

-Annual Implementation Plan - 2026

Bayswater Primary School (2163)



Submitted for review by Joanne Braden (School Principal) on 02 February, 2026 at 12:08 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 02 February, 2026 at 12:44 PM

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of all students.	
KIS 1.b	Strengthen teacher data literacy capacity to inform differentiated teaching practice that supports, challenges and extends every student.	
Actions	Implement assessment practices and documentation that reflect ongoing curriculum changes in both structured Literacy and Mathematics, are aligned with the VTLM 2.0, and situated within a whole school MTSS framework	
Evidence of change	<p>Embedded and functional whole school assessment schedule</p> <p>Data management system reflects assessment schedule and contains accurate student data</p> <p>Documented data based decisions inform changes to Tier 1 curriculum and instructional practices, as well as Tier 2 and Tier 3 intervention identification, monitoring and effectiveness</p>	
Tasks	People responsible	
Implement whole school universal screening practices for Literacy, including Reading (DIBELS), Language Comprehension (CUBED NLM) and the Year 1 Phonics Check.	☑ All staff	
Implement whole school universal screening practices for Mathematics, including Computation fluency (Acadience) and Year 1 Numeracy Check (pilot)	☑ All staff	
Explore whole school Spelling and Writing universal screeners	☑ School improvement team	
Implement diagnostic and progress monitoring assessments for Literacy and Mathematics programs at Tiers 1, 2 and 3	☑ All staff	
Explore and implement a whole school data management system	☑ All staff ☑ School improvement team	
KIS 1.c	Strengthen whole school approach to high quality instructional practice in Literacy and Numeracy.	

Actions	Continue to implement whole school evidence-based instructional practices and documentation in Literacy and Mathematics that are aligned with the VTLM 2.0 and situated within a whole school MTSS framework. Begin to implement a structured whole school Literacy and Mathematics curriculum and aligned documentation.
Evidence of change	Whole school scope and sequence documentation in Reading and Writing. Reduction in the number of students identified as 'at risk' in universal screening data measures. Fidelity data demonstrates improvement in teacher instructional practice. Documentation outlining data based decision making practices effectively identifies those students in need of Reading intervention. Data shows improvement in student outcomes for those receiving Tier 2 and Tier 3 intervention.
Tasks	People responsible
Implement Tier 1 literacy block in P-2, including a systematic, synthetic phonics program (UFLI), consistent fluency routines and explicit daily handwriting.	<input checked="" type="checkbox"/> All staff
Implement Tier 1 literacy block in Grade 3 - 6, including a structured spelling program (Spelling Mastery), consistent fluency routines and explicit daily handwriting/typing.	<input checked="" type="checkbox"/> All staff
Implement whole school Tier 1 Mathematics fact fluency program.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)
Explore whole school Tier 1 structured Mathematics curriculum and aligned instructional model, including a whole school structured Mathematics block.	<input checked="" type="checkbox"/> School improvement team
Continue to refine whole school Tier 2 and Tier 3 evidence-based, data-driven interventions in reading acquisition, reading fluency, and language comprehension.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader
Goal 2	To improve the engagement and wellbeing of all students.
KIS 2.a	Strengthen teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' wellbeing and learning needs.

Actions	Continue to implement positive behaviour supports within an MTSS framework.	
Evidence of change	Whole school implementation of the routines and structures to support Tier 1 classroom implementation, as evidenced by Tier 1 fidelity checklist. Documented systems and processes for Disability and Inclusion profiles, including consistent BSPs and IEPs. Successfully funded/supported Disability and Inclusion Profiles. Tiered Fidelity Inventory data (baseline).	
Tasks	People responsible	
Engagement with VIC SWPBS coaching, including assigning leader and establishing a SWPBS team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	
Develop consistent systems and documentation for Behaviour Support Plans and Individual Education Plans.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	
Begin to document Tier 1 practices within SWPBS and instructional playbooks.	<input checked="" type="checkbox"/> School improvement team	
Develop a Bayswater PS behaviour curriculum aligned to school values and positive behaviour matrix.	<input checked="" type="checkbox"/> SWPBS leader/team	
Develop and implement whole school acknowledgement system.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	
KIS 2.b	Strengthen engagement and collaboration between the school and wider community by building awareness of the school's learning and wellbeing practices.	

Actions	Build MTSS systems that include processes to effectively communicate school initiatives to parents/carers and the wider community. Build school community awareness of the impacts of school attendance on student outcomes.	
Evidence of change	Increased participation in the Parent Opinion Survey. Increased school community access to eNews and Bayswater PS website. Distributed information regarding school MTSS supports and interventions, including BSPs, IEPs and DI Profile documentation. Improved whole school student attendance data.	
Tasks	People responsible	
Continue to include updated MTSS information in fortnightly eNews publications.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	
Develop clear processes and documentation for student absences.	<input checked="" type="checkbox"/> School improvement team	
Develop clear systems for the sharing of student support documentation to parents/carers.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	
Implement sub-school parent information sessions across the school	<input checked="" type="checkbox"/> Teacher(s)	