

2026 Annual Implementation Plan

for improving student outcomes

Mullum Primary School (4886)



Submitted for review by Marie Beale (School Principal) on 02 March, 2026 at 02:44 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 02 March, 2026 at 05:40 PM

Self-evaluation summary

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

Future planning for 2026	There is varied progress in all areas of wellbeing and engagement.
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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?
Maximise student learning growth and outcomes in literacy and numeracy.	Yes	<p>By 2027, maintain or increase the percentage of students achieving in the exceeding NAPLAN proficiency scale from the baseline:</p> <ul style="list-style-type: none"> • Year 3 reading to increase from 24% (2023) to 30% • Year 3 writing to increase from 16% (2023) to 22% • Year 3 numeracy to increase from 22% (2023) to 28% • Year 5 reading to be maintained at 38% • Year 5 writing from 21% (2023) to 24% • Year 5 numeracy from 9% (2023) to 16%. 	Embed a sustainable Professional Learning Communities model where staff use evidence and feedback to ensure learning growth for students.	Yes
		<p>By 2027 maintain or increase the number of students demonstrating above relative growth in NAPLAN at year 5 from:</p> <ul style="list-style-type: none"> • Reading - 17% (2023) to 22% • Numeracy - 11% (2023) to 18% 	Build capabilities of staff to ensure high-quality pedagogical and instructional practice.	No
		<p>By 2027, increase the percentage of F-6 students achieving above expected growth annually according to Teacher Judgement-Growth Time Series for:</p> <ul style="list-style-type: none"> • Reading and viewing from 23% (2021 Sem 2 - 2022 Sem 2) to 26% (2025 Sem 2-2026 Sem 2) • Writing from 21% (2021 Sem 2 - 2022 Sem 2) to 25% (2025 Sem 2-2026 Sem 2) • Number and algebra from 17% (2021 Sem 2 - 2022 Sem 2) to 22% (2025 Sem 2-2026 Sem 2). 	Embed data informed planning where staff utilise the curriculum as continuum to differentiate learning for all students.	Yes

		<p>By 2027, maintain or increase the percentage of positive endorsement for the following School Staff Survey factors.</p> <ul style="list-style-type: none"> • Seek feedback to improve practice to increase from 44% (2022) to 60% • Guaranteed and viable curriculum to increase from 79% (2022) to 85% • Use data for curriculum planning to increase from 75% (2022) to 80%. 		
Empower students in their learning and wellbeing.	Yes	<p>By 2027 the percentage of positive endorsements on the Attitudes to School Survey for the following factors.</p> <ul style="list-style-type: none"> • Student voice and agency to increase from 46% (2022) to 60% • Effective teaching time to increase from 73% (2022) to 80% • Respect for diversity to increase from 62% (2022) to 71%. 	Develop staff capabilities to activate student voice and agency in learning.	No
		<p>By 2027 positive endorsement for the following School Staff Survey factor.</p> <ul style="list-style-type: none"> • Use student feedback to improve practice to increase from 63% (2022) to 65% • Parent and community involvement from 71% (2022) to 82%. 	Enhance active partnerships between students, staff and families to strengthen engagement in learning.	Yes
		<p>By 2027 maintain or increase the percentage of positive endorsement for the following Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning to increase from 73% (2022) to 80% • Teacher communication to increase from 56% (2022) to 70% • Effective teaching to increase from 64% (2022) to 75%. 		

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Define actions, evidence of change and tasks

Goal 1	Maximise student learning growth and outcomes in literacy and numeracy.	
KIS 1.a	Embed a sustainable Professional Learning Communities model where staff use evidence and feedback to ensure learning growth for students.	
Actions	Implement a peer feedback process to improve pedagogical practices Explicit modelling and rehearsing practices to implement in the classroom	
Evidence of change	Teachers are able to use the codified language of Steplab to describe the focused practice when observing peers Teachers are comfortable sharing their practice with their peers, dropping in to see their peers and provide feedback on what has been observed. Increased positive endorsement in Staff Opinion Survey to Seeking Feedback to Improve Practice	
Tasks	People responsible	
Prepare and present professional learning for all staff using Steplab resources.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	
Define the codified language for all staff to use for scripting and rehearsing. Develop the Mullum Playbook	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	
Explicit modelling and rehearsing practices to implement in the classroom. Identify key practices to model, selecting specific teaching strategies or classroom routines (e.g., 100% participation, Securing attention). Teachers are provided with opportunities to script, rehearsal and practice modeled behaviors or strategies throughout professional learning sessions. Use Steplab to collate collegiate feedback using the 'Dropin' function.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	
Implement a peer feedback process to improve pedagogical practices, through clearly define goals and documented feedback. Set clear objectives for peer feedback (e.g., improving lesson delivery, student engagement) and establish criteria for evaluation using granular steps in the Steplab	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	

platform. Pair of teachers with appropriate peers based on complementary skills or areas for growth	
KIS 1.c	Embed data informed planning where staff utilise the curriculum as continuum to differentiate learning for all students.
Actions	Develop systems for collecting and analysng student data in numeracy, reading, and writing prior to the planning cycle.
Evidence of change	<ol style="list-style-type: none"> 1. Streamlined Data Collection: Clear and consistent data collection methods in place for numeracy, reading, and writing. 2. Data-Driven Planning: Teachers use student data as a key factor in lesson planning and instructional decisions. Teachers will bring Top Ten pre-assessment to the planning meetings prior to development the unit of work in mathematics, to plan the starting point and the range of the unit of work. Teachers will bring completed Talk for Writing summary sheet based on the cold task to planning sessions. Planning for small group reading practices in all year levels. 3. Differentiated Instruction: More personalized and targeted teaching strategies based on data, planned for and implemented across the school 4. Ongoing Monitoring: Regular tracking of student progress through progress monitoring in numeracy and literacy. Teachers use Acadience to track mathematics fluency of number facts and will refine practices around using DIBELS 5. Improved Outcomes: Observable improvements in student performance in core areas. 6. Teacher Capacity: Enhanced teacher skills in using data to guide instruction and improve student outcomes.
Tasks	People responsible
Pre-plan and deliver cold tasks in writing to provide data for unit planning	☑ Teacher(s)
Pre-plan, administer pre-assessment tasks for mathematics and complete the spreadsheet	☑ Teacher(s)

Complete the Acadience maths tracking sheet, three times per year	<input checked="" type="checkbox"/> Teacher(s)
Use data analysis tools in DIBELS to visualise the data to assist in differentiation.	<input checked="" type="checkbox"/> Teacher(s)
Goal 2	Empower students in their learning and wellbeing.
KIS 2.b	Enhance active partnerships between students, staff and families to strengthen engagement in learning.
Actions	Action 1: Develop Collaborative Communication Platforms Action 2: Engage Families in Collaborative Learning Activities
Evidence of change	Evidence of Change Increased Communication & Engagement: Build in more frequent communication between students, staff, and families, using our monitoring systems on Google Drive and Compass. This results in higher engagement from all parties. Better Academic Outcomes: Students' motivation and academic performance improve as a result of stronger community involvement. Improved Relationships: A more connected and trusting school community, with active collaboration among families, students, and staff.
Tasks	People responsible
Establish a Communication Schedule and Protocols Task 1: Embed the clear schedule for when and how communications will be made with families (e.g. fortnightly newsletters, Jump Start Survey, phone conversations, Health Support Plans). Set guidelines for response times and expectations for the level of detail in communications.	<input checked="" type="checkbox"/> All staff
Set Up Feedback Mechanisms Task 2: Implement a system for collecting regular feedback from both families and staff about the effectiveness of the communication platforms (e.g. short surveys or feedback forms). Key Considerations: Use feedback to fine-tune the platforms and communication methods throughout the year.	<input checked="" type="checkbox"/> All staff