

2026 Annual Implementation Plan

for improving student outcomes

Featherbrook P-9 College (8899)



Submitted for review by Kerry Clayton (School Principal) on 05 December, 2025 at 04:38 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 27 January, 2026 at 11:10 AM

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		Evolving	Evolving	

Future planning for 2026	<p>All goals and KISs have been progressed to varying degrees. The school will focus very much on the IM (explicit teaching, worked examples, I do, We do, You do gradual release so that the independent practice aspect of a lesson will be meaningful and enable students to feel a sense of achievement and accomplishment which in turn will promote a greater sense of self efficacy and agency. Cognitive load and teachers' understanding of how this impacts student engagement and success along with foundational classroom management strategies is expected to be further embedded and applied with greater proficiency and consistency across the college.</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 learning for all students.	Yes	<p>By 2027, increase the percentage of students achieving above their age expected level in Semester 2, assessed against the Victorian Curriculum for:</p> <p>Prep-6:</p> <ul style="list-style-type: none"> • Reading and Viewing from 34 per cent in Semester 2, 2022 to 39 per cent • Writing from 16 per cent in Semester 2, 2022 to 21 per cent • Number and Algebra from 29 per cent in Semester 2, 2022 to 34 per cent. <p>Years 7- 9:</p> <ul style="list-style-type: none"> • Reading and Viewing from 29 per cent in Semester 2, 2022 to 34 per cent • Writing from 24 per cent in Semester 2, 2022 to 29 per cent • Number and Algebra from 30 per cent in Semester 2, 2022 to 35 per cent. <p>By 2027, decrease the percentage of students achieving below their age expected level in Semester 2, assessed against the Victorian Curriculum for:</p> <p>Prep – 6</p> <ul style="list-style-type: none"> • Reading and Viewing from 12 per cent in Semester 2, 2022 to 7 per cent • Writing from 20 per cent in Semester 2, 2022 to 15 per cent • Number and Algebra from 14 per cent in Semester 2, 2022 to 9 per cent. <p>Years 7- 9:</p>	Build teacher knowledge and application of the Victorian Curriculum Version 2.0.	No

		<ul style="list-style-type: none"> • Reading and Viewing from 29 per cent in Semester 2, 2022 to 24 per cent • Writing from 31 per cent in Semester 2, 2022 to 26 per cent • Number and Algebra from 46 per cent in Semester 2, 2022 to 41 per cent. <p><i>Note: These targets will be aligned with the Victorian Curriculum Version 2.0 reporting advice, when it becomes available.</i></p>		
		<p>By 2027, increase the percentage of students achieving the 'Exceeding' proficiency level for:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 33 per cent in 2023 to 38 per cent • Writing from 18 per cent in 2023 to 23 per cent • Numeracy from 28 per cent in 2023 to 33 per cent <p>Year 7:</p> <ul style="list-style-type: none"> • Reading from 25 per cent in 2023 to 28 per cent • Writing from 14 per cent in 2023 to 19 per cent • Numeracy from 23 per cent in 2023 28 per cent <p>Year 9:</p> <ul style="list-style-type: none"> • Reading from 20 per cent in 2023 to 25 per cent • Writing from 11 per cent in 2023 to 16 per cent • Numeracy from 11 per cent in 2023 to 16 per cent. 	Strengthen staff use of the High Impact Teaching Strategies.	Yes
		<p>By 2027, increase the positive endorsement by staff for the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> • Instructional leadership from 59 per cent in 2023 to 64 per cent • Collective efficacy from 71 per cent in 2023 to 76 per cent • Academic emphasis from 56 per cent in 2023 to 61 per cent. 	Build teachers' knowledge of and practises in using assessment data to cater for students' point of need.	Yes

			Build mid-level leadership to lead effective teacher practises and curriculum implementation.	No
Maximise the engagement and wellbeing of all students.	Yes	By 2027, increase the positive endorsement by Years 4 – 9 students for the following factors in the Attitudes to Schools Survey: <ul style="list-style-type: none"> • Sense of connectedness from 58 per cent in 2023 to 63 per cent • Perseverance from 61 per cent in 2023 to 66 per cent • Respect for diversity from 53 per cent in 2023 to 58 per cent • Managing bullying from 52 per cent in 2023 to 57 per cent. 	Build staff knowledge and application of the Victorian Curriculum Personal and Social Capabilities.	No
		By 2027, increase the positive endorsement by staff for the factor of Trust in students and parents in the School Staff Survey from 57 per cent in 2023 to 62 per cent.	Enhance and embed inclusion practices.	Yes
		By 2027, reduce the percentage of students having 20 or more absent days for: <ul style="list-style-type: none"> • Prep-6 from 47 per cent in 2022 to 42 per cent • Years 7-9 from 46 per cent in 2022 to 41 per cent. 		

Define actions, evidence of change and tasks

Goal 1	Maximise learning for all students.	
KIS 1.b	Strengthen staff use of the High Impact Teaching Strategies.	
Actions	<p>Instructional model will be central to building teachers' delivery through explicit teaching and worked examples. Middle leaders will model and co teach to demonstrate these strategies and provide feedback to teachers to strengthen their effectiveness.</p> <p>Professional learning will build in these strategies so they are highly visible and referred to.</p> <p>The work undertaken regarding cognitive load in 2025, will continue to be infused through professional learning workshops designed by the literacy and numeracy portfolio leads.</p>	
Evidence of change	<p>Teachers confidently (LI, SC and step by step explanations and demonstrations) planning for and delivering through the instructional model. This will be observed through learning walks observations, feedback and pulse check survey.</p> <p>Students will be on task and understand the purposeful practice of the task following the explicit instruction and the worked examples (alternating strategy and interleaving or fading strategy).</p> <p>Instructional PLC leadership roles, teacher/leader responsibilities, meeting structures and PL design support adult learning.</p>	
Tasks	People responsible	
<p>Design professional learning workshops that include the instructional model components with a particular emphasis on explicit teaching and worked examples.</p> <p>Middle leaders' roles and accountabilities will include their role in building teacher capacity to deliver provision through the college's instructional model with fidelity.</p> <p>PLC planning time to be protected to support the actions.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	
<p>Pulse Check Surveys to be standing item on Portfolio Middle Leader Meeting agendas, use proforma located in the exec drive.</p> <p>Professional Learning Workshop reflections to incorporate Pulse Check Survey items.</p> <p>Undertake Pulse Check with Leading Teachers as they attend Executive Leadership Meetings.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	

		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal
Curriculum Day (10th March) with a focus on Checking for Understanding to gather formative data and adapt teaching to be responsive to student needs.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
KIS 1.c	Build teachers' knowledge of and practises in using assessment data to cater for students' point of need.	
Actions	PLC planning to ensure formative data generation is built into each lesson. Anecdotal notes and achievement standard rubrics will support the capturing of data that will inform differentiation and support those who have been deemed as needing additional support. Quality anecdotal note taking and application to be key professional learning priority.	
Evidence of change	Records of anecdotal notes and other formative data (rubrics, exit tickets, essential assessment, rich tasks, diagnostic questions). Observation of teachers using their formative data during planning time to inform planned provision. Checking for understanding practices to be documented in lesson plans, and student understanding recorded in anecdotal notes. Moderation protocol agenda in PLC meetings.	
Tasks		People responsible
Middle leaders to work with individual teachers to build assessment data knowledge of and use of to plan for differentiation. Middle leaders to model formative data collection for teachers. Moderation of student work samples to be a weekly PLC agenda item along with use at professional learning workshops, through design. Middle leaders to guide use of formative data to inform planning.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)

		<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader
Goal 3	Maximise the engagement and wellbeing of all students.	
KIS 3.b	Enhance and embed inclusion practices.	
Actions	<p>Work strategically with the Inclusion Coach specific to the identified students (years 7 - 9) and key middle leaders. Use the Building Inclusive Practices tool to self assess school's needs (term 4 2025)</p> <p>Rapid Action Plan (Document to be uploaded into monitoring) developed with the Inclusion Coach to highlight and strengthen inclusion practices to support identified teachers and their students.</p>	
Evidence of change	<p>By the end of week 5, term 1, 2026 – teachers will:</p> <p>consistently apply the instructional model, foundational classroom management and SWPBS framework.</p> <p>teachers will know the academic, emotional and aspirational characteristics of the students they teach.</p> <p>classroom environments will be welcoming and relevant to promote learning, wellbeing and student connectedness.</p>	
Tasks	People responsible	
7-9 Classroom observations	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Share and discuss BIPT tool with the implementation team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Review 7-9 MTSS structures and explore options for intervention.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	

	<input checked="" type="checkbox"/> Learning specialist(s)
Design AToSS aligned Student Survey	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Implement Student Survey	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Design Teacher Survey	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)