

# 2026 Annual Implementation Plan

## for improving student outcomes

Newlands Primary School (4646)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader

## Self-evaluation summary

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

<b>Future planning for 2026</b>	This will be leadership Whole School Priority in Semester 1.
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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?
To improve the learning growth of every student in Literacy and Numeracy	Yes	By 2022, Increase the percentage of students in Years 5 achieving in the top 2 NAP bands in writing to be at least 25%. Currently, there is 15.6% of students in the top two bands.	Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives.	Yes
		By 2022. Decrease the percentage of Year 5 students making low relative growth in NAPLAN writing and numeracy to under 20% - Current Percentage is 37% in Writing, 38.46% in Mathematics	Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning.	Yes
		By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements, to be equal or above that of similar schools	Teachers provides regular feedback to students on their progress against individual learning goals and curriculum standards.	No
Improving student health and wellbeing.	Yes	By 2022, Improve 'Not Experience Bullying' in relation to 'Safety Module' in the Parent Opinion Survey to be above 80%. Currently 67% Positive Endorsemen	Teachers build quality relationships that enhance student engagement, self confidence and growth as a learner.	No
		By 2022, teacher-student relationship domain be at the state average 84% in relation to Attitudes to School Survey data, Currently at 72.3% Positive Endorsement.	Teachers ensure all students cultural backgrounds, needs and abilities are recognised and addressed in the learning environment.	Yes

		By 2022, Improve Learner Characteristics and Dispositions factor 'Resilience' to state average 82% (Currently 62%) and 'Sense of Confidence' to state average 82% (Currently73%)	Teachers build school pride and connectedness	No
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## Define actions, evidence of change and tasks

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy	
<b>KIS 1.a</b>	Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives.	
<b>Actions</b>	<p>Mathematics &amp; Literacy</p> <p>There is a direct move in creating systematic learning statements in the mathematics and writing program. With this, there will be assessments designed to assess students' learning against each statement, and teaching sequences that guides teachers to support lesson sequence and development.</p> <ul style="list-style-type: none"> <li>- Use the school's previous rubrics / Network / Department Mathematics Learning Continuum document to create sequenced learning statements.</li> <li>- Create assessments that are aligned to the learning statements to inform teaching practices and support reporting.</li> <li>- Create a skill based sequenced lesson resource bank linked to learning statements and units to support PLC learning design.</li> <li>- Develop reliable data collection processes aligned with learning statements.</li> <li>- Embed Instructional Hierarchy in learning sequence design.</li> <li>- LCLs will deliver, track and monitor student learning impact of Tier 3 interventions for students at risk</li> <li>- Embed 'No More Marking' in writing assessment practices</li> </ul>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Assessments have been created and implemented that directly align with the learning statements, allowing teachers to make accurate judgments of student achievement.</li> <li>- Teachers are intentional in using a range strategies for informal student monitoring and assessment, e.g. checking for understanding, hinge questions, exit slips.</li> <li>- A range of assessments are used to ensure triangulation of data - i.e. No More Marking, exit slips, school based assessments.</li> </ul>	
<b>Tasks</b>		<b>People responsible</b>

<ul style="list-style-type: none"> <li>- Newlands has a sequence of learning for both Literacy and Numeracy</li> <li>- LCLs lead teachers to create assessments that accurately reflect the learning statements.</li> <li>- Teachers understand the revised Newlands Instructional model and apply strategies based on Rosenshine's principles.</li> <li>- Creation of school-based assessments for Numeracy and Literacy</li> <li>- Trialing No More Marking for Writing Assessment</li> </ul>	<input checked="" type="checkbox"/> Leadership team
<b>KIS 1.b</b>	Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning.
<b>Actions</b>	<p>Student learning progress is documented against the Newlands learning sequence, which is informed by both formal and informal assessments.</p> <p>Teachers are highly responsive to student learning needs and use both formal and informal data gathered, to inform teaching.</p>
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Teachers are measuring student progress against the learning sequence, that informs student learning.</li> <li>- Teachers have strong understanding of the purpose of the range of assessment practices.</li> <li>- Discussions about student learning is more focused and succinct.</li> <li>- Teachers are responsive to students' learning in class, as reflected in the 'redo' component of the instructional model.</li> </ul>
<b>Tasks</b>	<b>People responsible</b>
<ul style="list-style-type: none"> <li>- use of the learning sequence to inform teaching and assessment.</li> <li>- Strong moderation of assessments to ensure consistent administration and marking of assessment.</li> <li>- LCLs and teachers are all aware of what assessments are occurring, when and how.</li> </ul>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team
<b>Goal 3</b>	Improving student health and wellbeing.
<b>KIS 3.b</b>	Teachers ensure all students cultural backgrounds, needs and abilities are recognised and addressed in the learning environment.

<b>Actions</b>	<p>Ensure all teachers have a clear understanding of their students' needs, abilities and diagnoses and the strategies to support, e.g. curriculum, EAL.          Monitor students' wellbeing and ensure proactive approaches are implemented to reduced escalated behaviour.</p>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Teachers demonstrate a strong understanding of their students' learning needs and effective strategies to support, i.e alternative curriculum, diagnoses, external supports and pathways.</li> <li>- Families feels support and are aware of possibilities and limitations of what the school is able to provide to their child.</li> <li>- All students are in the classroom and accessing the learning.</li> <li>- Teachers adapt their teaching practice to adapt to the context of their class.</li> <li>- Teachers create and implement plans that meet the needs of their student.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
<ul style="list-style-type: none"> <li>- The school continues to ensure an effective handover, including: behaviours, academics, medical needs, diagnoses, family background.</li> <li>- Information is centralised and easily accesible to teachers.</li> <li>- The school provides an opportunity for parents to communicate information about their child to their future teacher.</li> <li>- More effective processes for identfyng students on alternative learning continuums.</li> <li>- Ensuring clearer processes for families on who to reach out to for support.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> </ul>	