

2026 Annual Implementation Plan

for improving student outcomes

Marlborough Primary School (5045)



Submitted for review by Timothy Mulhall (School Principal) on 22 January, 2026 at 09:47 AM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 23 January, 2026 at 02:11 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Emerging	Emerging	Evolving	Evolving

Future planning for 2026	.
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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 student learning achievement and growth in Numeracy	Yes	Updated Goals 2024 and beyond Increase the number of students in Exceeding and Strong NAPLAN Numeracy in: <ul style="list-style-type: none"> • Year 3 from 71% to 75% • Year 5 from 69% to 73% 	Embed whole school curriculum planning and assessment practices in Numeracy.	No
		To improve teacher judgements above expected level in number and algebra from 24% in 2021 to 35% in 2026.	Build capacity of teachers to differentiate learning to meet student needs	Yes
		By 2026, improve the percentage positive endorsement on the School Staff Survey for the factor Academic Emphasis from 44% in 2021 to 65%.	To develop a culture of Inquiry and problem solving within the School Curriculum.	No
To strengthen the connectedness, resilience and wellbeing of all students and staff.	Yes	By 2026, improve the percentage positive endorsement on the School Staff Survey for the staff safety and wellbeing module from 43% in 2021 to 65%.	Embed a whole school agreed approach to student and staff wellbeing that involves all stakeholders - students, teachers and parents/carers.	Yes
		By 2026, improve the percentage positive endorsement on the Attitudes to School Survey for the factor 'sense of connectedness' from 67% in 2021 to 80%.	To build teacher and student capacity to develop, monitor and achieve personal student achievement learning goals	No

		By 2026, improve the percentage positive endorsement on the Parent Survey for the school communication module from 67% in 2021 to 80%.	To build teacher capacity to provide targeted and timely feedback to students and parents and utilise feedback to inform teaching practices.	No
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Define actions, evidence of change and tasks

Goal 2	To improve student learning achievement and growth in Numeracy	
KIS 2.b	Build capacity of teachers to differentiate learning to meet student needs	
Actions	Strengthen staff capability in Mathematics assessment to identify students' individual learning needs Strengthen staff understanding of the Mathematics curriculum and developmental sequence to meet students' individual learning needs	
Evidence of change	Teachers demonstrate improved ability to identify students who require support and extension through the consistent use of assessment Teachers will engage in collaborative intellectual preparation time to understand the developmental sequence of a mathematical topic Students report an increase in engagement as a result of learning at their point of need Student learning evidence is used to evaluate and diagnose, and monitor level team PLC work.	
Tasks	People responsible	
Establish regular processes for teams to engage in 'intellectual preparation' to prepare for units of work	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	
Mentoring and coaching processes are established to support staff to prepare and implement differentiated learning	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	
Strengthen PLC structures and processes to include rigorous discussion around evidence of learning	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	

Provide professional learning to improve content knowledge, use of resources and assessment practices for new mathematics curriculum	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader
Identify and implement PLC cycles of the VTLM 2.0 Elements of Teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students and staff.
KIS 3.a	Embed a whole school agreed approach to student and staff wellbeing that involves all stakeholders - students, teachers and parents/carers.
Actions	Strengthen staff capability to identify and respond to student mental health and wellbeing concerns Review and refine the curriculum documentation for Wellbeing
Evidence of change	<p>Updated Wellbeing Curriculum scope and sequence documentation will reflect the inclusion of SWPBS Positive Behaviour Framework and Berry Street Education Model, and how these work to support the Resilience Rights and Respectful Relationships curriculum.</p> <p>Attitudes to School survey results for 'social engagement' factor show improvement from 2025</p> <p>IEPs continue to be monitored and updated, with students receiving the documented supports</p> <p>Staff use common language and strategies for improving and managing student behaviour and wellbeing</p> <p>Wellbeing Curriculum scope and sequence documentation has been updated to explicitly integrate the SWPBS Positive Behaviour Framework and the Berry Street Education Model, demonstrating clear alignment to the Resilience, Rights and Respectful Relationships curriculum.</p> <p>Attitudes to School Survey data shows an improvement in the Social Engagement factor from 2025, indicating strengthened student connection to school.</p> <p>IEPs are systematically monitored and updated, with documented adjustments and supports implemented consistently to meet identified student needs.</p>

	Staff demonstrate consistent use of shared language and agreed whole-school strategies to support student wellbeing and manage behaviour, contributing to improved consistency of practice across learning environments.
Tasks	People responsible
Embed explicit teaching of SWPBS behaviour expectations in the Wellbeing Curriculum	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team
Embed Tier 1 strategies and teaching practices aligned with BSEM learning	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)
Audit and update current Wellbeing Curriculum documentation to strengthen Tier 1 approaches	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team
Provide professional learning on implementing multi-tiered systems of support, including trauma-informed practices	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team
Review and update IEPs that include wellbeing and cultural goals	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)