

# Annual Implementation Plan - 2026

Waubra Primary School (0859)



Submitted for review by Cameron Carter (School Principal) on 28 November, 2025 at 09:56 AM

Endorsed by Dale Power (Senior Education Improvement Leader) on 03 February, 2026 at 03:26 PM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To maximise learning growth and achievement for all students in literacy and numeracy.	
<b>KIS 1.a</b>	Embed consistent, high quality instructional practices across the school.	
<b>Actions</b>	<ol style="list-style-type: none"> <li>Align scope and sequence, teaching programs, and instructional practices to deliver consistent, high-impact learning for all students</li> <li>Establish a data tracking framework to monitor student progress, identify needs, and inform instructional decisions</li> </ol>	
<b>Evidence of change</b>	<p>-Instructional leadership roles, teacher/leader responsibilities and meeting structures to support adult learning and collaboration are in place and are reviewed mid and end of every term.</p> <p>-Teachers demonstrate a common understanding and increased confidence in using data tracking framework, developed scope and sequence and agreed upon instructional practises evidenced through scheduled pulse checks, meeting agenda items and self reflection tools.</p> <p>-Scope and sequence, instructional practices and data tracking framework will be implemented with high fidelity across all classrooms, evidenced through scheduled lesson observations and planning documentation.</p> <p>-Documentation of expectations and classroom routines for agreed upon instructional processes, planning and use of data tracking framework will be developed progressively and finalised by end of term 4 to embed in school's induction process.</p> <p>-System to monitor quality of instructional practices that positively impact student outcomes will be developed, trialled and refined by end of term 4 as model for next improvement focus.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Provide staff with targeted professional learning and structured observation opportunities across schools to strengthen practice in Literacy, Maths, Spelling, and Writing	<input checked="" type="checkbox"/> Principal	
LT to facilitate PLC cycle to build staff data literacy	<input checked="" type="checkbox"/> Leadership team	

Develop a whole school goal tracking system to monitor student learning goals	☑ Leadership team
Development of a staff professional learning calendar for 2026	☑ Leadership team
Develop reflective documents that can be used for teachers and leadership to support the monitoring of classroom observations, instructional practices and data tracking frameworks.	☑ Leadership team
<b>Goal 2</b>	To improve engagement and empower students to be motivated learners.
<b>KIS 2.b</b>	Develop a whole school approach to the management of student wellbeing.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop shared understanding of Positive Classroom Management Strategies to strengthen staff expertise and improve student outcomes.</li> <li>2. Establish organisational processes and structures for tracking student wellbeing.</li> </ol>
<b>Evidence of change</b>	<p>-Instructional leadership roles, teacher/leader responsibilities and meeting structures to support adult learning and collaboration are in place and are reviewed mid and end of every term.</p> <p>-Teachers demonstrate a common understanding and increased confidence in using Positive Classroom Management Strategies evidenced through scheduled pulse checks, meeting agenda items and self reflection tools.</p> <p>-Wellbeing data tracking framework is being tracked consistently by leadership and classroom teachers with evidence of using data in classrooms to support student learning and engagement.</p> <p>-Respectful Relationships' is consistently planned for and delivered using whole school scope and sequence with common language reflected throughout all lessons.</p> <p>-System to monitor quality of instructional wellbeing practices that positively impact student engagement will be developed, trialled and refined by end of term 4 as model for next improvement focus.</p>
<b>Tasks</b>	<b>People responsible</b>
Facilitate a community of practice with similar size and demographic schools around wellbeing through the MHIPS program	☑ Mental health and wellbeing leader

Deliver professional development around the use of Positive Classroom Management Strategies and Respectful Relationships.	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Development of a wellbeing survey that includes focus questions from AtoSS to track student wellbeing	<input checked="" type="checkbox"/> Leadership team
Development of a staff wellbeing professional learning calendar	<input checked="" type="checkbox"/> Leadership team
Develop and track behaviour management system through data recording	<input checked="" type="checkbox"/> Leadership team