

2026 Annual Implementation Plan

for improving student outcomes

Melton Specialist School (5162)



Submitted for review by Brooke Briody (School Principal) on 26 February, 2026 at 08:40 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 29 April, 2026 at 10:21 AM

Self-evaluation summary

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

Future planning for 2026	Our School Review report attached in the Strategic plan section contains all of the evidence used to assign these findings
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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?
Optimise the learning growth of every student	Yes	By 2029, increase the percentage of students identified as Alternative and Augmentative Communication (AAC) users achieving their individual learning plan goals according to Semester 2 Teacher Judgements for: Communication from 67% (2025) to 75%	Build teacher content and pedagogical knowledge and an understanding of the Victorian Curriculum to improve literacy outcomes.	Yes
		By 2029, increase the percentage of students who demonstrate within level or next level progress over a period of 24 months against the Victorian Curriculum, according to Semester 2 Teacher Judgements for: - Reading and viewing from 66% (2024) to 80% (2029) - Number from 65% (2024) to 80% (2029)	Build teacher capacity to use formative assessment strategies to sequence the knowledge and skills to be taught and assessed.	No
		By 2029, increase the below achievement measures: - Students will complete their ASDAN communication modules from 61% (2024) to 85% (2029) - VPC students to complete 2 units of literacy from 50% (2024) to 70% (2029)	Develop staff proficiency in using Alternative and Augmentative Communication (AAC) across all areas of the school.	No
		By 2029, increase the proportion of positive responses on the Attitudes to School Survey (AtoSS) for factors: - Stimulating learning from 66% (2024) to 70% (2029) - Sense of confidence from 69% (2024) to 73%(2029)		

		By 2029, increase the proportion of positive responses on School Staff Survey (SSS) for the factor: Teaching and Learning—Planning from 63% (2024) to 66%(2029)		
Strengthen student voice and learner agency	Yes	By 2029, decrease the number of unapproved absences per student from 21.5 days (2024) to 20 days.	Build staff capacity to teach the Personal and Social Development Curriculum.	No
		By 2029, increase the percentage of all students achieving their individual learning plan goals according to Semester 2, Teacher Judgements for: - Personal learning from 77% (2024) to 80% - Social learning from 79% (2024) to 84%	Create opportunities for students to have agency and influence in their learning.	Yes
		By 2029, increase the percentage of positive response to the Attitudes to School Survey (AtoSS) for factors: - Student connectedness from 69% (2024) to 73% - Student voice and agency from 65% (2024) to 68% - Emotional awareness and regulation from 62% (2024) to 65%	Further develop staff capacity to build purposeful partnerships with all parents and carers.	No
		By 2029, increase the percentage of positive responses to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for factors: - Parent community engagement from 85% (2024) to 89% - Student voice and agency from 80% (2024) to 84%		

Define actions, evidence of change and tasks

Goal 1	Optimise the learning growth of every student	
KIS 1.a	Build teacher content and pedagogical knowledge and an understanding of the Victorian Curriculum to improve literacy outcomes.	
Actions	1. Establish organisational structures and roles/responsibilities to support a clear and staged implementation plan. 2. Develop a common phonics instructional model linked to Structured TEACCHing and English 2.0	
Evidence of change	1. Instructional leadership roles, teacher/leader responsibilities, Professional Learning and PLCs to support adult learning and collaboration are in place, and reviewed bi-termly. 2. Teachers demonstrate a common understanding and increased confidence in using English 2.0, VTLM2.0, Content descriptors and achievement standards evidenced through scheduled pulse check surveys and work program analysis. 3. Phonic and Word Knowledge strand is implemented across all classrooms appropriate for diverse learners, evidenced through termly lesson observations using fidelity tool and spot checks on Work Program (new format) with staff feedback surveys indicating that at least 80 per cent of teachers agree the model reflects agreed principles of effective teaching. 4. A whole-school Phonic and Word Knowledge instructional model is co-developed and documented, aligned with the VTLM 2.0 and Structured TEACCHing and finalised by end of term 4 to embed in the school's induction process. 5. Teachers and leaders report greater clarity and collective confidence in the school's phonics program direction, as reflected in staff feedback summaries and School Improvement Team review notes comparing baseline and end-of-term data on staff understanding and readiness.using Accelerus.	
Tasks		People responsible
Leadership team explore English 2.0, TEACCH approach, Jane Farrells tools and undertake Literacy Hub PL and UFLI as a SIT		☒ Assistant principal ☒ Leadership team
PCT develop an 'explicit teaching' professional learning plan consistent with VTLM 2.0 Elements of Learning (adapted for adult learners), commencing with skill and knowledge acquisition and		☒ Assistant principal ☒ Leadership team

extending into coaching and regular feedback loops using Literacy Hub and UFLI		☒ Principal
Leading teachers, Learning Specialists and Literacy Team teachers refine and document the school's Reading and Viewing instructional model and assessments ready for delivery whole school (the following year).		☒ Leadership team ☒ Literacy leader ☒ School improvement team
Literacy Team undertake Literacy Hub PL and provide feedback and refinements to develop PL for classroom teachers in term 2 onwards		☒ Curriculum co-ordinator (s)
Principals, Leading Teachers, Learning Specialists to support a literacy team of teachers to trial the agreed practices and model in Phonics lessons, with coaching, peer observations, learning walks (self/peer) and collaborative planning.		☒ Assistant principal ☒ Literacy leader
Goal 2	Strengthen student voice and learner agency	
KIS 2.b	Create opportunities for students to have agency and influence in their learning.	
Actions	1. Develop a Whole-School Learner Agency Framework 2. Embed Student Goal-Setting & Self-Assessment Processes	
Evidence of change	Students demonstrate increased independence and ownership of their IEP goals through supported choice-making, use of communication tools and structured self-regulation strategies, resulting in improved engagement, well-being and functional skill development. Students show improved engagement, persistence and participation in learning activities. Students show an observable increase in initiating communication, expressing preferences, and advocating for support evidenced at SSG's, during student focus groups and observed in classroom walkthroughs held termly. Teachers embed choice and decision-making opportunities into lesson design. Staff confidently link engagement and student voice and agency with a reduction in behaviours of concern	

Tasks	People responsible
Change cycle of goal setting IEP	✓ Assistant principal
Leaders involved in Mindtribes PL - to increase awareness of the impact of racism	✓ Leadership team
IEP goals displayed in student accessible language around the room. All staff aware of and work towards	✓ Allied health ✓ Education support ✓ Leadership team ✓ Teacher(s) ✓ Wellbeing team
Provide targeted training in AAC to support authentic student voice (not just requesting).	✓ School leadership team
Develop a shared understanding of what agency looks like across different cognitive and communication profiles.	✓ Allied health ✓ School improvement team ✓ Teacher(s) ✓ Wellbeing team
Use PLC's to review current practice and gaps	✓ Leading teacher(s)
Review Work Program proforma to incorporate student feedback/voice/agency	✓ Assistant principal ✓ Leadership team
Develop a Learning Walk Proforma to include "agency in learning" and taking on feedback.	✓ Assistant principal ✓ Leadership team
Add "i give feedback or share my voice" to Student Profile and Personal Goal bank	✓ Assistant principal

	☒ SWPBS leader/team ☒ Teacher(s)
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