

Annual Implementation Plan - 2026

Newbury Primary School (5545)



Submitted for review by Michelle Nunn (School Principal) on 29 January, 2026 at 04:10 PM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 30 January, 2026 at 08:48 AM

Define actions, evidence of change and tasks

Goal 1	Optimise the learning growth of every student	
KIS 1.b	Strengthen assessment practices to inform the learning needs of each student	
Actions	Build teacher capacity to engage in evidence-based assessment practices with a specific focus on formative assessment and feedback.	
Evidence of change	<ul style="list-style-type: none"> *actionable and easily understood feedback is provided to students, using the Newbury Primary School feedback model *alternative options of responding to assessments provided for diverse learners *student responses are used by teachers to provide affirmative and corrective feedback *lesson planning provides for personalised learning, based upon all sources of evidence 	
Tasks	People responsible	
Progress monitoring processes developed for Tier 2 and Tier 3 learners.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) 	
Develop formative assessment processes that help teachers to verify that students are demonstrating the desired learning outcomes.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	
Redevelopment of the Newbury Primary School feedback model, incorporating student voice and agency, goal setting, direct instruction and Rosenshine's Principles of Instruction.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	
Specific and actionable feedback provided using the Newbury Primary School feedback model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal 	

		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
KIS 1.c	Build teacher capability to cater to each student's learning needs.	
Actions	Build teacher capacity to identify, provide and reduce scaffolds to support personalised learning.	
Evidence of change	* scaffolds identified and implemented to make learning available to all students * scaffolds reduced or removed as students build proficiency in new learning * increased problem-solving opportunities provided * responsive teaching, with the use of relevant scaffolds, observed in classrooms	
Tasks		People responsible
Development of scaffolds required to make learning accessible to all students.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
A range of scaffolds are implemented to guide, monitor and extend student practice.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Student progress is monitored regularly to assess scaffold effectiveness.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)

Goal 2	Optimise the wellbeing and engagement of every student	
KIS 2.a	Embed a whole school approach for student voice and learner agency across all areas of learning and wellbeing	
Actions	Build staff capacity to increase opportunities for student voice and learner agency.	
Evidence of change	<ul style="list-style-type: none"> *learning looks from leadership *staff meetings and planning cycles *planning documents and work programs *students led conferences *student work samples *student focus group feedback documentation 	
Tasks	People responsible	
Analyse evidence-based research around student voice and learner agency to improve teacher practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	
Gather baseline data through learning looks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	
Embed consistent opportunities for student voice and learner agency in planning cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	
Build shared language and expectations of student voice and learner agency.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	
Professional learning for staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	

Develop instructional coaching cycles where teachers plan, trial and reflect student voice and learner agency through focus groups.

- Assistant principal
- Teacher(s)
- Wellbeing team