Narre Warren North Primary School (1901)
2026 ANNUAL IMPLEMENTATION PLAN Printed 18/11/2025

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Maximise learning outcomes for all students.

Goal 2: Maximise the wellbeing of all students.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning	KIS 1.b Teaching and learning	KIS 1.c Leadership	KIS 2.a Support and resources	KIS 2.b Engagement
Strengthen point of need learning through building a shared understanding of the Victorian Curriculum 2.0 continuum and the teaching of learning sequences.	**Embed quality, evidence-based teaching and learning practices in instruction, planning and assessment in line with Victorian Teaching and Learning Model (VTLM 2.0) and Positive Class Management Strategies.**	**Embed a tiered, evidence based approach to further build leadership capabilities.**	**Further develop a whole school approach to inclusion.**	**Enhance multi-tiered system of support (MTSS) in engagement, wellbeing and inclusion to ensure all students are connected.**
Actions	**Actions**	**Actions**	**Actions**	**Actions**
Develop teacher knowledge of the Victorian curriculum Review and establish whole school assessment practices	Use the VTLM 2.0 to inform teaching and learning Use the PCMS to inform teaching and learning	Establish and build the leadership profile Building teachers as leaders	Implement the Berry Street Education Model (Body and Relationships) Audit, Review and refine wellbeing programs and school routines	Build teacher capacity in understanding multi-tiered system of support Build staff understanding of the Disability Inclusion Process
Tasks	**Tasks**	**Tasks**	**Tasks**	**Tasks**
Action 1: Develop scope and sequences within the Victorian Curriculum. Implementation of OG in Prep to Gr 3; Spelling Mastery Gr 3 to 6Use DET lesson plans to inform sequences of learning in English, Mathematics and Science. Develop and refine documentation on the instructional models and practice for English and Mathematics. Develop consistency of term planners across the school. Action 2: Review, update and implement the school's assessment schedule. Professional learning on DIBELS. Use PLCs to discuss student data including Elastik, PAT, NAPLAN and Phonics Check. Embed responsive teaching strategies and students given opportunities to respond to learning within lessons.	Action 1: Use VTLM and HITS to identify key teaching practices to be developed, e.g use of questioning and daily reviews. Plan sequences of learning taking into consideration the 'Elements of Learning'. Improve targeted specific feedback to students on how to progress a skill, capability or knowledge. Professional learning, audit and next steps for Writing. Action 2: Professional learning to unpack Practices 6, 7 and 8 of the PCMS with staff. Plan and implement opportunities for students to respond and have choice. Ensure lessons cater for all students by having enablers and extenders.	Action 1: Build middle leadership capacity through the implementation of a leadership development program. Structuring the timetable to allow for professional learning and meetings. Develop mentoring opportunities. Action 2: Development of strategy plans as part of their leadership role and Statement of Expectations. Give teachers opportunities to develop their own leadership capacity, e.g. mentoring, leading professional learning, coaching. Identification of core responsibilities for role clarity. This to include ES.	Action 1: Professional learning in BSEM - Units 1 and 2. Review ready to learn in light of the BSEM. Rewrite relevant policies. Develop a communication strategy to promote wellbeing in the community. Action 2: Implement the elements of learning (VTLM 2.0). Professional learning to unpack Practices 1 to 5 of the PCMS with staff.	Action 1: Establish a wellbeing inclusion team to monitor, track and coordinate Tier 2 and 3 supports. Map existing programs and supports against MTSS framework. Professional learning to identify early signs of disengagement and know referral pathways. Action 2: Develop a flowchart that shows how DIPs are created, updated and actioned, so staff know the steps and their role. Develop ES capacity to work with a range of student needs as well as the DIP process. Share DIP processes with wellbeing leader.