

2026 Annual Implementation Plan

for improving student outcomes

Billanook Primary School (5193)



Submitted for review by Kris Johnson (School Principal) on 21 February, 2026 at 08:18 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 23 February, 2026 at 12:03 PM

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?
Optimise learning growth for every student in literacy and numeracy.	Yes	By 2028, increase the percentage of Year 5 students achieving high and medium, NAPLAN Relative Growth: <ul style="list-style-type: none"> • Reading from 63% (2024) to 68% • Writing from 58% (2024) to 63% • Spelling from 68% (2024) to 73% • Numeracy from 63% (2024) to 68% 	Establish high level processes to use data and evidence to meet every student's point of need.	No
		By 2028, decrease the percentage of students in NAPLAN proficiency level - 'needs additional support': <ul style="list-style-type: none"> • Year 3 spelling from 9% (2024) to 4% • Year 5 spelling from 10% (2024) to 5%. 	Strengthen collaborative practices to support schoolwide high quality teaching practice.	No
		By 2028, increase or maintain the percentage positive endorsement in the student Attitudes to School Survey: <ul style="list-style-type: none"> • Stimulated learning from 81% (2024) to 90% • Differentiated learning challenge from 91% (2024) to 93% 	Build teacher capability in explicit teaching and collaborative planning in writing	Yes
		By 2028, increase or maintain the percentage positive endorsement in the School Staff Survey: <ul style="list-style-type: none"> • Teacher collaboration from 76% (2024) to 86% • Professional learning through peer observation from 39% (2024) to 55% • Knowledge of high impact teaching strategies from 82% (2024) to 90% • Understand formative assessment from 84% (2024) to 94% • Maintain: Use data for curriculum planning at 100% (2024) 	Strengthen the use of assessment and moderation to inform teaching and monitor student progress in writing.	Yes

		<p>By 2028, increase the percentage of students Year 1 - 6 achieving 'above' age expected level in Teacher Judgement:</p> <ul style="list-style-type: none"> • Reading and viewing from 27% (2024) to 30% • Writing from 20% (2024) to 23% • Mathematics 2.0 from 19% (2025) to 22% 		
Empower students to be engaged, confident and self-regulated learners.	Yes	<p>By 2028, increase the percentage of students in F to Year 6 achieving 'above' age expected level Teacher Judgement (Victorian Curriculum:</p> <ul style="list-style-type: none"> • social and emotional capabilities from 12.5% (2022 to 2023) to 20%. 	Implement challenge-based learning in Years 3 to 6.	No
		<p>By 2028, increase the percentage positive endorsement for the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 87% (2024) to 92% • Student voice and agency from 75% (2024) to 80% • Sense of connectedness from 77% (2024) to 82% • Perseverance from 75% (2024) to 80% • Sense of confidence from 75% (2024) to 80%. 	Establish systems and processes to enhance student voice and learner agency.	No
		<p>By 2028, increase the percentage positive endorsement for the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Student cognitive engagement from 78% (2024) to 83% • School ethos and environment from 78 (2024)% to 83% • Safety from 65% (2024) to 75%. 	Embed a whole school multi-tiered approach to learner wellbeing.	No
		<p>By 2028, increase the percentage positive endorsement for the School Staff Survey:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 77% (2024) to 82%. 	Build teacher capacity to implement consistent practices which support student behaviour.	Yes

Define actions, evidence of change and tasks

Goal 1	Optimise learning growth for every student in literacy and numeracy.	
KIS 1.c	Build teacher capability in explicit teaching and collaborative planning in writing	
Actions	<ul style="list-style-type: none"> -Better alignment with Victorian Curriculum -Refining and updating writing instructional model -Improving consistency of writing pedagogy across year levels -Providing professional development in key areas of VTLM 2.0 such as explicit instruction -Develop an efficient and effective multi-tiered system of support 	
Evidence of change	<ul style="list-style-type: none"> -Teacher judgement data to have improved as reflected in Cold Write assessments -Analysis of student writing samples demonstrates improved control of sentence structure, grammar and punctuation (syntax), with increased accuracy and complexity evident across year levels. -Improving NAPLAN writing growth from 60% (high - medium growth in 2025) to being above state mean in 2026 (above 74%) -Maintaining our NAPLAN writing achievement scores across Levels 3 and 5. -Extend our students in the middle 2 bands of NAPLAN writing results (strong) into the top band (exceeding) 	
Tasks	People responsible	
Build teacher capacity to understand and implement the Writing Revolution resource; professional readings to be provided at PLC and staff PL meetings	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	

Learning Specialists to coach and mentor staff in identified areas of need.	<input checked="" type="checkbox"/> Learning specialist(s)
Learning Specialists to provide staff with professional development in utilising the ARC lesson plans. PLC	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
KIS 1.d	Strengthen the use of assessment and moderation to inform teaching and monitor student progress in writing.
Actions	<ul style="list-style-type: none"> -Continue to embed regular data analysis in PLC cycles -Consistent strategies for assessment and recording in planning documentation -Increased alignment with Victorian Curriculum -Improving consistency of writing pedagogy across year levels -Moderation -Providing professional development in key areas of VTLM 2.0 such as explicit instruction -Develop an efficient and effective multi-tiered system of support
Evidence of change	<ul style="list-style-type: none"> -Teacher judgement data to have improved as reflected in Cold Write assessments -Analysis of student writing samples demonstrates improved control of sentence structure, grammar and punctuation (syntax), with increased accuracy and complexity evident across year levels. -Improving NAPLAN writing growth from 60% (high - medium growth in 2025) to being above state mean in 2026 (above 74%) -Maintaining our NAPLAN writing achievement scores across Levels 3 and 5. -Extend our students in the middle 2 bands of NAPLAN writing results (strong) into the top band (exceeding)

Tasks	People responsible
Continue to develop and refine whole school data spreadsheets to monitor student growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Identify the critical skills from Foundation to Level 6 within the Vic Curriculum.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Providing opportunities for writing moderation to ensure consistency	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Review assessment schedule and assessment tools	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Goal 2	Empower students to be engaged, confident and self-regulated learners.
KIS 2.d	Build teacher capacity to implement consistent practices which support student behaviour.
Actions	<ul style="list-style-type: none"> -Develop a shared understanding of expected student behaviours. -Improve consistency of adult responses to student behaviour. -Embed preventative and proactive behaviour practices across the school. -Track student behaviour data to better inform school responses -Develop a school wide positive behaviour team which includes leadership, classroom teachers and Education Support members with a regular meeting schedule

	<ul style="list-style-type: none"> -Ensure that School Wide Positive Behaviour data is analysed and utilised at PLC meetings -Work with SWPB coach
Evidence of change	<ul style="list-style-type: none"> -Compass chronicle entries consistent with new approach -Maintain AToSS data- Effective classroom behaviour- 91% -Behaviour expectations are clearly documented and consistently communicated. -Classroom observations show consistent routines and expectations. -Reduced variability in staff responses to student behaviour. -Staff report increased confidence in managing behaviour. -Improved consistency evident in behaviour management records
Tasks	People responsible
Review and refine the school Behaviour Curriculum to clearly articulate expected behaviours.	<input checked="" type="checkbox"/> SWPBS leader/team
Establish agreed whole-school responses to minor and major behaviour incidents.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)
Explicitly teach behaviour expectations to students across all year levels.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)
Develop and implement consistent classroom routines and transitions.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)
Use professional learning and staff discussions to reinforce consistent practice	<input checked="" type="checkbox"/> SWPBS leader/team