2026 Annual Implementation Plan

for improving student outcomes

John Monash Science School (8856)

Submitted for review by Andrew Chisholm (School Principal) on 06 February, 2026 at 05:09 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 24 February, 2026 at 01:06 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Excelling			Excelling	
FISO 2.0 core elements	**Leadership**	**Teaching and learning**	**Assessment**	**Engagement**	**Support and resources**
	Excelling	Excelling	Embedding	Excelling	Excelling

Future planning for 2026	2025 has generally been a really positive year for students and staff. There have been many highlights. Measures to improve the bottom end of Chemistry and Maths Methods cohorts have been successful, transition programs have worked well and staff and parent survey results have also shown improvement. Our outreach programs continued to expand with an expanded Australian Science Fair and participation in ESV was the highest on record. We are generally tracking well against 4 year targets although some ATOSS categories have remained stagnant even though considerable work has been put in to try and improve them eg teacher concern.Although JMSS ran numerous focus sessions with students related to some areas thought to be salient over the year eg feedback, cybersafety we still need to expand our student voice work. Our revised policy on assessment has made positive inroads and our house model continues to have strong student participation.The QTR process has continued to be strength of our pedagogical practice and the VTLM model aligns closely with the JMSS Phased learning Structure.Staff completed professional learning on teaching neurodiverse students and having successful difficult conversations in 2025 with external presenters being brought in to facilitate these sessions. Staff were positive about these initiatives as well as the Atomic habits sessions provided for students. This will be extended on in 2026.

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To optimise learning outcomes for all students.	Yes	Decrease the percentage of students receiving a raw study score below 28 in Mathematics Methods from 17% in 2022 to 12% in 2027.	Amplify positive elements of the school's teaching and learning model.	
		Increase the percentage of female students successfully completing Unit 3-4 Physics from 23% of the female Year 12 cohort in 2023 to 27% of the female Year 12 cohort in 2027.	Differentiate teaching and assessment to each student's point of need.	
		Decrease the percentage of Chemistry Unit 3-4 students achieving a raw study score below 28 from 21% in 2022 to 12% in 2027.		
		Increase the positive endorsement of the AtoSS Differentiated learning challenge factor from 67% in 2022 to 72% in 2027.		
To develop healthy, happy, and resilient students.	Yes	Increase the positive endorsement of the AtoSS Teacher concern factor from 52% in 2022 to 56% in 2027.	Refine the whole school approach to student wellbeing.	
		Increase positive endorsement of the Parent Opinion Survey Parent participation and Involvement factor from 73% in 2022 to 77% in 2027.	Review the purpose and impact of assessment on student learning and wellbeing.	

		Increase the positive endorsement of the Parent Opinion Survey Confidence and Resilience Skills from 88% in 2022 to 93% in 2027.	Initiate community conversation focussing on factors impacting student resilience.	
To strengthen partnerships that support student pathways.	Yes	Increase positive endorsement of the AtoSS School stage transition factor (Years 10-12) from 77% in 2022 to 82% in 2027.	Strengthen existing partnerships with JMSS in STEM.	
		Increase the number of students participating in the Emerging Science Victoria outreach program from 285 in 2021 to 300 in 2027.		

Define actions, evidence of change and tasks

Goal 1	To optimise learning outcomes for all students.
KIS 1.b	Differentiate teaching and assessment to each student's point of need.
Actions	* Provide professional learning opportunities for staff focused on the development of differentiated summative assessments that align with VCE requirements including - assessment style, - ranking of students, and - development of indicative grades. * Support staff in proactively implementing strategies outlined in the VTLM2.0 "Enabling Learning: Enable student self-regulation and self-efficacy" * Run focus groups with randomised groups of students from year 10 to 12 to identify student understandings of differentiation in the classroom. * Investigate the possiblity of surveying a representative sample of students using the AtoSS differentiated learning questions multiple times throughout the year with the goal of analysing the data to determine if student endorsement changes throughout the year. * Incorporate peer observation and discussion of differentiated teaching into Quality Teacher Rounds peer observation.
Evidence of change	* Increase in differentiated learning endorsement in 2026 AtoSS data. * Focus group students are able to articulate what differentiated learning looks like in the classroom. * Team teaching strategies are used in the classroom to offer visible opportunities for differentiated learning. * Continue to create unit and lesson plans that offer differentiated options. * Continue to offer extension opportunities such as competitions, olympiads, extension subjects, and international

	collaboration opportunities.

Tasks	People responsible
Facilitate professional learning for staff focused on developing differentiated assessments, and on the VTLM2.0 "Enabling Learning: Enable student self-regulation and self-efficacy" .	☑ Assistant principal ☑ Leading teacher(s)
Collect student understanding of and perspectives on differentiated learning via survey and student focus groups	☑ Leading teacher(s)
Provide structured opportunites for peer observation, discussion and reflection amongst staff.	☑ Learning specialist(s)

Goal 2	To develop healthy, happy, and resilient students.
KIS 2.b	Review the purpose and impact of assessment on student learning and wellbeing.
Actions	Embed the use of the JMSS Assessment Philosophy and Practices document and develop an equivalent document for students. Seek feedback from students on current assessment practices. Increased communication to parents about the JMSS Assessment Philosophy and Practices Review how JMSS is building skills around resilience and students dealing with a lower than expected grade (how do they respond to feedback and how are they being reflective about their performance and processes)
Evidence of change	Mean across year-levels, cohorts, subjects should all be around 70. Less students experiencing 'trauma' from poor assessment results Staff become more informed about the students' perspective Less parent concern around assessment results A developed action plan around improved student resilience Mapped 'curriculum' around student development Improved relevant AToSS data 'e.g. feedback helps me learn'

Tasks	People responsible

Embed the use of the JMSS Assessment Philosophy and Practices document and develop an equivalent document for students.	☑ Assistant principal
Seek feedback from students on current assessment practices.	☑ Leading teacher(s)
Increased communication to parents about the JMSS Assessment Philosophy and Practices	☑ Principal
Review how JMSS is building skills around resilience and students dealing with a lower than expected grade (how do they respond to feedback and how are they being reflective about their performance and processes)	☑ Assistant principal

Goal 3	To strengthen partnerships that support student pathways.
KIS 3.a	Strengthen existing partnerships with JMSS in STEM.
Actions	In 2026 there are a number of actions that JMSS will implement to continue growth in this KIS. ESV programs will continue to be developed to ensure courses aligned with the latest learnings in the emerging sciences delivered out of the JMSS studio. New programs in collaboration with the Marine Mammal Foundation and Zoos Victoria will continue and the revised REx initiative will continue to attract rural students for immersion at JMSS, CSIRO and Monash University. JMSS has been successful in obtaining funding from both Monash University and the DE challenge and enrichment series to expand virtual outreach
Evidence of change	Numbers of students participating in ESV across the year is more than 300 Successful implementation of VCES virtual primary outreach Australian Science Fair expanded to include rural Victorian students Expanded collaborations with international schools in the ISSN Expanded involvement with Monash University clubs

Tasks	**People responsible**
Numbers of students participating in ESV across the year is more than 300	☑ Curriculum co-ordinator (s) ☑ Principal

Successful implementation of VCES virtual primary outreach	☑ Assistant principal
Australian Science Fair expanded to include rural Victorian students	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal
Expanded collaborations with international schools in the ISSN	☑ Leading teacher(s) ☑ Principal ☑ Teacher(s)
Expanded involvement with Monash University clubs	☑ Leadership team ☑ Leading teacher(s) ☑ Principal