

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Banyan Fields Primary School (3613)



Submitted for review by Patrick Halpin (School Principal) on 28 July, 2025 at 02:08 PM

Endorsed by Debby Chaves (Senior Education Improvement Leader) on 29 September, 2025 at 11:14 AM

Define actions, outcomes, success indicators and activities

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| Goal 1 | Improve the learning growth and achievement of all students |
| 12-month target 1.1 | <p>Increase the percentage of Year 3 students achieving Strong or Exceeding NAPLAN proficiency levels for Reading to 58%</p> <p>Increase the percentage of Year 3 students achieving Strong or Exceeding NAPLAN proficiency levels in Numeracy to 53%</p> |
| 12-month target 1.2 | - |
| 12-month target 1.3 | Increase the percentage positive endorsement for the School Staff Survey factor of Instructional leadership to at least 81% |
| KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build a culture of high expectations through a shared vision and values. |
| Actions | Develop and communicate our revised values in consultation with all stakeholders |
| Outcomes | <p>Leaders will</p> <ul style="list-style-type: none"> - regularly refer to the school values in communication with students, staff, parents and the wider community <p>Teachers will</p> <ul style="list-style-type: none"> - use the language of our values regularly in their classrooms and select students who are demonstrating our values to be celebrated <p>Students will</p> |

| | <ul style="list-style-type: none"> - begin to understand the values and the associated behaviours that represent each value - experience consistent responses to behaviours demonstrating our school values from all staff <p>Parents/Carers will</p> <ul style="list-style-type: none"> - have a clear understanding of the expected behaviours at school and how they relate to our school values - receive more frequent celebratory messages from the school about their child(ren)'s behaviour | | | |
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| Success Indicators | <p>By the end of Term 2:</p> <ul style="list-style-type: none"> - School values will be agreed and finalised <p>By the end of Term 3:</p> <ul style="list-style-type: none"> - School values will be visible in communication with parents (newsletters, hashtags on Facebook, etc) <p>By the end of Term 4:</p> <ul style="list-style-type: none"> - Staff handbook will be prepared, broken into sections related to the school values | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop draft values posters to be displayed around the school | <input checked="" type="checkbox"/> SWPBS leader/team | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 3 | \$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Consult with all stakeholders in relation to our revised school values | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$0.00 |
| Document schoolwide approaches (flowchart) for responding to challenging behaviours and recording those behaviours on Compass | <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| | | | | <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Analyse the behaviour data on a continuous basis to check for progress | <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build school-wide consistency in implementation of the Victorian Teaching and Learning Model. | | | |
| Actions | Build teacher capacity and understanding in positive classroom management strategies Develop a school-wide approach to documenting adjustments, following a multi-tiered system of supports model | | | |
| Outcomes | Leaders will - observe a reduction in the frequency of requests for support received from teachers and integration aides through the 'on-call roster' Teachers will - consistently implement positive classroom management strategies " Students will - benefit from increased learning time with fewer disruptions in their classrooms | | | |

| | Parents/Carers will - have a clear understanding of the expected behaviours at school and how they relate to our school values - receive more frequent celebratory messages from the school about their child(ren)'s behaviour | | | |
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| Success Indicators | By the end of Term 2: - Consistent approach to positive classroom management strategies will be visible across the school By the end of Term 3: - Planning documentation will show tiered adjustments in place in each generalist classroom for Literacy and Numeracy By the end of Term 4: - Whole school data for Numeracy and Reading will show improvements, informing planning for 2026 | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Restructure Professional Learning Community culture through whole school weekly meetings, focused on the Victorian Teaching and Learning Model | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 |
| Include adjustments for key students as a standing item at every SIT meeting | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Align the StepLab work with Positive Classroom Management Strategies | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Develop a communication plan to parents in relation to Positive Classroom Management Strategies | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop a student facing version of the school's instructional model | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Analyse 2024 teacher judgement data and identify focus students in Years 1 through 6 for focus | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Anayse NAPLAN data to measure progress towards our goals | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Review planning documentation and develop schoolwide consistency for Literacy and Numeracy | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Build whole school consistency: Sem 1: Positive Classroom Management Strategies Sem 2: Planning: Alignment between local pedagogical model, VTLM 2.0 and the approaches in place | | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Develop a process for at least two members of the School Improvement Team to attend every planning meeting. | | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Goal 2 | Maximise the wellbeing and engagement of all students. | | | | |
| 12-month target 2.1 | Maintain the percentage positive endorsement for the Attitudes to School Survey factor of Stimulated learning at at least 75% Maintain the percentage positive endorsement for the Attitudes to School Survey factor of Emotional awareness and regulation at at least 75% Maintain the percentage positive endorsement for the Attitudes to School Survey factor of Sense of connectedness at at least 75% | | | | |
| 12-month target 2.2 | Increase the percentage positive endorsement for the Parent Opinion Survey factor of General satisfaction to at least 76% Increase the percentage positive endorsement for the Parent Opinion Survey factor of School pride and confidence to at least 65% | | | | |
| 12-month target 2.3 | Increase the percentage of students with 90% or greater attendance to at least 65% | | | | |

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| KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Refine, document and consistently implement evidence-based, best practice for inclusion. |
| Actions | Reinvigorate our SWPBS approaches and practices across the school Build teacher capacity and understanding in positive classroom management strategies Develop and implement a community engagement strategy " |
| Outcomes | Leaders will - regularly refer to the school values in communication with students, staff, parents and the wider community - celebrate the schoolwide token economy on a regular basis within the school and with the school community - observe a reduction in the frequency of requests for support received from teachers and integration aides through the 'on-call roster' Teachers will - use the language of our values regularly in their classrooms and select students who are demonstrating our values to be celebrated - implement a schoolwide token economy both within their classrooms and around the school - consistently implement positive classroom management strategies Students will - begin to understand the values and the associated behaviours that represent each value - experience consistent responses to behaviours demonstrating our school values from all staff - benefit from increased learning time with fewer disruptions in their classrooms Parents/Carers will - have a clear understanding of the expected behaviours at school and how they relate to our school values - receive more frequent celebratory messages from the school about their child(ren)'s behaviour |

| Success Indicators | <p>By the end of Term 2:</p> <ul style="list-style-type: none"> - Rights, Responsibilities and Privileges posters will be visible around the school - Staff will be celebrated for posting 'Quick Observations' on Compass <p>By the end of Term 3:</p> <ul style="list-style-type: none"> - Attitudes to School Survey data will show improvements in focus areas - Our schoolwide GVC for Wellbeing & Engagement will be drafted <p>By the end of Term 4:</p> <ul style="list-style-type: none"> - Attendance data will show a reduction in the number of students missing 20+ days per year - Parent Opinion Survey data will show an increase in the positive endorsement of our key areas | | | |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Celebrate staff who are sending quick observations in relation to the positive behaviours of students | <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Analyse the Parent Opinion Survey data and develop a strategy to celebrate a target area to parents on a regular basis | <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$5,000.00 |
| Analyse the attendance data and identify one student per grade as a focus for classroom teachers | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 |

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| | | | | <input checked="" type="checkbox"/> Equity funding will be used |
| Analyse the Attitudes to School data and include a target for every teacher and integration aide related to a target area | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$0.00 |
| Develop a plan to renew our SWPBS culture in line with PCMS, Berry Street and other approaches | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and document the processes around behaviour ratings, escalating, communicating to parents and recording on Compass | <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$5,000.00 |
| Review and update documentation to support and streamline the DIP/F process | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 |

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| | <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal | | | Funding will be used |
| Communicate our SWPBS work to parents at least fortnightly through the school newsletter and other communication structures | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Prepare a Guaranteed Viable Curriculum for Wellbeing and Engagement (RRRR, student voice, agency and leadership, Berry Street, SWPBS, etc.) | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$5,000.00 |
| Develop and implement a consistent approach to leading students through the Attitudes to School Survey | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |