

2026 Annual Implementation Plan

for improving student outcomes

Blackburn English Language School (8747)



Submitted for review by Mairead Hannan (School Principal) on 18 February, 2026 at 08:54 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 24 February, 2026 at 10:12 AM

Self-evaluation summary

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

Future planning for 2026	<p>Reflection - Staff knowledge of curriculum strong, but application of EAL pedagogy remains variable across sectors. Initial familiarisation with EAL v2.0 achieved, yet further PL and updates to curriculum will be ongoing. - Shared understanding of learning goals improving; LI/SC visible in classrooms and students are able to explain their learning goals (evidence from learning walks). Continue to support new staff to write appropriate whole class goals- Individual learning goals trialled in secondary. Working on age-appropriate goals for primary in a new arrivals context. Conferencing requires further professional learning to ensure quality and consistency in all classrooms. - Positive behaviour framework visible and used, contributing to improvements in AtoSS confidence and agency.- Wellbeing data collection tools still in trial phase for lower primary.- DI adjustments process needs formalisation to ensure staff are aware of how to document evidence etc. Focus for 2026: - Continue rollout and planning using EAL Curriculum 2.0. Focus on best practice on the teaching of reading. - Continue working on Health Curriculum alignment to RR, Active classrooms focus using grant for 2026. - Implement ongoing HLW supports for newly trained staff - Deepen understanding on individual learning goals and 1-1 conferencing.- Strengthen formative assessment and feedback practices.- Further embed HIWS and DI adjustments in planning and evident through observations.- Develop MHWL role.- Continue wellbeing check-ins and reflect on data</p>
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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?
Every student achieves success in their acquisition of English.	Yes	By 2026, the percentage of students achieving two or more levels based on the EAL Reporting Resource will increase from 70% (Average of Speaking and Listening, Reading, and Viewing and Writing strands for primary and secondary levels in term 2, 2022) to at least 80%.	Establish and embed a PLC improvement framework.	No
		By 2026 to increase the percentage of positive endorsement for the <i>Understand how to use data</i> factor in the Teaching and Learning - Evaluation module on the School Staff Survey from 37% (2022) to 70%.	Build teacher capacity to implement the EAL curriculum across all areas of learning.	Yes
		By 2026, to increase the percentage of positive endorsement for the <i>time to share pedagogical content knowledge</i> factor in the Teaching and Learning - Planning module on the School Staff Survey from 57% (2022) to 70%.	Build a whole school approach to teachers' understanding and application of EAL pedagogy and practices.	Yes
		By 2026 to increase the percentage of positive endorsement for the <i>Teacher collaboration</i> factor in the School Climate module on the School Staff Survey from 62% (2022) to 78%.		
		By 2026 to increase the percentage of positive endorsement for the <i>Discuss problems of practice</i> factor in		

		the Teaching and Learning -Practice Improvement module on the School Staff Survey from 75% (2022) to 85%.		
To improve student wellbeing.	Yes	By 2026 to increase the percentage of positive endorsement for the <i>Perseverance</i> factor in the Learner characteristics and disposition domain on the Attitudes to School Survey from 83% (2022) to 88%.	To embed a consistent whole-school approach to a positive climate for learning.	Yes
		By 2026 to increase the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain on the Attitudes to School Survey from 68% (2022) to 73%.	Strengthen partnerships with families, education and training providers, external agencies and the wider community to support wellbeing and engagement.	No
		By 2026 to increase the percentage of positive endorsement for the <i>Not Experiencing Bullying</i> factor in the Safety module on the Parent Opinion Survey from 69% to 77%.	Embed a coordinated approach to prepare and support students for a successful transition to education or training in Australian society.	No

Define actions, evidence of change and tasks

Goal 1	Every student achieves success in their acquisition of English.	
KIS 1.b	Build teacher capacity to implement the EAL curriculum across all areas of learning.	
Actions	Staff will have working knowledge of the new EAL Curriculum, noting changes and the introduction of AL level. Staff will develop a common approach towards reading across all levels in a new arrival program.	
Evidence of change	Knowledge of the updated EAL curriculum and familiarity with reporting resource (once available) Shared beliefs and approach towards teaching reading in a new arrival program. Model lessons based on BELS' 20-week scope and sequence for teaching letters and sounds in A level EAL.	
Tasks	People responsible	
Professional Learning on the new EAL Curriculum PL on reading approaches for new arrivals. Maximise on resources such as lesson sequences across subject areas to review and develop the EAL curriculum. Development of model lessons for teaching letters and sounds in A level EAL. Moderation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	
KIS 1.c	Build a whole school approach to teachers' understanding and application of EAL pedagogy and practices.	
Actions	Staff will define and apply core instructional practices using the VTLM.	
Evidence of change	Staff have an understanding of VTLM within the Teaching and Learning Cycle. Core instructional practices are observed in teacher practice - learning walks, peer observations, PLC. Documented pedagogical approach for language instruction which incorporate core elements of VTLM.	

	Define our core instructional practices using MTSS (multi-tiered systems of support - learning, behaviour and wellbeing)
Tasks	People responsible
PL on the VTLM. Define instructional priorities through the lens of the VTLM reflection tool. Review of core instructional practices. Maintain and build a focus on practice, through for example learning walks, observations and PLC. Define our core instructional practices using the MTSS (multi-tiered systems of support).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
Goal 3	To improve student wellbeing.
KIS 3.a	To embed a consistent whole-school approach to a positive climate for learning.
Actions	<p>Staff will continue to focus on implementing universal Tier One strategies by:</p> <ul style="list-style-type: none"> - embedding the positive behaviours framework (PBF) and Positive Classroom Management Strategies. - embedding HIWS in the context of VTLM. - developing the Health curriculum incorporating elements of the Respectful Relationships curriculum - capturing student wellbeing data throughout the year. - develop the role of Mental Health Wellbeing Leaders. - embedding an approach to prepare and support students for a successful transition to their next educational setting.
Evidence of change	<p>Student wellbeing data recorded and analyzed throughout the year to be shared with staff and adjustments made as needed.</p> <p>Documented health curriculum incorporating core elements of Respectful Relationships.</p> <p>PBF, PCMS and HIWS are applied consistently in all classrooms and evident in practice.</p> <p>Documented curriculum and processes related to transition.</p>
Tasks	People responsible
Develop a process to capture and analyze wellbeing data relating to years P-4. Curriculum teams develop and update the Health curriculum incorporating Respectful Relationships. Professional learning relating to Health, Social Skills and Respectful Relationships to increase staff capacity to develop and deliver targeted support for students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team

Learning walks and observations to inform and ensure consistency of Positive Behaviours Framework, Positive Classroom Management Strategies and High Impact Wellbeing Strategies across the school.
Develop processes and programs to support successful transition.

Wellbeing team