

2026 Annual Implementation Plan

for improving student outcomes

Hillsmeade Primary School (5482)



Submitted for review by Linda Buckeridge (School Principal) on 19 January, 2026 at 01:31 PM
Endorsed by Justine Smyth (Senior Education Improvement Leader) on 02 March, 2026 at 08:59 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Excelling	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Evolving	Evolving	Excelling	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 student learning growth and achievement for all students	Yes	By 2029, increase the percentage of students achieving in the strong or exceeding NAPLAN proficiency level in: Year 3: <ul style="list-style-type: none"> • reading from 66% (2025) to 70% • writing from 77% (2025) to 81% • spelling from 61% (2025) to 66% • numeracy from 61% (2025) to 66% Year 5: <ul style="list-style-type: none"> • reading from 74% (2025) to 78% • writing from 75% (2025) to 79% • spelling from 66% (2025) to 72% • numeracy from 73% (2025) to 77% 	Develop and embed a documented teaching and learning program based on the Victorian Curriculum 2.0, VTLM 2.0, incorporating extra-curricular program.	Yes
		By 2029, increase the percentage of students achieving high benchmark growth in NAPLAN: <ul style="list-style-type: none"> • reading from 25% (2025) to 35 % • spelling from 25% (2025) to 35% 	Refine systems and practices to support ongoing data analysis to build consistency in teacher practice.	No
		By 2029, decrease the percentage of students achieving low benchmark growth in NAPLAN: <ul style="list-style-type: none"> • reading from 26% (2025) to 18% • spelling from 35% (2025) to 27% 	Strengthen the instructional leadership approach to learning and wellbeing.	No
		By 2029, increase the percentage positive endorsement in the School Staff Survey for the factor: <ul style="list-style-type: none"> • academic emphasis from 75% (2024) to 79% 		

		By 2029, maintain the 2025 percentage positive endorsement in the Attitudes to School Survey for the factor: <ul style="list-style-type: none"> differentiated learning challenge maintain at 91%. 		
Enhanced wellbeing and engagement for all students	Yes	By 2029, increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors: <ul style="list-style-type: none"> professional learning through peer observation from 55% (2024) to 59% seek feedback to improve practice from 82% (2024) to 86% 	Enhance the school's sense of community, with a focus on engagement and attendance.	No
		By 2029, increase the 2025 percentage positive endorsement in the Attitudes to School Survey for the factors: <ul style="list-style-type: none"> sense of connectedness from 86% (2025) to 90% student voice and agency 78% (2025) to 82% motivation and interest 84% (2025) to 88% 	Strengthen student agency and voice to promote active participation in learning.	No
		By 2029, reduce the percentage of 20+ student absent days from 46% (2024) to 39%.	Build teacher knowledge and practice supporting student learning growth.	Yes

Define actions, evidence of change and tasks

Goal 1	To maximise student learning growth and achievement for all students	
KIS 1.a	Develop and embed a documented teaching and learning program based on the Victorian Curriculum 2.0, VTLM 2.0, incorporating extra-curricular program.	
Actions	<ol style="list-style-type: none"> 1. Build the knowledge and capability of all staff to implement the whole-school English Scope and Sequence with fidelity, including evaluation and refinement of the current P–6 phonics and literacy approach. 2. Build the collective knowledge of all staff in targeted elements of VTLM 2.0 (including explicit instruction, Opportunities to Respond and Checks for Understanding) to improve teacher practice and student learning outcomes. 	
Evidence of change	<p>English</p> <ul style="list-style-type: none"> - All staff consistently use the English Scope and Sequence to plan and document termly and weekly teaching and learning programs - Increased rigour, pacing and protected instructional time evident in P–2 phonics instruction, with consistent implementation of Heggerty in Prep–Year 2 - DIBELS and Year 1 Phonics Check data administered, analysed and used to monitor student progress and inform teaching practice - Assessment schedule refined and consistently implemented across year levels - OCHRE and Victorian Lesson Plans embedded in planning documentation and classroom practice <p>PL</p> <ul style="list-style-type: none"> - Professional Learning Plan developed and implemented, aligned to VTLM 2.0 and school priorities - Pre- and post-professional learning data (e.g. Staff Opinion Survey, targeted staff surveys) demonstrate increased staff knowledge and confidence in agreed instructional practices - Learning walk data indicates increased consistency in classroom practice aligned to professional learning focus areas - Peer observations and coaching cycles implemented to support reflective practice and continuous improvement 	
Tasks		People responsible

Plan, refine and embed the English Scope and Sequence using OCHRE and Victorian Lesson Plans	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Schedule Learning Specialists to provide in-class coaching, modelling and mentoring to support implementation	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Principal
Conduct scheduled learning walks to monitor implementation of agreed English and VTLM practices and inform future professional learning	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Implement consistent formative assessment practices, analyse data and use findings to inform next teaching steps	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Establish and implement a Peer Observation and coaching model aligned to school priorities	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Implement the Professional Learning Plan through Collaboration schedule	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal
Engage with external expertise (e.g. EILs, network schools) to strengthen implementation and build staff capability	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal

Create a timetable that supports collaboration and professional learning in PLTs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team
Goal 2	Enhanced wellbeing and engagement for all students
KIS 2.c	Build teacher knowledge and practice supporting student learning growth.
Actions	1. Develop, support and implement an ongoing reporting approach to strengthen communication with families and support student learning growth. 2. Build staff knowledge and capability in responsive teaching strategies (including Opportunities to Respond and Checks for Understanding) to improve student engagement, learning growth and instructional rigour.
Evidence of change	Ongoing reporting <ul style="list-style-type: none"> - Assessment schedules reflect the ongoing reporting approach - Moderation practices implemented within PLTs and across the school - Mid-term progress updates provided to families via Compass - Individual Education Plans aligned with classroom adjustments and ongoing reporting processes Enabling Learning <ul style="list-style-type: none"> - Staff professional learning data demonstrates increased understanding and use of responsive teaching strategies - Learning walk data indicates consistent implementation of Opportunities to Respond, Checks for Understanding and agreed routines - Classroom environments reflect agreed environmental factors, monitored by Assistant Principals and Learning Specialists - MTSS practices evident in curriculum documentation and Individual Education Plans
Tasks	People responsible
Develop and implement an action plan for ongoing reporting, including clear expectations for staff and families	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)
Implement Ongoing reporting via Compass and involved families further in their child's learning with regular check ins and Family Teacher Conversations twice yearly	<input checked="" type="checkbox"/> Leadership team
Engaging Bron Ryrie Jones for an online Masterclass Day 1 2027, followed by a whole school Curriculum Day in August	<input checked="" type="checkbox"/> Principal
Provide targeted professional learning to build staff capability in ongoing reporting and responsive teaching practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Team leader(s)
Create a staff handbook/playbook documenting processes and expectations for ongoing reporting	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Team leader(s)
Engage Learning Specialists and middle leaders to coach, model and mentor staff through PLCs and classrooms	<input checked="" type="checkbox"/> Learning specialist(s)
Implement scheduled learning walks and peer observations to monitor and support responsive teaching practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)
Embed SWPBS across the school with a nominated leader and team that has representation from every year level	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team