

2026 Annual Implementation Plan

for improving student outcomes

Wales Street Primary School (3139)



Submitted for review by Robyn Owens (School Principal) on 09 February, 2026 at 11:04 AM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 21 February, 2026 at 10:18 PM

Self-evaluation summary

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

Future planning for 2026	
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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?
Optimise student learning growth.	Yes	By 2029, increase the percentage of students exceeding or strong NAPLAN Proficiency level data in: Year 3 numeracy from 75% (2024) to 80%	Strengthen teacher capacity to differentiate the curriculum and increase the learning challenge of students.	Yes
		By 2029, increase the percentage of students achieving Exceeding or Strong NAPLAN proficiency level data in: - Year 5 writing from 73% (2024) to 78% - Year 5 spelling from 70% (2024) to 75% - Year 5 numeracy from 76% (2024) to 80%.	Deepen the capacity of all staff to use data to inform planning, teaching and evaluation.	Yes
		By 2029, increase the percentage of positive responses on the School Staff Survey for the modules: - Teaching and Learning-planning from 71% (2024) to 80% - Teaching and Learning-implementation from 61% (2024) to 71% - Teaching and Learning-evaluation from 63% (2024) to 70%.	Strengthen teacher knowledge and practice to activate learner agency in all curriculum areas.	No
Improve student wellbeing outcomes.	Yes	By 2029, increase the percentage of Attitude to School Survey (AtoSS) positive responses for the factor Resilience, in the normal to high range from 65% (2024) to 72%.	Develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing.	Yes

		By 2029, increase the percentage of AtoSS positive responses for the factor emotional awareness and regulation from 67% (2024) to 72%.	Build the capability of all staff to identify and support the wellbeing needs of students.	Yes
		By 2029 increase the percentage of AtoSS positive responses for student voice and agency from 56% in (2024) to 63%.	Strengthen each student's ability to persevere and approach challenges and self-regulate.	No

Define actions, evidence of change and tasks

Goal 1	Optimise student learning growth.	
KIS 1.a	Strengthen teacher capacity to differentiate the curriculum and increase the learning challenge of students.	
Actions	Build teacher knowledge and shared practice of the VTLM Improve planning for differentiation and challenge with a better understanding of the elements of teaching Use data to drive instructional decisions Monitor and support teacher growth	
Evidence of change	Lesson plans consistently show different entry and exit points for students PLC minutes reflect professional dialogue focused on student growth and targeting planning Evidence of shared planning resources and agreed differentiation strategies Classroom observations demonstrate varied instructional strategies and appropriate challenge	
Tasks		People responsible
Build teacher knowledge and shared practice being guided by the VTLM Improve planning to include responsive teaching techniques Strengthen classroom practice Use data to drive instructional decisions Monitor and support teacher growth Teams supported in meetings for consistent practice across the school Professional development on the VTLM		☐ Assistant principal ☐ Disability inclusion coordinator ☐ Learning specialist(s) ☐ Mental health and wellbeing leader
KIS 1.b	Deepen the capacity of all staff to use data to inform planning, teaching and evaluation.	
Actions	Learning Specialists and Assistant principals to attend team planning meetings to focus on student data. Targeted Professional Learning. Individual PDPs for staff Embed data into planning and teaching practice to build shared understanding and confidence	

Evidence of change	Adjustments to teaching programs and differentiation are clearly linked to student data Team and PLC meeting minutes demonstrate structured data discussions and agreed actions. Moderation processes result in greater consistency of teacher judgements across classes and cohorts. Teachers confidently explain what the data shows, what it means, and how it informs next steps Planning documents explicitly show instructional decisions linked to analysed data. Performance and development conversations include explicit discussion of data-informed practice.	
Tasks		People responsible
PLC focus on data Leadership and learning Specialists to attend planning meetings to support the analysis of data and to plan the next steps PLC teams to develop common assessment tasks Include moderation in each term on the meeting schedule Learning Specialists & Assistant Principal's to provide professional development on common assessment tasks Embed data-informed practice expectations into performance and development processes.		☐ Assistant principal ☐ Leadership team ☐ PLC leaders ☐ Team leader(s)
Goal 2	Improve student wellbeing outcomes.	
KIS 2.a	Develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing.	
Actions	A new Mental Health leader appointed for 2026 Ensure all staff understand their role and responsibility in supporting student wellbeing Implement consistent processes for identifying wellbeing concerns, using multiple data sources (e.g. attendance, behaviour, teacher observations) Integrate wellbeing explicitly into classroom practice and curriculum planning Support teachers to embed social and emotional learning within everyday teaching. Ensure consistent approaches to positive behaviour support, classroom routines, and expectations. Use coaching, modelling, and observation to support consistent implementation	

Evidence of change	Clear documentation: procedures and flowcharts Greater confidence in teachers to support the mental health of their students Clear clarification of roles and responsibilities of the health & wellbeing team Increased teacher knowledge and confidence Increased alignment between identified wellbeing needs and targeted support strategies. Classroom routines, expectations, and wellbeing practices are consistent across the school. Increased use of common strategies to support self-regulation, resilience, and positive behaviour. Staff report increased confidence in supporting student wellbeing and applying procedures. Positive family feedback regarding student wellbeing support.	
Tasks		People responsible
Mental health and wellbeing as a standing order of PLC agendas Professional development on mental health and wellbeing Developing a new wellbeing space Develop a mental health survey for students Audit existing wellbeing policies, programs, and practices to identify gaps and inconsistencies Clarify roles and responsibilities for follow-up and monitoring. Identify agreed classroom wellbeing practices to be used school-wide. Support staff to apply practices consistently through modelling and coaching. Deliver targeted professional learning on student wellbeing and behaviour support Provide coaching, observation, and feedback focused on wellbeing practice. Develop consistent communication protocols for wellbeing concerns.		☐ Disability inclusion coordinator ☐ Leadership team ☐ Mental health and wellbeing leader ☐ PLC leaders ☐ Wellbeing team
KIS 2.b	Build the capability of all staff to identify and support the wellbeing needs of students.	
Actions	Scope and sequence developed for mental health & wellbeing to include our programs: RRRR, URSTRONG, Cyber safety project Mental Health leader to support teachers in classrooms to provide strategies to support mental health as needed Develop a shared understanding of student wellbeing Strengthen staff capability to identify wellbeing needs and how to respond effectively Use data and reflection to improve wellbeing practice Build a culture of shared responsibility and care	

Evidence of change	Teachers having the knowledge and skill to support students in their classroom The MHWL becoming an integral part of the wellbeing team Provide support for families and educating our school community through newsletter articles Classroom practice reflects consistent use of agreed wellbeing and self-regulation strategies Students receive timely, appropriate support aligned to their identified wellbeing needs Students demonstrate increased capacity for self-regulation and help-seeking Staff collaborate more effectively around student wellbeing concerns Wellbeing data is regularly reviewed and used to refine support approaches Leaders use evidence to adjust professional learning and support structures.
Tasks	People responsible
Agree on a shared definition of student wellbeing Develop a common wellbeing language for staff use Share expectations with all staff. Deliver targeted professional learning Establish clear processes for raising and documenting wellbeing concerns Train staff to use identification and documentation tools consistently Identify agreed universal wellbeing strategies to be used school-wide	☐ Disability inclusion coordinator ☐ Leadership team ☐ Mental health and wellbeing leader ☐ Team leader(s) ☐ Wellbeing team