

# Avondale Primary School (4812) 2026 ANNUAL IMPLEMENTATION PLAN

## SCHOOL STRATEGIC PLAN GOALS

**Goal 1: Maximise student learning outcomes in literacy and numeracy**

**Goal 2: Enhance students' wellbeing and connectedness to school**

### KEY IMPROVEMENT STRATEGIES

#### KIS 1.b Teaching and learning

#### KIS 2.c Leadership

**Strengthen staff capacity to analyse and use formative assessment data to inform planning, teaching and learning**

**Build understanding of and strengthen inclusion through whole-school multi-tiered systems of support**

#### Actions

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Establish organisational structures and roles/responsibilities to support preparation for implementation. Build collective knowledge of explicit teaching practices and support every teacher to use the strategies of Focus the learning and Monitor Progress with fidelity, to maximise student learning outcomes.

Embed a consistent approach to support and encourage expected behaviours to promote wellbeing and engagement based on trauma informed and inclusive practices.

#### Tasks

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Leadership to develop an implementation plan for delivering structured literacy instruction aligned to the VTLM, including 5 weekly cycles of action planning, monitoring and review.

Implement and monitor the 'Routines for Success' to ensure alignment BSEM Framework, SWPBS and PCMS

Learning Specialists work with middle level leaders/ PLC leaders to build data literacy skills through analysis of current data (DAQL, LLLL, Dibels) and professional learning (Arc/ Academy), external support (EIL) and PLC inquiry cycles

Engage all staff with Day 2 and 3 of Berry Street Education Model (BSEM) professional development

Leadership team engage staff in professional learning to build knowledge and understanding of scaffolding literacy aligned to the VTLM 2.0

Establish a SWPBS Team to analyse whole school data to plan next steps in implementing SWPBS

Leaders and coaches model effective strategies in classrooms, support feedback and co-teaching opportunities to implement the specific practice in daily teaching

Record and monitor behaviour data on Compass to guide planning, explicit teaching of behaviour and learning

Leadership team and staff work collaboratively to share knowledge and develop a whole school collective language and understanding of the VTLM 2.0

Analyse PIVOT wellbeing data to monitor student wellbeing and engagement and inform learning

Develop an action plan to support the implementation of Learning Walks and peer observations, with a shared focus on Responsive teaching and scaffolding literacy (mini whiteboards, turn and talk, cold call)

Leaders establish structure, protocols and support to embed Learning Walks and Peer Observations as professional learning