

2026 Annual Implementation Plan

for improving student outcomes

Garfield Primary School (2724)



Submitted for review by Daniel Forster (School Principal) on 03 December, 2025 at 10:34 AM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 23 February, 2026 at 10:19 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	Evolving

Future planning for 2026	<p>We will look to continue with each of these Key Improvement Strategies in 2026. Much progress has been made with further work required to ensure that our related approaches and expectations are embedded. We are yet to see the full benefits of this work, in particular with regards to our student achievement data and AtoSS results. We believe that 12 months in, with the progress made this year, we are on track against our 4-year targets.</p>
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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?
Maximise student learning growth and achievement in literacy and numeracy.	Yes	<p>By 2028 increase the percentage of students achieving meeting or above NAPLAN benchmark growth in Year 5 for:</p> <ul style="list-style-type: none"> • Reading from xx% (2025) to xx% • Writing from xx% (2025) to xx% • Numeracy from xx% (2025) to xx%. <p>*To be a placeholder</p>	Embed a professional learning communities model where staff use evidence and feedback to ensure learning growth for students.	Yes
		<p>By 2028 increase the percentage of Year 1 to 6 students achieving at or above expected growth using Teacher Judgement Growth Times Series in:</p> <ul style="list-style-type: none"> • Reading from 82% (semester 2 2023 to semester 2 2024) to 88% • Writing from 62% (semester 2 2023 to semester 2 2024) to 75% • Numeracy from xx% (semester 2 2023 to semester 2 2024) to xx%. <p>*To be a placeholder</p>	Build capabilities of staff to ensure high-quality pedagogical and instructional practice.	Yes
		<p>By 2028 increase the percentage of positive endorsement on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Collective focus on student learning from 48% (2024) to 75% • Guaranteed and viable curriculum from 42% (2024) to 75% • Instructional leadership from 38% (2024) to 75% • Collective efficacy from 43% (2024) to 75%. 	Build teacher capability to utilise data to teach students at their point of learning need.	No

Strengthen the connectedness, engagement and wellbeing of all students.	Yes	<p>By 2028 increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors for:</p> <ul style="list-style-type: none"> • Stimulating learning from 34% (2024) to 70% • Sense of connectedness from 43% (2024) to 70% • Student voice and agency from 40% (2024) to 65% • Effective classroom behaviour from 52% (2024) to 70%. 	Develop staff capabilities to activate student voice and agency.	No
		<p>By 2028 increase the positive endorsement on the School Staff Survey for the following factors and module:</p> <ul style="list-style-type: none"> • Collective responsibility (factor) from 38% (2024) to 70% • Use student feedback to improve practice (factor) from 50% (2024) to 70% • Parent community involvement (factor) from 42% (2024) to 70% • School staff and wellbeing (module) from 47% (2024) to 70%. 	Develop and implement a whole school approach to wellbeing and engagement.	Yes
		<p>By 2028 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors for:</p> <ul style="list-style-type: none"> • Managing bullying from 47% (2024) to 70% • Confidence and resiliency skills from 69% (2024) to 85% • Student voice and agency from 65% (2024) to 75% • Teacher communication from 39% (2024) to 70%. 	Strengthen active partnerships between students, staff and families to improve engagement.	No

Define actions, evidence of change and tasks

Goal 1	Maximise student learning growth and achievement in literacy and numeracy.	
KIS 1.a	Embed a professional learning communities model where staff use evidence and feedback to ensure learning growth for students.	
Actions	To embed our Inquiry Cycle into the work of our Professional Learning Teams (PLTs).	
Evidence of change	<p>Leaders will: School leaders will mentor and coach PLT leaders to build leadership skills and understanding of our approaches. PLT leaders will have increased confidence to facilitate PLT meetings. Embed whole-school practices to monitor student data and tailor teaching practices accordingly.</p> <p>Teachers will: Participate actively in PLT meetings and engage in Inquiry Cycles that translate to changes in practice in line with whole-school expectations. Teach responsively, using student learning data to inform and adjust planning. Use school-wide norms to inform, support and reflect upon staff actions.</p> <p>Students will: Be able to access the curriculum at an appropriate level and experience success in learning.</p>	
Tasks	People responsible	
Build understanding of our Inquiry Cycle with new PLT leader, utilising a gradual release of responsibility from Nat.	☑ Learning specialist(s)	
Use our Inquiry Cycle to enhance teacher's ability to be responsive in their practice, using student learning data to inform planning.	☑ Learning specialist(s)	
Building capacity of leaders and teachers to use norms to support a collaborative culture and high expectations within teams.	☑ Leadership team	
Scheduled coaching and mentoring sessions with PLT leaders to support in planning and implementing effective inquiry cycles.	☑ Leadership team	

KIS 1.b	Build capabilities of staff to ensure high-quality pedagogical and instructional practice.	
Actions	Embed our whole-school instructional model and practices.	
Evidence of change	<p>Leaders will:</p> <p>Align whole-staff professional learning, individual coaching and PLC inquiry cycles to build staff understanding of, and ability to implement our instructional model.</p> <p>Plan and monitor the implementation of our instructional model through learning walks, teacher planning and the work of the PLTs.</p> <p>Develop whole-school Literacy block and train staff to implement evidence based practices in line with this.</p> <p>Build leaders' understanding of effective mathematics practices through participation in the Primary Mathematics and Science Specialist Initiative, for implementation in 2027.</p> <p>Provide coaching for teachers of effective adjustments for students with additional needs or learning delays, to ensure that they are being supported at their point of need.</p> <p>Establish a plan for implementation of a multi-tiered support system (MTSS) that will include consistent implementation of supports to ensure access and participation for all learners.</p> <p>Teachers will:</p> <p>Plan and deliver all lessons in line with our whole-school instructional model.</p> <p>Plan and deliver Literacy blocks in line with our whole-school model aligned to the Big 6 and evidence-based teaching practices.</p> <p>Participate in coaching with middle-leaders to build confidence in the use of our whole-school instructional model.</p> <p>Teach responsively, using student learning data to inform and adjust planning.</p> <p>Students will:</p> <p>Experience consistent high quality instruction that allows them to demonstrate improved learning outcomes and engage with the curriculum in a meaningful way.</p>	
Tasks		People responsible
Establish and build familiarity of our whole-school literacy scope and sequence document.		☑ Learning specialist(s)
		☑ Learning specialist(s)
We will train staff in the use of all elements of our instructional model to build instructional consistency across subject areas.		☑ Learning specialist(s)

Create a scaffolded professional learning plan to support the implementation of our whole school approaches.	☑ Leadership team
Build staff capacity to teach responsively, using student learning data to inform and adjust planning.	☑ Leading teacher(s) ☑ Learning specialist(s)
Provide meeting time to create an MTSS plan with relevant school leaders and ISSI Leading Teacher.	☑ Principal
Goal 2	Strengthen the connectedness, engagement and wellbeing of all students.
KIS 2.b	Develop and implement a whole school approach to wellbeing and engagement.
Actions	Build connection, safety, and belonging by embedding a consistent whole-school approach to student wellbeing, classroom management and high expectations.
Evidence of change	<p>Leaders will:</p> <ul style="list-style-type: none"> Model, monitor and provide feedback to teachers around the Positive Classroom Management Strategies, focusing on PCMS 1, 2, 3 & 4 and embed within the enabling learning element of the VTLM 2.0. Communicate and model our school approaches with the school community to ensuring calm and orderly learning environments including the matrix, flow-charts and PCMS. Align whole-staff professional learning, individual coaching and the work of PLT's to build staff understanding of, and ability to implement whole-school approach to wellbeing and engagement. <p>Teachers will:</p> <ul style="list-style-type: none"> Implement consistent practices within wellbeing blocks, following the whole-school wellbeing model. Implement consistent routines and classroom expectations, aligned with our School Wide Positive Behaviour Support framework and the Positive Classroom Management Strategies (PCMS), that promote a positive and orderly learning environment. Establish respectful and trusting relationships with students that promote high levels of connectedness and engagement. Engage in coaching or mentoring with middle leaders, to effectively implement our whole-school approaches around student wellbeing, classroom and behaviour management. Make and document appropriate adjustments for students with additional needs so that they are supported to engage safely in learning. Respond to students' concerns in a prompt, positive and supportive manner in line with our whole-school systems and

	<p>processes. Students will: Experience a positive, safe and orderly learning environment where expectations are clear and engagement routines are predictable. Demonstrate improved positive behaviour, interpersonal skills and learning outcomes due to consistent classroom management and engagement strategies, and wellbeing lessons. Students will feel valued, connected and engaged at school.</p>
Tasks	People responsible
Refine our whole-school wellbeing scope and sequence document.	<input checked="" type="checkbox"/> Leading teacher(s)
Create a professional learning model that balances the different priorities and ensures that teachers are exposed to high quality professional learning, coaching and collaborative discussions to implement our whole-school wellbeing framework.	<input checked="" type="checkbox"/> Leadership team
Evaluate and monitor the effectiveness of our weekly wellbeing lessons.	<input checked="" type="checkbox"/> Leading teacher(s)
Evaluate and monitor the use of positive classroom management strategies and engagement routines.	<input checked="" type="checkbox"/> Leading teacher(s)
Build staff understanding of reasonable adjustments for students with additional needs and ability to collaborate effectively within teams so that students' goals are achieved.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Embed resilience as a school value and incorporate this into our wellbeing scope and sequence document, so that students are learning strategies to build their personal and social capabilities.	<input checked="" type="checkbox"/> Leading teacher(s)
Implement whole-school strategies that promote respectful and trusting relationships and positive teacher–student interactions, including consistent use of positive classroom management strategies and our whole-school acknowledgment system and celebrate strong examples through assemblies and staff meetings.	<input checked="" type="checkbox"/> Leadership team