

Girgarre Primary School (3971)

2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Maximise student learning growth and engagement.

Goal 2: Maximise the wellbeing outcomes for every student.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning		KIS 1.c Assessment	KIS 2.a Support and resources
Build teacher capacity to implement the high impact teaching strategies within the instructional models.		Build teacher capability to empower student voice and agency and a range of assessment strategies to informed differentiated teaching.	Develop and implement a multi-tiered approach to student wellbeing.
Actions		Actions	Actions
1. Develop and implement a professional learning schedule that embeds the VLTM 2.0 focus areas 2. Refine and embed schoolwide planning documents (unit/term plans, weekly planners) that embed elements of the instructional model, growing in rigour throughout the year.		1. Co-development and monitoring of learning goals for all students, managed through conferencing and ES support.	1. Participate in PCMS coaching in Semester 1, incorporating key areas into the staff PL schedule. 2. MHiPS and School Mental Health Fund funding used to enhance and embed preventative mental health supports within the school.
Tasks		Tasks	Tasks
Schedule fortnightly PL sessions on VLTM 2.0. Communicate this to staff. Develop expectations and norms for these sessions.		Develop staff timetable with ES providing support to teachers on student learning goals, as well as a whole-school timetable with goal-setting/monitoring sessions evident.	Participate in the PCMS coaching in Semester 1 with a focus on developing consistent and predictable routines.
Create the timetable with PLC embedded at a time where all teaching staff can participate. Collaborative planning sessions for all staff allocated throughout the week.		Monitoring of student understanding of their own learning goals - form to be developed to track this. Principal to develop form, staff to implement this in the classroom that they don't usually teach.	MHWL time allocated for S+S development.
Staff to participate in cluster PLT sessions, twice per term, that focus on VLTM 2.0 and teacher practice.		IEPs are updated at least termly and distributed to families and ES staff.	MHWL and principal have monthly meetings to monitor progress and refine goals/outcomes as necessary
Learning walks completed, with time allocated for staff to reflect on, and refine practice, as a team.		Develop timetable for learning support teacher to provide small group, point-of-need teaching across both classrooms. Student learning goals developed collaboratively with learning support teacher and classroom teacher, as well as the students and families. Collaborative planning between learning support teacher and classroom teachers is scheduled weekly.	PL provided to staff (teaching and ES) by principal, MHWL and DI leader at least once per semester (providing updates, support, new info, etc.)
Using the learnings from 'Leading Instructional Excellence' PD completed in Feb, and learnings from VTLM 2.0 sessions, focused sessions on planning for the process of teaching, in addition to the content, will be incorporated into the PL plan. Pupil-free days and/or releasing teams of staff at the same time will be used to support this.			Staff recruited to implement art for wellbeing program. Teachers to create schedule of students to see (all students to be seen at least monthly).