

2026 Annual Implementation Plan

for improving student outcomes

Dunkeld Consolidated School (6215)



Submitted for review by Brad Smallman (School Principal) on 05 February, 2026 at 04:11 PM
Endorsed by Joanne Amott (Senior Education Improvement Leader) on 12 February, 2026 at 11:22 AM

Self-evaluation summary

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

Future planning for 2026	P-2 goal setting is challenging requires scaffolding and support by teachers in the design and monitoring. In Years 3-6 students are able to monitor goals and develop systems to evaluate their performance against the goals. Future planning requires activities to be differentiation base on the year levels.
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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?
Extend the learning of all students	Yes	By 2028, the percentage of students at the NAPLAN exceeding proficiency level will improve/be maintained: • Year 3 Reading – from 0% (2023) to a rolling 3-year average of 15% • Year 5 Reading – maintain at 18% (2023) • Year 3 Numeracy – from 7% (2023) to a rolling 3-year average of 15% • Year 5 Numeracy – from 0% (2023) to a rolling 3-year average of 15%	Identify and build on staff expertise to continue implementing consistent and effective pedagogical practices.	No
		By 2028, increase the 3-year average percentage of students achieving above expected growth against the Victorian Curriculum outcomes in: • Number & Algebra from 7% (2023) to 15% • Measurement & Geometry 11% (2023) to 20%	Embed processes that support staff collaboration, assessment practices, curriculum planning, professional learning and collective efficacy.	Yes
		By 2028, the 3-year average percentage of students achieving above expected growth in: • Year 2 Reading & Viewing - will increase from 10% (2023) to 15% By 2028, the 3-year average percentage of students achieving below expected growth in: • Year 2 Reading & Viewing - will decrease from 23% (2023) to 15% or less		

		By 2028, increase the percentage positive endorsement of the following School Staff Survey factors: • Collaborate to scaffold from 67% (2023) to 84% • Moderate assessments task together 67% (2023) to 81%		
Empower students to become engaged and self-motivated learners.	Yes	By 2028, increase the percentage of positive endorsement in the students Attitudes to School Survey for: • Motivation and Interest – from 72% (2023) to 82% • Sense of confidence – from 80% (2023) to 90% • Perseverance – from 77% (2023) to 85% • Student Voice and Agency – from 62% (2023) to 75%	Build student capacity to set challenging learning goals and monitor their own progress.	No
		By 2027, for positive endorsement in the School Staff Survey for: • Academic emphasis – increase from 75% (2023) to 82% • Student ownership of learning goals – increase from 83% (2023) to 85% • Collective efficacy – maintain above 90% (2023)	Develop teacher capacity to challenge, engage and promote student agency in learning.	No
			Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.	Yes

Define actions, evidence of change and tasks

Goal 1	Extend the learning of all students	
KIS 1.b	Embed processes that support staff collaboration, assessment practices, curriculum planning, professional learning and collective efficacy.	
Actions	Refine collaborative practices through planning, moderation of teaching, learning and assessment to support the implementation of the VTLM2.0	
Evidence of change	Leadership will direct focus on PMCs Multi-tiered supports to ensure they are implemented with high fidelity in the classrooms as evidenced through observation records. Teachers will demonstrate a common understanding of the use of data to form ability groups in literacy and numeracy to implement differentiated teaching practice Methodology to moderate Teacher Judgement against the Victorian Curriculum that consider NAPLAN results along with school gather data denoted in the Assessment Schedule. Teachers will develop and documented a whole school Scope and Sequence ensuring publication and access on the Google Drive Teachers will develop and documented a whole school Assessment Schedule ensuring publication and access on the Google Drive	
Tasks		People responsible
Plan and implement for multi-tiered supports in Years 3-6		☑ Year level co-ordinator(s)
Moderate teacher judgements using multiple data reference points		☑ PLC leaders
Establish processes for formal peer-reviews of pedagogical practice (peer observation calendar and templates)		☑ PLC leaders
Establish Collaborative Working Staffrooms (Junior P-2, and Senior 3-6) - remove teacher desks in classrooms		☑ Principal
Document whole-school teaching and learning program - scope and sequence		☑ All staff

Review and update the Whole School Assessment Schedule		☒ All staff
Goal 2	Empower students to become engaged and self-motivated learners.	
KIS 2.c	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.	
Actions	Develop school-wide consistent practices to support student wellbeing	
Evidence of change	Student voice leader and Grade 4-6 teachers will implement consistent language in classrooms around student voice as evidenced in weekly planners (this includes 'let's decide...', 'can I encourage you to share...', 'i want to give you a choice about your learning...', 'I like your idea.' Teachers will demonstrate a high level of Teir 1 and 2 inclusive practices evidenced through learning walks. Leaders will participate in the SWPBS Targeted Fidelity Inventory to ensure high level of implementation of PCMS (1. Classroom behaviours and expectations, 2. Classroom procedures and routines, 3. Encouraging expected classroom behaviour)	
Tasks		People responsible
Support SWPBS implementation by building staff capacity to embed PCMS in daily practice with focus on: - Classroom behaviours and expectations - Classroom procedures and routines - Encouraging expected classroom behaviour		☒ SWPBS leader/team
Working with parents and families on strengths and barriers for our students by establishing and regularly monitoring learner profiles		☒ Wellbeing team
Work with IOC on consistent Tier 1 and Tier 2 Practices.		☒ All staff ☒ Principal
Align Student Voice Leader role with AToSS Domains		☒ Year level co-ordinator(s)

