

2026 Annual Implementation Plan

for improving student outcomes

Sunshine Primary School (3113)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader

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
	Embedding	Evolving	Evolving	Evolving	Evolving

Future planning for 2026	There has been a focus on this area throughout 2025 with the work requiring further actions in 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?
Improve student achievement and growth in literacy and numeracy.	Yes	NAPLAN By 2026, increase the percentage of Year 3 students achieving strong or exceeding in NAPLAN proficiency standards: • Reading from 65 per cent in 2023 to 70 per cent in 2026 • Writing from 62 per cent in 2023 to 70 per cent in 2026 • Numeracy from 50 per cent in 2023 to 60 per cent in 2026 By 2026, increase the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency standards: • Reading from 72 per cent in 2023 to 75 per cent in 2026 • Writing from 72 per cent in 2023 to 75 per cent in 2026 • Numeracy from 48 per cent in 2023 to 60 per cent in 2026	Promote a learning culture of high expectations for every Sunshine Primary School community member.	No
		1. NAPLAN By 2026, decrease the percentage of Year 3 students achieving needs additional support or developing in NAPLAN proficiency standards: • Reading from 31 per cent in 2023 to 25 per cent in 2026	Strengthen teacher capacity to implement the Victorian Curriculum.	Yes

		• Writing from 31 per cent in 2023 to 25 per cent in 2026 • Numeracy from 47 per cent in 2023 to 30 per cent in 2026 By 2026, decrease the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency standards: • Reading from 27 per cent in 2023 to 25 per cent in 2026 • Writing from 28 per cent in 2023 to 25 per cent in 2026 • Numeracy from 52 per cent in 2023 to 30 per cent in 2026		
		Victorian Curriculum Teacher Judgement Growth By 2026, maintain the percentage of Foundation students achieving above expected growth in Reading at 38 per cent in 2022. By 2026, increase the percentage of students in the follow year levels, achieving above expected growth in Reading: • Year 1 from 13 per cent in 2022 to 20 per cent • Year 2 from 7 per cent in 2022 to 20 per cent • Year 3 from 23 per cent in 2022 to 25 per cent • Year 4 from 22 per cent in 2022 to 25 per cent • Year 5 from 15 per cent in 2022 to 20 per cent • Year 6 from 0 per cent in 2022 to 20 per cent	Strengthen teacher capacity to consistently deliver instructional practice.	No
		School Staff Survey By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: • Academic emphasis from 61 per cent in 2022 to 75 per cent • Collective efficacy from 61 per cent in 2022 to 75 per cent	Embed an agreed PLC process to improve teacher capacity to systematically use data to address student learning needs.	No

		• Teacher collaboration from 75 per cent in 2022 to 80 per cent • Understand how to analyse data from 50 per cent in 2022 to 75 per cent • Understand curriculum from 75 per cent in 2022 to 80 per cent		
Improve wellbeing capabilities for every student.	Yes	By 2026, increase the proportion of positive response scores on the Attitudes to School Survey (AToSS) for the factors of: • High resilience from 5 per cent in 2022 to 15 per cent • Emotional awareness and regulation from 61 per cent in 2022 to 70 per cent • Effective classroom behaviour from 69 per cent in 2022 to 75 per cent • Teacher concern from 74 per cent in 2022 to 80 per cent	Refine and embed a whole school approach to student wellbeing.	Yes
		By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: • Build resilience and a resilient supportive environment from 56 per cent in 2022 to 75 per cent • Promote student ownership of learning from 75 per cent in 2022 to 80 per cent	Build teacher capacity to implement appropriate and timely Tier one, two and three interventions and adjustments to meet every student's needs.	No
		By 2026, decrease the proportion of negative responses on the School Staff Survey (SSS) for Promote student ownership of learning from 17 per cent in 2022 to 10 per cent.	Build teacher capacity to strengthen resilience, sense of belonging, social awareness and self-regulation for all students.	No
		By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the factors of:		

		• Managing bullying from 67 per cent in 2022 to 75 per cent • Not experiencing bullying from 52 per cent in 2022 to 65 per cent • Respect for diversity from 79 per cent in 2022 to 85 per cent • Confidence and resiliency skills from 77 per cent in 2022 to 80 per cent		
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Define actions, evidence of change and tasks

Goal 1	Improve student achievement and growth in literacy and numeracy.	
KIS 1.b	Strengthen teacher capacity to implement the Victorian Curriculum.	
Actions	To engage in professional learning to familiarise our staff with the updated Victorian Curriculum 2.0 and accompanying resources, and continue implementation of learning areas and capabilities.	
Evidence of change	1) All Leaders and Teachers continue to effectively use the Victorian Curriculum 2.0 website: https://f10.vcaa.vic.edu.au/ This website describes the Victorian Curriculum F–10 Version 2.0. (It will continue to be updated with new content and functionality as additional curriculums and resources are released.) 2) Leaders work with teachers to use the Victorian Curriculum 2.0 to set out the knowledge and skills every student should learn during their first 7 years of schooling to become lifelong learners, confident individuals, and active and informed citizens in our work on establishing a school wide GVC for Mathematics and English. 3) Leaders work with teachers to plan assessment that links to the updated curriculum. Feedback from Leadership Team, PLT Leaders, Teachers and Wellbeing and Learning Support Staff. - Observations of Lessons, PLT meetings, PLT Collaborative Planning Meetings, PLT Data Chat Meetings. PLT Leader Meetings and Leadership Meetings and Professional Learning in PLTs and PLC. - Effective Assessment Schedule in place and utilised by all staff. - Student learning data is analysed and used to inform planning for learning and teaching (PLC Inquiry Cycle) - Achievement of SSP/AIP Goals.	
Tasks		People responsible
During our weekly 4 hours of PLT collaborative planning, leaders and teachers will continue to effectively use the Victorian Curriculum whilst planning for teaching and learning.		☒ PLC leaders ☒ School leadership team
Continue to update our Assessment Schedule in line with Victorian Curriculum 2.0.		☒ School leadership team

Continue to develop a fully integrated GVC incorporating VIC 2.0		☒ PLC leaders ☒ School leadership team
Goal 3	Improve wellbeing capabilities for every student.	
KIS 3.a	Refine and embed a whole school approach to student wellbeing.	
Actions	To embed School Wide Positive Behaviour Support Framework: Tier 1: Universal supports (behaviour, wellbeing and learning).	
Evidence of change	- Improved staff understanding of school wide positive behaviour support framework philosophy and purpose (why, what, how) - Improved staff understanding of agreed, expected behaviours and our responsibility to teach them effectively. - Improved staff understanding of the importance of acknowledging expected behaviours. - Improved staff understanding of strategies to discourage inappropriate behaviour, and how to respond to minor and major behaviour infractions. - Improved data collection, analysis and used of data for decision making. - Achievement of SSP/AIP Goals.	
Tasks		People responsible
Introduce new school values		☒ All staff
Establish SWPB team		☒ Mental health and wellbeing leader
Reevaluate the Values Matrix		☒ All staff ☒ Student(s)
Continue data collection and further develop skills in analysing Chronicle data and patterns.		☒ Wellbeing team