

Annual Implementation Plan - 2026

Edgars Creek Primary School (5310)



**EDGARS CREEK
PRIMARY SCHOOL**

Submitted for review by Teresa Marnik (School Principal) on 19 January, 2026 at 04:46 PM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 28 January, 2026 at 10:18 AM

Define actions, evidence of change and tasks

Goal 1	Improve the learning growth of every student in literacy and numeracy.	
KIS 1.b	Strengthening explicit teaching across the school.	
Actions	Review and re-design curriculum documentation for reading. Build teacher capability in explicit teaching and planning in reading.	
Evidence of change	Unit plans and lesson sequences are aligned to the revised scope and sequence and incorporate Phonics Plus and the Victorian Lesson Plans Teachers are intentionally activating prior knowledge and facilitating connections in their lessons. The classrooms are purposefully designed to support cognition and maximise learning conditions. School staff survey results from the VTLM-VLP's module are reporting a reduction in their lesson preparation and planning workload. An increased number of students are achieving at or above the expected level against the Victorian Curriculum 2.0 teacher judgement data in reading.	
Tasks		People responsible
Audit the reading curriculum scope and sequence and unit planners to align with the English Curriculum 2.0 and the Victorian Teaching and Learning Model 2.0.		☒ Assistant principal ☒ Learning specialist(s)
Utilise and implement the Phonics Plus and Victorian Lesson plans in reading to strengthen the reading approach.		☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders

Learning Specialists schedule classroom observations and provide feedback and support to classroom teachers with a focus on activating prior knowledge and stimulating connections.		☒ Assistant principal ☒ Learning specialist(s)
Construct a timetable and meeting schedule that provides protected time for PLC planning cycles and professional learning.		☒ Leadership team
Schedule and deliver a sequence of professional learning focused on the implementation of Phonics Plus and Victorian Lesson Plans.		☒ Learning specialist(s)
Explore and trial Foundation Assessment - Literacy, DIBELS, Cubed-3 NLM and assessments on the Digital Assessment Library. Implement the Year 1 Phonics check.		☒ Assistant principal ☒ Learning specialist(s)
Goal 2	Empower all students to have voice and agency to engage with their learning.	
KIS 2.b	Build community engagement and family partnerships.	
Actions	Leverage digital platforms to engage families and the wider community.	
Evidence of change	An increase in interaction on social media will be used to promote school events, celebrate achievements and highlight student successes, helping to build a strong sense of pride and school identity. The school website will be current, user-friendly and host accessible information about school programs, curriculum, policies, and community initiatives. It will maintain an up-to-date calendar, newsletters and downloadable resources and handbooks. .	
Tasks		People responsible
Employ an Education Support (0.4) Community Engagement and Promotions Officer to oversee promotions, school events and build community partnerships		☒ Principal
Engage with a brand management company to support overseeing the development of the school website and building community and family partnerships		☒ Assistant principal ☒ Principal
Goal 3	Enhance the health and wellbeing of all students.	

KIS 3.a	Further develop and embed a whole school multi-tiered system of support for wellbeing.	
Actions	Strengthen the school attendance processes to involve staff, students and families Build staff capabilities to implement a multi-tiered approach to inclusion wellbeing and engagement	
Evidence of change	Staff are following the agreed tiered approach to attendance. Parent Opinion Survey results report an increased awareness and understanding of the school's attendance expectation and processes from 63% to 68%. Teachers are consistently reinforcing expected behaviours and school routines with students. Attitudes to School Survey results for effective classroom behaviour show an increase from 83% to 85%.	
Tasks		People responsible
Schedule and deliver a sequence of professional learning focusing on PCMS 3 Encouraging expected classroom behaviour.		☒ Assistant principal ☒ Leading teacher(s) ☒ Sub school leader/s
Engage with the SWPB Coach		☒ Assistant principal ☒ SWPBS leader/team
Create a documented tiered approach to attendance.		☒ Assistant principal ☒ Principal ☒ Sub school leader/s
Employ 2 x Sub-School Leaders to oversee student management and engagement.		☒ Principal
Review COMPASS chronicles to reflect accurate documentation and approval chain aligned with roles and responsibilities.		☒ Assistant principal

Sub School Leaders regularly analyse attendance data to identify trends and flag students at risk and share in weekly PLC meetings

- ☒ Assistant principal
- ☒ Sub school leader/s