Annual Implementation Plan - 2026

Seaholme Primary School (4440)

Submitted for review by James Barger (School Principal) on 03 December, 2025 at 09:51 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 27 January, 2026 at 11:29 AM

Department
of Education

Define actions, evidence of change and tasks

Goal 1	To optimise the learning growth of every student
KIS 1.a	Review and strengthen the school's agreed teaching and learning practices.
Actions	Build a collective understanding of the elements of teaching (explicit teaching and retrieval practice). Refine Seaholme instructional model to include expectation for the elements of teaching.
Evidence of change	- Meeting schedules and PLC minutes demonstrate opportunities to engage in professional learning on the elements of teaching - Refinement of agreed Seaholme instructional model to include expectations of explicit teaching and retrieval practices - Scope and Sequence documents aligned with retrieval practice - Weekly planning documentaion aligned to Seaholme instructional model - PLCs peer observation with contructive feedback on the elements of teaching - Teachers confident implementing Seaholme instructional model as evidenced by semester school priority reflection

Tasks	People responsible
Develop professional learning plan that facilitate learning on explicit teaching and retrieval practices.	☑ School improvement team
Facilitate PLC inquiry cycles on explicit teaching and retrieval practices.	☑ PLC leaders
Co-construct Seaholme instructional model to strengthen explicit teaching and include retrieval practices.	☑ School improvement team ☑ Teacher(s)
Refine scope and sequence to align with retrieval practices. Phonic Plus F-2, Numeracy 3-6.	☑ Learning specialist(s) ☑ PLC leaders ☑ Teacher(s)
Facilitate peer observation and learning walks on explicit teaching and retrieval practices.	☑ Learning specialist(s)

	☑ PLC leaders

Goal 2	To optimise the wellbeing of every student.
KIS 2.b	Embed the school's tiered approach to wellbeing, engagement and inclusion.
Actions	Develop a whole school process to analysing and responding to wellbeing and engagement data.
Evidence of change	- Meeting schedules demonstrate time allocated to analyse wellbeing data - Protocols established in all PLCs - Weekly planning documentaion demonstrates Tier 1 instruction in response to wellbeing and engagement data - SELP and IEPs demonstrate Tier 2 and Tier 3 response to wellbeing and engagement data - Peer observation of Tier 1, 2 and 3 wellbeing practice

Tasks	People responsible
Collaboratively design meeting schedule to enable time to analyse wellbeing and engagement data.	☑ PLC leaders ☑ School improvement team
Create protocols to support the analysis of wellbeing data.	☑ PLC leaders ☑ School improvement team
Evidence based practices are identified and implemented in response to wellbeing and engagement data.	☑ PLC leaders ☑ Teacher(s)
Weekly SWPB lessons developed by PLCs in informed by wellbeing and engagement data.	☑ Teacher(s)
PLCs develop Tier 2 and Tier 3 intervention strategies and document them in IEP and SELP documentation based on wellbeing and engagement data.	☑ Teacher(s)
Facilitate peer observation and learning walks focused on consistent implementation wellbeing and engagement adjustments.	☑ PLC leaders ☑ Teacher(s)