

2026 Annual Implementation Plan

for improving student outcomes

Seabrook Primary School (5337)



Submitted for review by Tania Hunt (School Principal) on 24 May, 2026 at 07:28 AM

Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 02 June, 2026 at 07:23 AM

Self-evaluation summary

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

Future planning for 2026	<p>In 2026, Seabrook Primary will focus on consolidating the gains made in explicit teaching, VTLM 2.0, and evidence-based literacy and numeracy practices. The full rollout of Victorian Curriculum 2.0 (Maths and English) will be supported by the completion and consistent use of refined scope and sequence documents. Instructional coaching cycles will be expanded to ensure consistency in practice across all classrooms, with a focus on adaptive and responsive teaching to strengthen teachers' using student responses to personalise learning. Intervention programs such as MacqLit, and the use of Explicit Maths Program, and Maths Mastery Series will be scaled further, and IEP processes will be strengthened for priority cohorts. PLCs will continue to drive collaborative planning, with leaders ensuring that the positive culture is sustained by engaging with system resources, networks, and school visits to inform delivery. We will focus on strengthening student voice and agency at both classroom and whole-school levels. While progress has been made in leadership opportunities and student confidence, more consistent integration of student feedback into teaching practice will be prioritised. Professional learning will explicitly address strategies for embedding student input into curriculum design and lesson delivery. Attendance will remain a key priority, with the Attendance Improvement Plan, Tiered Response framework, and partnerships such as the Navigator program forming the backbone of interventions. Enhanced communication with families around attendance expectations and supports will also be developed. Building on the revitalised SRC and House Captain roles, the school will broaden opportunities for students across year levels to co-design initiatives, further embedding agency as a cultural norm. Wellbeing initiatives will focus on embedding and sustaining consistency across classrooms, particularly through continued coaching in SWPBS and PCMS. The scope and sequence for Personal and Social Capability will be finalised, ensuring all year levels deliver a cohesive, curriculum-aligned program. The MTSS framework will be refined and evaluated to ensure targeted and universal supports are meeting the needs of priority cohorts, with additional input sought from the Education Improvement Leader where required. Strengthening parent engagement in wellbeing remains a priority, particularly in building shared ownership of strategies to enhance resilience, confidence, and student agency. Initiatives such as PAWS in Schools will be evaluated for long-term impact and integrated into broader wellbeing planning where evidence supports effectiveness. The appointment of a dedicated Mental Health and Wellbeing Leader will continue to ensure strong leadership, alignment with system priorities, and sustainability of wellbeing practices.</p>
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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?																									
Goal 1 Improve student learning outcomes.	Yes	<p>By 2030, increase the percentage of students achieving strong and exceeding NAPLAN proficiency levels for:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>Reading</td> <td>87%</td> <td>2025</td> <td>90%</td> </tr> <tr> <td>Year 5</td> <td>Reading</td> <td>85%</td> <td>2025</td> <td>90%</td> </tr> <tr> <td>Year 3</td> <td>Numeracy</td> <td>88%</td> <td>2025</td> <td>90%</td> </tr> <tr> <td>Year 5</td> <td>Numeracy</td> <td>87%</td> <td>2025</td> <td>90%</td> </tr> </tbody> </table>	Cohort	Focus or factor	Baseline	Year	Target	Year 3	Reading	87%	2025	90%	Year 5	Reading	85%	2025	90%	Year 3	Numeracy	88%	2025	90%	Year 5	Numeracy	87%	2025	90%	Extend a school-wide approach to a multi-tiered system of support to meet the learning needs of all students.	Yes
		Cohort	Focus or factor	Baseline	Year	Target																							
		Year 3	Reading	87%	2025	90%																							
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<p>By 2030 increase the percentage of students achieving at and above NAPLAN benchmark growth for*: *Target to be determined once benchmark data becomes available.</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>Reading</td> <td>XX%</td> <td>202X</td> <td>XX%</td> </tr> <tr> <td>Year 5</td> <td>Numeracy</td> <td>XX%</td> <td>202X</td> <td>XX%</td> </tr> </tbody> </table>	Cohort	Focus or factor	Baseline	Year	Target	Year 5	Reading	XX%	202X	XX%	Year 5	Numeracy	XX%	202X	XX%	Strengthen staff capacity to implement evidence-informed practices and curriculum to ensure consistency in all classrooms	Yes												
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Year 5	Reading	XX%	202X	XX%																									
Year 5	Numeracy	XX%	202X	XX%																									
<p>By 2030, increase or maintain the percentage of students achieving at and above age expected level according to Teacher Judgements, against the Victorian Curriculum 2.0 for:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Prep - 6</td> <td>Reading & viewing</td> <td>93%</td> <td>2025</td> <td>93%</td> </tr> <tr> <td>Prep - 6</td> <td>Mathematics 2.0</td> <td>91%</td> <td>2025</td> <td>93%</td> </tr> </tbody> </table>	Cohort	Focus or factor	Baseline	Year	Target	Prep - 6	Reading & viewing	93%	2025	93%	Prep - 6	Mathematics 2.0	91%	2025	93%														
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<p>By 2030, increase the percentage of students achieving high and medium growth according to Teacher Judgements against the Victorian Curriculum 2.0 for:</p>																													

Goal 2 Improve student wellbeing outcomes		Cohort	Focus or factor	Baseline	Year	Target		
		Year 5	Reading	87%	2026	89%		
		Year 5	Mathematics 2.0	88%	2026	89%		
		By 2030, increase the percentage of staff positive endorsement to the School Staff Survey factors:						
		Cohort	Focus or factor	Baseline	Year	Target		
		Staff	Instructional leadership	78%	2025	80%		
	Yes	By 2030, increase the percentage of students achieving at and above age expected level according to Teacher Judgements against the Victorian Curriculum for:					Strengthen school-wide systems to develop and sustain an inclusive and supportive learning environment.	Yes
		Cohort	Focus or factor	Baseline	Year	Target		
		Year P -6	Personal and social capability	96%	2025	97%		
		By 2030, increase or maintain the percentage of positive endorsement to the Attitudes to School Survey factors:						
	Cohort	Focus or factor	Baseline	Year	Target			
	Year 4 -6	School connectedness	82%	2025	82%			
	Year 4 -6	Managing bullying	82%	2025	82%			
	Year 4 -6	Effective classroom behaviour	76%	2025	80%			
	By 2030, increase the percentage of students with a 95% or higher attendance rate for:							
	Cohort	Focus or factor	Baseline	Year	Target			
	Year F-6	95% or higher attendance:	26%	2025	30%			

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes.
KIS 1.a	Extend a school-wide approach to a multi-tiered system of support to meet the learning needs of all students.
Actions	<ul style="list-style-type: none"> • Development of a school-wide multi-tiered system of support (MTSS) through the establishment of consistent screening, progress monitoring and data-informed intervention practices. • Build staff capability to provide targeted support through refined intervention structures, increased small group learning opportunities, strategic deployment of education support (ES) staff, and the use of instructional coaching and professional learning through Steplab.
Evidence of change	<ul style="list-style-type: none"> • Teachers begin to use agreed screening and progress monitoring processes to identify students requiring extension, intervention or additional adjustments, and to inform responsive teaching practices. • PLTs begin collaboratively analysing screening and progress monitoring data to plan targeted interventions, responsive teaching practices and differentiated adjustments for students and plan learning experiences that reflect responsive teaching, including targeted adjustments within the classroom and systematic checks for understanding. • Increased opportunities for targeted small group instruction and intervention are evident across classrooms and support programs, supported by ongoing checks for understanding to inform next-step teaching. • Teachers and middle leaders engage in regular instructional coaching cycles through Steplab to strengthen evidence-informed teaching practices, responsive teaching, and in-class adjustments informed by intellectual preparation and checks for understanding. • ES staff demonstrate improved understanding of evidence-informed intervention practices and are effectively supporting student learning and wellbeing within classroom and intervention settings, including through guided checks for understanding. • Student learning growth data, including teacher judgement and standardised assessment data, demonstrates improved outcomes for students receiving targeted support, including students with IEPs and equity cohorts, with evidence of improved learning through consistent checks for understanding.

Tasks (KIS 1.a)	People responsible
Assistant Principals, Learning Specialists and Leading Teachers will develop and implement a whole-school schedule for universal screening and progress monitoring in literacy and numeracy, ensuring data is used to inform timely adjustments within classroom teaching.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)
Assistant Principals, Learning Specialists and Leading Teachers will monitor and strengthen MTSS processes by ensuring consistency in screening, data analysis and responsive teaching practices through coaching, planning reviews and PLT meetings, and by embedding clear entry and exit criteria for intervention programs alongside collaborative communication between classroom teachers, intervention staff and families.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Teachers will administer DIBELS reading screening assessments within agreed whole-school timelines, accurately record student data, and analyse results during PLTs to identify students requiring intervention, differentiation, or enrichment and to inform targeted reading instruction.	<input checked="" type="checkbox"/> Teacher(s)
Teachers will administer Acadience Numeracy screening assessments within agreed timelines, use the resulting data to identify student learning needs, and plan adaptive teaching, responsive teaching adjustments, and targeted intervention support.	<input checked="" type="checkbox"/> Teacher(s)
Assistant principals, Learning specialists and Leading teachers will establish consistent processes for analysing student data, identifying learning needs and planning targeted teaching responses that include in-class adjustments and regular checks for understanding.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Teachers will implement agreed checks for understanding and responsive teaching practices during English and Mathematics lessons to monitor and adjust instruction in real time.	<input checked="" type="checkbox"/> Teacher(s)
Assistant principals, Learning specialists and Leading teachers will monitor and strengthen MTSS processes by ensuring consistency in screening, data analysis and responsive teaching practices through coaching, meetings, and by embedding clear entry and exit criteria for intervention programs alongside collaborative communication between classroom teachers, intervention staff and families.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)

KIS 1.b	Strengthen staff capacity to implement evidence-informed practices and curriculum to ensure consistency in all classrooms
Actions	<ul style="list-style-type: none"> • Strengthen teacher capability to implement evidence-informed instructional practices aligned with the Victorian Teaching and Learning Model (VTLM 2.0), with a focus on responsive teaching, explicit instruction, checks for understanding, and in-class adjustments informed by intellectual preparation. • Develop the instructional coaching capacity of middle leaders and build consistent whole-school teaching practices through professional learning, collaborative planning, and coaching supported by Steplab.
Evidence of change	<ul style="list-style-type: none"> • Teachers consistently implement agreed evidence-informed instructional practices, including clear learning intentions and success criteria, explicit teaching, checks for understanding, and opportunities for independent practice. • Teachers consistently use checks for understanding and formative assessment to inform responsive teaching, address misconceptions, and adjust instruction during and between lessons. • Planning documentation and PLT records demonstrate consistent intellectual preparation, curriculum planning, and responsive adjustments based on student learning data. • Middle leaders effectively facilitate instructional coaching cycles and provide targeted feedback to improve classroom practice using Steplab. • Learning walks and coaching observations show greater consistency in the implementation of the instructional model, use of teaching slides, checks for understanding, and responsive teaching practices across classrooms. • Teachers demonstrate increased confidence and capability in adjusting instruction, addressing misconceptions, and extending student learning through responsive teaching. • Student engagement and achievement data, including teacher judgement and standardised assessment data, demonstrate improved learning growth across year levels.

Tasks (KIS 1.b)	People responsible
Assistant principals, Learning specialists and Leading teachers will deliver professional learning on evidence-informed instructional practices, including explicit teaching, responsive teaching, and checks for understanding.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Assistant principals, Learning specialists and Leading teachers will strengthen intellectual preparation processes within PLTs to support consistent curriculum planning, identification of misconceptions, and responsive teaching adjustments.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Assistant principals will work to build the coaching capability of middle leaders through mentoring, observation, and targeted professional learning.	<input checked="" type="checkbox"/> Assistant principal
Assistant principals, Learning specialists and Leading teachers will conduct regular learning walks and moderation processes to monitor consistency of evidence-informed practices and curriculum implementation across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Learning specialists and Leading teachers will model, and coach agreed evidence-informed teaching practices to strengthen consistency across teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Teachers will engage in Steplab instructional coaching cycles focused on addressing fundamental teaching problems such as securing student attention and driving student thinking, with a strong emphasis on checks for understanding and responsive teaching practices.	<input checked="" type="checkbox"/> Teacher(s)

Goal 2	
Improve student wellbeing outcomes	
KIS 2.a	Strengthen school-wide systems to develop and sustain an inclusive and supportive learning environment.
Actions	<ul style="list-style-type: none"> • Strengthen the implementation of consistent whole-school wellbeing, engagement and behaviour support practices through the refinement of the school's multi-tiered system of support (MTSS), School-Wide Positive Behaviour Support (SWPBS), and explicit teaching of wellbeing and self-regulation. • Build staff capability to implement inclusive practices, reasonable adjustments, behaviour support strategies, and student wellbeing approaches through targeted professional learning, coaching, and collaboration supported by Steplab.
Evidence of change	<ul style="list-style-type: none"> • Teachers consistently implement agreed whole-school wellbeing and behaviour support practices, including explicit teaching of expected behaviours, self-regulation, and respectful relationships. • Staff demonstrate increased confidence and capability in implementing reasonable adjustments, behaviour support strategies, and inclusive classroom practices to support diverse student needs. • Student wellbeing data, behaviour records, and classroom observations demonstrate improved student engagement, self-regulation, and positive classroom behaviour. • The school's wellbeing curriculum documentation is refined and aligned to SWPBS, Respectful Relationships, and Personal and Social Capability outcomes across all year levels. • Instructional coaching and professional learning through Steplab support consistent implementation of inclusive, predictable and supportive classroom practices across settings. • Attendance data and student voice data demonstrate improved connectedness, engagement, and participation, particularly for students requiring additional support.

Tasks (KIS 2.a)	People responsible
Wellbeing team will support the consistent and successful delivery of the Breakfast Club program each school morning, providing a welcoming start to the day that promotes student wellbeing, engagement and readiness for learning.	<input checked="" type="checkbox"/> Wellbeing team
Wellbeing team will support Teddy, the school therapy dog, to complete the PAWS Whole School Visitation Program training and commence structured classroom visits to promote positive social, emotional and behavioural outcomes for students.	<input checked="" type="checkbox"/> Wellbeing team
Assistant principals and Leading teachers will develop and document a consistent scope and sequence for the explicit teaching of wellbeing, self-regulation, and metacognitive strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Education support staff will engage in professional learning focused on maximising their impact in classrooms through effective collaboration with teachers, while teachers will create explicit lesson-by-lesson adjustments and Education support staff will implement targeted supports for students with Tier 3 funding to access learning successfully.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)
Teachers will engage in Steplab instructional coaching cycles focused on securing student attention and driving student thinking, with a strong emphasis on checks for understanding and responsive teaching practices.	<input checked="" type="checkbox"/> Teacher(s)
Learning specialists and Leading teachers will model, and coach agreed evidence-informed teaching practices to strengthen consistency across teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)