

Annual Implementation Plan - 2026

Endeavour Hills Specialist School (5590)



Endeavour Hills
Specialist School

Submitted for review by Karen Hunt (School Principal) on 09 February, 2026 at 01:59 PM

Endorsed by Michaela Cole (Senior Education Improvement Leader) on 15 February, 2026 at 07:38 PM

Define actions, evidence of change and tasks

Goal 1	Maximise learning growth for all students	
KIS 1.a	Build staff knowledge and understanding of the Victorian Curriculum, with a focus on levels A-D	
Actions	<p>Victorian Pathways Curriculum will be implemented in 1 senior classroom. The delivery of Victorian Curriculum 2.0 English, and Math will be supported by the AIP teams. They will provide professional learning to teachers throughout the year. Implementation of phonics across 3 additional Learning Places. Implementation of learn to play across 4 learning places, to support Personal & Social Capabilities goals. Whole school implementation of Resilience, Rights and Respectful Relationships Curriculum. ASDAN to be implemented in 2 senior classrooms and training of four teachers in its delivery. Addition of math and English to the assessment schedule.</p>	
Evidence of change	<p>We will expect to see an increase in students reading levels, particularly in the early years cohort. Reduction in red chronicles. Wellbeing team will regularly review the data to target interventions. Increased staff buy in to implement key projects including Little Learners Love Literacy, ASDAN, Learn to Play. This will support teacher movement across the school resulting in a diversified teaching structure. Increased staff confidence to analysis and use data to support improved student outcomes. This will be reflected in creased positive responses to data questions within SOS</p>	
Tasks	People responsible	
Further training in LLLL, Learn to Play and ASDAN	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	
Wellbeing triage meetings to discuss and share data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	

Scope and sequence linked to SWPBS and BESM		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teaching and learning coordinator
Consistent planning documents finalised and rolled out and used across the school		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teaching and learning coordinator
Collaborative planning embedded across all learning places and school processes		<input checked="" type="checkbox"/> Leading teacher(s)
KIS 1.b	Develop and embed a consistent, quality-delivered instructional model	
Actions	Develop and implement the instructional model which will incorporate VTLM 2.0 elements.	
Evidence of change	Instructional model will be evident in planning documents, lesson structures, PLC's. During peer observations it will be evident that teachers are using the consistent language of the instructional model and will be able to demonstrate it's implementation.	
Tasks		People responsible
Finalising the instructional model, content and visuals		<input checked="" type="checkbox"/> School improvement team
Develop peer observation framework including process, protocols and professional learning		<input checked="" type="checkbox"/> Learning specialist(s)
Professional learning on the implementation of the instructional model		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal
Goal 2	Empower all students to be independent and engaged in their learning	
KIS 2.b	Continue to implement and strengthen a whole school approach to social and emotional learning	

Actions	<p>In 2026 the wellbeing team will support all staff to focus on the following in their classrooms:</p> <ul style="list-style-type: none"> Unconditional Positive Regard Ready To Learn Plans Ready To Learn Scale Circle Routines <p>Scheduled breaks for WHOLE class instruction (different to what individual students may need). The wellbeing team, with support from the learning specialists will provide targeted support to teachers. The need for this support will be identified either by self referral for support or identified during regular coaching meetings between the teacher and their leader. The SWPBS team will support staff to utilise the lesson plans and unit planners developed in 2025. These are comprehensive documents that support teachers to explicitly teach students our values and the associated desired behaviours. The Resilience, Rights and Respectful Relationship curriculum will be rolled out across the school, building on the success of the implementation in the senior years.</p>	
Evidence of change	<p>All staff members will regularly be in attendance at morning and afternoon drop off/pick up. This will enable staff to develop positive relationships through the greeting and farewelling of students each day. Staff will be able to separate the student from the behaviour and utilise the tier one strategies to assist students to regulate, or co-regulate during times of escalation. All students will have a ready to learn plan. This will be updated at a minimum of 2 times per year to reflect the ongoing development and changing interests of our students. Ready to learn scales will be in every classroom. All classrooms will have the scales available as a digital and a physical form. Where appropriate, students will have individual ready to learn scales. We will continue to build on the successful implementation of circle routines with a particular emphasis on moving away from a reliance on technology to developing alternative strategies for delivering circle routines in multiple locations across the school. Scheduled movement breaks will be clearly identified in work programs and schedules. Movement breaks will be short (3 to 5 minutes) and a variety of options provided both inside and outside of classroom. Brain breaks will also be indicated and should be linked to upcoming lessons and classroom based. All teachers will have evidence of the explicit teaching of the SWPBS lessons across their work programs and term planners.</p>	
Tasks	People responsible	
Wellbeing team to deliver staff professional learning on the wellbeing focus for 2026	<input checked="" type="checkbox"/> Allied health	

	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team
Leading teachers to identify and refer teachers requiring additional support in the implementation of wellbeing priorities	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
Ready to learn plans and scales will be evident in all classrooms. These will be identified during learning walks and informal observations throughout the year.	<input checked="" type="checkbox"/> Leadership team