

Annual Implementation Plan - 2026

Bellbridge Primary School (5254)



Bellbridge
Primary School

Individual Paths
United Journey

Submitted for review by Christopher Pugh (School Principal) on 26 January, 2026 at 06:24 PM

Endorsed by Maria Oddo (Senior Education Improvement Leader) on 26 January, 2026 at 09:01 PM

Define actions, evidence of change and tasks

Goal 1	Optimise learning growth for all students.	
KIS 1.a	Build teacher's curriculum knowledge and pedagogical practices to teach English and Mathematics.	
Actions	Establish a learning model that outlines tiered approaches to learning. Prepare and Deliver Develop a pedagogical framework aligned to VTLM 2.0 elements. Explore and Prepare	
Evidence of change	Staff demonstrate increased understanding of the VTLM 2.0 elements and how they connect to effective teaching and learning in English and Mathematics. Planning documentation shows developing use of pedagogical framework elements. Staff demonstrate a clearer understanding of tiered practices in learning. Student-centred coaching using student learning data is an established practice the school. Students demonstrate stronger foundational reading skills.	
Tasks	People responsible	
Create a learning model outlining tiered practices in learning.	<input checked="" type="checkbox"/> Team leader(s)	
Use of the VTLM 2.0 implementation rubric to assess current practice and identify next steps for school improvement.	<input checked="" type="checkbox"/> School improvement team	
Deliver professional learning on VTLM 2.0 elements in Program Teams to develop a pedagogical framework.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	
Monitor year level student achievement data termly and target Tier 2 supports and student-centred coaching to improve student learning outcomes.	<input checked="" type="checkbox"/> School improvement team	
Undertake PLC improvement cycles focused on learning during Term 2 and Term 3.	<input checked="" type="checkbox"/> Teacher(s)	
Implement a structured synthetic phonics program across Foundation to Year 2.	<input checked="" type="checkbox"/> Assistant principal	

		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
KIS 1.c	Build teacher capacity to utilise a range of assessment practices to inform differentiation.	
Actions	Build staff capability to analyse data regularly to inform teaching. Deliver and Sustain Strengthen moderation practices at a team and whole school level. Deliver and Sustain	
Evidence of change	<p>Teachers demonstrate increased confidence and consistency in using multiple data sources to arrive at teacher judgements, supported by moderation.</p> <p>Evidence of improved accuracy and alignment between teacher judgements, moderated samples, and NAPLAN or school-based assessments.</p> <p>PLC Leaders demonstrate increased data literacy and the ability to support the learning and wellbeing needs in their cohort.</p> <p>Teachers will intentionally plan the ongoing administration and analysis of formal and informal assessments.</p>	
Tasks		People responsible
Provide moderation time for all teachers in Term 2 and 4.		<input checked="" type="checkbox"/> Teacher(s)
Develop data literacy of PLC Leaders using data dives and build their capability to influence whole school improvement.		<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team
Strengthen data analysis and planning through learning leaders attending PLC planning blocks.		<input checked="" type="checkbox"/> Learning specialist(s)
Review current informal data collection practices in English and Maths Program Teams.		<input checked="" type="checkbox"/> Teacher(s)
Goal 3	Improve the wellbeing of all students.	
KIS 3.a	Build and strengthen wellbeing practices across the school.	
Actions	Embed the Engagement Continua as a consistent tool for tracking and improving student engagement, learning and wellbeing outcomes. Sustain	

	Embed Positive Classroom Management (PCMS) Strategies 3 (Encouraging Expected Behaviour) and 6 (Opportunities To Respond) with VTLM 2.0 Enabling Learning across all classrooms. Prepare and Deliver
Evidence of change	<p>Teachers use the Engagement Continua in PLCs and planning to monitor student engagement, and can identify students who require tiered supports.</p> <p>Wellbeing and engagement data is used to inform practice, e.g., exit tickets, check-ins, student reflection artefacts from Ready, Set, Learn, peer observations and anecdotal notes.</p> <p>Classroom environments reflect consistent behaviour expectations using PCMS where students know what expected behaviour looks like and have frequent opportunities to respond.</p> <p>Reduction in behavioural incidents due to proactive strategies and increased positive reinforcement (measured through Compass data and SWPBS trackers).</p> <p>Staff observe and name VTLM enabling learning language such as cultural responsiveness, fostering self-regulation, positive relationships, and classroom management and expectations in planning documentation.</p>
Tasks	People responsible
Use of the Engagement Continua into PLC cycles, including short reflection/exit tickets at the end of learning sequences or Ready, Set, Learn routines.	<input checked="" type="checkbox"/> Teacher(s)
Provided professional learning on PCMS 3 (Encouraging Expected Behaviour) and PCMS 6 (Opportunities to Respond), with modelling and coaching in classrooms.	<input checked="" type="checkbox"/> School improvement team
Implement Ready, Set, Learn at the beginning of each term, explicitly teaching PCMS 3 and PCMS 6, expectations and routines linked to VTLM Enabling Learning.	<input checked="" type="checkbox"/> Teacher(s)
Document wellbeing/engagement practices (soft start, snack eating, community circles, opportunities to respond) in weekly planning, linking to the Engagement Continua.	<input checked="" type="checkbox"/> Teacher(s)
Update and implement a teacher toolkit that supports consistent delivery of tiered wellbeing interventions across all learning areas.	<input checked="" type="checkbox"/> School improvement team
Monitor and celebrate growth via SWPBS token trackers, Compass chronicles, positive feedback to families, and student reflection using the continua.	<input checked="" type="checkbox"/> All staff

