Annual Implementation Plan - 2026

Glen Huntly Primary School (3703)

Submitted for review by Nerida Burns (School Principal) on 23 January, 2026 at 01:20 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 04 February, 2026 at 03:28 PM

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Define actions, evidence of change and tasks

Goal 1	Optimise the learning growth of every student
KIS 1.a	Refine and enhance the instructional model to develop consistency of practice across the school
Actions	Continue to build consistency of practice that reflects the instructional model across the school as the VTLM is rolled out, specifically focused on the elements of teaching- explicit teaching with an increased focus on the lesson structure and pacing through monitoring and coaching. A newly appointed Teaching and learning coach will work with the current Learning specialist to support teachers in the refinement of explicit teaching practices. A comprehensive professional learning and coaching program for middle leaders will be in place by 2026..
Evidence of change	Consistent implementation of the instructional model for English and Mathematics is evident through learning walks and peer observations. Planning documents incorporate enablers and stretch opportunities, as well as updated terminology aligned with the VTLM. Middle leaders demonstrate a clear understanding of effective leadership and their role in guiding teams through new initiatives. Teacher judgements more accurately reflect student learning growth across cohorts.

Tasks	**People responsible**
Schedule and organise professional learning for middle and senior curriculum leaders on implementation of the VTLM 2.0 planning	Leadership team
Implement peer observation sessions for middle leaders to observe lessons	Learning specialist(s)

Develop and implement a plan for teaching teams in English and Mathematics and source relevant resources for planning such as, Victorian Lesson Plans and data sources	☐ Leadership team
P-2 reading position leader to resource, model and coach to ensure a consistent delivery	☐ Literacy leader
Build and implement an instructional coaching model to provide teachers with timely and targetted feedback that supports and monitors their professional practice	☐ Teaching and learning coordinator

KIS 1.c	Build the instructional and leadership capabilities of middle leadership to enhance self-efficacy and to drive improvement across the pedagogical model
Actions	Consultant Rob Csoti (Academy of Teaching and Learning) to work with the leadership team to build capabilities around instructional leadership through PL and coaching individuals. There will be a termly professional development day followed up with a coaching session and goal setting. The work will be focused on What is leadership? How to be a leader-technical and relational leadership and what is coaching? Challenging conversations, lead with integrity. New curriculum teams to support PLC Area Leaders in Mathematics and English - use of data to inform planning/VTLM PLC Area Leaders meetings, data informed to guide PLC Inquiry Cycles
Evidence of change	T+L Coaches observe greater confidence in team PLC Leaders Stronger relationships within the leadership team and within their teams More accountability and within team PLC's and planning with a sharper focus on achieving PLC term goals, AIP goals and student outcomes Data Protocols show evidence of teacher's consistent decision-making in identifying and monitoring students More consistent usage in data-driven practices/evidenced in agendas

Tasks	**People responsible**
Working closely with consultant, Rob Csoti- termly professional development days with follow up goals and coaching sessions based on the learning. Regular meetings between Rob and principal to track progess and reflect on the impact of the PD on middle leaders capacity in leading their teams.	☐ Leadership team ☐ Principal

Learning specialist and teaching and learning coach to Lead Area Leaders PLC meetings- data focused and based on the AIP goals. Professional reading provided and strategies to build data literacy	☐ Learning specialist(s)
Collaboration between Area Leaders and Leadership in Planning and Data meetings	☐ Leadership team
SIT members-principal, assistant principal and learning specialist to attend and be part of the team PLC meetings	☐ School improvement team

Goal 2	Strengthen the engagement and wellbeing of all students
KIS 2.a	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes
Actions	Create a whole school support system document which outlines the actions undertaken at a whole school level and who is responsible for the engagement and wellbeing of all students, particularly for tier 2 and tier 3 students To gather current/relevant data outlining student responses to surveys- school created/AtoSS in order to give us baseline data information that will inform teacher planning and delivery of a curriculm that is responsive to students needs.
Evidence of change	Documentation - detailed evidence of the school's tiered continuum of instruction, support, enhancement and intervention Data Protocols - build teacher capacity and evidence of teacher's processes in identifying and monitoring students Staff survey results for Teacher Knowledge (to improve from 69%) to improve results to reflect staff understanding and confidence in support systems

Tasks	**People responsible**
Create a clear, concise updated document outlining Multi-Tiered Systems of support	☐ All staff ☐ Assistant principal ☐ Wellbeing team
Develop consistent data protocols to support identification of students requiring learning enhancement and support	☐ Learning specialist(s)

Document approach to Tier 2 and Tier 3. Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3.	☐ Literacy support ☐ Numeracy support
Monitor the learning outcomes of Tier 2 and 3 students to gauge the impact of support and enhancement	☐ Leadership team ☐ Literacy support ☐ Numeracy support

KIS 2.b	Embed a whole school approach to student agency in learning and wellbeing, including a responsive curriculum that engages and includes all students
Actions	Professional learning to unpack, observe and reinforce teaching practices within the elements of teaching VTLM 2.0, specifically * explicit teaching- explicit explanation and modelling, scaffold practice, monitor progress * Supported application -vary practice, revisit and review, apply learning and build mastery Peer observation will be focused on the elements of explicit teaching and supported application.
Evidence of change	Teachers modifying and being able to be flexible and responsive to student learning Learning Walks and Peer Observation notes Increased use of formative assessment strategies (CFU) Continued increase in AToSS data - student voice and agency

Tasks	**People responsible**
Professional Learning related to explicit teaching and supported application (Bronwyn-Ryrie Jones) ARC	☐ Learning specialist(s) ☐ Principal
Teacher 's setting goals each term based on explicit teaching and /or supported application- reflected and discussed at termly 'Nerida' chats'. Teachers will be observed by the principal and expected to provide evidence of strategy/practice to achieve goals.	☐ Principal

Learning Walks and termly peer observations with an emphasis on responsive teaching practices and feedback within explicit teaching and supported application	☐ Learning specialist(s) ☐ Principal
Promotion of Feedback Walls in classrooms to provide opportunity for student agency	☐ Learning specialist(s) ☐ Teaching and learning coordinator