

Annual Implementation Plan - 2026

Montpellier Primary School (4972)



Submitted for review by Dianne Stainsby (School Principal) on 03 February, 2026 at 02:59 PM

Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 13 February, 2026 at 08:36 AM

Define actions, evidence of change and tasks

Goal 1	Maximise the learning achievement and growth for every student.	
KIS 1.a	Embed a whole school culture of high expectations for learning and wellbeing.	
Actions	Strengthen consistency of whole school instructional practices	
Evidence of change	<ul style="list-style-type: none"> o The proportion of students In Teacher Judgements achieving 'above expected growth' in the areas of Reading, Writing and Maths has increased from previous year baseline data o Maintain Staff Survey Data of Instructional Leadership at 85%, Collective Efficacy at 92%, 'Believes Student Engagement 'is Key of 93% and an increase in 'Academic Emphasis' from 72% o Staff are consistent in recording student progress using the curriculum tracker o Reflection notes that also demonstrate implementation from Peer Observations 	
Tasks		People responsible
o Continue to build the skills of middle leaders (including PLC leaders) to coach/mentor staff for continual growth		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
o Develop and document a consistent approach to tracking students on a whole school curriculum continuum		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
o Assessment data collated and moderated in a timely and structured manner, as a result, data obtained will be accurate and used to inform planning		<input checked="" type="checkbox"/> All staff
o Reviewing Semester Reporting template to align with curriculum tracker		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)

<ul style="list-style-type: none"> o Reviewing current instructional models to reflect VTLM 2.0 and PCMS to build consistency with explicit and responsive teaching opportunities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
<ul style="list-style-type: none"> o Embed a professional observation model to support consistent implementation of teaching and learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff
Goal 2	Strengthen student engagement, wellbeing and inclusion.
KIS 2.b	Implement and embed the School-Wide Positive Behaviour Support framework.
Actions	Implementing SWPBS Classroom Systems
Evidence of change	<ul style="list-style-type: none"> o AToSS data reflects an increase in the proportion of positive response scores in the areas of Motivation and Interest, Managing Bullying and Respect for Diversity o Data cycle analysis using Pulse and building data literacy with a focus on behaviour o PLC planning documents reflect Learning for Life sequences of lessons o Staff Assessment Survey (SAS) reflects School Wide & Classroom Systems of 70% or greater o Tiered Fidelity Inventory (TFI) Tier 1 practices to maintain 80% or above
Tasks	People responsible
<ul style="list-style-type: none"> o Professional Learning to review the Tier 1 Universal Strategies which will include: Acknowledgement System, Behaviour Matrix, Minor and Major Behaviour Response Continuum 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff
<ul style="list-style-type: none"> o Introduce and undertake online professional learning with a focus on Classroom Systems 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff
<ul style="list-style-type: none"> o Identify Priority Groups (First Nations, EAL, Disadvantaged, Tier 3 Funded) and ensure staff are aware of these and can plan for individual needs academically and socially 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff
'Learning for Life' is prioritised, responsive and planned weekly in PLC documents	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff

