

Romsey Primary School (0366)

2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Maximise student performance across literacy and numeracy.

Goal 2: Enhance student engagement, wellbeing outcomes and connectedness to school for all students.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Leadership	KIS 1.c Leadership	KIS 2.a Engagement
Embed a culture of professional learning and collaboration.	Strengthen teacher capability to analyse and use learning and wellbeing data to inform differentiated learning.	Strengthen the implementation of the School-wide Positive Behaviours Support framework across the whole school.
Actions	Actions	Actions
Embed a strong professional learning culture that builds shared pedagogical understanding through PLCs, coaching, mentoring, and collaborative inquiry.	Develop leadership capacity to lead, monitor, and embed consistent instructional practice across the school.Strengthen teachers' data literacy through guided analysis of learning and wellbeing data, supported by middle leaders and the Learning Specialist, to inform differentiated teaching	Build staff capacity to effectively collect, analyse, and respond to student wellbeing data using the PULSE dashboard.Build staff capacity to consistently understand and implement Positive Classroom Management Strategies.Continue to review, refine, and relaunch the School-Wide Positive Behaviour Framework, including school values, the positive behaviour matrix, and the behaviour management flowchart.
Tasks	Tasks	Tasks
Building leadership capacity of newly appointed Mathematics leader through accessing Professional learning through the Academy and regular meetings with AP curriculum leader. (Term1-4)	Establish processes and protocols for regular moderation of student work and data within teaching teams supported by Learnign Specialist as well as ensuring adequate time allocated in meeting schedule for whole school moderation (Terms 1-4)	Employ Education Support staff to deliver targeted small-group interventions, including social skills groups, singing, dance and movement, life skills, transition support, and LEGO-based programs. (Term 1-4)
Learning Specialist to be out of the classroom 2 days per week to develop and document structures to facilitate whole school peer observations, coaching and mentoring and attending targeted PLC planning (Term 1-4)	Assistant Principal to lead curriculum work on the development of consistent work programs showing differentiation and instructional model and to lead curriculum work with Learning Specialist and Mathematics leader (Term 1 & 2)	Promote and communicate wellbeing initiatives to the school community, including the School-Wide Positive Behaviour framework, Respectful Relationships curriculum, cyber safety education, and The Resilience Project. (Term 1-4)
Maths leader to implement whole school professional learning (SEM 2) on students' development of Mathematical Reasoning. Developing Mathematical Reasoning - Pam Harris (Term 3)Learning Specialist to implement and run whole school professional learning book study on using mentor texts to support literacy. Teaching with Intent offers a structured approach to scaffolding academic language for marginalised students, using science as a model to guide teachers in creating language-focused, intentional classrooms. (Term 1 & 2)By Dr Bronwyn Parkin and Dr Helen Harper	SsG's held for all identified students and IEP's written for identified students - coordinated by Assistant principal and Leading teacher Inclusion (Term 1-4)	Conduct targeted professional learning led by the MHWL, including:Analysing wellbeing data using the PULSE dashboard, embedded as a regular agenda item in meeting schedulesAnalysing and responding to student survey dataDeepening staff understanding and implementation of The Resilience Project (Term 1-4)
Regularly meet with PLC leaders to build capacity and develop consistent protocols, agendas, planning documentation and data literacy. (Term 1-4)	Learning Specialist to run small group Year 5 focus writing intervention for high ability students (Term 1)Mathematics leader to run small focus group Year 3 mathematics intervention for high ability students.(Term 1 & 2)Identified Education Support Staff to deliver Pre-Lit (systematic synthetic phonics program) intervention with identified prep-2 students. (Term 1 - 4)	Provide whole-staff professional learning in Positive Classroom Management Strategies (PCMS). (Terms 1-4)Continue the review, refinement, and relaunch of the School-Wide Positive Behaviour framework and school values.(Term 1 & 2)
Learning Specialist to conduct coaching in Prep-2 unit to embed and review the phonics program (SEM 1) and coach and support senior 3-6 teams with phonics support and reading assessment.(SEM 2)	Employment of Disability Inclusion Leading teacher to be out of the classroom 3 days per week to support teachers in building their knowledge and capacity in inclusive practices, differentiation, adjustments and student engagement through coaching, professional learning and attending PLC planning. (Term 1 -4)	Employment of a Mental Health in Primary Schools Leader to deliver Social and Emotional Learning (SEL) as a specialist subject.Continue staff professional learning in The Resilience Project for Years 3–6, with the Mental Health and Wellbeing Leader (MHWL) delivering all lessons and team-teaching alongside senior teachers.Implement the Kimochis Social and Emotional Learning program across Foundation–Year 2 as a specialist subject in Semester 2.
Learning Specialist and Maths leader to facilitate continued Professional Learning on the Elements of Teaching in the VTLM 2.0 following on from our 2025 professional learning on the Elements of Learning (Term 3 & 4)	Building the capacity of Education Support staff through professional learning and regular meetings with LT of Disability Inclusion (Term 1-4)	

Development of a whole school professional learning plan (Term 1 & 2)	Education Support Staff to work closely with DE SSS speech supports in identifying and working with students implementing the SPADES program (Term 1-4)	Include attendance data as a standing agenda item in PLC planning meetings, with leadership, the MHWL, and the Learning Team supporting teams to address attendance and students of concern. (Term 1-4)
	Middle leaders to attend Network Professional learning (Term 1-4)	Strengthen positive home–school partnerships through increased community engagement, including meet-and-greet events, teacher conferences, school-wide events (e.g. Colour Run, school concert), and regular communication via newsletters and Compass, including positive behaviour notifications. (Term 1-4)
		Allocate a. Education Support coridnator to work alongside the Disability Inclusion Coordinator, supporting professional learning, timetable coordination, resourcing, and student needs. (Term 1-4)