

2026 Annual Implementation Plan

for improving student outcomes

Westall Primary School (4851)



Submitted for review by Peter Jeans (School Principal) on 16 February, 2026 at 10:29 AM

Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 23 February, 2026 at 03:12 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
	Embedding	Evolving	Evolving	Embedding	Embedding

Future planning for 2026	Progress of the Year 1 roll out of our Wellbeing initiative into Berry Street has been highly successful. Future Planning involves Year 2 of the Berry Street rollout including Ready to Learn Scales and Plans with the key elements of allowing time, professional learning and resources to contribute to its successful implementation in 2026.
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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 in literacy and numeracy.	Yes	By 2027, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for: <ul style="list-style-type: none"> Year 3 reading from 56% to 60%, writing from 63% to 68% and numeracy from 52% to 55% Year 5 reading from 67% to 70%, writing from 74% to 75% and numeracy from 51% to 56% (TBC)	Build instructional leadership to guide, embed and support best practices throughout the school.	No
		By 2027, increase the percentage of positive endorsement for the following School Staff Survey factors: <ul style="list-style-type: none"> Collective efficacy from 64% (2023) to 75% Academic emphasis from 49% (2023) to 55% Teacher collaboration from 63% (2023) to 68%. 	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.	Yes
		By 2027, increase the percentage positive endorsement for the Attitudes to School Survey factors: <ul style="list-style-type: none"> Stimulated learning from 70% (2023) to 74% Sense of confidence from 67% (2023) to 70% Student voice and agency from 56% (2023) to 60%. 	Embed the role of the student within the learning process.	No
Improve student wellbeing.	Yes	By 2027, increase the percentage positive endorsement for the following Attitudes to School Survey factors: <ul style="list-style-type: none"> Managing bullying from 67% (2023) to 70% Teacher concern from 66% (2023) to 70% Effort from 69% (2023) to 74%. 	Strengthen school practices that promote safe, responsible and respectful behaviours.	No

		<p>By 2027, decrease the percentage of '<i>This often occurs</i>' responses to the Westall Student Survey for the following items:</p> <ul style="list-style-type: none"> • Called names from 16% (2023) to 10% • Threats from 24% (2023) to 18% • Put downs from 15% (2023) to 10% • Rumours and gossip from 16% (2023) to 10% • Kids throwing things from 19% (2023) to 15%. <p>(tbc)</p>	<p>Build a whole-school approach to the development of the social and emotional wellbeing of students.</p>	<p>Yes</p>
		<p>By 2027, decrease the percentage of students with 20+ days absence per year from xx% (2020-23 four year average) to xx% (2024-27 four year average).</p> <p>(tbc)</p>	<p>Build staff capability to respond to the learning and wellbeing needs of all students.</p>	<p>No</p>

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes in literacy and numeracy.	
KIS 1.b	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.	
Actions	Strengthen approaches to teaching and assessment via implementation of our revised WPS Instructional Model	
Evidence of change	<p>Learning walks observe that :</p> <ul style="list-style-type: none"> - Use of explain, elaborate and echo is evident all the time. - Use of routines and gestural prompts to increase time on task - Less 'hands up' when a question is asked (as PANV is the default practice) - Frequency of OTR reaches 3 per-minute - OTR uses - whiteboards, pair-share, gestural, choral and online tools <p>Curriculum documentation reflects planned OTR, pair-share prompts and gestural cues, as well as, WPS Instructional Model.</p>	
Tasks	People responsible	
<p>Strengthen data analysis to track student learning and inform classroom practice via:</p> <ul style="list-style-type: none"> * Numeracy assessment - via Bond Blocks, Elastik-NAP/PAT, PVAT, DAL * Oral language rubric - with focus student during inquiry learning * Reading fluency and Reading Comprehension - via DIBELS, DAL and rubrics 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	
<p>Strengthen the sequence and structure of curriculum documentation across the school to include</p> <ul style="list-style-type: none"> * Explicit EDI prompts from the WPS Instructional Model (congruent with VTLM2.0) * 'We Do' sections that incorporate 'Opportunities to Respond'. * The development of exemplar writing pieces to inform student learning * Explicit targeted standards in the number strand for Numeracy * Explicit classroom documentation to guide play based learning and inquiry lessons. 	<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) <input checked="" type="checkbox"/> Year level co-ordinator(s) 	

<p>Strengthen the schools PLC processes to support teaching practice</p> <ul style="list-style-type: none"> * Provide further professional development in explicit direct instruction * Target specific practice goals for implementation - e.g. Choral Responses, Pair/Share, Teacher Feedback (EEE), Opportunities to respond 		<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) <input checked="" type="checkbox"/> Year level co-ordinator(s)
<p>Monitor effectiveness of implementation via</p> <ul style="list-style-type: none"> * examination of developed documents, * learning walks, * staff and student feedback * coaching. 		<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)
Goal 2	Improve student wellbeing.	
KIS 2.b	Build a whole-school approach to the development of the social and emotional wellbeing of students.	
Actions	Further develop trauma informed practices to improve student self-regulation and readiness to participate in learning	
Evidence of change	<ul style="list-style-type: none"> - Staff are using effective entry and exit routines to ensure a more orderly environment that maximises student learning. - Staff use a common gestural approach for attention signals and common communications - to maximise a calm environment and time on task, and minimise disruption - Staff using ready to learn scales and ready to learn plans to ensure whole class and identified students are emotional and cognitively engaged in the lessons - Students more settled in class, actively learning, less triggering of student on the ASD continuum, targeted students able to explain and use their ready-to-learn plan - Student data improvements in the areas of 'teacher concern', 'classroom behaviour', 'Management of bullying', - Staff better able to identify students in 'psychological distress' 	
Tasks	People responsible	
<p>Develop approaches to support teachers to respond to student wellbeing needs</p> <ul style="list-style-type: none"> * Deliver staff PD regarding identifying and referring students in mental distress (via MHIPS program) * Develop supportive scripts for staff to use to manage low level yard incidents 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s) 	

<p>* YLC team to undertake rupture and repair training.</p>	
<p>Develop approaches to further improve our orderly environment</p> <ul style="list-style-type: none"> * Further develop our classroom norms based on PCMS - Entry and Exit routines, and gestural signals for a school-wide attention signal (Catch Cry) * Develop and utilise ready to learn scales across the school * Update our 'Class Norms' poster to incorporate current practices and PCMS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal
<p>Monitor effectiveness of implementation via</p> <ul style="list-style-type: none"> * examination of developed documents, * learning walks, * staff and student feedback * coaching. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)