Australian Education Research Organisation

Example of a primary school implementation plan

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The Australian Education Research Organisation (AERO) has created this example as a supporting resource for school implementation teams to refer to when developing their own implementation plan.

About this example

How this example has been developed

This example has been developed from AERO's work with primary schools in the Learning Partner project.

Through the Learning Partner project, AERO works alongside school leaders and teachers to better understand the implementation of evidence-based teaching practices in different school contexts. The project provides direct support and guidance to these schools to:

- develop school leaders' understanding and skill in using a deliberate and structured approach to implementation
- support the adoption and sustained use of evidence-based teaching practices.

This example draws broadly on collective experiences of schools in the project. In places, it may use language that is not used in your jurisdiction or sector.

To learn more about the Learning Partner project and what we're learning about implementation in Australian schools, read our Insights into Implementation discussion papers for 2024 and 2025.

When to use this example

This example is part of a set of resources supporting school implementation teams to draft a plan for implementing an evidence-based teaching practice. The set includes:

1. a practice guide that provides guidance on developing a school implementation plan for a selected evidence-based teaching practice
2. a School Implementation Plan Template
3. this Example of a Primary School Implementation Plan.

Use this set of resources to help develop your own implementation plan. Remember that each school is different and you will need to tailor implementation to ensure it's appropriate for and meets the needs of your community.

Tip

Before engaging with this example, if you haven't already done so:

- Complete the module, Implementation for Impact: A Deliberate and Structured Approach.
- Read the explainer, Taking an Evidence-Informed Approach to Implementation.
- Review the practice guide, Developing a School Implementation Plan.

Implementation plans should be updated over time. This example is for a school that has been using a deliberate and structured approach to implementation for one year, starting in Term 1.

The example

1. Get ready

Our school

We are a regional primary school with 455 students currently enrolled. Our staffing profile comprises 36 staff and our organisational structure consists of 20 classes and 3 specialist classes.

All school staff will be involved in our implementation process.

Our implementation team

Our implementation team is made up of staff from across our school, who will lead implementation to meet our goal. Members have different roles and responsibilities to support our implementation process to succeed.

School role	Name	Skills and implementation responsibilities
Principal	Coen Coombs	• School leadership experience and financial/ resourcing authority
Assistant principal	Isobel Caulkin	• Implementation experience • Implementation coordinator – planning, leading and monitoring implementation
Team leader	Divya Law	• Implementation experience • Timetabling/resourcing/communication responsibilities
Instructional coaches	Anisha Khan	• Evidence-based teaching practice expert/coach/champion • Responsibilities to provide staff feedback
	Lily Thomas	• Evidence-based teaching practice expert/coach/champion • Responsibilities to provide staff feedback
Specialist staff	Syed Aman	• Implementation experience • Explicit teaching intervention experience: mathematics
Community member	Alira Carter	• School Council and First Nations representative

Implementation goal

Our school's challenge

- This year's NAPLAN data shows students in Years 3 and 5 are working below similar schools in the mathematics strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- This year's PAT – Mathematics data shows that 60% of our Year 2 to 6 students sit in the middle 3 stanines for mathematics, with only 20% sitting in the top 3 stanines.
- Administrative data shows requests for behaviour support across the school increase by 20% during mathematics lessons compared to other instructional time.
- Evidence-based teaching practice is not consistently evident in classrooms, lesson plans, or scope and sequence documentation.

Our goal

Our school's goal is to take a deliberate and structured approach to implementing explicit instruction in mathematics to increase learning outcomes for all our students.

We will begin by focusing on the practices of 'Explain learning objectives' and 'Teach explicitly' in our first year of implementation. We will then sustain these practices in future years and incorporate further practices.

Our long-term targets over the next 2 to 3 years

- NAPLAN numeracy results will demonstrate 20% or more students move from Developing proficiency in Year 3 (this year) to Strong proficiency in Year 5 (within 2 years).
- Within 2 years, Year 2 to 6 students achieving in the top 4 stanines of the PAT – Mathematics assessment will increase from 10% to 20%.

Our short-term targets for this year, in support of our goal and long-term targets

By the end of next year:

- All mathematics lesson plans will include the core elements of 'Explain learning objectives' and 'Teach explicitly'.
- 90% of staff will score 80% or higher on an explicit instruction knowledge check.
- 'Explain learning objectives' and 'Teach explicitly' core elements will be documented in relevant school systems, policies and processes related to mathematics.

Alignment with our Annual Improvement Plan (AIP)/School Improvement Plan (SIP) and school vision and values

Our goal and targets align with our AIP/SIP because they support our priority goal of improving mathematics for all students, including for priority cohorts.

Our goal and targets reflect our school's vision of empowering students to reach their full potential and demonstrate all school values, particularly responsibility, curiosity and perseverance.

Core elements of the evidence-based teaching practice

This year, our school is focused on strengthening explicit instruction in mathematics. We'll focus on implementing 2 practices from AERO's learning and teaching model that form part of an explicit instruction approach:

- explain learning objectives
- teach explicitly.

To implement these practices well, we'll also incorporate some foundational routines and expectations from the practice, rules and routines.

We'll introduce the core elements of these practices (based on the strategies and techniques) in 4 professional learning cycles, as shown in the following table.

Cycle	Practice(s)	Core elements – what we'll look for
1. Setting up for an explicit instruction approach	• Rules and routines • Explain learning objectives • Teach explicitly	• A learning-focused environment with high expectations for students is evident (e.g., positive teacher–student relationships, clear communication, providing structure and predictability). • Routines are in place to prepare students for learning (e.g., gaining attention, moving from carpet to desks during a lesson). • Routines are in place for active and effective participation in learning (e.g., turn and talk, call and response, self-review using learning objectives and success criteria).
2. Planning for learning objectives and teaching explicitly	• Explain learning objectives • Teach explicitly	• Class- and student-level student data is used to identify where students are, relative to their expected learning attainment. • Intended learning is broken into small, manageable parts, which are sequenced (ideally across all year levels). • Learning objectives are included in the broader learning sequence and build on what students can already do. • Learning objectives explain what students need to achieve (what), and success criteria step out how students can meet the learning objective and what they need to demonstrate (how). • The learning objective and success criteria are clear, measurable and succinct, and written in student-friendly language.
3. Using learning objectives and success criteria	• Explain learning objectives • Teach explicitly	• The learning objectives and success criteria are explained at the beginning of the lesson. • Links to students' previous learning are highlighted. • Key terms are clearly defined. • The learning objectives and success criteria are referred to several times throughout the lesson. • At the end of the lesson (or sequence of lessons), success criteria are checked to see whether students have met them.
4. Teaching explicitly	• Explain learning objectives • Teach explicitly	• Learning objectives and success criteria are communicated. • The language requirements of the tasks are addressed to support all students, and key concepts are clearly explained. • An appropriately brisk pace is used. • Learning content is demonstrated and modelled (e.g., using step-by-step demonstrations and thinking aloud, worked examples, and/or examples and non-examples). • Checks for understanding are used to gauge what students know and can do.

2. Identify and prioritise

Enablers and barriers

Initial enablers and barriers session: Term 1, Week 6

Enablers			
Domain	**Statement**	**Implementation strategies**	**Actions to amplify enablers (who and when)**
School	Explicit instruction practice is something we need to work on as a school.	• Communicate commitment to the change. • Deliver professional learning cycles.	• Share the 'why' of implementing explicit instruction in relation to our school goals (school leader; Term 1 Week 9 staff meeting, and regularly as needed). • Share updates and affirm practice from activities in professional learning cycles, and ask staff to share their own observations of using explicit instruction practices (led by the implementation coordinator with input from staff; ongoing in professional learning sessions and as needed at regular staff meetings).
School	Our leadership team are committed, involved and accountable in supporting teachers to use explicit instruction.	• Prioritise time for teachers to use the evidence-based teaching practice. • Communicate commitment to the change.	• Pre-empt the additional support that staff may need and, where possible, clear the way for this to happen, e.g., enabling shared team planning and allocating time during curriculum days (implementation coordinator; ongoing). • During coaching conversations, professional learning sessions and reflective conversations, ask teachers how support is being received and whether/what additional support is required (implementation coordinator; ongoing). • Communicate that the priority for our school is implementing explicit instruction practices in mathematics this year. Deliberately and carefully remove initiatives that do not align with this priority (school leader, ongoing).
Evidence-based practice	Explicit instruction is based on strong evidence.	• Deliver professional learning cycles.	• Refer to specific research when introducing the core elements of the practice for each professional learning cycle. Refer back to the research and make connections when modelling and coaching (implementation coordinator; ongoing).

Barriers			
Domain	**Statement**	**Implementation strategies**	**Actions to address barriers (who and when)**
School	Our school arranges tasks, responsibilities and resources within and between teams to implement explicit instruction.	• Deliver professional learning cycles. • Prioritise time for teachers to use the evidence-based teaching practice.	• Audit resources required (Term 1 Week 8) and order mini whiteboards, markers and cloth erasers for all classes (implementation coordinator; Term 1 Week 9 onwards). • Allocate additional time for shared teacher planning (implementation team; as needed). • In conversations that follow modelling, specifically suggest how teachers might use resources to support an explicit instruction approach (implementation coordinator and leaders; ongoing).
Process	Our school has a contextualised plan for implementing explicit instruction. It includes a goal, clear steps, timelines and the people responsible.	• Communicate commitment to the change. • Implementation plan.	• Re-share our 'why' for implementing explicit instruction, our specific school goal, and timelines and key activities for the remainder of Term 1 and Term 2 (school leader; Term 1 Week 7 staff meeting, and ongoing as needed). • Share updates on progress and what's ahead at staff meetings (implementation coordinator and/or leaders; ongoing). • Highlight to teachers the processes/materials that will support the sustainment of explicit instruction (implementation coordinator; during planning professional learning sessions).

Follow-up enablers and barriers session: Term 3, Week 5

Enablers			
Domain	**Statement**	**Implementation strategies**	**Actions to amplify enablers (who and when)**
School	Staff have access to enough relevant information on explicit instruction and how to use it in class.	• Develop and share resources. • Make professional learning dynamic and effective.	• Ensure our school's shared folders are organised, labelled and set up to be user-friendly to help support ongoing use of the practice (implementation coordinator; Term 3 Week 6 onwards). • Adapt support for teachers as required to ensure they can use the core elements of 'Explain learning objectives' and 'Teach explicitly' well (implementation coordinator; throughout Term 3 Week 6 onwards).
Process	Staff who promote explicit instruction, both within the teaching team and the wider community, are supported.	• Prioritise time for teachers to use the evidence-based teaching practice. • Identify and prepare champions.	• Provide opportunities for staff to visit other teachers' classes to see what explicit instruction looks like in different year levels across the school (implementation coordinator; throughout Term 4). • Continue to identify and train champions after each professional learning cycle, and work with them to determine if more support is needed (implementation coordinator; in each professional learning cycle).

Barriers			
Domain	**Statement**	**Implementation strategies**	**Actions to address barriers (who and when)**
System and community	Our school consults, engages or partners with the local community, families and/or school council when implementing new evidenced-based practices.	• Communicate commitment to the change.	• Using our current parent communication channels, share celebratory posts (including pictures) in Term 4, using the language of 'our explicit instruction approach in mathematics' so families see examples of what it looks like in their child's classroom (implementation coordinator; Term 4). • Plan for open classroom demonstrations at our next community event (e.g., Education Week, Grandparents' Day) so the community can see changes in how students are learning in mathematics (implementation team, Term 4).
School	Time is resourced to successfully implement explicit instruction.	• Develop and share resources.	• Plan for dedicated time in Term 4 to ensure scope and sequence and planning documents are updated and ready for use next year (implementation coordinator, Term 4 Weeks 1 to 4). • Audit physical classroom resources (e.g., whiteboards and markers) to ensure they are ready for next year (implementation coordinator; Term 3 Week 10).

Implementation strategies

Implementation strategy	Definition
Change local policies and guidance.	Develop or align guidance and policies to support the practice (e.g., align guidance about how teachers should plan units/lessons to local scope and sequence documents).
Communicate commitment to the change.	School leaders communicate that implementing and maintaining a focus on the evidence-based practice is a priority. Where relevant, they explain what low-impact initiatives will be deprioritised, and how the evidence-based teaching practice aligns with priorities or direction from the system/department.
Conduct local needs assessment.	Collect and analyse data related to the need for new, or strengthening of existing, evidence-based teaching practices.

Implementation strategy	Definition
Deliver professional learning cycles.	Plan for and deliver professional learning cycles on the evidence-based teaching practice that include knowledge-building sessions, planning support, modelling, coaching and group reflective conversations.
Develop an implementation plan.	Develop a clear implementation plan that outlines the school's specific goals and how to achieve them. Use and update the plan regularly to guide the implementation process.
Develop systems and tools to monitor implementation outcomes.	Set up and use systems, tools and procedures to support monitoring implementation outcomes that are used to inform adjustments.
Hold local consensus discussions.	Include teachers, staff and other local stakeholders in discussions that address whether the identified challenge is a priority. Determine whether the selected evidence-based teaching practices to address the challenge are appropriate.
Identify and prepare champions.	Identify and upskill staff who are committed to supporting, promoting and driving implementation.
Organise staff implementation meetings.	Develop and support teachers who are implementing the evidence-based teaching practice to meet and reflect on the implementation effort, share lessons learned and support one another's learning.
Prioritise time for teachers to use the evidence-based teaching practice.	Make it easier to implement the evidence-based teaching practice by prioritising time for staff to engage with key implementation strategies and free them from less effective and less important activities.

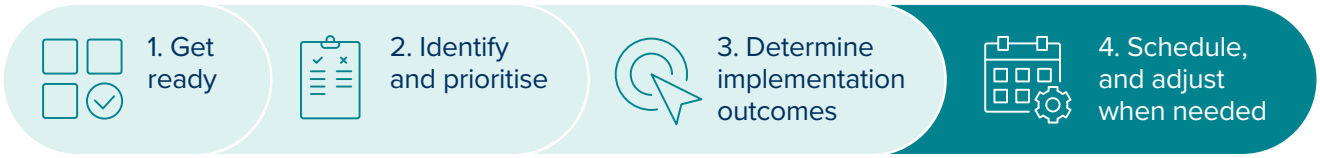
Source: Adapted from 'A Refined Compilation of Implementation Strategies: Results from the Expert Recommendations for Implementing Change (ERIC) Project' by B. J. Powell, T. J. Waltz, M. J. Chinman, L. J. Damschroder, J. L. Smith, M. M. Matthieu, E. K. Proctor, & J. Kirchner, licensed under CC BY 4.0; and 'Specifying and Reporting Implementation Strategies Used in a School-Based Prevention Efficacy Trial' by S. A. Moore, K. T. Arnold, R. S. Beidas, & T. Mendelson, licensed under CC BY-NC 4.0.

3. Determine implementation outcomes

Implementation outcomes to monitor

Outcome(s)	Stage(s)	Data
Appropriateness and feasibility	Explore and Prepare	Statements in the enablers and barriers identification activity that relate to the appropriateness, feasibility and acceptability of explicit instruction each have at least 70% of agree (enabler) responses. Reflective conversations at professional learning sessions (and anecdotally at other times), indicate most staff feel that using the practices of 'explain learning objectives' and 'teach explicitly' are: • appropriate for our students and school as a whole • feasible to use in their classrooms • acceptable to teachers.
Acceptability	Prepare and Deliver	
Fidelity and reach	Deliver and Sustain	Notes from learning walks and informal observations indicate that 65% of staff are attempting to use 'explain learning objectives' and/or 'teach explicitly' (reach). Each cycle of observations and coaching conversations with staff show that most of the staff observed are using the core elements of 'explain learning objectives' and/or 'teach explicitly' as intended (fidelity). Informal reviews of lesson plans show that 80% of staff have at least one lesson a week that includes the core elements of 'explain learning objectives' and/or 'teach explicitly' (reach and fidelity).
Sustainability	Deliver and Sustain	Relevant school policies and processes have 'explain learning objectives' and 'teach explicitly' in mathematics embedded (e.g., our strategic planning documents feature targets related to explicit instruction practices in mathematics, job advertisements feature a commitment to this, and playbooks for 'explain learning objectives' and 'teach explicitly' in mathematics have been developed and feature videos from staff).

4. Schedule, and adjust when needed



Term 1

Implementation stage	Implementation components (strategies, enablers and barriers, outcomes) and activities	Led by
Explore (Weeks 1–10)	Establish our **implementation team** and determine roles and responsibilities.	School leaders
	Build our understanding of a deliberate and structured approach to implementation.	Implementation team
	Develop an **implementation goal** for our school: • Use evidence and data to understand and prioritise student needs, and decide on a priority challenge to address. • Develop a specific goal for improvement that will address the priority challenge. • Select evidence-based teaching practice(s) to support us to meet our goal. Determine whether it's appropriate for our context and feasible to implement. • Build a shared understanding of our goal and why it's a priority.	Implementation team with school staff and community
	Identify current **enablers and barriers** for implementation, including staffing, systems and structures that are in place or could be enhanced to support implementation.	Implementation coordinator with all staff
	Determine the **core elements** of the evidence-based teaching practices, 'Explain learning objectives' and 'Teach explicitly'.	Implementation coordinator and practice experts

Term 2

Implementation stage	Implementation components (strategies, enablers and barriers, outcomes) and activities	Led by
Prepare (Weeks 1–5)	Work on completing our school's **implementation plan** (noting that it will change over time): • Determine the **implementation strategies** we'll use. • Agree on the actions we'll take to address the priority **barriers** and leverage **enablers** in our school. • Decide how we'll **monitor implementation outcomes** and what data we'll use.	Implementation coordinator with implementation team
	Check staff understanding of the explicit instruction practices being implemented – that is: • explain learning objectives • teach explicitly.	Implementation coordinator
	Develop the **systems and structures** to support staff to implement 'Explain learning objectives' and 'Teach explicitly' (e.g., establish a coaching system, allocate time for professional learning sessions, determine communication channels, schedule implementation team meetings).	Implementation coordinator with implementation team
	Decide: • how we'll **monitor** the health of implementation • what **data** we'll need to collect.	Implementation coordinator
	Check on **implementation outcomes**: • Assess the **appropriateness and feasibility** of explicit instruction and determine whether it's **acceptable** to teachers.	Implementation coordinator
	Deliver foundational **knowledge-building sessions** about implementation and the explicit instruction approach we are taking.	Implementation coordinator and practice expert
Deliver (Weeks 6–10)	Deliver the first **professional learning cycle** on 'Setting up for an explicit instruction approach'. This cycle includes a knowledge-building session, planning, modelling, coaching and group reflective conversations.	Implementation coordinator and practice expert
	Ensure each teacher has the **support** they need to implement 'Setting up for an explicit instruction approach' well.	Implementation coordinator and practice expert
	Continue to: • Address **enablers and barriers.** • Monitor **implementation outcomes.** • Establish implementation **systems and structures.** • **Communicate regularly** with staff and celebrate our progress.	Implementation coordinator with implementation team

Term 3

Implementation stage	Implementation components (strategies, enablers and barriers, outcomes) and activities	Led by
Deliver (Weeks 1–4)	Deliver the next **professional learning cycle** on 'Planning for learning objectives and teaching explicitly'. This cycle includes a knowledge-building session, modelling, co-planning with teachers, coaching and group reflective conversations.	Implementation coordinator and practice expert
	Ensure each teacher has the **support** they need to implement 'Planning for learning objectives and teaching explicitly' well.	Implementation coordinator and practice expert
	Check on implementation outcomes: • Check in on the **acceptability** of the practices. • Determine **reach** (number of teachers using the practices) and **fidelity** (the extent the practices are being used as intended). • Consider how the actions we're taking now might contribute to **sustainability**, and what else we need to plan for.	Implementation coordinator with implementation team
	Continue to: • Address **enablers and barriers.** • Refine our **implementation systems and structures** as needed. • **Communicate regularly** with staff, and celebrate our progress.	Implementation coordinator with implementation team
Week 5	Re-assess current **enablers and barriers** in our school.	Implementation coordinator with all staff
Weeks 6–10	Tailor **implementation strategies** in response to our priority **enablers and barriers**, and determine the specific actions we'll take. **Communicate** this with staff and record it in our implementation plan.	Implementation coordinator with implementation team
	Deliver the next **professional learning cycle** on 'Using learning objectives and success criteria'. This cycle includes a knowledge-building session, planning, modelling, coaching and group reflective conversations.	Implementation coordinator and practice expert
	Ensure each teacher has the **support** they need to implement 'Using learning objectives and success criteria' well.	Implementation coordinator and practice expert

Implementation stage	Implementation components (strategies, enablers and barriers, outcomes) and activities	Led by
Weeks 6–10	Identify and train **key champions** to assist with the sustainability of 'Using learning objectives and success criteria'.	Implementation coordinator and practice expert
	Continue to: • Monitor **implementation outcomes** (acceptability, reach, fidelity) and plan for sustainability. • Address **enablers and barriers.** • **Communicate regularly** with staff, and celebrate our progress.	Implementation coordinator with implementation team

Term 4

Implementation stage	Implementation components (strategies, enablers and barriers, outcomes) and activities	Led by
Deliver Weeks 1–4	Tailor **implementation strategies** in response to our priority **enablers and barriers**, and determine the specific actions we'll take. **Communicate** this with staff and record it in our implementation plan.	Implementation coordinator with implementation team
	Deliver the **next professional learning cycle** on 'Teach explicitly'. This cycle includes a knowledge-building session, planning, modelling, coaching and group reflective conversations.	Implementation coordinator and practice expert
	Ensure each teacher has the **support** they need to implement 'Teaching explicitly' well.	Implementation coordinator and practice expert
	Identify and train **key champions** to assist with the sustainability of 'Teaching explicitly'.	Implementation coordinator and practice expert
	Continue to: • Monitor **implementation outcomes** (acceptability, reach, fidelity) and plan for sustainability. • Address **enablers and barriers.** • **Communicate regularly** with staff and celebrate our progress.	Implementation coordinator with implementation team
Sustain Weeks 5–10 (and beyond!)	Decide which **implementation strategies** we'll use to continue to support the use of 'Explain learning objectives' and 'Teaching explicitly'.	Implementation coordinator and practice expert
	Share the resources developed to support the ongoing use of the evidence-based teaching practices, and create more as required.	Implementation coordinator and practice expert

Implementation stage	Implementation components (strategies, enablers and barriers, outcomes) and activities	Led by
Sustain Weeks 5–10 (and beyond!)	**Review and communicate** our school's plans, policies, systems and structures so we can sustain 'Explain learning objectives' and 'Teach explicitly' in mathematics.	Implementation coordinator with implementation team
	Continue developing **champions.**	Implementation coordinator and practice expert
	Prioritise **addressing enablers and barriers** most important for sustaining the use of 'Explain learning objectives' and 'Teach explicitly'.	Implementation coordinator with implementation team
	Implementation outcomes: • Continue monitoring **acceptability, reach, fidelity and sustainability.** • **Evaluate the attainment** of our school's goal and targets. • **Determine what practices we'd like to focus on next** as part of an explicit instruction approach. Plan how to implement them, building on what we've established this year.	Implementation coordinator with implementation team

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