

2026 Annual Implementation Plan

for improving student outcomes

Avenues Education (6363)



Submitted for review by Colette Davis (School Principal) on 20 January, 2026 at 09:42 AM
Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 23 January, 2026 at 02:00 PM

Define actions, evidence of change and tasks

Goal 1	To improve student wellbeing.	
KIS 1.a	To collect and measure re–engagement in learning	
Actions	Utilise data to determine the impact of teaching practices on student engagement.	
Evidence of change	Data demonstrating impact on student engagement in learning. Increased use of data and feedback to inform teaching practice.	
Tasks	People responsible	
<p>Generate and distribute termly data of student progress, engagement and survey feedback at an individual teacher, program and whole school level.</p> <p>Utilise student progress data and surveys to measure the impact of teaching on student re-engagement in learning:</p> <ul style="list-style-type: none"> Interrogate student engagement in learning data via student lesson feedback, google form data extraction tool and surveys. <p>Develop a primary school level version of the feedback survey.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	
Goal 2	To maximise student learning growth	
KIS 2.b	To build and embed an instructional model across the school	
Actions	Determine the impact of the instructional framework and explicit teaching model on teaching practice and student learning.	
Evidence of change	Universal use of peer observations to monitor teaching and interrogate impact on student learning progress. Consistency in application of the explicit teaching model and instructional framework. Consistency in the delivery of the curriculum and lesson planning. Consistency in TAL engagement and capability building practices.	

Tasks		People responsible
<p>Utilise peer observations to measure the impact of teaching on student learning (PLCC Focus Area):</p> <ul style="list-style-type: none"> Interrogate the consistency in application of the explicit teaching model. Interrogate the consistency in delivery of the curriculum. Interrogate the impact of explicit teaching and curriculum on student learning. <p>Align lesson plans to Victorian Curriculum 2.0.</p> <p>Utilise IEPs and surveys to measure the impact of teaching on the capability of the team around the learner:</p> <ul style="list-style-type: none"> Interrogate the consist application of the instructional framework. Interrogate the impact of TAL engagement practices on the capability of the base-school in making reasonable adjustments for students. Interrogate the impact of TAL engagement practices on the capability of the clinician to work with the base-school to make reasonable adjustments for students. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
KIS 2.c	To develop consistent ways of assessing personal and social capabilities	
Actions	Utilise data to interrogate the impact of teaching and assessment practices on student learning progress.	
Evidence of change	Universal use of data, feedback and moderation practices to measure impact of teaching on student learning progress. Universal use of assessment to inform IEP goals and curriculum delivered.	
Tasks		People responsible
<p>Utilise student progress data and survey feedback to measure the impact of teaching on student learning outcomes (PLCC Focus Area):</p> <ul style="list-style-type: none"> Interrogate teaching practices via IEP moderation. Interrogate student progress via IEP goal progress data. <p>Update and review assessment:</p> <ul style="list-style-type: none"> Align localised assessments to Victorian Curriculum 2.0 (PLCC Focus Area). 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal

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| <ul style="list-style-type: none">• Review and update localised assessments (i.e. SAMQ, RSS).• Build specific Primary School level assessments. | |
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