

2026 Annual Implementation Plan

for improving student outcomes

Castlemaine Primary School (0119)



Submitted for review by Kate Ward (School Principal) on 18 February, 2026 at 01:20 PM

Endorsed by Kim Saddler (Senior Education Improvement Leader) on 22 February, 2026 at 02:54 PM

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
	Evolving	Embedding	Embedding	Evolving	Embedding

Future planning for 2026	Future planning:- plan to support NAS students - continue to implement attendance strategy (ongoing but not AIP priority)- complete second year of SWPBS with continued assistance from Kerry Hammond from the SWPBS team- adapt DET scope and sequence/ VLPs meet new curriculum outcomes (Priority being English and Mathematics)- embed P-2 sythnthetic phonics program (ongoing but not AIP priority)- develop school vision that is inclusive of the GL&E framework - focus on developing intercultural capability to increase global engagement
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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?
Learning growth for all students	Yes	By 2026, increase the percentage of students indicating positive endorsement on the student Attitudes to School Survey (AtoSS) for: - Differentiated learning challenge from 77% in 2021 to 85% - Self-regulation and goal setting from 70% in 2021 to 85%	Enhance teacher capacity to use assessment data to plan, implement and monitor differentiated learning.	Yes
		Target to be developed based on NAPLAN results when revised approaches to analysis and presentation of data become available	Promote collaboration through PLCs to modify teacher practice to improve student outcomes.	No
		By 2026 increase the percentage of Year 1-6 students demonstrating at or above expected growth in learning on the Vic Curriculum as measured by Semester 2 Teacher Judgements for: - Reading and Viewing from 69% in 2022 to 85% - Writing from 68% in 2022 to 85% - Number and Algebra from 61% in 2022 to 80%	Develop consistent, high quality instructional practice in mathematics.	No
		By 2026, increase the percentage of staff indicating positive endorsement on the School Staff Survey for Academic emphasis from 74% in 2022 to 80%	Engage parents and carers as partners in learning	No

Develop competent, resilient students equipped to thrive in the contemporary world.	Yes	By 2026 increase the percentage positive endorsement on the AtoSS for: • Perseverance, from 65% in 2021 to 77% • Resilience, from the percentage attained in 2022 (when data becomes available) to an aspirational percentage informed by available data from Castlemaine PS, similar schools, network and state • Sense of connectedness, from 64% in 2021 to 84% • Effective classroom behaviour from 66% in 2021 to 80%.	Strengthen the wellbeing structures, processes and practices to support student wellbeing	Yes
		By 2026, increase the percentage positive endorsement on the SSS for: • Trust in students and parents from 79% in 2022 to 85%	Embed a consistent approach to behaviour management across the school that supports the needs of current and future students	Yes
			Foster relationships within and beyond the school community to enhance students' world view and connectedness	Yes

Define actions, evidence of change and tasks

Goal 2	Learning growth for all students	
KIS 2.a	Enhance teacher capacity to use assessment data to plan, implement and monitor differentiated learning.	
Actions	- Strengthen teacher capabilities to implement the VTLM 2.0 planning guidance and Victorian Lesson Plans	
Evidence of change	1. Leaders and teachers will demonstrate an understanding of the VTLM 2.0 through schoolwide documentation, classroom planning, teaching and assessment 2. School Staff Survey results from the VTLM-VLPs module show teachers are reporting an increase in understanding of initiatives and reduction in lesson preparation 3. AtoSS data on 'effective teaching time' will increase from 81% to 90% 4. AtoSS data on 'differentiated learning challenge' will increase from 87% to 92% 5. Parent/ Caregiver/ Guardian Opinion Survey data on 'student motivation and support' will increase from 80% to 85%	
Tasks		People responsible
Schedule and organise professional learning on implementation of the VTLM 2.0 planning guidance and the Victorian Lesson Plans		☒ Leading teacher(s) ☒ Principal
Develop and implement a plan for teaching teams to trial the English and Mathematics Victorian Lesson Plans learning sequence		☒ PLC leaders ☒ Teacher(s)
Implement peer observation sessions for teachers to observe lessons throughout the trials		☒ Leadership team
Develop school-wide expectations to cater for students requiring differentiation		☒ Leadership team
Goal 3	Develop competent, resilient students equipped to thrive in the contemporary world.	

KIS 3.a	Strengthen the wellbeing structures, processes and practices to support student wellbeing	
Actions	- Provide opportunities for students and families to build strategies for strengthening mental health and wellbeing	
Evidence of change	1. The Resilient Youth Survey resilience score will increase from 55% to 60-65% 2. AtoSS data on 'managing bullying' will increase from 72% to 80% 3. Parent/ Caregiver/ Guardian Survey 'managing bullying' increase from 71% to 80%	
Tasks		People responsible
Partner with CASEA to support families with children with mental health and wellbeing needs.		☑ Leadership team
Deliver Kids Helpline online sessions to address bullying and online safety in semester 1.		☑ Mental health and wellbeing leader
KIS 3.b	Embed a consistent approach to behaviour management across the school that supports the needs of current and future students	
Actions	- Establish School-wide Positive Behaviour Supports (SWPBS) Classroom Systems and Learning Practices	
Evidence of change	1. All school staff follow SWPBS procedures for recognising and referring student behaviour (positive and negative) 2. Student behaviour referrals are tracked and reviewed 3. AtoSS data on 'student voice and agency' will increase from 59% to 70% 4. Parent/ Caregiver/ Guardian Survey data on 'Student Safety - Promoting positive behaviour' increase from 87% to 92%	
Tasks		People responsible
Development of system to track student behaviour referrals		☑ SWPBS leader/team
Implementation of scope and sequence for teaching expectations		☑ All staff
Professional learning undertaken to support continued implementation phase		☑ All staff

	✓ SWPBS leader/team
SWPBS Leader and Team continue to work with coach to implement SWPBS	✓ SWPBS leader/team
KIS 3.c	Foster relationships within and beyond the school community to enhance students' world view and connectedness
Actions	- Embed intercultural understanding and global perspectives in alignment with the Intercultural Capability curriculum and the Global Learning and Engagement Framework
Evidence of change	1. Evidence of intercultural learning is visible in curriculum documentation, classrooms, and school communications 2. AtoSS data on 'respect for diversity' will increase from 75% to 80% 3. Parent/ Caregiver/ Opinion Survey data on 'Student Safety - Respect for diversity' remains high at 92% or above
Tasks	People responsible
Intercultural Learning and Global Engagement survey of teaching staff	✓ Leadership team
Focus on Intercultural Capability in term/weekly planning	✓ School improvement team
Complete administrative requirements for a sister school partnership	✓ Principal