

2026 Annual Implementation Plan

for improving student outcomes

Mount View Primary School (4923)



Submitted for review by Justine Mackey (School Principal) on 09 July, 2026 at 02:57 PM

Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 30 July, 2026 at 11:27 AM

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?																																	
Improve student learning outcomes	Yes	By 2030, increase the percentage of students achieving high relative growth for NAPLAN <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 5</td><td>Reading</td><td>36%</td><td>2025</td><td>38%</td></tr><tr><td>Year 5</td><td>Numeracy</td><td>31%</td><td>2025</td><td>38%</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Year 5	Reading	36%	2025	38%	Year 5	Numeracy	31%	2025	38%	Embed a whole school teaching and learning approach that aligns to the VTLM 2.0 and the PYP to improve the consistency of teaching practice across all classrooms.	Yes																		
		Cohort	Focus or factor	Baseline	Year	Target																															
		Year 5	Reading	36%	2025	38%																															
		Year 5	Numeracy	31%	2025	38%																															
By 2030, increase or maintain the 3-year average percentage of students achieving exceeding NAPLAN proficiency levels for: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 3</td><td>Writing</td><td>22%</td><td>2025</td><td>24%</td></tr><tr><td>Year 3</td><td>Reading</td><td>40%</td><td>2025</td><td>40%</td></tr><tr><td>Year 3</td><td>Numeracy</td><td>40%</td><td>2025</td><td>40%</td></tr><tr><td>Year 5</td><td>Writing</td><td>34%</td><td>2025</td><td>36%</td></tr><tr><td>Year 5</td><td>Reading</td><td>50%</td><td>2025</td><td>50%</td></tr><tr><td>Year 5</td><td>Numeracy</td><td>40%</td><td>2025</td><td>40%</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Year 3	Writing	22%	2025	24%	Year 3	Reading	40%	2025	40%	Year 3	Numeracy	40%	2025	40%	Year 5	Writing	34%	2025	36%	Year 5	Reading	50%	2025	50%	Year 5	Numeracy	40%	2025	40%	Develop and embed a leadership structure that builds collective ownership of strategic priorities to enhance whole school clarity and cohesion.	Yes
Cohort	Focus or factor	Baseline	Year	Target																																	
Year 3	Writing	22%	2025	24%																																	
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By 2030, increase or maintain the percentage of students achieving above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Build staff capability to embed reasonable adjustments to ensure all children achieve their potential.	No																														
Cohort	Focus or factor	Baseline	Year	Target																																	

		F-6 Reading 44% 2025 44%		
		F-6 Writing 28% 2025 30%		
		F-6 Mathematics 33% 2025 35%		
		By 2030, increase the percentage positive endorsement to the School Staff Survey (SSS) factors:		
		Cohort Focus or factor Baseline Year Target		
		Staff Collective Efficacy 72% 2025 81%		
		Staff Instructional leadership 51% 2025 65%		
		Staff Teacher collaboration 48% 2025 55%		
To improve student wellbeing and engagement	Yes	By 2030, increase or maintain the percentage of positive endorsement to the Attitudes to School Survey factors:	Embed multi-tiered systems of support across the school to ensure appropriate and responsive teaching strategies that support all students are implemented to enhance student wellbeing and engagement.	Yes
Cohort Focus or factor Baseline Year Target				
Years 4 to 6 sense of connectedness 80% 2025 80%				
Years 4 to 6 stimulating learning environment 72% 2025 75%				
Years 4 to 6 respect for diversity 68% 2025 75%				
Years 4 to 6 emotional and relational engagement 70% 2025 77%				
		By 2030, increase the percentage of positive endorsement to the SSS factor:	Implement whole school positive classroom management strategies to support positive student behaviour and strong peer-peer	Yes
		Cohort Factor Baseline Year Target		

		Focus area or factor use of student feedback to inform practice Teaching staff 46% 2025 60%	relationships both in and outside the classroom.									
		By 2030 decrease the percentage of students with 20 or more days absent <table> <tr> <th>Cohort</th><th>Factor Focus area or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr> <tr> <td>F - Year 6</td><td>20+ absence days</td><td>30%</td><td>2025</td><td>28%</td></tr> </table>	Cohort	Factor Focus area or factor	Baseline	Year	Target	F - Year 6	20+ absence days	30%	2025	28%
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Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes	
KIS 1.a	Embed a whole school teaching and learning approach that aligns to the VTLM 2.0 and the PYP to improve the consistency of teaching practice across all classrooms.	
Actions	Refine and align the school's instructional model to VTLM 2.0 and the PYP (with a focus on English) Review current formative and summative assessment practice,	
Evidence of change	Whole school approach to the teaching of English is documented Assessment is used to inform teaching and learning	
Tasks		People responsible
Teaching and Learning Leaders, members of the EAL and Learning Support team and members of the leadership team to develop a Tier 1 instructional framework for the teaching of reading for P-2 and 3-6 . Use this framework to inform planning for the teaching of reading in 2027		☑ Leadership team
KIS 1.b	Develop and embed a leadership structure that builds collective ownership of strategic priorities to enhance whole school clarity and cohesion.	
Actions	Review and improve the organisational structure to prioritise whole school leadership and middle leadership development.	
Evidence of change	Role clarity so that all members of the school community (students, staff and parents/carers) know who is responsible for different leadership roles. Teaching and Learning leaders have the leadership skills and confidence to lead their teams to align with school priorities.	
Tasks		People responsible

Organisational structure reviewed and refined Referral process aligned with roles and responsibilities Teaching and Learning Leaders have opportunities to collaborate and contribute to whole school planning for the teaching of English. Leadership team cohesion evident through shared priorities and action.		☒ Leadership team ☒ PLC leaders
Goal 2	To improve student wellbeing and engagement	
KIS 2.a	Embed multi-tiered systems of support across the school to ensure appropriate and responsive teaching strategies that support all students are implemented to enhance student wellbeing and engagement.	
Actions	Monitor and embed student referral process for Tier 2 and Tier 3 supports. Implement, document and evaluate student learning adjustments	
Evidence of change	Teachers will know how they can share student concerns and trust that students will be provided with appropriate support. Teachers will be supported to implement adjustments that support learning and wellbeing.	
Tasks		People responsible
Implement student referral process and case management approach. Review process and make appropriate improvements Share the process with all staff so they are aware of what happens once a referral is made. Staff learning to focus on Tier 2 and 3 supports and the DI process to build shared understanding		☒ Leadership team
KIS 2.b	Implement whole school positive classroom management strategies to support positive student behaviour and strong peer-peer relationships both in and outside the classroom.	
Actions	Build student and teacher understanding of the SWPBS behaviour matrix Continue staff professional learning for Tier 1 proactive and preventative classroom practices	
Evidence of change	There will be a consistent approach to proactive and responsive strategies to support student wellbeing and engagement.	
Tasks		People responsible

Staff collaboration to review and refine the behaviour matrix Monitor Compass chronicles SWPBS team to provide professional learning and support	☒ Leadership team
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