2026 Annual Implementation Plan

for improving student outcomes

Canterbury Primary School (3572)

Submitted for review by Jessie Wilson (School Principal) on 06 February, 2026 at 11:57 AM
Endorsed by Andrew Moore (Senior Education Improvement Leader) on 11 February, 2026 at 01:20 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	Embedding	Embedding	Embedding

Future planning for 2026	Overall, we have made strong progress in all areas this year and have established a solid foundation for meeting the four-year goals set through our 2025 school review. Most targets were achieved, and thorough reflection by the leadership team has identified future priorities to ensure these goals are met and sustained going forward. Progress has been evident in both academic and wellbeing areas, alongside continued community engagement and a positive staff culture.Feedback from key surveys, including the Attitudes to School Survey and the Parent Opinion Survey, indicates that wellbeing and community partnerships should remain a key focus next year, while we continue to maintain strong academic processes and outcomes.Possible foci for our 2026 AIP goals include:Curriculum - Induct new staff to ensure consistency of program delivery across the school. - Revisit maths structures (particularly SURF and Rich Tasks) to ensure processes remain embedded and staff understanding is strong. - Revisit and strengthen visible learning practices school-wide to enhance student agency. - Continue to strengthen English processes by expanding the LLLL program into Year 2 and refining existing structures such as the 6+1 Writing Traits, as well as English data collection through new EOI processes. - Review the instructional framework to evaluate the use of technology and identify where it is used to enhance learning. - Analyse school-wide teacher judgement data and work to ensure alignment with PAT and NAPLAN data. - Consider how daily review practices should be incorporated within the CPS instructional framework.WellbeingTier 1: - Work with students to gain further insight into the Attitudes to School Survey results. - Unpack and build staff capacity in the VTLM

	2.0 element of Enabling Learning. - Publish draft wellbeing documents, such as the Wellbeing Handbook, and update existing documents, including the CPS Wellbeing Framework. - Work alongside the Policy Committee to promote greater student engagement in understanding existing school policies—particularly in the wellbeing space—so that students are aware of the structures in place to support them.Tier 2: - Expand small-group wellbeing opportunities to ensure a broader range of students are supported at their social and emotional point of need. - Enhance staff ownership of essential documents such as Individual Education Plans and Behaviour Support Plans.Tier 3: - Continue to build the capacity of the Education Support (Integration Aide) team, providing opportunities for task ownership and leadership development. - Upskill staff through targeted professional development related to supporting Tier 3 students. - Continue to engage with allied health professionals to strengthen school programs and processes and to further upskill staff.Other - Continue to build staff capacity and leadership through mentoring and coaching opportunities. - Strengthen leadership succession planning across curriculum and wellbeing areas. - Engage parents in unpacking the Parent Opinion Survey to better understand neutral or negative responses.

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?
Maximise the learning achievement and growth of every student	Yes	By 2029, maintain or exceed the 2024 percentage of students achieving strong or exceeding proficiency on NAPLAN for: • Year 3 reading at 88% and numeracy at 91% • Year 5 reading and numeracy at 95%.	Refine and enhance collaborative practices and leadership	No
		*By 2029, increase the 2025 percentage of Year 5 students achieving NAPLAN medium and high benchmark growth: • reading from xx% to xx% • numeracy from xx% to xx% *Placeholder target to be confirmed when 2025 data available	Enhance school wide pedagogical practices and curriculum knowledge	Yes
		By 2029 increase the 2024 percentage of students achieving at or above expected growth (Teacher Judgement Growth - Time Series, Victorian Curriculum): • reading and viewing from 85% to 90% • writing 82% to 90% • *mathematics 2.0 from xx% (2026) to xx%. Placeholder target to be confirmed when mathematics growth data available, anticipated 2026	Enrich assessment practices to enable robust teacher judgments and responsive teaching and learning	No
		By 2029 increase the 2024 percentage positive endorsement on the School Staff Survey: • Academic emphasis from 70% to 80% • Collective efficacy from 85% to 90%		

		• Instructional leadership from 82% to 85%.		
Empower students to be engaged learners and active citizens	Yes	By 2029, increase the 2024 percentage positive endorsement on the Attitudes to School Survey: • Managing bullying from 84% to 88% • Student voice and agency from 78% to 82% • Emotional awareness and regulation from 79% to 82%.	Strengthen the tiered response to intervention and inclusion to engage all students	Yes
		By 2029, increase or maintain the 2024 percentage positive endorsement on the Parent Opinion Survey: • Managing bullying from 75% to 80% • Parent community engagement domain at 85%.	Strengthen the whole school approach to student voice, agency and leadership	No
		By 2029, increase the 2024 percentage positive endorsement on the School Staff Survey: • Trust in students and parents from 74% to 80%.	Enhance parent, school and wider community partnerships to optimise student learning and wellbeing outcomes	No
		By 2029, increase the 2024 attendance rate from 91.6% to 95%.		

Define actions, evidence of change and tasks

Goal 1	Maximise the learning achievement and growth of every student
KIS 1.b	Enhance school wide pedagogical practices and curriculum knowledge
Actions	- Continuing to upskill staff, strengthen practice and maintain achievement excellence, with a focus on the implementation of the VTLM 2.0, Victorian Curriculum and the associated teaching and assessment practices across the school.
Evidence of change	- Leaders will provide instructional support through a variety of professional learning opportunities. - Elements of the VTLM (such as differentiation and explicit teaching) will be evident through lesson observations and planners. - Teachers will be able to self-reflect to identify their personal and team strengths and areas for improvement, using student achievement data. - Assessment will continue to inform teacher practice, as well as for summative purposes. - Students will be engaged and challenged at their point of need, which will support their continued growth and learning goals.

Tasks	**People responsible**
Provide targeted and differentiated professional learning in relation to the VTLM 2.0 and the revised English and Mathematics Curriculum.	☑ Learning specialist(s)
Deliver a refined assessment schedule that reflects new platforms and tools, such as Prep Testing, Cars and Stars in Years 2 - 6, Digital Assessment Library and Applied Maths assessments.	☑ Assistant principal ☑ Learning specialist(s) ☑ School improvement team
Further strengthen the PLC Program with designated leaders in each year level, a continued connection with professional learning priorities and an exploration of the peer observation program.	☑ Assistant principal ☑ PLC leaders
Implement the Humanities 2.0 Curriculum, with a focus on greater resourcing, student engagement and refined reporting processes.	☑ Curriculum co-ordinator (s)

	☑ Learning specialist(s)
Implement the Science 2.0 Curriculum, with a focus on greater resourcing, student engagement and refined reporting processes.	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)

Goal 2	Empower students to be engaged learners and active citizens
KIS 2.a	Strengthen the tiered response to intervention and inclusion to engage all students
Actions	- Continuning to develop whole-school practices and upskill staff to effectively understand and cater for inclusion, diversity and learning needs within their class and cohort.
Evidence of change	- Reasonable adjustments that support individual needs are pre-planned and captured in planning documentation and evident in lessons and collaborative discussions. - Support documentation (eg, IEPs and BSPs) are consistently reviewed and updated by staff with data used to demonstrate growth. - Leaders have a strong understanding of the needs within the school and are able to provide responsive and targeted supports and advice. - Teachers, students and families work in partnership and feel supported by the inteventions provided by the school.

Tasks	**People responsible**
Recruit a Student Wellbeing & Inclusion Lead and appoint a Mental Health & Wellbeing Leader who will work collaboratively with school leadership.	☑ Principal
Deliver professional learning that continues to support staffs' understanding of student needs, with a specific focus on Tier 2 students and the evidence based interventions that will best support their engagement and wellbeing.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team
Refine wellbeing and inclusion processes to plan for, document, implement and monitor reasonable adjustments for all Tier 2 and 3 students.	☑ All staff ☑ Wellbeing team

Continuing to implement the VTLM 2.0 with a specific focus on the enabling learning component. This will include professional learning to build staff understanding and consistency across the school.	☑ Learning specialist(s) ☑ PLC leaders ☑ School improvement team ☑ Wellbeing team
Continued expansion of the MultiLit program, with additional students from Year One to Year Six receiving this intervention.	☑ Education support ☑ Literacy support ☑ Mental health and wellbeing leader