

2026 Annual Implementation Plan

for improving student outcomes

Wandong Primary School (1277)



Submitted for review by Kelly Morrow (School Principal) on 03 February, 2026 at 01:00 PM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 03 February, 2026 at 07:26 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Excelling	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Excelling	Excelling	Excelling	Excelling	Excelling

Future planning for 2026	Teaching and Learning: While significant progress has been made during this improvement cycle, several key areas have been identified for continued development in 2026 to further strengthen instructional consistency, teacher capacity and leadership efficacy. We will continue to embed a culture of reflective practice through extended classroom observations, feedback cycles and targeted coaching. Staff have expressed that constructive, actionable feedback is highly valued, and additional coaching opportunities would further support the refinement of classroom practice. To strengthen visibility and shared ownership of teaching and learning, leadership will also prioritise regular, informal walk-throughs to ensure a natural presence within classrooms and to support a stronger sense of collaborative trust and shared responsibility for school-wide improvement. This ongoing work will include evaluating the effectiveness of professional learning within daily practice and ensuring teachers receive timely, supportive follow-up that aligns with school-wide expectations and high-impact teaching strategies. A continued priority will be the expansion of professional learning around differentiation, with a focus on: - tailoring content, process, product, and classroom environments- responding effectively to diverse readiness levels- applying flexible grouping and responsive adjustments during lessons- designing appropriate challenge for students across the continuum- supporting students learning within ABLES-F and secondary-level curriculums- addressing barriers associated with learning disorders. Learning Specialists will continue to participate in structured professional development, including shared readings, webinars, conferences, and collaborative inquiry cycles, to ensure they remain
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	well-positioned to lead planning and pedagogical refinement. To further strengthen leadership capacity, a needs analysis will be conducted to assess data literacy among middle leaders, allowing us to design targeted workshops in data analysis, interpretation and strategic decision-making. Coaching emerging leaders to independently generate and interpret data reports will remain a priority to support distributed leadership and sustained school-wide improvement. Building on strong progress in Mathematics, ongoing enhancement of the WPS Mathematics Portal will continue, including expansion of self-paced learning modules and resources. Work will also continue to refine tiered tracking systems in F–2 and to implement Tier One Mathematics intervention letters for families of students in Foundation and Year 1 to support early, proactive communication. Importantly, Wandong Primary School recognises that 2026 will bring an unprecedented level of staffing change across both leadership and teaching teams. As such, a major strategic priority will be the re-induction and re-embedding of our high-expectations culture, including our data-driven processes, collaborative planning structures, and consistent use of high-impact instructional strategies. This work will require a comprehensive revision and re-teaching of the Science of Learning to ensure every staff member has a shared pedagogical foundation and clear understanding of the expectations for daily instructional practice. Wellbeing While significant progress has been achieved during this improvement cycle, several key priorities have been identified for continued development in 2026 to sustain and strengthen our whole-school approach to wellbeing, inclusion, and engagement. A major focus for the year ahead will be upskilling new staff transitioning into the school to ensure that wellbeing-based induction processes are comprehensive, consistent, and aligned with Wandong Primary School's established systems and frameworks. This will ensure that whole-school structures surrounding mental health, wellbeing, and inclusion are maintained with fidelity, preserving the depth and continuity of support embedded across recent years. A key priority will be the sustained and continued rollout of the Disability Inclusion Framework, ensuring that all remaining students currently receiving Student Level Support through the Program for Students with Disabilities are successfully transitioned across. The school will continue to maintain robust support systems, with a focus on prioritising students requiring substantial or extensive adjustments to ensure their needs are met through coordinated, multidisciplinary planning and effective use of tiered supports. Attendance will remain a targeted improvement area, with a refreshed focus on addressing chronic lateness. Ongoing data monitoring, early intervention, and strengthened family engagement will underpin a staged response model that supports every student's connection to learning. To enhance
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	family understanding and access to external supports, the school will develop a comprehensive referral guide outlining pathways to allied health providers, paediatricians, and NDIS-funded services. This guide will ensure families are well informed and supported to access appropriate, timely, and complementary interventions beyond the school setting. Further work will focus on embedding essential learnings within the reporting process for the Personal and Social Capability and Personal, Social and Community Health domains, ensuring student growth in these areas is purposefully monitored and celebrated alongside academic achievement. Ongoing professional learning will continue to build staff capability in evidence-informed wellbeing and inclusion practices, supported by leadership visibility through case discussions, data reviews, and team-based reflection. As Wandong Primary School prepares for a period of significant transition, maintaining the fidelity and depth of our wellbeing and inclusion systems will remain a central strategic priority, ensuring every student continues to feel safe, supported, and ready to thrive.
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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?
Maximise student learning outcomes in English and Mathematics.	Yes	By 2028 increase the percentage of year 3 students achieving strong and exceeding proficiency levels for: • Reading from 81% (2024) to 85% • Writing from 78% (2024) to 80% • Numeracy from 69% (2024) to 75%. By 2028, increase the percentage of year 5 students achieving strong and exceeding proficiency levels for: • Reading from 70% (2024) to 75% • Writing from 68% (2024) to 75% • Numeracy from 63% (2024) to 70%.	Maintain a culture of high expectations of all stakeholders.	Yes
		By 2028, increase the percentage of students working above expected level against the Victorian Curriculum, according to teacher judgements for: • Reading and viewing 43% (2023) to 45% • Writing 27% (2023) to 35% • Number and algebra 34% (2023) to 40%.	Embed a whole school evidence-based approach to Numeracy.	Yes
		By 2028, improve the percentage of positive responses for the following Staff Opinion Survey factors: • Academic emphasis 77% (2023) to 85% • Understand how to analyse data 79% (2023) to 85% • Seek feedback to improve practice 80% (2023) to 85%.	Strengthen staff capacity to implement differentiated programs.	Yes
		By 2028, maintain above 90% of positive responses for the following Student Attitudes to School Survey (AtoSS)	Continue to build middle leadership knowledge and skills to	Yes

		factors: • Differentiated learning challenge 98% (2023) • Stimulated learning 97% (2023) • Effective teaching time 98% (2023).	lead the implementation of evidence-based curriculum and assessment.	
Maximise student wellbeing outcomes.	Yes	By 2028, maintain or achieve above 90% of positive endorsement for the following Attitudes to School Survey factors: • School Connectedness 95% (2023) • Sense of inclusion 100% (2023) • Emotional awareness and regulation 88% (2023) • Managing bullying 97% (2023) • Effective classroom behaviour 98% (2023).	Maintain processes, protocols and systems to identify students at risk and maintain and enhance the tiered response to ensure all students are connected to learning.	Yes
		By 2028, maintain above 90% of positive endorsement for the following School Staff Opinion Survey factors: • Believe student engagement is key 96% (2023) • Support growth and learning of whole student 96% (2023).	Maintain targeted intervention practices and protocols that promote attendance.	Yes
		By 2028, decrease the percentage of students with 20+ days absence from 39% (2023) to 25%.	Continue to build knowledge of all stakeholders to support the implementation of the Disability Inclusion Framework.	Yes

Define actions, evidence of change and tasks

Goal 1	Maximise student learning outcomes in English and Mathematics.	
KIS 1.a	Maintain a culture of high expectations of all stakeholders.	
Actions	Action 1: Communicate clear, consistent expectations for students, parents and staff, including rigorous academic and behavioural standards. Action 2: Continue to ensure a regular system of assessments and evaluations to monitor progress toward expected targets.	
Evidence of change	- Conversations between school and families were collaborative and aligned, and focused on shared responsibility and student growth. - Leaders were frequently present in classrooms and shared spaces, reinforcing routines and expectations through modelling and coaching. - New and transitioning staff demonstrated confidence and consistency in the school's instructional routines, shared language, behaviour support processes and data practices as a result of strong induction and ongoing coaching. - Team planning meetings regularly referred to data (data reports, formative checks, attendance/task completion patterns etc., to evaluate impact and plan for point-of-need instruction).	
Tasks		People responsible
Re-establish and embed consistent school-wide instructional routines including agreed entry and exit routines, explicit lesson structures, classroom resourcing and clear behaviour support and follow-up processes. Ensure these are visible, modelled, and reinforced across all settings.		✔ Assistant principal ✔ Learning specialist(s) ✔ PLC leaders
Communicate expectations consistently and proactively with students, staff and families. Use Compass, assemblies, newsletters and family information sessions to regularly reaffirm expectations regarding learning behaviours, attendance, uniform and conduct.		✔ Assistant principal ✔ Learning specialist(s) ✔ PLC leaders

Use data to monitor, communicate and reinforce expectations by tracking attendance, task completion, learning growth and minor behaviour trends. Share patterns and successes in team meetings and staff meetings to strengthen collective responsibility and clarity.	☒ Assistant principal ☒ Learning specialist(s)
Strengthen family partnership in learning by supporting families to take an active role in reinforcing learning habits and high expectations at home. Provide clear, strengths-based communication and practical tools such as home routines, conversation prompts and personalised learning plans to promote shared responsibility and high levels of support.	☒ Allied health ☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders ☒ Teacher(s)
Increase leadership visibility and follow-up through regular learning walks, coaching, modelling of high-expectation routines, and positive acknowledgment of effective practice. Ensure leaders consistently reinforce agreed behaviours and expectations across the school.	☒ Leadership team
Embed a consistent, data-informed planning and instruction cycle in all teams, this includes routine use of formative assessment to monitor understanding during lessons, regular data conversations in team planning, and short-cycle progress monitoring for targeted students through PLC cycles or intervention, to ensure adjustments are responsive and regularly reviewed. Support new and transitioning staff with induction and coaching in assessment tools, data entry processes, and interpretation of data to maintain consistency and accuracy across the school.	☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders
KIS 1.b	Embed a whole school evidence-based approach to Numeracy.
Actions	Action 1: Refine, and maintain the integrity of our Mathematics Instructional Models, leveraging proven strategies which consistently elevate student learning outcomes. Action 2: Provide professional development that equips all educators with an understanding of the scientific principles behind mathematical thinking, empowering them to teach with confidence and proficiency.
Evidence of change	- Mathematics lessons followed a clear, consistent structure across year levels, instructional routines feel familiar to students and new and transitioning staff enact the shared model earlier and with stronger confidence due to explicit induction and coaching. - Teachers spoke confidently about the why behind instructional decisions, referencing the IM theory, cognitive load, worked examples, gradual release, or formative assessment principles. - Team planning documents clearly showed alignment to the instructional model and purposeful sequencing of lessons.

	- Teachers actively used the Mathematics Portal to plan lessons, select tasks, and access modelled examples. - Improvement in student achievement and learning growth data over time, particularly in cohorts previously showing variability was increased.
Tasks	People responsible
Review and re-affirm the Mathematics Instructional Models at the beginning of the year with all staff, ensuring clarity on lesson structure, key routines, and non-negotiables.	☒ Assistant principal ☒ Learning specialist(s)
Maintain and use a shared Mathematics Planning Template that explicitly aligns planning to the instructional model. Learning Specialists monitor fidelity and provide timely, constructive feedback to support high-quality instruction.	☒ Assistant principal ☒ Learning specialist(s)
Embed regular learning observations and walkthroughs focused on the instructional model in action, followed by strengths-based coaching and feedback aligned to the agreed practices.	☒ Leadership team
Use formative assessment purposefully throughout the lesson, including mini whiteboards, exit tickets and targeted questioning, to make student thinking visible and adjust instruction in real time (VTLM aligned).	☒ Learning specialist(s) ☒ Teacher(s)
Continue to develop and refine the Mathematics Portal as a central, high-quality resource hub that supports planning, instructional practices, professional learning, and access to modelled examples aligned to the Wandong approach.	☒ Assistant principal ☒ Learning specialist(s) ☒ Numeracy support
Provide ongoing professional learning that strengthens teachers' understanding of the scientific principles underpinning mathematical thinking, enabling confident and expert instruction. In 2026, dedicated time will be allocated to making the Victorian Teaching and Learning Model (VTLM) explicit within our Mathematics Instructional Model and pedagogical approach, ensuring alignment between theory, practice, and classroom enactment.	☒ Allied health ☒ Assistant principal ☒ Learning specialist(s)
KIS 1.c	Strengthen staff capacity to implement differentiated programs.
Actions	Action 1: Continue to facilitate regular meetings where teachers collaborate and share best practices for differentiation. Action 2: Expand professional learning on differentiation for all staff.

Evidence of change	- Teachers used worked examples, fading strategies and questioning confidently, supporting students to move from guided to independent learning. - ES staff continued to be actively supporting instruction, using shared strategies and language, rather than operating separately from the lesson. - Team planning documents consistently referenced assessment data and differentiation decisions and teachers talk confidently about why students are grouped the way they are, and what next steps in learning are. - There was a noticeable reduction in planning workload, as shared task banks and clear processes streamlined preparation. - New and transitioning staff quickly adopted and used the school's lesson design structures, expectations and differentiation practices. - Collective ownership and responsibility for student progress is strengthened, rather than reliance on individual teacher practice. - Intervention supports were closely aligned to classroom instruction. Progress for students receiving intervention was regularly monitored and reviewed, with adjustments made when needed. Classroom teachers and intervention staff maintained ongoing communication and worked as a cohesive team around each learner.	
Tasks	People responsible	
Re-establish Learning Specialist support for data-informed planning, with teachers using assessment data (e.g., Show Mes, PAT, formative assessments, notes) to form flexible groups and design tasks aligned to student readiness. Groupings are reviewed and adjusted weekly based on progress.	☒ Leadership team ☒ Learning specialist(s)	
Develop and maintain shared Differentiation Task Banks within the Maths and Literacy Portals, including core tasks with scaffolded and extension variations to support consistency and reduce planning workload.	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy support ☒ Numeracy support	
Provide professional learning focused on the how of differentiation, including strategies such as flexible grouping, worked examples (alternating and fading), designing tiered tasks from a single core task, and the effective use of ES staff during instruction.	☒ Assistant principal ☒ Learning specialist(s)	

Embed differentiation reflection within PLC cycles, ensuring teams evaluate the impact of adjustments on learning before cycle closure, drawing evidence from student work samples, exit tickets and conferencing notes.		☒ Assistant principal ☒ Learning specialist(s)
Strengthen induction for new and transitioning staff, explicitly introducing differentiation expectations, planning templates, lesson design processes, example tasks and scaffolds, supported through coaching and modelling during Term 1.		☒ Assistant principal ☒ Learning specialist(s)
Continue to strengthen and refine the Tier 2–4 intervention program to ensure targeted, differentiated support is aligned to student learning needs, closely monitored for impact, and consistently connected to core classroom instruction.		☒ Allied health ☒ Assistant principal ☒ Literacy support ☒ Numeracy support
KIS 1.d	Continue to build middle leadership knowledge and skills to lead the implementation of evidence-based curriculum and assessment.	
Actions	Action 1: Ensure middle leaders have access to current educational training, research, and resources which highlight effective curriculum and assessment practices. Action 2: Enhance the data literacy skills of middle leaders, empowering them to make informed decisions based on data-driven insights.	
Evidence of change	- Middle leaders speak confidently about curriculum, assessment and instructional expectations, using consistent language and frameworks. - New Learning Specialists demonstrated clarity in their role and led planning and coaching with confidence. - PLC leaders were confident and empowered in their roles, demonstrating clarity in expectations and the skill to effectively lead their teams. - Co-analysis of student assessment data demonstrated clear decisions about instructional next steps, with less reliance on senior leaders. - Professional learning for Middle Leaders was purposeful and connected to real classroom practice, rather than theoretical or separate.	
Tasks		People responsible

Ensure middle leaders have scheduled time each term to participate in professional learning or engage in current research related to curriculum and assessment.		☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders
Facilitate instructional leadership coaching sessions, using internal expertise or external providers, to further develop leadership capability and confidence.		☒ Leadership team
Provide targeted professional learning to build data literacy, supporting middle leaders to interpret and act on a range of data sources to inform teaching and learning decisions.		☒ Assistant principal ☒ Learning specialist(s)
Implement co-analysis sessions in which middle leaders and Learning Specialists jointly review class and cohort data, identify trends, and plan differentiated instructional responses.		☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders
Provide re-induction for new Learning Specialists in 2026, ensuring clarity of role expectations and processes related to coaching, planning support and curriculum leadership.		☒ Assistant principal
Continue to develop middle leaders in curriculum support roles through active involvement in whole-school improvement initiatives and implementation priorities.		☒ Assistant principal
Goal 2	Maximise student wellbeing outcomes.	
KIS 2.a	Maintain processes, protocols and systems to identify students at risk and maintain and enhance the tiered response to ensure all students are connected to learning.	
Actions	Action 1: Strengthen and Expand the Multi-Tiered Early Detection and Prevention Model for Mental Health and Wellbeing. Action 2: Develop a Comprehensive Wellbeing Intervention Network with a Focus on Collaborative, Whole-School Support.	
Evidence of change	- Earlier and increased identification of students requiring support, reflected in more timely referrals and a reduction in students falling into needing 'Tier 4' based wellbeing supports, before being engaged in support. - Consistent use of screening and monitoring tools (e.g., check-ins, behaviour tracking, engagement with external	

	services) across all year levels, with staff demonstrating improved staff accuracy and confidence in identifying early signs. - Strengthened referral pathways, evidenced by reduced delays between concerns being raised and intervention being implemented. - Clear documentation and data trends, including improved Compass case notes, tracked logs, and tier allocation data that showed proactive, rather than reactive, intervention. - Improved collaboration with external agencies, demonstrated through increased student support group meetings, more comprehensive Individual Education Support plans, and regular communication cycles.
Tasks	People responsible
Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Supplementary, Substantial or Extensive adjustments by the continued appointment of an Educational Psychologist, Occupational Therapist and Student Wellbeing Support Officer.	☒ Allied health ☒ Assistant principal ☒ Principal
Maintain clear role descriptions for all members of the wellbeing intervention team.	☒ Assistant principal
Implement bi-weekly Wellbeing Intervention Meetings with all school-based wellbeing professionals. Each meeting will follow a structured agenda, including review of new referrals, discussion of the shared wellbeing caseload, monitoring of current Tier 2 and Tier 3 supports, and allocation of follow-up actions. A consistent referral and caseload tracking system will be used to document decisions and ensure coordinated support across the school.	☒ Allied health ☒ Assistant principal ☒ Principal ☒ Wellbeing team
Implement a targeted Professional Learning Schedule designed to deepen staff knowledge, confidence, and capability in mental health and wellbeing, ensuring all staff are equipped to deliver a consistent, high-quality wellbeing program across the school.	☒ Assistant principal ☒ Principal ☒ School leadership team ☒ Wellbeing team
Continue to embed provision for Education Support staff within every classroom and implement targeted, inclusive support structures to ensure students requiring substantial or extensive adjustments receive consistent, high-quality, and needs-based intervention across the school day.	☒ Allied health ☒ Assistant principal ☒ Disability inclusion coordinator

	☒ Education support ☒ Principal
Develop an evidence-based External Services and Support Pathways Guide that strengthens early intervention by mapping and engaging with local external providers, supporting families to access local supports and navigate NDIS processes where applicable.	☒ Allied health ☒ Disability inclusion coordinator ☒ Wellbeing team
KIS 2.b	Maintain targeted intervention practices and protocols that promote attendance.
Actions	Action 1: Strengthen and sustain consistent implementation of the staged attendance response across all teams, ensuring processes are embedded and routinely applied. Action 2: Deepen staff data literacy by building capacity to analyse attendance trends and use insights to inform targeted, personalised adjustments and interventions surrounding attendance. Action 3: Increase whole-school engagement in attendance through strengthened communication strategies, proactive partnerships with families, and ongoing promotion of the value of regular attendance.
Evidence of change	- Staff demonstrated consistent use of the staged attendance response, reflected in Compass records and referral pathways. - Increased accuracy and timeliness of attendance coding across all classrooms. - Staged responses were evident in documented follow-ups surrounding parent communications. - Greater alignment in approaches between leadership, wellbeing, and classroom teachers when responding to emerging attendance concerns. - Reduction in delays between identification of attendance patterns and implementation of interventions. - Staff confidence in interpreting attendance data increased, as shown through feedback, discussion, or professional learning reflections. - Adjustments and interventions were more targeted, documented, and linked to specific attendance trends. - Increased proactive referrals to wellbeing or inclusion teams based on data-informed decision making. - Attendance data was discussed regularly in PLCs, leadership meetings, and both Wellbeing and Learning Intervention demonstrating full integration into school-wide practice. - Increase whole-school engagement in attendance through strengthened communication and promotion.

	- Clear, consistent attendance messaging was visible in newsletters, assemblies, parent meetings, digital communication channels, and classroom practices. - Increased early parent contact to discuss attendance challenges before concerns escalate. - Stronger home–school partnerships evident through improved responsiveness to attendance follow-ups and collaborative plans. - Improved overall attendance patterns or reduced rates of avoidable absences across the school year.
Tasks	People responsible
Develop clearly defined role descriptions for all members of the wellbeing intervention team, outlining responsibilities related to student attendance, and implement an induction, guidance, and mentoring process to support the effective establishment of the changeover of Attendance Officer role.	✓ Assistant principal ✓ Education support ✓ Leadership team ✓ Wellbeing team
Continue regular analysis of student attendance data and maintain a clearly defined, consistent process for recording all attendance-related communication.	✓ Administration team ✓ Assistant principal ✓ Education support ✓ PLC leaders ✓ Principal ✓ Teacher(s)
Strengthen communication to the school community about the importance of regular attendance, using multiple platforms to support parent understanding and promote positive attendance habits.	✓ All staff ✓ Allied health ✓ Assistant principal ✓ Leadership team ✓ PLC leaders ✓ Principal ✓ Wellbeing team

Continue to strengthen our human resource capacity by sustaining the dedicated Attendance Officer role, ensuring ongoing coordination of attendance processes, timely follow-up, proactive communication with families, and consistent implementation of the school's staged response to attendance.	✓ Assistant principal ✓ Education support ✓ Leadership team ✓ Principal
Strengthen ongoing support for disengaged students with high absenteeism by ensuring clear alignment between Individual Education Plans, Student Support Group meetings, and engagement processes, incorporating specific attendance goals and consistent monitoring for students with additional needs.	✓ All staff ✓ Allied health ✓ Assistant principal ✓ School leadership team ✓ Teacher(s)
KIS 2.c	Continue to build knowledge of all stakeholders to support the implementation of the Disability Inclusion Framework.
Actions	Action 1: Strengthen and refine whole-school systems for documenting and evidencing student-level adjustments, ensuring processes are streamlined, consistent, and embedded in daily practice. Action 2: Deepen staff capability through ongoing, targeted professional learning focused on inclusive practice, equipping educators with the skills to implement effective learning and wellbeing adjustments and interventions. Action 3: Further embed a culture of inclusive education by reinforcing shared beliefs and expectations that every student is entitled to the adjustments and supports required to access and participate in learning alongside their peers.
Evidence of change	- A consistent, schoolwide documentation system was embedded and used reliably by all staff. - Increased accuracy and completeness of evidence collected to support student-level adjustments (e.g., meeting minutes, assessment data, parent communications, allied health recommendations for adjustments, Inclusive Education Plans). - Adjustments were clearly recorded, visible in planning documents, and referenced during SSGs, IEP reviews, and referral meetings. - Staff demonstrated improved confidence and consistency when identifying, applying, and documenting adjustments. - Leadership used documentation to track trends, identify needs, and inform decisions around planning for application for student level support.

	- All staff participated in professional learning sessions aligned to the Disability Inclusion framework and demonstrate improved understanding of Tier 1, 2, and 3 adjustments. - Increased use of evidence-based learning and wellbeing interventions across classrooms. - Teachers and ES staff implemented a broader range of adjustments with greater precision and intentionality. - Staff demonstrated improved shared language around inclusion, adjustments, and student needs. - Observed improvements in student engagement, participation, and access to learning as a result of improved staff capability. - Inclusive practices were evident in classrooms, planning, behaviour approaches, meetings, and staff dialogue. - Staff increasingly planned with inclusion in mind, reducing the need for reactive adjustments. - Students with additional needs participated alongside peers more frequently with reduced reliance on withdrawal. - Families reported improved clarity and confidence in the school's inclusive practices through feedback channels. - A noticeable shift toward collective responsibility for all learners, reflected in collaboration between teachers, ES, leadership and wellbeing teams.
Tasks	People responsible
Strengthen and refine the Individual Education Plan process to ensure ongoing oversight, high-quality documentation, and meaningful student voice, with all Student Support Group members contributing to the development of targeted achievement goals.	✓ Assistant principal ✓ Teacher(s)
Review and update key policies and documentation that underpin our culture of high-level inclusion, while continuing to provide families with meaningful learning opportunities about the Disability Inclusion Framework.	✓ Allied health ✓ Assistant principal ✓ Leadership team ✓ Wellbeing team
Increase opportunities for authentic, in-person celebrations that showcase student strengths and achievements across all domains, highlighting inclusive education in action. This includes recognising real-life learning, life skills development, and meaningful participation in programs beyond the conventional classroom, especially for students with substantial or extensive needs.	✓ All staff ✓ Allied health ✓ Assistant principal ✓ Leadership team ✓ Principal ✓ Wellbeing team

Demonstrate sustained staff capacity to create and maintain inclusive classroom environments through ongoing professional learning, with consistent application of inclusive practices, adjustments and strategies embedded across all learning spaces.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Education support ☒ Leadership team ☒ Mental health and wellbeing leader
Provide ongoing classroom observations, coaching, and tailored support for all teachers to strengthen their inclusive practice and build confidence in implementing effective adjustments for students with additional needs.	☒ Allied health ☒ Assistant principal ☒ PLC leaders ☒ Principal ☒ Wellbeing team
Broaden the scope of intervention meetings to encompass all wellbeing intervention staff and allow ample time to discuss practical challenges and recommended adjustments across various disciplines.	☒ Allied health ☒ Assistant principal ☒ Disability inclusion coordinator ☒ Education support ☒ Leadership team ☒ Principal