

Cardinia Primary School (3689)

2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Optimise student attainment and growth in literacy and numeracy.

Goal 2: Improve student engagement and participation in learning.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning	KIS 1.b Assessment	KIS 1.d Leadership	KIS 1.e Leadership	KIS 2.a Leadership	KIS 2.b Assessment	KIS 2.c Engagement
Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy.	Build teacher capability to use data and a range of formative assessment strategies to teach to students' point of learning.	Embed an agreed instructional model underpinned by the HITS for literacy and numeracy.	Develop leadership capacity to embed a PLC culture, characterised by collaborative inquiry, peer observation and feedback and shared accountability for continuous improvement.	Build teacher knowledge and practice to activate student voice, agency and leadership.	Build teacher capacity to provide effective learning focused feedback to students.	Develop metacognitive strategies to enable students to become self-regulated learners
Action/s	Action/s	Action/s	Action/s	Action/s	Action/s	Action/s
Provide uninterrupted staff meeting time under the guidance of leadership to ensure we have consistent scope and sequence documents across all levels of learning.	Provide supports necessary to build the capacity of teachers to use data to plan task difficulty to meet individual needs.	Ensure teachers explicitly link the instructional model to literacy and numeracy teaching.	Refine observation and feedback protocols through the SIT and PLC structures to ensure that peer observations lead to improvement in teacher practice and consistency across the school.	To increase teacher knowledge of student voice and agency so these become regular classroom practices.	Embed feedback practices into literacy and numeracy lessons (verbal, written, conferencing).	Build teacher capacity to explicitly teach metacognitive strategies.
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
Determine where we are with whole-school scope and sequence documents aligned to the Victorian Curriculum ensuring consistency in content and assessment across year levels.	Determine whether further professional learning on data literacy and formative assessment strategies is required.	Leadership observations focused on IM in class sessions with focus on Literacy	Revisit clear PLC structures, norms and expectations to maintain consistency across the school.	Explore sections 7 and 8 of the PCMS - Activity Sequence and Choice and Task Difficulty.	Explore section 6 of the PCMS - Opportunities to Respond.	Develop a continuum of metacognitive strategies and tools.
Creation of unit plans utilising the VLPs.	To provide time for teams to find and adjust instructional materials or tasks at the correct level of difficulty based on data collected.	Provide regular feedback to and discussion with teams following observations	Refine observation and feedback protocols to ensure consistency.	Provide opportunities for student leadership within classrooms and across the school.	Use success criteria to support meaningful feedback.	Use the instructional model to consistently model teacher thinking and decision-making during lessons.
Support teachers to implement the scope and sequence consistently.	Teams will analyse data within PLCs to inform teaching adjustments.	Monitoring lesson plans for fidelity to the Instructional Model and providing feedback as necessary	Regular scheduled leadership observations that include feedback to teachers.	Explicitly teach students how to set goals, monitor progress and reflect.	Use peer observation and feedback to strengthen consistency.	Teach students to set learning goals that will help them to move forward with their learning.
Monitor planning for consistency across the school.	Observation and feedback to ensure teachers are utilising checks for understanding during explicit teaching to monitor student progress.	Provide further professional learning on using the instructional model effectively as required.	A formalised SIT with uninterrupted meeting times after school.	Embed goal setting, choice and reflection into classroom practice.	Schedule regular opportunities for teachers to review and refine feedback practices through PLCs.	Build structured opportunities for students to reflect on learning using prompts such as: <ul style="list-style-type: none"> o What strategy did I use? o How well did it work? o What will I try next time?
						Teach students how to act on feedback.