

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

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 			
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

				<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	<p>Build teacher capacity and understanding in positive classroom management strategies</p> <p>Develop a school-wide approach to documenting adjustments, following a multi-tiered system of supports model</p>			
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - observe a reduction in the frequency of requests for support received from teachers and integration aides through the 'on-call roster' <p>Teachers will</p> <ul style="list-style-type: none"> - consistently implement positive classroom management strategies " <p>Students will</p> <ul style="list-style-type: none"> - benefit from increased learning time with fewer disruptions in their classrooms 			

	<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 			
Success Indicators	<p>By the end of Term 2:</p> <ul style="list-style-type: none"> - Consistent approach to positive classroom management strategies will be visible across the school <p>By the end of Term 3:</p> <ul style="list-style-type: none"> - Planning documentation will show tiered adjustments in place in each generalist classroom for Literacy and Numeracy <p>By the end of Term 4:</p> <ul style="list-style-type: none"> - 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

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

<p>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</p>	<p><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</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>Develop a process for at least two members of the School Improvement Team to attend every planning meeting.</p>	<p><input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Goal 2</p>				
<p>12-month target 2.1</p> <p>Maintain the percentage positive endorsement for the Attitudes to School Survey factor of Stimulated learning at at least 75%</p> <p>Maintain the percentage positive endorsement for the Attitudes to School Survey factor of Emotional awareness and regulation at at least 75%</p> <p>Maintain the percentage positive endorsement for the Attitudes to School Survey factor of Sense of connectedness at at least 75%</p>				
<p>12-month target 2.2</p> <p>Increase the percentage positive endorsement for the Parent Opinion Survey factor of General satisfaction to at least 76%</p> <p>Increase the percentage positive endorsement for the Parent Opinion Survey factor fo School pride and confidence to at least 65%</p>				
<p>12-month target 2.3</p> <p>Increase the percentage of students with 90% or greater attendance to at least 65%</p>				

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 <ul style="list-style-type: none"> - 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 <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 - implement a schoolwide token economy both within their classrooms and around the school - consistently implement positive classroom management strategies Students will <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 - benefit from increased learning time with fewer disruptions in their classrooms Parents/Carers will <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

Success Indicators	By the end of Term 2: <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 			
	By the end of Term 3: <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 			
	By the end of Term 4: <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 			
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

				<input checked="" type="checkbox"/> Equity funding will be used
Analyse the Atittudes 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

	<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