

# Watsonia Heights Primary School (4935) 2026 ANNUAL IMPLEMENTATION PLAN

## SCHOOL STRATEGIC PLAN GOALS

**Goal 1: To improve literacy and numeracy outcomes for all students**

**Goal 2: To improve the health and wellbeing of all students**

### KEY IMPROVEMENT STRATEGIES

KIS 1.a Excellence in teaching and learning	KIS 1.b Excellence in teaching and learning	KIS 3.a Positive climate for learning	KIS 3.b Positive climate for learning
<b>Embed an Instructional model consistently across the school</b>	<b>Build teacher capacity to utilise data and a range of assessments to teach to a student's point of learning need</b>	<b>Strengthen student capacity for positive self-awareness and self-management in exemplifying school values and in articulation of high aspirations</b>	<b>Embed a consistent focus on positive physical and mental health practices to address the psychological and social wellbeing of students</b>
<b>Actions</b>	<b>Actions</b>	<b>Actions</b>	<b>Actions</b>
- Review and adapt the WHPS Instructional Model.- Build teacher capability in applying explicit teaching practices using VTLM 2.0.	- Build teacher capacity to be responsive to student needs with planning.- Build teacher capacity to be responsive to student needs during lessons.	- Design and document school values and behaviour expectations.- Establish data collection and analysis systems to support long-term SWPBS implementation.	- Develop and implement tools from the Mental Health in Primary Schools (MHIPS) initiative.- Monitor student attendance data.
<b>Tasks</b>	<b>Tasks</b>	<b>Tasks</b>	<b>Tasks</b>
Adapt the Instructional Model to include VTLM 2.0 Elements of Teaching practices and language into a new visual representation.	Leadership to gather evidence on staff data literacy and their abilities to access and use a range of assessment data to inform professional learning plans.	Consult with key stakeholders to identify and define an agreed set of behaviour expectations and consequences.	Leadership training in the MHIPS.
Collect staff survey data to self-assess knowledge of current and adapted Instructional Model practices in Terms 1 & 4.	Schedule and deliver a sequence of professional learning focused on how to use pre and post testing to inform learning sequences.	Establish a SWPBS implementation team and schedule regular meetings across the year.	Coordinate and deliver relevant Tier 1 and/or Tier 2 mental health program/s.
Schedule and deliver a sequence of professional learning focused on the implementation of the explicit teaching elements within VTLM 2.0.	Teachers explicitly discuss and highlight reflective questioning and CFU prompts during planning.	Develop a school values and mission statement collaboratively based on input from staff and the school community.	Create a systematic referral process for teachers to utilise when referring students.
Implement reflective practices, including coaching, peer observation and learning walks, to further develop teacher capacity.	Provide protected time during assessment schedules to analyse and reflect on collected data.	Provide Professional Learning for all staff on providing positive acknowledgment.	Leadership to develop protocols about tracking absences and the processes to go through with high absentee data.
	Schedule and deliver a sequence of professional learning focused on how to use CFU to respond to student needs.	Provide Professional Learning for all staff on how and when to document Chronicles on Compass.	Teachers follow up with student attendances per the attendance process.
	Implement reflective practices, including coaching, peer observation and learning walks, to further develop teacher capacity in responding to student needs.	Actively monitor and communicate Chronicle data/information to staff to inform future planning and decision-making.	Develop attendance plans for students at risk and implement support group meetings to discuss and review these.