

# **2026 Annual Implementation Plan**

## **for improving student outcomes**

Boneo Primary School (1184)



Submitted for review by Marija Pandza (School Principal) on 30 January, 2026 at 06:05 PM  
Endorsed by Sally Webb (Senior Education Improvement Leader) on 04 February, 2026 at 02:59 PM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Evolving			Evolving	
<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>
	Embedding	Evolving	Embedding	Evolving	Evolving

<b>Future planning for 2026</b>	<p>This year, the school is involved in a School Review process through which it hopes to narrow the focus and set goals and targets that build on where the school is operating currently in terms of academic achievement, wellbeing and staffing needs. With this in mind, most of our goals and targets this year have not been met as the needs of the students and staff, and wider community, have changed. The changes in Curriculum and department direction have also meant that the school had to alter its focus.</p>
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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?
Maximise the learning growth of all students.	Yes	By 2029, increase the percentage of Year 5 students assessed with medium or high growth in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 74% (2025) to 76%</li> <li>• Writing from 59% (2025) to 72%</li> <li>• Numeracy from 68% (2025) to 74%</li> </ul>	Develop rigour and consistency of instructional practices and responsive teaching.	Yes
		By 2029, increase or maintain the percentage of students in the strong and exceeding proficiency levels of achievement in Year 3 and 5 NAPLAN in: <ul style="list-style-type: none"> <li>• Year 3 reading from 84% (2025) to 86%</li> <li>• Year 5 reading from 64% (2025) to 72%</li> <li>• Year 3 writing at 90% (2025)</li> <li>• Year 5 writing from 55% (2025) to 70%</li> <li>• Year 3 numeracy at 88% (2025)</li> <li>• Year 5 numeracy from 63% (2025) to 70%</li> </ul>	Strengthen professional learning communities and implement a coaching and observation process for all staff.	No
		By 2029 increase the percentage mean of students in Year 1 to 6 achieving at or above expected growth as measured by teacher judgements in: <ul style="list-style-type: none"> <li>• Reading and viewing from 66% (2023-24) to 74% (2027-28)</li> <li>• Writing from 67% (2023-24) to 74% (2027-28).</li> <li>• *Mathematics 2.0 from xx% (2025-26) to xx% (2027-28)</li> </ul> *Placeholder target to be confirmed when data is available	Build staff capability to effectively use data and evidence to inform planning and assessment to meet the needs of all students.	No

		<p>By 2029, increase the percentage of positive staff endorsement in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 46% (2025) to 65%</li> <li>• Instructional leadership from 69% (2025) to 75%</li> <li>• Use pedagogical model from 75% (2025) to 82%</li> <li>• Professional learning through peer observation from 20% (2025) to 60%</li> <li>• Use evidence to inform teaching practice from 80% (2025) to 84%</li> </ul>	Build the capability of all leaders to effectively implement change and improvement.	Yes
Strengthen student wellbeing and engagement in learning.	Yes	<p>By 2029, increase the percentage of positive student responses in the Year 4 to 6 Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 64% (2025) to 70%</li> <li>• Sense of connectedness from 64% (2025) to 70%</li> <li>• Attitudes to attendance from 72% (2025) to 78%</li> <li>• Effective classroom behaviour from 65% (2025) to 72%</li> <li>• Managing bullying from 56% (2025) to 64%</li> </ul>	Develop and implement a whole school multi-tiered approach to support student learning, inclusion and wellbeing.	No
		<p>By 2029, increase the percentage of positive endorsement in the SSS for the factors:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 74% (2025) to 80%</li> <li>• Trust in students and parents from 59% (2025) to 66%</li> <li>• Teacher collaboration from 40% (2025) to 56%</li> </ul>	Refine and implement a consistent whole school approach to behaviour management, classroom routines and practices.	Yes
		<p>By 2029, increase the percentage of positive endorsement in the Parent/Guardian/Caregiver Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 78% (2025) to 88%</li> <li>• Teacher communication from 59% (2025) to 68%</li> </ul>		

		<ul style="list-style-type: none"> <li>Promoting positive behaviour from 76% (2025) to 82%</li> </ul>		
		<p>By 2029, the average student attendance percentage will increase in:</p> <ul style="list-style-type: none"> <li>Year Foundation to Year 6 from 87.4% (2024) to 89%</li> </ul>		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise the learning growth of all students.	
<b>KIS 1.a</b>	Develop rigour and consistency of instructional practices and responsive teaching.	
<b>Actions</b>	-Build teacher capability in explicit teaching and collaborative planning, with a specific focus on writing, to support all students.	
<b>Evidence of change</b>	<p>-An increased number of students demonstrate the expected learning growth in Writing according to Victorian Curriculum 2.0 teacher judgement data.</p> <p>-All classroom teachers implement a consistent approach to lesson plans that include explicit teaching in writing as a result of collaborative planning.</p> <p>-Coaching by English Leaders has resulted in improved responsive teaching of writing as evidenced through Learning Walks and Peer Observations.</p>	
<b>Tasks</b>	<b>People responsible</b>	
-English leaders deliver professional learning with a focus on explicit and responsive teaching in writing.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team	
-SIT to undertake learning walks to collect data on instructional practices.	<input checked="" type="checkbox"/> School improvement team	
-Ensure collaborative planning reflects rigour and targeted teaching approaches.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	
-Collate assessment data centrally and reflect on student achievement/misconceptions.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	

		<input checked="" type="checkbox"/> School improvement team
	-Update planning documents based on collated data, including IEPs with adjustments and supports for selected students working below the expected level.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader
<b>KIS 1.d</b>	Build the capability of all leaders to effectively implement change and improvement.	
<b>Actions</b>	-Participate in evidence-informed professional learning through 'The Academy' and Communities of Practice.	
<b>Evidence of change</b>	-Increased knowledge and capability to lead curriculum. -Improved student data. -Improved consistency in practice and confidence in delivering writing curriculum. -Staff opinion survey to reflect an improvement in academic emphasis and instructional leadership.	
<b>Tasks</b>		<b>People responsible</b>
	Attend evidence-informed professional learning in leadership through The Academy.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader
	PLC Leaders to attend evidence-informed professional learning in leadership through Communities of Practice.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders
	Monitor student data at a minimum of twice per term.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team
	Conduct Learning Walks at a minimum of once per term with a specific focus on instructional practices in writing.	<input checked="" type="checkbox"/> School improvement team

Collect staff feedback on the impact of professional learning from Middle level leaders.	<input checked="" type="checkbox"/> All staff
<b>Goal 2</b>	Strengthen student wellbeing and engagement in learning.
<b>KIS 2.b</b>	Refine and implement a consistent whole school approach to behaviour management, classroom routines and practices.
<b>Actions</b>	-Implement the PCMS across the school. -Publish a whole school approach to behaviour management.
<b>Evidence of change</b>	-Consistency in the implementation of the PCMS. -Improved AToSS data in the areas of Managing Bullying and Effective Classroom Behaviour. -Improved Parent Opinion Survey data in Promoting Positive Behaviour. -Learning environments are conducive to learning.
<b>Tasks</b>	<b>People responsible</b>
Introduce all of the PCMS through professional learning.	<input checked="" type="checkbox"/> Assistant principal
Develop a whole school approach to Behaviour Management.	<input checked="" type="checkbox"/> School improvement team
Survey staff once per term to gather regular feedback.	<input checked="" type="checkbox"/> School improvement team
Survey parents early in Semester 1 to gather baseline data and feedback. Compare to POS data in Semester 2.	<input checked="" type="checkbox"/> School improvement team
Conduct Learning Walks focusing on classroom environments and the implementation of PCMS.	<input checked="" type="checkbox"/> School improvement team