

2026 Annual Implementation Plan

for improving student outcomes

Malvern Valley Primary School (4669)



Submitted for review by Amy Tinetti (School Principal) on 13 November, 2025 at 02:48 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 14 January, 2026 at 09:36 AM

Self-evaluation summary

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

Future planning for 2026	Continue to develop our whole school Wellbeing scope and sequence and then design our 'playbook' for teaching Wellbeing using our IM. Continue making use of Literacy and Numeracy coaching. Upskilling staff in implementing VTLM 2.0. Seek student understanding of IM and build their understanding of their role in it. In 2026, we will adjust the way in which PLC's are structured. Continued SWPBS work and update MVPS vision and values.
---------------------------------	--

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?
Improve the learning growth of each student.	Yes	By 2028, improve the positive endorsement of the following School Staff Survey factors: • Use of pedagogical model from 60% (2023) to 68% • Understanding of curriculum from 62% (2023) to 70% • Planning differentiated learning activities from 69% (2023) to 77% and By 2028, improve the Years 4-6 student positive endorsement of the following AtoSS factors: • Differentiated learning challenge from 79% (2023) to 85%. • Effective teaching time from 76% (2023) to 83% and By 2028, improve the positive endorsement of the following PGCOS factors: • Effective teaching from 78% (2023) to 82%.	Develop and implement a school-wide instructional model.	Yes
		By 2028, increase the percentage of Year 5 students achieving the NAPLAN exceeding proficiency level for: • Numeracy from 13% (2023) to 20% • Reading from 32% (2023) to 40% • Writing from 23% (2023) to 25%	Develop teacher capacity to identify and support the learning needs of each student.	Yes
		By 2028, increase the percentage of Year 5 students identified as at or above the expected level in semester 1 Teacher Judgements for: • Algebra and Number from 77% (2023) to 88% • Reading from 82% (2023) to 88%	Develop a whole school approach to curriculum implementation.	No

		• Writing from 79% (2023) to 86%		
Improve the wellbeing of each student.	Yes	By 2028, improve the positive endorsement of the Year 3-6 student AtoSS factors: • Effective classroom behaviour from 68% (2023) to 76% • Perseverance from 70% (2023) to 75% • Student Voice and Agency from 63% (2023) to 66%	Develop and implement a school-wide approach to student engagement and wellbeing.	Yes
		By 2028, improve the positive endorsement of the PGCOS factors: • Confidence and Resiliency skills from 80% (2023) to 84% • Student Voice and Agency from 72% (2023) to 77%	Enhance student agency in learning and wellbeing.	No
		By 2028, improve the positive endorsement of the following School Staff Survey factors: • Collective efficacy from 73% (2023) to 81% • Trust in students and parents from 70% (2023) to 78%		

Define actions, evidence of change and tasks

Goal 1	Improve the learning growth of each student.	
KIS 1.a	Develop and implement a school-wide instructional model.	
Actions	- Literacy and Numeracy coaches supporting in planning, and classrooms through coach. (VTLM- Planning) - Curriculum PLC's- focus on 'teach, apply and review' phases of our IM (VTML- Explicit Teaching)	
Evidence of change	-Coaching conversations provide evidence of teachers' increasing knowledge and understanding of our IM. -Classroom Observations provide evidence of teachers consistent understanding and application of our IM across the school. - Planning documents and planning agendas show evidence of teachers unpacking the lesson plans. -Student focus groups and student data sets indicate greater engagement and success in learning.	
Tasks		People responsible
DELIVER - Follow each PL with modelling, observations and coaching of our IM. Leaders/Coaches attend collaborative planning sessions to support teachers in planning a consistent implementation of our IM.		☒ Learning specialist(s) ☒ PLC leaders
PREPARE & DELIVER -Build and implement an instructional coaching model to provide teachers with timely and targeted feedback that supports and monitors their professional practice.		☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders ☒ Principal
DELIVER - Hold regular data conversations with teachers to track and monitor student progress and to provide and seek feedback.		☒ Learning specialist(s)

PREPARE & DELIEVER: Student workshops to track and monitor student understanding of our IM.		☒ Assistant principal ☒ Principal
PREPARE & DELIVER - Planning conversations and documents are consistently completed with a focus on VTLM at each stage of the instructional model (break down and sequence the knowledge to be taught and assessed).		☒ Assistant principal ☒ Learning specialist(s) ☒ Principal
KIS 1.b	Develop teacher capacity to identify and support the learning needs of each student.	
Actions	-Use of our Instructional Playbook- with a focus on instructional practice at each phase -PL on high performing and effective teachers	
Evidence of change	- Increased consistency in lesson delivery and structure across classrooms, with teachers confidently referencing and applying the appropriate practices from the Instructional Playbook. - Greater teacher clarity and reflection on instructional impact, as seen through Team meetings and PLC discussions, coaching observations, and feedback cycles where teachers can now clearly the impact on student learning at each phase of the IM. - Shift in teacher mindset and language around effectiveness, with staff now using shared terminology when discussing practice and student learning outcomes. - Observable improvements in classroom practice, with teachers incorporating VTLM 2.0 evidence-based strategies more deliberately, leading to stronger student engagement and clearer differentiation to target students at their point of need.	
Tasks		People responsible
PREPARE - Create our instructional playbook, with a focus on instructional practices in each phase of the schoolwide IM.		☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders ☒ Principal
PREPARE AND DELIVER - Develop and implement a self-assessment rubric aligned to both the Instructional Playbook and “High Performing Teacher” characteristics.		☒ Assistant principal ☒ Learning specialist(s)

	☒ Principal
PREPARE AND DELIVER - PL sessions unpacking characteristics of high-performing teachers, focusing on evidence-based traits such as clarity, feedback, and relationships.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal
MONITOR AND REVIEW - The impact of coaching sessions and the reflections of teachers on their own practice based on the work we have done through the implementation of the IM and a better understanding of the VTLM 2.0. Teachers are working towards their self-set goals.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal ☒ Teacher(s)
Goal 2	Improve the wellbeing of each student.
KIS 2.a	Develop and implement a school-wide approach to student engagement and wellbeing.
Actions	-Implement SWPBS in alignment with MiHIPS, ensuring clear connections to PCMS to promote a consistent, school-wide approach to behaviour and wellbeing. -Review and refine the school vision through the lens of high expectations to strengthen students' sense of belonging, pride, and connection to the MVPS community. -Develop a Playbook of daily routines as per PCMS
Evidence of change	- Increased staff confidence and consistency in implementing SWPBS and MiHIPS practices across the school. - Improved alignment between wellbeing practices and PCMS processes, resulting in a more proactive and cohesive approach to behaviour support. - Students demonstrate a stronger sense of belonging and pride in being part of the MVPS community, reflected in student voice data and wellbeing surveys. - The reviewed school vision is visible and embedded in school practices, language, and community communications. - A clear and shared understanding of high expectations is evident across staff, students, and families. - A clearly documented Playbook outlining consistent daily routines and expectations is developed, endorsed, and implemented across all learning areas. - Staff demonstrate a shared understanding and consistent application of routines, reflected in classroom observations and learning walks.

Tasks	People responsible
EXPLORE & PREPARE – Establish a MiHIPS implementation team to lead and monitor the rollout of SWPBS across the school, ensuring alignment with PCMS. Conduct an audit of current wellbeing and behaviour practices to identify strengths, gaps, and areas for alignment.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Principal
DELIVER – Review and refine the MVPS school vision through consultation with staff, students, and families. Facilitate focus groups, surveys, and workshops to ensure the revised vision reflects high expectations, belonging, and pride.	☒ Assistant principal ☒ Education support ☒ PLC leaders ☒ Principal ☒ Student(s) ☒ Teacher(s)
PREPARE & DELIVER – Provide targeted professional learning for all staff on SWPBS expectations, MiHIPS systems, and the connection to PCMS processes to promote a consistent, proactive approach to student wellbeing and behaviour.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Principal ☒ Wellbeing team
DELIVER & SUPPORT – Embed the reviewed school vision and SWPBS expectations into classroom practice, school events, and communications to strengthen visibility and alignment across the community.	☒ All staff ☒ Assistant principal ☒ Principal
MONITOR & REVIEW – Collect and analyse student wellbeing and engagement data (e.g. Attitudes to School Survey, student voice, attendance) to measure the impact of SWPBS and MiHIPS implementation. Adjust supports and strategies as needed.	☒ Assistant principal ☒ Learning specialist(s) ☒ Wellbeing team

SUSTAIN & CELEBRATE – Showcase and celebrate examples of positive behaviour, student leadership, and community engagement that reflect the school’s revised vision and values.	☒ All staff ☒ Assistant principal ☒ Principal ☒ Student(s)
---	---