

2026 Annual Implementation Plan

for improving student outcomes

Redesdale Mia Mia Primary School (2571)



Submitted for review by Susan Dyos (School Principal) on 21 April, 2026 at 01:33 PM
Endorsed by Keith Perry (Senior Education Improvement Leader) on 18 May, 2026 at 01:14 PM

Self-evaluation summary

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

Future planning for 2026	RMMPS has just completed its School Review in readiness for a new Strategic Plan. AToSS wellbeing scales for 2025 demonstrated above 90% positive response rate for student voice and agency, managing bullying, respect for diversity and sense of inclusion. Attendance monitoring and follow up has occurred. Overall, attendance of individual students has improved, and where there were greater absences, the school is aware of the circumstances around it.
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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 improve student achievement and learning growth, particularly in literacy and numeracy.	Yes	By 2029, increase the proportion of students making at or above expected growth as assessed by teacher judgements, triangulated with a norm-referenced assessment for: <ul style="list-style-type: none"> • Reading and writing from 77% (2024) to 100% • Writing from 78% (2024) to 100% • Number and Algebra from 66% (2024) to 100% 	Strengthen teacher collaboration to build knowledge of and enable the delivery of a guaranteed and engaging curriculum.	Yes
		By 2029, increase or maintain the percentage positive endorsement to the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Stimulated learning from 86% (2025) to 100% • Effective teaching time from 82% (2025) to 100% • Differentiated learning at 100% (2025) 	Strengthen teacher capacity for high quality instructional practice in alignment with VTLM 2.0 and build a culture of academic rigour that maximises the potential of each student.	Yes
		Place holder Benchmark growth targets to be set by Principal and SEIL when they become available.		
To improve the resilience and social and emotional wellbeing of all students.	Yes	By 2029, increase or maintain the percentage positive endorsement to the Attitudes to School Survey (AtoSS) in: <ul style="list-style-type: none"> • Sense of confidence from 71% (2025) to 90% • Student voice and agency at 91% (2025) • Emotional awareness and regulation from 56% (2025) to 90% 	Document and implement a tiered framework for whole school wellbeing which addresses personal and social capabilities.	Yes

		<ul style="list-style-type: none"> • Managing bullying at 92% (2025) • School connectedness at 95% (2025). 		
		By 2029, improve the average rate of attendance from 87.1% (2024) to 90%.		

Define actions, evidence of change and tasks

Goal 1	To improve student achievement and learning growth, particularly in literacy and numeracy.	
KIS 1.a	Strengthen teacher collaboration to build knowledge of and enable the delivery of a guaranteed and engaging curriculum.	
Actions	<p>Leadership to create termly Professional Development schedules with a heavy focus on the VTLM2.0, continuing on from the work completed in 2025.</p> <p>Complete the Victorian Curriculum Plan: Prep to Year 2 to ensure all learning areas are being covered.</p> <p>Teachers to partake in ongoing professional development both at school and within our Communities of Practice CoP.</p>	
Evidence of change	<p>1. Completing the Victorian Curriculum Plan: Prep to Year 2 will ensure all learning areas are being covered, especially to include all the strands in The Arts are being covered and that Critical and Creative Thinking is being covered across the curriculum.</p> <p>2. Professional Development sessions at school and within the CoP to strengthen teacher capacity to improve student outcomes by centralising explicit instruction, cognitive load management and structured, evidence-based teaching practices aligned with the VTLM 2.0.</p> <p>Expected changes:</p> <ul style="list-style-type: none"> - Improved student outcomes across all KLAs - Improved academic rigour through the delivery of high-quality lessons incorporating the VTLM 2.0 - Improve learner confidence 	
Tasks	People responsible	
Complete the Victorian Curriculum Plan: Prep to Year 2 to identify all areas of the curriculum needing to be delivered and highlight opportunities for growth. (With SEIL support)	☑ All staff	
Complete the VTLM 2.0 Elements of Teaching reflection tool to collectively identify strengths and development opportunities in aligning school wide approaches and teaching practices to the VTLM 2.0.	☑ All staff	
Communities of Practice network meetings and joint professional development sessions.	☑ All staff	

VTLM 2.0 Professional Development sessions with Dr Ryan Dunn - Planning for effective retrieval and Adapting teaching as students build mastery.	<input checked="" type="checkbox"/> All staff
KIS 1.b	Strengthen teacher capacity for high quality instructional practice in alignment with VTLM 2.0 and build a culture of academic rigour that maximises the potential of each student.
Actions	<ol style="list-style-type: none"> 1. Continue to focus on the VTLM 2.0 and using data to inform teaching and learning. 2. Trial the VLPs in literacy and numeracy. Trialling and sharing the VLPs is expected to improve teacher workload efficiency and strengthen pedagogical approaches with evidence-based lessons incorporating the HITS and the VTLM2.0.
Evidence of change	<ol style="list-style-type: none"> 1. Continue to focus on the VTLM 2.0 and using data to inform teaching and learning. <ol style="list-style-type: none"> a. Teachers will improve student outcomes by providing a structured, evidence-based framework that bridges cognitive science with classroom practice. b. Teachers will improve the quality of their teaching by focussing on evidence-based practices such as activating prior knowledge, using regular checks to identify misconceptions and supported applications. c. Improved student engagement and mastery by focussing on the 'elements' of learning' - attention, memory and cognitive load. 2. Trial the VLPs in literacy and numeracy. Trialling and sharing the VLPs is expected to improve teacher workload efficiency and strengthen pedagogical approaches with evidence-based lessons incorporating the HITS and the VTLM2.0. <ol style="list-style-type: none"> a. A shift to explicit teaching where new material is explained and modelled in small, manageable chunks before students apply it. b. Using the high quality pre-made units of work allows teachers to focus on individual student needs rather than planning each lesson individually and creating the relevant resources. c. Improved structures lesson pacing that include activating prior knowledge, setting clear learning goals and providing opportunities for guided and independent practice.
Tasks	People responsible
VTLM 2.0 Professional development sessions	<input checked="" type="checkbox"/> All staff
CoP professional development including Writing Moderation and a Curriculum Day on PAT-R.	<input checked="" type="checkbox"/> All staff

Leadership to create each term's Professional Development Schedule in consultation with staff.	<input checked="" type="checkbox"/> Principal
Classroom teacher to trial the VLPs in English and Mathematics for 2026 and in meetings, share observable changes in their teaching practice.	<input checked="" type="checkbox"/> Principal
Goal 2	To improve the resilience and social and emotional wellbeing of all students.
KIS 2.a	Document and implement a tiered framework for whole school wellbeing which addresses personal and social capabilities.
Actions	<ol style="list-style-type: none"> 1. Establish a shared vision for wellbeing, outlining expected behaviours and capabilities and ensuring it aligns with the Personal and Social Capability learning continuum. 2. Document and implement a tiered framework for whole school wellbeing and referral procedures.
Evidence of change	<p>Expected changes:</p> <ul style="list-style-type: none"> - Shared language and consistency of whole school wellbeing practices. - Increased staff capacity to deliver social-emotional learning, implement positive behaviour supports and engage with the HIWS. - Personal and social capability learning will be embedded directly into classroom curriculum and pedagogy. - Fostering student voice and valuing their feedback. - Strengthened community partnerships with families, local health providers and community organisations. - Improved collection of wellbeing data and inclusion of a wellbeing goal in all student IEPs.
Tasks	People responsible
MHWL to continue training in 2026.	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Wellbeing goal to be included in every student IEP.	<input checked="" type="checkbox"/> All staff
Wellbeing to be a standing item in the staff meeting agenda and all staff to monitor and share wellbeing concerns.	<input checked="" type="checkbox"/> All staff
Research, find and use an evidence-based wellbeing survey to collect, analyse and use data to strengthen student wellbeing.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Mental health and wellbeing leader

Document and implement a tiered framework for whole school wellbeing which addresses personal and social capabilities.

Mental health and wellbeing leader