Northcote Primary School (1401)
2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1. Learning:	**Goal 2: Engagement:**
To optimise learning growth for every student in Literacy and Numeracy.	To develop a positive culture with high levels of engagement and wellbeing.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning	KIS 1.b Teaching and learning	KIS 1.d Leadership	KIS 2.a Engagement	KIS 2.b Teaching and learning
Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.	**Embed collaborative curriculum planning and build a guaranteed and viable curriculum.**	**Strengthen instructional leadership, professional learning and coaching across the school.**	**Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.**	**Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.**
Actions	**Actions**	**Actions**	**Actions**	**Actions**
Action 1. To build staff expertise in structuring lessons by embedding the 'Explain' phase of the Northcote PS Instructional Model.	**Action 2.** To build staff content knowledge to support the explicit teaching of literacy. **Action 3.** To build staff capability to plan, teach, and assess literacy	**Action 6.** Build middle leader capability through professional conversations, feedback and targeted learning.	**Action 4.** To strengthen and embed SWPBS features to ensure consistent and effective implementation across the school.	**Action 5.** Empower students to embrace challenges, building their perseverance, resilience, and independence as learners.
Tasks	**Tasks**	**Tasks**	**Tasks**	**Tasks**
Progress whole-school instructional guidance for the Explain phase, co-constructing clear documentation that outlines what an effective "Explain" looks like in practice and supports consistent implementation across classrooms. Provide targeted professional learning to support teachers to refine the Explain phase of lessons, with a focus on clear explanation and active student engagement. Refine planning templates and expectations to clearly emphasise the Explain phase, ensuring lesson plans reflect agreed lesson structures and reduce reliance on presentation slides. Use learning walks, observations, and professional conversations to gather feedback on the quality and consistency of the Explain phase and support ongoing reflection and refinement of practice.	Build staff content knowledge through targeted literacy professional learning and support teams to align literacy planning, teaching, and assessment with agreed structures and expectations. Refine and embed whole-school scope and sequence documentation for phonics, spelling, and high-frequency words to support consistent planning and teaching. Develop and embed consistent literacy block routines and lesson structures across classrooms. Strengthen the consistent use of agreed literacy assessments to identify student learning needs, inform planning, and monitor progress over time. Purchase and implement targeted literacy and phonics resources to support explicit instruction and consistent implementation.	Middle leaders lead stronger coaching and challenging conversations- Middle leaders demonstrate increased confidence and skill in leading conversations that support accountability, strengthen professional practice, and lead to clear next steps. Introduce and support middle leaders to trial learning walks, peer observations, and feedback to build shared understanding of effective practice.	Develop a clear, documented flowchart outlining the school's response to inappropriate behaviour. Refine and clarify the continuum of minor, moderate, and major behaviours to ensure a shared understanding and consistent response across the school. Develop and implement a consistent process for requesting assistance in managing student behaviour. Provide professional learning focused on restorative practice and responding to inappropriate behaviour. Review and refine the whole-school reward system to ensure consistent use across cohorts, with clear routines for earning and redeeming rewards aligned to the Behaviour Matrix and school values.	Build teacher capability to design and facilitate learning experiences that include appropriate challenge and support students to persist, reflect, and work more independently. Support teachers to use consistent language, feedback, and classroom practices that encourage effort, perseverance, and risk-taking as part of learning. Provide targeted professional learning to strengthen staff understanding of how lesson design, task structure, and classroom routines can promote productive struggle and active student engagement. Implement The Resilience Project across the school, including professional learning for staff and alignment of curriculum resources with the SEL and RRRR scope and sequence.