

# **2026 Annual Implementation Plan**

## **for improving student outcomes**

Templestowe Heights Primary School (5004)



Submitted for review by Rhys Coulson (School Principal) on 08 December, 2025 at 02:27 PM  
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 19 February, 2026 at 02:21 PM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Excelling			Excelling	
<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>
	Excelling	Excelling	Excelling	Excelling	Embedding

<b>Future planning for 2026</b>	Focus for next year:- refining our knowledge-rich curriculum- expansion of instructional coaching model- refining MTSS- refining assessment schedule to include progress monitoring
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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 growth of every student.	Yes	<p><b>NAPLAN Top 2 bands Year 3 and 5 (to be determined from the NAPLAN 2023 data)</b></p> <ul style="list-style-type: none"> <li>By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in reading from 30% (Year 3, 2023) to 45% and 61% (Year 5, 2023) to 65%.</li> <li>By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in writing from 19% (Year 3, 2023) to 30% and 45% (Year 5, 2023) to 50%.</li> <li>By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in numeracy from 19% (Year 3, 2023) to 30% and 45% (Year 5, 2023) to 50%.</li> </ul> <p><b>NAPLAN Benchmark growth (to be determined from the NAPLAN 2023 data)</b></p>	Build teacher capability to analyse and use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.	Yes
		<p><b>PAT Reading and Mathematics band growth</b></p> <p>By 2026 increase the percentage of students achieving at least one band growth in a 12-month period in reading from 52% (2022) to 60% and in mathematics from 60% (2022) to 65%.</p>	Build teacher capability to regularly reflect and improve on their practice.	Yes
		<p><b>Victorian Curriculum teacher judgements growth</b></p> <p>By 2026 increase the percentage mean of students in Years 1-6 achieving above expected growth in:</p>		

		<ul style="list-style-type: none"> <li>• reading and viewing from 42% (2021-2022) to 50%.</li> <li>• number and algebra from 38% (2021 to 2022) to 45%.</li> <li>• writing from 41% (2021 to 2022) to 50%.</li> </ul>		
		<p><b>School Staff Survey (SSS) School Climate module</b> By 2026 increase the percentage of positive staff responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 40% (2022) to 65%.</li> <li>• Staff trust in colleagues from 43% (2022) to 80%.</li> </ul>		
Improve student perseverance and engagement in learning.	Yes	<p><b>Attitudes to Schooling Survey (AtoSS)</b> By 2026 increase the percentage of positive student responses to the following factors:</p> <ul style="list-style-type: none"> <li>• Perseverance from 68% (2021) to 77%</li> <li>• Student voice and agency from 68% (2021) to 75%</li> <li>• Differentiated learning challenge from 84% (2021) to 87%</li> </ul>	Embed a whole school strategy to the teaching of social and emotional health that builds student resilience, risk taking and perseverance.	No
		<p><b>Parent Care Givers Opinion Survey (PCGOS)</b> By 2026:</p> <ul style="list-style-type: none"> <li>• increase the percentages of positive parent responses to the Confidence and resilience skills factor from 82% (2022) to 86%.</li> <li>• maintain the high level percentage of positive parent responses to the Student agency and voice factor at 80% (2022).</li> </ul>	Strengthen teacher knowledge and capability to activate student voice and learner agency so students can act as partners in improving learning outcomes.	No
		<p><b>SSS</b> By 2026 increase the percentages of positive staff responses to the School Climate module from 64% (2022) to 80%.</p>	Further embed the school's tier 2 intervention model to provide further access for a greater number of students.	Yes

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise the learning growth of every student.	
<b>KIS 1.a</b>	Build teacher capability to analyse and use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.	
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Establishment of regular progress monitoring throughout the term with targeted assessment tasks to further enhance responsive teaching.</li> <li>* Refining of the school's Assessment Schedule to better reflect frequency, modality and cadence.</li> </ul>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- reduction in students identified as "at risk" for reading, writing and maths expected levels</li> <li>- teachers enhanced capability to adapt instruction and curriculum through feedback received from ongoing formative assessments (i.e. CFUs, progress monitoring)</li> <li>- leaders and teachers establishing progress monitoring data tracking sheets</li> <li>- teachers will continue to monitor the interleaved and spaced practice mapping of curriculum to ensure regular retrievals and reviews are aligned to the needs of student cohorts</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Reconfiguring and time tabling of the school's Assessment Schedule with new assessment tools (i.e. maths screener and Ochre assessment tasks)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	
Establish and schedule year level data literacy meetings to track, review and monitor student progress.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> </ul>	
Building capacity of teacher knowledge to deliver assessment tools with high fidelity and low variance, through scheduled and responsive professional learning sessions.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy leader</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	

<p>School Improvement Team to review the ongoing implementation of the school's assessment schedule and progress monitoring to ensure effectiveness of curriculum delivery.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>
<p>Introduce new mathematics screener for Foundation and Year 1 students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>
<p>Trialling Ochre Education's Impact Assessment curriculum tracking tool.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy support</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> </ul>
<p><b>KIS 1.b</b></p>	<p>Build teacher capability to regularly reflect and improve on their practice.</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>* Expand the school's instructional coaching model</li> <li>* Enhance the school's knowledge-rich curriculum</li> </ul>
<p><b>Evidence of change</b></p>	<ul style="list-style-type: none"> <li>- teachers are able to articulate their instructional goals with clarity and nuance</li> <li>- increased rigour in responsiveness to modification of curriculum content during year level planning meetings</li> <li>- increased levels of student attention during lessons</li> <li>- a documented vertical and horizontal knowledge-rich curriculum with structured lessons and resources for science, history, geography, health, civics and computing</li> </ul>
<p><b>Tasks</b></p>	<p><b>People responsible</b></p>
<p>2026 Coaching Implementation Plan, that includes creating a timetable planner that schedules teachers throughout the year for coaching and being coached. This will also include some</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>

<p>scheduled whole-staff professional learning sessions that focus on scripting and rehearsal of key instructional practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>
<p>Scheduled planning time for learning specialists and leading teachers to design lessons and resources for the school's knowledge-rich curriculum units. This will include lesson plan coaching of teachers that are building Science curriculum, with Learning Specialist, to build capacity.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>
<p>Establishing a cycle for year level teams to review and monitor the implementation of the lessons they are delivering from the whole school knowledge-rich curriculum units.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> </ul>
<p>Design a drop-in schedule for teachers to observe (and be observed) during lessons. This will include the development of a set of shared expectations to ensure drop-ins are consistent.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>
<p>Publishing of the school's 2026 Instructional Play Book, codifying instructional practices that are embedded throughout all classes and lessons.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>
<p><b>Goal 2</b></p>	<p>Improve student perseverance and engagement in learning.</p>
<p><b>KIS 2.c</b></p>	<p>Further embed the school's tier 2 intervention model to provide further access for a greater number of students.</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>* Refine and enhance the school's Multi-Tier Systems of Support (MTSS)</li> <li>* Refine and enhance the school's behaviour and character curriculum</li> </ul>

<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- THPS MTSS framework, including documentation of criteria for student identification</li> <li>- additional support for health and wellbeing across the school (MHIPS)</li> <li>- reduction in students identified as "at risk" for reading, writing and maths expected levels</li> <li>- teacher confidence to identify students for tier 2 and 3 systems of support</li> <li>- increased capacity and confidence from Education Support staff to work with small groups of students and alongside classroom teachers to enact responsive teaching practices</li> <li>- sequential accumulation of 'manners' (character curriculum) expectations (and codified) from F-6 document</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
Creation of THPS MTSS document that codifies the expectations, practices and implementation plan.	<input checked="" type="checkbox"/> Assistant principal
Scheduled professional learning to all staff on aspects of the THPS MTSS framework.	<input checked="" type="checkbox"/> Assistant principal
Establishment of MTSS team (vertical and horizontal) to enact the tiers of support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)
Creation of tier 2 systems of support (intervention/enrichment) scope and sequence map with progress monitoring embedded.	<input checked="" type="checkbox"/> Assistant principal
Extension of the behaviour curriculum, to include a character strand. Establishment of an accumulation of expectations for manners and greetings from F-6 (and codified).	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal
Appointment and training of Mental Health in Primary School Primary staff member.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal