

Portland Secondary College (8798) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: To improve student learning.

Goal 2: To improve student wellbeing.

KEY IMPROVEMENT STRATEGIES

KIS 1.b Teaching and learning	KIS 2.c Support and resources
Further develop, document and embed whole school collaborative approaches to curriculum planning and delivery.	Embed multi-tiered systems of support that enhance wellbeing, resilience, engagement and inclusion.
Actions	Actions
1. Embed the VTLM 2.0 explicit teaching practices to develop uniformed approaches throughout all year levels and curriculum areas with a specific focus on the HUB, VCE, and Literacy and Numeracy, specifically through Semester 1.2. Build collective knowledge of the VTLM 2.0 elements of teaching with a focus on revisiting and reviewing knowledge, varying and spacing practice and organising knowledge with increasing fidelity and impact through shared professional learning and Teacher sprints, specifically throughout Semester 2.	Develop and embed multi-tiered systems of support that enhance wellbeing, resilience, engagement and inclusion through a rigorous implementation of the School Wide Positive Behaviour Support Framework and Disability Inclusion.
Tasks	Tasks
Document and implement school expectations on the 'explicit teaching' components of the VTLM 2.0.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth)	Develop explicit teaching and SWPBS professional learnings, consistent with VTLM 2.0 'Elements of Learning' and PCMS which extend into teacher sprints, coaching and regular feedback loops.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth)
Rigorously induct all new staff in PSC baseline expectations for classroom practice (Entry routines, Do Now, L.I, S.C, OTR, CFU and exit tickets) and SWPBS.(GSSP Recommendations - Strengthening effective Leadership, Embedding a positive climate for learning, Strengthen responsive teaching practices for improved engagement and learning growth)	Further strengthen staff capability in implementing the SWPBS framework to model and teach Tier 1 and Tier 2 positive behaviour interventions consistently in the classrooms.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth)
Utilising evidence-based resources, introduce the 'supported application' components of the VTLM 2.0 through explicit delivery in whole school professional development and teacher sprints.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth)	Build staff capability to apply inclusive practices to support students with complex and high needs to receive individualised intensive Tier 3 support in addition to universal supports as evidenced by enhanced teacher planners, IEP documentation, and profile meeting outcomes.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth)
Utilise the Victorian Lesson Plans and associated resources in collaborative planning, including intellectual preparation, with a specific focus on the HUB, and Literacy and Numeracy in Years 7-10.(GSSP Recommendations - Embedding a positive climate for learning, Strengthen responsive teaching practices for improved engagement and learning growth, Embedding a positive climate for learning)	Develop a protocol for class observations and pulse check surveys (school based PIVOT, Compass Pulse/ Insights and utilise ATOSS, SWPBS surveys etc) to collect and analyse wellbeing data at least termly.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Embedding a positive climate for learning)
Utilising VCAA resources, build staff capability to unpack and analyse their VCE results with a view to driving improvement in student knowledge, engagement and learning.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth)	Build staff capability to integrate targeted MTSS into school wide policy, planning and procedures.(GSSP Recommendations - Strengthening effective Leadership, Improve the precision of Instructional practice, Strengthen responsive teaching practices for improved engagement and learning growth, Embedding a positive climate for learning)
	Develop a school reflection process for all staff to allow successes and challenges in the implementation of SWPBS and Inclusive Teaching to be shared.(GSSP Recommendations - Strengthening effective Leadership, Embedding a positive climate for learning)
	Continue to develop School Culture and staff wellbeing by utilising agreed and documented practices and protocols of the College Values, vision and mutual accountabilities.(GSSP Recommendations - Strengthening effective Leadership, Embedding a positive climate for learning)

