

# 2026 Annual Implementation Plan

## for improving student outcomes

Mindalk Primary School (5616)



Submitted for review by Blayne Wallis (School Principal) on 30 November, 2025 at 09:05 AM  
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 21 January, 2026 at 12:33 PM

## Self-evaluation summary

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

Future planning for 2026	
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## SSP Goals Targets and KIS

<b>Goal 2</b>	Maximise learning growth for every student in literacy and numeracy.
<b>Target 2.1</b>	Teacher Judgement English F-6: 89% at or above expected level Teacher Judgement Mathematics F-6: 88% at or above expected level
<b>Target 2.2</b>	NAPLAN - Year 3 Reading - 80% at strong or exceeding NAPLAN Year 3 Writing - 78% at strong or exceeding NAPLAN Year 3 Mathematicss - 60% at strong or exceeding NAPLAN - Year 5 Reading - 75% at strong or exceeding NAPLAN Year 5 Writing - 72% at strong or exceeding NAPLAN Year 5 Mathematics - 62% at strong or exceeding
<b>Key Improvement Strategy 2.a</b> Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Build and deliver a whole school approach to instruction.
<b>Key Improvement Strategy 2.b</b> Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by	Establish and implement a framework and sequence for curriculum delivery

the Victorian Curriculum and senior secondary pathways.	
<b>Goal 3</b>	Embed and deliver a whole school approach to student wellbeing and inclusion.
<b>Target 3.1</b>	Teacher/student relations - positive endorsement above 90%
<b>Target 3.2</b>	Social and emotional wellbeing - positive endorsement above 85%
<b>Target 3.3</b>	Sense of Connectedness: positive endorsement above 85%
<b>Key Improvement Strategy 3.a</b> Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embed multi-tiered wellbeing support systems

## 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 learning growth for every student in literacy and numeracy.	Yes	Teacher Judgement English F-6: 89% at or above expected level Teacher Judgement Mathematics F-6: 88% at or above expected level	Build and deliver a whole school approach to instruction.	Yes
		NAPLAN - Year 3 Reading - 80% at strong or exceeding NAPLAN Year 3 Writing - 78% at strong or exceeding NAPLAN Year 3 Mathematicss - 60% at strong or exceeding NAPLAN - Year 5 Reading - 75% at strong or exceeding NAPLAN Year 5 Writing - 72% at strong or exceeding NAPLAN Year 5 Mathematics - 62% at strong or exceeding	Establish and implement a framework and sequence for curriculum delivery	Yes
Embed and deliver a whole school approach to student wellbeing and inclusion.	Yes	Teacher/student relations - positive endorsement above 90%	Embed multi-tiered wellbeing support systems	Yes
		Social and emotional wellbeing - positive endorsement above 85%		
		Sense of Connectedness: positive endorsement above 85%		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise learning growth for every student in literacy and numeracy.	
<b>KIS 1.a</b>	Build and deliver a whole school approach to instruction.	
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Design and deliver the Mindalk Responsive Teaching Instructional Model - representative of the VTLM 2.0</li> <li>- Deliver professional learning and a select number of instructional coaching partnerships connected to this model.</li> </ul>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Creation of the 'Mindalk Instructional Playbook' to be used in collaborative planning, professional learning and PLC inquiry cycles within teaching teams.</li> <li>- Team 'Collaboration Time' used to discuss instructional practices, resourcing and differentiation - not planning.</li> <li>- Team collaborative experience evidence the use of planned units</li> <li>- PLC inquiry structured around Playbook elements and data response through with responsive model</li> <li>- Termly monitoring by PLC and School Improvement Teams (coaching - learning walks - planning/data analysis) through the use of checklists, rubrics and data protocols.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Create documentation/visuals of model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	
Schedule and deliver a sequence of professional learning focused on implementation of the model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
Create whole school documentation for the instructional coaching approach (Step-Lab)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
Deliver instructional coaching partnerships with select staff (Step Lab)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	

Gather and document curriculum feedback from teachers and students. This will also include a 6 & 12 month review of documentation, including matrix statements.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<b>KIS 1.b</b>	Establish and implement a framework and sequence for curriculum delivery
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Design and embed the whole school curriculum map</li> <li>- Planned 'Units of Learning' will include Grammar Projects, Novel Studies, Phonics sequence, Spelling plans and Writing Units</li> <li>- Implement 'PR1ME' Mathematics curriculum progression and scope and sequences</li> <li>- Establish a weekly planning sample for team support</li> </ul>
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Weekly Team Collab Time is centred around curriculum, resource review and differentiation</li> <li>- Work programming will be representative of our Curriculum Mapping with gathered resources utilised daily</li> <li>- Pulse check and observation tools are used to inform professional learning or instructional coaching partnerships</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
School Improvement Team explore team use of mapping documents and accompanying resources.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
School Improvement Team action gathered feedback from Teaching Teams after completed Units of Learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
School Improvement Team develop guidelines for curriculum access across a teaching week through PLC inquiry cycles.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
<b>Goal 2</b>	Embed and deliver a whole school approach to student wellbeing and inclusion.

<b>KIS 2.a</b>	<b>Embed multi-tiered wellbeing support systems</b>	
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Deliver professional learning and coaching for staff on MTSS/Thrive Guide with clear support strategies and referral/behaviour management pathways.</li> <li>- Development of Wellbeing Team, allied health connections and SWPBS Steering Group</li> <li>- Establish school routines and expectations</li> <li>- Develop a communication strategy to promote and share the values and mission to the school community</li> </ul>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Tier 1 implementations are evident in PLC inquiry cycles, weekly planning and Individual Education Plans</li> <li>- School wide merit system to acknowledge expected behaviours is understood and implemented consistently</li> <li>- Major/minor behaviour list and process for discouraging inappropriate behaviours is implemented consistently</li> <li>- Steering group and Wellbeing team consistently monitor wellbeing/ behaviour data and action accordingly (bi-termly)</li> <li>- SWPBS Steering Group meets on a monthly basis to examine data and give feedback on consistent delivery of lessons school-wide.</li> <li>- Start Up Program is enacted and feedback gathered in Week 4 of Term 1 (Mindalk Momentum)</li> <li>- Data gathered is used to identify need and guide decision making (SWPBS Self-Assessment Survey &amp; Tiered Fidelity Inventory - annually)</li> <li>- Staff engage in a twice-termly in-school survey to share feedback on the observed behaviours and own progress in embedding SWPBS features</li> <li>- Teachers deliver structured social skills lessons that reinforce expected behaviours as evidenced by team planning.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
<ul style="list-style-type: none"> <li>- Merits and matrix are designed and distributed to all staff, including specialist team.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	
<ul style="list-style-type: none"> <li>- Google document created to track merits as an ongoing data source.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	

<p>Thrive Guide is complete and shared as a reference for staff in SWPBS implementation of expected practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>
<p>Behaviour survey is designed by Wellbeing Team and SWPBS Steering Group to gather evidence from staff regarding implementation and student behaviour/merits/Thrive Guide.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>