

# 2026 Annual Implementation Plan

## for improving student outcomes

Maryborough Education Centre (8845)



*Learning for Life*

Submitted for review by Kristen Le Gassick (School Principal) on 03 February, 2026 at 09:58 AM  
Endorsed by Kim Saddler (Senior Education Improvement Leader) on 07 February, 2026 at 10:20 PM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Emerging			Evolving	
<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>
	Emerging	Emerging	Evolving	Evolving	Evolving

<b>Future planning for 2026</b>	refer to Alignment review report
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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 growth for all students	Yes	<p>By 2026, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 62 per cent (2021) to at or above 75 per cent</li> <li>• Writing from 65 per cent (2021) to at or above 75 per cent</li> <li>• Number and Algebra 57 per cent (2021) to at or above 75 per cent.</li> </ul>	Develop and embed a whole school approach to Writing	No
		<p>By 2026, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 38 per cent (2021) to at or above 60 per cent</li> <li>• Writing from 44 per cent (2021) to 60 per cent at or above</li> <li>• Number and Algebra 49 per cent (2021) to at or above 60 per cent.</li> </ul>	Strengthen a consistent whole school approach to high-quality instructional practice in Mathematics	Yes
		<p>By 2026, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>• English from 29 per cent (2021) to at or above 75 per cent</li> </ul>	Build teacher capacity to differentiate learning and make reasonable adjustments to meet students at their point of need.	No

		<ul style="list-style-type: none"> <li>• Mathematics from 37 per cent (2021) to at or above 50 per cent</li> <li>• Personal and Social Capabilities from 34 per cent (2021) to at or above 50 per cent.</li> </ul>		
		<p>By 2026, increase the percentage of students in NAPLAN Top 2 bands of:</p> <ul style="list-style-type: none"> <li>• Year 5 students in Writing from three per cent (2022) to 15 per cent and Numeracy from zero per cent (2022) to 16 per cent</li> <li>• Year 7 students in Writing from nine per cent (2022) to 16 per cent and Numeracy from eight per cent (2022) to 16 per cent</li> <li>• Year 9 students in Reading and viewing from nine per cent (2022) to 15 per cent, Writing from seven per cent (2022) to 15 per cent and Numeracy from nine per cent (2022) to 18 per cent.</li> </ul>	Enhance professional learning community processes for developing feedback, coaching and observations that lead to reflection and improvement in practice.	Yes
		<p>By 2026, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 63 per cent (2021) to at or above 75 per cent</li> <li>• Self-regulation and goal setting from 54 per cent (2021) to at or above 65 per cent.</li> </ul>		
		<p>By 2026, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 19 per cent (2021) to at or above 60 per cent</li> <li>• Seek feedback to improve practice from 31 per cent (2021) to at or above 60 per cent.</li> </ul>		

Enhance student wellbeing and engagement.	Yes	By 2026, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 25 per cent and Years 7–12 from 61 per cent (2021) to 35 per cent.	Embed a whole school approach to improving student attendance	Yes
		<p>By 2026, increase the AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 80 per cent, Years 7–9 from 54 per cent (2021) to 65 per cent and Years 10–12 from 52 per cent (2021) to 65 per cent</li> <li>• Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 75 per cent, Years 7–9 from 53 per cent (2021) to 65 per cent and Years 10–12 from 57 per cent (2021) to 65 per cent</li> <li>• Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 70 per cent, Years 7–9 from 42 per cent (2021) to 55 per cent and Years 10–12 from 47 per cent (2021) to 55 per cent.</li> </ul>	Implement a whole school approach to student engagement and wellbeing	Yes
		<p>By 2026, raise the POS percentage positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency factor from 68 per cent (2021) to at or above 75 per cent</li> <li>• Stimulating learning environment factor from 71 per cent (2021) to at or above 75 per cent.</li> </ul>	Strengthen staff capability to activate student voice and agency	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise learning growth for all students	
<b>KIS 1.b</b>	Strengthen a consistent whole school approach to high-quality instructional practice in Mathematics	
<b>Actions</b>	<p>From the Alignment Review:</p> <p>Build the knowledge of leaders and all staff in the VTLM 2.0 evidence base with an initial focus on 'Enabling Learning' and 'Explicit Teaching', through a sustained professional learning program. (3.1)</p> <p>Develop the knowledge and capability of learning leaders to document Victorian Curriculum 2.0 sub-school scope and sequences. (4.1)</p>	
<b>Evidence of change</b>	<p>Key Changes</p> <p>Identified school leaders engage in VTLM 2.0 professional learning to lead whole staff professional learning in 2027</p> <p>A whole school professional learning plan is developed and implemented for 4.1</p> <p>An implementation plan is documented and enacted</p> <p>A Scope and Sequence is developed and documented in an accessible online space in line with the Victorian Curriculum 2.0</p> <p>Staff will be accessing and using resources such as; the Victorian Lesson plans, Ochre, Stile.</p>	
<b>Tasks</b>		<b>People responsible</b>

Convene an Implementation Team (IT), Teaching and Learning IT responsible for Recommendation Activity 4.1 above Team develops and documents an implementation plan – Explore, Prepare, Deliver and Sustain	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Leadership team
Development and documentation of: a. Whole-school Curriculum Statement b. Subject Maps and Overviews for every subject F-10 c. Unit Plans F-10	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School improvement team
Deliver a Victorian Curriculum 2.0 professional learning program to the working group/learning area leaders	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School improvement team
Design a curriculum review protocol for 2028 and beyond	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School improvement team
Design and deliver professional learning on quality curriculum materials, including resources such as; the Victorian Lesson plans, Ochre, Stile.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team
Design and develop a professional learning program on VTLM 2.0 for the leadership team (3.1)	<input checked="" type="checkbox"/> ISS senior leader/s
<b>KIS 1.d</b>	Enhance professional learning community processes for developing feedback, coaching and observations that lead to reflection and improvement in practice.
<b>Actions</b>	From Alignment Review:  Strengthen the alignment of collaborative activities to the AIP foci (1.3)  Review organisational design to support realisation of improvement priorities. (1.2)
<b>Evidence of change</b>	Leaders will: Design comprehensive meeting and professional learning schedule to support AIP priorities. This will include time for implementatio teams to develop a plan, implement and monitor. Review the current leadership struture to align with current AIP and Alignmnet review priorities

	<p>Teachers will:</p> <p>Participate fully in school meetings          Contribute to the design and development of relevant professional learning programs          Trial strategies, provide feedback for refinement and implement with fidelity</p> <p>Evidence shows:          A plan for realignment of the organisational design and meeting schedule is developed and implemented.          Improvement in SSS factor “teacher collaboration”          Responsibilities are distributed, and documented, with professional trust enabling efficiency.          Meeting agendas reflect the AIP priorities, with accountabilities for actions and outputs documented and reviewed.          The whole school meeting schedule and professional learning is reviewed and aligned to AIP priorities.</p>
Tasks	People responsible
Design a meeting and professional learning schedule for the year presented to the Consultative Committee	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Principal
Design and participate in professional reading activities/program based on “Meeting Wise” each fortnight	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal
Undertake a review and redesign of the Leadership structure to advertise in term 3 for 2027 start	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Principal
Review and implement changes to meetings in line with Meeting wise	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Leadership team

		<input checked="" type="checkbox"/> Principal
	Undertake a review and redesign of the Leadership structure ready to advertise in term 3 for 2027	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Principal
<b>Goal 2</b>	Enhance student wellbeing and engagement.	
<b>KIS 2.a</b>	Embed a whole school approach to improving student attendance	
<b>Actions</b>	From the Alignment Review:  Review and refine the school's approach to promoting attendance and responding to absence (6.1)	
<b>Evidence of change</b>	Evidence shows: Review of Education Support Administration staff to streamline processes and role and address excess in the area. Correct codes are being used	
<b>Tasks</b>		<b>People responsible</b>
	Redesign the Education Support administration roles and responsibilities to ensure a clear understanding of who is responsible for what aspects of attendance.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal
	Ensure we are using the correct codes for absences and have up to date processes and forms for reporting attendance concerns	<input checked="" type="checkbox"/> Assistant principal

		<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Principal
Use the attendance audit tool to identify strengths and areas for improvement		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Principal
<b>KIS 2.b</b>	Implement a whole school approach to student engagement and wellbeing	
<b>Actions</b>	<p>From the Alignment Review:</p> <p>Develop, document and implement whole school engagement norms, aligned to the school values (2.1) and Positive Classroom Management Strategies</p>	
<b>Evidence of change</b>	<p>Evidence will show:</p> <p>Engagement norms/expectations are developed and documented with the input of staff, students and parents</p> <p>Norms/expectations are regularly taught, referenced, reinforced and positively acknowledged by staff in classes, restorative conversations and assemblies.</p> <p>School environments contain visual reminders of the school values and engagement norms; there are referred to by staff.</p> <p>School environments are predictable, calm and learning focussed.</p> <p>There is a consistency in the application of the norms</p>	
<b>Tasks</b>		<b>People responsible</b>
<p>Convene an Implementation Team (responsible for Recommendation (2.1) , Wellbeing IT</p> <p>Design, document and deliver implementation plan, including professional learning and explicit teaching opportunities</p>		<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Leadership team

	<input checked="" type="checkbox"/> School improvement team
Review current whole-school engagement norms in key reference documents, inviting feedback and reflection from staff, students and parents on:  Effectiveness  Success  Resource demand  Sustainability – Considering OUMPA Use the PCMs to guide the development of the norms/expectations	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School improvement team
Design coaching program to support implementation	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School improvement team
Schedule review points and develop review protocols to determine implementation progress	<input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> School improvement team