

Albion Primary School (4265) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: To improve achievement for all students in literacy and numeracy.

Goal 2: To improve wellbeing and engagement for all students

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning

KIS 2.b Teaching and learning

Build teacher professional practice to implement the Victorian Curriculum 2.0.

Build teacher capacity in order to promote and amplify student voice, agency and leadership in student learning and wellbeing.

Actions (2 maximum)

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1. Scope and sequence and essential learning documentation:
 - a. complete the Personal and Social Capability essential learnings
 - b. commence work on levels A – D and EAL essential learnings
 - c. monitor progress of the essential learnings for English, Mathematics, Humanities and Science, adjusting as necessary based on feedback and outcomes.
2. Align lesson planning with learning goals and proof of progress to ensure instructional cohesion by connecting curriculum, teaching and assessment.

1. Embed structures that actively empower students as partners in their learning and wellbeing.
2. Strengthen teacher practice in developing student voice, agency and leadership (VAL).

Tasks (6 maximum)

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1. Provide time for collaboration, professional learning, and middle leaders meeting.
2. Complete documentation of essential learnings.
3. Further develop and use school wide data trackers.
4. Peer observations/learning walks to view practice.
5. Review Albion's instructional model to bring into line with VTLM 2.0.
6. Consistent Assessment schedule and to ensure there is triangulation of data using at least 3 sources.

1. Provide PL on evidence-based VAL practices (e.g learning conferences, goal-setting, student feedback routines).
2. Develop a whole school VAL framework or rubric to clarify expected VAL practices.
3. Peer observations/learning walks to view VAL practice.
4. Commence the development of proficiency scales in student friendly language based on essential learnings that will help formulate goals for students. These will be used in individual conferences and with small group instruction so students can identify learning goals and what success looks like.
5. Implement a school-wide, consistent IEP process to ensure clear goal setting, shared documentation, and aligned support strategies for staff member to effectively understand, implement, and support individual student goals.

Evidence of Change (5 maximum)

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1. Meeting structures are in place to support staff learning and collaboration.
2. Lessons directly address curriculum goals and use evidence to show learning. Staff are co-designing common assessment tasks to support consistency. (What do kids need to learn? How do we know they learned it? Plan from there.)
3. Better use of school wide data trackers to make progress visible and reduce variance.
4. Student capability to talk about what they are learning and why, what they need to do to improve, and how they know they are improving.
5. The percentage of students achieving at or above the expected level in Reading and Mathematics, according to teacher judgement, has increased.

1. Teachers consistently embed structured opportunities for student choice, goal setting and feedback in lessons.
2. Students articulate their learning goals, next steps and have increased confidence in contributing to class decisions.
3. Students can identify the next steps in their learning.
4. Teachers demonstrate improved confidence and consistency using VAL strategies (survey/reflection tools, PLC observations).
5. Improvement in student voice and agency factor in AtoSS.