

2026 Annual Implementation Plan

for improving student outcomes

St Kilda Park Primary School (2460)



Submitted for review by Neil Scott (School Principal) on 06 February, 2026 at 02:34 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 06 February, 2026 at 10:00 PM

Self-evaluation summary

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

Future planning for 2026	<p>Our work this year has consolidated the significant progress made across the life of the 2021–2025 School Strategic Plan. The school has fully implemented the key improvement strategies relating to instructional excellence and has established a strong, consistent, evidence-informed teaching model across all classrooms. The School Review affirmed that these instructional reforms have been the defining strength of the SSP period and have contributed to measurable uplift in student outcomes, particularly in Reading and, more recently, in Numeracy. The KIS related to building practice excellence were implemented with fidelity, and the expected impact on teacher practice, instructional consistency, and student learning growth has been realised. Progress against our wellbeing goals was steady and positive, with strengthened classroom routines, clearer behavioural expectations, and structured wellbeing programs leading to improvement across several AtoSS domains. While some wellbeing targets were not fully met, the Review Panel acknowledged significant gains in connectedness, inclusion, emotional regulation, and student confidence. The development of wellbeing check-in systems and a more consistent whole-school approach to Social and Emotional Learning places the school in a strong position to deepen this work in the next cycle. Overall, we consider that we have largely achieved what was intended within this SSP period. The KIS were implemented effectively, and the impact was consistent with the outcomes anticipated at the start of the cycle. The next phase of improvement will require building on this strong foundation by shifting from consolidation toward deeper precision, responsiveness, and growth for all learners. The Review Report identifies clear</p>
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priorities for the new SSP, which will guide our 2026–2029 AIP:

1. Deepen instructional impact, with a specific focus on Numeracy and formative assessment. While literacy outcomes have improved significantly, numeracy results have been more variable. Building teacher confidence in responsive teaching, strengthening the use of developmental rubrics, and deepening formative assessment practices will be a key focus area. The school will continue to refine explicit instruction while expanding professional learning in adaptive teaching, real-time feedback, and targeted differentiation.
2. Strengthen multi-tiered systems of support (MTSS) for both learning and wellbeing. The new SSP highlights the importance of refining our Tier 2 and Tier 3 intervention structures and strengthening evaluation of the impact of supports. This includes clearer case management processes, consistent use of data to monitor progress, and stronger alignment between ES staff, teachers, external providers and leadership. This work will support both academic growth and wellbeing.
3. Continue embedding a whole-school approach to wellbeing, inclusion and engagement. The Review emphasised the gains made in student confidence, connection, and emotional safety. The next stage of development will involve reinforcing consistency in routines and SEL delivery, strengthening partnerships with families of students with higher or emerging needs, and expanding student voice structures to ensure feedback directly informs planning and decision making.
4. Develop middle leadership capability. The Review found that strengthened instructional leadership was a major enabler of improvement. Sustaining this progress over the next four years will require a deliberate focus on developing middle leaders who can lead curriculum, assessment and wellbeing initiatives with clarity and confidence.
5. Strengthen community engagement in learning, particularly with parents as partners. The Review highlighted extraordinarily high levels of trust and community involvement. The next SSP focuses on leveraging this strength to enhance learning outcomes, increase attendance, and foster deeper parent understanding of the school's instructional and wellbeing approaches.

Based on these findings, the goals and KIS selected for focus in the 2026 AIP will align closely with the new SSP:

- Strengthening explicit and responsive instruction, with a particular emphasis on Numeracy, formative assessment and developmental rubrics.
- Embedding MTSS for learning and wellbeing, including improved evaluation processes for targeted supports.
- Consolidating a whole-school wellbeing approach, ensuring consistent routines, high-quality SEL, and strengthened student agency.
- Developing leadership capability, especially in middle leaders who will drive and sustain improvement across teams.

In summary, the school enters the next strategic cycle with strong foundations, clear priorities

	<p>and a highly aligned staff team. The work ahead will focus on deepening impact, refining systems, and ensuring every student experiences high levels of growth, wellbeing and engagement within a consistent, predictable and inclusive school environment.</p>
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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?
To improve learning achievement and growth for all students.	Yes	<p>By 2029, increase the percentage of students achieving exceeding proficiency level in NAPLAN in:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 40% (2025) to 50% • Writing from 22% (2025) to 32% • Spelling from 21% (2025) to 31% • Numeracy from 22% (2025) to 32% <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 42% (2025) to 52% • Writing from 28% (2025) to 38% • Spelling from 11% (2025) to 21% • Numeracy from 15% (2025) to 25% 	Strengthen teachers' capability and confidence to deliver explicit and responsive instruction.	Yes
		<p>By 2029, increase the percentage of students achieving high relative growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 7% (2025) to 30% • Writing from 27% (2025) to 30% • Spelling from 38% (2025) to 30% • Numeracy from 21% (2025) to 30% 	Embed multi-tiered systems of support that enhance student learning and wellbeing.	No
		<p>By 2029, increase the percentage positive endorsement on the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Trust in colleagues from 70% (2025) to 80% • Guaranteed and viable curriculum from 88% (2025) to 90% • Seek feedback to improve performance from 65% (2025) to 75% 	Build and implement a knowledge rich curriculum.	No

		<p>By 2029, maintain the percentage of students at or above age expected level according to Teacher Judgements, against the Victorian Curriculum 2.0 in:</p> <ul style="list-style-type: none"> • Reading and Viewing at 95% (Semester 2, 2024) • Speaking and Listening at 98% (Semester 2, 2024) • Writing at 91% (Semester 2, 2024) • Mathematics 2.0 at 91% (Semester 2, 2024) 		
Enhance the wellbeing, inclusion and engagement of all students	Yes	<p>By 2029, increase the percentage positive endorsement on the Attitude to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning from 75% (2025) to 80% • School connectedness from 80% (2025) to 85% 	Embed a whole school approach to wellbeing, inclusion and engagement	Yes
		<p>By 2029, increase the attendance rate from 90% (2024) to 95%</p>	Enhance the wellbeing, engagement and emotional capabilities of all students	No
		<p>By 2029, increase the percentage positive endorsement on the School Staff Survey factor:</p> <ul style="list-style-type: none"> • Parent and community involvement from 70% (2025) to 74% • Trust in students and parents from 73% (2025) to 77% 		

Define actions, evidence of change and tasks

Goal 1	To improve learning achievement and growth for all students.	
KIS 1.a	Strengthen teachers' capability and confidence to deliver explicit and responsive instruction.	
Actions	Refine teachers' responsive practice through continuous cycles of Teach, Check, Respond	
Evidence of change	<ul style="list-style-type: none"> - Playbook on Instructional Practices provide evidence of our school's codified core techniques and practices - Updated Assessment Schedule provides evidence of alignment and consistency of assessment practices with teaching practices - Lesson Plans and meeting minutes to show evidence of thorough and collaborative Intellectual Preparation - Classroom Observations/Learning Walks provide evidence of teachers consistent understanding and application of responsive teaching practices - Whole school curriculum map reflecting sequenced, low-variance and knowledge-rich curriculum - Tier 2 and Tier 3 Intervention planning and observation reflect assessment data collected and use of evidence-based instruction 	
Tasks	People responsible	
EXPLORE & PREPARE – Creation of an Instructional Playbook through the Playbook Project to codify and define the school's core techniques and practices.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	
PREPARE & DELIVER - Professional Learning and Teaching Sprint cycles around Responsive Teaching, based on identified and defined techniques and practices to build confidence and skill in responsive practice.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	
PREPARE & DELIVER- Implementation of assessment tools to identify students at risk in Literacy and Numeracy and Improved use and monitoring of Multi-tiered Systems of Support (MTSS).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	

		<input checked="" type="checkbox"/> Learning specialist(s)
DELIVER & SUSTAIN - Creating and implementing a clear and thorough process for teams to follow to ensure thorough and collaborative intellectual preparation.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
DELIVER & SUSTAIN – Creation and implementation of a whole-school curriculum map using knowledge-rich materials		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Principal
Goal 2	Enhance the wellbeing, inclusion and engagement of all students	
KIS 2.a	Embed a whole school approach to wellbeing, inclusion and engagement	
Actions	To develop a shared, consistent understanding of, and approach to, wellbeing, inclusion and engagement.	
Evidence of change	<ul style="list-style-type: none"> - Professional learning materials evidence of high quality, evidence-based learning for staff - Staff/Wellbeing Team focus group provides anecdotal feedback that teachers are feeling and responding positively to professional learning - Regular staff surveys indicate improved teacher confidence and understanding of wellbeing, language, self-regulation, trauma-informed practice - SWPBS data sets indicate improved teacher confidence and understanding of wellbeing, language, self-regulation, trauma-informed practice - Classroom Observations and student data reflect increases in students’ readiness to learn throughout the day -Staff Meeting Minutes indicate time prioritised for sharing wellbeing issues and ensuring teachers develop and demonstrate an inclusive mindset. 	
Tasks		People responsible

<p>EXPLORE - Leaders to investigate Science of Wellbeing, including trauma-informed practice and Behavioural Science, to determine the background knowledge required by staff to implement a whole-school approach to wellbeing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
<p>PREPARE – Provide professional learning for all teaching and Education Support staff about the ‘why’ - the school data, the science of wellbeing and theory.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s)
<p>PREPARE & DELIVER - Development of shared and evidence-informed wellbeing and inclusion practices - data collection, language, routines, techniques and expectations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s)
<p>SUSTAIN - Learning Walks and peer modelling around Tier 1 trauma-informed practice, wellbeing and mental health.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
<p>SUSTAIN – Monitor our effectiveness: staff surveys, student survey data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team