

2026 Annual Implementation Plan

for improving student outcomes

Antonio Park Primary School (4844)



Submitted for review by Carly Jones (School Principal) on 02 March, 2026 at 09:25 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 02 March, 2026 at 09:35 AM

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
	Embedding	Excelling	Embedding	Embedding	Embedding

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?
Maximise students' learning growth and achievement.	Yes	By 2028, decrease the average percentage of students in Years 3 to 6 who make less-than expected learning growth in Reading over a twelve-month period, from 22% (2023) to less than 15%.	Strengthen teacher capacity in the use of high quality assessment practices and data-informed curriculum planning.	No
		By 2028, improve the percentage of students in Year 5 making high benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading from xx% (2025) to xx% • Numeracy from xx% (2025) to xx%. (To be updated when data becomes available)	Strengthen agreed instructional approaches to ensure best practice in all classrooms.	Yes
		By 2028, increase the percentage positive endorsement on the following School Staff Survey factors: <ul style="list-style-type: none"> • Professional learning through peer observation from 33% (2024) to 80% • Believe peer feedback improves practice from 67% (2024) to 80% • Seek feedback to improve practice from 67% (2024) to at least 75%. 	Challenge and stretch all students through differentiated and targeted teaching and learning.	No
Maximise students' wellbeing.	Yes	By 2028, maintain the percentage endorsement, based on 2024 results, in the following factors: <ul style="list-style-type: none"> • Student voice and agency (69%) • Stimulated learning (86%) • Emotional awareness and regulation (72%). 	Empower all students in their agency, self-regulation and engagement in learning.	No

		By 2028, decrease the average days of unapproved absence from 3.3 days (2023) to 2.0 days or less.	Develop and embed a whole school, multi-tiered approach to wellbeing and inclusion.	Yes
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Define actions, evidence of change and tasks

Goal 1	Maximise students' learning growth and achievement.	
KIS 1.b	Strengthen agreed instructional approaches to ensure best practice in all classrooms.	
Actions	<ul style="list-style-type: none"> - Build a shared knowledge of the Elements of Learning and Elements of Teaching, as defined in VTLM2.0. - Implement learning from the Playbook Project to define core instructional practices that support responsive explicit teaching. 	
Evidence of change	<ul style="list-style-type: none"> - Year level PLCs are demonstrate the implementation of a consistent approach to the Elements of Learning, through collaborative planning and shared understandings. - Clearly defined Instructional Model that outlines optimised lesson structure. - Learning spaces are intentionally designed to decrease extraneous load for students. - Checklist developed for core instructional practices 	
Tasks	People responsible	
Professional Development Plan and present a series of whole school Professional Learning which unpacks the Victorian Teaching and Learning Model. Key staff engage with Playbook Project through Riversdale Network.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	
Professional growth Build capability of School Improvement Team and Middle Leaders to act as instructional coaches through shared learning, including Riversdale Network PL.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	
Documentation PLC documents Core instructional practices documentation	<input checked="" type="checkbox"/> Leadership team	
Test effectiveness Check for effectiveness of core instructional practices documentation Gather staff feedback	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	

Goal 2	Maximise students' wellbeing.	
KIS 2.b	Develop and embed a whole school, multi-tiered approach to wellbeing and inclusion.	
Actions	<ul style="list-style-type: none"> - Define whole-school structures and implement rigorous approaches to support Tier 2 and 3 intervention - Implementation of improved whole-school protocols and processes, including behaviour matrix. 	
Evidence of change	<ul style="list-style-type: none"> - Clearly defined roles for ES staff, teachers and leaders in Tier 2 and Tier 3 supports, which are tracked regularly by leadership - Regular progress monitoring of students that access Tier 2 and 3 supports - Decreased number of students making less than expected growth - Development of a visible behaviour matrix that is utilised by staff to support classroom management - Increased staff confidence in how to manage student behaviour at different levels 	
Tasks	People responsible	
Data from students accessing Tier 2 and 3 supports will be monitored and discussed regularly at leadership meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Coaching and support for ES staff through weekly meetings, classroom modelling and support and regular professional development	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Documentation of whole school planning, processes and protocols around multi-tiered systems of support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator	
Implementation of whole-school student behaviour data tracking tools.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	

