

2026 Annual Implementation Plan

for improving student outcomes

Oak Park Primary School (4721)



Submitted for review by Michael Gill (School Principal) on 30 January, 2026 at 09:09 AM
Endorsed by Amanda Busutil (Senior Education Improvement Leader) on 01 February, 2026 at 07:47 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
	Embedding	Embedding	Embedding	Embedding	Embedding

Future planning for 2026	<p>After consultation with staff and our School Improvement Team, our current plans for 2026 fit broadly into the three areas: Mathematics, Writing and Wellbeing. We have a school review scheduled for Term 2 and understand that these priorities may change after further consultation. Each area is unpacked below using the drafted activities planned for 2026. They are in response to improved Maths data across the last four year period but stagnant Writing data at both Year 5 and Year 3.</p> <p>Mathematics Curriculum Development Future directions will focus on strengthening consistency and clarity in mathematics teaching and learning across the school. This will include targeted professional learning and collaborative planning time aligned to the Ochre Scope and Sequence, alongside the consistent implementation of Daily Reviews from F–6 within explicit teaching lessons. Changes to the explicit teaching model will be clearly documented and supported through peer observation to monitor classroom practice and ensure shared understanding among staff. Whole-school professional learning will further build staff capacity in Mathematics Curriculum 2.0, directly linked to the new Scope and Sequence. In addition, termly triangulation practices for mathematics assessment will be defined and embedded to support consistent, informed assessment and responsive teaching.</p> <p>Writing Curriculum Focus Future directions will prioritise strengthening whole-school writing practice through greater consistency, clarity and professional learning. This includes deepening the implementation of Elastik to ensure consistent use of feedback aligned to writing rubrics, with feedback clearly communicated through student conferences. Professional learning in the 6+1 Writing Traits will be delivered to new staff while</p>
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	<p>extending the expertise of current staff through a PLC cycle or semester-long learning approach. The school will also explore and evaluate whole-school writing approaches to determine future consultancy and professional learning needs, including targeted professional learning in best practice narrative writing. Documentation within the Writing Handbook will be further developed to support consistent instructional practice, alongside enhancing senior students' capacity to compose and publish high-quality digital texts through the use of a locally hosted digital library. WellbeingFuture directions for Wellbeing at our school will focus on strengthening consistency, clarity and whole-school practice. This will include reviewing and implementing a refined start-up program that embeds new SWPBS materials and clearly agreed routines across the school. We will work closely with the Inclusion Outreach Coach to further support Tier 1 universal design practices, ensuring inclusive approaches are embedded for all learners. Targeted Berry Street training will be provided to relevant staff to build shared understanding and confidence, followed by the consistent implementation of agreed Berry Street strategies across classrooms, including Return-to-Learn plans and scales, Circle Time, positive primers and brain breaks. In parallel, a school-wide promotional plan led by the Student Wellbeing Team will reinvigorate SWPBS, strengthening student voice and community engagement in our wellbeing approach.</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?
Maximise the learning growth for all students (in literacy and numeracy).	Yes	By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 <ul style="list-style-type: none"> Numeracy from 52% (2021) to 57% Year 5 <ul style="list-style-type: none"> Reading from 57% (2021) to 62% Numeracy from 36% (2021) to 42% 	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.	Yes
		By 2025, increase the percentage of Year 5 students assessed as maintaining in the top two bands from Year 3 in: <ul style="list-style-type: none"> Writing from 45% (2021) to 51% Reading from 66% (2021) to 72% Numeracy from 65% (2021) to 71% 	Strengthen the capacity of PLCs to build teacher practice and capabilities.	No
		By 2025 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: <ul style="list-style-type: none"> Reading from 32% (2021) to 40% Writing from 29% (2021) to 35% Numeracy from 27% (2021) to 35% 	Strengthen curriculum planning and assessment.	Yes
		By 2025, the average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase:		

		<p>English</p> <ul style="list-style-type: none"> • Reading from 18% (2021) to 25% • Speaking and Listening from 11% (2021) to 20% • Writing from 18% (2021) to 25% <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 18% (2021) to 25% • Measurement and Geometry from 11% (2021) to 20% • Statistics and Probability from 13% (2021) to 20% 		
		<p>By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning -Planning Module for the components of:</p> <ul style="list-style-type: none"> • Professional Learning through peer observation from 33% (2021) to 75% • Time to share pedagogical content knowledge from 42% (2021) to 75% • Understand how to analyse data from 33% (2021) to 70% 		
To develop confident and resilient students who are equipped to thrive in the contemporary world.	Yes	<p>By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Perseverance from 77% (2021) to 82% • Respect for Diversity from 81% (2021) to 86% • Sense of confidence from 80% (2021) to 85% 	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.	Yes
		<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Teacher communication from 78% (2021) to 85% • Parent participation and involvement from 77% (2021) to 85% • Student Motivation and Support from 84% (2021) to 90% 	Strengthen partnerships with the school community.	No

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Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth for all students (in literacy and numeracy).	
KIS 1.a	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.	
Actions	Improve school wide teaching practices to align with Victorian 2.0 Writing curriculum and VTLM 2.0. Develop staff understanding of explicit teaching of Writing with a focus on actionable feedback to students.	
Evidence of change	School Practices: Consistent Elastik feedback aligned to rubrics, visible in student conferences. Knowledge and Skills: Clear next steps defined for school-wide writing approach (consultancy/PL). Knowledge and Skills: Whole-school narrative writing best practice delivered with greater consistency. Artefacts: Updated Writing Handbook used as standard reference; seniors regularly publish quality digital texts via local library.	
Tasks	People responsible	
Deepen implementation of Elastik assessment platform within our school. Promoting consistent use of feedback to support writing rubrics and communicating feedback via student conferences.	☑ Literacy leader	
Deliver 6+1 Writing Traits professional learning to new staff and deepen current staff knowledge via PLC cycle or semester long professional learning approach.	☑ Literacy leader	
Explore and investigate school-wide writing approaches to define next steps for consultancy and professional learning.	☑ School leadership team	
Provide whole school professional learning for best practice of teaching narrative writing.	☑ Literacy leader	
Further develop documentation in the Writing handbook to improve consistency of instructional practice.	☑ Literacy leader	
Enhance senior school students ability to compose and publish digital texts with use of locally hosted digital library.	☑ PLC leaders	

KIS 1.c	Strengthen curriculum planning and assessment.	
Actions	Build staff understanding of Victorian Curriculum Mathematics 2.0 and supporting resources, with a focus on knowledge that is intentionally sequenced to build depth and complexity across year levels. Embed adjustments to agreed Mathematics instructional model and curriculum planning, to ensure instructional practices are consistently implemented across classrooms.	
Evidence of change	School Practices: Ochre Scope and Sequence fully embedded in planning and teaching across F–6. School Practices: Daily Reviews consistently delivered in every explicit maths lesson F–6. Artefacts: Updated explicit teaching model documented and monitored through peer observation cycles. Knowledge and Skills: Staff demonstrate strong, shared understanding of Victorian Curriculum Mathematics 2.0 via PL. School Data: Termly triangulation of maths assessment data routinely used to inform responsive teaching.	
Tasks	People responsible	
Provide professional learning and planning time connected to the Ochre Scope and Sequence.	☑ Numeracy leader	
Consistent implementation of Daily Reviews across F-6 in explicit teaching lessons.	☑ Teacher(s)	
Document changes to instructional models (Explicit teaching model) and monitor classroom practice via peer observation to ensure staff clarity.	☑ Numeracy leader	
Strengthen staff understanding of Mathematics 2.0 Curriculum 2.0 linked to the new Scope and Sequence via whole-school professional learning	☑ Teacher(s)	
Define termly triangulation practices for maths assessments linked to the new scope and sequence.	☑ PLC leaders	
Goal 3	To develop confident and resilient students who are equipped to thrive in the contemporary world.	
KIS 3.a	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.	
Actions	Enhance the SWPBS framework and Berry Street Education model by embedding consistent Tier 1 practices across all classrooms to promote positive behaviour, increase student engagement and wellbeing.	

Evidence of change	<p>School Data Sources: Improved AtoSS data for selected factors: School Practices: Regular use of Return-to-Learn plans, Circle Time, positive primers, and brain breaks will become routine in classrooms, leading to improved student focus and emotional regulation. Artefacts: Development of promotional materials and communication strategies that clearly articulate the goals and successes of SWPBS in the school. Knowledge and Skills: Staff will acquire a consistent understanding of Berry Street strategies, leading to a shared language and approach to student wellbeing.</p>	
Tasks	People responsible	
Review and execute start-up program to include new SWPBS materials and agreed-upon routines.	☑ Teacher(s)	
Collaborate with Inclusion Outreach Coach to support Tier 1 universal design practices.	☑ Wellbeing team	
Provide Berry Street training to relevant staff to ensure consistent understanding.	☑ School leadership team	
Implement school-wide agreed Berry St strategies in classrooms including Return-to-Learn plans and scales, Circle time, positive primers and brain breaks.	☑ Teacher(s)	
Implement promotional plan and resources to invigorate SWPBS within the school community.	☑ Wellbeing team	