Annual Implementation Plan - 2026

Patterson River Secondary College (8725)

Submitted for review by Daniel Dew (School Principal) on 18 November, 2025 at 10:54 AM
Awaiting endorsement by Senior Education Improvement Leader

Define actions, evidence of change and tasks

Goal 1	Maximise learning growth for all students
KIS 1.a	**Enhance teacher capacity to improve student learning outcomes**
Actions	Strengthen teacher capacity to use VTLM 2.0 and VC 2.0 aligned assessment tools and processes to improve student learning outcomes.
Evidence of change	• Teachers develop and use consistent, high-quality rubrics that are aligned to VC 2.0. • Teachers reflect on student data sets and External Assessment reports to evaluate and improve curriculum delivery. • Teachers provide students with timely and targeted feedback on areas for improvement in class and ensure students reflect on and apply this feedback.

Tasks
Teachers develop and implement consistent assessment rubrics based on VC2.0 and VTLM 2.0.
Teachers utilise student learning data to provide responsive teaching and compare their assessment.
Teachers provide useful feedback based on developed collective agreement on CATs and SACs to support students to reflect on learning and action improvement.
Teachers support Goal Setting initiative and run Student Led Conferences as a way for students to be able to discuss and reflect upon their learning.

Goal 2	Optimise student engagement and agency in learning
KIS 2.a	**Enhance teacher capacity to design instruction to foster student engagement and agency**
Actions	Strengthen consistent use of PCMS and HIWS in all classrooms.
Evidence of change	• Teachers continue to effectively manage classroom behaviours (PCMS 1-4 and HIWS 3). • Teachers demonstrate active supervision and the use of a variety of OTRs (PCMS 5-6 and HIWS 4) in their practice. • Teachers know and engage their students and encourage high attendance (HIWS 1 and 6).

Tasks
Teachers apply professional learning on PCMS and HIWS to their lessons.
Teachers actively engage in PLC cycles for PCMS/HIWS classroom practice including classroom observations and feedback.
Teachers contribute to and utilise an 'instructional playbook' with an early focus on Opportunities to Respond, PCMS, HIWS and assessment practices.
Mentor teachers apply agreed practices to monitor and support student attendance.