

2026 Annual Implementation Plan

for improving student outcomes

Lalor Gardens Primary School (5532)



Submitted for review by Frazer Thomas (School Principal) on 26 February, 2026 at 01:38 PM
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 19 March, 2026 at 03:48 PM

Self-evaluation summary

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

Future planning for 2026	As per the 2025 school review.
--------------------------	--------------------------------

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 outcomes for all students.	Yes	By 2029, increase the percentage of students achieving Exceeding or Strong Proficiency levels in NAPLAN: Year 3 • Reading from 63% (2025) to 71% • Writing from 72% (2025) to 80% • Numeracy from 59% (2025) to 67%. Year 5 • Reading from 61% (2025) to 69% • Writing from 66% (2025) to 74% • Numeracy from 58% (2025) to 66%.	Build staff capacity to embed the instructional model with consistency, rigour and fidelity.	Yes
		By 2029, increase the percentage of students across the school achieving at or above age expected level according to Teacher Judgement for: • Reading and Viewing from 35% (2025) to 50% • Writing from 40% (2025) to 50% • Mathematics 2.0 from 35% (2025) to 50%.	Build and embed staff capability to systematically use data and evidence to improve teaching, learning and wellbeing practices.	Yes
		By 2029, increase the percentage of students achieving NAPLAN High and Medium benchmark growth for: • Reading from 71% (2025) to placeholder • Writing from 69% (2025) to placeholder • Numeracy from 73% (2025) to placeholder • Grammar and Punctuation from 88% (2025) to placeholder • Spelling from 83% (2025) to placeholder.	Strengthen teacher practice to make adjustments to stretch, challenge and extend every student.	Yes

		By 2029, increase the percentage of positive endorsement on the School Staff Survey (SSS) for the factors: • Use data for curriculum planning from 88% (2025) to 92% • Understand how to analyse data from 85% (2025) to 92% • Plan differentiated learning activities from 42% (2025) to 80%.		
		By 2029, increase the percentage of positive endorsement on the Attitudes to School Survey (AtoSS) for the factors: • Differentiated learning challenge from 87% (2025) to 90% • Effective classroom behaviour from 76% (2025) to 85%.		
Optimise wellbeing outcomes for all students	Yes	• By 2029, increase the proportion of students with 95-100 % attendance from 25% (2024) to 26% • By 2029, decrease the percentage students with 20 or more absence days from 40% (2024) to 38%.	Refine the Multi-Tiered System of Support (MTSS) model to support rigour and fidelity of implementation.	No
		By 2029, increase the percentage of positive endorsement on the Attitudes to School Survey (AtoSS) for the factors: • Resilience Normal to High from 3% (2025) to 10% • Managing bullying from 72% (2025) to 80% • Sense of connectedness from 75% (2025) to 82% • Student voice and agency from 64% (2025) to 70%.	Build and embed staff understanding of student voice and agency to inform teaching, learning and wellbeing practices.	Yes
			Strengthen social awareness and self-regulation for all students.	No

Define actions, evidence of change and tasks

Goal 1	Optimise learning outcomes for all students.	
KIS 1.a	Build staff capacity to embed the instructional model with consistency, rigour and fidelity.	
Actions	Strengthening the school pedagogical processes to increase student outcomes.	
Evidence of change	Staff opinion survey results for the curriculum planning factor to show improvements from the 2025 baseline of 88%. Staff opinion survey results for the differentiating learning activities factor to show improvements from the 2025 baseline of 42%. Teacher judgements showing more students meeting at and above level for Reading, Writing and Maths. Observations through Learning Walks that show increased consistency and fidelity of practice. Leaders - Teachers - All classrooms will consistently embed the agreed engagement norms every lesson. - 1 peer observation per term. -	
Tasks		People responsible
Learning Walks/Peer Observations - 2 per term from Leadership with additional staff involvement.		☑ Leadership team
Professional Learning focusing on evidence based differentiation through scaffolding and responsive teaching approaches.		☑ All staff
PLC - Data driven PLC that will focus on area/s of need that are specifically linked to Professional Learning.		☑ All staff

KIS 1.b	Build and embed staff capability to systematically use data and evidence to improve teaching, learning and wellbeing practices.	
Actions	Strengthening the school data and assessment processes to increase staff confidence and use of data to inform teaching and learning.	
Evidence of change	Documented data plans to address all areas of data schoolwide, with a systematic and consistent process for each. NAPLAN Teacher Judgement Reading, Writing and Maths assessments Attendance Behaviour Wellbeing Documented approach to identifying Tier 1, 2, and 3 responses to data sets and triggers for each. Staff opinion survey results for the increase the 'Use data for curriculum planning' factor to show improvements from the 2025 baseline of 88%. Staff opinion survey results for the increase the 'Understand how to analyse data' factor to show improvements from the 2025 baseline of 85%. Leaders - Develop staff knowledge of the curriculum. LS PL in Curriculum Mapping. Teachers -	
Tasks		People responsible
Developing staff knowledge of the 2.0 Curriculums in English, Mathematics and EAL.		☑ All staff
Professional learning focusing on analysing data sets and understanding how to use data to inform planning.		☑ All staff
Scheduled data time in collab planning to inform teaching and learning on a regular basis.		☑ Teacher(s)
KIS 1.c	Strengthen teacher practice to make adjustments to stretch, challenge and extend every student.	
Actions	Strengthening the school pedagogical practice to ensure all students are being challenged to their full potential in the classroom on a consistent basis.	

Evidence of change	Staff opinion survey results for the 'differentiating learning activities' factor to show improvements from the 2025 baseline of 42%. Attitudes to school survey results for the differentiated learning challenge' factor to show improvements from the 2025 baseline of 87%. Disability Inclusion Student Profiles, documenting adjustments for students with additional needs. Documented schoolwide approaches to scaffolding and responsive teaching as part of the teaching and learning playbook.	
Tasks	People responsible	
Professional Learning focusing on evidence based differentiation through scaffolding and responsive teaching approaches.	☑ All staff	
Learning Walks - 2 per term from Leadership with additional staff involvement.	☑ Leadership team	
Whole school peer observation structure - 1 per term for all teachers.	☑ Teacher(s)	
PL for individualised staff working through DI students with LS and LT.	☑ Leading teacher(s) ☑ Learning specialist(s)	
School will explore responsive teaching for high achieving students in the classroom	☑ School leadership team	
Goal 2	Optimise wellbeing outcomes for all students	
KIS 2.b	Build and embed staff understanding of student voice and agency to inform teaching, learning and wellbeing practices.	
Actions	Strengthening the community understanding of what student voice and agency is and how it can be leveraged.	
Evidence of change	Attitudes to school survey results for the 'student voice and agency' factor to show improvements from the 2025 baseline of 64%. Attitudes to school survey results for the 'effective classroom behaviour' factor to show improvements from the 2025 baseline of 76%. Embedded practice of student voice and feedback time consistently across the school after units of work.	

	The school community will have a stronger understanding of what student voice and agency is at LGPS.	
Tasks	People responsible	
Create in house surveys for staff to complete to develop staff understanding of where changes can be embedded, for example, assembly structure, fundraising activities.	☑ Leadership team	
Leadership to create surveys for staff for them to complete with their classes around school processes.	☑ All staff	
Surveys to be used to inform end of unit reflections.	☑ Teacher(s)	
PCMS - links to specific elements of this in our daily practice.	☑ All staff	
LGPS will have student friendly definitions of what 'voice' and 'agency' are.		