

# 2026 Annual Implementation Plan

## for improving student outcomes

Sunshine Heights Primary School (4744)



Submitted for review by David Suter (School Principal) on 02 February, 2026 at 03:50 PM

Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 09 February, 2026 at 01:18 PM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Evolving			Embedding	
<b>FISO 2.0 core elements</b>	<b>Leadership</b>	<b>Teaching and learning</b>	<b>Assessment</b>	<b>Engagement</b>	<b>Support and resources</b>
	Evolving	Evolving	Evolving	Excelling	Embedding

<b>Future planning for 2026</b>	We have completed our review during this year and therefore undertaken a comprehensive review of progress. The original goals shifted according to the VTLM 2.0 and strategic direction of both the school and wider department, and refocused the strengths and opportunities of the previous plan.
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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 outcomes in literacy and numeracy	Yes	<p>By 2029, increase the percentage of students achieving at the exceeding and strong proficiency levels in NAPLAN for:</p> <ul style="list-style-type: none"> <li>Year 3 reading from 58% (2025) to 65%</li> <li>Year 3 writing from 73% (2025) to 75%</li> <li>Year 3 numeracy from 51% (2025) to 60%.</li> </ul> <p>and maintain:</p> <ul style="list-style-type: none"> <li>Year 5 reading at 80% (2025) or above</li> <li>Year 5 writing at 81% (2025) or above</li> <li>Year 5 numeracy at 78% (2025) or above.</li> </ul>	Embed a whole school approach to literacy and numeracy curriculum.	Yes
		<p>By 2029, increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> <li>numeracy from ...% (2026) to ...%.</li> <li>reading from ...% (2026) to ...%.</li> </ul> <p><b>(to be confirmed)</b></p>	Strengthen the effective delivery of the school's agreed instructional and assessment practices.	No
		<p>By 2029, the percentage of students achieving at or above age expected learning growth based on teacher judgements to increase for:</p> <ul style="list-style-type: none"> <li>Years F to 6 reading and viewing from 65% (2024) to 75%</li> <li>Years F to 6 mathematics xx% (Sem 2, 2025) to xx% (Sem 2, 2029).</li> </ul> <p><b>(to be confirmed)</b></p>	Build the capability of staff through a targeted approach to professional development.	No

		<p>By 2029, increase the percentage positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 60% (2025) to 70%</li> <li>• Guaranteed and viable curriculum from 72% (2025) to 82%</li> <li>• Moderate assessment tasks together from 65% (2025) to 80%.</li> </ul>		
Increase engagement and wellbeing outcomes for every student.	Yes	<p>By 2029, increase the percentage positive endorsement for the following AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and self-regulation from 76% (2025) to 80%</li> <li>• School connectedness from 78% (2025) to 82%</li> <li>• Motivation and interest from 77% (2025) to 80%.</li> </ul>	Embed agreed strategies for students to be self-regulated and motivated learners.	No
		<p>By 2029, increase the school attendance rate from 86% (2024) to 90%.</p>	Embed multi-tiered systems of support for wellbeing.	Yes
		<p>By 2029, increase the percentage positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 61% (2024) to 70%</li> <li>• Collective efficacy from 80% (2024) to 82%.</li> </ul>		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Improve student outcomes in literacy and numeracy	
<b>KIS 1.a</b>	Embed a whole school approach to literacy and numeracy curriculum.	
<b>Actions</b>	Design and implement a Systemic Knowledge Curriculum in literacy that sequences core knowledge, vocabulary and writing demands F–6, and refine the delivery and pacing of Core Literacy to support this.	
<b>Evidence of change</b>	<p>A documented Systemic Knowledge Curriculum Framework for English (and integrated disciplines) is completed for all year levels and used in PLTs to drive weekly planning.</p> <p>Teachers report increased clarity and confidence about what to teach and when in literacy, as evidenced in mid- and end-of-year pulse checks and PLT reflections.</p> <p>Lesson observations show more consistent pacing and structure of the Core Literacy block across classrooms (e.g. daily review, explicit instruction, guided practice) using an agreed fidelity tool.</p> <p>Students increasingly use accurate academic vocabulary and subject-specific language in oral and written responses, evidenced through writing samples and PLT moderation.</p> <p>Curriculum units and texts show clearer links to local community, culture and identity, evidenced in curriculum documentation and teacher reflection.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Create Systemic Knowledge Curriculum Framework for English (and integrated disciplines) across F–6, including core concepts, vocabulary and aligned writing outcomes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	
Develop an Applied Literacy Literature Map that aligns class texts with the Systemic Knowledge Curriculum and writing demands at each year level.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
Review Core Literacy block timing and components using student outcome data and teacher feedback, and agree on refinements to pacing and structure.	<input checked="" type="checkbox"/> Assistant principal	
Design and begin implementing a StepLab coaching cycle focused on Core Literacy and the use of the Systemic Knowledge Curriculum in planning and instruction.	<input checked="" type="checkbox"/> Learning specialist(s)	

		<input checked="" type="checkbox"/> Principal
Document agreed literacy expectations and routines (Core Literacy structure, use of retrieval practice, writing expectations) in the Guiding Lights / staff playbook.		<input checked="" type="checkbox"/> Assistant principal
<b>Goal 2</b>	Increase engagement and wellbeing outcomes for every student.	
<b>KIS 2.b</b>	Embed multi-tiered systems of support for wellbeing.	
<b>Actions</b>	To establish data focused principles on which to embed the MTSS from identification and referral pathways through to outcome reflection for all students	
<b>Evidence of change</b>	<p>A wellbeing data framework (including agreed data sources, thresholds and monitoring cycles) is documented and used regularly by wellbeing and leadership teams.</p> <p>Staff report greater clarity and confidence in MTSS processes (Tier 1–3, referral pathways, roles) as evidenced by pulse checks and focus group feedback.</p> <p>The number and quality of formal referrals to the wellbeing and allied health teams increases, with clearer alignment to agreed criteria and documented plans.</p> <p>Tier 1 classroom wellbeing practices (e.g. routines, relational check-ins, behaviour expectations) are more consistent across the school, evidenced through walkthroughs and teacher self-reflection.</p> <p>Case management records show more coordinated involvement of families and external agencies, and termly review meetings indicate improved student engagement/attendance for targeted students.</p>	
<b>Tasks</b>		<b>People responsible</b>
Develop and implement a schoolwide Wellbeing Data Framework, including agreed data sets, thresholds, and review cycles for MTSS.		<input checked="" type="checkbox"/> Assistant principal
Define and communicate clear identification and referral pathways for wellbeing support (Tier 1–3), including roles, forms and timelines.		<input checked="" type="checkbox"/> Assistant principal
Strengthen Tier 1 universal wellbeing practices by agreeing on whole-school routines, expectations and relational practices, and monitoring implementation.		<input checked="" type="checkbox"/> Principal

Build staff capability in Tier 2 and Tier 3 supports through targeted professional learning, coaching and case consultation with the wellbeing and allied health teams.	<input checked="" type="checkbox"/> Assistant principal
Enhance collaboration between Wellbeing and PLT structures by creating regular touchpoints (e.g. students-of-focus meetings, joint data reviews).	<input checked="" type="checkbox"/> Leadership team
Strengthen partnerships with families and external agencies through clearer communication, co-designed support plans and regular review meetings for students with higher needs.	<input checked="" type="checkbox"/> Principal