

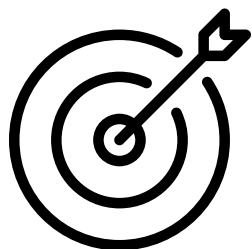
2025 ANNUAL IMPLEMENTATION PLAN

LEARNING

GOAL: MAXIMISE THE LEARNING GROWTH OF EVERY STUDENT IN LITERACY AND NUMERACY

WELLBEING

GOAL: EMPOWER STUDENTS TO BE ENGAGED, INDEPENDENT AND SELF-REGULATING LEARNERS.



ACTION 1 REFINE AND EMBED A WHOLE-SCHOOL INSTRUCTIONAL MODEL	ACTION 2 STRENGTHEN COLLABORATIVE PLANNING PROTOCOLS	ACTION 3 EMBED CONSISTENT FORMATIVE ASSESSMENT PRACTICES	ACTION 1 STRENGTHEN TIER 1 WELLBEING PRACTICES												
<p>WHY IT MATTERS</p> <p>A consistent instructional model ensures every student has access to high-quality teaching, regardless of their year level or classroom. By embedding a unified approach with common language aligned with evidence-based practices ('what works'), we establish consistent, high-quality instruction that drives student achievement.</p>	<p>WHY IT MATTERS</p> <p>Collaborative planning promotes coherence and alignment across the curriculum, ensuring all students experience a guaranteed and viable learning experience. Strengthened protocols provide support, enable smarter work practices, and foster collaboration to enhance teaching and learning outcomes.</p>	<p>WHY IT MATTERS</p> <p>Formative assessment is the bridge between teaching and learning, providing real-time insights that enable teachers to adjust their instruction. Consistent practices enable data-informed planning and instruction, allowing us to measure impact, monitor growth and progress, and deliver responsive teaching that meets every student's needs</p>	<p>WHY IT MATTERS</p> <p>A calm, consistent, and predictable learning environment is a critical precondition to student learning and wellbeing. Tier 1 wellbeing practices promote positive relationships, reduce barriers to engagement, and set the tone for a vibrant and inclusive classroom culture.</p>												
<p>WHAT WE'LL DO</p> <ul style="list-style-type: none"> Design a clear, visual representation of the Instructional Model for staff reference. Demonstrate the Instructional Model in action through demonstrations, classroom walkthroughs, and exemplar lesson videos. Develop and deliver PL on engagement norms such as whiteboard routines, turn-and-talk, pair-share, and questioning strategies. Regular learning walks to observe, provide feedback, and celebrate progress on instructional routines. 	<p>WHAT WE'LL DO</p> <ul style="list-style-type: none"> Develop consistent team planning protocols to ensure alignment of teaching and learning across levels Appoint PLC leaders to facilitate team meetings and monitor collaborative planning. Assistant Principal (Teaching & Learning) to attend and support collaborative planning sessions. Refine collaborative planning documents (e.g., unit planners, big picture curriculum documents). Schedule termly PLC leader days for curriculum alignment and leadership development. 	<p>WHAT WE'LL DO</p> <ul style="list-style-type: none"> Use data protocols in PLCs to analyse student outcomes and identify next steps for teaching and intervention. Develop template spreadsheets for each team to record and analyse formative assessment data consistently Conduct targeted PL on Checks for Understanding (CFU) strategies to embed short, frequent formative assessment practices (e.g., exit tickets, hinge questions, whiteboard responses). 	<p>WHAT WE'LL DO</p> <ul style="list-style-type: none"> Integrate Tier 1 Wellbeing Practices into the Skye PS Instructional Model Complete Berry Street Education Model (BSEM) training to embed trauma-informed, relationship-focused strategies. Deliver targeted PL on Positive Classroom Management Strategies (PCMS), focusing on consistent classroom routines, rules, and relationships. Strengthen and implement whole-school Wellbeing Scope and Sequence, aligning practices with BSEM and SWPBS frameworks. 												
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RESPECT

RESPONSIBILITY

RESILIENCE

RELATIONSHIPS