

# 2026 Annual Implementation Plan

## for improving student outcomes

Upwey Primary School (4530)



Submitted for review by Rebecca Honeysett (School Principal) on 06 February, 2026 at 06:53 PM  
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 16 February, 2026 at 05:36 PM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<ul style="list-style-type: none"> <li>• Future planning for School Wide Positive Behaviour will be Compass Pulse training so we can analyse the behaviour data effectively. This includes looking at positive communication vs negative communication.</li> <li>• Investigate SWPBS Tier 2 interventions.</li> <li>• Continue the new Tier 2 wellbeing intervention groups.</li> <li>• Create a data tracking sheet to track student participation in all Tier 2 and 3 interventions.</li> <li>• Focus on reading instructional model and VTLM</li> </ul>
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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 student learning growth and achievement in literacy and numeracy.	Yes	<p>By 2028, maintain or increase the percentage of students achieving in the exceeding NAPLAN proficiency scales from the 2023 baseline (to be confirmed):</p> <ul style="list-style-type: none"> <li>• Year 3 reading maintained at 63%</li> <li>• Year 3 writing from 6% to 12%</li> <li>• Year 3 numeracy maintained at 40%</li> <li>• Year 5 reading from 23% to 30%</li> <li>• Year 5 writing from 14% to 20%</li> <li>• Year 5 numeracy from 15% to 25%.</li> </ul>	Continue to embed a Professional Learning Communities model where staff use evidence and feedback to ensure learning growth for students.	No
		<p>By 2028, increase the percentage of Foundation to Year 6 students achieving at or above expected growth using Teacher Judgement Growth - Time Series, Semester 2 data for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 78% (2022-23) to 85% (2026-2027)</li> <li>• writing from 76% (2022-23) to 83% (2026-2027)</li> <li>• number and algebra from 80% (2022-23) to 88% (2026-2027).</li> </ul>	Strengthen a consistent whole school approach to high quality instructional practice.	Yes
		<p>By 2028 the percentage of positive endorsement for the following School Staff Survey (SSS) factors be maintained based on 2023 data for:</p> <ul style="list-style-type: none"> <li>• Skills to measure impact maintained at 89%</li> <li>• Collective efficacy maintained at 89%</li> <li>• Monitor effectiveness in using data maintained at 89%.</li> </ul>	Build teacher capability to utilise data to teach at a student's point of learning need.	Yes

Empower students in their learning and wellbeing.	Yes	<p>By 2028 the percentage of positive endorsements on the Attitudes to School Survey for the following factors, based on 2023 data:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting maintained at 86%</li> <li>• Differentiated learning challenge from 84% to 87%</li> <li>• Student voice and agency from 63% to 70%.</li> </ul>	Develop staff capabilities to activate agency in learning and wellbeing.	No
		<p>By 2028, increase the percentage of positive endorsement for the Parent Opinion Survey factors based on 2023 data:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 82% to 85%</li> <li>• Stimulating learning environment from 83% to 86%.</li> </ul>	Embed practices that enable students to influence and co-construct their learning.	Yes
		<p>By 2028, positive endorsement for the following School Staff Survey factors, based on 2023 data:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning to be maintained at 89%</li> <li>• Use student feedback to improve practice to increase from 78% to 81%.</li> </ul>		

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Maximise student learning growth and achievement in literacy and numeracy.	
<b>KIS 1.b</b>	Strengthen a consistent whole school approach to high quality instructional practice.	
<b>Actions</b>	<p>Update the whole school Reading Instructional Model to align the VTLM</p> <p>Implement a hands on approach to teaching mathematics from F-6</p>	
<b>Evidence of change</b>	<p>The proportion of students achieving at or above the expected level in mathematics has increased from the previous year.</p> <p>Teachers planning documents will reflect a more hands on approach to teaching mathematics.</p> <p>Teachers will be implementing the new Reading Instructional Model aligned to the VTLM as evidenced in the their planners.</p> <p>Leaders will provide opportunities for collaboration and professional learning to unpack the VTLM and develop a revised Instruction model.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Develop the F-2 Reading Instructional Model with a phonics focus	☑ Curriculum co-ordinator (s)	
Develop the 3-6 Reading Instructional Model in alignment with the VTLM	☑ Curriculum co-ordinator (s)	
Teachers plan more hands on maths tasks using the Top Ten resources	☑ Teacher(s)	
Introduce the Fluency Fast Fact program	☑ Teacher(s)	
<b>KIS 1.c</b>	Build teacher capability to utilise data to teach at a student's point of learning need.	

<b>Actions</b>	Improve assessment strategies and feedback protocols
<b>Evidence of change</b>	<p>Students sense of confidence will improve in the Attitudes to School Survey data from the 2025 baseline data.</p> <p>Student work samples are a focus of PLC meetings.</p> <p>Teachers will use more Check for Understanding protocols to improve student feedback.</p> <p>Leaders will provide professional learning for assessment strategies.</p>
<b>Tasks</b>	<b>People responsible</b>
Develop open-ended rich tasks for mathematics assessment	<input checked="" type="checkbox"/> Teacher(s)
Provide professional learning about rich tasks	<input checked="" type="checkbox"/> Learning specialist(s)
Teachers attend Nathaniel Swain PD in March	<input checked="" type="checkbox"/> All staff
Middle leaders attend Bron Ryrie Jones PD	<input checked="" type="checkbox"/> Learning specialist(s)
Build teacher capacity to give students effective feedback	<input checked="" type="checkbox"/> Leadership team
<b>Goal 2</b>	Empower students in their learning and wellbeing.
<b>KIS 2.b</b>	Embed practices that enable students to influence and co-construct their learning.
<b>Actions</b>	<p>Introduce the Berry Street Model to improve staff understanding of trauma-informed practice.</p> <p>Develop Multi-tiered System Support (MTSS) for SWPBS</p>
<b>Evidence of change</b>	<p>Students will have access to a wide range of wellbeing supports</p> <p>Teachers will use common language and strategies for managing behaviour, promoting wellbeing and supporting inclusion.</p>

	Teachers will report feeling more confident supporting students with challenging needs. Leaders will document multi-tiered wellbeing supports
Tasks	People responsible
All staff attend the Berry Street training at two Curriculum Days with Monbulk PS and Upwey South PS over a two year period.	<input checked="" type="checkbox"/> Principal
Develop a protocol handbook for student selection of Tier 2 interventions. E.g. eligibility, duration on program, graduation from program, academic and wellbeing data	<input checked="" type="checkbox"/> Leadership team
Co-construct presentation options with students to demonstrate their learning	<input checked="" type="checkbox"/> Teacher(s)
Use student feedback to co-construct learning	<input checked="" type="checkbox"/> Teacher(s)