

# **2026 Annual Implementation Plan**

## **for improving student outcomes**

Malvern Central School (1604)



Submitted for review by Imogen Lippiatt (School Principal) on 06 February, 2026 at 04:09 PM  
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 09 February, 2026 at 09:22 AM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>Future planning for 2026 includes:</p> <ul style="list-style-type: none"> <li>• Continue to embed PhOrMeS program in Foundation – Year 2</li> <li>• Implement the PhOrMeS program for Year s 3 – 6</li> <li>• Introduce Novel Studies (OCHRE) from Foundation – Year 2</li> <li>• Create implementation Team for SWPBS and attend workshops and briefings</li> <li>• Introduce PAT Maths and Reading to assessment schedule</li> <li>• Continue Literacy and Maths Intervention for students identified as in the Developing range for NAPLAN</li> <li>• Utilise EIL to interrogate NAPLAN data to further understand how students move from 'High Strong' to 'Exceeding'</li> <li>• Assistant Principal to lead work on effective differentiation of mathematics teaching and learning programs</li> </ul>
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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?
To maximise the learning growth for all students.	Yes	<p>By 2028, increase the percentage of Year 5 students assessed as in the exceeding NAPLAN proficiency level in the:</p> <ul style="list-style-type: none"> <li>• Reading domain from 45% (2023) to 50%. (State 25%, Similar schools 41% Network 41%).</li> <li>• Writing domain from 33% (2023) to 38%. (State 15%, Similar schools 23%, network 29%).</li> <li>• Numeracy domain from 29% (2023) to 34%. (State 14%, Similar schools 20%, Network 29%).</li> </ul>	Embed an agreed upon, consistent and evidence-based approach to teaching Reading.	Yes
		<p>By 2028, increase the percentage of positive responses to the following factors on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 63% (2023) to 68%.</li> <li>• Professional learning through peer observation from 44%(2023) to 50%.</li> <li>• Use student feedback to improve practice from 79% (2023) to 85%.</li> <li>• Use pedagogical model from 71% (2023) to 76%.</li> </ul>	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to extend and challenge student learning from their point of need.	Yes
		<p>By 2028, maintain the percentage of positive responses to the following factors in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge factor at or above 89% (2023).</li> <li>• Sense of confidence factor at or above 87% (2023).</li> <li>• Stimulated learning factor at or above 91% (2023).</li> </ul>	Build the capacity of staff using professional learning to implement evidence based instructional practices.	No

Enhance student engagement and wellbeing.	Yes	<p>By 2028, the percentage of positive responses to the following factors in the School Staff Survey will increase:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 77% (2023) to 82%.</li> <li>• Focus on real life problems from 78% (2023) to 83%.</li> <li>• Collective focus on student learning from 87% (2023) to 90%.</li> </ul>	Enhance the school's culture of high expectations and embed a consistent approach to supporting a positive learning environment.	Yes
		<p>By 2028, the percentage of positive responses to the following factors in the Student Attitudes to School Survey will be maintained at:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour factor at or above 85% (2023).</li> <li>• Self regulation and goal setting factor at or above 89% (2023).</li> <li>• Student voice and agency factor at or above 76% (2023)</li> </ul>	Develop and embed a shared and consistent whole school wellbeing curriculum.	Yes
		<p>By 2028, increase the percentage of positive responses to the following factors in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Student agency and voice factor from 73% (2023) to 77%.</li> <li>• Teacher communication factor from 68% (2023) to 72%.</li> <li>• Promoting positive behaviour factor at or above 88% (2023) (maintain).</li> </ul>	Build the capacity of staff to develop students to be self-regulated learners	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To maximise the learning growth for all students.	
<b>KIS 1.a</b>	Embed an agreed upon, consistent and evidence-based approach to teaching Reading.	
<b>Actions</b>	<p>READING:</p> <ol style="list-style-type: none"> <li>1. Implement PhOrMeS program in Year 3 - 6</li> <li>2. Implement Novel Studies (OCHRE Education) as a consistent Reading evidence-based program from Foundation to Year 6.</li> </ol>	
<b>Evidence of change</b>	<p>READING:</p> <ol style="list-style-type: none"> <li>1. To see consistent practices across the school using the PhOrMeS program to deliver lessons in small, manageable chunks to boost word reading, spelling, and vocabulary skills for all learners, including those needing extra support.</li> <li>2. For teachers to feel supported and confident in the acquisition of PhOrMeS skills through targeting professional learning - 1 hour per week in Terms 1 &amp; 2.</li> <li>3. To increase the percentage of students achieving Above Expected levels through Teacher Judgement form 60% (2025) to 62% (equating to 22 students)</li> <li>4. To decrease the percentage of students not making 12 months progress by 5%.</li> <li>5. To see the Literacy Assessment schedule reflective of PhOrMeS and Novel Studies (OCHRE) programs, replacing out-dated testing ie F &amp; P, PROBE</li> </ol>	
<b>Tasks</b>	<b>People responsible</b>	
Create Data Walls to identify student outcomes for 2025. Teams to investigate those students who did not make 12 months progress in 12 months. IEP or similar learning plan to be created with parent involvement.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	
Literacy Team to plan for targeted professional learning including observation, modelling, refreshers, workshops and mentoring on PhOrMeS implementation.	<input checked="" type="checkbox"/> Learning specialist(s)	

Nathaniel Swain to provide midyear feedback (observation round).	<input checked="" type="checkbox"/> Literacy leader
Provide support and professional learning time to plan for the Novel Studies to be embedded into the curriculum.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
<b>KIS 1.b</b>	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to extend and challenge student learning from their point of need.
<b>Actions</b>	NUMERACY: 1. Continue to embed PLC and high expectations with individual and collective accountability for improving student learning outcomes  2. Build teacher knowledge and capacity to determine student point of need and consistently implement effective differentiated programs that challenge high ability students
<b>Evidence of change</b>	1. Teachers extending high ability students 2. Teachers tracking student progress within topics being taught 3. Teachers planning collaboratively 4. Teachers using faces to data to prompt discussion toward planning 5. An increase in staff confidence in using student data to plan a differentiated curriculum.
<b>Tasks</b>	<b>People responsible</b>
Build teacher capacity to effectively utilise data literacy to inform planning.	<input checked="" type="checkbox"/> Numeracy improvement teacher
Continue to improve in collaborative curriculum planning to ensure planning is aligned to the students needs.	<input checked="" type="checkbox"/> Numeracy leader
Differentiated curriculum using enabling and extending prompts	<input checked="" type="checkbox"/> Numeracy improvement teacher
Professional learning to support teacher knowledge on feedback to inform planning	<input checked="" type="checkbox"/> Numeracy leader
<b>Goal 2</b>	Enhance student engagement and wellbeing.

<b>KIS 2.a</b>	Enhance the school's culture of high expectations and embed a consistent approach to supporting a positive learning environment.	
<b>Actions</b>	The school has applied to and is looking to undertake SWPBS coaching through the Department of Education in 2026. We have a dedicated Wellbeing team who will be leading the implementation of the SWPBS.	
<b>Evidence of change</b>	<p>1)Creating calmer classrooms through the reduction of Tier 1 behaviours in the classrooms and across the schools.</p> <p>2)We expect to see a reduction in Tier 2 and Tier 3 behaviours.</p> <p>3)An increase in students feeling respected by others at school and a reduction in the percentage of students reporting bullying or racism on the ATOSS.</p> <p>4)An increase in staff confidence in managing student behaviour and supporting student wellbeing.</p>	
<b>Tasks</b>	<b>People responsible</b>	
- Establish an SWPBS implementation team with representation across the school. (teaching staff, education support staff and students)	☑ SWPBS leader/team	
Engage professional learning for the SWPBS implementation team.	☑ SWPBS leader/team	
Provide professional learning for the whole staff around SWPBS.	☑ SWPBS leader/team	
Document clear and consistent behavioural expectations across the whole school.	☑ All staff ☑ SWPBS leader/team	
Establish a clear understanding of major and minor behaviours and consistent response protocols to managing student behaviour.	☑ All staff ☑ SWPBS leader/team	
Developing consistent student behaviour data collection processes.	☑ SWPBS leader/team	
<b>KIS 2.b</b>	Develop and embed a shared and consistent whole school wellbeing curriculum.	
<b>Actions</b>	A whole school framework and scope and sequence will be developed to aid in the delivery of a consistent wellbeing curriculum. Documentation will support teachers in the delivery and assessment of this curriculum.	

<b>Evidence of change</b>	<p>1) Teachers will incorporate 120 minutes of prioritised and protected Wellbeing learning into their weekly planning.</p> <p>2) Teachers will have evidence of students meeting the content of the Personal and Social capabilities and Health curriculum where relevant.</p> <p>3) School wide foci will be consistent, embedded and linked to classroom activities, whole school events, school values and SWPBS.</p>
<b>Tasks</b>	<b>People responsible</b>
Develop a whole school framework for our Wellbeing learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Develop year level programs that link to the whole school framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Provide professional learning for staff around the new Respectful Relationships curriculum.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)
Increase communication through whole school and year level newsletters around the content being covered in RRRR units.	<input checked="" type="checkbox"/> Learning specialist(s)
Team weekly planners will show dedicated time set aside for 120 minutes of wellbeing each week.	<input checked="" type="checkbox"/> Teacher(s)
Teachers will collect evidence of student achievement that can be linked to the content descriptors and achievement standards upon which they are reporting.	<input checked="" type="checkbox"/> Teacher(s)