

2026 Annual Implementation Plan

for improving student outcomes

Bell Park North Primary School (4962)



Submitted for review by Christopher Cox (School Principal) on 05 December, 2025 at 02:07 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 15 January, 2026 at 03:03 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	<p>Future Planning/Recommendations:- Continue to break down the VTLM 2.0 model with staff- A refined audit of current instructional models to align with the VTLM 2.0- Further professional development of differentiation across the school- possibly utilising an IOC- Years Foundation-2 to continue to implement Victoria's approach to teaching reading F-2 incorporating Phonics Plus- Continued work around implementing the PCMS - Implement school based Behaviour Management Matrix and Reward System- Refine PLC processes and having a focus on monitoring priority cohorts- Ensuring regular data tracking and monitoring of priority cohorts (e.g. Koorie, at risk, Equity Funded, EAL)- Continued work around building staff capacity with data literacy</p>
---------------------------------	---

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?
Improved learning growth of every student.	Yes	<p>By 2028, increase the percentage of Year 5 students achieving NAPLAN benchmark growth* in:</p> <ul style="list-style-type: none"> Reading, from XX% in 2024, to XX% Numeracy, from XX% in 2024, to XX%. <p><i>*Targets to be finalised in negotiation with SEIL once NAPLAN Benchmark Growth data is available.</i></p>	Strengthened leadership capacity to support improved learning outcomes, with a focus on mid-level leadership.	No
		<p>By 2028, increase the percentage of students making at or above expected growth over one year against the Victorian Curriculum, as assessed by teacher judgement in Semester 2, for Years 1 to 6 for:</p> <ul style="list-style-type: none"> Reading and viewing from 56% (Semester 2, 2023) to 75% Writing from 48% (Semester 2, 2023) to 75% Number and Algebra from 54% (Semester 2, 2023) to 75% for Mathematics* <p><i>*Target to be aligned with the Victorian Curriculum 2.0 Mathematics data</i></p>	Enhance teacher professional knowledge, assessment and implementation of the Vic Curriculum 2.0, with a focus on reading, writing and mathematics.	No
		<p>By 2028, maintain or increase the proportion of the positive endorsement by staff in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"> Instructional Leadership to be maintained at 85% (2023) Academic emphasis from 61% (2023) to 70% Monitoring effectiveness of using data to be maintained at 85% (2023) 	Build responsive teacher pedagogical practices aligned with the VTLM 2.0.	Yes

		<p>By 2028, increase the proportion of positive endorsement by Years 4 – 6 students in the Attitudes to Schools Survey, for the factors of:</p> <ul style="list-style-type: none"> • Motivation and interest from 75% (2024) to 80% • Self-regulation and goal setting from 82% (2024) to 87% • Student voice and agency from 72% (2024) to 79%. 	Build teacher data efficacy though strengthened implementation of the PLC process.	Yes
Enhanced wellbeing of every student.	Yes	<p>By 2028, maintain or increase proportion of the positive endorsement by Years 4 - 6 students in the Attitude to School Survey, for the factors of:</p> <ul style="list-style-type: none"> • Sense of connectedness from 73% (2024) to 78% • Attitudes to attendance to be maintained at 89% (2024) • Perseverance from 65% (2024) to 75% . 	Strengthened staff capacity to support improved student wellbeing outcomes.	No
		<p>By 2028, increase the proportion of positive endorsement by all staff in the School Staff Survey, for the factor of Trust in students and parents from 66% (2023) to 71%.</p>	Review and refine the whole-school tiered approach for wellbeing.	Yes
		<p>By 2028, decrease the percentage of:</p> <ul style="list-style-type: none"> • Prep to Year 6 students having 20 or more absent days from 49% (2023) to 43% • Equity funded students having 30 or more days absent days from 38% (2023) to 20%. 	Refine and strengthen a whole school approach to monitoring priority cohorts, including students achieving low growth.	No
			Review and strengthen implementation and promotion of student attendance protocols and processes.	No

Define actions, evidence of change and tasks

Goal 1	Improved learning growth of every student.	
KIS 1.c	Build responsive teacher pedagogical practices aligned with the VTLM 2.0.	
Actions	- Review and implement the VTLM 2.0 with staff	
Evidence of change	<ul style="list-style-type: none"> - Curriculum documentation and assessments have been refined for the next year following feedback and moderation - Participation in professional learning has led to consistent implementation of the VTLM 2.0 - SSS results from the VTLM 2.0-VLPs Module show teachers are reporting a reduction in their lesson preparation and planning workload 	
Tasks	People responsible	
Whole school staff PL on the implementation on the VTLM 2.0-looking at the Elements of Learning and the Elements of Teaching	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	
Revise and update curriculum documentation to reflect the elements of the VTLM 2.0 and VLPs (F-2 Phonics Plus)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s) 	
Exploring further the use of VLPs in the curriculum areas of English and Mathematics (F-6)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	
KIS 1.d	Build teacher data efficacy though strengthened implementation of the PLC process.	
Actions	<ul style="list-style-type: none"> - Building teacher's capacity in data literacy - Strengthening differentiation within teaching and learning across the school 	
Evidence of change	<ul style="list-style-type: none"> - Improved curriculum documentation and practices demonstrating differentiation - SSS results from the Teaching and Learning Evaluation Module show teachers are reporting an increase in positive endorsement for 'Understand How to Analyse Data' - Improved student outcomes and engagement - Strengthened data discussions in PLCs 	

Tasks		People responsible
Revising the PLC processes for analysing and sharing of data		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders
Building staff capacity around data literacy		<input checked="" type="checkbox"/> Leadership team
Whole school PL on differentiation		<input checked="" type="checkbox"/> Leadership team
Goal 2	Enhanced wellbeing of every student.	
KIS 2.b	Review and refine the whole-school tiered approach for wellbeing.	
Actions	<ul style="list-style-type: none"> - Implement the school based Behaviour Management Matrix and Reward System - Continuing to implement the PCMS to ensure consistency of teacher practice and improved student behaviours 	
Evidence of change	<ul style="list-style-type: none"> - A consistent approach to behaviour management - Improved levels of student attendance, engagement and behaviour - Reduction of wellbeing and behavioural chronicles in COMPASS - Increase in AToSS data-School Connectedness-Sense of Belonging 	
Tasks		People responsible
Whole school PL on PCMS		<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team
Periodic review of the school's Behaviour Matrix and Reward System		<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team
Regularly review and analyse attendance and wellbeing data including (COMPASS chronicles, SSG/CTM documentation, Student's At Risk Tool, Allied Health reports, SSS)		<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)

	<input checked="" type="checkbox"/> Wellbeing team
Review, analyse and discuss AToSS data/findings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student leadership coordinator