

# Annual Implementation Plan - 2026

Ballan Primary School (1435)



**Ballan Primary School**

Submitted for review by Lachlan Carlyle (School Principal) on 27 January, 2026 at 02:41 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 03 February, 2026 at 01:55 PM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise the learning growth of every student.	
<b>KIS 1.a</b>	Review and embed agreed instructional practices.	
<b>Actions</b>	Embed consistent practices across the school through a refined instructional model and instructional playbook aligned with the VTLM. Identify and select appropriate evidence-based strategies and approaches to our whole school Writing instructional practices.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>• Unit plans and lesson sequences are more purposeful and aligned to a developed scope and sequence</li> <li>• A completed or partially completed playbook, aligned with VTLM elements of learning, by the end of 2026.</li> <li>• Through Leadership walks and peer observations, evidence of consistent language and teaching strategies is seen</li> <li>• The proportion of students achieving at or above the expected level in writing according to teacher judgements has increased from the previous year's baseline</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Audit the writing curriculum and assessments including a review of work samples and rubrics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	
Undertake the playbook training and upskill teaching staff. With the goal of codifying a curated set of teaching practices for our school	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders	
Develop a scope and sequence for writing in line with identified best practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders	

<b>KIS 1.b</b>	Strengthen practices to utilise data to inform differentiated teaching and learning.	
<b>Actions</b>	Improved alignment and use of data for whole of school and subschool point of need, facilitated by a strategic investment with xuno maps.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>• Collate formative assessment data centrally and reflect on student achievement/misconceptions</li> <li>• Teachers demonstrate improved ability to identify students who require support or extension through the consistent use of formative assessment</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Undertake learning walks to collect data on formative assessment practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	
Undertake staff professional development in Xuno Maps	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	
<b>Goal 2</b>	Empower students in their wellbeing and learning.	
<b>KIS 2.b</b>	Review and strengthen the whole school approach to wellbeing.	
<b>Actions</b>	Refine, document, and embed a multi-tiered inclusion, engagement, and well-being whole school approach	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>• Update planning documents based on collated data and with reference to VLPs, including IEPs with adjustments and supports for selected students working below the expected level</li> <li>• All teachers are consistently reinforcing the expected respectful behaviours in line with the school-wide approach to positive behaviour</li> <li>• Teachers use common language and strategies for managing behaviour, promoting wellbeing, and supporting inclusion</li> <li>• All wellbeing documents are in one location and easily accessible to all staff</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	

Wellbeing team provide professional learning on implementing multi-tiered systems of support including trauma-informed practices and implementing IEPs	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team
Embed a Consitent appraoch to wellbeing accross the school, including SWPBS and aligning all programs and resources, from Prep to 6, including comunication between all classroom teachers and intervention providers.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team
Develop a communication strategy to promote the whole school approach to student wellbeing and inclusion, including explicit teaching of skills, programs of support, and resources that can be used at home.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal
MHIPS role to be intergrated into the currentl Learning Specialist platform	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)