

# Annual Implementation Plan - 2026

Gladstone Views Primary School (5093)



Submitted for review by Alexander Mowat (School Principal) on 10 February, 2026 at 01:36 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 12 March, 2026 at 01:52 PM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve learning growth for every student in literacy and numeracy	
<b>KIS 1.a</b>	Continue to refine and enhance leadership and organisational structures to support school improvement	
<b>Actions</b>	Strengthen leadership roles, responsibilities, and capabilities while implementing streamlined organisational processes to improve efficiency and drive school improvement priorities.	
<b>Evidence of change</b>	<p>Leadership roles and responsibilities are clearly defined and documented for agreed leadership structure, role descriptions, and weekly leadership meetings with documented minutes.</p> <p>A School Review conversations reflect staff reporting high levels of clarity about who is responsible for key areas and decisions. Also reflected in staff survey factors associated with leadership.</p> <p>School workflows and decision-making processes were streamlined and documented in the GVPS staff handbook and documentation of practice, with clear responsibilities, timelines, and accountability, ensuring efficiency, transparency, reduced duplication, and consistent use by staff.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Review and realign leadership roles, responsibilities, and reporting structures to support the school's strategic priorities, clarifying and documenting accountability measures for all leaders, and embed a professional development plan to build leadership capability.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)	
Review, streamline, and implement organisational processes and leadership structures to improve decision-making and communication, identifying inefficiencies and monitoring effectiveness with adjustments as needed.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	
<b>KIS 1.b</b>	Refine and embed staff capacity to consistently apply agreed teaching and learning practices	

<b>Actions</b>	Develop a shared, whole-school pedagogical model aligned to VLTM 2.0, and strengthen consistent application through targeted professional learning, coaching, and regular observation and feedback cycles.
<b>Evidence of change</b>	Teachers consistently applied agreed practices in planning and lessons, as evidenced in unit plans and lesson documentation. Staff surveys showed increased confidence and capability in enhancing teaching and learning practices. Embedded observation and feedback cycles supported professional growth, as documented in the PL schedule and observation notes, and staff surveys demonstrated improved positive endorsement, reflecting strengthened perceptions of teaching and learning across the school. AToSS data reflected improved student engagement and learning outcomes linked to consistent practice.
<b>Tasks</b>	<b>People responsible</b>
Document and implement professional learning on VTLM and other agreed practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)
Establish and implement a structured observation and feedback process for all teaching staff, including clear criteria aligned to agreed teaching and learning practices, scheduled classroom observations, and ongoing monitoring and review to ensure continuous improvement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Develop and implement a feedback and coaching process, training leaders and peers to provide timely, constructive, and actionable feedback following observations, with ongoing monitoring and review to adjust practices and support continuous professional growth.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
<b>Goal 2</b>	Improve student engagement and wellbeing
<b>KIS 2.a</b>	Refine and embed multi-tiered systems of support to ensure all students are connected to their learning and supported in their wellbeing
<b>Actions</b>	Strengthen and implement a tiered support framework for academic, social, and emotional needs.

<b>Evidence of change</b>	Documentation, including work plans, IEPs, observations, SSG minutes, and DI meetings, showed that students received support aligned to their needs. The GVPS System of Support (MTSS) was documented, outlining tiered strategies, their purpose, and student tracking, ensuring interventions were monitored for impact. Staff consistently used data to identify and respond to student needs, as evidenced in data-centered conversations minuted in SSG meetings, and MTSS processes were embedded and reflected in planning documentation, intervention records, and meeting minutes. AToSS data reflected increased student engagement and connection to learning.	
<b>Tasks</b>	<b>People responsible</b>	
Implement and refine the multi-tiered support framework (MTSS) by identifying students requiring Tier 2 and Tier 3 interventions using engagement, wellbeing, and academic data, developing targeted strategies, establishing a regular data review schedule, and monitoring impact to adjust interventions and improve student connection, engagement, and wellbeing outcomes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	
Provide staff with training and coaching to strengthen universal inclusive classroom practices and build capability in implementing intervention supports and interpreting wellbeing data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	