

2026 Annual Implementation Plan

for improving student outcomes

Epping Primary School (5551)



Submitted for review by Barbara McKenzie (School Principal) on 09 February, 2026 at 04:25 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 11 February, 2026 at 05:40 PM

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
	Embedding	Embedding	Embedding	Embedding	Excelling

Future planning for 2026	<p>Epping Primary School underwent its four-yearly School Review in Term 1, 2025. This assisted the school to reflect on significant gains in a calm and orderly environment, strong student wellbeing approach and resources and in student outcomes, particularly mathematics. These gains can be attributed to the strong planning documentation and resources as well as the capacity building of staff's pedagogical knowledge regarding the neuroscience of the brain and learning, differentiated practice, and data analysis and outcome tracking. Very clear 'next steps' in the work of the school were identified and clear and succinct SMART goals developed in the new SSP. In Term 2, the school set small, achievable goals for the remainder of 2025 based on the growth trends identified through the School Review. These were mostly achieved, with only one or two aspects falling short of the intended percentage growth. This indicates that the school is able to set targeted, inspirational but achievable goals to reach the four-year SSP goals and targets. After careful analysis of AIP goals and targets and end of year data, the staff at Epping Primary School identified further areas of focus in 2026. These will include; build capacity in relation to teacher judgement, continue to move students from 'at' level and 'strong' into 'exceeding', and stimulated learning/student voice and agency. Teacher personal goal setting, in-class coaching and peer observations have been identified by SIT as the most effect way to drive the implementation of these areas</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 learning outcomes and growth in literacy and numeracy for all students.	Yes	By 2029, increase the 2024 percentage of students achieving the exceeding proficiency level: <ul style="list-style-type: none"> • Year 3 reading from 10% to 15% • Year 3 writing from 0% to 10% • Year 3 numeracy from 3% to 10% • Year 5 reading from 16% to 20% • Year 5 writing from 4% to 10% • Year 5 numeracy from 9% to 15%. 	Build staff capability to activate student agency in classroom learning.	Yes
		By 2029, increase the 2024 percentage of Foundation to Year 6 students achieving above age expected level (Teacher Judgement, Victorian Curriculum): <ul style="list-style-type: none"> • reading and viewing from 8% to 15% • writing from 5% to 10% • *Maths 2.0 from xx% (202x) to xx% *Placeholder target TBC when data available (anticipated 2025)	Strengthen a consistent whole school approach to high-quality instructional practice through PLCs.	No
		By 2029, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): <ul style="list-style-type: none"> • Using student feedback to improve practice from 18% to 50% • Understand formative assessment from 36% to 50% • Professional learning from peer observation from 9% to 50% • Seek feedback to improve practice from 45% to 65%. 	Develop staff capabilities to ensure adjustments target the point of learning needs	Yes

Strengthen wellbeing so that students are confident, connected and engaged learners.	Yes	<p>By 2029, increase the 2024 percentage positive endorsements on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Student voice and agency from 62% to 68% • Stimulated learning from 73% to 77% • Sense of connectedness from 73% to 77% • Help seeking from 68% to 72%. 	Stimulate and challenge students by developing student knowledge of agency and learner dispositions.	Yes
		<p>*Placeholder target to be confirmed when 2025 data available</p> <p>By 2029, increase the 2025 percentage positive endorsement on the School Staff Survey:</p> <ul style="list-style-type: none"> • School staff safety and wellbeing module from xx% to xx% 	Build student engagement through ownership and self-regulated learning.	No
		<p>By 2029, increase the 2024 percentage positive endorsement on the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> • Parent participation and involvement from 72% to 76% • Stimulating learning environment from 72% to 76%. 		
		<p>By 2029, increase the 2024 average attendance rate from 84.2% to 88%</p>		

Define actions, evidence of change and tasks

Goal 1	Maximise learning outcomes and growth in literacy and numeracy for all students.	
KIS 1.a	Build staff capability to activate student agency in classroom learning.	
Actions	Strengthen the school-wide approach to developing learning intentions/goal setting and success criteria.	
Evidence of change	<p>Students will know their achievement relating to the learning what the next steps are to progress their learning.</p> <p>Students will experience success and be motivated in their learning.</p> <p>Students will know how lessons are structured and how this supports their learning.</p> <p>Students will report higher levels of confidence with knowing their next steps in learning and how to achieve these.</p> <p>Teachers will provide regular feedback and monitor student progress.</p>	
Tasks	People responsible	
<p>Review and strengthen PLC structures and processes to ensure high-level learning intentions/goals and success criteria are included in planning documents.</p> <p>Senior leaders, attend, observe and provide feedback and coaching to classroom teachers in relation to learning intentions/goals and success criteria.</p> <p>Schedule and implement evidence based professional learning in relation to goal setting and success criteria.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team 	
KIS 1.c	Develop staff capabilities to ensure adjustments target the point of learning needs	
Actions	<p>Continue to build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in Writing.</p> <p>Develop and implement multi-tiered approaches to meet students' individual learning needs.</p> <p>Observe and network with 'like schools' who are achieving at a higher level.</p>	
Evidence of change	<p>Students in need of targeted academic support or intervention will be identified and supported.</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs.</p> <p>Students will be supported to learn at point of need through groupings and guided practice.</p> <p>Teachers will identify student learning needs based on diagnostic assessment data.</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs.</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.</p>	

Tasks		People responsible
<p>Schedule and implement evidence based professional learning in relation to data analysis, targeted planning and differentiation.</p> <p>Review current practices to build a picture of staff understandings and implementation of reasonable adjustments to ensure all students succeed in their learning.</p> <p>Collate formative assessment data centrally and reflect on student achievement and relevant differentiation.</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team
Goal 2	Strengthen wellbeing so that students are confident, connected and engaged learners.	
KIS 2.a	Stimulate and challenge students by developing student knowledge of agency and learner dispositions.	
Actions	<p>Build staff capacity to understand and implement student agency in their learning.</p> <p>Build staff capacity in understanding different student learning dispositions .</p>	
Evidence of change	<p>Teachers, leaders and the school community will share a common understanding of the whole school approach to student agency and learner dispositions.</p> <p>Teachers and leaders will integrate learning dispositions and voice and agency into school practice, policies and programs.</p> <p>Continue to use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation with student voice and agency strategies evident.</p> <p>Establish/embed consistent approaches to formative assessment.</p> <p>Build students' self-awareness and metacognitive skills.</p>	
Tasks		People responsible
<p>Establish instructional coaching processes and protocols within the school, with a focus on building student agency in learning.</p> <p>Collate formative assessment data centrally and reflect on student achievement and relevant differentiation.</p> <p>Develop and document a whole school understanding of learner dispositions and student agency.</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team