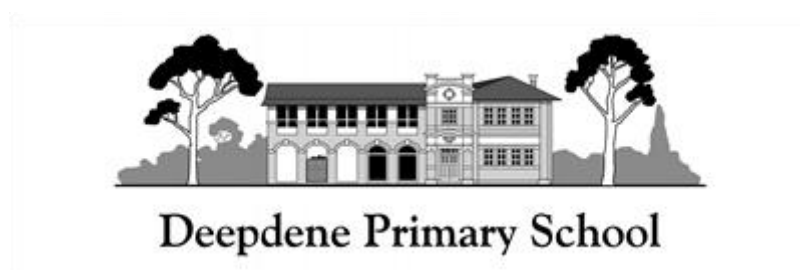


2026 Annual Implementation Plan

for improving student outcomes

Deepdene Primary School (3680)



Submitted for review by Tim Green (School Principal) on 04 February, 2026 at 01:23 PM

Endorsed by Andrew Moore (Senior Education Improvement Leader) on 06 February, 2026 at 01:42 PM

Self-evaluation summary

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

Future planning for 2026	We will be undertaking our school review in Term 2 next year. The goals set in our previous SSP were quite broad, and we have largely achieved them. As we look ahead, we are eager to seek further external input to help shape more targeted goals and areas of focus. In the meantime, we will continue to embed the VTLM 2.0. We are already well underway, and our next step will be to strengthen our work around Retrieval Practice and mathematical fluency. Student agency is another key area we intend to explore and embed more deeply across the school. Next year, we will also place a strong emphasis on the MHWL role, embedding Disability Inclusion and Tier 2 programs throughout the school. We will be supporting this work with the introduction of a dedicated staff member employed specifically to lead and implement these initiatives.
---------------------------------	---

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?
Optimise learning growth for all students.	Yes	Student learning outcomes - NAPLAN banding By 2026, increase the percentage of Year 3 students in the top two bands in: • reading from 67% (2022) to 75% • writing from 57% (2022) to 70% • numeracy from 56% (2022) to 65%. By 2026, increase the percentage of Year 5 students in the top two bands in: • reading from 57% (2022) to 65% • writing from 53% (2022) to 58% • numeracy from 56% (2022) to 65%.	Develop and implement common language, understandings and collaborative practices in the use of data to drive learning growth for all students.	No
		Student learning outcomes - NAPLAN benchmark growth By 2026, increase the percentage of Year 5 students achieving above benchmark growth in: • reading from 30% (2021) to 35% • writing from 23% (2021) to 30% • numeracy from 38% (2021) to 42%.	Develop challenging and differentiated learning experiences that meet the needs of all learners.	Yes
		Student learning outcomes - teacher judgements By 2026, increase the percentage of Foundation to Year 6 students above benchmark growth in: • reading from 53% (2021) to 60% • writing from 33% (2021) to 55% • number and algebra from 49% (2021) to 60%.		

		School Staff Survey By 2026, increase the percentage of positive responses to the factors: • Understand how to analyse data from 74% (2021) to 80% • Teacher collaboration from 63% (2021) to 75%.		
Empower students to be actively engaged, resilient and responsible learners.	Yes	Student Attitudes to School Survey By 2026, increase the percentage of positive responses for the factors: • Stimulated learning from 77% (2022) to 85% • Student voice and agency from 61% (2022) to 70% • Differentiated learning challenge from 82% (2022) to 88% • Decrease Resilience from 21% Low Resilience (2022) to 10%.	Develop and implement common language, understandings and practices to support student voice and agency in learning.	No
		School Staff Survey By 2026, increase the percentage of positive responses for the factors: • Use student feedback to improve practice from 74% (2021) to 80% • Promote student ownership of learning goals from 83% (2021) 90%.	Strengthen school and family partnerships to improve student learning and wellbeing.	Yes
		Parent Opinion Survey By 2026, increase the percentage of positive responses for the factors: • Student agency and voice from 72% (2021) to 80% • Stimulating learning environment from 65% (2021) to 75% • Teacher communication from 59% (2021) to 70%.		

Define actions, evidence of change and tasks

Goal 1	Optimise learning growth for all students.	
KIS 1.b	Develop challenging and differentiated learning experiences that meet the needs of all learners.	
Actions	Implement a whole-school, systematic approach to numeracy fluency. Introduce a consistent, evidence-informed numeracy fluency approach across all year levels to strengthen students' number sense, automaticity with known facts, and reduce cognitive load, enabling deeper engagement with complex mathematical thinking. Build teacher capacity to embed fluency within high-quality numeracy instruction. Support teachers through professional learning, collaborative planning, and shared resources to intentionally integrate fluency into numeracy lessons in ways that are challenging, differentiated, and responsive to student needs.	
Evidence of change	Consistent school-wide practice: Numeracy fluency is embedded across all classrooms, with agreed structures, language, and expectations evident in lesson planning documents and classroom observations. Increased student number sense and confidence: Students demonstrate improved recall of known facts, flexibility with numbers, and confidence when engaging in higher-order numeracy tasks, as evidenced through classroom assessments and teacher observations. Reduced cognitive load during problem-solving: Students apply automaticity with basic facts to more complex tasks, allowing greater focus on reasoning, strategies, and mathematical language. Sustained high performance and prevention of additional support needs: School-based assessment data and NAPLAN results show maintained or improved achievement across cohorts, with low numbers of students requiring additional support in numeracy.	
Tasks		People responsible
Develop a shared understanding of numeracy fluency and its role in learning. Establish a common definition of numeracy fluency, including automaticity, flexibility, and efficiency,		✓ All staff

and clarify how fluency reduces cognitive load to support deeper mathematical reasoning. Identify and agree on a whole-school fluency approach. Select or design evidence-informed fluency routines and structures that are developmentally appropriate across year levels and can be consistently implemented throughout the school. Build teacher capability through professional learning and collaboration. Provide targeted professional learning, model effective practice, and use PLCs to plan, trial, reflect on, and refine fluency practices across classrooms. Use assessment to inform differentiation and monitor impact. Implement agreed formative assessment tools to monitor students' fluency development and use this data to adjust instruction, differentiate tasks, and identify students requiring extension or additional support. Monitor implementation and impact through observation and feedback. Use classroom observations, learning walks, and PLC discussions to monitor consistency of practice, share effective strategies, and refine the approach over time.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal
Goal 2	Empower students to be actively engaged, resilient and responsible learners.
KIS 2.b	Strengthen school and family partnerships to improve student learning and wellbeing.
Actions	1. Establish and embed the Mental Health and Wellbeing Leader role to strengthen whole-school wellbeing systems. 2. Strengthen partnerships with families and external services to support student wellbeing and engagement.
Evidence of change	Established and embedded MHWL role: The MHWL role is clearly defined and consistently accessed by staff and families, with documented processes for referrals, case management, and follow-up. Improved consistency of wellbeing practices: Staff demonstrate shared language and consistent approaches to student wellbeing, as evidenced through professional learning participation, planning documents, and classroom practice. Stronger family partnerships:

	Families report improved communication and collaboration with the school around student wellbeing, reflected in Parent Opinion Survey data and increased engagement with support processes. Improved student wellbeing and engagement: School-based wellbeing data and Student Attitudes to School Survey results show improved student resilience, engagement, and sense of agency over time. Targeted and timely support for students: Early identification and intervention processes result in timely, coordinated support for students, reducing escalation of wellbeing concerns and supporting sustained engagement in learning.
Tasks	People responsible
Define and communicate the scope and purpose of the MHWL role. Clearly articulate the responsibilities, referral pathways, and ways staff and families can access the MHWL, ensuring a shared understanding across the school community. Establish consistent wellbeing identification and referral processes. Develop and implement clear procedures for identifying student wellbeing needs, prioritising early intervention, and coordinating targeted support through the MHWL role. Strengthen family communication and engagement around student wellbeing. Support the MHWL to work proactively with families through regular communication, meetings, and guidance, building trust and shared responsibility for student wellbeing. Coordinate targeted and preventative wellbeing supports. Implement evidence-informed wellbeing programs, small group supports, and individual interventions to build student resilience, engagement, and emotional regulation. Build staff capability and consistency in wellbeing practices. Provide professional learning and ongoing support to staff to strengthen shared language, understanding, and consistent responses to student wellbeing needs. Monitor wellbeing data and evaluate impact.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Principal

Use school-based data, surveys, and case tracking to monitor student wellbeing trends, evaluate the effectiveness of supports, and refine practices throughout the year.	
--	--