2026 Annual Implementation Plan

for improving student outcomes

Lara Lake Primary School (0769)

Submitted for review by Zane Moylan (School Principal) on 06 February, 2026 at 12:40 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 06 February, 2026 at 01:30 PM

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	Evolving	Embedding

Future planning for 2026	Across 2025, strong progress has been made toward the school's four-year goals, particularly in embedding a consistent, evidence-based instructional model and strengthening whole school wellbeing systems and practices.In Teaching and Learning, the implementation of the instructional model, grounded in the Gradual Release of Responsibility and explicit teaching, has been a major success. Consistency across classrooms has improved significantly, with teachers now planning and delivering lessons aligned to documented expectations. Professional learning in literacy and numeracy has deepened teacher knowledge and practice, supported by clear scope and sequence documents and aligned planning tools. Observations of practice and student feedback indicate greater clarity, structure, and engagement in learning. This work is well established and will continue to be refined across 2026–2027.In Assessment, teachers have demonstrated stronger use of formative assessment to inform teaching and learning. Adjustments are being made in real time to meet student needs, and PLC discussions reflect an improved understanding of how to use data to target teaching.In Leadership, the focus on modelling, feedback, and PLC development has enhanced collaborative practice, though the formal instructional coaching model was paused due to time and staffing constraints. Coaching and leadership development will remain priorities for 2026 to build further instructional capacity.In Wellbeing, the establishment of the Wellbeing SIT and strengthened Behaviour Curriculum have ensured a more structured and data-informed approach to student support. Programs such as Starting Right have been embedded with consistency, and the school is well positioned to introduce The Resilience Project

	in 2026. While students report calm and safe learning environments, further work is required to strengthen the trusted adult connection and to shift ATOSS data.Attendance has improved through the introduction of a whole school approach, regular tracking of at-risk students, and initiatives such as the Breakfast Club. Despite these gains, extended overseas travel continues to affect attendance rates, and this will remain an ongoing area of focus.Wellbeing professional learning through the BNC Network has provided valuable insights into gaps within our Personal and Social Capability and Respectful Relationships programs. These findings will directly inform the delivery of The Resilience Project in 2026, ensuring greater rigour and coherence in this space.Overall, the 2025 AIP actions have been effectively implemented, building a strong foundation for sustained improvement. The 2026 AIP will continue to focus on:Deepening the consistency and impact of the instructional model through continued professional learning and coaching.Strengthening the teaching of social and emotional learning through The Resilience Project.Continuing to refine attendance strategies and family partnerships.Further developing leadership capability to sustain improvement across teaching, learning, and wellbeing.

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 the learning growth of every student in literacy and numeracy.	Yes	NAPLAN, Reading Targets. By 2027: • Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline) • Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline) • Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline) • Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline)	Develop, document and embed an evidence-informed instructional model.	
		NAPLAN, Numeracy Targets. By 2027: • Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline) • Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline) • Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline)	Further develop, document and embed whole school approaches to curriculum planning and instructional practices.	

		• Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline)		
		By 2027, improve the percentage of positive responses for the following School Staff Survey factors: • Instructional Leadership from 81% (2022) to 85% • Understand formative assessment from 83% (2022) to 87% • Academic emphasis from 63% (2022) to 70%	Build teacher capacity to utilise formative and summative assessments to drive teaching and learning.	
		By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors: • Stimulated Learning from 71% (2023) to 77% • Differentiated learning from 82% (2023) to 86% • Effective Teaching Time from 80% (2023) to 85% • Learning Confidence from 69% (2023) to 75%	Strengthen instructional leadership across the school.	
Enhance the wellbeing of all students.	Yes	By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors: • Classroom behaviour from 76% (2023) to 82% • Teacher concern from 71% (2023) to 76% • Perseverance from 67% (2023) to 72% • Sense of Connectedness from 72% (2023) to 78%	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	
		By 2027, improve the percentage of positive responses for the following School Staff Survey factors: • Parent and community involvement from 63% (2022) to 70% • Trust in students and parents from 68% (2022) to 74%	Embed a whole-school approach to improving attendance rates.	

		By 2027, reduce the percentage of students with 20+ days absence from 68% to 40%.	Strengthen staff capacity to respond to the wellbeing and learning needs of all students.	
			Strengthen school and family partnerships.	

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student in literacy and numeracy.
KIS 1.b	Further develop, document and embed whole school approaches to curriculum planning and instructional practices.
Actions	Build staff capacity to plan, intellectually prepare, and implement a high-quality, centralised curriculum that meets the individual needs of all students. Build staff capacity to plan for and implement consistent, high-quality instructional practices aligned to the whole school instructional model.
Evidence of change	Teachers consistently use high-quality, documented planning resources and scope and sequence documents in their preparation and delivery. PLC time is actively used for intellectual preparation and collaborative planning, with teachers demonstrating deeper understanding of the curriculum and instructional model. Observations of practice show consistent implementation of evidence-based instructional practices across all year levels. Students experience more targeted teaching, with appropriate scaffolding aligned to their learning needs. Curriculum planning and instructional practices are documented, embedded, and reflected in whole school planning artefacts, professional learning sessions, and classroom practice.

Tasks	**People responsible**
Develop a whole school Playbook. Document the instructional practices, routines, with supporting exemplars to guide consistent implementation across all year levels.	☑ School improvement team
Create, refine, and maintain centralised scope and sequence documents and planning materials aligned to the whole school instructional model. This includes the following: Text Based Unit and associated documentation, PR1ME documentation, and the Humanities Curriculum.	☑ School improvement team

Use a Learning Specialist to assist teachers with intellectual planning, preparation, and collaborative lesson design during PLC sessions.	☑ Learning specialist(s)
Conduct structured classroom observations and provide feedback to ensure consistent application of the instructional model and high-quality planning.	☑ School improvement team
Deliver PL and coaching sessions on evidence-based instructional practices, explicit teaching, and differentiation to strengthen teacher capacity. This may be delivered through Whole School, PLC or at an individual level.	☑ School improvement team ☑ Teacher(s)

Goal 2	Enhance the wellbeing of all students.
KIS 2.a	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.
Actions	Strengthen Tier 1, 2, and 3 wellbeing supports to ensure consistent, proactive, and holistic responses to student wellbeing, engagement, and inclusion needs. Implement The Resilience Project as the foundation of the school's multi-tiered wellbeing approach, supported by clear documentation, leadership structures, and professional learning.
Evidence of change	The Resilience Project lessons and resources are implemented with fidelity across all year levels, supported by ongoing professional learning. Teachers demonstrate greater confidence and consistency in explicitly teaching wellbeing and respectful behaviours. The Wellbeing SIT systematically analyses wellbeing data and coordinates targeted supports for students at Tier 2 and 3. Students report stronger emotional awareness, connectedness, and sense of safety through school-based surveys and wellbeing data. Tiered supports are clearly documented, understood by staff, and reflected in school-wide practice

Tasks	**People responsible**

Implement The Resilience Project across all year levels, ensuring alignment with existing programs (Starting Right, Behaviour Curriculum etc.).	☑ Assistant principal ☑ Teacher(s) ☑ Wellbeing team
Deliver professional learning on The Resilience Project, trauma-informed practice, and tiered wellbeing supports.	☑ Assistant principal ☑ Learning specialist(s)
Wellbeing SIT to regularly review wellbeing data, plan interventions, and monitor student progress.	☑ School improvement team ☑ Wellbeing team
Build staff capacity to implement Tier 2 and Tier 3 supports, with the support of Wellbeing and Inclusion SIT, and external supports.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ School improvement team
Monitor and evaluate implementation through scheduled learning walks, staff feedback, student data, and regular reflection at leadership and PLC meetings.	☑ School improvement team

KIS 2.d	Strengthen school and family partnerships.
Actions	Strengthen partnerships with families by creating more opportunities for parents to be actively engaged in their child's learning and wellbeing. Celebrate learning and strengthen community connection through purposeful events, open sessions, and communication that highlight student success and school pride.
Evidence of change	Families report feeling more connected to their child's learning and to the school community. Parents and carers engage more frequently with classroom learning through open sessions and shared celebrations. School social media and communication channels consistently showcase learning, achievement, and community connection.

	Staff report improved collaboration and communication with families regarding student learning and wellbeing.

Tasks	People responsible
Host open classroom sessions each term to provide parents with opportunities to engage directly with their child's learning.	☑ School leadership team ☑ Teacher(s)
Develop and implement a calendar of whole-school events (e.g. art show, family picnic, or concert) that celebrate learning and community.	☑ School leadership team
Enhance the school's social media presence to regularly highlight student achievement, learning initiatives, and community partnerships.	☑ Learning specialist(s) ☑ School leadership team
Gather and analyse family feedback through surveys and consultation to guide future engagement initiatives.	☑ School improvement team ☑ School leadership team
Provide staff with PL and supports to enable them to communicate effectively, and build positive relationships with parents and carers within our community.	☑ Assistant principal ☑ School leadership team