

2026 Annual Implementation Plan

for improving student outcomes

Rosanna Primary School (4568)



Submitted for review by Jeffrey Jackson (School Principal) on 07 February, 2026 at 11:46 AM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 02 March, 2026 at 05:02 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	Evolving	Evolving	Evolving	Embedding

Future planning for 2026	<p>+ While an attendance guide has been developed it has not been implemented broadly. 2026 will see it formally introduced to students and staff.+ tracking of attendance against 2024 shows improved attendance and 2022 data significant improvement. It is slightly higher than 2023 at the same date. + an increase to 32% in students achieving between 95% to 100% attendance. Improved in comparison to 2022 and is the best results in the last four years.+ current ATOSS notes improvement in perserverence as well as the student safety areas of managing bullying and respect for diversity.+ consider a focus on student voice identified in the strategic plan to continue to improve motivation and interest</p>
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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?
Optimise every student's learning growth.	Yes	<p>By 2027, increase the percentage of Year 3 and 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • reading from _____% (2022) to _____% <i>NAPLAN target to be confirmed</i> • writing from _____% (2022) to _____% <i>NAPLAN target to be confirmed</i> • numeracy from _____% (2022) to _____% <i>NAPLAN target to be confirmed</i> 	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches.	Yes
		<p>By 2027, increase the percentage of students assessed as working at or above age expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • reading and viewing from 93% (2022) to 95% • writing from 88% (2022) to 90% • number and algebra from 89% (2022) to 91% 	Build a culture of staff collaboration and inquiry through implementing and adapting the Professional Learning Community (PLC) model.	No
		<p>By 2027, increase the percentage of students achieving at least one level of growth in reading, writing, and number and algebra using teacher judgement growth data from:</p> <ul style="list-style-type: none"> • reading from 83% (2022) to 87% • writing from 86% (2022) to 90% • number and algebra from 86% (2022) to 90% 	Develop systems and practices to support ongoing data analysis across all levels of the school, to inform teacher practice.	Yes
		<p>By 2027, increase the percentage positive endorsement on the Parent Opinion Survey for the factor of effective</p>		

		teaching in the student cognitive engagement module from 76% (2022) to 82%.		
		By 2027, increase the percentage positive responses on the School Staff Survey for the factors of: <ul style="list-style-type: none"> • collective responsibility from 86% (2022) to 90% • academic emphasis from 67% (2022) to 71% 		
Strengthen student wellbeing and engagement with a focus on resilience, attendance and community participation.	Yes	1 By 2027, increase in the percentage of positive responses on the Attitude to School Survey for Years 4-6 in the factors: <ul style="list-style-type: none"> • student voice and agency from 76% (2022) to 83% • motivation and interest from 81% (2022) to 87% • sense of inclusion from 89% (2022) to 93% • effective classroom behaviour from 85% (2022) to 89% 	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.	Yes
		By 2027, the percentage of students with 20+ days absence will decrease from 45% (2022) to 25%.	Strengthen school policies and practices that promote inclusion, positive behaviour, and a safe environment.	Yes
		By 2027, the Parent Opinion Survey factor of student agency and voice will increase from 81% (2022) to 85%.	Embed a whole school approach to improving attendance rates.	No
		<ul style="list-style-type: none"> • By 2027, increase the percentage positive responses on the School Staff Survey for the factor Feedback from 66% (2022) to 70%. 		

Define actions, evidence of change and tasks

Goal 2	Optimise every student's learning growth.	
KIS 2.a	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches.	
Actions	<ul style="list-style-type: none"> + refine and build consistency in the implementation of an agreed Instruction Model, reflective of the teaching components of the VTLM + strengthen connections to the curriculum through clearly defined collaborative planning processes and procedures 	
Evidence of change	<ul style="list-style-type: none"> + published agreed Instructional Model present in classrooms and reflected in planning documentation + create processes to review and evaluate planning cycles twice yearly presented in supported documentation + documentation that describes the expectations, cycles, roles and timeframes of collaborative planning + further development and refinement of lesson sequences and units of learning + teaching staff develop clearer understanding and practice of supported application within the VTLM 2.0 with noted adjustments 	
Tasks	People responsible	
+ formalise collaborative planning cycles are clearly defined in documentation with set norms, recommended structures and timelines	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team 	
+ a cycle of peer observation is developed exploring elements of teaching described in the instructional model (T2 and T3)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	
+ clear documentation reflecting the expectations, roles and timelines of implementation of peer observations	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	
+ development of a meeting cycle that enables evaluation of curriculum planning documents identifying (termly review)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	

+ Curriculum Day focus on development of teacher instructional practice through the VTLM and the instructional model.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
KIS 2.c	Develop systems and practices to support ongoing data analysis across all levels of the school, to inform teacher practice.
Actions	+ develop staff capacity to analyse a range of relevant data sets to support student learning and wellbeing achievement and growth + refine and consistently implement the Rosanna Primary Assessment Schedule that incorporates appropriate assessments for student wellbeing, voice and agency
Evidence of change	+ wellbeing, voice and engagement assessment practices are identified and included in the assessment schedule + a timeline and process of reflection on the data collected and development of an action based response is clearly defined by teaching and learning teams and/or area teams + monitoring of the implementation of the Assessment Schedule by teams and curriculum leaders + develop and implementation of a writing and numeracy moderation sequence in semester 1 and semester 2
Tasks	People responsible
+ development of appropriate assessments to describe student wellbeing and voice from Prep through to Year 6 on on termly basis	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team
+ development of the initial draft of the RPS Assessment Schedule that includes updated English assessments along with Health and Wellbeing data across the school over a period of time.	<input checked="" type="checkbox"/> All staff
+ review current management processes related to the collection and use of student data, including, storage, accessibility, staff literacy and validity of sources	<input checked="" type="checkbox"/> Learning specialist(s)
+ develop a professional learning plan that responds to the data literacy needs identified by staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)
Goal 3	Strengthen student wellbeing and engagement with a focus on resilience, attendance and community participation.

KIS 3.a	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.	
Actions	<ul style="list-style-type: none"> + Develop a Student Action Team with students based in the Junior School Council to investigate, define, and elevate student voice, and participate in professional learning to develop an Action Plan to support student voice. + The Student Action Team, in collaboration with staff, will implement and monitor the action plan. 	
Evidence of change	<ul style="list-style-type: none"> + Student Action Team meet regularly to plan and implement strategies to support student voice + strategies identified in the Student Action Team are shared regularly with students, staff and parents 	
Tasks	People responsible	
Development and implementation of a student action cycle arising from the Junior Student Council in term 1 that seeks to describe define student voice and strategies that encourage student voice.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team 	
Implementation of strategies identified by the Junor School Council in classrooms and the wider school community.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	
Monitoring and ongoing evaluation of strategies to assess effectiveness.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing team 	
KIS 3.b	Strengthen school policies and practices that promote inclusion, positive behaviour, and a safe environment.	
Actions	<ul style="list-style-type: none"> + Develop a Wellbeing Leadership Team with clear description of the roles and responsibilities that includes the Health and Wellbeing Leader, School Wide Positive Behaviour Leader, Disability Inclusion Leader and the Principal and Assistant Principal, and implement the Rosanna Primary School Attendance Guide. + Implement termly evening sessions for parents focussing on a range of topics that promote student health and wellbeing and drive connection to school, and monitor and review universal adaptionns that ensure consistency of inclusion strategies across the school. 	

Evidence of change	<ul style="list-style-type: none"> + documented walkthroughs in semester 1 and semester 2 identify the level of consistency of universal adaptations within classrooms + attendance reviews scheduled in fortnightly wellbeing meetings + professional learning to support consistent approaches to responding and managing attendance + regular meetings and minutes from the Wellbeing Leadership Team 	
Tasks	People responsible	
A parent survey seeks parent perspectives about the possible topics or interests they would attend via a parent forum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team 	
Wellbeing team are able to identify student attendance concerns and respond to absences in fortnightly meetings.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	