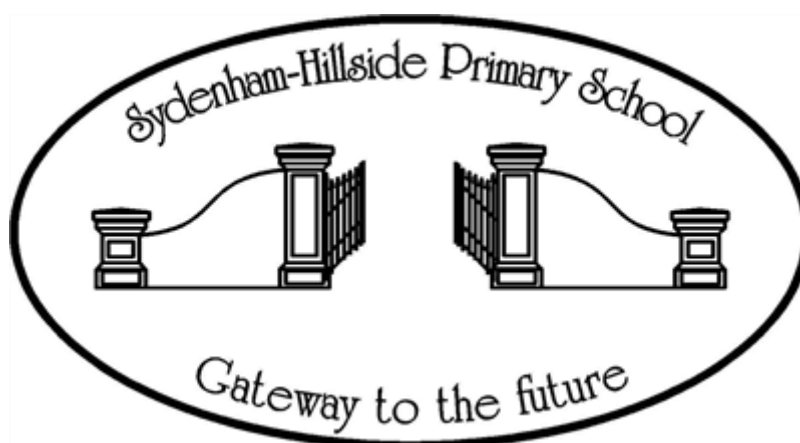


# 2026 Annual Implementation Plan

## for improving student outcomes

Sydenham Primary School (3559)



Submitted for review by Rosa Marchionda (School Principal) on 27 November, 2025 at 10:43 AM  
Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 28 January, 2026 at 09:52 AM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>To continue building momentum and deepen impact, our next phase of implementation will focus on:</p> <ul style="list-style-type: none"> <li>• Enhancing assessment alignment: strengthening teacher judgement processes through PLC moderation, use of proficiency rubrics, and cross-campus data discussions to ensure consistency and accuracy.</li> <li>• Boosting relative growth in Numeracy (Years 3–5): explicit focus on mathematical reasoning, number fluency, problem-solving, and rich task design aligned to Victorian Curriculum 2.0.</li> <li>• Data-driven intervention planning: refining tiered supports with a focus on early identification and targeted Numeracy intervention in Year 3–4 to influence growth trajectory into Year 5.</li> <li>• Deepening student agency in Numeracy: embedding student goal setting, success criteria, and conferencing to make growth visible and intentional.</li> <li>• Continued instructional coaching: strengthening precision in practice through modelling high-impact strategies, feedback cycles, and collaborative planning.</li> </ul> <p>Attendance still needs to be a focus and continue to monitor students with high rates (30 plus days absent) of absenteeism. SWPBS- continue to embed SWPBS practices with a focus on whole school acknowledgment system and classroom systems.</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?
To maximise the achievement and learning growth for every student, particularly in literacy and numeracy.	Yes	By 2024, to increase the percentage of students at or above NAPLAN benchmark growth: <ul style="list-style-type: none"> <li>• from 63% (2019) to 70% (2024) in Reading;</li> <li>• from 77% (2019) to 80% (2024) in Writing;</li> <li>• from 79% (2019) to 82% (2024) in Numeracy.</li> </ul>	To document and consistently implement a guaranteed and viable curriculum and instructional model to enhance student learning in all areas of the curriculum.	No
		By 2024, to increase the percentage of students in the top two bands of Year 5 NAPLAN: <ul style="list-style-type: none"> <li>• from 26% (2019) to 32% (2024) in Reading;</li> <li>• from 12% (2019) to 19% (2024) in Writing;</li> <li>• from 23% (2019) to 28% (2024) in Numeracy.</li> </ul>	To review, develop and implement a consistent literacy and numeracy strategy across the whole school.	Yes
		By 2024, to increase the percentage of students in the top two bands of Year 3 NAPLAN Numeracy from 38% (2019) to 43% (2024)	To strengthen teacher capabilities to utilise data and evidence to differentiate the curriculum to each student's point of need.	No
		By 2024, to decrease the percentage of students in the bottom two bands of Year 5 NAPLAN: <ul style="list-style-type: none"> <li>• from 15% (2019) to 10% (2024) in Reading;</li> <li>• from 9% (2019) to 7% (2024) in Writing;</li> <li>• from 21% (2019) to 15% (2024) in Numeracy.</li> </ul>		
		By 2024, to increase the percentile rank of Differentiated learning challenge on the AToSS from 32% (2019) to 50% (2024).		

To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.	Yes	By 2024, the average number of days absent will decrease from 17.3 days per student per year (2020) to 16.3 days per student per year (2024).	To further implement and embed positive behaviour strategies consistently across the school.	Yes
		By 2024, the percentage positive response on the POS for Parent participation and involvement will increase from 72% (2020) to 80% (2024).	To develop strategies to increase student connectedness to school.	No
		By 2024, the percentile rank on the AToSS will increase: <ul style="list-style-type: none"> <li>• from 34% (2019) to 50% (2024) for Sense of connectedness</li> <li>• from 50% (2019) to 60% (2024) for Attitudes to attendance.</li> </ul>	To build the level of parent and community participation in the school.	No

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To maximise the achievement and learning growth for every student, particularly in literacy and numeracy.	
<b>KIS 1.b</b>	To review, develop and implement a consistent literacy and numeracy strategy across the whole school.	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Implement a consistent Literacy Block across all year levels that incorporates VTLM 2.0, the Victorian Curriculum 2.0, and Sounds-Write in year levels where it is developmentally appropriate.</li> <li>2. Strengthen our existing numeracy practices by continuing to embed our Guaranteed and Viable Curriculum (GVC), utilise proficiency scales, and increase the use of high-impact, hands-on resources to enhance student understanding.</li> </ol>	
<b>Evidence of change</b>	<ol style="list-style-type: none"> <li>1. Improved literacy outcomes - Benchmark assessments</li> <li>2. Improved Numeracy outcomes - Benchmark assessments</li> <li>3. Improved teacher practice - planning documentations</li> </ol>	
<b>Tasks</b>		<b>People responsible</b>
Build teacher capacity in delivering a literacy block that aligns with VTLM 2.0 & the Victorian curriculum 2.0		☑ Leadership team
Upskill all Prep to Grade 3 teachers in Sounds-Write		☑ Leading teacher(s)
Continue to embed the GVC & proficiency scales through planning documentation in Numeracy		☑ Leading teacher(s)
<b>Goal 3</b>	To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.	
<b>KIS 3.a</b>	To further implement and embed positive behaviour strategies consistently across the school.	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Continue to use data to identify areas of need for targeted teaching and to explicitly teach positive behaviours through SWPBS lesson plans</li> <li>2. Prioritise the implementation of consistent practices and language among all stakeholders within SPS</li> </ol>	

<b>Evidence of change</b>	Reduced undesired behaviours Fidelity of delivery of SWPBS lesson plans Improved AtoSS data Minimised negative data entries on Sentral	
<b>Tasks</b>	<b>People responsible</b>	
Update the SWPBS lessons regularly and monitor their delivery in the classroom to ensure fidelity and consistency	<input checked="" type="checkbox"/> Leadership team	
Upskill the SWPBS team with training in data collection & PCMS	<input checked="" type="checkbox"/> Leadership team	
Provide a Social & Emotional learning Scope & Sequence for 2026	<input checked="" type="checkbox"/> Leading teacher(s)	