2026 Annual Implementation Plan

for improving student outcomes

Yarra Hills Secondary College (8815)

Submitted for review by Cameron Woods (School Principal) on 12 March, 2026 at 05:06 PM
Endorsed by Jeremy Beard (Senior Education Improvement Leader) on 17 March, 2026 at 10:04 AM

Self-evaluation summary

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

Future planning for 2026	AttendanceGVCAssessment ScheduleVTLM 2.0 - Common Model of insturctionSWPBS - PCMS (learning walks)

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?
Improve learning growth & outcomes for all students	Yes	**NAPLAN – Benchmark growth** By 2027, the percentage of students meeting or above the NAPLAN benchmark growth from Year 7 to Year 9 will increase. 1. Reading, from 64 percent (2021) to 75 percent 2. Writing, from 58 percent (2021) to 70 percent 3. Numeracy, from 59 percent (2021) to 70 percent.	Develop and embed a guaranteed and viable curriculum and assessment framework for Years 7–10	
		NAPLAN – Proficiency Level By 2027, increase the percentage of students achieving exceeding or strong proficiency levels in NAPLAN for Year 9: 1. Reading, from [*benchmark to be set]* (2023) to *[NAPLAN target to be confirmed]* 2. Writing, from [*benchmark to be set]* (2023) to *[NAPLAN target to be confirmed]* 3. Numeracy, [*benchmark to be set]* (2023) to *[NAPLAN target to be confirmed]*	Ensure our Common Instructional Model aligns with VTLM 2.0.	
		Teacher Judgments – Growth By 2027, increase the learning growth measured by teacher judgment over 12 months from semester two to semester two, for?Year 7 to Year 10?students?achieving at or above-expected growth. 1. Reading and viewing, from 63 percent (2022) to 67 percent 2. Writing, from 67 percent (2022) to 72 percent	Embed data-informed teaching and targeted intervention to accelerate learning growth.	

		3. Number and algebra, from 59 percent (2022) to 63 percent.		
		VCE All Study Score Mean By 2027, increase the VCE all-study score mean from 26.39 (2022) to 28.		
		VCE Study Score 40+ By 2027, increase the percentage of students achieving a score of 37 or above in VCE 1. English, from 6 percent (2022) to 10 percent 2. General Mathematics (formerly Further Mathematics), from 7 percent (2022) to 10 percent 3. Mathematical Methods CAS, from 0 percent (2022) to 4 percent.		
		VCE Mean Study Score By 2027, increase the VCE mean study score across studies of VCE 1. English, from 26.62 (2022) to 28 2. General Mathematics (formally named Further Mathematics), from 29.19 (2022) to 30 3. Mathematical Methods CAS, from 21.33 (2022) to 25		
		Staff Opinion Survey (SOS) By 2027, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. 1. Academic emphasis, from 20 percent (2022) to 32 percent 2. Collective efficacy, from 28 percent (2022) to 40 percent 3. Instructional leadership, from 35 percent (2022) to 51 percent		

		4. Understand how to analyse data, from 18 percent (2022) to 30 percent.		
		Student Attitudes to School Survey (AToSS) By 2027, the positive endorsement percentage in these Student Attitudes to School Survey factors will improve: 1. Differentiated learning challenge, from 43 percent (2022) to 53 percent 2. Stimulating learning, from 30 percent (2022) to 47 percent 3. Motivation and interest, from 43 percent (2022) to 51 percent 4. Self-regulation and goal setting, from 43 percent (2022) to 51 percent.		
Improve student wellbeing and engagement.	Yes	**School Staff Survey (SSS)** By 2027, the positive endorsement percentage will improve in these School Staff Survey factors: 1. Build resilience and a resilient, supportive environment, from 30 percent (2022) to 42 percent 2. Believes student engagement is key, from 72 percent (2022) to 82 percent 3. Promotes student ownership of learning from 30 percent (2022) to 55 percent.	Strengthen student engagement and connection to school/	
		Parent Opinion Survey (POS) By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve. 1. Student connectedness, from 70percent (2022) to 78 percent 2. Confidence and resiliency skills, from 63percent (2022) to 67 percent 3. Student motivation and support, from 55percent (2022) to 59 percent	Build staff capacity to support student learning from their point of need.	

		4. Student agency and voice, from 68 percent (2022) to 70 percent.		
		By 2027, decrease the percentage of students with 20 or more days absent, from 43 percent (2022) to 35 percent.	Embedding and scaling high-impact, consistent classroom practices to strengthen engagement and learning	
		By 2027, the percentage of students who continue education past year 12 will increase from 40.7 percent to 60 percent.		

Define actions, evidence of change and tasks

Goal 1	Improve learning growth & outcomes for all students
KIS 1.a	Develop and embed a guaranteed and viable curriculum and assessment framework for Years 7–10
Actions	Complete documenting of curriculum for Years 7-10 Review Assessment practices & protocols
Evidence of change	Unit Plans are completed Scope & Sequence are completed Lesson Plans are completed Assessment practices & protocols guide for Years 7-10 is completed Assessment practices & protocols guide for Years 11-12 is completed Assessment practices & protocols are integrated into new curriculum planning Relevant PL and training and capacity-building is undertaken

Tasks	**People responsible**
Complete Unit Planning documentation or Years 7-10	☑ Assistant principal ☑ KLA leader ☑ School improvement team ☑ Teacher(s) ☑ Teaching and learning coordinator
Complete Scope & Sequence documentation or Years 7-10	☑ Assistant principal ☑ KLA leader ☑ Teaching and learning coordinator
Complete Lesson Plan documentation or Years 7-10	☑ Assistant principal ☑ KLA leader

	☑ Teacher(s) ☑ Teaching and learning coordinator
Finalise & begin implementation of a college-wide assessment practices & protocols guide	☑ Assistant principal ☑ KLA leader ☑ School improvement team ☑ Teacher(s) ☑ Teaching and learning coordinator

KIS 1.b	Ensure our Common Instructional Model aligns with VTLM 2.0.
Actions	Review and finalise our Common Instructional Model to align with VTLM 2.0.
Evidence of change	Common Instructional Model is reviewed and approved for implementation in 2027. Planning and preparation undertaken for implementation of the revised Common Instructional Model is undertaken.

Tasks	**People responsible**
Initiate a working party to review and finalise a Common Instructional Model to aligned with VTLM 2.0	☑ Assistant principal ☑ School improvement team ☑ Teaching and learning coordinator
Planning for implementation of the revised Common Instructional Model.	☑ Assistant principal ☑ KLA leader ☑ Teaching and learning coordinator

KIS 1.c	Embed data-informed teaching and targeted intervention to accelerate learning growth.
Actions	Improve learning outcomes and growth through targeted programs. Develop explicit teaching and learning routines.

Evidence of change	Improvement in NAPLAN results. Improvement in PAT results. Data from Learning Walks, and 'spot checks'. Lesson plans and Unit plans use an explicit-teaching framework. Improved positive classroom climate. Change in teachers' practice and routines.

Tasks	**People responsible**
Continue with the whole-school Learning Walks program.	☑ Assistant principal ☑ Principal ☑ School improvement team
Refine and embed the VCE Improvement Action Plan	☑ Assistant principal ☑ Leading teacher(s) ☑ Teacher(s)
Refine and implement a NAPLAN Action Plan	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Numeracy leader ☑ Teacher(s)

Goal 2	Improve student wellbeing and engagement.
KIS 2.a	Strengthen student engagement and connection to school/
Actions	Strengthen whole-school wellbeing systems to provide preventative and early intervention supports for students
Evidence of change	AtoSS data SWPBS Minor and Major Data

	DISS data Year 7 Wellbeing survey Resilient Youth Survey data Referral numbers to Wellbeing

Tasks	People responsible
Deliver a whole school wellbeing program across Year 7 – 12.	☑ Assistant principal ☑ Homegroup teachers ☑ Mental health and wellbeing leader ☑ School improvement team ☑ Student wellbeing co-ordinator ☑ Sub school leader/s ☑ Teacher(s) ☑ Wellbeing team ☑ Year level co-ordinator(s)
Embed a clear referral pathway, with clear processes for coordinated student support involving Welling, YLCs and Inclusion Teams.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Student wellbeing co-ordinator ☑ Wellbeing team ☑ Year level co-ordinator(s)
Strengthen the Wellbeing calendar to ensure preventative health and wellbeing programs are delivered to all year levels across the year.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Student wellbeing co-ordinator ☑ Wellbeing team

KIS 2.b	Build staff capacity to support student learning from their point of need.
Actions	Strengthen school-wide processes and staff capability to identify students requiring additional support and implement, document and monitor reasonable adjustments.
Evidence of change	Lesson planners contain documented adjustments and provided work samples for students Professional Learning Learning Walks Tier 3 student profile pages -------- Student Profiles and data support the NCCD data collection Professional Learning ? Feedback from staff on clarity and confidence in planning and documenting adjustments? Case management meeting notes. Audit records -------- Data and Student profiles are used to inform teacher planning Case management system and processes for DIP applications

Tasks	People responsible
Develop and deliver staff training and practical reference materials to build teacher and ES capability to identify student needs and document reasonable adjustments, behaviour supports and wellbeing supports in a consistent format.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support
Establish consistent whole-school processes for NCCD and Disability Inclusion Profile (DIP) documentation, evidence collection, case management and monitoring of student adjustments.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support

Implement a systematic process to identify, assess and prioritise students who may be eligible for Disability Inclusion Profile (DIP) applications.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support ☑ Sub school leader/s ☑ Teacher(s)

KIS 2.c	Embedding and scaling high-impact, consistent classroom practices to strengthen engagement and learning
Actions	Improve whole-school student attendance Embed a SWPBS Framework
Evidence of change	Staged Response to absences Matrix completed Professional Learning staff records Middle Years Action Plan --- Behaviour Zone Matrix completed SWPBS Meeting Minutes with Coach Learning Walks program is undertaken, its data analysed, and feedback given to staff

Tasks	**People responsible**
Develop and Implement a Staged response to student absences	☑ Assistant principal ☑ Data leader ☑ Sub school leader/s ☑ Teacher(s) ☑ Year level co-ordinator(s)
Provide professional learning for teaching staff regarding the monitoring, recording and supporting of student attendance.	☑ Assistant principal ☑ Data leader ☑ Sub school leader/s

Implement a Year 10 Certificate focused on student learning and attendance achievements	☑ Assistant principal ☑ Data leader ☑ Sub school leader/s ☑ Year level co-ordinator(s)
Continue with the whole-school Learning Walks program.	☑ Assistant principal ☑ Leadership team ☑ Teacher(s)