

2026 Annual Implementation Plan

for improving student outcomes

Sunbury College (8350)



Submitted for review by Craig O'bree (School Principal) on 04 August, 2026 at 09:51 AM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 04 August, 2026 at 03:22 PM

Self-evaluation summary

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

Future planning for 2026	The school experience growth in key SSS and AtoSS factors in 2025, with a clear school-wide focus on our two key actions-- The Sunbury College guaranteed and viable curriculum is responsive to student needs.- The Sunbury College SWPBS implementation supports and enhances positive learning and student agencyThese key actions underpinned the following Key Improvement Strategies (KIS)- - KIS 2a- Strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities-KIS 2b- Deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing.The growth in these SSS and AtoSS factors, along with emphasis placed on enhancing literacy and numeracy across the school will support growth in student learning and wellbeing outcomes going into the future.The college is in a review year in 2026, with a school review in term 1 and the development of a new School Strategic Plan (SSP) early in the year. Sunbury College will continue to focus in 2026 on the two key actions that were implemented in 2025, with the new SSP providing strategic direction of the school in the second semester of 2026 and beyond.
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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 student learning outcomes	Yes	By 2030, increase the percentage of students making at or above benchmark growth in NAPLAN: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 9</td><td>Reading</td><td>XX%</td><td>2026</td><td>YY%</td></tr><tr><td>Year 9</td><td>Writing</td><td>XX%</td><td>2026</td><td>YY%</td></tr><tr><td>Year 9</td><td>Numeracy</td><td>XX%</td><td>2026</td><td>YY%</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Year 9	Reading	XX%	2026	YY%	Year 9	Writing	XX%	2026	YY%	Year 9	Numeracy	XX%	2026	YY%	Strengthen and embed a whole school approach to teaching and learning, aligned to the VTLM 2.0,to ensure the consistent use of evidence-based practices.	Yes			
		Cohort	Focus or factor	Baseline	Year	Target																					
		Year 9	Reading	XX%	2026	YY%																					
		Year 9	Writing	XX%	2026	YY%																					
Year 9	Numeracy	XX%	2026	YY%																							
By 2030, increase the percentage of students achieving at and above age expected level according to Semester 2 Victorian Curriculum 2.0 teacher judgements for: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 7 - 10</td><td>Reading and viewing</td><td>68%</td><td>2025</td><td>73%</td></tr><tr><td>Year 7</td><td>Reading and viewing</td><td>64%</td><td>2025</td><td>69%</td></tr><tr><td>Year 7 - 10</td><td>Writing</td><td>60%</td><td>2025</td><td>67%</td></tr><tr><td>Year 7 - 10</td><td>Mathematics</td><td>61%</td><td>2025</td><td>63%</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Year 7 - 10	Reading and viewing	68%	2025	73%	Year 7	Reading and viewing	64%	2025	69%	Year 7 - 10	Writing	60%	2025	67%	Year 7 - 10	Mathematics	61%	2025	63%	Strengthen implementation of a guaranteed and viable curriculum to enable responsive teaching and scaffolded learning.	No
Cohort	Focus or factor	Baseline	Year	Target																							
Year 7 - 10	Reading and viewing	68%	2025	73%																							
Year 7	Reading and viewing	64%	2025	69%																							
Year 7 - 10	Writing	60%	2025	67%																							
Year 7 - 10	Mathematics	61%	2025	63%																							
By 2030, increase the VCE mean score for English (All) and General Mathematics. <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 12</td><td>English (All)</td><td>25.68</td><td>2025</td><td>28.:00</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Year 12	English (All)	25.68	2025	28.:00	Develop the capacity of all teachers to explicitly teach literacy and numeracy across the	No															
Cohort	Focus or factor	Baseline	Year	Target																							
Year 12	English (All)	25.68	2025	28.:00																							

		Year 12 General Mathematics 26.14 2025 28.00	curriculum to improve student learning growth.																															
		By 2030, increase the percentage positive endorsement in the School Staff Survey for the following factors: <table> <tr> <th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr> <tr> <td>Teachers 0-10 years</td><td>Academic Emphasis</td><td>25%</td><td>2025</td><td>32%</td></tr> <tr> <td>Teachers 11-20 years</td><td>Academic Emphasis</td><td>32%</td><td>2025</td><td>40%</td></tr> <tr> <td>All staff</td><td>Understand how to analyse data</td><td>44%</td><td>2025</td><td>49%</td></tr> <tr> <td>Teachers 0-10 years</td><td>Understand formative assessment</td><td>57%</td><td>2025</td><td>61%</td></tr> </table>	Cohort	Focus or factor	Baseline	Year	Target	Teachers 0-10 years	Academic Emphasis	25%	2025	32%	Teachers 11-20 years	Academic Emphasis	32%	2025	40%	All staff	Understand how to analyse data	44%	2025	49%	Teachers 0-10 years	Understand formative assessment	57%	2025	61%							
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Teachers 0-10 years	Understand formative assessment	57%	2025	61%																														
Improve student learning and wellbeing outcomes	Yes	By 2030, increase the percentage of students' positive endorsement to the Attitudes to Schools Survey for the following factors: <table> <tr> <th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr> <tr> <td>All</td><td>Sense of Connectedness</td><td>46%</td><td>2025</td><td>48%</td></tr> <tr> <td>Years 10-12</td><td>Sense of connectedness</td><td>42%</td><td>2025</td><td>44%</td></tr> <tr> <td>All</td><td>Motivation and Interest</td><td>48%</td><td>2025</td><td>53%</td></tr> <tr> <td>Years 7-9</td><td>Motivation and Interest</td><td>43%</td><td>2025</td><td>49%</td></tr> <tr> <td>Year 10-12</td><td>Motivation and Interest</td><td>53%</td><td>2025</td><td>58%</td></tr> </table>	Cohort	Focus or factor	Baseline	Year	Target	All	Sense of Connectedness	46%	2025	48%	Years 10-12	Sense of connectedness	42%	2025	44%	All	Motivation and Interest	48%	2025	53%	Years 7-9	Motivation and Interest	43%	2025	49%	Year 10-12	Motivation and Interest	53%	2025	58%	Develop and implement SWPBS practices with fidelity to promote a positive learning environment.	Yes
Cohort	Focus or factor	Baseline	Year	Target																														
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		Year 10-12	Teacher Concern	36%	2025	41%			
		Year 9	Teacher concern	29%	2025	32%			
		Year 10-12	Respect for Diversity	36%	2025	41%			
Years 7-9	Attitudes to attendance	66%	2025	70%					
Year 9	Attitudes to attendance	63%	2025	68%					
All	Differentiated learning challenge	51%	2025	57%					
		By 2030, reduce the percentage of student absent days for:					Enhance Disability Inclusion practices to support all students' connectedness to school and peers.	No	
		Cohort	Focus or factor	Baseline	Year	Target			
		Year 7	20 or more	65%	2025	57%			
		Year 8	20 or more	74%	2025	69%			
		Year 9	20 or more	81%	2025	75%			
		Year 7–12					50%		
		Equity funded students	20 plus days	56%	2025				
							Strengthen the college's attendance processes and practices to improve, promote and proactively respond to student attendance.	No	

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes	
KIS 1.a	Strengthen and embed a whole school approach to teaching and learning, aligned to the VTLM 2.0, to ensure the consistent use of evidence-based practices.	
Actions	Build the knowledge and understanding of VTLM 2.0 for leaders, including KLA Instructional Leaders, Leading Teachers and Learning Specialists. Develop an organisational design that supports pedagogical practices aligned to VTLM 2.0.	
Evidence of change	KLA Instructional Leaders, Leading Teachers and Learning Specialists demonstrate increased knowledge, confidence and shared understanding of VTLM 2.0, including its elements, evidence-based practices and implications for teaching and learning at Sunbury College. Leaders consistently use the language of VTLM 2.0 when leading KLA and Collaborative Teacher Team meetings, facilitating professional learning, and providing feedback to teachers. A documented organisational design is developed and endorsed by the principal that clearly defines the roles, responsibilities, structures and collaborative processes required to support instructional leadership and consistent evidence-based teaching based on VTLM 2.0. A clear roadmap for the implementation of VTLM 2.0 in 2027 is established, including whole-staff professional learning, opportunities for collaboration and classroom-based support, and a process for reviewing and refining the Sunbury College's Flexible Teaching and Learning Framework to align with VTLM 2.0.	
Tasks		People responsible
Assess the current knowledge, confidence and professional learning needs of KLA Instructional Leaders, Leading Teachers and Learning Specialists in relation to VTLM 2.0.		☒ Assistant principal ☒ Teaching and learning coordinator
Develop and deliver a sequenced professional learning program for leaders that builds understanding of the elements of VTLM 2.0 and considers Sunbury College's context, including leaders' prior knowledge.		☒ Assistant principal ☒ Teaching and learning coordinator

Develop shared resources, processes and language that support leaders to apply VTLM 2.0 when facilitating KLA and Collaborative Teacher Team meetings, leading professional learning and providing feedback to teachers.		☒ Assistant principal ☒ Teaching and learning coordinator
Provide structured opportunities for leaders to collaboratively discuss and reflect on VTLM 2.0 through Teaching and Learning Team and Leadership Team meetings, and professional learning activities.		☒ Assistant principal ☒ Principal ☒ Teaching and learning coordinator
Review the College's current instructional leadership structures, roles, meeting arrangements, decision-making processes and allocation of resources, and develop an organisational design that clearly supports the implementation of VTLM 2.0.		☒ Assistant principal ☒ Principal
Develop a staged 2027 VTLM 2.0 implementation roadmap that includes whole-staff professional learning, collaborative planning, classroom-based support, monitoring and evaluation, and the review and refinement of the Sunbury College's Flexible Teaching and Learning Framework.		☒ Assistant principal ☒ Principal ☒ Teaching and learning coordinator
Goal 2	Improve student learning and wellbeing outcomes	
KIS 2.a	Develop and implement SWPBS practices with fidelity to promote a positive learning environment.	
Actions	Deliver SWPBS professional learning and support to build staff capacity to create positive classrooms.	
Evidence of change	Staff demonstrate increased knowledge, confidence and shared understanding of the three 2026 SWPBS classroom priorities- procedures and routines, active supervision and opportunities to respond (OTR). Teachers demonstrate greater consistency in establishing positive classroom environments, particularly through predictable start-of-class routines, active supervision and increased OTR. KLA and Collaborative Teacher Teams increasingly use Positive Classroom Management Strategies (PCMS) to support discussions about student engagement and responsive teaching, supported by shared resources and curriculum planning materials. An increased number of staff participate in learning walks, reciprocal observations and instructional coaching, using	

	feedback and reflection to strengthen their classroom practice and share successful examples across the College. Learning-walk data, staff and student feedback, AToSS results and school behaviour data provide evidence of increased consistency in SWPBS and PCMS implementation, particularly on procedures and routines, active supervision and OTR.
Tasks	People responsible
Develop and deliver a sequenced professional learning program on the three 2026 SWPBS classroom priorities- procedures and routines, active supervision and OTR, utilising the Department's Positive Classroom Management Strategies.	☒ Assistant principal ☒ Leadership team
Develop and share common resources to support classroom implementation of identified SWPBS strategies, including start-of-class routine guidance, OTR materials, curriculum planning resources and agreed language for encouraging positive behaviours.	☒ Assistant principal ☒ SWPBS leader/team
Use KLA and Collaborative Teacher Team meetings to embed SWPBS and PCMS practices, providing structured opportunities for staff to discuss implementation, examine student engagement and share effective classroom strategies.	☒ Assistant principal ☒ SWPBS leader/team ☒ Teaching and learning coordinator
Establish and implement a schedule of learning walks supported by clear observation protocols and data collection tools, focused on procedures and routines, active supervision and OTR.	☒ Assistant principal ☒ SWPBS leader/team
Develop and implement an instructional coaching and reciprocal-observation cycle, aligning with the College's peer observation framework, provides structured opportunities for feedback and reflection, and promotes broader staff participation.	☒ Assistant principal ☒ SWPBS leader/team
Monitor and evaluate the impact of professional learning and classroom support, using learning-walk data, staff and student feedback, AToSS results and school behaviour data to identify effective practices, celebrate success and refine future professional learning and support.	☒ Assistant principal ☒ SWPBS leader/team