

Marysville Primary School (1273) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Improve literacy outcomes for all students

Goal 2: Improve wellbeing outcomes for all students

KEY IMPROVEMENT STRATEGIES

KIS 1.b Teaching and learning	KIS 3.a Support and resources
Embed a whole-school approach to the teaching of literacy	Embed a whole-school approach to strengthening student wellbeing
Actions	Actions
<p style="text-align: center;">Build staff capability in VTLM 2.0 element of Explicit teaching - Focus the learning</p> <p style="text-align: center;">Build understanding in, and capacity to, use questions for engagement, explanation and elaboration</p>	<p style="text-align: center;">Improve F - 2 Attendance data</p>
Tasks	Tasks
<ul style="list-style-type: none"> - Appoint a teacher to be the VTLM 2.0 leader to deliver and to attend all relevant VTLM 2.0 PL - Build the capacity of staff to state and explain learning objectives and success criteria - Build the capacity of teachers to include a range of question types to engage students in different learning activities - Provide PL to build understanding of how to use questions to manage students' cognitive load. - Ensure teachers introduce questions that probe students' assumptions and prompt them to explain their thinking - Promote elaborative interrogation by introducing 'how' and 'why' questions that guide students to explain and actively use their learning. <ul style="list-style-type: none"> - Vary how questions are delivered and what students do in response. - Develop a 'How we teach reading' document for F - 6 based on an audit of how we currently teach reading, what we need to improve and record the relevant VTLM 2.0 learnings 	<ul style="list-style-type: none"> Appoint a leader to liaise with NEVR attendance Officer to unpack the current data and audit reasons for attendance <ul style="list-style-type: none"> Establish regular attendance data audits Develop a whole-school approach that prioritises attendance, belonging, and positive relationships. Build a strong partnership with families of school refusers to collaboratively address attendance issues. <ul style="list-style-type: none"> Develop targeted mentoring relationships with trusted staff members to support school refusers. Regularly evaluate the impact of interventions and adapt as necessary Recognise and celebrate progress in attendance to motivate students and acknowledge efforts back <ul style="list-style-type: none"> Monitor attendance and work closely with families to help to get their children to school Strengthen relationships between the school, Koorie families, and community leaders to foster a sense of belonging and trust <ul style="list-style-type: none"> Develop and embed culturally relevant programs and practices that honour Koorie culture, creating a more welcoming and inclusive school environment. Provide mentorship and targeted support to help Koorie students build positive relationships and feel supported in their educational journey.