Annual Implementation Plan - 2026

Oakleigh South Primary School (4823)

Submitted for review by Nikki Virtuoso (School Principal) on 06 February, 2026 at 03:22 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 03 March, 2026 at 05:25 PM

Define actions, evidence of change and tasks

Goal 1	Enhance student agency and wellbeing.
KIS 1.a	Embed student agency across the school.
Actions	Strengthen student voice and agency throughout all areas of the Victorian Curriculum 2.0, with an emphasis on developing Critical and Creative Thinking skills.
Evidence of change	* Through Professional Learning, teachers demonstrate improved confidence to teach metacognition and reasoning, resulting in students' deeper thinking and greater agency in learning. * Refined curriculum documents and lesson plans, and examples of student-led activities. * Documented Curriculum plan and updated scope and sequence documents demonstrate alignment with the Victorian Curriculum 2.0. * Student work, projects, and reflections show application of design thinking and problem-solving, with increased creativity and critical thinking. * Students engage in authentic learning experiences beyond the classroom.

Tasks	**People responsible**
Design and deliver professional learning on metacognition and reasoning within Creative and Critical Thinking to strengthen student agency and promote deeper thinking.	☑ Assistant principal ☑ Teacher(s)
Develop and refine curriculum plans to consistently provide explicit opportunities and language supporting student voice and agency across all year levels and specialist areas.	☑ Assistant principal ☑ Teacher(s)
Design and develop cross curricular projects that continue to foster the school's approach to Design Thinking to enhance students Critical and Creative Thinking skills.	☑ Assistant principal ☑ Teacher(s)
Strengthen and review the whole-school curriculum to ensure alignment with the Victorian Curriculum 2.0, with a focus on fostering students' voice, agency, and critical and creative thinking across all areas.	☑ Assistant principal ☑ Teacher(s)

	☑ Team leader(s)
Coordinate and lead collaborative events and projects with external partners, including Oakleigh Education Precinct, to showcase student voice and critical and creative thinking.	☑ Assistant principal ☑ Teacher(s)

KIS 1.b	Build staff capability to implement proactive strategies and a tiered response to student wellbeing.
Actions	Develop a whole school strategy to strengthen student attendance. Implement the DE Disability Inclusion Reforms, including effective delivery of the Mental Health in Primary Schools (MHiPS) initiative.
Evidence of change	* Attendance Policy has been reviewed and updated. * Documented whole school protocols for recording and monitoring attendance, following up on student absences and escalating attendance concerns. * Attendance expectations are clearly communicated to students, families, and staff through multiple channels, including assemblies, newsletters, meetings, the school website, and classroom reminders. * Improved attendance data compared to 2025. * Completition of MHiPS training. * Documented MHiPS implementation plan.

Tasks	**People responsible**
Review and update the school's Attendance Policy to describe the school community's attendance expectations, including actions that will be taken when attendance expectations are not met.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal
Document staff roles and responsibilities for recording and monitoring attendance, following up on student absences and escalating attendance concerns.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal

Communicate attendance expectations clearly and consistently to students, families, and staff through regular messaging (e.g., newsletters, meetings, school website, and classroom reminders), emphasizing the importance of everyday attendance for every student.	☑ Assistant principal ☑ Principal ☑ Teacher(s)
Identify and appoint a Mental Health and Wellbeing Leader (MHWL) to coordinate MHiPS implementation, and allocate a member from the leadership team to attend the MHiPS core module training alongside the school's MHWL.	☑ Mental health and wellbeing leader ☑ Principal
Develop the school's MHiPS implementation plan and communicate with the whole school community.	☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader ☑ Principal
Provide ongoing guidance and support to staff in the development of Disability Inclusion Profiles, the development and implementation of high-quality Individual Education Plans (IEPs), and implementing targeted wellbeing supports.	☑ Disability inclusion coordinator ☑ Principal

Goal 2	Maximise learning growth for all students.
KIS 2.a	Build teacher capability to differentiate learning to meet students at their point of need.
Actions	Build teacher capability to consolidate student learning through the effective use of retrieval practices. Embed spaced practice into curriculum planning and classroom routines to strengthen long-term retention and support knowledge application.
Evidence of change	* Curriculum documents and unit plans show scheduled revisiting of key knowledge and skills across terms. * Classroom observations and learning walks indicate teachers are implementing spaced practice strategies and retirieval routines. * Student assessment data demonstrates improved retention and application of previously taught concepts as a result of regular retrieval practice. * Teachers consistently implement retrieval practice with confidence and clarity in their lesson planning and delivery. * Teachers will strengthen their instructional practice through planning and delivering varied retrieval activities, and targeted professional learning opportunities.

Tasks	People responsible
Engage in professional learning linked to Varying and Spacing Practice, and Retrieval Practice (AERO).	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ School improvement team
Deliver staff professional learning on VTLM 2.0 strategies for spaced and varied practice, and consolidating knowledge through retrieval practice.	☑ Assistant principal ☑ Learning specialist(s)
Plan and design varied retrieval practice opportunities that target priority curriculum knowledge through regular, retrieval activities delivered in multiple formats.	☑ Teacher(s) ☑ Team leader(s)
Sequence retrieval practice for spaced learning by revisiting prior learning over time and increasing the gap between recall opportunities.	☑ Learning specialist(s) ☑ Teacher(s) ☑ Team leader(s)
Review and adjust teaching and learning plans to include intentional spaced revisiting of core concepts and skills.	☑ Learning specialist(s) ☑ Teacher(s) ☑ Team leader(s)
Leaders will conduct regular learning walks to monitor the implementation, while teachers will engage in peer observations to improve instructional practices and student learning outcomes.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)
KIS 2.b	Embed a whole school approach to the collection and use of evidence against the Victorian curriculum 2.0 to inform teaching and learning.

Actions	Embed a consistent whole-school, evidence-based approach to the teaching and learning of phonics (P–2), aligned with Victorian Curriculum 2.0. Implement consistent English assessment and moderation practices to strengthen teacher judgement against Victorian Curriculum 2.0.
Evidence of change	* Greater consistency in P–2 phonics instruction, evidenced through planning documentation and observations during learning walks. * Teachers demonstrate greater confidence and consistency in making English teacher judgements aligned to the Victorian Curriculum 2.0. * Documented P–2 phonics scope and sequence fully aligned to the Victorian Curriculum 2.0. * Updated Assessment Schedule. * PLC minutes evidencing data analysis, moderation and planning for differentiation. * Students demonstrate expected or above expected learning growth in reading and writing.

Tasks	**People responsible**
Through established PLC structures, review and refine the P–2 phonics scope and sequence to align with the Victorian Curriculum 2.0 and Phonics Plus, while continuing the rollout of decodable texts and aligning guided reading structures to phonics instruction.	☑ Learning specialist(s) ☑ Literacy leader ☑ Teacher(s) ☑ Team leader(s)
Implement a shared P–2 phonics scope and sequence and agreed instructional practices across classrooms to ensure consistency of teaching and assessment.	☑ Learning specialist(s) ☑ Literacy leader ☑ Teacher(s) ☑ Team leader(s)
Review the school's Assessment Schedule, and design whole-school English assessment tools, such as a refined writing rubric aligned to the Victorian Curriculum 2.0, and facilitate moderation sessions, to strengthen consistent teacher judgements.	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)

Strengthen the use of consistent phonics assessment and moderation in PLCs to monitor progress and inform differentiated instruction and MTSS supports across Tiers 1, 2 and 3.	☑ Learning specialist(s) ☑ Literacy leader ☑ Teacher(s) ☑ Team leader(s)
Strengthen PLC structures to regularly analyse data, supporting teachers to plan differentiated instruction and target learning growth.	☑ Learning specialist(s) ☑ Teacher(s) ☑ Team leader(s)
Provide targeted professional learning, coaching, opportunities for peer observation, and supported application for P–2 teachers and to strengthen consistent, explicit phonics instruction.	☑ Learning specialist(s) ☑ Literacy leader ☑ Teacher(s)