

2026 Annual Implementation Plan

for improving student outcomes

Vermont South Special School (5025)



Submitted for review by Jane Henderson (School Principal) on 06 February, 2026 at 06:43 PM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 17 February, 2026 at 11:13 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Embedding	Embedding	Embedding	Embedding

Future planning for 2026	2025 has been a challenging year with many staffing changes, complex new enrolments and a range of new department initiatives to begin implementing. Despite the challenges we are making progress with our 4-year strategic goals and targets. We will focus on Goal 1: to maximise learning growth for all students by continuing to focus on KIS 1a) to strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students. We will be looking to embed consistent quality practice as we continue to roll out the VTLM 2.0 and Disability Inclusion. We will focus on Goal 2: to maximise the wellbeing of all students by focusing on KIS 2a) to strengthen authentic student voice and agency in their engagement and wellbeing.
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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?
To maximise the learning growth of all students	Yes	By 2026 improve the percentages of students achieving one or more progression points in the two-year period from the second year of 'middle learning' to the end of first year 'seniors learning' for: • Reading at 88.28% (based on the 2 cohorts from 2019-2022) to 93% • Writing at 75% (based on the 2 cohorts from 2019-2022) to 80% • Numeracy at 85.71% (based on the 2 cohorts from 2019-2022) to 90%	Strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students	Yes
		By 2026 increase the percentage of positive responses in the Attitudes to School Survey factors from 2022 figures for: • Differentiated learning challenge from 95% to 96% • Self-regulation and goal setting from 95% to 96% • Student voice and agency above 92%	Strengthen PLCs to support teachers towards continuous improvement in teaching practice	No
		By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from: • 77% to 82% for collective efficacy • 62% to 72% for academic emphasis • 91% to 93% for use student feedback to improve practice	Strengthen authentic student voice and agency in their learning	No

To maximise the wellbeing of all students	Yes	By 2026 maintain the percentage of positive responses in the Attitudes to School Survey factors based on 2022 figures for: • perseverance above 95% • sense of inclusion above 93% • emotional awareness and regulation above 95% (in Emotional engagement and relationships domain)	Strengthen authentic student voice and agency in their engagement and wellbeing	Yes
		By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors from 2022 figures for: • student voice and agency from 86% to 90% • not experiencing bullying from 67% to 75% • teacher communication from 88% to 90%	Further refine and embed the SWPBS approach	No
		By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from: • 64% to 68% for trust in students and parents • 86% to 88% for parent and community involvement • 75% to 80% for staff physical safety	Strengthen family partnerships and community engagement	No

Define actions, evidence of change and tasks

Goal 1	To maximise the learning growth of all students	
KIS 1.a	Strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students	
Actions	Build a shared understanding of responsive teaching practices aligned to VTLM 2.0 and identify and document core instructional practices for the school Build staff understanding of the Disability Inclusion Profile Process	
Evidence of change	Shared understanding of responsive teaching and core instructional practices are defined and documented School will complete student profiles that are required in 2026 Increase in Staff opinion survey in staff using student feedback to improve practice from 77% in 2025 to 85% in 2026. Successfully complete profile meetings attaining adequate funding.	
Tasks		People responsible
Leadership team to attend network professional learning on leading responsive teaching practices aligned to VTLM 2.0		☑ Leadership team
Provide whole school professional learning on responsive teaching practices and core instructional practices		☑ Learning specialist(s)
PLC inquires focus on an element of responsive teaching practices aligned with VTLM 2.0		☑ Learning specialist(s) ☑ Teacher(s)
Develop new IEP template on Compass, new Student Support Group Meeting template and support teaching staff to use for their students		☑ Leadership team ☑ Teacher(s)
Develop goals banks for Personal Social Capability, English and Maths with entry skills, SMART goals and adjustments for teachers to use in IEPs		☑ Disability inclusion coordinator ☑ Learning specialist(s)

Support staff to prepare for and participate in Disability Inclusion Profile meetings.		☒ Disability inclusion coordinator ☒ Learning specialist(s)
Goal 2	To maximise the wellbeing of all students	
KIS 2.a	Strengthen authentic student voice and agency in their engagement and wellbeing	
Actions	Define and document multi-tier systems for student wellbeing & engagement Develop and implement the Mental Health in Primary Schools initiative	
Evidence of change	Reduction in minor and major incidents Increase in engagement data & increase in Attitudes to School survey for student voice & agency from 86% in 2025 to 92% in 2026 Increase in Staff opinion survey in staff using student feedback to improve practice from 77% in 2025 to 80% in 2026. Staff understand and implement tier 2 and tier 3 wellbeing supports	
Tasks		People responsible
Further enhance SWPBS to Platinum Status by delivering professional learning to staff to develop clarity around tier 2 and tier 3 wellbeing supports		☒ Assistant principal ☒ Mental health and wellbeing leader
Members of leadership team to attend MHiPs training to support the roll out of the MHWL role within the school including providing professional learning to staff to embed key learnings from MHiPs training.		☒ Assistant principal ☒ Learning specialist(s) ☒ Mental health and wellbeing leader
Teachers to complete a student voice tool booklet for all students in their class to inform practice and to develop engagement and wellbeing strategies to support all learners in their classrooms.		☒ Leadership team ☒ Teacher(s)
Leadership team to audit processes around analysis of behaviour data and how it informs the wellbeing support program.		☒ Leadership team

