

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

FISO 2.0 outcomes	Learning			Wellbeing	
	Excelling			Excelling	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Excelling	Excelling	Excelling	Excelling	Embedding

Future planning for 2026	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	NAPLAN Top 2 bands Year 3 and 5 (to be determined from the NAPLAN 2023 data) - 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%. - 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%. - 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%. NAPLAN Benchmark growth (to be determined from the NAPLAN 2023 data)	Build teacher capability to analyse and use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.	Yes
		PAT Reading and Mathematics band growth 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%.	Build teacher capability to regularly reflect and improve on their practice.	Yes
		Victorian Curriculum teacher judgements growth By 2026 increase the percentage mean of students in Years 1-6 achieving above expected growth in:		

		• reading and viewing from 42% (2021-2022) to 50%. • number and algebra from 38% (2021 to 2022) to 45%. • writing from 41% (2021 to 2022) to 50%.		
		School Staff Survey (SSS) School Climate module By 2026 increase the percentage of positive staff responses to the following factors: • Teacher collaboration from 40% (2022) to 65%. • Staff trust in colleagues from 43% (2022) to 80%.		
Improve student perseverance and engagement in learning.	Yes	Attitudes to Schooling Survey (AtoSS) By 2026 increase the percentage of positive student responses to the following factors: • Perseverance from 68% (2021) to 77% • Student voice and agency from 68% (2021) to 75% • Differentiated learning challenge from 84% (2021) to 87%	Embed a whole school strategy to the teaching of social and emotional health that builds student resilience, risk taking and perseverance.	No
		Parent Care Givers Opinion Survey (PCGOS) By 2026: • increase the percentages of positive parent responses to the Confidence and resilience skills factor from 82% (2022) to 86%. • maintain the high level percentage of positive parent responses to the Student agency and voice factor at 80% (2022).	Strengthen teacher knowledge and capability to activate student voice and learner agency so students can act as partners in improving learning outcomes.	No
		SSS By 2026 increase the percentages of positive staff responses to the School Climate module from 64% (2022) to 80%.	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

Goal 1	Maximise the learning growth of every student.	
KIS 1.a	Build teacher capability to analyse and use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.	
Actions	* Establishment of regular progress monitoring throughout the term with targeted assessment tasks to further enhance responsive teaching. * Refining of the school's Assessment Schedule to better reflect frequency, modality and cadence.	
Evidence of change	- reduction in students identified as "at risk" for reading, writing and maths expected levels - teachers enhanced capability to adapt instruction and curriculum through feedback received from ongoing formative assessments (i.e. CFUs, progress monitoring) - leaders and teachers establishing progress monitoring data tracking sheets - 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	
Tasks		People responsible
Reconfiguring and time tabling of the school's Assessment Schedule with new assessment tools (i.e. maths screener and Ochre assessment tasks)		☑ Leading teacher(s) ☑ School improvement team ☑ Teacher(s)
Establish and schedule year level data literacy meetings to track, review and monitor student progress.		☑ Teacher(s) ☑ Team leader(s)
Building capacity of teacher knowledge to deliver assessment tools with high fidelity and low variance, through scheduled and responsive professional learning sessions.		☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader

School Improvement Team to review the ongoing implementation of the school's assessment schedule and progress monitoring to ensure effectiveness of curriculum delivery.		☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Principal ☒ School improvement team
Introduce new mathematics screener for Foundation and Year 1 students.		☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Numeracy leader ☒ Teacher(s)
Trialling Ochre Education's Impact Assessment curriculum tracking tool.		☒ Numeracy support ☒ Teacher(s) ☒ Team leader(s)
KIS 1.b	Build teacher capability to regularly reflect and improve on their practice.	
Actions	* Expand the school's instructional coaching model * Enhance the school's knowledge-rich curriculum	
Evidence of change	- teachers are able to articulate their instructional goals with clarity and nuance - increased rigour in responsiveness to modification of curriculum content during year level planning meetings - increased levels of student attention during lessons - a documented vertical and horizontal knowledge-rich curriculum with structured lessons and resources for science, history, geography, health, civics and computing	
Tasks		People responsible
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		☒ Assistant principal ☒ Leading teacher(s)

scheduled whole-staff professional learning sessions that focus on scripting and rehearsal of key instructional practices.		☒ Learning specialist(s) ☒ Principal
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.		☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s)
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.		☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s) ☒ Team leader(s)
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.		☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s)
Publishing of the school's 2026 Instructional Play Book, codifying instructional practices that are embedded throughout all classes and lessons.		☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Principal
Goal 2	Improve student perseverance and engagement in learning.	
KIS 2.c	Further embed the school's tier 2 intervention model to provide further access for a greater number of students.	
Actions	* Refine and enhance the school's Multi-Tier Systems of Support (MTSS) * Refine and enhance the school's behaviour and character curriculum	

Evidence of change	- THPS MTSS framework, including documentation of criteria for student identification - additional support for health and wellbeing across the school (MHIPS) - reduction in students identified as "at risk" for reading, writing and maths expected levels - teacher confidence to identify students for tier 2 and 3 systems of support - increased capacity and confidence from Education Support staff to work with small groups of students and alongside classroom teachers to enact responsive teaching practices - sequential accumulation of 'manners' (character curriculum) expectations (and codified) from F-6 document	
Tasks	People responsible	
Creation of THPS MTSS document that codifies the expectations, practices and implementation plan.	☑ Assistant principal	
Scheduled professional learning to all staff on aspects of the THPS MTSS framework.	☑ Assistant principal	
Establishment of MTSS team (vertical and horizontal) to enact the tiers of support.	☑ Assistant principal ☑ Education support ☑ Teacher(s)	
Creation of tier 2 systems of support (intervention/enrichment) scope and sequence map with progress monitoring embedded.	☑ 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).	☑ Leading teacher(s) ☑ Principal	
Appointment and training of Mental Health in Primary School Primary staff member.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	