

# Annual Implementation Plan - 2026

Williamstown North Primary School (1409)



Submitted for review by Richard Buckingham (School Principal) on 20 April, 2026 at 02:52 PM

Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 03 August, 2026 at 12:37 PM

## Define actions, evidence of change and tasks

|                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 1</b>                                                                                                                                                          | Improve learning growth for every student in literacy and numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>KIS 1.b</b>                                                                                                                                                         | Refine and embed staff capacity to consistently apply agreed teaching and learning practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Actions</b>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Model collective knowledge of explicit teaching practices and supporting every teacher to use the components (explicit teaching, attention &amp; recall, applied mastery) with increasing fidelity and impact.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Evidence of change</b>                                                                                                                                              | <ul style="list-style-type: none"> <li>Teachers demonstrating common understanding of teaching practices across year levels and specialist classes as evidenced through coaching notes, pulse checks, and planning documentation</li> <li>The components (explicit teaching, attention &amp; recall, applied mastery) will be implemented with high fidelity across all classrooms, evidenced through lesson observations using coaching rubrics based on VTLM 2.0</li> <li>A percentage increase of positive endorsement for Year 4-6 students to the Attitudes to School survey for the Stimulated Learning factor.</li> </ul> |
| <b>Tasks</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Leadership in collaboration with Leading Teachers monitor the coaching rubric (fidelity data) to inform future feedback and coaching cycles                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Further develop Leading Teachers professional knowledge of coaching cycles through attending The Impact Cycle PL                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Monitor student attitudes and feedback through implementation of PIVOT and pulse checks with a focus on Stimulated Learning and review current practice and next steps |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>KIS 1.c</b>                                                                                                                                                         | Refine and embed staff capability to use data and assessment to inform teaching and address each student's point of need                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Actions</b>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Review current whole school assessment practices</li> <li>Analyse current formative assessment practices, identifying strengths and areas that need to be further developed</li> <li>Maintain the organisation structure of attending Mid and End of term meetings with Principal Class Officers, Executive Team Members, and classroom teachers to discuss, and track students learning growth semesterly</li> </ul>                                                                                                                                                                     |
| <b>Evidence of change</b>                                                                                                                                              | <ul style="list-style-type: none"> <li>Amended planning documentation showing increased opportunities for students to feel adequately challenged and experience learning growth relative to their needs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Documentation of assessment practices and participation in moderation tasks will be discussed and used in mid and end of term meetings</li> <li>Leadership team artifacts demonstrate discussions of students tracked learning growth are shared at exec for future planning and curriculum adjustments</li> <li>Percentage increase of positive endorsement on School Staff Survey (SSS) for "Understand how to analyse data" and "Instructional Leadership" factor.</li> <li>Increased accuracy of Teacher Judgement data when reporting semesterly pulse check around understanding and knowledge of PL on VTLM 2.0</li> </ul> |
| <b>Tasks</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Plan, timetable, and attend week 5 and week 9 meetings with staff to discuss current formative assessment practices, current teaching approaches, and planned amendments and improvements in line with student learning needs |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Collate current whole school formative assessment practices, and deliver PL relating to improvements in understanding and best practice                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Plan, prioritise, and facilitate whole school professional learning calendar relating to VTLM 2.0 implementation, cognitive load theory, and science of learning                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Goal 2</b>                                                                                                                                                                                                                 | Improve student engagement and wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>KIS 2.a</b>                                                                                                                                                                                                                | Refine and embed multi-tiered systems of support to ensure all students are connected to their learning and supported in their wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Actions</b>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Build consistent and shared understanding of what SWPBS and PCMS implementation across the school looks like in all school settings</li> <li>Implement consistent routines across all classrooms and specialist areas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Evidence of change</b>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Students experiencing the consistent implementation of behavioural expectations and classroom routines in both classrooms and specialists classes easing their cognitive load.</li> <li>A percentage increase of positive endorsement from Year 4-6 students to the Attitudes to School survey factor "Student Voice &amp; Agency" and "Sense of Connectedness"</li> </ul>                                                                                                                                                                                                                                                        |
| <b>Tasks</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Create and support SWPBS working party to attend external PL, be the early adaptors/champions at WNPS, and facilitate SWPBS implementation at WNPS |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Explore PCMS best practice routines and structures in all classrooms and implement in a staged way which starts small, then scales up              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Run Wellbeing and Engagement coaching cycles facilitated by Leading Teachers                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>KIS 2.b</b>                                                                                                                                     | Continue to strengthen the school's processes for supporting inclusion and wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Actions</b>                                                                                                                                     | <ul style="list-style-type: none"> <li>• Strengthen DI profile processes and teacher's ability to make in-class adjustments and modifications</li> <li>• Build knowledge and understanding of inclusive practices/neurodiversity</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Evidence of change</b>                                                                                                                          | <ul style="list-style-type: none"> <li>• Teachers demonstrate a common understanding of inclusive practices, evidenced through PLC meeting minutes, and professional learning pulse checks</li> <li>• Teachers implementing inclusive practices, in-line with shared understanding, with growing confidence as evidenced through classroom observations and amended planning documentation</li> <li>• A percentage increase of positive endorsement from Year 4-6 students to the Attitudes to School survey factor "Sense of Connectedness" and "Emotional Awareness &amp; Regulation"</li> </ul> |
| <b>Tasks</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Apply for, schedule, and prioritise DI profile meetings, collation of required documentation                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Coordinate and deliver PL relating to neurodiversity and inclusive practices                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| In-class coaching and modelling of adjustments and modifications that can be made to support students with learning needs                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |