Annual Implementation Plan 2025 - our focus for the year

Key Improvement Strategy (KIS)	Own Practice	Collaborative Practice	Supported by
Develop and implement collaborative evidence-based professional learning culture and practices	I use the Learning Culture Framework and Playbook to practice and refine techniques that meet the learning needs of my students. I reflect on and refine my teaching practice by collecting and using evidence of learning to develop lessons that support and challenge all students. I know and adjust for the students in my classroom with additional learning needs.	We develop, use and review shared resources to build consistency for our students. We actively contribute in each of our teams, drawing on evidence to make informed decisions about student learning. We reflect, learn with and seek feedback from our colleagues to use the Learning Culture Framework and strategies from the Playbook to inform our lesson planning and classroom practice.	• Professional Learning Communities (PLCs) • Learning Culture Framework • UHS Playbook • Domain/Subject team meetings • PL Week and workshops • Curriculum and Pedagogy team (LS & LTs) • Collaborative conversations menu • Informal collaboration times and observation • Resource Hub • Student Learning Data (Compass, Profiles, PAT, NAPLAN, VASS, Reports, Subject data) • IEPs and Learning Recommendations
Strengthen consistent school-wide structures and processes to ensure a positive learning environment	I build trust and positive relationships with students drawing on the BSEM, Respectful Relationships and our school values. I use our shared positive behaviour matrix explicitly and regularly with students to maintain clear classroom expectations. I explicitly teach our school-wide positive behaviour expectations. I recognise and acknowledge positive behaviours and communicate these to coordinators and families. I use RROR to recognise and address behaviours so that they align with the UHS Positive Behaviour Matrix and utilise Compass Chronicle templates to record actions. I share the responsibilities of the Connect Program to ensure students feel known, safe and valued.	We support our colleagues by consistently upholding our behavioural expectations. We actively contribute to our schools' ongoing implementation of our tiered approach to behaviour management (RROR). We share and celebrate examples of our values in action with our colleagues. We actively contribute to planning and implementation of the Connect Program. We work with colleagues, Connect teachers, sub-schools and the student services team when we notice a student needs additional support.	• Staff Handbook • Relationships Engagement and Empowerment (REE) Framework • Remind, Refocus, Options and Reflect behaviour management process (RROR) • Positive Behaviour Matrix and response continuum • Berry Street Education Model (BSEM), respectful relationship (RR), and Social and Emotional Learning (SEL) programs • Students Services Team • Connect Teachers • The Connect Program • Sub-school Teams • Parent Engagement

Every student in every class <u>maximises their learning growth</u>.
Every student feels <u>engaged and connected</u> to the school and the broader school community.
Every student feels <u>known, safe, and valued</u> at University High School.