

2026 Annual Implementation Plan

for improving student outcomes

Meredith Primary School (1420)



Submitted for review by Simone Edmiston (School Principal) on 04 December, 2025 at 11:42 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 03 February, 2026 at 09:45 AM

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	Embedding	Embedding	Embedding	Embedding

<p>Future planning for 2026</p>	<p>Overall, the school has made solid progress toward the 4-year goals and targets outlined in the SSP. Implementation of the Key Improvement Strategies has been purposeful, and while not all areas have reached full consistency, the work undertaken this year has strengthened whole-school practice and contributed to improved student outcomes. Progress toward building a culture of high-quality teaching and learning is evident. Staff capability in assessment, differentiation, and the use of the Victorian Curriculum 2.0 improved across the school. Students demonstrated stronger understanding of learning goals, and wellbeing supports became more structured and responsive. Improvements in planning documentation, instructional practice, and student engagement data indicate that the school is on track toward meeting long-term goals, though further embedding is required. Where KIS actions were implemented effectively, the impact on student outcomes aligned with expectations. Students were better supported at their point of need, teachers made more accurate judgements, and wellbeing strategies (SWPBS, Respectful Relationships, Check-In tools) contributed to improved engagement and behaviour. However, variation between teams and workload pressures meant that some strategies were not fully embedded, limiting the depth of impact in certain areas. Consistency of practice remains a priority.</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?
Maximise the learning growth of every student.	Yes	<p>By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 75% (2019-2021 average) to 80% (2023-2026 average) • Writing from 63% (2019-2021 average) to 75% (2023-2026 average) • Numeracy from 85% (2019-2021 average) to 90% (2023-2026 average) 	Further develop and embed whole school collaborative approaches to curriculum planning and instructional approaches.	Yes
		<p>By 2026, increase the percentage of students achieving in the top two NAPLAN bands in:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 62% (2019-2022 average) to 65% (2023-2026 average) • Writing from 44% (2019-2022 average) to 50% (2023-2026 average) • Numeracy from 21% (2019-2022 average) to 35% (2023-2026 average) <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 38% (2019-2022 average) to 45% (2023-2026 average) • Writing from 20% (2019-2022 average) to 35% (2023-2026 average) • Numeracy from 25% (2019-2022 average) to 35% (2023-2026 average) 	Develop a consistent approach to assessment to inform differentiated learning and track progress.	No

		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 59% (2019- 2021 average) to 75% (2023 – 2026 average) • Collective efficacy from 72% (2019 – 2021 average) to 80% (2023 – 2026 average) 	Embed a culture of professional learning and collaboration.	No
		<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 84% (2019-2022 average) to 90% (2023-2026 average) • Writing from 71% (2019-2022 average) to 80% (2023-2026 average) • Numeracy from 79% (2019-2022 average) to 85% (2023-2026 average) 		
Strengthen student wellbeing and learner agency.	Yes	<p>By 2026, increase the percent positive response scores on AtoSS for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> • Perseverance from 69% (2019-2022 average) to 80% (2023-2026 average) • Sense of confidence from 81% (2019-2022 average) to 85% (2023-2026 average) • Student voice and agency from 70% (2019-2022 average) to 80% (2023-2026 average) 	Strengthen school partnerships to support and promote student wellbeing.	No
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the student development module from 86% (2019-2021 average) to 89% (2023-2026 average).</p>	Empower students in their learning.	No
		<p>By 2026, decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.</p>	Develop and implement a whole school approach to student wellbeing.	Yes

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.	
KIS 1.a	Further develop and embed whole school collaborative approaches to curriculum planning and instructional approaches.	
Actions	Review and refine instructional practices in English and Mathematics to align with the VTLM.	
Evidence of change	<p>Student DIBELS data will show an improvement in fluency</p> <p>Planning for text study and writing is sequential and consistent across the school</p> <p>Teachers are using a shared language and practices in English</p> <p>Discussion in PLCs is focused on the VTLM, English Block and Mathematics resources</p> <p>Improvement in teacher confidence in teaching Maths and using agreed resources</p>	
Tasks		People responsible
Develop and embed consistent fluency practices across the school.		<input checked="" type="checkbox"/> Literacy leader
Investigate and trial strong practices for the second hour of the English Block that are aligned to the VTLM - including Text Study and Writing.		<input checked="" type="checkbox"/> Literacy leader
Develop an agreed practice across the school for the second hour of the English Block and refine using peer observations.		<input checked="" type="checkbox"/> Literacy leader
Develop teacher knowledge and confidence in teaching Mathematics through professional learning and unpacking common resources, such as the Victorian Lesson Plans.		<input checked="" type="checkbox"/> Numeracy leader
Trial the use of consistent lesson planning resources in Mathematics and develop an agreed approach.		<input checked="" type="checkbox"/> Numeracy leader
Goal 2	Strengthen student wellbeing and learner agency.	
KIS 2.c	Develop and implement a whole school approach to student wellbeing.	

Actions	Build staff capabilities to implement a multi-tiered approach to mental health, inclusion and wellbeing.
Evidence of change	MHiPS leader demonstrates an understanding of the MHiPS role and how it apply to this school Documentation of a plan for MHiPS in the school Documentation of tiers of supports for mental health, inclusion and wellbeing Staff demonstrate an understanding of the tiers of support at the school Staff demonstrate and practice a consistent approach to MTSS
Tasks	People responsible
Develop the knowledge and capacity of a staff member in the MHiPS role.	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Develop a plan for the implementation of the MHiPS model in the school.	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Develop staff understanding of whole school MTSS approach, including how MHiPS sits within this.	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Implement whole school MTSS model (including MHiPS, SWPBS and other tiered supports).	<input checked="" type="checkbox"/> Mental health and wellbeing leader