

2026 Annual Implementation Plan

for improving student outcomes

Aitken Creek Primary School (5522)



Submitted for review by Peter Katsikapis (School Principal) on 20 November, 2025 at 10:54 AM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 02 December, 2025 at 08:12 AM

Self-evaluation summary

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

Future planning for 2026	Future planning is embeded in each KIS reflectionWe saw a dip in most data sets coming out of COVID and staffing shortages, however we are begining to notice an upward trend moving away from the challenges experienced. This indicates that the current foci is supportive of improved outcomes.
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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?
To maximise the learning growth and achievement for all students in literacy and numeracy.	Yes	By 2026, increase the percentage of students achieving in the top two NAPLAN bands in: <ul style="list-style-type: none"> • Year 3 Reading from 50% in 2021 to 53% • Year 3 Writing from 34% in 2021 to 44% • Year 3 Numeracy from 29% in 2021 to 35% • Year 5 Reading from 32% in 2021 to 36% • Year 5 Writing from 11% in 2021 to 19% • Year 5 Numeracy from 25% in 2021 to 27% 	Create and implement processes and procedures that support quality planning and instruction.	No
		By 2026, increase the percentage of Year 3 to 5 students achieving high benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading from 30% in 2021 to 33% • Writing from 10% in 2021 to 20% • Numeracy from 31% in 2021 to 33% 	Grow and further develop a PLC culture to enhance teacher reflective practise so that teachers can evaluate the impact of their teaching on student learning.	Yes
		By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none"> • Reading and Viewing from 75% in 2021 to 80% • Writing from 73% in 2021 to 77% • Number and Algebra from 77% in 2021 to 81% 	Build teacher capacity to utilise a range of assessment strategies to teach to students point of learning need through differentiation and challenge.	Yes
			Build teacher capacity to use HITS through professional learning, peer observation, feedback, and coaching.	No

To empower students to be more actively engaged in their learning.	Yes	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 76% (2021) to 80% • Differentiated learning challenge from 88% (2021) to 92% • Perseverance 80% (2021) to 84%. 	Build teacher capacity in working with students to enhance student voice and agency through collaboration in making decisions about their learning.	No
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Teachers in this school promote student ownership of learning goals and learning progress 82% (2021) to 86%. • Staff believe their students are capable of learning 81% (2021) to 84%. 	Develop and implement a process for students and teachers to collaborate in the development of challenging and realistic student learning goals, and jointly monitor progress towards the achievement of goals.	Yes
To improve student wellbeing.	Yes	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Managing bullying 79% (2021) to 83% • Respect for diversity 80% (2021) to 83% • Perseverance 80% (2021) to 84% 	Strengthen the whole school framework of tiered behaviour support in consultation with students, teachers, and parents.	No
		<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> • <i>Students in this school care about each other</i> from 66% in 2021 to 70% 	Implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.	Yes

Define actions, evidence of change and tasks

Goal 1	To maximise the learning growth and achievement for all students in literacy and numeracy.	
KIS 1.b	Grow and further develop a PLC culture to enhance teacher reflective practise so that teachers can evaluate the impact of their teaching on student learning.	
Actions	- A focus on effective teaching and learning strategies, through rich targeted discussions in PLC, evaluating and sharing the impact of individual teaching on student learning	
Evidence of change	<p>Students:</p> <ul style="list-style-type: none"> - Will be able to access learning at their point of need <p>Teachers:</p> <ul style="list-style-type: none"> - Engaging in inquiries focusing on specific Teaching and Learning strategies as described in the ACPS instructional model that move student learning forward - Utilising assessment data and analysing it to inform effective teacher practice - Reflecting, embedding and sharing the effective use of instructional practices within the ACPS Instructional Model <p>Leaders:</p> <ul style="list-style-type: none"> - Develop teacher capacity to use data to identify problems of practise so that teachers reflect on their teaching practice and respond to student needs. - Demonstrating the effective use of instructional practices and leading discussion in PLC's to share these amongst staff - Coach staff on effective teaching strategies and enable pere to peer reflection and observations 	
Tasks	People responsible	
Delivery of professional learning in conjunction with coaching/peer observation to expose teachers to the effective teaching and learning practices within the ACPS Instructional Model	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders	
Use PLC Inquiry time to maximise (review, analyse and reflect) effective delivery of instructional practices in each class, within the ACPS Instructional Model	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders	

		<input checked="" type="checkbox"/> Teacher(s)
KIS 1.c	Build teacher capacity to utilise a range of assessment strategies to teach to students point of learning need through differentiation and challenge.	
Actions	- Effective and consistent use of the ACPS Class Profile which includes formative and summative assessment, to inform forward planning, differentiation and curriculum delivery	
Evidence of change	<p>Students:</p> <ul style="list-style-type: none"> - Will experience learning at point of need <p>Teachers:</p> <ul style="list-style-type: none"> - Collect timely assessment data and analyse it to direct next point for student learning, documenting this within the ACPS Class Profile - Develop knowledge of formative assessment practises to enhance responsive teaching - Use pre/post assessment data analysis processes to determine next point of learning and effectively differentiate curriculum <p>Leaders:</p> <ul style="list-style-type: none"> - Develop staff capacity to consistently use and access the ACPS Class Profile, unpacking assessment data to develop the effective planning and differentiation of curriculum - Develop teacher capacity to use formative assessment practices to enhance responsive teaching - Lead the analysis of whole school, cohort and class assessment data and the identification of misconceptions or gaps in student learning 	
Tasks	People responsible	
Professional learning on the use of the ACPS Class Profile and how formative and summative assessment is used to inform forward planning, differentiation and curriculum delivery and student goal setting	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	
Establish mechanisms to ensure that Class Profiles are regularly updated by teachers, reviewed, analysed and shared within their PLC. Eg scheduled time in PLC planning and SIT Pacing Guide.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders	

	<input checked="" type="checkbox"/> Teacher(s)
Data discussions held mid-term with a leader to discuss successes and future actions	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Goal 2	To empower students to be more actively engaged in their learning.
KIS 2.b	Develop and implement a process for students and teachers to collaborate in the development of challenging and realistic student learning goals, and jointly monitor progress towards the achievement of goals.
Actions	<ul style="list-style-type: none"> - For teachers to make learning sequences to students transparent so that, with teacher support student reflection and monitoring can occur. - Develop teacher capacity to have rich discussions with students to normalise that learning is a struggle through the 'Learning Pit' and perseverance and appropriate support moves the learner out of the 'Learning Pit', in turn achieving growth
Evidence of change	<p>Students:</p> <ul style="list-style-type: none"> - Will understand that learning is complex and requires perseverance in order to succeed - Be supported in setting high expectations of themselves as writers, readers and mathematicians and be guided to co-construct learning goals that moves their learning forward - Be supported to take accountability of their next stage in learning through co-constructed learning goals - Be supported to understand their starting point in a sequence of learning and to articulate their next steps <p>Teachers:</p> <ul style="list-style-type: none"> - Provide regular opportunities for students to activate voice and agency in learning - Unpack the sequence of learning with students to support goal setting and monitoring through the use of mechanisms such as rubrics and bump it up walls - Build students' awareness of student personal strengths, learning dispositions and perseverance strategies that support their learning - Acknowledge effort and perseverance through existing ACPS acknowledgement systems and celebrations <p>Leaders:</p> <ul style="list-style-type: none"> - Develop teacher capacity to understand, notice and support students through challenges in their learning

	<ul style="list-style-type: none"> - Build teacher capacity to activate voice and agency within their classroom <p>Community:</p> <ul style="list-style-type: none"> - Build awareness on the value of perseverance through formal acknowledgement utilising our universal student award systems
Tasks	People responsible
PLCs plan for and implement transparency of learning sequences for students, utilizing mechanisms such as rubrics and bump it up/progress walls	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Teachers schedule time for student reflection and action in relation to the learning sequences presented to students	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Deliver PL to whole staff (including ES) refreshing their understanding of strategies such as 'perspective thinking' and the 'Learning Pit' to enhance perseverance in student learning	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Wellbeing team
Utilise our universal acknowledgement systems to celebrate effort to improve perseverance	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)
Goal 3	To improve student wellbeing.
KIS 3.b	Implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.
Actions	<ul style="list-style-type: none"> - Focus on including resilience, social skills and positive relationships through the Social and Emotional Scope and Sequence - Explicitly develop teacher awareness and engagement of the ACPS processes and procedures for dealing with minor and major behaviours - Unpack what 'closing the loop' looks like at ACPS after an incident

	<ul style="list-style-type: none"> - Promote understanding with the school community of the ACPS processes and procedures for dealing with minor and major behaviours
Evidence of change	<p>Students:</p> <ul style="list-style-type: none"> - Will have an increased sense of safety and understanding of fairness when navigating challenging situations - Will have a clear understanding of ACPS processes, procedures and logical actions of minor and major behaviours - Will seek and action support when experiencing situations of bullying or racism <p>Teacher:</p> <ul style="list-style-type: none"> - Actively engage with ACPS processes and procedures with minor and major behaviours for all students - Will 'close the loop' with victim/s and ensure all students impacted are supported and documented - Explicitly focus on including resilience, social skills and building positive relationships throughout the Social and Emotional lessons - Will action and have an awareness of ACPS processes, procedures and logical actions of minor and major behaviours <p>Leaders:</p> <ul style="list-style-type: none"> - Co-lead the planning and implementation of Personal and Social curriculum with PLC Learning Specialists, as well as addressing concerning wellbeing data trends - Ensure that teachers have an understanding and skills required to 'close the loop' with victim/s and ensure all students impacted are supported - Will action and have an awareness of ACPS processes, procedures and logical actions of minor and major behaviours - Track school-wide, cohort and class data to respond to emerging needs and implement pro-social interventions <p>Community:</p> <ul style="list-style-type: none"> - Develop a clear understanding that anti-social behaviour is not tolerated, however is a learning opportunity and as a school we teach expected norms - Atively develop an awareness of ACPS processes, procedures and logical actions of minor and major behaviours
Tasks	People responsible
Develop ACPS processes, procedures and logical actions of minor and major behaviours, ensuring that mechanisms for 'closing the loop' are visible	<input checked="" type="checkbox"/> Wellbeing team

Wellbeing leaders to co-lead the planning and implementation of Personal and Social curriculum with PLC Learning Specialists with an explicit focus on improving Respectful Relationships in conjunction with Community Meetings	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team
Paced professional development for staff supported through coaching in relation to resilience, social skills and positive relationships throughout the school year	<input checked="" type="checkbox"/> Wellbeing team
Wellbeing Leaders to conduct Instructional Rounds on Community Meetings ensuring that wellbeing data trends are identified, supported and included	<input checked="" type="checkbox"/> Wellbeing team