

2026 Annual Implementation Plan

for improving student outcomes

Sunbury Heights Primary School (5197)



Submitted for review by Laban Toose (School Principal) on 28 January, 2026 at 04:07 PM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 29 January, 2026 at 08:35 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
	Embedding	Embedding	Evolving	Embedding	Embedding

Future planning for 2026	
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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?
To maximise the learning growth of every student in literacy and numeracy	Yes	% of students with High or Medium relative growth NAPLAN Reading (from Year 3 to 5) from 67% to 70% % of students with High or Medium relative growth NAPLAN Numeracy (from Year 3 to 5) from 70% to 73% % of students with At or Above expected growth in Teacher Judgement (Years 1-6) Reading from 82% to 85% % of students with At or Above expected growth in Teacher Judgement (Years 1-6) Numeracy from 73% to 76%	Embed the improvement cycle in leadership and teacher practice.	No
		% of students in Strong or Exceeding NAPLAN (Year 3) Reading from 67% to 70% % of students in Strong or Exceeding NAPLAN (Year 5) Reading 73% to 80% % of students in Strong or Exceeding NAPLAN (Year 3) Numeracy 65% to 70% % of students in Strong or Exceeding NAPLAN (Year 5) Numeracy 52% to 60%	Build staff data literacy and confidence to use diagnostic, formative, and summative assessments purposefully.	No
		By 2027 the percentage of staff reporting positive endorsement in the following School Staff Survey (SSS) measures will show: <ul style="list-style-type: none"> Guaranteed and Viable Curriculum will increase from 81% in 2022 to 85% Teacher collaboration will increase from 65% in 2022 to 80% Professional learning through peer observation will increase from 50% in 2022 to 75%. 	Develop, document, and embed a guaranteed and viable curriculum.	Yes
			Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment, and instruction.	No
To improve student agency and voice in learning and wellbeing.	Yes	By 2027 the percentage of staff reporting positive endorsement in the School Staff Survey measure; Collective efficacy will increase from 63% in 2022 to 75%	Develop procedures, protocols and systems as a tiered response to ensure all students are connected to learning.	No
		By 2027 increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures: <ul style="list-style-type: none"> Sense of confidence from 74% in 2022 to 80. Self-regulation and goal setting from 81% in 2022 to 85% Student voice and agency from 67% in 2022 to 75%. 	Embed a whole-school approach to student agency in learning and wellbeing.	Yes

			Build student capacity to set challenging learning goals and monitor their own growth.	No
To improve student wellbeing outcomes	Yes	By 2027 student attendance will improve from an annual average rate of 90.9% per student in 2022 to 93%	Develop a whole-school approach to building positive learning dispositions	No
		By 2027 the percentage of parents reporting positive endorsement in the following parent opinion survey measures will show: <ul style="list-style-type: none"> • Parent participation and involvement will increase from 69% in 2022 to 80% • Teacher communication will increase from 65% in 2022 to 75% 	Embed a culture of professional learning and collaboration.	No
		By 2027 increase the percentage of staff reporting positive endorsement in the following School Staff Survey measures: <ul style="list-style-type: none"> • Parent participation and involvement from 76% in 2022 to 82% • Seeking feedback to improve practice from 54% in 2022 to 72% 	Embed a whole-school approach to improving attendance rates.	No
			Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.	Yes

Define actions, evidence of change and tasks

Goal 1	To maximise the learning growth of every student in literacy and numeracy	
KIS 1.c	Develop, document, and embed a guaranteed and viable curriculum.	
Actions	<ol style="list-style-type: none"> 1. Develop a coordinated Professional Learning plan that builds capacity and understandings of both Leaders and Staff around the purpose and features of Vic Curriculum 2.0 and VTLM 2.0 2. Enhance ongoing Instructional Leadership in collaborative planning and PLC inquiry cycles. 	
Evidence of change	<ol style="list-style-type: none"> 1. Teachers are appropriately using Enabling Learning and Explicit Teaching strategies (VTLM 2.0) to establish appropriate learning goals in Literacy and Numeracy. 2. Teachers will confidently deliver explicit teaching to explain new concepts. 3. Instructional Leader participation in collaborative planning has resulted in consistent and comprehensive whole school teaching and learning programs and documentation. 4. An increased number of students are achieving high growth in Mathematics and Reading and Viewing according to VIC Curriculum 2.0 teacher judgement data. 5. A reduced number of students are achieving in the 'needs additional support' level in Reading & Numeracy in NAPLAN in Year 3 and 5. 	
Tasks	People responsible	
Complete a full curriculum audit and publish a school-wide scope and sequence aligned to Victorian Curriculum 2.0 by end Term 4.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Develop and publish a termly PL calendar that clarifies the Learning Intention for staff and links to the Annual Implementation Plan.	<input checked="" type="checkbox"/> School improvement team	
Deliver Term 1 PL focus on VTLM 2.0 and conduct peer observations by the end term 2 with in PLC teams.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	
Schedule and facilitate weekly PLC inquiry meetings with a standing data agenda item and professional learning notes included in the minutes.	<input checked="" type="checkbox"/> Principal	
Produce termly data review report (student growth, formative task outcomes, moderation notes) and discuss findings with SIT/PLC leaders at the end of each term	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Implement a Specialist timetable adjustment to guarantee one SIT member attends each team-level PLC as a critical friend.	<input checked="" type="checkbox"/> Principal	
Goal 2	To improve student agency and voice in learning and wellbeing.	
KIS 2.b	Embed a whole-school approach to student agency in learning and wellbeing.	
Actions	<ol style="list-style-type: none"> 1. Develop a coordinated Professional Learning Plan that builds capacity to amplify student agency and voice in their learning and wellbeing. 2. Strengthen MTSS Tier 1 Inclusive practices to positively engage students in learning. 	
Evidence of change	<ol style="list-style-type: none"> 1. Classroom teachers have engaged in coaching & support to implement PCMS resulting in improved classroom environments that foster student agency in their learning. 2. Classroom teachers have engaged in professional learning that has resulted in improved understanding of student agency through the elements of Enabling Learning and Supported Application (VTLM 2.0) 3. Berry Street Education Model strategies are routinely used by classroom teachers to support student learning and wellbeing. 4. Teachers use appropriate scaffolded practice to support students to establish learning goals to guide, monitor and extend learning. 5. PLC teams are appropriately using MTSS supports to inform and enhance curriculum planning. 6. Tier 1 MTSS SEL curriculum scope and sequence planned and documented. 	

Tasks		People responsible
Establish a Student Agency Working Party and convene the first co-design workshop by end of Term 1.		<input checked="" type="checkbox"/> Wellbeing team
Draft the Student Agency Framework (including conferencing templates and goal journal format) and circulate for staff feedback by end of Term 2.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Deliver teacher PL on conferencing, goal-setting and supported application routines in Term 2.		<input checked="" type="checkbox"/> Wellbeing team
Support students to create and regularly review Ready to Learn plans, adjusting strategies based on individual needs.		<input checked="" type="checkbox"/> All staff
Form a cross-year SEL curriculum planning team to design and implement Tier 1 curriculum and wellbeing supports		<input checked="" type="checkbox"/> Wellbeing team
Embed Tier 1 and Tier 2 MTSS Wellbeing & Inclusion practices into collaborative planning across teams.		<input checked="" type="checkbox"/> Wellbeing team
Goal 3	To improve student wellbeing outcomes	
KIS 3.d	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.	
Actions	<ol style="list-style-type: none"> 1. Develop and document a Multi Tiered System of Support for enhancing parent and school partnerships. 2. Strengthening the Dulap Wilim Community Hub and school connection to enhance family partnerships. 	
Evidence of change	<ol style="list-style-type: none"> 1. An increased number of parents and families are accessing supports via the school based Allied Health Team (wellbeing team) and Dulap Wilim Community Hub. 2. Professional Learning with school staff has strengthened their knowledge of pathways that support families within the school community. 3. Increased number of families accessing learning tasks and reporting to celebrate learning through the Compass platform. 4. Strengthened communication pathways between families and school through the MTSS that includes the Dulap Wilim Community Hub. 5. Transition and enrolment processes have resulted in successful transitions of students and families to school, and from school (enhanced enrolment process & transition program). 	
Tasks		People responsible
Publish the MTSS family partnership framework co-signed with Dulap Wilim Hub by end Term 3.		<input checked="" type="checkbox"/> School leadership team
Form an Enrolment & Transition Team and finalise the Hub-integrated transition protocol by end Term 1.		<input checked="" type="checkbox"/> Leadership team
Schedule and run 3 family engagement sessions (Compass tasks + Hub programs) across the year.		<input checked="" type="checkbox"/> Leadership team
Update Compass learning task templates and publish a termly Compass task schedule for families by the end of Term 1.		<input checked="" type="checkbox"/> School improvement team
Update the school website with family partnership opportunities for our school community.		<input checked="" type="checkbox"/> Leadership team