

2026 Annual Implementation Plan

for improving student outcomes

Belmore School (4675)



Submitted for review by Amanda White (School Principal) on 06 February, 2026 at 01:36 PM
Endorsed by Andrew Moore (Senior Education Improvement Leader) on 11 February, 2026 at 01:18 PM

Self-evaluation summary

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

Future planning for 2026	<p>Throughout 2025, Belmore School made significant progress in strengthening inclusive practice across numeracy, literacy, wellbeing, student voice and community engagement. A numeracy team was established to audit current practice, research evidence-based approaches and develop a draft instructional model informed by inclusive education research and staff expertise. Through peer observations, mini projects and collaborative consultation, staff confidence and understanding of key numeracy concepts—particularly the ‘big ideas’—increased. While access to specialised professional learning remains a challenge, internal expertise and networks have supported progress, with plans to prioritise school-led professional learning in 2026. In literacy, the implementation of the Little Learners Love Literacy program ensured alignment with contemporary research and departmental guidance. Significant adaptation was required to meet the needs of Belmore’s diverse learners, supported by targeted professional development, mentoring, peer observation and ongoing assessment refinement. Baseline data collection and accessible assessment tools were established, with implementation continuing into 2026 alongside a review of writing practices aligned to the science of reading and writing. Initial but meaningful progress was also made in developing a cohesive wellbeing and student agency approach. Tier 1 strategies, including the school wide ‘All About Me’ program, strengthened student voice and advocacy and aligned with the Disability Inclusion Framework. Student feedback was embedded into IEPs, reporting processes and a newly developed inclusive student voice tool, enabling data-informed decision-making. Staff professional learning supported the rollout of engagement and wellbeing</p>
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	<p>profiles to enhance shared understanding across teams. Finally, with the completion of major capital works, the school prioritised reconnecting with families and the wider community. Improvements to transition, intake and enrolment processes, enhanced post-school planning, targeted community engagement and improved promotional materials strengthened relationships with families and external partners. Collectively, these initiatives reflect a strong foundation for sustained improvement, with clear next steps identified for 2026. This will include further development of Belmore School's approach to engagement and wellbeing, reinforce progress made in the areas of literacy and numeracy and an increased focus on assessment and data practices.</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 learning achievement for all students.	Yes	<p>By 2028, improve the percentage of student's achieving their IEP goal in:</p> <ul style="list-style-type: none"> • Number and Algebra from 69% in 2023 to 75% • Measurement and Geometry from 65% in 2023 to 75% • Reading and Viewing from 73% in 2023 to 80% • Speaking and Listening from 60% in 2023 to 70% • Writing from 70% in 2023 to 75%. 	Develop a whole school numeracy instructional model.	Yes
		<p>Parent Opinion Survey By 2028, improve the positive endorsement on the Parent Opinion Survey for the following factors</p> <ul style="list-style-type: none"> • Effective Teaching from 75% in 2023 to 85% • Stimulating Learning Environment from 83% in 2023 to 90%. 	Investigate and develop a whole school approach to assessment practices and collaboration.	Yes
		<p>School Staff Survey By 2028, improve the positive endorsement on the School Staff Survey for the following:</p> <p>School Climate Module</p> <ul style="list-style-type: none"> • Guaranteed and Viable Curriculum from 57% in 2023 to 75% • Teacher Collaboration from 56% in 2023 to 75% <p>Teaching and Learning – Implementation Module</p> <ul style="list-style-type: none"> • Understand Formative Assessment from 50% in 2023 to 75% 	Further enhance the whole school Literacy Instructional Model.	No

		<p>Teaching and Learning – Planning Module</p> <ul style="list-style-type: none"> • Use Data for Curriculum Planning from 50% in 2023 to 75% <p>Teaching and Learning – Evaluation Module</p> <ul style="list-style-type: none"> • Understand How to Analyse Data from 63% in 2023 to 75% 		
		<p>School based Student Survey School to develop a survey to capture student voice. Baseline data to be developed by the end of 2024.</p>		
Maximise wellbeing and engagement for all students.	Yes	<p>Student IEP goals By 2028, improve the percentage of student’s achieving their IEP goal in:</p> <ul style="list-style-type: none"> • Self-Awareness and Management from 73% in 2023 to 80% • Social Awareness and Management from 86% in 2023 to 90% • Movement and Physical Activity from 79% in 2023 to 85%. 	Develop and implement a Belmore School approach to wellbeing.	Yes
		<p>Parent Opinion Survey By 2028, improve the positive endorsement for the following Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Parent Participation and Involvement from 67% 2023 to 75% • Teacher Communication from 75% in 2023 to 85%. 	Enhance and co-create student voice and agency practices.	No
		<p>By 2028, improve the positive endorsement for the following School Staff Survey factors in the School Climate module: School Climate Module</p>	Strengthen school, family and wider community partnerships.	No

		<ul style="list-style-type: none"> • Parent and Community Involvement from 75% in 2023 to 85% • Shielding and Buffering from 35% in 2023 to 60% 		
		<p>School based Student Survey School to develop a survey to capture student voice. Baseline data to be developed by the end of 2024.</p>		

Define actions, evidence of change and tasks

Goal 1	Maximise learning achievement for all students.	
KIS 1.a	Develop a whole school numeracy instructional model.	
Actions	<p>Implement the numeracy instructional model that aligns with curriculum standards, system priorities, and evidence-based practice.</p> <p>Provide a relevant and flexible approach to coaching and professional learning to support implementation of the numeracy instructional model.</p>	
Evidence of change	<p>Students will experience predictable, high-quality numeracy instruction that addresses their point of need.</p> <p>Students will explore increased mathematical language, symbols, visuals, or AAC to express understanding.</p> <p>Staff will implement a common numeracy lesson structure and agreed instructional strategies.</p> <p>Staff will demonstrate stronger understanding of effective numeracy pedagogy, including differentiation and use of representations.</p> <p>Leaders will allocate resources to support professional learning, learning reflections, and coaching feedback, leading to increased teacher instructional confidence.</p>	
Tasks	People responsible	
Set up workspace and access to numeracy resources.	<input checked="" type="checkbox"/> Assistant principal	
Provide professional learning on key concepts identified in the draft numeracy instructional model including CRA (Concrete/representational/Abstract) and the gradual release model.	<input checked="" type="checkbox"/> Leadership team	
Establish agreed guidelines for what high quality numeracy instruction is at Belmore School and preferred lesson structure.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	
Prepare a sample of resources and lesson(s) for 1 topic (i.e. 1:1 correspondence) for teachers to trial in classrooms and review in PLC.	<input checked="" type="checkbox"/> Numeracy leader	

Review numeracy assessment tools and establish assessment guidelines.	<input checked="" type="checkbox"/> Numeracy leader
KIS 1.b	Investigate and develop a whole school approach to assessment practices and collaboration.
Actions	<p>Audit existing assessment tools, processes, and expectations and identify strengths, gaps, and inconsistencies in assessment design, moderation, and use of data.</p> <p>Align assessment practices with curriculum standards, system requirements, and evidence-based approaches.</p>
Evidence of change	<p>Students will demonstrate increased engagement in learning tasks, recorded through observation tools or engagement rubrics.</p> <p>Students will participate in assessments and evidence is used to adjust teaching, supports, and interventions to support the student's learning development.</p> <p>Staff will demonstrate increased confidence in using observational, formative, and evidence-based assessment methods.</p> <p>Staff will engage in regular collaborative discussions about student progress using shared assessment language.</p> <p>Leaders will regularly review and refine assessment practices based on evidence and feedback.</p>
Tasks	People responsible
Implement LLLL Assessment tool - Grapheme-Phoneme Knowledge to establish baseline data in term 1.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Include sessions in PLC focusing on supporting teachers to analyse baseline data to establish student levels and curriculum planning and implement assessment practices.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)
Update and review the use of school wide data trackers.	<input checked="" type="checkbox"/> Learning specialist(s)
Develop a coaching model to support the implementation of assessment and data practices.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Establish literacy groups within each classroom based on grapheme-phoneme assessment data.	<input checked="" type="checkbox"/> Leadership team

		<input checked="" type="checkbox"/> Learning specialist(s)
	Draft a proposed assessment schedule for trial in 2027.	<input checked="" type="checkbox"/> Learning specialist(s)
Goal 2	Maximise wellbeing and engagement for all students.	
KIS 2.a	Develop and implement a Belmore School approach to wellbeing.	
Actions	Develop a common understanding of student and staff wellbeing at Belmore School that is aligned with system frameworks and evidence-based practice and clearly articulate the school's wellbeing vision, values, and priorities. Audit existing wellbeing programs, policies, and interventions to identify strengths, gaps, and areas of duplication or inconsistency.	
Evidence of change	Students will demonstrate increased emotional regulation and readiness to learn. Student engagement data and observation records show improved participation in learning. Staff will incorporate targeted wellbeing goals and strategies into planning and profile documentation. Staff will demonstrate increased understanding of trauma-informed, inclusive, and regulation-supportive practices. Leaders will ensure school documentation clearly reflects the Belmore School wellbeing approach.	
Tasks		People responsible
	Audit and draft current MTSS at Belmore School, identify strengths, challenges and opportunities.	<input checked="" type="checkbox"/> Wellbeing team
	Provide opportunities for whole staff input into what 'Engagement and Wellbeing' looks like at Belmore School	<input checked="" type="checkbox"/> Wellbeing team
	Documentation to include student voice, agency and autonomy at Belmore School.	<input checked="" type="checkbox"/> Wellbeing team
	Develop and implement relevant professional learning opportunities for staff, at least twice per term.	<input checked="" type="checkbox"/> Wellbeing team
	Utilise audit of current tier 1 strategies that support students with complex learning needs and identify and research potential programs for implementation.	<input checked="" type="checkbox"/> Wellbeing team
	Develop processes, services and referral pathways relevant to Belmore School's student cohort.	<input checked="" type="checkbox"/> Wellbeing team

Develop roles and responsibilities for Wellbeing team members

- Principal
- Wellbeing team