

William Ruthven Primary School (5544) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Maximise student learning growth for every student in literacy and numeracy.

Goal 2: To improve student engagement and wellbeing.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning	KIS 2.a Teaching and learning	KIS 2.b Leadership
Build and embed staff capability to consistently implement agreed teaching and learning practices.	Embed a whole school understanding of student agency in learning and wellbeing.	Continue to enhance the school's processes for supporting inclusion, health and wellbeing.
Actions	Actions	Actions
1. Strengthen collective staff capability to consistently implement VTLM 2.0 through aligned professional learning, PLCs and shared instructional practice, including the development and implementation of a low-variance curriculum.2. Build instructional leadership capacity across the school to lead, monitor and refine consistent teaching practice.	1. Embed a consistent, whole-school approach to student agency by strengthening student voice, goal setting and self-regulation in learning and wellbeing practices.2. Improve student engagement and attendance through early identification, targeted support and strong partnerships with families and support services.	1. Strengthen whole-school systems and processes for supporting student inclusion, health and wellbeing.2. Improve early identification and coordinated support for students with wellbeing, engagement or attendance needs, in partnership with families and support services.
Tasks	Tasks	Tasks
<p>Co-develop and agree on school-wide VTLM 2.0 observable practices in literacy and numeracy, and use these as a shared reference for planning, PLCs and feedback.</p> <p>Develop and implement a low-variance curriculum in literacy and numeracy to ensure all students experience consistent, high-impact teaching practices across classrooms.</p> <p>Implement regular coaching cycles and learning walks aligned to the agreed VTLM 2.0 look-fors, providing timely feedback and support to improve consistency of practice.</p> <p>Plan and deliver professional learning aligned to VTLM 2.0, with PLC time used to apply learning through a clear problem of practice, common formative assessments and analysis of impact.</p> <p>Build middle leader capability to lead instructional improvementProvide targeted professional learning and release time for middle leaders to lead PLCs, facilitate professional learning and support teachers through feedback and coaching.</p> <p>Strengthen PLC practice and accountabilitySupport PLCs to consistently use evidence to plan, implement, review and adjust teaching, with clear expectations for documentation and follow-up actions.</p>	<p>Develop a shared understanding of student agency across the school -Work with staff to define what student agency looks like in learning and wellbeing at our school, and agree on a small set of consistent practices to be implemented across classrooms.</p> <p>Embed goal-setting and reflection routines in classrooms -Support teachers to consistently implement age-appropriate goal-setting, reflection and feedback routines that help students understand their learning, track progress and identify next steps.</p> <p>Strengthen structured student voice and choice in learning -Support teachers to plan for structured choice and opportunities for student input, ensuring student voice is purposeful and aligned to learning and wellbeing goals.</p> <p>Explicitly teach self-regulation, perseverance and resilience -Implement consistent approaches to teaching self-regulation and perseverance strategies, with clear links to classroom learning and wellbeing expectations.</p> <p>Implement a coordinated, tiered attendance response -Use attendance data to identify students at risk early, implement timely interventions and work in partnership with families and support services to address barriers to attendance and engagement.</p>	<p>Review and refine whole-school wellbeing and inclusion processes -Review current practices to ensure clarity, consistency and alignment with student wellbeing, inclusion and attendance needs.</p> <p>Implement a clear, tiered approach to student support -Use attendance and wellbeing data to identify students early and implement targeted, tiered interventions to support engagement and inclusion.</p> <p>Strengthen communication and coordination with families and services -Establish clear processes for engaging families and coordinating support with external services to address wellbeing and attendance barriers.</p>