

2026 Annual Implementation Plan

for improving student outcomes

Milgate Primary School (5212)



Submitted for review by Marcus Wicher (School Principal) on 06 February, 2026 at 02:06 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 06 March, 2026 at 12:11 PM

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 achievement and growth of all students.	Yes	By 2029, increase the percentage of Year 3 students in the NAPLAN Exceeding proficiency level in: • Reading from 34% (2025) to a 2026 to 2029 average of 40% • Writing from 18% (2025) to a 2026 to 2029 average of 25% • Numeracy from 28% (2025) to a 2026 to 2029 average of 35%	Develop and embed the Milgate Primary School approach to the delivery of curriculum, the use of differentiated teaching approaches tailored to students' individual needs.	Yes
		By 2029, increase the percentage of Year 5 students in the NAPLAN Exceeding proficiency level in: • Reading from 42% (2025) to a 2026 to 2029 average of 46% • Writing from 26% (2025) to a 2026 to 2029 average of 33% • Numeracy from 33% (2025) to a 2026 to 2029 average of 37%	Develop and embed school capability to use assessment and evidence of learning to inform teacher practice and monitor student growth against the Victorian curriculum.	No
		By 2029, decrease the percentage of Year 1 to 6 students making less than one Victorian Curriculum Level of learning progress in a school year in: • Reading and Viewing, from 10% (2024) to 5% • Writing, from 10% (2024) to 5%.	Refine the school's distributed leadership model that fosters lifelong learning enabling student and staff growth.	Yes

		*By 2029, increase the percentage of Year 5 students (e.g., meeting and/or above NAPLAN benchmark learning growth – TBC) in: • Reading from XX% (2026) to XX% • Writing from XX% (2026) to XX% • Numeracy from XX% (2026) to XX%. *Target placeholder to measure NAPLAN benchmark learning growth from when data are available.		
		By 2029, increase the positive endorsement rate to the School Staff Survey academic emphasis factor from 60% (2024) to 70%.		
To maximise student wellbeing, engagement, and inclusion.	Yes	By 2029, increase or maintain the percentage of Year 4 to 6 students' positive endorsement to the following Attitude to School Survey (AtoSS) factors: • Emotional awareness and regulation from 78% (2025) to 80% • Managing bullying from 73% (2025) to 80% • Sense of connectedness from 74% (2025) to 85% • Stimulated learning from 79% (2025) to 81% • Student voice and agency at 72% (2025).	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.	Yes
		By 2029, increase the percentage of Year 4 to 6 students' positive endorsement to the following items in the AtoSS effective classroom behaviour factor: • Students at this school treat each other with respect from 44% (2025) to 75% • Students at this school treat teachers with respect from 66% (2025) to 75%.	Enhance the whole school tiered model to strengthen student inclusion, engagement and wellbeing.	Yes
		By 2029, increase the Year F to 6 student attendance rate from 90.8% (2024) to 92%.	Strengthen partnerships with families and the wider community	Yes

			to enhance student learning and wellbeing.	
		By 2029, increase the positive endorsement in the Staff Opinion Survey factors: • The learning environment in my school is orderly and focused from 59% (2025) to 75% • Build resilience and a resilient, supportive environment for all from 61% (2025) to 75%		

Define actions, evidence of change and tasks

Goal 1	To maximise the learning achievement and growth of all students.
KIS 1.a	Develop and embed the Milgate Primary School approach to the delivery of curriculum, the use of differentiated teaching approaches tailored to students' individual needs.
Actions	Strengthen consistent enactment of the Milgate Instructional Model to maximise student engagement and challenge: Deepen teachers' use of the Milgate Instructional Model by focusing on high-impact elements (clarity, questioning, formative assessment, and thinking routines) and ensuring learning experiences are designed to be engaging, intellectually challenging, and responsive to student needs. Use learning walks, shared exemplars, and PLC reflection to build collective consistency. Strengthen differentiated teaching through targeted professional learning and collaborative planning: Build teacher expertise in differentiating content, process, and product through purposeful PLC cycles, modelling, coaching, and planning structures that explicitly identify adjustments for diverse learners, including those requiring extension and targeted support.
Evidence of change	Learning walks show greater consistency in the key elements of the Milgate Instructional Model, including clarity of learning, purposeful questioning, thinking routines, and checks for understanding. Student engagement and cognitive challenge increase, with more students actively participating, explaining their reasoning, and sustaining focus during lessons. Planning documents reflect both the instructional model and differentiation, showing clear learning sequences, enabling/extension prompts, and tailored adjustments for diverse learners. Teachers demonstrate increased confidence and capability in differentiating instruction and adjusting teaching based on real-time evidence of learning (evident through PLC reflections, coaching conversations, and staff surveys). Students articulate their learning goals and next steps and can describe how tasks are tailored to their level of readiness, showing improved agency and awareness of their learning. School-wide achievement and growth data improve, particularly through: - more students progressing from strong to exceeding

	- reduced numbers of students making less than expected growth - more consistent growth across all cohorts.
Tasks	People responsible
Strengthen high-impact teaching through professional learning with Peter Liljedahl, explicit instruction and differentiated task design. Engage staff in targeted professional learning with Peter Liljedahl (Building Thinking Classrooms in Mathematics) to strengthen consistent enactment of the Milgate Instructional Model and build teacher capability in designing engaging, intellectually challenging learning experiences. Focus on high-quality task design with low-floor/high-ceiling entry points that promote deep thinking, problem solving and student agency, while ensuring clarity of learning intentions, effective questioning, formative assessment and visible thinking routines. Align this work with VTLM 2.0 to strengthen consistent use of explicit instruction, including clear modelling, scaffolding and guided practice within lessons. Embed this professional learning through PLC inquiry cycles, collaborative planning, coaching and peer observation to strengthen differentiated teaching practices across all year levels. Support teachers to plan purposeful adjustments to content, process and product, ensuring learning experiences provide appropriate support and extension for diverse learners. Use learning walks, shared exemplars and structured reflection to build collective consistency and evaluate impact on student engagement, challenge and learning growth.	✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Principal ✓ Teacher(s)
Establish and implement a sustainable whole-school coaching and observation framework that includes regular learning walks, peer observations and coaching conversations to support continuous improvement in teaching practice. Embed consistent protocols and structures for feedback, reflection and goal-setting to ensure the framework is accessible, manageable and focused on improving student learning outcomes.	✓ Curriculum co-ordinator (s) ✓ Literacy leader ✓ Numeracy leader ✓ Teacher(s) ✓ Year level co-ordinator(s)
Develop and strengthen staff capability in the PLC inquiry cycle to support consistent, evidence-informed improvement in teaching practice across the school. Embed the PLC cycle as a core improvement process aligned to strategic priority areas (Wellbeing, Literacy and Numeracy), with clear expectations for inquiry focus, data use, action and reflection.	✓ Assistant principal ✓ Principal ✓ Year level co-ordinator(s)

Develop, implement and regularly refine whole-school 'Instructional Playbooks' for each key learning area to articulate clear, agreed and expected teaching practices. Each playbook will outline high-impact instructional approaches, expected student learning behaviours, and the role of the learning environment in supporting engagement and achievement. Playbooks to support a common language of practice aligned to VTLM 2.0 and school priorities to support consistency in high-quality instruction across classrooms. Use the Instructional Playbooks as a core reference point for collaborative planning, learning walks, peer observation and coaching conversations, ensuring feedback and professional learning are aligned to agreed practices.	✓ Assistant principal ✓ Literacy leader ✓ Numeracy leader ✓ Principal ✓ Teacher(s) ✓ Year level co-ordinator(s)
Collaborate with Learning Leaders to audit and refine whole-school planning documentation to ensure consistency, clarity and alignment across all curriculum areas.	✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Principal ✓ Year level co-ordinator(s)
KIS 1.c	Refine the school's distributed leadership model that fosters lifelong learning enabling student and staff growth.
Actions	Strengthen the distributed leadership model with clear role expectations and targeted development: Clarify and refine leadership roles (Learning Leaders, Numeracy, Literacy, Inclusion, Mental Health) and provide targeted professional development aligned with these expectations. Establish role-specific development plans to support leadership growth. Build a collaborative leadership culture focused on instructional improvement: Shift Learning Leaders toward instructional coaching and leading practice improvement. Use leadership networks, co-planning, and shared inquiry to build collective efficacy and establish consistent expectations across teams.
Evidence of change	Leadership roles are enacted with clarity, with leaders demonstrating confidence in facilitating instructional conversations, coaching, and supporting teams. Learning Leaders demonstrate increased capability, shown through improved feedback conversations, meeting facilitation, and alignment to role descriptions.

	Collaborative leadership structures strengthen, with leadership teams regularly analysing data, sharing practice, and aligning decisions to strategic priorities. Teachers report greater leadership visibility and support, reflected in AToSS, focus groups, and staff feedback. Consistency of instructional practice increases across teams, supported by clearer expectations, aligned messaging, and shared monitoring. A culture of professional growth becomes more visible, with staff pursuing development goals, engaging in coaching cycles, and participating in collective inquiry.
Tasks	People responsible
Review and refine the school's leadership structure to strengthen distributed leadership and create clear, purposeful middle leadership roles (e.g. Literacy, Numeracy, Disability Inclusion, Wellbeing, Sustainability and other priority areas). Establish defined leadership pathways that build staff capability and provide opportunities for professional growth and succession planning. Develop and communicate clear role descriptions outlining responsibilities, expectations, time allocations and accountability measures for all leadership positions.	✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Mental health and wellbeing leader ✓ Principal ✓ Year level co-ordinator(s)
Develop and implement a targeted professional learning plan for middle-level leaders to build leadership capability, strengthen instructional impact and ensure leaders feel supported, valued and clear in their roles. Build coaching capacity across the leadership team by training middle leaders in effective coaching practices that promote reflection, collaboration and continuous improvement. Provide ongoing support structures (e.g. leadership meetings, mentoring, peer collaboration and feedback cycles) to sustain leader growth and effectiveness.	✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Mental health and wellbeing leader ✓ Principal ✓ Year level co-ordinator(s)
Enable and prioritise middle and aspiring leaders' participation in network-based leadership opportunities and communities of practice (e.g. Monash/Manningham Network and relevant DE	✓ Assistant principal ✓ Principal

forums). Align network participation with school improvement priorities and individual leadership goals to ensure relevance and impact.	
Build leadership capability by providing targeted professional learning for Learning Leaders in effective coaching and observation techniques (e.g. Growth Coaching International and video-based peer coaching).	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Principal ☒ Year level co-ordinator(s)
Goal 2	To maximise student wellbeing, engagement, and inclusion.
KIS 2.a	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.
Actions	Strengthen staff capability in Tier 1 wellbeing practice through focused professional learning, modelling, and coaching (with Berry Street), building consistent routines for proactive behaviour support, emotional regulation, and inclusive classroom culture. Connect this work to VTLM 2.0 (enabling learning). Embed a shared approach to student connectedness and mutual respect by explicitly teaching and reinforcing expected behaviours and relationship skills, and using common language and routines across learning spaces.
Evidence of change	Tier 1 practices are consistently visible across classrooms (routines, explicit teaching of expectations, de-escalation/pre-correction strategies), evidenced through learning walks and coaching notes. Staff demonstrate increased confidence and consistency in responding to low-level behaviours using proactive, non-escalating strategies (staff feedback, coaching reflections, agreed protocols). Student voice shows improved connectedness (e.g., student focus groups and survey measures indicate stronger belonging and adult trust). Mutual respect improves, with Attitudes to School Survey/student perception data showing movement toward the school target (e.g., “respected by peers” trending upward across the year). Classroom incidents of repeated low-level disruption decrease (yard/classroom behaviour logs show reduced frequency and/or intensity and improved resolution).

	Common wellbeing language and practices are evident in planning/communication (team planning templates, induction materials for new staff, consistent visuals/posters, documented “what we do at Milgate” practices).
Tasks	People responsible
Facilitate structured collaboration with external specialists (e.g. behaviour and inclusion consultant, Dan Petro) to strengthen school capability in supporting Tier 3 students with complex academic, behavioural and wellbeing needs. Refine, develop and implement targeted support plans (e.g. BSPs/IEPs and case management processes) informed by specialist advice, ensuring clear strategies, adjustments and monitoring processes are in place.	✓ Assistant principal ✓ Disability inclusion coordinator
Schedule and implement Berry Street Education Model (BSEM) professional learning for all teaching and education support staff to build a consistent, trauma-informed approach across the school. Ensure all staff complete core BSEM training modules (Modules 1 and 2 in 2026), including strategies to support student regulation, engagement and wellbeing, and relevant regulation response components. Embed BSEM practices (tier one wellbeing practices) into whole-school routines and classroom environments to strengthen consistency in language, expectations and responses to student needs. Embed and reinforce positive, proactive tier one wellbeing practices throughout all teaching and curriculum areas.	✓ Assistant principal ✓ Mental health and wellbeing leader ✓ Principal
Strengthen the capability and impact of the school’s Mental Health and Wellbeing Leaders through active participation in the Mental Health in Primary Schools (MHIPS) program. Provide targeted professional learning, coaching and network engagement to build expertise in leading whole-school wellbeing approaches, coordinating tiered supports and strengthening staff capability in Tier 1 practice. Establish clear role expectations and opportunities for these leaders to model practice, facilitate staff learning and guide consistent implementation of wellbeing frameworks across the school.	✓ Assistant principal ✓ Mental health and wellbeing leader ✓ Principal

Analyse NAPLAN and school-based assessment data to identify students currently performing at the Strong level who, with targeted support and extension, have the potential to achieve Exceeding. Develop and implement differentiated learning plans and extension opportunities to challenge these students, monitor progress through PLC data cycles, and adjust teaching to maximise growth and high-level achievement.	☑ Assistant principal ☑ Principal ☑ Teacher(s) ☑ Year level co-ordinator(s)
Administer the Living Ripples wellbeing survey to students, staff and families, analyse findings in collaboration with the Living Ripples facilitator, and develop and implement a targeted whole-school wellbeing action plan aligned with school priorities and student outcomes.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal
KIS 2.b	Enhance the whole school tiered model to strengthen student inclusion, engagement and wellbeing.
Actions	Refine and embed the whole-school tiered model (Tier 1 universal, Tier 2 targeted, Tier 3 intensive) with clear entry/exit criteria, consistent documentation, and regular review cycles to ensure early identification and timely support. Strengthen Disability Inclusion and MHIPS implementation by building staff capability in reasonable adjustments, evidence collection, and coordinated planning, ensuring students who previously missed support are identified and included.
Evidence of change	A documented, shared tiered model is in place and used consistently (flowcharts, staff handbook/playbook, meeting cycles, entry/exit criteria, referral pathways). Regular student support review structures occur (e.g., fortnightly/monthly meetings) where data is used to allocate supports, track progress, and review adjustments. Adjusted teaching becomes more consistent for students with additional needs, evidenced through planning annotations, adjustments logs, and learning walk “look-fors”. MHIPS and DI processes are enacted with clarity, including role responsibilities, evidence collection routines, and smooth transitions (PSD-to-DI), evidenced through documentation and staff feedback. Increased equity of access to support, shown by improved identification and support for students who previously “missed out” (case tracking, referrals, teacher nominations, student progress monitoring).

	Improved student outcomes for identified cohorts, shown through engagement indicators (attendance patterns where relevant, reduced repeated incidents, improved readiness/engagement measures, IEP/SSG progress notes).
Tasks	People responsible
Continue to develop and align school-wide positive behaviour approaches to ensure consistency in expectations, language and responses across all settings. Integrate positive behaviour strategies with emerging wellbeing initiatives (e.g. Berry Street Education Model and other school-based supports) to create a coherent, trauma-informed and inclusive framework for wellbeing and the ongoing promotion and development of positive student behaviours for learning and play. Ensure consistent documentation and audit processes for behaviour support, safety, and escalation plans, clarifying purpose and implementation for staff	✓ Assistant principal ✓ Disability inclusion coordinator ✓ Mental health and wellbeing leader ✓ Principal
Utilise PLC-style inquiries within specialist teams to strengthen strategies that support students at risk of disengagement. Use case-based inquiry cycles to identify priority students, analyse engagement and learning data, trial targeted instructional and wellbeing strategies, and monitor impact. Share effective practice and case examples across staff to build collective capacity in engaging and supporting at-risk learners.	✓ Assistant principal ✓ Disability inclusion coordinator ✓ Mental health and wellbeing leader ✓ Teacher(s)
Review and clarify the Disability Inclusion (DI) processes and procedures to ensure they are transparent, practical and actionable for classroom teachers, including clear guidance on referral pathways, documentation requirements and timelines. Establish regular, structured discussions (e.g. leadership and team meetings) focused on priority cohorts, including students with disability, those with attendance concerns and students requiring behavioural or wellbeing support. Strengthen whole-school systems to ensure priority cohorts are identified early and receive appropriate, timely and coordinated support (e.g. DI processes, SSGs, BSPs/IEPs and targeted interventions).	✓ Assistant principal ✓ Disability inclusion coordinator ✓ Mental health and wellbeing leader ✓ Principal

KIS 2.c	Strengthen partnerships with families and the wider community to enhance student learning and wellbeing.	
Actions	Build a visible, consistent partnership approach with families through strengthened communication routines (shared language, predictable touchpoints, and transparent support processes) that improve trust, clarity, and shared responsibility for wellbeing and learning. Active promotion of the school's academic emphasis alongside approaches to support and build wellbeing will be central to this action. Establish and celebrate a school-wide “service and leadership” approach that grows school pride and connectedness (e.g., peer mentoring, lunchtime clubs, community service projects) and is showcased through assemblies, newsletters and year-level milestones.	
Evidence of change	Families report improved clarity and trust in school wellbeing processes (Parent Opinion Survey trends, feedback, increased engagement at information sessions). Increased family participation in school events, learning/wellbeing initiatives, and support planning processes (attendance records, SSG participation, volunteer involvement). Increased family engagement in Continuous Reporting processes (academic emphasis). A defined service/leadership structure is implemented (peer mentoring, lunchtime clubs, student leadership/service roles with clear expectations and adult sponsors). Service and community contribution is regularly celebrated and visible (newsletter segment such as “Milgate Serving Others”, assembly recognition, student showcases, graduation acknowledgements). Student voice indicates greater pride and belonging, with students able to describe how they contribute to the school/community and how the school supports wellbeing. Improved indicators of community-connected wellbeing (e.g., reductions in reported bullying incidents over time, improved “student behaviour” or “connectedness” measures, increased peer support structures).	
Tasks		People responsible
Co-design and implement a Family Engagement Plan that strengthens partnerships with families to enhance student engagement, learning and wellbeing. Establish clear goals, communication strategies and a calendar of events that increase family participation in assemblies, celebrations of		☒ Assistant principal ☒ Principal

learning and school activities. Monitor participation data and gather feedback to ensure approaches are inclusive, manageable for families and sustainable for staff. Establish year level assembly structure to allow for more meaningful recognition of student achievement and effort.	
Establish and celebrate a school-wide “service and leadership” approach that grows school pride and connectedness (e.g., peer mentoring, lunchtime clubs, community service projects) and is showcased through assemblies, newsletters and year-level milestones. Audit school's Program of Inquiry and establish community service priorities across all year levels.	☒ Assistant principal ☒ Teacher(s) ☒ Year level co-ordinator(s)
Review and refine the school's continuous reporting approach with a focus on strengthening family understanding and confidence in the school's commitment to academic excellence. Audit current reporting practices to ensure posts clearly communicate learning progress, high expectations and student achievement, and present student learning in a positive, strengths-based way.	☒ Assistant principal ☒ Principal ☒ Teacher(s) ☒ Year level co-ordinator(s)