

Pakenham Secondary College (8223)

2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Optimise learning growth for all students.

Goal 2: Strengthen the connectedness of all students to school, peers and staff.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Leadership	KIS 1.c Teaching and learning	KIS 2.a Engagement	KIS 2.b Engagement
Strengthen the Professional Learning Communities approach through collaborative inquiry, improved use of data, feedback and peer coaching.	Audit, adjust, monitor and embed the instructional model aligned to the VTLM 2.0.	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion	Enhance student voice and agency, a sense of belonging and school pride across the school community.
Actions	Actions	Actions	Actions
Further review, develop and adapt a Whole School Approach with respect to our Professional Learning Communities Program	Using the VTLM 2.0 via our PLCs in the ongoing support and further improvement of teacher practice and student results (eg Literacy and Numeracy). Our T&L Model to be further reviewed and adjusted to reflect VTLM 2.0. The use of Staff Meetings to help embed an Orderly Learning Environment across the College.	Develop and implement a whole school approach to classroom management	Capture more student feedback on teacher practice and programs (inc VET) and the College more broadly on a more regular basis; continue to develop SRC and Student Leadership Program and opportunities for Student Leaders
Tasks	Tasks	Tasks	Tasks
Learning Walks Program documented, established and trialed to gain and provide feedback on key aspects of the College eg feedback on how we have applied the work from PLCs concerning VTLM 2.0, an Orderly Learning Environment - Our Whole School Approach to Classroom Management, etc Learning Walks Program to commence Term One with a focus on an Orderly Learning Environment and Our Whole School Approach to Classroom Management eg adopting and implementing the Step by Step Approach to Classroom Management. Learning Walks Program to be reviewed by Leadership on a Term by Term basis with feedback sought and improvements noted as a means of measuring success. Learning Walks are recorded centrally and feedback provided to colleagues participating in the Program Stronger use of Data eg in our PLC Program. Stronger use of existing data sets (eg PAT, etc) Our Learning Specialist (Data) in collaboration with other leaders to develop a set of protocols that PLC Groups can use in the improved use of Data. Protocols in place for Term Two and beyond. Review and further development of our PLC Program to adopt a Whole School Approach to how we teach and further improve Literacy, Numeracy; stronger use and alignment of VTLM 2.0 in our work PLC Program has a strong Whole School Approach in term of further Literacy and Numeracy Improvement with Writing (Literacy) and Worded Questions (Numeracy) to be the focus areas. Approach here to be adopted from Term One and then continued throughout the year. Progress monitored (via check in with relevant data) for further student improvement and teacher	Greater use of BSEM (use of x 3 key strategies across the College) to establish and monitor consistent and predictable classroom routines and embed our practice in this area As a staff, we went though the BSEM training in '24 and applied some of it '25. We will adopt some BSEM strategies in a Whole School Approach from the start of '26 eg the First Four and the Final Four - talks to the First Four points to follow by students at the start of every class, and the Final Four points to follow by students at the end of every class. This approach to drive consistency, predictability and routine for students from one class to the next. Monitor via a structure developed and implemented involving the Principal and Sub School Teams (Learning Walks Program can also be used to support our approach here) Approach to be monitored on a Term by Term by Principal and Sub School Teams with Staff and Students. Feedback sought on the effectiveness of approach from Staff and Students for example on a Term by Term basis. Review and make any necessary adjustments to our PSC Instructional Model so that it aligns with VTLM 2.0 As per previous Tasks, audit of the VTLM 2.0 in terms of how it applies to PSC to be conducted by Leadership with Staff Term One. Implementation with Staff (eg via KLAs, Sub Schools, etc) can occur Semester Two. A further and more specific audit of our existing PSC Instructional Model by Leadership with Staff (inc the Curriculum Committee) to commence Semester Two. Ongoing use of observations and feedback relating to BSEM and Classroom Management (eg Learning Walks, Use of Staff	Develop, embed and monitor the use of a clear and simple 'step by step' approach to classroom and student management Our 'step by step' approach already developed (with Staff input and feedback) and implemented for use from the start of 2026. Signage to be installed in all classroom and staff work areas early Term One. Embedding our 'step by step' approach will involve our Learning Walks Program as early as Term One, '26. Further embedding to be provided by Sub School Teams with Staff and via Learning Walks. Feedback sought from Students and Staff at the end of each Semester. Data such as Chronicle Entries can also be checked (eg Semester by Semester) and used by Leadership to help understand effectiveness of our new 'step by step' approach. Further develop our Staff Induction Program and associated processes to further support colleagues concerning classroom and student management practices Via Mentor and Mentee (New Staff) discussion and meetings throughout the year Dedicated Meeting Time as per the Meeting Schedule for Mentors and Mentees (New Staff) to meet and discuss Provide specific PD - PL as per the Meeting Schedule (from Term Two onwards) throughout the year Support New Staff with these classroom and management practices via Learning Walks (as early as Term One) and via regular Principal and Sub School Teams check ins throughout the year Feedback sought on a Term by Term basis from New Staff re above Term by Term Meetings with the Principal and / or Sub School Leaders to support New Staff with this work More differentiation - trial with certain KLA groups and / or PLC teams (eg including use of relevant areas of VTLM 2.0 to support the work	Investigate a Home Group Program for '27 to further develop connectedness to school Principal Team with Staff, Students and Families, to discuss, research and investigate a Home Group Program for PSC commencing in '27. Different Models to be investigated. Any Home Group Program could support and work in with existing Programs such as Passion Projects (all TBC). Discussion, research and investigation to commence at the start of Term 2 and then report in to our College Community start of Term 3 re outcome of the work here Greater use of the Maestro survey system with students Trial the Maestro survey system with a cohort of students to test its effectiveness in capturing Student Feedback. Data Learning Specialist to develop, implement and lead the Trial from the start of Semester Two, and involve key staff accordingly. Also, Principal Team with SRC Leader and Staff to discuss and develop a process to capture more student feedback on teacher practice and programs (inc VET) by the end of Semester One. Process to involve more Student Focus Groups (SRC and Other Student Groups) and include analysis and discussion of Data (eg AToSS) - process TBC. Implement the process here for Semester Two and involve Students and Staff accordingly Implement and then review the impact and success of Passion Projects (eg Survey and feedback from staff and students; attendance data; review operational considerations) As per above. Principal Team to lead the work here including checking of key data (please see above) on a regular basis through the year (Term by Term) to help determine the success of the Passion Projects

practice improvement with PLC Groups on an ongoing basis throughout the year (Term by Term).An audit to be completed of the VLTM 2.0 in terms of how it applies to PSC by Leadership through Term One. A step by step approach to then be adopted by Leadership with input from Staff and then used via Key Learning Areas and Sub Schools in terms of the VTLM 2.0 to be developed through Semester One - implementation to commence Semester Two. We (eg Leadership with Staff Teams - PLCs, KLAAs, Sub Schools, etc) measure success of implementation via feedback and further improvements in teacher practice, student learning and student behaviour on a Term by Term basis Strengthen our Staff Induction process to develop a more consistent approach, inc greater involvement of mentorsWe have reviewed and further strengthened our Staff Induction process. This work commenced at the end of '25 and will continue through '26.Regular weekly check ins with New Staff through Term One, further strengthening of expectations of Mentors has been communicated and shared, Term by Term Mentor - Mentee (New Staff) Meetings (or Check Ins) in place as per the Meeting Schedule, the Principal to Check In with New Staff more formally on a Term by Term basis, an early focus of New Staff to participate in our Learning Walks Program (Semester One) to support them with how we teach and how we manage our classrooms effectively, Staff Handbooks reviewed and shared, New Staff employed throughout the year to work through above including the regular Check Ins with Mentors and the Principal. Feedback (eg via Term by Term Surveys) of New Staff to help gauge effectiveness of our approach.	Meetings, etc) The First Four and Final Four (eg BSEM strategies) adopted and implemented from the beginning of '26. Progress here checked on a Term by Term basis by the Principal and Sub School Teams - feedback sought from Students and Staff on a Term by Term basis by the Principal Team and Sub School Leaders to check in effectiveness of our approach (Learning Walks Program also used to support approach) Further PD in Classroom Management (eg using BSEM – x 3 Key Strategies; ‘Step by Step’ Approach to Classroom Management established and used) Use of Staff Meetings and dedicated *PD-PL Sessions (*from Term 2 onwards) with Staff to further support above through the 2026. Principal Team with Sub School Leaders for example to lead the PD-PL to support above.	and to update how we teach). Provide examples that can be used by staff, further develop rubrics and student skills - more differentiation supports higher levels of engagement and less student management issuesCurriculum and Teacher Practice Leading Teacher and DI Learning Specialist to lead the work with other Leaders (eg DI Learning Specialist, KLA Leaders, etc). Discussion and strategies to be discussed supporting our approach here through Semester One. Dedicated Trial to commence with certain KLA groups and / or PLC teams Semester Two this year. Trial monitored by the Curriculum and Teacher Practice Leading Teacher and DI Learning Specialist. More strongly embed BSEM throughout the College to support and meet student needs (eg adopt and use x 3 Key Strategies from BSEM, and link more strongly to classroom and student management)Please see above for details of our work and approach here, including our ability to measure the effectiveness of our approach eg First Four, Final Four, etc	Program - Surveys to be used to gain feedback each Semester and operational considerations to be reviewed to assist with planning as we move into '27 Review Student Leadership Roles including greater fulfilment of roles by students - roles are reviewed to provide more responsibility and tasks for students with their respective rolesExisting Student Leadership Program and opportunities for Student Leaders to be reviewed by Principal Team with SRC Leader, Sub School Leaders and Students through Semester One. Recommendations from Review to be tabled and considered for the start of Semester Two - any recommendations accepted to be implemented for '27From the start of 2026, our SRC, Sub School Leaders and Staff will work to ensure that Student Leaders are provided more opportunities in which to lead in their various areas and roles - this will be checked and reviewed at the end Semester One.
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