

# 2025 Annual Implementation Plan

for improving student outcomes

University High School (8405)



UNIVERSITY  
HIGH SCHOOL

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
<b>Future planning</b>	<p>In 2024 the school has focussed on developing frameworks for the consistent implementation of school-wide approaches to teaching and learning plus engagement and behaviour. These have drawn on cognitive science research, Responsive Teaching, trauma-informed practices and School Wide Positive Behaviours. They are well aligned with the VTLM 2.0 and DE approaches. 2025 will be the year of implementation of these frameworks, with a focus on practice change.</p> <p>In terms of curriculum development, 2024 was the first year of implementation of revised Year 10 subjects and curriculum documentation approaches, as well as enhanced Senior Pathways programs including expanded Work Experience, careers education and pathways counselling. It was also the first Year 12 VCE-VM cohort. During 2024 the school has also reviewed and redeveloped the year 9 curriculum, ready for implementation at a new campus in 2025.</p>	
<b>Documents that support this plan</b>		

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target <small>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</small>
Every student in every class maximises their learning growth	Yes	By 2025 <b>the percentage</b> of Year 9 students achieving in the top two bands of NAPLAN will be: <ul style="list-style-type: none"> <li>• 55% in reading (from 45% in 2021)</li> <li>• 35% in writing (from 24% in 2021)</li> <li>• 60% in numeracy (from 52% in 2021)</li> </ul>	55% in reading (from 45% in 2021)35% in writing (from 24% in 2021)60% in numeracy (from 52% in 2021)
		By 2025 improve the NAPLAN at and above Benchmark growth for Year 9 students in reading from 73% in 2021 to 85%, in writing from 80% in 2021 to 85% and in numeracy from 67% in 2021 to 85%	By 2025 improve the NAPLAN at and above Benchmark growth for Year 9 students in reading from 73% in 2021 to 85%, in writing from 80% in 2021 to 85% and in numeracy from 67% in 2021 to 85%By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
		By 2025 no greater than 10% discrepancy by teacher judgements when assessing students' Victorian Curriculum levels against NAPLAN bands	By 2025 no greater than 10% discrepancy by teacher judgements when assessing students' Victorian Curriculum levels against NAPLAN bands
		By 2025 increase the VCE GAT 'adjusted study scores' measure to reflect: - in each subject, a positive trend in mean GAT residuals from 2020 - an increase in the number of subjects that have positive GAT residuals for students in the 25th, 50th and 75th percentiles (considering both year-by-year and 3 year averages)	By 2025 increase the VCE GAT 'adjusted study scores' measure to reflect:- in each subject, a positive trend in mean GAT residuals from 2020- an increase in the number of subjects that have positive GAT residuals for students in the 25th, 50th and 75th percentiles (considering both year-by-year and 3 year averages)
		By 2025 increase the positive response percentages on the Attitudes to School Survey: <ul style="list-style-type: none"> <li>• <i>Student voice and agency</i> from 46% in 2021 to 55%</li> <li>• <i>Differentiated learning challenge</i> from 54% in 2021 to 65%</li> <li>• <i>Self-regulation and goal setting</i> from 63% in 2021 to 73%</li> </ul>	By 2025 increase the positive response percentages on the Attitudes to School Survey:Student voice and agency from 46% in 2021 to 55%Differentiated learning challenge from 54% in 2021 to 65%Self-regulation and goal setting from 63% in 2021 to 73%
		By 2025 increase the percentage of positive responses in the School Staff Survey for <i>teacher collaboration</i> from 45% in 2021 to 55%	By 2025 increase the percentage of positive responses in the School Staff Survey for teacher collaboration from 45% in 2021 to 55%
Every student feels engaged and connected to the school and the broader school community	No	By 2025 the percentage of positive responses in the Attitudes to School Survey, to increase for: <ul style="list-style-type: none"> <li>• Sense of connectedness from 65% in 2021 to 70%</li> <li>• Stage transitions (Year 7 and new) from 61% in 2021 to 70%</li> <li>• Stage transitions (Year 10-12) from 59% in 2021 to 65%</li> <li>• Sense of confidence from 62% in 2021 to 72%</li> </ul>	
		By 2025 decrease the percentage of students with 30+ absence days from 11% in 2021 to 8%	
		By 2025 the percentage of positive responses in the School Staff Survey, to increase for:	

		<ul style="list-style-type: none"> <li>• Believe evaluating impact improves practice from 54% in 2021 to 70%</li> <li>• Use student feedback to improve practice from 47% in 2021 to 60%</li> <li>• Promote student ownership of learning goals from 42% in 2021 to 60%</li> </ul>	
		<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 73% in 2020 to 80%</li> <li>• Positive transitions from 81% in 2020 to 85%</li> <li>• Student motivation and support from 61% in 2020 to 70%</li> <li>• Parent Participation and involvement from 49% in 2020 to 60%</li> <li>• Teacher Communication from 48% in 2020 to 60%</li> </ul>	
Every student feels known, safe and valued at University High School	Yes	<p>By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 65% in 2021 to 75%</li> <li>• Sense of connectedness from 65% in 2021 to 75%</li> <li>• Managing bullying from 54% in 2021 to 65%</li> <li>• Teacher concern from 36% in 2021 to 45%</li> </ul>	<p>By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for: Emotional awareness and regulation from 65% in 2021 to 75% Sense of connectedness from 65% in 2021 to 75% Managing bullying from 54% in 2021 to 65% Teacher concern from 36% in 2021 to 45%</p>
		<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 48% in 2020 to 60%</li> <li>• Promoting positive behaviour from 77% in 2020 to 83%</li> <li>• Parent community engagement from 57% in 2020 to 70%</li> </ul>	<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for: Teacher communication from 48% in 2020 to 60% Promoting positive behaviour from 77% in 2020 to 83% Parent community engagement from 57% in 2020 to 70%</p>
		<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 67% in 2021 to 75%</li> <li>• Support growth and learning of whole student from 49% in 2021 to 65%</li> <li>• Build resilience and a resilient, supportive environment from 42% in 2021 to 55%</li> </ul>	<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for: Trust in students and parents from 67% in 2021 to 75% Support growth and learning of whole student from 49% in 2021 to 65% Build resilience and a resilient, supportive environment from 42% in 2021 to 55%</p>
Activate student agency in STEM	Yes	<p>By 2025 an increased proportion of students who report that as a result of participating in a Centre program they:</p> <ul style="list-style-type: none"> <li>• Have a greater understanding of the role of science and mathematics in everyday life</li> <li>• Have used knowledge and techniques they learned at the Centre in their schoolwork</li> </ul> <p>(To be finalised)</p>	<p>Case studies and survey data reveal at least 80% of students have a greater understanding of the role of STEM in everyday life 70% of teachers are confident to use the knowledge and techniques shared in GTAC programs.</p>
		<p>By 2025 an increased proportion of teachers who:</p> <ul style="list-style-type: none"> <li>• Rated their enjoyment of a Centre program as high or very high</li> <li>• Rated their students' enjoyment of a Centre program as high or very high</li> </ul> <p>(To be finalised)</p>	<p>More than 80% of teachers rate their enjoyment and their students' enjoyment of a Centre program as high to very high.</p>
		<p>By 2025 the percentage of positive responses in the School Staff Survey (for GTAC staff), to increase for:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from XX% in 2021 to YY%</li> <li>• Believe evaluating impact improves practice from XX% in 2021 to YY%</li> <li>• Use student feedback to improve practice from XX% in 2021 to YY%</li> </ul> <p>(To be finalised)</p>	<p>Staff collective efficacy</p>

<b>Goal 1</b>	<b>Every student in every class maximises their learning growth</b>	
<b>12-month target 1.1</b>	55% in reading (from 45% in 2021) 35% in writing (from 24% in 2021) 60% in numeracy (from 52% in 2021)	
<b>12-month target 1.2</b>	By 2025 improve the NAPLAN at and above Benchmark growth for Year 9 students in reading from 73% in 2021 to 85%, in writing from 80% in 2021 to 85% and in numeracy from 67% in 2021 to 85%  By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024	
<b>12-month target 1.3</b>	By 2025 no greater than 10% discrepancy by teacher judgements when assessing students' Victorian Curriculum levels against NAPLAN bands	
<b>12-month target 1.4</b>	By 2025 increase the VCE GAT 'adjusted study scores' measure to reflect:  - in each subject, a positive trend in mean GAT residuals from 2020  - an increase in the number of subjects that have positive GAT residuals for students in the 25th, 50th and 75th percentiles (considering both year-by-year and 3 year averages)	
<b>12-month target 1.5</b>	By 2025 increase the positive response percentages on the Attitudes to School Survey:  Student voice and agency from 46% in 2021 to 55% Differentiated learning challenge from 54% in 2021 to 65% Self-regulation and goal setting from 63% in 2021 to 73%	
<b>12-month target 1.6</b>	By 2025 increase the percentage of positive responses in the School Staff Survey for teacher collaboration from 45% in 2021 to 55%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Excellence in teaching and learning	Develop and embed a shared, visible language of teaching and learning	No
<b>KIS 1.b</b> Professional leadership	Develop and implement collaborative evidence-based professional learning culture and practices	Yes
<b>KIS 1.c</b> Positive climate for learning	Develop student capabilities to set challenging learning goals and monitor their own growth	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This was selected as it was identified to be the best mechanism for implementation of the newly developing Learning Culture Framework, and the mechanism through which practice change will occur.	
<b>Goal 3</b>	<b>Every student feels known, safe and valued at University High School</b>	
<b>12-month target 3.1</b>	By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for:  Emotional awareness and regulation from 65% in 2021 to 75% Sense of connectedness from 65% in 2021 to 75%	

	Managing bullying from 54% in 2021 to 65% Teacher concern from 36% in 2021 to 45%	
<b>12-month target 3.2</b>	By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:  Teacher communication from 48% in 2020 to 60% Promoting positive behaviour from 77% in 2020 to 83% Parent community engagement from 57% in 2020 to 70%	
<b>12-month target 3.3</b>	By 2025 the percentage of positive responses in the School Staff Survey, to increase for:  Trust in students and parents from 67% in 2021 to 75% Support growth and learning of whole student from 49% in 2021 to 65% Build resilience and a resilient, supportive environment from 42% in 2021 to 55%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Build a visible and shared language in developing positive relationships and wellbeing	No
<b>KIS 3.b</b> Positive climate for learning	Strengthen consistent school-wide structures and processes to ensure a positive learning environment	Yes
<b>KIS 3.c</b> Positive climate for learning	Build the structures and processes to activate and value student voice both in and outside the classroom	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS was selected as it reflects the implementation of the school-wide Relationships, Engagement and Empowerment Framework, which was introduced in 2024.	
<b>Goal 4</b>	<b>Activate student agency in STEM</b>	
<b>12-month target 4.1</b>	Case studies and survey data reveal at least 80% of students have a greater understanding of the role of STEM in everyday life 70% of teachers are confident to use the knowledge and techniques shared in GTAC programs.	
<b>12-month target 4.2</b>	More than 80% of teachers rate their enjoyment and their students' enjoyment of a Centre program as high to very high.	
<b>12-month target 4.3</b>	Staff collective efficacy	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Excellence in teaching and learning	Build staff capabilities to design and deliver highly engaging STEM programs	Yes
<b>KIS 4.b</b> Excellence in teaching and learning	Build consistency in high-quality teaching practice	Yes
<b>KIS 4.c</b>	Strengthen staff capabilities to effectively use data for continuous improvement	Yes

Excellence in teaching and learning		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>This KIS is a focus for the Science and Mathematics Specialist Centre hosted by the University High School. This was the major area for improvement identified through school review. Progress has been made in strengthening staff capabilities to design and deliver highly engaging STEM programs through implementing our shared GTAC commitments to student agency and developing a process for program planning that keeps our focus on student agency and engagement through the development of an Education Officer playbook featuring methods to collect and analyse student voice, big picture design documents, teaching and learning cycles for design thinking and inquiry, lesson planner, and program audit tools. Using these tools a number of new programs have been developed with a focus on student agency for students in years 5 – 10. In 2025 we will focus on implementing formative assessment (FA) by designing contingency moments for FA into our programs.</p> <p>Our focus for building consistency in high-quality teaching practice is our GTAC STEM Coaches who work with small groups of students in our programs, are practicing scientists, and not trained teachers. Through our PLC we developed a STEM Coach playbook featuring use of questioning and Talk Moves teaching strategies to raise student dialogue and implemented a successful training program for STEM coaches. We use Observing to Learn techniques, learning walks, and self-evaluation tools to collect data to measure effect of STEM coach training that reveals improvement in readiness and capacity to teach. In 2024 Education Officers completed a 15 hour course with Monash Q project to strengthen skills in using evidence to inform practice, including coaching as we developed strategies to focus on using FA to improve individual student growth and engagement. In 2025 we will develop a training module for STEM coaches in using FA strategies in their teaching that will be implemented through our STEM coach community of practice.</p> <p>Our focus for strengthening staff capabilities to effectively use data for continuous improvement has been through implementing observing to learn strategies and using teacher and student exit surveys to identify areas for program improvement. In 2025 a major area for growth will be to work with the Department of Education Tech schools and performing arts branch and the Centre network to develop more effective tools to measure impact of programs. This will also be a focus area in our PLC and PLTs.</p>	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Every student in every class maximises their learning growth		
<b>12-month target 1.1</b>	55% in reading (from 45% in 2021) 35% in writing (from 24% in 2021) 60% in numeracy (from 52% in 2021)		
<b>12-month target 1.2</b>	By 2025 improve the NAPLAN at and above Benchmark growth for Year 9 students in reading from 73% in 2021 to 85%, in writing from 80% in 2021 to 85% and in numeracy from 67% in 2021 to 85%  By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024		
<b>12-month target 1.3</b>	By 2025 no greater than 10% discrepancy by teacher judgements when assessing students' Victorian Curriculum levels against NAPLAN bands		
<b>12-month target 1.4</b>	By 2025 increase the VCE GAT 'adjusted study scores' measure to reflect:  - in each subject, a positive trend in mean GAT residuals from 2020  - an increase in the number of subjects that have positive GAT residuals for students in the 25th, 50th and 75th percentiles (considering both year-by-year and 3 year averages)		
<b>12-month target 1.5</b>	By 2025 increase the positive response percentages on the Attitudes to School Survey:  Student voice and agency from 46% in 2021 to 55% Differentiated learning challenge from 54% in 2021 to 65% Self-regulation and goal setting from 63% in 2021 to 73%		
<b>12-month target 1.6</b>	By 2025 increase the percentage of positive responses in the School Staff Survey for teacher collaboration from 45% in 2021 to 55%		
<b>KIS 1.b</b> Instructional and shared leadership	Develop and implement collaborative evidence-based professional learning culture and practices		
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Strengthen collaborative, evidence-based practices in order to enhance teacher capacity to meet the needs of their students</li> <li>2. Build capacity of teachers to use the Learning Culture Framework to guide classroom practice</li> <li>3. Develop capacity to respond to student learning (what strategy to use, when to use it, and why to use it)</li> </ol>		
<b>Outcomes</b>	Teachers use identified, evidence-based strategies from the UHS Playbook in their classrooms. Professional Learning Community collaboration focuses on understanding and use of these strategies. Teacher teams and PLCs use evidence of student learning to identify best pedagogical approaches, using the Playbook/Learning Culture Framework.		
<b>Success Indicators</b>	Curriculum documentation reflects use of LCF PLC meeting minutes and observations reflect use of evidence and LCF/Playbook Classroom observations reflect use of evidence-based practice and use of strategies and language from LCF and Playbook.		
<b>Activities</b>	<b>Who</b>	<b>Is this a PL priority</b>	<b>When</b>
Embed Learning Culture Framework and Playbook in School Documentation including Posters, Curriculum Outlines, Learning and Teaching Resources, Peer Observation proformas, Website and UHS Resource Hub.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 1
Embed Learning Culture Framework and Playbook in School Procedures including Curriculum Development (including Connect), Induction, Recruitment, VIT and Staff Meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
Align Whole-School Professional Learning opportunities to support focused collaborative pedagogical improvement aligned with the Learning Culture Framework/Playbook. These opportunities include PLC processes, Professional Learning Week, opt-in targeted workshops, LS Coaching and Whole-Staff meetings	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Strengthen PLC structure and processes with Learning Culture Framework alignment and providing support in facilitation, building observation culture, reflection, team teaching and lesson modelling.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Celebrate learning and progress in Learning Culture Framework through 'practice snapshots' focusing on teacher/team implementation.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Use whole-school feedback to monitor the impact of the LCF including surveys and focus groups	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Continue to use our UHS agreed curriculum design process and template to develop Yr 7 to 10 curriculum program, supporting alignment between the Victorian Curriculum and student outcomes	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Continue use of Assessment Practices Audit Tool through Domain teams to narrow our focus on improvement strategies within each subject team, with a focus on Long-Term assessment and revision strategies.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Support staff to use and review student learning information data (DI and student support learning information, PAT data, NAPLAN data) through the year and ensuring it aligns with curriculum and pedagogical strategies - part of our 'Getting to know your students' process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1

Support VCE Teams to enhance collaborative practices. Develop capacity to respond to student learning (what strategy to use, when to use it, and why to use it)	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<b>Goal 3</b>	Every student feels known, safe and valued at University High School		
<b>12-month target 3.1</b>	By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for:  Emotional awareness and regulation from 65% in 2021 to 75% Sense of connectedness from 65% in 2021 to 75% Managing bullying from 54% in 2021 to 65% Teacher concern from 36% in 2021 to 45%		
<b>12-month target 3.2</b>	By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:  Teacher communication from 48% in 2020 to 60% Promoting positive behaviour from 77% in 2020 to 83% Parent community engagement from 57% in 2020 to 70%		
<b>12-month target 3.3</b>	By 2025 the percentage of positive responses in the School Staff Survey, to increase for:  Trust in students and parents from 67% in 2021 to 75% Support growth and learning of whole student from 49% in 2021 to 65% Build resilience and a resilient, supportive environment from 42% in 2021 to 55%		
<b>KIS 3.b</b> Setting expectations and promoting inclusion	Strengthen consistent school-wide structures and processes to ensure a positive learning environment		
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Build staff capacity to use our REE framework to support students to enact positive behaviour expectations</li> <li>2. Build staff confidence and ownership to deliver social and emotional learning via the Connect program</li> <li>3. Strengthen staff capacity to respond to tier 1, 2 and 3 behaviours to promote a positive and safe learning environment</li> </ol>		
<b>Outcomes</b>	Teachers use the Positive Behaviour Matrix consistently in every classroom Teachers use the staged response (RROR) process to manage non-desired behaviours Students understand and demonstrate positive behaviours		
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- A tracking tool for chronicling Tier 1 and Tier 2 behaviours is operational, with 90% of staff actively using it to log incidents and interventions.</li> <li>- Reduction in the frequency of repeated Tier 1 behaviours by 15% as shown in Compass Pulse data.</li> <li>- 85% of staff report increased confidence in delivering Social and Emotional Learning (SEL) lessons via the Connect program (measured through surveys).</li> <li>- Consistent delivery of SEL lessons, with all Connect classes following the planned SEL curriculum by Term 3.</li> <li>- A clear and consistent response protocol for Tier 2 and Tier 3 behaviours is implemented, and 95% of staff are aware of the processes (survey results).</li> <li>- De-escalation and restorative practice training improves student satisfaction with conflict resolution, with 80% of students reporting positive outcomes in a feedback survey.</li> </ul>		
<b>Activities</b>	<b>Who</b>	<b>Is this a PL priority</b>	<b>When</b>
Strengthen whole staff professional development to respond to and empower staff to re-teach tier 1 behaviours and positive behaviours.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1

			to: Term 4
Strengthen whole staff professional development and documentation to report on tier 1 behaviours (Handbook, Induction, Coaching, Videos, observations)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
Regularly review behavioural and wellbeing data to identify trends and implement targeted, data-driven interventions and develop a tracking tool for chronicled Tier 1 and 2 behaviours using Compass Pulse	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Leverage whole-school feedback (focus groups, chronicle pulse data, Connect Teacher surveys, etc...) to refine and enhance the implementation of behaviour expectations and Social and Emotional Learning (SEL) strategies.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop and implement a resource bank and schedule to deliver targeted behaviour lessons at various levels (introductory, repeated, and pre-emptive).	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Create a 2025 plan for Connect staff meetings (2x per term) to build staff capacity and confidence in delivering SEL through the Connect program.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Establish processes and practices to support Connect teachers in collaborating on activity development and relationship-building strategies that promote flexibility, responsiveness, and ownership of Connect lessons.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Utilise the REE and LCF frameworks to develop a staged approach for integrating SEL strategies from Connect into all domains and subjects.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop consistent strategies for responding to common tier 2 and tier 3 behaviours to ensure clarity and consistency across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1

Provide professional development for coordinators to coach new and identified staff in effectively implementing tier 1 behaviour strategies. Including: Restorative Practices at UHS Positive Behaviour Champion posts De-escalation Strategies Developing a positive, safe, and inclusive learning environment	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
Train staff in de-escalation techniques and restorative practices to manage tier 2 and 3 behaviours, promoting a positive and safe learning environment.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3
Build out the processes surrounding the student learning information sheets to make them accessible to Connect teachers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1

<b>Goal 4</b>	Activate student agency in STEM
<b>12-month target 4.1</b>	Case studies and survey data reveal at least 80% of students have a greater understanding of the role of STEM in everyday life 70% of teachers are confident to use the knowledge and techniques shared in GTAC programs.
<b>12-month target 4.2</b>	More that 80% of teachers rate their enjoyment and their students' enjoyment of a Centre program as high to very high.
<b>12-month target 4.3</b>	Staff collective efficacy
<b>KIS 4.a</b> Building practice excellence	Build staff capabilities to design and deliver highly engaging STEM programs
<b>Actions</b>	Develop online materials to support STEM kit programs to promote student inquiry and/or design thinking in the classroom, and facilitate teacher delivery of primary STEM kits Implement a shared and responsive teaching and learning cycle that activates student agency and curiosity in STEM through gamification Engage with first nations communities and schools having a high % of ATSI students to develop a plan to actively engage and support inclusion of ATSI students in STEM
<b>Outcomes</b>	Students participating in new programs will display an awareness of and competence in STEM practices in inquiry or design thinking Victorian School teachers will be empowered to deliver STEM programs that activate student agency and foster curiosity and confidence in STEM Education officers will use evidence to design a 3-year plan to raise inclusion of ATSI students in STEM Education officers will design a program applying the GTAC gamification teaching and learning cycle to activate student agency and curiosity in STEM Leaders establish connections with ATSI communities and at least two schools with high % of ATSI students to support staff to collect data to inform development of a 3-year plan to actively engage and support inclusion of ATSI students in STEM. Leaders prioritise time for collaboration for program design in PLC/PLTs and allocate resources to support online primary program development (years 5 & 6)
<b>Success Indicators</b>	GTAC STEM kit programs have online support materials for use by teachers and students Case studies of teachers using STEM kits in their school program show an increase in confidence to deliver elements of the STEM curriculum in their classroom. A new program designed using the GTAC gamification T&L cycle and evaluated for student engagement and curiosity. A 3-year evidence-based plan to actively engage and support inclusion of ATSI students in STEM Participating student and teacher exit surveys Internal staff survey (Collective efficacy, collective responsibility and academic emphasis at or above 75% agree to strongly agree; staff trust in colleagues at or above 65%)

Activities	Who	Is this a PL priority	When
Through our PLTs develop online resources to support STEM kit delivery into schools.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
In our PLC finalise GTAC gamification T&L cycle and apply this to develop resources to activate student agency and curiosity in STEM.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3
Leadership coordinates PLC to engage with First Nations communities and schools with high % ATSI students to develop an evidence based 3-year plan to engage and support inclusion of ATSI students in STEM.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

<b>KIS 4.b</b> Building practice excellence	Build consistency in high-quality teaching practice		
<b>Actions</b>	<p>Through our PLC, develop a mentor playbook to train mentors in strategies in using formative assessment</p> <p>Build GTAC education officers' capacity to add formative assessment contingency moments into program design and to train GTAC STEM coaches to use formative assessment to support learning growth of individual students</p> <p>Develop and implement a schedule to support Education Officers to train GTAC STEM coaches in questioning and feedback, and in formative assessment in a community of practice</p>		
<b>Outcomes</b>	<p>Individual student learning is supported through effective formative assessment</p> <p>Students engage in collaborative dialogue to enhance their learning</p> <p>GTAC scientist mentors understand and explicitly use questioning and formative assessment strategies to foster student dialogue and to provide feedback to individual students</p> <p>GTAC scientist mentors are supported through coaching to improve skills in questioning and feedback</p> <p>Through our PLC leaders implement an improvement cycle to build capacity of staff to use formative assessment to extend individual students, and questioning for dialogue.</p> <p>Education officers coach GTAC STEM coaches through a Community of Practice</p>		
<b>Success Indicators</b>	<p>The GTAC STEM Coach Playbook is updated to include evidence based strategies for formative assessment</p> <p>GTAC Education Officers report increased readiness and confidence to have coaching conversations that support GTAC STEM Coaches to improve their teaching practice.</p> <p>Community of Practice roster and Professional Learning events for shared collaborative time between Education Officers and GTAC STEM coaches</p> <p>GTAC STEM coaches report increased readiness and confidence to teach using Talk Moves and formative assessment strategies.</p> <p>Observations of students and GTAC STEM coaches during learning walks reveals improvement in student dialogue and individual student learning.</p> <p>Program audits reveal formative assessment contingency moments are being built into program design.</p>		

Activities	Who	Is this a PL priority	When
In our PLC we continue to implement an improvement cycle to evaluate the use of formative assessment for individual student learning growth.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Leadership works with Education Officers to develop a coaching model to support having coaching conversations with STEM coaches	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2

			to: Term 3
Leadership establishes a calendar outlining the training sequence, pedagogies, and data collection responsibilities to achieve our CoP goals each term	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
In our PLC Education Officers develop an audit tool to ensure contingency moments for formative assessment are included and signposted in programs	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1

<b>KIS 4.c</b> Curriculum planning and assessment	Strengthen staff capabilities to effectively use data for continuous improvement		
<b>Actions</b>	Develop and embed a Centre-wide approach of using evidence to learn Work with the Department of Education Tech schools and performing arts branch to develop a Centre network measurement plan to effectively evaluate student and teacher experience Build teacher capacity to implement PLC inquiry cycles using the improvement cycle		
<b>Outcomes</b>	Embed the practice of using evidence to design, deliver and evaluate programs In our PLC we use student and teacher participant data to review and improve programs in a cycle of inquiry All outreach programs are evaluated through applying a model for developing student and teacher case studies		
<b>Success Indicators</b>	Develop new exit surveys for teachers and students that can be used to collect and evaluate data to measure and inform improvement strategies Education Officers use a co-designed approach to develop teacher and student case studies Education officers document evidence of program design in response to data PLC use data and research evidence to inform focus areas for improvement Staff survey: Teaching and learning evaluating impact on learning from average 54% to 65% agree to strongly agree		

Activities	Who	Is this a PL priority	When
Engage with STEM Centres and Department of Education Tech schools division to identify STEM Centre key indicators of success and methods to measure program impact	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
In our PLC develop questions for qualitative and quantitative assessment of student and teacher experience (case studies and exit surveys)	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop a review process for PLTs to ensure program design for student agency, formative assessment and the use of T&L cycles.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4

