

2026 Annual Implementation Plan

for improving student outcomes

Mildura South Primary School (4389)



Submitted for review by Mathew McLeod (School Principal) on 22 February, 2026 at 03:21 PM
Endorsed by Jo McQuinn (Senior Education Improvement Leader) on 05 March, 2026 at 02:55 PM

Self-evaluation summary

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

Future planning for 2026	Restructuring the Leadership roles. Director of Learning position created to enable a consistent approach to teaching and learning and using the VTLM 2.0 as a guide. All teaching staff working with the Academy on the VTLM 2.0 and working with Nathaniel Swain in 2026. To build teacher capacity to use Ochre as a resource rather than as scripted lessons. Establish PLCs that are data informed to support practice improvement, collaborative curriculum development and improving student outcomes. To conduct learning walks, capturing student voice to create instructional actions. To evaluate the effect of Tiered supports and monitor when students no longer require intervention. To build the understanding of the PCMS and determine practices to prioritise. To embed the culture of RRRR throughout the entire school.
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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 the learning growth of every student in literacy and numeracy	Yes	By 2028 increase the percentage of Year 3 students in the NAPLAN Exceeding and Strong proficiency levels in: • Reading from 42% in 2023 to at or above 62% • Writing from 48% in 2023 to at or above 68% • Number from 42% in 2023 to at or above 62%	Develop, document, and embed an agreed instructional model for literacy and numeracy	Yes
		By 2028 increase the percentage of Year 5 students in the NAPLAN Exceeding and Strong proficiency levels in: • Reading from 55% in 2023 to at or above 69% • Writing from 30% in 2023 to at or above 62% • Number from 35% in 2023 to at or above 59%	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs	No
		By 2028 increase the percentage of Year F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above age expected levels in: • Reading and viewing, in 2023 from 75% to at or above 79% • Writing, from 63% in 2023 to at or above 87% % • Number from 77% in 2023 to at or above 81% .		
Improve the ability of all students to become self-aware, confident and independent learners	Yes	By 2028 the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors: • Academic emphasis from 74% in 2023 to 80% • Promote student ownership of learning maintained at 80%	Embed a whole-school approach to student agency in learning and wellbeing	Yes

		By 2028 the percentage of students responding positively to the Attitudes to School Survey (AtoSS) will increase in the following factors: • Student voice and agency from 56% in 2023 to 69% • Self-regulation and goal setting from 74% in 2023 to 84%	Build student capacity to set challenging learning goals and monitor their own growth	Yes
		By 2028 the percentage of parents responding positively to the Parent, Guardians and Carers Opinion Survey (PGCOS) will increase in the following factors: • Confidence and Resilience from 82% in 2023 to 89% • Student agency and voice from 78% in 2023 to 86%		

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student in literacy and numeracy	
KIS 1.a	Develop, document, and embed an agreed instructional model for literacy and numeracy	
Actions	Instructional Coaching of teams and individual teachers Learning Walks enacted twice per term with feedback Professional learning to reflect the needs of the school in line with the VTLM Data conversations implemented termly, focused on student growth	
Evidence of change	Increased in staff knowledge and confidence in implementing lesson sequences Planning reflects instructional priorities and evidence of 'micro-moves' from professional learning Increased data literacy and tracking of student progress	
Tasks		People responsible
Director of Learning to attend team meetings and provide targeted responsive coaching to support identified areas of need		☒ Teaching and learning coordinator
Professional learning schedule created in line with the VTLM and identified areas of need (responsive to panorama data sets)		☒ School improvement team
Learning walks conducted twice per term to support the monitoring of AIP goals - clear and timely feedback from learning walks given to support team planning and to inform future actions of the SIT (School Improvement Team)		☒ Leadership team ☒ School improvement team
Data Conversation Meetings implemented and held each term with a focus on student growth.		☒ Principal ☒ Teacher(s) ☒ Teaching and learning coordinator
Goal 2	Improve the ability of all students to become self-aware, confident and independent learners	
KIS 2.a	Embed a whole-school approach to student agency in learning and wellbeing	

Actions	**Embed a whole school multi-tiered approach to wellbeing and engagement - Build staff knowledge to establish, implement and monitor effective Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs) - Provide opportunity for student voice and empowerment over learning goals - Review and embed a tiered approach to wellbeing, learning and engagement	
Evidence of change	- Visual map of Tier 1, 2, 3 strategies developed and unpacked with staff - Common language heard by students and staff - Respectful Relationships lessons planned for and delivered to students - Students understanding their role in achieving the goals in their IEP	
Tasks		People responsible
Map existing wellbeing and inclusion supports to tier 1, 2, 3 strategies and identify gaps.		☒ Assistant principal ☒ Principal ☒ Wellbeing team
Build staff capacity to co-design and review IEPs and BSPs through planned professional learning sessions - Deliver professional learning on high-quality IEP writing, including SMART goals and data sources.		☒ Leadership team
Re-introduce Respectful Relationships program - common language for school community - map Respectful Relationships to the Victorian Curriculum and to MSPS School Values ('TRICK')		☒ Assistant principal
KIS 2.b	Build student capacity to set challenging learning goals and monitor their own growth	
Actions	Clear and consistent processes for the development of Individual Learning Plans (IEPs) Clear and consistent processes of sharing data with students to inform learning goals	
Evidence of change	Students will be supported to give and receive feedback appropriate to their learning goals Students will be empowered to track their progress through clear data processes	

	Students will be able to explain their thinking through common language of skills, knowledge and understanding when discussing success criteria
Tasks	People responsible
Professional learning delivered to staff on agreed processes and structure of IEPs	☒ Assistant principal ☒ School leadership team
Students supported to become agents of learning through; - Explicit feedback (two way) - Goal setting - Sharing of data - Clarity of success criteria	☒ Teacher(s) ☒ Teaching and learning coordinator ☒ Team leader(s)