

School Strategic Plan Goals:	Goal 1: Maximise student learning growth	Goal 2: Optimise student wellbeing and engagement
<p><b>Continued Priority- Guaranteed and Viable Curriculum</b></p>	<p><b>KIS 1a: Strengthen Rowville Secondary College Teaching and Learning framework to align with VTLM 2.0</b></p>	<p><b>KIS 2a: Strengthen whole school approaches to high expectations including consistent implementation of Positive Classroom Management Strategies</b></p>
<p><b>Actions:</b></p> <p><b>Action 1:</b> Strengthen understanding of Victorian Curriculum 2.0 and VCAA Study Designs and how these shape curriculum planning and assessment</p> <p><b>Action 2:</b> Strengthen adherence to UbDs</p>	<p><b>Actions:</b></p> <p><b>Action 1:</b> Build teacher capability in implementing VTLM 2.0 elements of teaching through whole-school professional learning and collaborative PLC inquiry focused on Attention, Focus and Regulation (first 6 months) integrated with PCMS</p> <p><b>Action 2:</b> Establish distributed monitoring and feedback systems that support consistent implementation fidelity of the Instructional Model through learning walks, peer observations, and responsive refinement</p>	<p><b>Actions:</b></p> <p>Action 1: Build teacher capability in implementing PCMS through whole-school professional learning that explicitly connects VTLM 2.0 cognitive science with consistent classroom expectations, procedures, routines, and active supervision</p> <p>Action 2: Establish systematic monitoring and accountability structures through leadership spot walks, updated chronicles processes, BPA data analysis, and multi-stakeholder feedback loops to ensure consistent high expectations</p>
<p><b>Task</b></p> <p>Establish 2026 Course Teams to coordinate curriculum instruction and share learning resources among staff in the same subject and year level</p> <p>Strengthen planning using the UbD to ensure lower variance in the student experience</p> <p>Engage in Learning Area Meetings adjacent to the school day participating in curriculum review and refinement as per the Quality Assurance Process; collectively influence decisions about evaluating curriculum and programs</p> <p>Engage in PLC meetings adjacent to the school day to discuss problems of practice and contribute to the RSC play book of strategies designed to support responsive teaching while maintaining fidelity to the UbD</p> <p>Collaborate to further build opportunities to use formative assessments and use data to inform curriculum planning</p> <p>Implement requirements of the RSC Feedback, Assessment and Reporting framework to meet assessment, moderation and reporting requirements and deadlines</p>	<p><b>Tasks</b></p> <p>Design and deliver Semester 1 2026 Whole School Professional Learning sequence on VTLM 2.0 Attention, Focus, Regulation strategies with classroom implementation audit tools and connection to PCMS</p> <p>Establish Term 1 2026 PLC protocols and planning templates specifically focused on Attention, Focus and Regulation, including peer observation rubrics for implementation throughout 2026</p> <p>Implement termly Learning Walk schedule throughout 2026 using PCMS and VTLM 2.0 implementation tools, with transparent data sharing and celebration of progress across staff</p> <p>Engage all staff in interrogating and refining the draft Instructional Model through Learning Area collaborative sessions and whole school PD (Terms 1-3 2026), integrating 2026 learning to finalize cohesive Rowville Instructional Model 2027 with clear expectations</p> <p>Provide Learning Specialists and selected Learning Area Leaders and Leading Teachers professional learning (Term 1 2026) on conducting learning walks, instructional feedback, and facilitating evidence-based PLC discussions</p> <p>Create and maintain transparent implementation (dashboard?) throughout 2026 showing fidelity targets, PLC participation, peer observations, and survey trends, with quarterly SIT review and responsive adjustments</p>	<p><b>Tasks</b></p> <p>Design and deliver Semester 1 2026 whole-school professional learning on PCMS integrated with VTLM 2.0 Attention, Focus, Regulation, explicitly teaching 8 PCMS strategies with classroom application expectations</p> <p>Establish spot walk schedule throughout 2026 led by SIT team with other leadership members, with specific focus each time with transparent data collection and regular reporting showing progress and areas needing support</p> <p>Refine chronicles processes with House Leaders (Term 1 2026) to ensure consistent recording, timely follow-up, early intervention, and data analysis integrated with BPA monitoring throughout 2026</p> <p>Create targeted coaching support system by Term 1 2026 for teachers requiring PCMS development, including peer observations, Learning Specialist/ Instructional coaching, and demonstration classrooms</p> <p>Develop and endorse updated Statement of Expectations document (Term 1 2026) articulating high expectations, linking AIP/VTLM 2.0, clarifying professional obligations.</p> <p>Implement multi-stakeholder feedback loops throughout 2026 including termly teacher self-assessment, sub-school team reviews, and student focus groups on consistency and effectiveness</p>
<p><b>Evidence</b></p> <ol style="list-style-type: none"> <li>Completion of Scope and Sequence documents and UbDs for 100% 2026 course offerings with documented links to Victorian Curriculum 2.0 / VCAA Study Designs</li> <li>Every teacher participates in the Quality Assurance process by contributing subject-specific feedback and recommendations for curriculum refinement through designated Learning Area Teams meetings and channels, preparing documentation for 2027 implementation.</li> <li>Teachers engage with the UbD providing guaranteed skills, knowledge and understandings with low variance between classes of the same year level/subject as evidenced in observation data</li> <li>Teachers use their understanding of pedagogies connected with PCMS and VTLM 2.0 to engage in responsive teaching to ensure adjustments are made as required and visible in IEPs, observation data and any other learning support documentation.</li> </ol>	<p><b>Evidence</b></p> <ol style="list-style-type: none"> <li>Staff knowledge and beliefs: Staff Survey data shows guaranteed and viable curriculum endorsement increases from 35% (2025) to 45% by end 2026, and academic emphasis rises from 23% (2025) to 30% by end 2026, indicating strengthened collective understanding of instructional expectations</li> <li>Classroom practice consistency: 80% of classrooms demonstrate consistent PCMS routines implementation and 60% demonstrate Attention, Focus and Regulation strategies by end 2026, evidenced through learning walk data collection showing progression from baseline (2025 data)</li> <li>Collaborative professional practice: 100% of PLCs engage in structured inquiry cycles with documented peer observations (minimum 2 per teacher per year) with artefacts showing evidence-based adjustments to practice</li> <li>Student experience of learning: ATOSS stimulated learning improves from 42% to 44% indicating students experience is more engaging.</li> <li>Documented whole-school instructional model: Finalised Rowville Instructional Model 2027 is endorsed, integrating VTLM 2.0 elements and PCMS with clear non-negotiables understood by all staff</li> </ol>	<p><b>Evidence</b></p> <ol style="list-style-type: none"> <li>Universal PCMS implementation: 80% of classrooms demonstrate consistent PCMS non-negotiables (expectations explicitly taught, procedures visible, active supervision) by end 2026, measured through leadership spot walks.</li> <li>Improved learning behaviours: Chronicles data from refined 2026 system shows consistent patterns of timely follow-up and early intervention by House Leaders; BPA averages improve across year levels from Semester 1 to Semester 2 2026; trend analysis identifies students requiring targeted Tier 2 support</li> <li>Student perception of safety and consistency: AtoSS managing bullying improves from 46% to 48%, emotional regulation maintained at 68%, and student focus groups confirm understanding and consistent application of expectations</li> <li>Staff clarity and confidence: Staff Survey shows increased endorsement of behaviour expectations; coaching support records document targeted support for teachers; 100% of staff complete PCMS professional learning with evidence of classroom application</li> <li>Documented expectations framework: Updated Statement of Expectations for teachers is integrated into induction, explicitly links to AIP and VTLM 2.0, and clarifies rescue versus support for professional obligations monitoring</li> </ol>