

# 2026 Annual Implementation Plan

## for improving student outcomes

Essendon North Primary School (4015)



Submitted for review by Kate Barletta (School Principal) on 20 February, 2026 at 01:45 PM  
Awaiting endorsement by Senior Education Improvement Leader

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Embedding			Embedding	
<b>FISO 2.0 core elements</b>	<b>Leadership</b>	<b>Teaching and learning</b>	<b>Assessment</b>	<b>Engagement</b>	<b>Support and resources</b>
	Evolving	Evolving	Embedding	Embedding	Embedding

<b>Future planning for 2026</b>	<p>In 2026 we will continue to deliver learning and teaching at ENPS, based on the fundamentals of the Victorian Teaching and Learning Model (VTLM 2.0) and Victorian Curriculum 2.0. Our staff have worked extensively to reshape and redefine our instructional models, units of inquiry and curriculum documentation to authentically reflect who we are as a school and community, whilst strengthening alignment with the updated DET requirements. After an extensive review of data, professional development and engagement with multiple schools across our network we have opted to partner with Associate Professor Misty Adoniou in 2026. This strategic decision has been made to strengthen our implementation of DET Arc Lesson Plans, particularly the text study sequences and use of mentor texts to support writing instruction. As we transition from being an International Baccalaureate World School, it has been pivotal to define our school values, priorities and practices. In alignment with our School Wide Positive Behaviour Support framework, we have invested in supporting our school community to build our universal supports and Positive Classroom Management Strategies. In our context, wellbeing remains a key priority and continues to support student learning outcomes, as highlighted at the centre of the FISO 2.0. At the conclusion of this year, we have focused on the VTLM 2.0 Elements of teaching, with a particular focus on 'enabling learning', this work will be carried forward to support the commencement of the 2026 school year and set us up for success. It is evident 2026 will focus on collaboratively developing, documenting and embedding whole-school, evidence-based approaches to curriculum planning, assessment and instructional practices. Our teaching teams will need time to trial</p>
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	<p>our updated curriculum documentation and professional learning aligned with the Victorian Teaching and Learning Model (VTLM) 2.0 throughout this transition phase. At the conclusion of this year, we have utilised our connections with key members of the Teaching and Learning Reform Division to refine our documentation and plan for successful implementation in 2026. We will continue to prioritise support for our Professional Learning Communities, including the appointment of a third substantive Learning Specialist, extensive resourcing, scheduled professional learning and targeted support outlined in our weekly timetables and meeting schedules. We look forward to the opportunities that 2026 presents as we continue to optimise the learning and growth of our students.</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?
Optimise the learning growth for every student in literacy and numeracy.	Yes	<p>NAPLAN Benchmark Growth: By 2026, increase the percentage of students making above Benchmark Growth from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> <li>• Reading from 31 per cent in 2021 to be above 36 per cent</li> <li>• Numeracy from 29 per cent in 2021 to be above 34 per cent.</li> </ul>	Consistently embed all elements of the school's instructional models	Yes
		<p>Victorian Curriculum: By 2026, to increase the percentage of Prep – 6 students at each year level, making at and above expected growth over one year, as assessed by teachers in Semester 2 for:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing, from 89 per cent in 2022 to 95 per cent</li> <li>• Writing from 87 per cent in 2022 to 92 per cent</li> <li>• Number and Algebra from 86 per cent in 2022 to 91 per cent.</li> </ul>	Use of formative assessment to inform teaching practices that individualise the learning.	No
		<p>School Staff Survey: By 2026, to increase the positive endorsement for the factors of:</p> <ul style="list-style-type: none"> <li>• For all staff: Academic Emphasis from 69 per cent to 74 per cent.</li> </ul> <p>For teachers:</p> <ul style="list-style-type: none"> <li>• Use of student feedback to improve practice from 73 per cent in 2021 to 78 per cent</li> <li>• Understanding formative assessment from 83 per cent in 202 to 87 per cent.</li> </ul>	Use the PLC model to enhance evidence-based teaching practices.	No

		<ul style="list-style-type: none"><li>• Professional learning through peer observations from 33 per cent to 40 per cent</li></ul>		
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## Define actions, evidence of change and tasks

<b>Goal 1</b>	Optimise the learning growth for every student in literacy and numeracy.	
<b>KIS 1.a</b>	Consistently embed all elements of the school's instructional models	
<b>Actions</b>	<p>Establish clear organisational structures, including defined roles and responsibilities, to effectively support curriculum planning and documentation.</p> <p>Develop and document a coherent and organised teaching and learning program reflective of Victorian Curriculum 2.0.</p>	
<b>Evidence of change</b>	<p>Teachers demonstrate knowledge and confidently implement Victorian Curriculum 2.0.</p> <p>Planning documentation is reflective of the elements of learning and teaching in the Victorian Teaching and Learning Model 2.0.</p> <p>Lesson plans will reflect clear and measurable learning objectives and success criteria.</p> <p>School wide policies, processes and guidance will be reflective of curriculum revisions and contextual philosophy.</p> <p>Time and resourcing invested to support professional learning cycles.</p> <p>Teacher judgement data and student outcomes are strengthened.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Lead Professional Learning Communities to develop quality curriculum materials that reflect the VTLM 2.0, Victorian Curriculum 2.0 and our school's context, as a Council of International Schools Member.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	
Create organisational structures, instructional leadership roles and appropriate resourcing to support the development of curriculum content, lesson resources and learning materials.	<input checked="" type="checkbox"/> Leadership team	

<p>School Improvement Team to explore the three VTLM Planning Guides and engage with professional reading to deepen our collective understanding of curriculum design, development and documentation.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> </ul>
<p>Provide professional development opportunities, through purposeful partnerships with Network Schools, educational consultants, engagement with Departmental Resources and instructional leadership support to curriculum development.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>
<p>Engagement with Victorian Lesson Plans (VLPs) to support sequence development, enact the VTLM 2.0 and ensure quality curriculum mapping and implementation.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> </ul>
<p>Executive Team to conduct learning walks and informal observations to gain insight into curriculum implementation and alignment with VTLM 2.0.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School leadership team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>