



2026 ANNUAL IMPLEMENTATION PLAN SCHOOL STRATEGIC PLAN GOALS

Goal 1: Improve learning outcomes for all students

Goal 2: Improve wellbeing outcomes for all students

KEY IMPROVEMENT STRATEGIES

KIS 1.a Leadership	KIS 1.b Leadership	KIS 1.c Assessment	KIS 2.a Engagement	KIS 2.b Engagement
Further improve instructional practices to ensure a consistent approach to teaching and learning is embedded in the school.	Strengthen a distributed leadership model to enhance PLC practices across the school.	Strengthen school-wide approaches to diagnostic, formative and summative assessment to inform and differentiate learning.	Refine a whole school approach to activating student voice and agency in learning and wellbeing.	Review and revise current approaches to school attendance.
Actions	Actions	Actions	Actions	Actions
- Develop consistent understanding and capability in practice of VTLM 2.0. - Develop and sustain high-quality instructional practice through unpacking Phases 1 and 2 of Learning from The New Classroom Instruction That Works.	- Develop a distributed leadership structure with Learning Specialists, with a focus on developing best practice, via peer observation and coaching with fidelity. - Develop feedback process through 1:1 check ins with staff re roles, linked to the DPS Roles and Responsibilities.	- Introduce SPA Platform as a way to collect, store and analyse data, encompassing the following: - Create a system for importing all previous and current student data. - Introduce SPA to Collaborative Team Leaders, then teachers, showing its capacity - Defining the purpose of SPA, which data sets will be used - Establish an informal process on how to use SPA in PLC cycles and Collaborative Team meetings. Develop and establish Writing rubrics for every year level for: - Narrative, Persuasive, Informative, Recount text types, revising, editing.	-Increase student learner agency and empowerment through self-assessment and individual goal setting. -Build staff capacity to effectively guide and support Tier 2 and 3 learners through embedding of the DPS DI Process.	- Embed the DPS attendance monitoring process and procedure, ensuring role clarity for all staff members.
Tasks	Tasks	Tasks	Tasks	Tasks
Use Teaching Sprints to undertake professional learning and practice development whilst exploring the following areas: - Konza's Big 6- Elements of Teaching - Elements of Learning- The New Classroom Instruction That Works: Strategy 1 - Cognitive Interest Cues - The New Classroom Instruction That Works: Strategy 2 - Student Goal Setting and Monitoring. Enhance high quality practice and consistency through the regular reviewing and updating of The DPS Practice Playbook. Compare and contrast new learning to current DPS instructional Workshop Models. Embed Sounds Writing approach in all P-2 classrooms with fidelity.	Increase leadership capability of Learning Specialists through leadership professional learning: - McREL Balanced Leadership - Managing Change, Developing Collective Efficacy, McREL Monitoring Implementation. Increase leadership capability of Collaborative Team Leaders through leadership professional learning: - Collaborative Teams in PLCs at Work - Undertake professional learning in McREL online Professional Development Creating the Environment for Learning. Clarify roles of leaders in PLC Cycle process. Provide PLC Initiative training for whole staff on Curriculum Day (February 2026). Develop and embed DPS PLC Cycle process. Expand the DPS Coaching Model to encompass the Learning Specialist role, with coaching, modelling, peer observation.	Develop quality and consistency of differentiation in planners, from IEP goals, outlining adjustments. Introduce DIBELS Assessment from P-6. Introduce Foundation Literacy Assessment Increase consistency of assessments, through PLC cycle discussions. Explore the capability of Fractions and Decimals Online Interview as a tool to progress learning in Number.	Develop and demonstrate student use of Writing Genre Rubrics, guided by DPS GVC documents such as Proficiency Scales and Learner Continuums to set goals, see path of learning, practice and reflect. Creation and development of SWPBS Co-ordinator role in order to focus on: Embedding the SWPBS practices, including SWPBS, Lunch Clubs, SUP Program. Creation and development of Engagement Leader role to enhance connections to school. Engage in third IOC Partnership, with a focus on developing high quality and consistent practices in:- Brain breaks- Use of sensory tools. Develop Education Support Knowledge of PDA strategies, delivered through professional learning from 'Affirming Care'.	Embed and communicate the DPS Attendance tracking process.

