2026 Annual Implementation Plan

for improving student outcomes

Nelson Park School (4768)

Submitted for review by Melissa Vago (School Principal) on 29 January, 2026 at 09:21 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 03 February, 2026 at 12:59 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	Excelling

Future planning for 2026	Strong progress was made toward the 4 year SSP goals, with several targets met or exceeded. Improvements in Reading (63%), Stimulated Learning (66% to 71%) and Academic Emphasis (63% to 68%) demonstrate the positive impact of the actions implemented. Improvements in Number (56%) are emerging, with full gains expected in 2026 as staff embed the new A–D Mathematics curriculum and strengthen the use of formative assessment within PLCs.Where the KIS was fully implemented, such as refining the referral process, strengthening consequence systems, increasing consistency in restorative practices, and embedding elements of SWPBS Tier 1, there is clear evidence of impact on student engagement, behaviour clarity, and teacher practice. PLC facilitators, specialists, the Tier 1 team, and leadership have strengthened their use of formative assessment data, although whole-school consistency is still developing.Progress toward some KIS was influenced by barriers including ES staff working 1:1 unable to attend whole-school PL, competing curriculum priorities, the absence of a 2025 Health & Wellbeing SIT action plan, the complexity and high-needs environment impacting leader capacity, and changes in leadership due to leave.In 2026 we will focus on the SSP targets of;Supported Application of the VTLM, particularly Review & Retrieval and Mastery, to deepen instructional practice in literacy and numeracy.Strengthening the Improvement Cycle in PLCs, with a focus on improving assessment practices, consistent use of formative data, and lifting achievement in Number as the new curriculum becomes fully embedded.Implementation efforts next year will prioritise:Building whole-school consistency in PLC data use and instructional decision-making.Strengthening

	teacher capability in both the new Maths curriculum and the revised reading approach (Phonics Plus).Embedding the Nelson Park Restorative Framework.Ensuring all staff, including ES, have equitable access to PL.Sustaining SWPBS Tier 1 practices while improving documentation, coaching, and alignment across PLCs.With clearer structures, strengthened assessment practices, and a more consistent whole-school instructional model, the school is well placed to progress toward the remaining four-year SSP goals in 2026.

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 literacy and numeracy growth for all students	Yes	By 2028, increase the percentage of students achieving (75% of the 5 point scale) of Individual Learning Plan (ILP) learning goals, according to teacher judgment, for: • Reading from 57% (Semester 1 2024) to 67% • Number learning goals from 59% (Semester 1 2024) to 69%	Build the capacity of PLC facilitators to consistently lead the use and analysis of formative assessment data of literacy and numeracy.	Yes
		By 2028, increase the percentage of positive endorsements in the Attitudes to School Survey (AtoSS), from the Effective teaching practices and cognitive engagement domain, the factor of Stimulated Learning from 82% (2024) to 86%	Build the capacity of teachers to use evidence to provide a differentiated curriculum and engaging instruction with reading and number.	No
		By 2028, increase the percentage of positive endorsements in the School Staff Survey (SSS) from the School Climate domain, the factor of Academic Emphasis from 63% (2023) to 70%		
Improve the health and wellbeing of all students	Yes	By 2028, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) from the Social Engagement domain in the following factors of: • Sense of Connectedness from 80% (2024) to 85% • Voice and Agency from 81% (2024) to 85%	Refine the implementation of the SWPBS framework across the whole community	Yes

		By 2028, increase the percentage of positive endorsements in the School Staff Survey (SSS) factor of Trust in students and parents from 61% (2023) to 85%	Strengthen the resilience of staff and students in the school community	Yes
		By 2028, improve the SWPBS framework self-assessment (SAS) survey in the areas of Tier 2 from 59% (2024) to 70% and of Tier 3 from 73% (2024) to 80%		

Define actions, evidence of change and tasks

Goal 1	To improve literacy and numeracy growth for all students
KIS 1.a	Build the capacity of PLC facilitators to consistently lead the use and analysis of formative assessment data of literacy and numeracy.
Actions	Enhance teacher capability through targeted professional learning and structured PLC support to improve consistency and quality of practice. Embed consistent, school-wide assessment and instructional practices to strengthen teaching and learning outcomes.
Evidence of change	PLC facilitators consistently lead structured, data-informed discussions using formative assessment tools across literacy and numeracy, resulting in improved collective efficacy and greater alignment of instructional practice across teams. Teachers demonstrate increased confidence and capability in analysing multiple data sources (including phonics, Acadience, cold writes, Essential Assessment and formative classroom data) to inform precise, differentiated instruction, as evidenced through planning documentation, moderation conversations and coaching feedback. Instructional practice has become more targeted and responsive, with students increasingly experiencing differentiated and engaging learning opportunities based on identified needs and growth patterns. Whole-school Phonics and Acadience data trackers are now used consistently across sub-schools, providing a clearer, real-time picture of student progress and more coherent school-wide planning and intervention. There is greater consistency of practice across PLCs and sub-schools, including shared language, common assessment routines and evidence-based instructional decision-making, contributing to improved student learning outcomes in literacy and numeracy.

Tasks	**People responsible**
Whole School curriculum day delivered by Leading Teachers in Maths instruction, collection of data and assessment.	☑ Education support

	☑ Homegroup teachers ☑ Leading teacher(s)
PLC Facilitators lead regular, structured data discussions during RFT to build consistency in analysing student learning across all teams.	☑ Data leader ☑ Leading teacher(s)
Facilitators guide teams in analysing Phonics progress monitoring and Acadience data to identify student needs and plan targeted instruction.	☑ Data leader ☑ Homegroup teachers ☑ Leading teacher(s)
PLC teams analyse cold writes and Essential Assessment data to monitor growth in writing and numeracy and determine next steps for learning.	☑ Data leader ☑ Homegroup teachers ☑ Leading teacher(s)
Teachers use ongoing formative assessment data to differentiate instruction and adjust teaching in response to real-time student progress.	☑ Homegroup teachers

Goal 2	Improve the health and wellbeing of all students
KIS 2.a	Refine the implementation of the SWPBS framework across the whole community
Actions	Implement a whole-school, refined SWPBS framework, ensuring all staff, students, and families understand updated expectations, values, and behaviour systems, including clear matrices for each sub-school
Evidence of change	Consistent use of updated behaviour matrices, renewed school values and refreshed visual supports is now evident across all sub-schools, with students and staff demonstrating a shared and explicit understanding of behaviour expectations. Staff knowledge and confidence in implementing SWPBS has increased, as evidenced by strong participation in whole-school professional learning, targeted staff learning sessions, and positive feedback from staff and the school community.

	SWPBS self-assessment data indicates improvement over time, demonstrating strengthened consistency, predictability and alignment of behaviour practices across the school.

Tasks	**People responsible**
Parent morning teas conducted to actively engage the whole school community in the review and development of school values.	☑ All staff ☑ SWPBS leader/team
Facilitate staff professional learning and consultation sessions to review existing school values and collaboratively develop a shortlist of proposed values and behaviour expectations.	☑ SWPBS leader/team
Co-design updated school values and behaviour expectations by incorporating student, staff and community input, finalising the revised values, and defining clear expected behaviours for each value across updated sub-school matrices.	☑ All staff ☑ SWPBS leader/team
Develop and implement refreshed SWPBS artefacts, including revised behaviour matrices, updated visuals and signage (indoor, outdoor and area-specific), an updated SWPBS handbook, and aligned digital resources across the school website and social media.	☑ SWPBS leader/team
Launch and embed the revised school values and behaviour matrices through a whole-school assembly, coordinated communication campaign and explicit teaching from Term 3, alongside refinement of supporting systems including the Gotcha process and Gotcha Shop.	☑ Homegroup teachers ☑ SWPBS leader/team

KIS 2.b	Strengthen the resilience of staff and students in the school community
Actions	Implement the whole-school Restorative Framework, clearly defining principles, processes, and expectations for restorative conversations and approaches. Embed the Restorative Framework through targeted staff learning, ensuring all staff understand its purpose, scope, and application, including the role of restorative conversations within the broader framework.
Evidence of change	ATOSS, staff, and parent surveys show a measurable increase in understanding and confidence in restorative practices, leading to more consistent and effective engagement with students in restorative approaches.

	Improvement Cycle data, including learning walks, shows that Tier 1 restorative strategies are consistently implemented in classrooms, resulting in quick, effective responses that prevent escalation and support a positive learning environment. School-wide restorative language is consistently embedded and adapted for all age groups and cohorts, fostering a shared understanding of expectations, improving student-staff interactions, and supporting a culture of accountability and repair.

Tasks	**People responsible**
Develop the new Restorative Framework and facilitate whole-staff professional learning for its implementation.	☑ Leading teacher(s)
Integrate restorative practices within the SWPBS framework, incorporating visuals, shared language documentation, and clear connections to school-wide behaviour expectations	☑ Leading teacher(s) ☑ SWPBS leader/team
Review and refine Compass recording practices for restorative conversations to ensure consistent tracking and alignment with behaviour management processes.	☑ Leading teacher(s)