

# 2026 Annual Implementation Plan

for improving student outcomes

Park Ridge Primary School (5281)



Submitted for review by Dale Blythman (School Principal) on 08 December, 2025 at 02:24 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 19 January, 2026 at 12:48 PM

## Self-evaluation summary

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

<b>Future planning for 2026</b>	<p>Moving forward, the focus will be on completing the remaining actions to fully embed SWPBS practices across the school. This will include providing additional professional learning and follow-up coaching to build staff confidence and consistency, ensuring all Tiered Intervention Plans are implemented with fidelity, and maintaining clear, school-wide expectations as outlined in the Behaviour Matrix. Regular monitoring of behavioural incident data, AtoSS and Staff Opinion Survey results, and artefacts such as student SEL work and recognition records will continue to guide decision-making and adjustments. Attention will also be given to addressing barriers such as competing priorities and staff absences, while celebrating early successes to reinforce a positive school culture. By consolidating these efforts, the school aims to achieve its 12-month targets, improve student connectedness, safety, and resilience, and strengthen staff capacity to support student wellbeing effectively.</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?
Optimise learning growth for every student.	Yes	*By 2029, increase the percentage of year 5 students achieving high NAPLAN benchmark growth in: <ul style="list-style-type: none"> <li>• Reading from xx% (20xx) to xx%</li> <li>• Writing from xx% (20xx) to xx%</li> <li>• Numeracy from xx% (20xx) to xx%.</li> </ul> *Placeholder target - to be updated when benchmark data becomes available.	Embed a consistent whole school approach to teaching literacy and numeracy that cognitively engages all students and aligns with Victorian Teaching and Learning Model 2.0 (VTLM).	Yes
		By 2029, improve the percentage of year 3 students achieving exceeding in NAPLAN proficiency levels in: <ul style="list-style-type: none"> <li>• Reading from 29% (2025) to 32%.</li> <li>• Writing from 13% (2025) to 16%.</li> <li>• Numeracy from 21% (2025) to 23%.</li> </ul>	Enhance staff capability to use evidence to inform differentiated learning.	No
		By 2029, increase or maintain the percent of students achieving at and above age expected growth (time series Semester 2 – Semester 2) according to teacher judgements against the Victorian curriculum areas of: <ul style="list-style-type: none"> <li>• Reading at 40% (2024)</li> <li>• Writing, Prep to 6, from 22% (2024) to 30%.</li> <li>• Mathematics 2.0 from XX to YY*</li> </ul> *Placeholder target to be determined at a later date.	Develop high performing leadership capabilities and structures to provide a collaborative and accountable learning environment for staff and students.	Yes
		By 2029 increase the percentage of positive responses to the School Staff Survey for the following factors: <ul style="list-style-type: none"> <li>• Instructional leadership from 59% (2025) to 70%.</li> <li>• Academic emphasis from 44% (2025) to 65%</li> <li>• Teacher collaboration from 30% (2025) to 50%.</li> </ul>		
Optimise wellbeing and engagement for every student.	Yes	By 2029, increase the percentage of positive responses to SSS for the factor Collective efficacy from 68% (2025) to 75%.	Build understanding of and further develop multi-tiered systems of support that enhance student engagement and wellbeing.	Yes
		By 2029, increase the percentage of positive responses to the AtoSS for the following factors: <ul style="list-style-type: none"> <li>• Teacher concern from 65% (2025) to 70%</li> <li>• Sense of connectedness from 67% (2025) to 75%</li> <li>• Stimulating learning environment from 70% (2025) to 75%.</li> </ul>	Embed a coherent wellbeing curriculum that supports students' wellbeing and engagement that aligns with our school values.	Yes
		By 2029 improve the percentage of students with 20 or more days absence from 35% (2024) to 30%.	Build staff and student capability to give and receive	No

			feedback, to improve student wellbeing and learning growth.	
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## Define actions, evidence of change and tasks

<b>Goal 1</b>	Optimise learning growth for every student.	
<b>KIS 1.a</b>	Embed a consistent whole school approach to teaching literacy and numeracy that cognitively engages all students and aligns with Victorian Teaching and Learning Model 2.0 (VTLM).	
<b>Actions</b>	Develop staff capacity to implement evidence based practices aligned with VTLM 2.0	
<b>Evidence of change</b>	<p>Improved data relating to student engagement, stimulated learning and learning outcomes</p> <p>Increased staff understanding of VTLM 2.0</p> <p>Teaching and Learning program reflects an understanding of the elements of VTLM 2.0</p> <p>Documented approaches for Learning Walks and Peer Observations - Norms and Protocols</p> <p>Timetable that includes opportunities for Learning Walks and Peer Observations</p> <p>Planning documents include Little Learners Love Literacy and Soundwaves</p>	
<b>Tasks</b>	<b>People responsible</b>	
Staff engagement with professional learning around VTLM 2.0 - unpacking and reflecting on current practices and identifying areas of focus	<input checked="" type="checkbox"/> All staff	
Develop a consistent approach to Peer Observations and Coaching, and Learning Walks through Staff PL and monitoring	<input checked="" type="checkbox"/> Learning specialist(s)	
Establish ongoing routines for conducting Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Leadership team	
Strengthen agreed approach to teaching systematic and synthetic phonics and spelling across F-6	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader	
Staff engagement of DET lesson plans which support VTLM2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	
<b>KIS 1.c</b>	Develop high performing leadership capabilities and structures to provide a collaborative and accountable learning environment for staff and students.	
<b>Actions</b>	<p>Embed practices to improve staff leadership development</p> <p>Strengthen collaborative planning processes to develop teacher capacity and curriculum knowledge</p>	
<b>Evidence of change</b>	<p>Planning documents will reflect evidence of collaborative planning</p> <p>Professional Learning Calendar reflects provisions for curriculum learning area PLCs</p> <p>Improved Staff Opinion Survey data</p> <p>Middle Leader (LS and Curriculum PLC Leaders) Action Plans drive improvement in line with AIP</p> <p>Level leader feedback reflects increased confidence and curriculum knowledge across their team</p> <p>Peer observation notes highlight practices that are aligned with agreed approaches and timings</p>	
<b>Tasks</b>	<b>People responsible</b>	
Establish a system of cross-level observations and feedback to improve accountability	<input checked="" type="checkbox"/> Learning specialist(s)	
Strengthen curriculum learning area PLCs whose members lead the pedagogical conversation within that area	<input checked="" type="checkbox"/> Assistant principal	

Develop action plans for middle leaders to pace out, monitor, and track progress against AIP goals	<input checked="" type="checkbox"/> Principal
Embed tracking of middle leader action plans as a standing SIT agenda item	<input checked="" type="checkbox"/> Principal
Staff to engage in Outer East Professional Learning Series - VTLM 2.0 (Whole Staff) and Bron Rylie Jones (LS)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders
<b>Goal 2</b>	Optimise wellbeing and engagement for every student.
<b>KIS 2.a</b>	Build understanding of and further develop multi-tiered systems of support that enhance student engagement and wellbeing.
<b>Actions</b>	Establish routines to improve student wellbeing through multi-tiered systems of support
<b>Evidence of change</b>	<p>Learning walk data reflects that agreed classroom routines are being followed</p> <p>SWPBS documentation has been developed and PL for staff planned/delivered</p> <p>Assembly presentations, newsletter pieces, Compass posts, teacher and student language reflecting school values and SWPBS</p> <p>Revised RRRR Scope and Sequence within our MTSS model</p> <p>Staff PL aligned with MTSS wellbeing</p> <p>Agreed MTSS documented</p> <p>Student referral pathway is completed and consistently followed</p> <p>Lesson plans articulate Behaviour Matrix explicit teaching sessions</p> <p>SWPBS Behaviour Flowchart consistently followed by all staff</p>
<b>Tasks</b>	<b>People responsible</b>
Establish, and monitor consistent routines for learning (Entry and Classroom Routines)	<input checked="" type="checkbox"/> All staff
Introduce School Wide Positive Behaviour Supports for teaching of expected behaviours- Develop school documentation	<input checked="" type="checkbox"/> All staff
Document and provide Professional Learning around implementing agreed Tier 1 strategies and Tier 2 interventions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team
Provide staff PL around RRRR and refine a scope and sequence	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team
Refine Wellbeing Referral Pathway documentation and procedures	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team
<b>KIS 2.b</b>	Embed a coherent wellbeing curriculum that supports students' wellbeing and engagement that aligns with our school values.
<b>Actions</b>	<p>To continue to embed BSEM and RRRR</p> <p>To implement SWPBS</p>
<b>Evidence of change</b>	<p>Teachers and students consistently engage in wellbeing routines</p> <p>School values visible and referenced throughout the school</p> <p>Reduction in playground issues, incident reports or dysregulated behaviours</p> <p>Staff consistently teaching wellbeing lessons according to the schedule</p>

	<p>Students referencing school values when discussing behaviour and wellbeing          Observations show consistency in language and approaches across classrooms          Regular use of common wellbeing strategies (e.g., regulation breaks, restorative conversations)          Students demonstrating increased self-regulation and use of problem-solving strategies          School values visible and referenced throughout the school          Reduction in playground issues, incident reports or dysregulated behaviours</p>	
Tasks	People responsible	
Provide regular communication about wellbeing focus areas and values being taught each term	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	
Work with external wellbeing services to support targeted students and families	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	
Refine evidence-based programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	
Collect data (attendance, engagement, behaviour logs, wellbeing surveys, student voice groups)	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	
Embed daily wellbeing rituals (morning check-ins, mindfulness, gratitude routines)	<input checked="" type="checkbox"/> All staff	
Use consistent behaviour expectations anchored in school values	<input checked="" type="checkbox"/> All staff	
Incorporate wellbeing themes into assemblies, newsletters, classroom displays, and student leadership opportunities	<input checked="" type="checkbox"/> All staff	
Develop a whole-school framework for responding to behaviour through a wellbeing lens	<input checked="" type="checkbox"/> All staff	
Provide professional learning on the wellbeing curriculum, trauma-informed practice, and strategies for supporting student engagement	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> SWPBS leader/team	
Develop shared expectations for wellbeing instruction	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	