

Annual Implementation Plan - 2026

Spring Parks Primary School (5538)



Submitted for review by Philip O'Reilly (School Principal) on 01 December, 2025 at 01:09 PM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 25 February, 2026 at 12:32 PM

Define actions, evidence of change and tasks

Goal 1	Improve Literacy and Numeracy achievement of every student.	
KIS 1.c	Strengthen instructional leadership to support consistent high-quality planning.	
Actions	<ul style="list-style-type: none"> * Build teacher capability to plan, teach and assess using Victorian Lesson Plan (VLP) Resources to complement Victorian Curriculum 2.0 * Review and align the schools scope and sequence documentation with VLP lesson sequences * Integrate VLP into all planning, teaching and assessment cycles 	
Evidence of change	<ul style="list-style-type: none"> * Teachers consistently use VLP's for lesson planning and delivery in English and Mathematics * Common instructional approaches and language are evident across year levels * Student achievement data in English and Mathematics shows measurable improvement from 2025 baselines, monitored through DIBELS progress monitoring, agreed Reading and Mathematics ongoing learning tasks, and VLP-aligned formative assessments conducted each term. * Lesson sequences and assessment practices demonstrate alignment with the Victorian curriculum 	
Tasks	People responsible	
Audit current planning documents to identify areas for alignment with VLP and VIC Curric 2.0	<input checked="" type="checkbox"/> Assistant principal	
Facilitate professional learning focused on effectively using VLPs in planning and instruction	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	
Schedule regular team planning sessions to review and refine implementation	<input checked="" type="checkbox"/> Assistant principal	
Conduct learning walks and moderation sessions to identify and share effective Vic 2.0 aligned practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	

		<input checked="" type="checkbox"/> Principal
Evaluate the impact of Victorian Lesson Plans on student outcomes through surveys and data analysis		<input checked="" type="checkbox"/> Assistant principal
Goal 2	To empower all students to become confident, resilient, and self-regulating learners.	
KIS 2.a	Develop, within planning and instructional guidelines, a whole-school approach to student agency in learning and wellbeing.	
Actions	<ul style="list-style-type: none"> * Develop and document clear, schoolwide routines and expectations (whiteboard process, lining up, transitions, classroom set up). * Monitor consistency through learning walks, classroom observations and feedback cycles. * Recognise and celebrate consistent implementation through acknowledgement at assemblies and staff meetings * Review and refine routines based on feedback and student wellbeing data. * Conduct a staff survey to identify strengths and areas for improvement in relation to positive classroom management strategies. * Work with a PCMS coach during Semester 1 to analyse survey responses and target agreed areas for improvement. * Implement consistent PCMS routines across all classrooms, supported by coaching and walkthroughs, and monitor impact through ATOSS “Teacher Concern” data and student voice feedback. * Schedule termly learning walks and staff reflections within the whole-school professional learning schedule, with dedicated agenda time in staff forums, SIT and PLTs to analyse key data and monitor implementation consistency. 	
Evidence of change	<ul style="list-style-type: none"> * Consistent routines are evident across all classrooms and shared spaces * Students demonstrate smoother transitions and increased readiness to learn * Behaviour incidents related to transitions and routines decrease * Attitudes to school survey data shows improvement in engagement and connectedness domains * Staff and student feedback reflects a more predictable, positive, and supportive learning environment * Improvement in the Attitudes to School Survey (ATOSS) “Teacher Concern” factor compared to the previous year baseline. <ul style="list-style-type: none"> • Mid-year pulse check (student voice or mini-survey) showing increased student agreement with statements related to teachers caring, listening, and providing support. 	
Tasks		People responsible

Audit current routines and expectations across campuses to identify inconsistencies via survey	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
Develop a whole school routines and transitions framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
Deliver professional learning on implementing and modelling consistent routines	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
Use wellbeing and behaviour to review and adjust routines	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader
Conduct termly learning walks and staff reflections to monitor consistency with the support of a positive classroom management coach Implement and embed consistent Positive Classroom Management Strategies (PCMS) routines across all classrooms, with an explicit focus on strengthening teacher–student relationships.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader