

# Example of a secondary school implementation plan

October 2025

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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.

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## About this example

### How this example has been developed

This example has been developed from AERO's work with secondary 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 Secondary 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 worked 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](#).

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 4.



# The example

## 1. Get ready



### Our school

We are a metropolitan single-campus secondary school with 1,484 students. We have a diverse student population: 28% of our students were born overseas, with 19% identifying as speaking English as an additional language or dialect; 9% have disability; and 3% are First Nations.

This implementation effort will focus on our junior school (Years 7 to 8). Our staffing profile for our whole school and junior school comprises:

Staffing profile	Whole school	Junior school
Principal class	<b>5</b>	2
Middle leaders	<b>14</b>	6
Teachers	<b>94</b>	42 with at least one junior school class
Education Support Staff	<b>20</b>	10 who support junior school students

### Our implementation team

Our implementation team comprises leaders and staff from across our school. This team will lead implementation to meet our goal. Our members have specific roles and responsibilities to support a successful implementation process.

#### Implementation team members

School role	Name	Skills and implementation responsibilities
<b>Principal</b>	Hanneli De Beer	<ul style="list-style-type: none"> <li>Ensuring our implementation focus aligns with whole-school strategic priorities</li> <li>Creating conditions to pilot junior school implementation with a view to future scale-up</li> </ul>
<b>Assistant Principal (Teaching and Learning)</b>	Zimo Yang	<ul style="list-style-type: none"> <li><b>Implementation coordinator</b> – planning, leading and monitoring our implementation effort</li> <li>Overseeing timetabling and resourcing</li> <li>Communicating key discussion points with staff</li> </ul>

School role	Name	Skills and implementation responsibilities
<b>Instructional Specialist and Diversity, Inclusion and EALD leader</b>	Tidam Nguyen	<ul style="list-style-type: none"> <li>• <b>Coach and member of the coaching team</b></li> <li>• Sharing experience in implementing across English and Humanities</li> <li>• Ensuring implementation efforts are inclusive and tailored where appropriate</li> </ul>
<b>Instructional Specialist</b>	Felicity Gardner	<ul style="list-style-type: none"> <li>• <b>Coach and member of the coaching team</b></li> <li>• Sharing experience in explicit instruction and general implementation</li> <li>• Collecting and collating data and ensuring there are feedback loops between the implementation team and staff</li> </ul>
<b>Experienced classroom teacher and Mathematics leader</b>	Prisha Kaur	<ul style="list-style-type: none"> <li>• <b>Member of the coaching team</b></li> <li>• Sharing experience in implementing explicit instruction in Mathematics</li> <li>• Working closely with staff who will be involved in implementation efforts</li> </ul>
<b>School Council and local African community representative</b>	Janco Louw	<ul style="list-style-type: none"> <li>• Sharing a community perspective to help tailor implementation and inform key decisions</li> </ul>

### Our coaching team

Since coaching will form part of our implementation strategies, our implementation team will be supported by a coaching team. This team will consist of 4 middle leaders who will provide junior school teachers with coaching tailored to specific subject areas:

- Tidam Nguyen (Instructional Specialist) – English and Humanities focus
- Felicity Gardner (Instructional Specialist) – English, Arts, Languages and Technologies focus
- Prisha Kaur (Maths Leader) – Maths and Science focus
- Adam Rye (Year 8 Coordinator) – Science and Health and Physical Education focus.

All 4 members of our coaching team have expertise in explicit instruction and have considerable coaching experience.

## Implementation goal

### Our school's challenge

- This year's NAPLAN reading and numeracy data show the average results of Year 7 and 9 students are lower than the average results of students with similar backgrounds.
- This year's Student Opinion Survey shows engagement data for Year 7 and 8 students is continuing to decrease, particularly for survey items related to effective teaching practices for engagement.
- Teachers report they're spending lots of time regaining students' attention after transitions (within and between lessons).
- While we've recently focused on improving our scope and sequence documentation (with a specific focus on chunking content) across the junior school, this documentation is not consistently used to support lesson planning.

### Our goal

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

- In our first year of implementation, we will focus on the explicit instruction practices of rules and routines and explain learning objectives across all subject areas in the junior school.
- In future years, we will sustain these practices and scale-up to incorporate additional explicit instruction practices and other year levels.

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

- Within 2 years, Year 7 and 8 Student Opinion Survey data will demonstrate 20% more students positively endorse survey items related to effective teaching practices for engagement, compared with this year.
- NAPLAN reading and numeracy data will demonstrate 15% or more students move from Developing proficiency in Year 7 (this year) to Strong proficiency in Year 9 (within 2 years).

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

By the end of next year:

- the core elements of rules and routines and explain learning objectives will be:
  - documented in relevant junior school systems, policies and processes
  - used by at least 80% of junior school teachers (as demonstrated through classroom observation data)
- classroom observation data will show smooth transitions within and between lessons.

### 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 engagement for all students, including for priority cohorts.

Our goal and targets reflect our school's vision of empowering students to be lifelong learners who are creative, confident and resilient individuals, empowered to strive for their own high standards in academics and personal development.

## Core elements of the evidence-based teaching practice

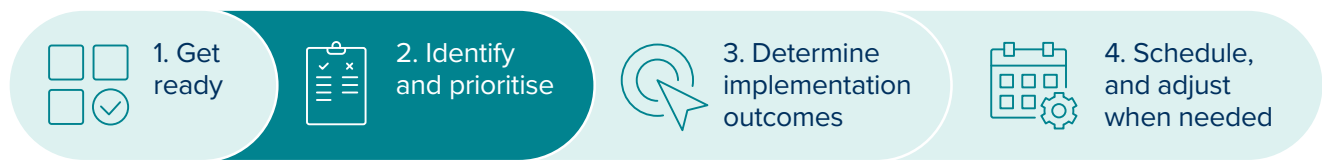
This year, our school is focused on strengthening explicit instruction in the junior school. We'll focus on implementing 2 practices from AERO's learning and teaching model that form part of an explicit instruction approach:

- [rules and routines](#)
- [explain learning objectives](#).

We'll introduce the core elements of these practices in 2 professional learning cycles, as shown in the following table.

Cycle	Practice(s)	Core elements – what we'll look for
<b>1. Setting up rules and routines</b>	Rules and routines	<ul style="list-style-type: none"> <li>• A learning-focused environment with high expectations for students is evident.</li> <li>• Classroom layout directs attention to intended learning.</li> <li>• Routines are in place to prepare students for learning when:               <ul style="list-style-type: none"> <li>- entering a classroom</li> <li>- exiting a classroom</li> <li>- teachers are gaining all students' attention</li> <li>- students are gaining the teacher's attention.</li> </ul> </li> <li>• Routines are in place for active and effective participation in learning, such as:               <ul style="list-style-type: none"> <li>- pair/share</li> <li>- mini whiteboards</li> <li>- cold call strategies</li> <li>- movement routines.</li> </ul> </li> </ul>
<b>2. Explaining learning objectives and success criteria</b>	Explain learning objectives	<ul style="list-style-type: none"> <li>• Learning objectives and success criteria are explained at the beginning of a lesson. Links to students' previous learning are highlighted and key terms are clearly defined.</li> <li>• Teaching techniques are used, such as:               <ul style="list-style-type: none"> <li>- choral reading</li> <li>- checking student understanding of key vocabulary</li> <li>- asking prompting questions related to learning objectives and success criteria.</li> </ul> </li> <li>• Learning objectives and success criteria are referred to several times throughout a lesson, such as when:               <ul style="list-style-type: none"> <li>- using worked examples</li> <li>- prompting during guided practice</li> <li>- recapping at the end of the lesson.</li> </ul> </li> <li>• Feedback uses language from the success criteria.</li> </ul>

## 2. Identify and prioritise



### Enablers and barriers

Using AERO’s [Implementation Enablers and Barriers](#) staff session PowerPoint, we’ve completed 2 sessions with junior school staff to identify and prioritise among implementation enablers and barriers.

#### Initial enablers and barriers session: Term 1, Week 4

Our initial session highlighted that staff have confidence in our implementation and coaching teams and have resources to support explicit instruction (especially our scope and sequence documents). However, we need to work on developing a culture of observation and coaching, and supporting teachers with the specific knowledge and skills needed for explicit instruction.

Initial enablers			
Domain	Statement	Implementation strategies	Actions to amplify enablers
<b>Individuals</b>	Our school has selected and identified relevant members of staff to form our implementation team and coaching team to support us to implement explicit instruction.	Identify and build capability of leaders to understand and lead implementation	<ul style="list-style-type: none"> <li>• Train leaders in deliberate and structured implementation.</li> <li>• Schedule regular implementation meetings to plan for, monitor and review implementation.</li> <li>• Communicate regularly with staff on our ‘why’ for focusing on explicit instruction, our progress and what’s ahead.</li> </ul>
<b>School</b>	Resources are available to successfully implement explicit instruction.	Resource implementation efforts	<ul style="list-style-type: none"> <li>• Ensure scope and sequence planning documents continue to map out a logical sequence of learning objectives.</li> <li>• Ensure any new staff have access to scope and sequence planning documents.</li> <li>• Continue to audit and maintain physical classroom resources (e.g., mini whiteboards) relevant to the practices.</li> </ul>

Initial barriers			
Domain	Statement	Implementation strategies	Actions to address barriers
<b>School</b>	Our school has shared values, beliefs and norms around observation, feedback and coaching to support the development and welfare of teachers.	Deliver professional learning cycles	<ul style="list-style-type: none"> <li>• Have clear and open communication about observation, feedback and coaching.</li> <li>• Start with informal class visits by members of the coaching team to build rapport and familiarise students with having coaches in the classroom.</li> <li>• Invite teachers to see lessons modelled by members of the coaching team.</li> <li>• Ensure teachers are supported with lesson planning prior to an observation.</li> <li>• Document our junior school's approach to observation, feedback and coaching, and seek staff input to develop a set of shared norms for this process.</li> <li>• Regularly seek feedback from teachers about how support is being received and whether/what additional support is required.</li> </ul>
<b>Individuals</b>	I have the knowledge and skills to use explicit instruction in my teaching.	Deliver professional learning cycles	<ul style="list-style-type: none"> <li>• Ensure professional learning cycles are appropriately chunked and targeted.</li> <li>• Tailor resources and support for teachers as required to ensure they can use the practices well, and ensure these resources are easily accessible.</li> </ul>

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

Our follow-up session indicated that, overall, we now have fewer barriers and more enablers. We've worked hard as a junior school to develop a culture of observation and coaching, and staff see the advantage of implementing explicit instruction. Our focus now is on strengthening connections within subject area teams and more consistently discussing implementation data.

Follow-up enablers			
Domain	Statement	Implementation strategies	Actions to amplify enablers
<b>School</b>	Our school has shared values, beliefs and norms around observation, feedback and coaching to support the development and welfare of teachers.	Deliver professional learning cycles	<ul style="list-style-type: none"> <li>Review our approach to observation, feedback and coaching. What's working and what can be strengthened?</li> <li>Continue to celebrate positive changes after each professional learning cycle.</li> </ul>
<b>Evidence-based practice</b>	Implementing explicit instruction is better than keeping things as they are.	Communicate commitment to the change	<ul style="list-style-type: none"> <li>Communicate regularly with staff on our 'why' for focusing on explicit instruction, our progress and what's ahead.</li> <li>Celebrate successes.</li> </ul>

Follow-up barriers			
Domain	Statement	Implementation strategies	Actions to address barriers
<b>School</b>	Connections within my immediate teaching team make it easy to implement explicit instruction.	<ul style="list-style-type: none"> <li>Communicate commitment to the change</li> <li>Resource implementation efforts.</li> </ul>	<p>Due to teaching teams sharing classrooms and, therefore, needing to connect and agree on similar classroom layout:</p> <ul style="list-style-type: none"> <li>Revisit the 'why' for focusing on rules and routines, with particular attention to classroom layout and routines for gaining students' attention.</li> <li>Carry out an informal audit to reassess classroom layout where needed.</li> <li>Where possible, ensure timetabling next semester considers which subject areas require a similar classroom layout.</li> </ul>

Domain	Statement	Implementation strategies	Actions to address barriers
Process	Data is regularly discussed and used to track progress and optimise the implementation of explicit instruction.	Review and provide feedback	<ul style="list-style-type: none"> <li>• More consistently share high-level observation data and data on implementation outcomes, and seek staff input into interpreting these data.</li> <li>• Seek input from junior school staff when planning how and when to collect implementation data.</li> </ul>

## Implementation strategies

Using Appendix A of AERO's [Using Implementation Strategies](#) explainer, we've identified some key strategies to implement explicit instruction and/or address specific enablers and barriers, and then tailored these strategies to our context.

Implementation strategy	Definition and how we will tailor it to our context
<b>1. Identify and build capability of leaders to understand and lead implementation</b>	<p><b>Definition:</b> Detail the expertise needed to effectively lead others to adopt and use evidence-based teaching practice(s). Identify current leaders with this expertise and/or recruit new leaders, regularly building leadership capability to lead implementation.</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Build and adjust our implementation team where needed.</li> <li>• See more specific actions in the enabler and barrier section (e.g., train leaders in deliberate and structured implementation).</li> </ul>
<b>2. Develop an implementation plan</b>	<p><b>Definition:</b> 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.</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Refine this plan over time.</li> <li>• Share a high-level overview with junior school staff to seek their input.</li> <li>• Have a standing implementation team meeting agenda item to update this plan where relevant.</li> </ul>

Implementation strategy	Definition and how we will tailor it to our context
<p><b>3. Communicate commitment to the change</b></p>	<p><b>Definition:</b> School leaders communicate that implementing and maintaining a focus on the evidence-based practice(s) is a priority. Where relevant, explain what low-impact initiatives will be deprioritised, and how priorities or direction from system/department are supported by the practice(s).</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Be clear about how this implementation effort aligns with our school goals.</li> <li>• Regularly communicate our ‘why’ for focusing on the practices (e.g., during staff meetings).</li> <li>• Reevaluate how regular staff meeting time is currently used.</li> <li>• See more specific actions in enabler and barrier section above (e.g., revisit the ‘why’ for focusing on rules and routines, with particular attention to classroom layout and routines for gaining students’ attention).</li> </ul>
<p><b>4. Resource implementation efforts</b></p>	<p><b>Definition:</b> Access new or reprioritise existing funding, resourcing, and/or leadership time to support implementation efforts.</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Prioritise time for implementation and coaching team members and for professional learning cycles.</li> <li>• Particularly ensure that teachers who teach across our junior and senior schools do not have competing commitments.</li> <li>• Develop systems and structures to support implementation (e.g., communication channels).</li> <li>• See more specific actions in the enabler and barrier section (e.g. ensure timetabling next semester considers which subject areas require a similar classroom layout).</li> </ul>
<p><b>5. Test with a small group first</b></p>	<p><b>Definition:</b> Start with small pilot projects and examples before beginning a school-wide implementation process.</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Focus on 2 practices in our junior school this year.</li> <li>• Use reflections from this year when considering whether and how to scale up next year.</li> </ul>

Implementation strategy	Definition and how we will tailor it to our context
<p><b>6. Deliver professional learning cycles</b></p>	<p><b>Definition:</b> Plan for and deliver professional learning cycles that include knowledge-building sessions, planning support, modelling, coaching and group reflective conversations.</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Knowledge-building sessions: <ul style="list-style-type: none"> <li>- Hold 4 sessions during scheduled professional learning time for all junior school middle leaders, teachers and Educational Support Staff: <ul style="list-style-type: none"> <li>- 2x foundational sessions on implementation and how students learn</li> <li>- 1x session on setting up rules and routines</li> <li>- 1x session on <u>explaining learning objectives and success criteria</u></li> </ul> </li> <li>- Revisit content where needed.</li> </ul> </li> <li>• Planning support: <ul style="list-style-type: none"> <li>- Provide support during normal subject area planning time.</li> <li>- Prepare exemplar lessons for modelling.</li> </ul> </li> <li>• Modelling and coaching: <ul style="list-style-type: none"> <li>- Develop our modelling and coaching systems (including our norms, communication systems, coaching templates and scheduling).</li> <li>- Aim for each coach to dedicate approximately 2 to 3 lessons per week to work directly with approximately 11 teachers each, working through a sequence of modelling, observation and coaching. This will enable each teacher to participate in modelling and coaching approximately 2 to 3 times per term.</li> <li>- Develop some exemplar modelling videos in coaches' subject areas.</li> </ul> </li> <li>• Group reflective conversations: <ul style="list-style-type: none"> <li>- Hold during regular staff meetings.</li> </ul> </li> <li>• See more specific actions in the enabler and barrier section (e.g., review our approach to observation, feedback and coaching in Term 3).</li> </ul>

Implementation strategy	Definition and how we will tailor it to our context
<p><b>7. Review and provide feedback</b></p>	<p><b>Definition:</b> Collect and summarise data about effective use of the evidence-based teaching practice over time. Monitor, evaluate, and support teachers to use the practice as intended.</p> <p><b>In our context:</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse relevant data to help inform our decision-making, including: <ul style="list-style-type: none"> <li>- a teacher knowledge check relating to the practices</li> <li>- initial and follow-up enabler and barrier data</li> <li>- implementation outcomes data</li> <li>- data related to our short-term and long-term goals (e.g., Student Opinion Survey data).</li> </ul> </li> <li>• See more specific actions in the enabler and barrier section (e.g., more consistently share high-level observation data and data on implementation outcomes, and seek staff input into interpreting these data).</li> </ul>

Source: Names and definitions of strategies 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

We'll focus on 5 implementation outcomes and monitor these through specific data sources.

Outcome(s)	Stage(s)	Data, targets and monitoring
<b>Feasibility</b>	Explore and Prepare	<p><b>Data source 1:</b> Responses to statements in the enablers and barriers activity that are linked to feasibility and acceptability, as listed in Appendix C of AERO's <a href="#">enablers and barriers practice guide</a>.</p> <p><b>Target:</b> Statements each have at least 70% of agree (enabler) responses.</p> <p><b>Monitoring (initial enablers and barriers session) – Term 1, Week 4:</b></p> <ul style="list-style-type: none"> <li>• Feasibility needs further attention – all statements have between 40% to 55% agree responses, with many neutral responses.</li> <li>• Acceptability needs further attention – statements have been 45% to 60% agree responses.</li> </ul> <p><b>Monitoring (follow-up enablers and barriers session) – Term 3, Week 5:</b></p> <ul style="list-style-type: none"> <li>• Feasibility is relatively high – statements have between 70% to 80% agree responses, except regarding connections within immediate teaching teams.</li> <li>• Acceptability is high – statements have between 75% to 90% agree responses.</li> </ul> <p><b>Data source 2:</b> Discussions at knowledge-building sessions and in group reflective conversations.</p> <p><b>Target:</b> Discussions suggest most junior school staff feel the practices are:</p> <ul style="list-style-type: none"> <li>• feasible to implement at this time</li> <li>• acceptable for teachers.</li> </ul> <p><b>Monitoring – Term 2, Week 7:</b></p> <ul style="list-style-type: none"> <li>• Feasibility concerns raised around scheduling of next term's professional learning cycle and loss of equipment for mini whiteboards.</li> <li>• Acceptability seems to be increasing as more teachers are finding rules and routines to be simple to use in the classroom.</li> </ul>
<b>Acceptability</b>	Prepare and Deliver	

Outcome(s)	Stage(s)	Data, targets and monitoring
<b>Fidelity and reach</b>	Deliver and Sustain	<p><b>Data source:</b> Notes from classroom observations in the junior school carried out by coaching team.</p> <p><b>Target:</b> Core elements of the practices can be observed in lessons of at least 80% of teachers who are coached.</p> <p><b>Monitoring – Term 2, Weeks 5 to 7:</b></p> <ul style="list-style-type: none"> <li>• Rules and routines observed for 60% of teachers, with further attention needed on classroom layout and ensuring that pair-share routines have a clear structure.</li> </ul> <p><b>Monitoring – Term 3, Weeks 8 to 10:</b></p> <ul style="list-style-type: none"> <li>• Rules and routines observed for 85% of teachers.</li> <li>• Learning objectives and success criteria observed for 65% of teachers, with further attention needed on using the success criteria when providing feedback to students.</li> </ul>
<b>Sustainability</b>	Deliver and Sustain	<p><b>Data source:</b> Resources, policies and processes.</p> <p><b>Target:</b> The practices are embedded where relevant in junior school policies and processes (e.g., strategic planning and induction documents).</p> <p><b>Monitoring – Term 2 Week 4:</b> Exemplar modelling videos created in 4 subject areas.</p> <p><b>Monitoring – Term 3, Week 9:</b> Induction documents updated to reflect core elements of the practices. Improvement agenda includes continued work on these practices.</p>

## 4. Schedule, and adjust when needed



### Term 4 (first term of implementation) – Complete

Implementation stage	Activities	Led by
<b>Explore (Weeks 1–6)</b>	Establish our <b>implementation team</b> and determine roles and responsibilities.	School leaders
	Start to build our implementation team’s understanding of a <b>deliberate and structured approach</b> to implementation.	Implementation team
	<ul style="list-style-type: none"> <li>Develop a <b>draft implementation goal</b> that includes select evidence-based teaching practice(s) to address a priority challenge.</li> <li>If necessary, adjust our <b>implementation team</b> to include experts in our selected evidence-based teaching practice(s).</li> </ul>	Implementation team
<b>Explore (Weeks 7–10)</b>	Start to build a <b>shared understanding of our goal</b> and why it’s a priority: <ul style="list-style-type: none"> <li>Share initial thinking on our implementation goal with junior school staff.</li> <li>Incorporate initial staff input.</li> </ul>	Principal with implementation coordinator
	Determine the <b>core elements</b> of our selected evidence-based teaching practices.	Instructional Specialists

### Term 1 (second term of implementation) – Complete

Implementation stage	Activities	Led by
<b>Explore and Prepare (Weeks 1–5)</b>	Refine this <b>implementation plan</b> (noting that it will change over time).	Implementation team
	<b>Check staff understanding</b> of the practices.	Instructional Specialists
	Hold initial staff session to identify current <b>enablers and barriers</b> .	Implementation coordinator

Implementation stage	Activities	Led by
<b>Prepare (Weeks 5–10)</b>	Start taking specific actions to address <b>enablers and barriers</b> .	Implementation team
	Develop <b>systems and structures</b> to support implementation.	Implementation and coaching teams
	Prepare for our <b>professional learning cycles</b> .	Coaching team
	Deliver our 2 <b>foundational knowledge-building sessions</b> .	Instructional Specialists

### Term 2 (third term of implementation) – Complete

Implementation stage	Activities	Led by
<b>Prepare and Deliver (Weeks 1–10)</b>	Carry out first <b>professional learning cycle</b> on setting up rules and routines.	Coaching team
	<p><b>Continue</b> to:</p> <ul style="list-style-type: none"> <li>• Meet regularly as an implementation team.</li> <li>• Develop systems and structures.</li> <li>• Address enablers and barriers.</li> <li>• Monitor implementation outcomes (feasibility, acceptability and fidelity).</li> <li>• Communicate regularly with junior school staff and celebrate successes.</li> </ul>	Implementation coordinator with implementation team

### Term 3 (fourth term of implementation) – Current

Implementation stage	Activities	Led by
<b>Deliver (Weeks 1–3)</b>	Revisit aspects of the <b>knowledge-building session</b> on rules and routines.	Coaching team
<b>Deliver (Weeks 4–11)</b>	<ul style="list-style-type: none"> <li>• Hold follow-up staff session to identify current <b>enablers and barriers</b> for implementation.</li> <li>• Tailor <b>implementation strategies</b> in response to priority enablers and barriers.</li> </ul>	Implementation coordinator with implementation team

Implementation stage	Activities	Led by
<b>Deliver (Weeks 4–11)</b>	Carry out second <b>professional learning cycle</b> on explaining learning objectives and success criteria.	Coaching team
	<p><b>Continue</b> to:</p> <ul style="list-style-type: none"> <li>• Meet regularly as an implementation team.</li> <li>• Monitor implementation outcomes (feasibility, acceptability, fidelity and reach) and plan for sustainability.</li> <li>• Communicate regularly and celebrate successes.</li> </ul>	Implementation coordinator with implementation team

### Term 4 (fifth term of implementation) – Anticipated

Implementation stage	Activities	Led by
<b>Deliver (Weeks 1–5)</b>	<p><b>Continue</b> to:</p> <ul style="list-style-type: none"> <li>• Meet regularly as an implementation team.</li> <li>• Address enablers and barriers.</li> <li>• Monitor implementation outcomes (acceptability, fidelity and reach), and plan for sustainability.</li> <li>• Communicate regularly and celebrate successes.</li> </ul>	Implementation coordinator with implementation team
<b>Deliver and Sustain (Weeks 5–10 and beyond)</b>	To determine next steps, evaluate <b>implementation outcomes</b> and attainment of our <b>short-term targets</b> .	Implementation team
	<ul style="list-style-type: none"> <li>• Plan for <b>sustaining and/or scaling</b>:                             <ul style="list-style-type: none"> <li>- Decide which implementation strategies to adjust and/or continue to help sustain the practices.</li> <li>- Ensure induction of new staff covers this implementation effort and coaching in the practices.</li> <li>- Determine focus of sustaining and scaling explicit instruction across our school and develop a new implementation plan if appropriate.</li> </ul> </li> <li>• Confirm <b>members</b> of next year’s implementation team.</li> <li>• Revise and build our team’s understanding of a <b>deliberate and structured approach</b> to implementation.</li> </ul>	Implementation team with all relevant school leaders