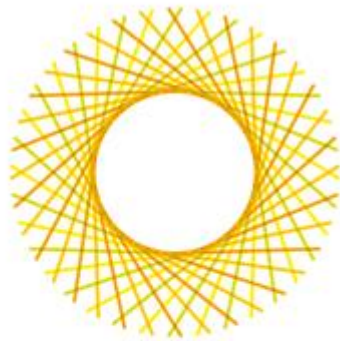


2026 Annual Implementation Plan

for improving student outcomes

Armstrong Creek School (5564)



**ARMSTRONG
CREEK
SCHOOL**

Submitted for review by Lizzie Tout (School Principal) on 03 February, 2026 at 07:58 AM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 13 February, 2026 at 08:56 AM

Self-evaluation summary

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

Future planning for 2026	<p>Future considerations: A more concise AIP for 2026 with the input of ISS team</p> <p>Curriculum:- Revisit and refine curriculum in response to student needs- Provide greater opportunity for teacher collaboration when making decisions about curriculum and lesson planning (collaborative planning model) - Establish clear planning requirements and document expectations of implementation for all staff to follow, including lesson preparation and planning for participation and engagement, - Maths content knowledge for teaching staff through curriculum days</p> <p>VTLM/Teacher practice:- Knowledge and use of the Instructional Hierarchy for planning and making responsive teaching decisions in the short, medium and long term (VTLM Explicit Teaching and Supported Application)- Planning and preparation for lesson delivery - a focus on teacher preparation when implementing curriculum that has been developed by someone else (e.g. Ochre)- Consideration of the MTSS 'diamond' as opposed to the triangle. That is, looking at practices which promote and enhance students who are 'above' as well as providing intervention for those below</p> <p>MTSS framework data to inform evidence-based instruction and assessment.- continued refinement of Core SIT team - investigate the feasibility of introducing standardised academic interventions for Reading and Maths</p> <p>Budget allocation to match the AIP priorities</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?
To maximise achievement and learning growth for every student in Mathematics and English.	Yes	<p>By 2029, increase the percentage of students achieving strong and exceeding proficiency levels in NAPLAN Mathematics for:</p> <ul style="list-style-type: none"> • Year 3 from 60% (2024) to 68% • Year 5 from 53% (2024) to 60% <p>By 2029, increase the percentage of students achieving strong and exceeding proficiency levels in NAPLAN Reading for:</p> <ul style="list-style-type: none"> • Year 3 from 62% (2024) to 70% • Year 5 from 61% (2024) to 70% 	Develop and implement a low variance curriculum.	Yes
		<p>By 2029 increase the percentage of students assessed as making High benchmark growth in Years 3 and 5 in NAPLAN Mathematics. By 2029 the percentage of students assessed as High benchmark growth in NAPLAN Years 3 to 5 in Reading</p>	Develop and embed an agreed and understood instructional practices incorporating the VTLM 2.0.	No
		<p>By 2029, increase the percentage of students achieving At or Above expected growth in Teacher Judgement against the Victorian Curriculum (Years 1 to 6) in Mathematics from XX% to XX%</p> <p>By 2029, increase the percentage of students achieving At or Above expected growth in Teacher Judgement against the Victorian Curriculum (Years 1 to 6) in Reading will increase from 79% (2024) to 85%</p> <p>For each year between 2026-2029, maintain the proportion of secondary students achieving the Mathematics and</p>	Develop staff understanding and capability to embed an agreed instructional model aligned to the VTLM 2.0	Yes

		English Individual Education Plan goals at 100% (from XX% in 2025)		
		By 2029, increase the percentage of positive endorsements for 'Teaching and learning practice improvement' in the Staff Opinion Survey from 67% (2024) to 75%.	Refine and extend the use of the MTSS framework data to inform evidence-based instruction and assessment.	No
To enable every student to experience improved wellbeing and engagement outcomes.	Yes	By 2029, increase the percentage of positive endorsement for 'Stimulating learning' in the Attitudes to School Survey from 66% (2024) to 74%.	Ensure a coordinated and consistent approach to the use of a MTSS framework.	No
		By 2029, increase the percentage of positive endorsement for 'Stimulating learning environment' in the Parent Guardian Caregiver Opinion Survey from 68% (2024) to 75%.	Strengthen whole school protocols and practices that support student attendance.	No
		By 2029 increase the average rate of attendance for students P to 6 from 87.5% (2024) to 90%. By 2029 increase the average rate of attendance for students 7 to 12 from 75% (2025) to 80%.	Maximise participation and engagement in learning	Yes

Define actions, evidence of change and tasks

Goal 1	To maximise achievement and learning growth for every student in Mathematics and English.	
KIS 1.a	Develop and implement a low variance curriculum.	
Actions	<p>1) Move into the deliver phase to embed school wide planning process for teams and individuals, including clear expectations for intellectual preparation</p> <p>2) Strengthen teacher capability in the preparation stage to explicitly teach number, ensuring consistent practices that consolidate and extend student fluency in number across all mathematics classrooms</p>	
Evidence of change	<ul style="list-style-type: none"> - Lessons are responsive to class and individual student needs and result in high levels of participation in learning, measured by the amount of time students spend engaged in instruction - Teachers can clearly articulate what the learning objectives are in any unit or lesson and explain what instructional techniques they will use to reach them - Teachers will spend more time preparing how to teach in collaboration with one another as well as completing their own individual intellectual preparation prior to implementing a unit or lesson - The staff will implement a shared curriculum consistently across the school eg. language, structure and approach - There is a greater use of concrete materials and live modelling by the teacher in mathematics lessons in all classrooms, evidenced in learning walks 	
Tasks	People responsible	
Teaching and Learning coaches are aligned to attend all PLCs/ planning meetings and facilitate a consistent process for the intellectual preparation for instruction in Mathematics and English.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	
Teaching and Learning coaches meet with teacher planners each week, following a consistent set of planning expectations across the school, including reviewing upcoming units for each week	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	

Teachers will complete peer observations (ongoing - min one per term), learning walks (termly) and 1:1 Instructional Coaching to help build their capacity together following the ACS Instructional Coaching Model following on from 2025	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Provide ongoing Professional Learning for all teachers and education support staff P-12 in mathematics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)
Teachers to fully implement and monitor maths fluency procedures and routines	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Develop a consistent, documented method to teach worded problems	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
KIS 1.c	Develop staff understanding and capability to embed an agreed instructional model aligned to the VTLM 2.0
Actions	1) In the prepare stage implement the ACS Instructional Model for P-12 based off the VTLM 2.0 with an emphasis on P-2 reading 2) Build staff knowledge and capacity to use the instructional hierarchy to make responsive teaching decisions
Evidence of change	<ul style="list-style-type: none"> - Teachers fully explain and model what is being learned in every lesson - Teachers are confident in making instructional decisions during a lesson and determining at what point they can move from explicit to guided instruction as well as knowing when students are ready to complete tasks independently - Students are engaged and actively participating in learning throughout the entire lesson to maximise time learning - Teachers use CFU to identify the stages of learning their students are at and the instructional strategies required to support them - Supported application - teachers are clear on how to consolidate learning for their students and know how to move them from newly acquired skills or learning through to mastery
Tasks	People responsible

Launch the instructional model with accompanying roll out plan and supports for all staff at the beginning of the year	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Teachers and PLCs establish agreed assessments and data sets to make decisions on student progress through the stages of learning (acquisition, fluency, generalisation)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Ensure the set of minimum learning expectations (time) for all core learning subjects and support teachers to plan for this each week in PLCs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Statement of expectation process to focused around 'planning for participation' in learning by all staff (ES and teachers) with the continuation of an action research	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal
Provide professional learning for all staff on the instructional model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Goal 2	To enable every student to experience improved wellbeing and engagement outcomes.
KIS 2.c	Maximise participation and engagement in learning
Actions	<p>1) In the prepare stage build the capacity of all staff to design and implement scaffolds which ensure all students are supported to achieve the learning objectives and/or extended to remain engaged in rigorous learning</p> <p>2) In the prepare phase teacher planning reflects clear strategies for supported application and enabling learning</p>
Evidence of change	<ul style="list-style-type: none"> - Greater collaboration between teaching and learning and wellbeing teams - ES staff know the learning objective for all students to maximise participation in learning - Responsive teaching practices result in high levels of participation in learning, measured by the amount of time students spend engaged in instruction - IEPs for students are developed using the ACS prioritised learning objectives - Scaffolds are used to provide reasonable adjustments for students who require additional support to access the learning and they are clearly documented in an IEP

Tasks	People responsible
Whole School Data SIT to monitor the progress of students that NAS as recognised by Naplan in the termly data meetings with alignment to the Tier 2 intervention team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
For referred students map the supported timetable participation against student IEP's to ensure that we are monitoring their progress against their IEP goals and create opportunities to build capacity within supported timetable to reengage back into mainstream classroom	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team
Each teaching team will develop Tier 2 intervention groups responding to screening and progress monitoring data needs with additional targeted small groups lead by an additional Tier 2 intervention team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Establish and document a set of consistent strategies for scaffolding learning for teachers and ES to use when supporting all students to achieve success	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator
Review and refine IEP process to align with whole school curriculum scope and sequences and priority learning objectives	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator
Build student awareness and understanding of what student voice is and wellbeing measures in the AToS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator