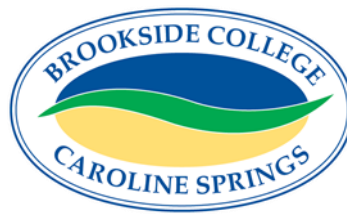


# 2026 Annual Implementation Plan

## for improving student outcomes

Brookside P-9 College (8908)



Submitted for review by Violeta Dellidis (School Principal) on 29 January, 2026 at 10:48 AM  
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 02 February, 2026 at 04:18 PM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Optimise learning growth for all students.	
<b>KIS 1.a</b>	Further develop the educational knowledge and expertise of all staff to deliver high quality instructional practice.	
<b>Actions</b>	Build collective knowledge of Explicit Teaching practices and support every teacher to enact the components in the BIM 2.0 Supplementary Guide for Explicit Teaching with increasing fidelity and impact.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>* Meeting structures to support teacher learning and collaboration are in place.</li> <li>* Teachers demonstrate a common understanding and increased confidence in using the BIM 2.0 Supplementary Guide for Explicit Teaching, evidenced through self-reflection surveys.</li> <li>* The components of the BIM 2.0 Supplementary Guide for Explicit Teaching are implemented with high fidelity across all classrooms, evidenced through termly learning walks and coaching notes.</li> <li>* Documentation of expectations for Explicit Teaching is evident in all planning by end of Term 4.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Finalise and introduce BIM 2.0 Supplementary Guides to staff.	<input checked="" type="checkbox"/> Principal	
Provide ongoing professional learning (both whole school and within PLCs) to ensure all staff understand the components of the BIM 2.0 Supplementary Guide for Explicit Teaching, and the research which underpins it.	<input checked="" type="checkbox"/> School improvement team	
Conduct regular learning walks with feedback cycles to monitor fidelity of implementation and support growth.	<input checked="" type="checkbox"/> School improvement team	
Conduct regular coaching cycles to monitor fidelity of implementation and support growth.	<input checked="" type="checkbox"/> School improvement team	
Create self-reflection survey to monitor confidence levels and inform the coaching and feedback cycles.	<input checked="" type="checkbox"/> Principal	

<b>Goal 2</b>	Enhance student wellbeing and engagement.	
<b>KIS 2.a</b>	Implement evidence-based wellbeing strategies.	
<b>Actions</b>	Build collective knowledge of the PCMS framework and support every teacher to use these strategies with increasing fidelity and impact.	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>* Meeting structures to support teacher learning and collaboration are in place.</li> <li>* Teachers demonstrate a common understanding and increased confidence in using PCMS strategies, measured through self-reflection activities.</li> <li>* Improved consistency in staff use of PCMS language, routines, expectations, and reinforcement systems, evidenced through termly learning walks and coaching notes.</li> <li>* Decrease in behavioural incidents, including fewer high-level or repeated behaviours, and increase in positive behaviour data, as evidenced on Compass.</li> </ul>	
<b>Tasks</b>	<b>People responsible</b>	
Provide ongoing professional learning through a workshop model to ensure all staff understand the components of the PCMS framework.	<input checked="" type="checkbox"/> School improvement team	
Conduct regular learning walks with feedback cycles to monitor fidelity of implementation and support growth.	<input checked="" type="checkbox"/> School improvement team	
Conduct regular coaching cycles to monitor fidelity of implementation and support growth.	<input checked="" type="checkbox"/> School improvement team	
Create self-reflection activities to monitor confidence levels and inform the coaching and feedback cycles.	<input checked="" type="checkbox"/> Wellbeing team	