

2026 Annual Implementation Plan

for improving student outcomes

Craigieburn Primary School (4770)



Submitted for review by Bernadette Pizaro (School Principal) on 27 January, 2026 at 01:57 PM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 27 January, 2026 at 02:41 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving				
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Evolving	Evolving

Future planning for 2026	<p>Our school review identified the suggested areas for growth and future focus to include: Opportunities for improvement Leadership Reviewing and streamlining leadership structures and portfolios Continuing to strengthen PLCs and monitor the impact. Continuing to build capacity of existing middle leadership through further development and training and for aspiring leaders to take on leadership roles. Exploring options for staff feedback structures including peer observations, coaching and mentoring. Opportunities for improvement Teaching and Learning Continuing to refine and embed implementation of the school's instructional model in alignment with the Victorian Teaching and Learning Model (VTLM) 2.0 Continuing to refine and embed literacy and numeracy initiatives. Strengthening knowledge of the curriculum as a continuum underpinned by the requirements of the Victorian Curriculum 2.0 Continuing to document curriculum Opportunities for improvement Assessment Continuing to build teachers' understanding of assessment use and administration Continuing to refine and enhance use of formative assessment for effective differentiation and engagement Improving data literacy and moderation practices to ensure accuracy of teacher judgements to successfully teach and assess students. Opportunities for improvement Engagement Strengthening and embedding the behaviour framework to build consistency of positive behaviour strategies Continuing to refine and consistently enact wellbeing and SEL programs Continuing to strengthen and enhance learning and wellbeing partnerships with</p>
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	parents. Continuing to focus on positive attendance strategies, particularly for priority cohorts.
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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?
Improve learning growth for every student in literacy and numeracy	Yes	<p>By 2029 increase the percentage of Year 3 and 5 students achieving 'exceeding' or 'strong' in NAPLAN proficiency levels for the domains of:</p> <ul style="list-style-type: none"> • Year 3 <ul style="list-style-type: none"> ○ Reading from 50% (2024) to 55% ○ Writing from 72% (2024) to 77% ○ Numeracy from 55% (2024) to 60% • Year 5 <ul style="list-style-type: none"> ○ Reading from 51% (2024) to 56% ○ Writing from 62% (2024) to 67% ○ Numeracy from 49% (2024) to 54% 	Review and refine leadership and organisational structures to support the school's improvement agenda.	No
		<p>By 2029 increase the percentage of Year 5 students making NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none"> • Reading from XX% in 2025 to XX%* • Numeracy from XX% in 2025 to XX%* <p>*Target placeholder to measure NAPLAN benchmark learning growth from when data are available.</p>	Enhance and embed staff capability to consistently implement agreed teaching and learning practices	No
		<p>By 2029, increase the percentage of Year 1-6 students assessed as being 'at or above' expected growth according to teacher judgement against Victorian Curriculum 2.0 in:</p> <ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ○ Reading from 69% (Semester 2 2023 to Semester 2 2024) to 74% 	Build and embed staff capability to consistently use agreed data and assessment practices to inform teaching and learning, at each student's point of need.	Yes

		<ul style="list-style-type: none"> ○ Writing from 70% (Semester 2 2023 to Semester 2 2024) to 75% ● Mathematics from xx% (2025) to xx%* <p>*Target placeholder to measure learning growth according to teacher judgement from when data is available.</p>		
		<p>By 2029, improve the percentage of positive endorsement for Year 4-6 students for the following factor on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> ● Stimulated Learning from 75% (2024) to 80% 		
Improve student engagement and wellbeing	Yes	<p>By 2029 improve the percentage of positive endorsement for Year 4-6 students for the following factors on the student AtoSS:</p> <ul style="list-style-type: none"> ● Student voice and agency from 63% (2024) to 68% ● School connectedness' from 65% (2024) to 70% ● Managing Bullying from 60% (2024) to 65% ● Emotional Awareness and Regulation from 70% (2024) to 75% ● Teacher Concern from 75% (2024) to 80% ● Respect for Diversity from 61% (2024) to 66% 	Build and develop whole school approach for student voice and agency in writing	No
		<p>By 2029 reduce the percentage of Year F–6 students with 20 or more absent days from 50% (2024) to 44%</p>	Continue to enhance the school's processes for supporting inclusion and wellbeing	Yes
		<p>By 2029 improve the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of:</p> <ul style="list-style-type: none"> ● Managing Bullying from 68% (2024) to 72% ● Student Voice and Agency from 78% (2024) to 82% 	Continue to build partnerships and engagement with parents, carers and families.	No

Define actions, evidence of change and tasks

Goal 1	Improve learning growth for every student in literacy and numeracy	
KIS 1.c	Build and embed staff capability to consistently use agreed data and assessment practices to inform teaching and learning, at each student's point of need.	
Actions	Build teacher capacity to identify student's point of need in numeracy.	
Evidence of change	<p>Victorian Curriculum 2.0 Mathematics teacher judgement show an increase in the number of students achieving at or above the age expected level.</p> <p>Teachers demonstrate improved ability to identify students who require support through the consistent use of formative assessment.</p> <p>F – 6 Mathematics scope and sequence have been reviewed using the VTLM 2.0 and included planned formative assessment to check for understanding and identify misconceptions throughout the lesson sequences.</p> <p>Teachers to have identified students on IEPs and made reasonable adjustments as evidenced in their planning and reflected in student learning goals for Mathematics.</p>	
Tasks	People responsible	
PLC leaders prepare meeting plans and materials with a focus on formative assessments	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	
Undertake learning walks to collect data on formative assessment practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	
Collate formative assessment data and reflect on student achievement/misconceptions in PLC leaders meetings.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	

		<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)
Engage with external consultant to support number fluency and formative assessment practices.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)
Teachers and Middle Leaders to engage in the Bron Rylie-Jones professional learning series.		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Goal 2	Improve student engagement and wellbeing	
KIS 2.b	Continue to enhance the school's processes for supporting inclusion and wellbeing	
Actions	Build teacher capacity to implement whole school social and emotional response	
Evidence of change	<ol style="list-style-type: none"> 1. All teachers are consistently enforcing the expected respectful behaviours in line with our SWPBS. 2. The AtoSS survey results for School Connectedness show improvement from the 2025 baseline data 3. The attendance results show improvements from the 2025 baseline data 4. Teacher have improved their confidence in embedding SWPBS in their student interactions through the use of common language and established routines 5. Teachers observations indicate that student demonstrate increase capacity for collaboration and conflict resolution. 	
Tasks		People responsible
Review our schools current practices to build a picture of staff understanding of SWPBS and student wellbeing needs		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team

	<input checked="" type="checkbox"/> Wellbeing team
Teachers to consistently engage with parents and carers to develop partnerships to effectively support the student	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)
Develop and document the current processes and procedures to support our teachers to make wellbeing referrals internally and externally.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team
Build teachers understanding of restorative practices to resolve student conflict.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team