (average of year 3, year 4, year 5 and year 6 in 2023). <p>By 2028, increase or maintain the percentage of students in writing at and above expected growth (Teacher Judgement)::</p> <ul style="list-style-type: none"> • foundation, year 1 and year 2 students from 77% (average of Foundation, year 1 and year 2 in 2023) to 80% 	Build and embed staff capacity to consistently implement evidence based pedagogical practice.	Yes

		<ul style="list-style-type: none"> • year 3, year 4, year 5 and year 6 students at 86% (average of year 3, year 4, year 5 and year 6 in 2023). <p>**Placeholder target to be confirmed with the introduction of Mathematics version 2.0</p> <p>By 2028, maintain the percentage of students in number and algebra at and above expected growth In number and algebra (Teacher Judgement):</p> <ul style="list-style-type: none"> • foundation, year 1 and year 2 students at 91% (average of Foundation, year 1 and year 2 in 2023) - TBC • year 3, year 4, year 5 and year 6 students at 88% (average of year 3, year 4, year 5 and year 6 in 2023) - TBC 		
		<p>By 2028, increase or maintain the 2023 percentage of positive responses on the School Staff Survey(SSS):</p> <ul style="list-style-type: none"> • Collective focus on student learning from 75% to 80% • Teacher collaboration from 52% to 75% • Professional learning through peer observation from 38% to 60%. • Plan differentiated learning activities at 88%. 	Build and embed teacher capacity to use multiple forms of assessment to evaluate, monitor and inform point of need learning and wellbeing practices.	No
		<p>By 2028, increase the 2024 percentage of positive responses on the AToSS:</p> <ul style="list-style-type: none"> • Stimulated learning from 69% to 75%. 		
Strengthen student wellbeing and inclusion outcomes	Yes	<p>By 2028, increase or maintain the 2023 percentage positive responses on the SSS:</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 63% to 80% • Use student feedback to improve practice at 75%. 	Build teacher capacity to enable students to direct, monitor and self-regulate their learning.	Yes

		<p>By 2028, increase the 2024 percentage of positive responses on the AToSS:</p> <ul style="list-style-type: none"> • Managing bullying from 62% to 75% • Respect for diversity from 64% to 80% • Self-regulation and goal setting from 74% to 80% • Sense of confidence from 65% to 80% • Student voice and agency from 44% to 70% • Teacher concern from 60% to 77%. 	Build and embed staff capacity to implement an inclusive learning environment.	Yes
		<p>Parent Opinion Survey (POS)</p> <p>By 2028, increase or maintain the 2023 percentage of positive responses for:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 63% to 75% • Teacher communication at 80%. 		
		<p>By 2028, decrease the 2023 percentage of Foundation to year 6 students who are absent for 20 - 29.5 days from 12% to 10%.</p>		

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes.	
KIS 1.a	Embed a whole school culture of high expectations for learning and wellbeing.	
Actions	To develop staff understanding of the Victorian Teaching and Learning Model 2.0 and align Windsor's Instructional Model with the VTLM 2.0.	
Evidence of change	<p>Newly developed instructional model (IM) aligned to the VTLM 2.0.</p> <p>Developed a practice guide for staff to assist with understanding the elements of the school's IM and expected practices.</p> <p>Implementation of a professional learning plan to further build staff knowledge and understanding of the VTLM 2.0.</p> <p>Curriculum planning structures and documents follow the framework of the IM.</p> <p>Development and implementation of a coaching program to build staff knowledge and understanding of the VTLM 2.0, including monitoring processes.</p> <p>Development of VC 2.0 linked curriculum scope and sequences.</p> <p>Development and implementation of a professional learning plan to build staff knowledge and understanding of the VC 2.0.</p>	
Tasks	People responsible	
<p>Develop an instructional model aligned to the VTLM and a practice guide for staff to assist with understanding the elements of the school's IM and expected practices.</p> <p>Develop and implement a professional learning plan to build staff knowledge and understanding of the VTLM.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	

<p>Planning documents follow the framework the IM.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team
<p>Develop and implement a coaching program to build staff knowledge and understanding of the VTLM 2.0.</p> <p>Embed a monitoring structure in professional learning/coaching structure.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School leadership team
<p>Develop VC 2.0 linked curriculum scope and sequences.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal
<p>Develop and implement a professional learning plan to build staff knowledge and understanding of the VTLM 2.0 and the VC 2.0.</p> <p>Modify meeting schedule to have professional learning workshops (learning) one session and collab workshops (implementation) the following session to support a PLC model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School leadership team
KIS 1.b	Build and embed staff capacity to consistently implement evidence based pedagogical practice.
Actions	To develop staff understanding of the Victorian Teaching and Learning Model 2.0 and align Windsor's Instructional Model with the VTLM 2.0.
Evidence of change	<p>Creation of an organisational chart that clearly outlines leaders' roles and lines of reporting.</p> <p>Development and publication of leadership position descriptions to make clear roles and responsibilities.</p> <p>Re-allocation of funds to address the prioritisation of leadership roles.</p> <p>Modified assessment schedule aligned with scope and sequence documentation.</p> <p>Provision of professional learning to support implementation of assessment and data tracking processes.</p>
Tasks	People responsible

Create an organisational chart that clearly outlines leaders' roles and lines of reporting.	<input checked="" type="checkbox"/> Principal
Develop and share leadership position descriptions to make clear roles and responsibilities.	<input checked="" type="checkbox"/> Leadership team
Re-allocation of funds to address priorities.	<input checked="" type="checkbox"/> Principal
Data tracking tool/processes to monitor individual, cohort and whole school data. Further develop assessment schedules for English and Mathematics. Document assessment in curriculum planners.	<input checked="" type="checkbox"/> School improvement team
Provide professional learning to support implementation of assessment and data tracking processes.	<input checked="" type="checkbox"/> School leadership team
Goal 2	Strengthen student wellbeing and inclusion outcomes
KIS 2.a	Build teacher capacity to enable students to direct, monitor and self-regulate their learning.
Actions	To develop and embed consistent evidence-based processes, practices and approaches to learning and wellbeing to enable students to focus on their learning.
Evidence of change	Implementation and documentation of regular observation/walkthroughs to monitor instructional practices and routines. Documented and published whole school subject allocation table. Whole school Ready to Learn protocols in place. Whole school break protocols in place.
Tasks	People responsible

Review current classroom routines and practices to align with the school's revised instructional model	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
Monitor student learning time to ensure required instructional time.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
Determine if the Inclusion Outreach Coaching intervention should continue.	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School leadership team
KIS 2.b	Build and embed staff capacity to implement an inclusive learning environment.
Actions	To develop and embed consistent evidence-based processes, practices and approaches to learning and wellbeing to enable students to focus on their learning.
Evidence of change	<p>Clear understanding of leadership roles.</p> <p>Leadership position descriptions created and published.</p> <p>Education support staff carry out their roles with confidence and efficiency.</p>
Tasks	People responsible
MTSS Framework Review roles and responsibilities of all staff to support responsive and inclusive teaching practices.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
MTSS Framework Develop instructional leadership roles to support and monitor PCMS implementation.	<input checked="" type="checkbox"/> Principal
MTSS Framework Further improve use of education support staff to support reasonable adjustments in classrooms and tier 2 intervention strategies.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team