

Annual Implementation Plan - 2026

Barwon Valley School (5368)



Submitted for review by Anne Hume (School Principal) on 26 January, 2026 at 06:08 PM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 27 January, 2026 at 10:50 AM

Define actions, evidence of change and tasks

Goal 1	Improve learning outcomes for all students.	
KIS 1.a	Develop a school wide approach to data collection and analysis to evaluate student learning growth.	
Actions	<p>Literacy goal: In Semester 1, focus groups and PLC leaders will work with the Literacy Leader, Inclusion Outreach Coach and Learning Specialists to trial Literacy Assessment tools including Year 1 Phonics, Little Learners Love Literacy Assessment tools and Achievement Standard Rubric to obtain baseline data to support the introduction of the new Literacy Framework.</p> <p>During the trialing of assessment tools the curriculum team will assess the suitability and adapt to support future implementation.</p> <p>In Semester 2, PLC leaders will support PLC teams through an Inquiry Cycle using assessment tools as a baseline to trial the phonics program within the Literacy Framework.</p> <p>Numeracy goal: In Semester 1, the curriculum team will analyse feedback on the Achievement Standard rubric and assessment tools and modify and adapt to support the capturing of accurate data.</p> <p>The Curriculum team will provide further Professional Development on the Maths Curriculum 2.0 to support the full implementation in Semester 1.</p>	
Evidence of change	<p>Baseline data for English curriculum 2.0.</p> <p>Feedback from teachers regarding Professional Development on the trial of the new Literacy Framework.</p> <p>Students IEP goal recommendations will be developed using the English Curriculum 2.0.</p> <p>The Achievement Standard rubric to be modified based on teacher feedback obtained in the 2025 assessment cycle.</p> <p>The tracking of student data using maths achievement standard rubric to identify the percentage of student growth within 12 months.</p> <p>A set of Assessment tools for use across the school.</p>	
Tasks	People responsible	
The curriculum team will continue to develop, review and modify the Achievement Standard rubric for English and Maths 2.0 curriculum. Ongoing Professional Development (during teacher	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	

meetings) will be provided to support teachers to effectively use the rubric to obtain baseline data to inform lesson planning in maths (2026) and IEP goals (Maths Semester 1 and 2/ English Semester 2).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader
The Curriculum Team will build their knowledge and understanding of assessment tools (Year 1 phonics and Little Learners Love Literacy assessments) to determine suitability. They will then trial these tools with identified groups and PLC leaders, adapting assessments for future implementation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders
The Leadership Team will identify teachers to undertake the Little Learners Love Literacy PD, to build their capacity to implement the phonics program within the new Literacy Framework.	<input checked="" type="checkbox"/> Leadership team
Providing teachers with Professional Development to implement Maths curriculum 2.0 and to familiarise English curriculum 2.0. This will be achieved through Teacher meetings.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders
The Curriculum Team to provide Professional Development on the new Literacy Framework through teacher meetings, coaching identified teachers and PLC Inquiry Cycles to build their capacity for future implementation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders
Goal 2	Improve the wellbeing of all students.
KIS 2.b	Further develop community partnerships to support and promote student wellbeing.
Actions	In Semester 1 the Wellbeing Team members: Assistant Principal and Wellbeing Officer will send a survey to all families to find out what community partnership information they would find beneficial on the school website. Together with the

	NDIS Navigator and Students Support Services, they will construct a roles and responsibilities webpage for the school website that also shares details of Government services that families may wish to access. The school council will then finalise the webpage before it is released. Once released, the Assistant Principal and Wellbeing Officer will then request a short survey from parents/guardians to assess its relevance and ease of understanding.
Evidence of change	End of year survey will indicate increased access to supports as outlined on website Anacadotel notes taken by key welfare/wellbeing staff of increase in access by parents of their supports and knowledge from term 1 to term 4
Tasks	People responsible
Initial parent/guardian survey requesting information of what information the wellbeing webpage should contain.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator
Create webpage for community partnerships and wellbeing team roles and responsibilities.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team
Present to school council and gather feedback and the webpage will be uploaded to the school website.	<input checked="" type="checkbox"/> Assistant principal
KIS 2.c	To improve parents/carers participation as active partners in their child's wellbeing.
Actions	Provide 3 information sessions in the area of wellbeing for parents on topics identified by parents
Evidence of change	Increased knowledge in identified areas identified through attendance at sessions, Information received through surveys
Tasks	People responsible
Survey parents on what information they want from the school regarding engagement and wellbeing. The survey will include a short summary of each program or approach.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator

Evaluate parent feedback of the information sessions.	<input checked="" type="checkbox"/> Wellbeing team
Utilise parent feedback from the audit, wellbeing team to conduct 3 parent information sessions in 2026.	<input checked="" type="checkbox"/> Wellbeing team