

2026 Annual Implementation Plan

for improving student outcomes

Wayi School (5608)



Submitted for review by Leanne Sinnadurai (School Principal) on 30 January, 2026 at 05:18 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 02 February, 2026 at 09:06 AM

Self-evaluation summary

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

Future planning for 2026	Across 2025, Wayi School made strong and purposeful progress toward the goals outlined in the Annual Implementation Plan (AIP), with most actions completed and significant organisational learning contributing to improved coherence across the school. Against our four-year School Strategic Plan (SSP), we are tracking positively in the areas of curriculum, instruction and collaborative practice, while recognising the need for greater precision and strategic focus in our wellbeing-aligned improvement strategies. Implementation of the Key Improvement Strategy (KIS) to develop, document and embed an agreed instructional model for literacy and numeracy was successful, with all associated actions completed. The development of a whole-school instructional model, a consistent approach to teaching reading, and the strengthening of PLC structures collectively contributed to improved teacher confidence and greater consistency in practice. These actions had the expected impact on organisational readiness and staff capability, though their full impact on student outcomes is emerging as practices continue to embed. Similarly, the KIS to further develop, document and embed whole-school collaborative approaches to curriculum planning and assessment was effectively implemented. Regular collaborative planning, supported by Teaching Partners and the Learning Specialist, increased teacher capability and created stronger alignment across the literacy block. These structures have laid a solid foundation for improved curriculum delivery and fidelity to school-wide expectations. Progress within the multi-tiered systems of support (MTSS) KIS was mixed. While a clear whole-school approach to attendance was established, the action to build consistent Tier 1 instructional practice was limited by variability in leadership
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	knowledge. This prompted a significant review and deeper organisational learning, which, although it moderated the extent of achievement within the current cycle, has strengthened clarity and created a sharper focus for 2026. This work now aligns strongly with the expectations of VTLM 2.0 and will be a major strategic focus moving forward. The KIS relating to activating student voice, agency, and leadership was successfully implemented. Student leadership opportunities broadened through assemblies and the SRC, and emerging staff capability in supporting prosocial play has begun to shape practice. While these initiatives are still embedding, the foundations for continued development in 2026 are strong. As we reflect on our progress and its impact on student outcomes, we recognise the need to strengthen the curriculum structures developed in 2025 and deepen our focus on accurate teacher judgement and goal setting. Although student progress is evident through the Curriculum Continuum Tracker, a higher-than-expected number of students were assessed as “making good progress towards this goal,” indicating a need for more precise use of assessment data to select realistic and achievable learning goals. To address this, we will develop and implement a more measurable framework for teacher judgement, aligned with Victorian Curriculum 2.0, to enhance data accuracy and strengthen individual goal setting. Looking ahead to 2026, we will continue to focus on the KIS develop, document and embed an agreed instructional model for literacy, with a renewed emphasis on deepening teacher capability through consistent enactment of VTLM 2.0 in classroom practice. Strengthening middle leaders’ capacity to lead and coach for high-quality instruction will be a key implementation priority. We will also continue to focus on the KIS further develop, document and embed whole-school collaborative approaches to curriculum planning and assessment, ensuring that collaborative structures explicitly support teachers to apply VTLM 2.0, use assessment data effectively, and plan instruction that is responsive to student needs. Aligned with our MTSS work, we will introduce Classroom Focus Meetings in 2026 to strengthen the connection between teaching, learning, wellbeing and engagement. These team-based meetings will enable leadership to work closely with teachers to monitor student needs, build capability, and support consistent, needs-based responses. Attendance will remain a continued focus, with a sustainable model to improve attendance rates and strengthen early identification of Tier 2 and Tier 3 students. In addition, wellbeing and engagement will be strengthened through the development of a sustainable Buddy System, refinement of SRC and assembly processes, and continued embedding of the Play With Me program, with increasing links to teaching and learning. Overall, Wayi School is on track to meet its four-year SSP goals for Improving Student
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	Learning Outcomes, with strong foundations established through effective implementation of the KIS in 2025. We recognise, however, the need for a more deliberate and strategic focus on the KIS within the Improve Student Wellbeing Outcomes goal to ensure we achieve the full set of four-year targets. The work planned for 2026 positions the school to make strong collective gains across both learning and wellbeing domains.
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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 2028, the percentage of students who demonstrate within level or next level progress, over a period of 24 months, as measured by teacher judgement data, will increase • Speaking and Listening from 91% (2024) to 95%. • Reading and Viewing from 90% (2024) to 95%. • Number and Algebra 85% (2024) to 89%.	Develop the capacity of leaders and teachers to implement a coherent school improvement plan and strategies.	No
		By 2028, increase or maintain the proportion of positive response scores on the Attitude to School Survey for the following factors: • Stimulating Learning from 82% (2024) to 86%. • Differentiated learning challenge from 91% (2024) to 95%. • Teacher concern to be maintained at 96% (2024).	Develop, document and embed an agreed instructional model for literacy and numeracy.	Yes
		By 2028, increase the proportion of positive response scores on the School Staff Survey across the school, for: • Instructional Leadership from 79% to 83%. • Academic Emphasis from 56% to 59%. • Teacher Collaboration from 73% to 76%. • Use Student Feedback to Inform Teaching Practice from 59% to 62%.	Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment.	Yes

			Build staff data literacy and confidence working with student data.	No
Improve student wellbeing outcomes.	Yes	By 2028, increase the number of students with less than 20 days absence from 45% (2023) to 48%.	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	Yes
		By 2028, increase the percentage of students meeting their Individual Education Plan as follows: • Personal and Social Capability - Self Awareness from 49% (2024) to 52%. • Personal and Social Capability - Social Awareness from 55% (2024) to 58%.	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.	Yes
		By 2028, increase the proportion of positive response scores on Attitude to School Survey across the school for: • Sense of Confidence 88% (2024) to 92%. • Sense of Connectedness 85% (2024) to 89%. • Student Voice and Agency maintained at 94% (2024). • Managing Bullying from 89% (2024) to 93%.	Further develop purposeful partnerships with parents/carers and community supports to improve student learning and wellbeing outcomes.	No
		By 2028, increase the proportion of positive response scores on the School Staff Survey across the school for: • Parent and Community Involvement from 84% (2024) to 88%. • School Staff Safety and Wellbeing from 79% (2024) to 83%.		
		By 2028, increase the proportion of positive response scores on Parent/Caregiver/Guardian Opinion Survey across the school for 'Parent Participation and Involvement' from 83% (2024) to 87%.		

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Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes.	
KIS 1.b	Develop, document and embed an agreed instructional model for literacy and numeracy.	
Actions	Build educators capacity in Literacy assessment to identify and meet student's individual learning needs, with a focus on phonics.	
Evidence of change	Victorian Curriculum 2.0 teacher judgements based on moderation. Curriculum Continuum Tracker demonstrates an increase in student achievement in Phonics. IEPs demonstrate an increase in students achieving their goals in English (Literacy). Collaborative planning agendas and Professional Practice calendar document a focus on assessment, goal selection, teaching and learning programs and reporting.	
Tasks		People responsible
Develop and implement a moderated teacher judgement framework.		☒ Assistant principal ☒ Education support ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s)
Leaders develop and deliver professional learning and collaborative planning with a focus on assessment and meeting student individual learning needs.		☒ Leading teacher(s) ☒ Learning specialist(s)
Develop a MTSS for the delivery of professional learning to improve student outcomes.		☒ Assistant principal ☒ Learning specialist(s)

Leaders participate in learning walks, observing how planning is being implemented into practice, to inform future planning.		☒ Leading teacher(s) ☒ Learning specialist(s)
Develop whole school unit plans based on the Wayi School Phonics Program and VLP's to assist teachers in focusing their planning time on assessment and individual learning needs.		☒ Assistant principal ☒ Education support ☒ Learning specialist(s) ☒ Teacher(s)
KIS 1.c	Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment.	
Actions	Strengthen capabilities of teacher to implement the VTLM 2.0 Further develop and document the Senior Secondary and Careers and Pathways programs to widen student opportunities for learning.	
Evidence of change	VTLM 2.0 documented within planning documentation for all classrooms. Peer Observations documenting the use of PCMS in classrooms. Documented Senior Secondary and Careers and Pathways Handbook. Documented timeline of careers and pathways programs from year 7 to 12.	
Tasks		People responsible
Middle leader/s to attend professional learning on the VTLM 2.0.		☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ School improvement team
Embed the VTLM 2.0 through the PLC inquiry cycles.		☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders

	☒ School improvement team
Embed peer observations through the PLC cycles focused on the VTLM 2.0.	☒ Assistant principal ☒ Learning specialist(s) ☒ PLC leaders ☒ School improvement team
Develop handbooks for Senior Secondary and Careers and Pathways to have clear and consistent expectations and availability of programs.	☒ Assistant principal ☒ Education support ☒ Leading teacher(s) ☒ School improvement team
Connect, create and extend community and professional partnerships for the Careers and Pathways Program and Senior Secondary Classroom.	☒ Assistant principal ☒ Education support ☒ Leading teacher(s) ☒ School improvement team
Goal 2	Improve student wellbeing outcomes.
KIS 2.a	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement. Strengthen the whole school approach to social and emotional learning.
Evidence of change	Whole-school PCMS scope and sequence developed. Personal and Social Capabilities curriculum integrating cross curriculum priorities Walkthrough and observation data shows agreed Tier 1 practices evident in the majority of classrooms. Documented process for Tier 2 and Tier 3 interventions. Staff self-assessment and feedback surveys show growth in confidence and understanding of Tier 1 behaviour and

	engagement strategies.
Tasks	People responsible
Design and implement a Classroom Focus Meetings (CFM) framework to build staff capacity in Tier 1 strategies to improve student learning, wellbeing and engagement.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal ☒ School improvement team
Develop a scope and sequence, aligned with the Positive Classroom Management Strategies (PCMS) and linked to the ES and TCH PP session focuses.	☒ Assistant principal ☒ Learning specialist(s) ☒ School improvement team ☒ SWPBS leader/team
Develop and document a whole-school integrated Personal & Social capabilities curriculum which incorporates the health curriculum, RRRR curriculum and SWPBS expected behaviours.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Learning specialist(s) ☒ School improvement team ☒ SWPBS leader/team
Review and refine processes for identifying and responding to students requiring Tier 2 or 3 interventions.	☒ Assistant principal ☒ Leading teacher(s) ☒ Mental health and wellbeing leader ☒ School improvement team ☒ Wellbeing team
KIS 2.b	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.

Actions	Develop, document and implement a whole-school approach to improve school connectedness and strengthen student engagement. Strengthen student voice and leadership structures to increase authentic participation and agency.	
Evidence of change	The Buddy Program, 'Play with Me', SRC, and assembly leadership processes are documented, consistently implemented, and aligned to whole-school wellbeing and behaviour expectations. Behaviour and wellbeing data shows improved relationships and a reduction in playground-related incidents. Yard duty and classroom observations show consistent prompting and reinforcement of pro-social behaviours. Staff explicitly teach, model, and reinforce pro-social and leadership skills across classroom and playground contexts.	
Tasks		People responsible
Develop a documented Buddy Program framework that outlines clear selection criteria, designated staff responsibilities, and the required skills to be explicitly taught to students.		☒ Assistant principal ☒ Leading teacher(s) ☒ School improvement team ☒ Wellbeing team
Review, refine and monitor the 'Play with Me' program to enhance the teaching and reinforcement of pro-social behaviours within classroom and playground contexts.		☒ Allied health ☒ Assistant principal ☒ Leadership team ☒ School improvement team
Review and strengthen SRC and assembly leadership processes while promoting the growth of further student-led initiatives across the school.		☒ Assistant principal ☒ Education support ☒ Leadership team ☒ School improvement team