Annual Implementation Plan - 2026

Greenvale Secondary College (8427)

Submitted for review by Mark Natoli (School Principal) on 14 January, 2026 at 08:52 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 04 February, 2026 at 09:46 PM

Department
of Education

Define actions, evidence of change and tasks

Goal 1	Improve student learning.
KIS 1.b	Embed the agreed instructional framework and PLC approach.
Actions	- Strengthen PLC leaders' capability to lead sustained engagement in the PLC inquiry process. - Build teacher capability through PLC to collaboratively engage and implement the agreed element of the GSC instructional model.
Evidence of change	- PLC leaders demonstrate and apply an awareness and understanding of how PLCs operate so that teachers have increased confidence in how PLC operates (Meeting minutes, data literacy and PLC improvement data). - Feedback (via pre/post survey and staff opinion survey) and improvement in student learning data (NAPLAN, PAT, TJ) from PLC group members shows sustained engagement in the PLC inquiry process as well as evidence showing lesson plan template is used by teachers to plan lessons in line with the LEARN instructional model to improve student learning. - Teachers are implementing the agreed element of the instructional model to reduce relocations/exits and improve completion of ELAs by the end of the year, with lesson observations and learning walks show that teachers are using feedback to improve practice. - Teachers present their PLC inquiry to show the impact on student learning of the implementation of their agreed element of the LEARN model. - School staff survey shows an increase in the 'Academic Emphasis' and 'Collective Focus on Student Learning' measures.

Tasks	People responsible
Support PLC Leaders by setting up and facilitating regular PLC Leaders Meeting, including working with PLC leaders to identify, construct, and deliver targeted PL to PLC leaders such as engaging with growth coaching so that PLC Leaders are active, confident and support in their work.	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders ☑ Principal

Deliver PL to staff to build knowledge and understanding of the PLC cycle, revised LEARN model and lesson template so that PLC cycles are focussed and effective and teachers have the knowledge to engage in PLC.	☑ Assistant principal ☑ Leading teacher(s)
Establish the structures, processes, resources, and protocols for PLC: peer observations, learning walks, video recording of lessons, and feedback to teachers so that PLC work and teacher impact can be reviewed and measured. This includes supporting teacher engagement in PLC with the development and presentation of exemplars that show the impact on student learning of a teacher PLC inquiry including self-evaluation, peer observation, and feedback for continous improvement and reflection.	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders
Development of, and implementation of peer and student feedback processes on teacher effectiveness and curriculum engagement so that this feedback can be provided to teachers for continuous improvement.	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders
Implement and devise a method for tracking ELA completion and College-wide end of unit student survey so that students and teachers are clear on what they need to do, by when and how successful they are in learning.	☑ Assistant principal ☑ Leading teacher(s)
Establish processes and commence analyse relocation/exit data at end of each term to demonstrate or evidence improvement in student engagement and shifts in teacher practice.	☑ Assistant principal ☑ SWPBS leader/team

KIS 1.c	Develop the future curriculum and programs.
Actions	- Strengthen use of curriculum and assessment structures and practices to support and improve student learning - Establish a framework for whole school literacy and numeracy improvement
Evidence of change	- Teachers are supported by Learning Specialists and Student Services to document adjustments and engage in DI Profile process - Teachers are coached by Learning Specialists to consistently use ELA templates so that students understand connection between classroom learning and assessment, resulting in improved alignment of Teacher Judgement and NAPLAN proficiency levels - All teachers are supported to trial Maestro Assessment in at least one unit so that teachers and students build

	understanding of MA and are observed using rubrics and ELAs in lessons during Peer and LT Observations and Learning Walks
	- VM/VPC teachers are supported to document future program for Year 10s to undertake VPC and VCAA accredits school to run Unit 3 and 4 Studies for all faculties
	- Teachers are observed using Language for Learning in the revised Instructional Model to increase student understanding of subject specific vocabulary and are coached and supported by Speech Pathologist to implement language strategies to explain tasks to students
	- Teaching and Learning Team collaborate to create and document a College Wide Literacy and Numeracy Strategy

Tasks	People responsible
Update curriculum planners across 7-10 to support implementation Disability Inclusion processes	☑ Leading teacher(s) ☑ Learning specialist(s)
Implement ELA template and model across all year levels and teachers through Learning Area meetings	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)
Refine and implement developmental rubrics with all teachers piloting use in Maestro Assessment across all learning areas and teachers (VC 2.0) and engaging in differentiated professional learning for staff around the use of developmental rubrics and Maestro for Assessment	☑ Leading teacher(s) ☑ Learning specialist(s)
Design future Year 10 VPC program and Year 12 VCE/VM programs	☑ Assistant principal ☑ Leading teacher(s)
Provide support and resources for teachers to prepare and implement consistent T1 speech and language strategies and resources within classrooms	☑ Allied health ☑ Assistant principal ☑ Student wellbeing co-ordinator
Research, design and document whole school literacy and numeracy Multi-Tiered System Support including a staged implementation timeline	☑ Assistant principal ☑ Leading teacher(s)

	☑ Learning specialist(s)

Goal 2	Improve student wellbeing.
KIS 2.a	Maintain a positive climate for learning.
Actions	- Strengthen practices and processes to improve student attendance - Embed existing whole school strategies to strengthen student relationships and engagement.
Evidence of change	- Student engagement teams are using attendance interventions and strategies to improve overall school attendance and improved student attendance of Cultural and Diversity days - Through external professional development services, staff PL and coaching, staff will begin utilising and documenting restorative practice to build positive relationships and continue implementing tier 1 SWPBS, BSEM strategies more effectively and experiencing success in their implementation. - Establish T2 and T3 implementation and monitoring team with regular meetings to track and monitor the implementation and impact of T2 and T3 strategies - Following increased opportunities, parents and families will have increased attendance at college events and meetings - Students articulate an increase in opportunities for student voice and agency opportunities across the College and demonstrate engagement in these opportunities.

Tasks	**People responsible**
Establish cultural committee with students, families and community members and elicit their support in organising cultural celebration days.	☑ Student wellbeing co-ordinator
Complete DE Attendance Fidelity Assessment Tool and action areas of focus as a result of that tool; including: - Fortnightly attendance review by attendance officer and Head of Year including consistently following the staged response process. - Attendance improvement plans to be completed every term and monitored fortnightly by T2/T3 team.	☑ Assistant principal ☑ Leading teacher(s)
Selected staff will complete Re Engage program via Jesuit Social Services, then develop method of delivering PL for Restorative Practices to rest of staff including establishing student participation.	☑ Assistant principal ☑ Student wellbeing co-ordinator

Consistently implement PLF tier 1 non-negotiable strategies, implement a system for monitoring fidelity and establish coaching system to support individual teachers.	☑ Assistant principal ☑ SWPBS leader/team
Plan and implement a method of tracking behaviour data using new Compass chronicle to categorise students in tiers and monitor impact of interventions.	☑ Assistant principal ☑ SWPBS leader/team
Establish additional College events, including community focus groups, and increase number of invitations to already established events. Provide support to staff to positively engage and encourage family engagement.	☑ Student wellbeing co-ordinator
Establish student focus groups for each year level to provide school with feedback, including students from a range of engagement levels. Identify and document opportunities for future development of student agency in learning. Increase opportunities for SRC engagement in College operations.	☑ Assistant principal ☑ Leading teacher(s)