

# Greensborough Secondary College (8750) 2026 ANNUAL IMPLEMENTATION PLAN

## SCHOOL STRATEGIC PLAN GOALS

Goal 1: Improve all students' achievement and learning growth.

Goal 2: Optimise all students' wellbeing and engagement in learning.

### KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning	KIS 1.b Engagement	KIS 2.a Leadership	KIS 2.b Engagement
<p><b>Build all teachers' capability to use highly effective teaching and learning strategies within the school's instructional model.</b></p>	<p><b>Build all teachers' capacity to deliver teaching and learning matched to students' point of learning need.</b></p>	<p><b>Strengthen whole-school strategies that promote inclusion, attendance, participation and readiness to learn for all students.</b></p>	<p><b>Strengthen teachers' capability to activate students' engagement and agency in learning.</b></p>
<b>Actions</b>	<b>Actions</b>	<b>Actions</b>	<b>Actions</b>
<p>Build teacher understanding of the explicit teaching and supported application components of the Victorian Teaching and Learning Model 2.0 and support its implementation within the school's teaching and learning program</p>	<p>Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs.</p>	<p>Review and establish high-quality tiered systems of support that promote inclusion, attendance, participation and readiness to learn Develop teacher knowledge and application of reasonable adjustments that promote participation and engagement in learning for students with disabilities</p>	<p>Strengthening teacher capability to incorporate Opportunities to Respond in their teaching practice through professional learning, open classrooms and teacher collaboration.</p>
<b>Tasks</b>	<b>Tasks</b>	<b>Tasks</b>	<b>Tasks</b>
<p>Schedule professional learning for middle and senior curriculum leaders on implementation of the VTLM 2.0 planning guidance and Explicit Teaching and Supported Application.</p> <p>Develop and implement a plan, that includes coaching, for teaching teams to understand and embed explicit teaching and supported application within the context of the college instructional model.</p> <p>Provide opportunities for staff to share and develop pedagogical content knowledge, refining explicit teaching approaches in the process and identifying opportunities to vary practice.</p> <p>Implement peer observation sessions for middle leaders to observe lessons to build capacity on Explicit Teaching and Supported Application.</p> <p>Continue to develop a viable and guaranteed curriculum aligned to Victorian Curriculum 2.0, and review for consistency, gaps and quality.</p> <p>Create a teacher-facing guide for the Greensborough Instructional Model which embeds elements of VTLM 2.0</p>	<p>Leaders review and evaluate current impact of existing tiered systems of support.</p> <p>Establish clear parameters and universal screening assessments to identify students who require additional support.</p> <p>Develop new interventions across the tiered systems of support and ensure there are data and assessment review cycles embedded to evaluate their impact.</p> <p>Leaders provide professional learning and act as a point of contact to recommend approaches that teachers can use to adjust and adapt learning sequences and classroom tasks for extending and challenging students.</p> <p>Provide opportunities for staff to share and develop pedagogical content knowledge and identify opportunities to vary practice.</p> <p>Develop and implement a whole-school approach to reflection and student feedback on teaching practice.</p>	<p>Refine and document referral pathways and decision-making processes to enable timely access to additional or alternative supports.</p> <p>Establish clear parameters and universal screening tools to support early identification of students requiring additional learning, wellbeing or attendance support.</p> <p>Improve communication between teachers and classroom support to ensure reasonable adjustments are implemented.</p> <p>Develop teacher capability to plan, implement and document reasonable adjustments using specialist and expert advice.</p> <p>Provide targeted professional learning for the Engagement and Wellbeing Team on delivering and monitoring tiered interventions, including responses to school refusal and school withdrawal.</p> <p>Refine processes and accountability measures for documenting and actioning responses to student support needs related to inclusion, attendance, participation and readiness to learn.</p>	<p>Create and deliver professional learning and practical guidance on implementing Opportunities to Respond and related engagement strategies.</p> <p>Allocate protected time for learning areas to engage in peer observation and feedback within and outside PLC cycles.</p> <p>Introduce regular 'Skill Drills' and 'Specialist Tips and Tricks' to support collaboration and sharing of effective instructional practices.</p> <p>Develop and provide self- and peer-reflection tools aligned to VTLM 2.0 and Positive Classroom Management Strategies.</p> <p>Facilitate non-attributed peer observation opportunities focused on the implementation of Opportunities to Respond.</p>