2026 Annual Implementation Plan

for improving student outcomes

Vermont Secondary College (8420)

Submitted for review by Aidan Message (School Principal) on 03 December, 2025 at 08:23 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 27 January, 2026 at 11:02 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**
	Excelling	Evolving	Embedding	Embedding	Excelling

Future planning for 2026	Overall, the school has had a positive year of improvement which is reflected in a number of our 4-year goals, targets and KIS. Student outcomes across the school continue to be strong reflected in our VCE and NAPLAN results. Some of the other data sets have not yet started to move, but this is not unexpected as the cultural and practice changes required to see improvement will take longer than one year. SIT was successful in 2025 in developing a shared understanding around VTLM 2.0 and the concepts and research that underpins the sciences of learning. The culmination of which is the new VSC Instructional Model.In 2026 we will build on this through an implementation phase. We will work through the sequence of building knowledge and defining practice to support full implementation in 2027/28. Implementation of the VSC Instructional model, when combined with the ongoing work of the School Improvement Team, PLCs, Learning Area, House, Wellbeing, Pathways and Disability Inclusion Teams will address the six SSP Key Improvement Strategies in 2026.As the Lead Learners in our school, each member of SIT will work with Aidan Message (Assistant Principal) to develop an individualised professional learning plan. Over a series of discussions throughout the year, members of SIT will be supported to:- Identify goals and areas for professional growth- Create an individualised plan to support the achievement of these goals- Access professional development appropriate to their goals- Reflect on enablers and barriers to success in order to best mobilise available school resources- Celebrate the growth that occurs in the pursuit of their goals Members of the SIT will also contribute to the achievement of our school-wide strategic planning goals by leading a PLC (Learning Team) in order to

	support the implementation of our Instructional Model. The objective of PLCs in 2026 is to support the achievement of our Strategic Planning Goals by an environment of collaborative professionalism (Hargreaves & O'Conner, 2018) that improves student outcomes. This is through an approach that:- Maintains a curious approach to improving teaching and learning- Supports the implementation of the new Vermont Secondary College Instructional Model- Augments trust and collaboration across the school- Facilitates engagement with mechanisms for improvement through Learning Partnerships, Learning Walks and Classroom Observations- Develops workplace psychological safety and interpersonal trust- Creates a formal mechanism to support a speak-up culturePartication in the PLC will constitute completion of the 'Statement of Expectation' pathway for the purposes of the Professional Development Plan (PDP) process. This process will assist the school to achieve its goals whilst providing an opportunity for individual growth in terms of leading and contributing to change and building a school culture that is meaningful and impactful. We will model behaviours around the use of research, collaboration, Learning Walks, Classroom Observations and the use of data and data collection to drive school improvement.The work of SIT and the PLCs will be augmented by our high-quality individual teachers, and collaborative Learning Area, Subject and Year Level teams who will be supported to continue their outstanding work in ensuring our students achieve high levels of learning growth and ultimately achievement through focussed meeting Whilst the deterioration in our targeted Staff Opinion Survey results is concerning. A process to respond to this has been initiated through communication with staff, the collection of detailed feedback, and the design of internal professional learning, reporting and response embedded within Staff Meetings, PLCs and the SIT.

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?
Optimise the learning progress and achievement of every student.	Yes	By 2028, maintain a VCE All Study Mean Score and All English Study Mean Score of 32.0 (2023).	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.	Yes
		By 2028, increase the completion rate for all VCE/VET from 85% (2023) to 100% and maintain the VCE VM completion rate at 100% (2024).	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.	Yes
		By 2028, increase the percentage of students in the NAPLAN Exceeding proficiency: • Year 9 Reading from 34% (2024) to 40% • Year 9 Numeracy from 20% (2024) to 30%.	Enhance the development and application of authentic opportunities for student voice and learner agency both within and outside of the classroom.	Yes
		By 2028, increase the percentage of students achieving above expected growth in teacher judgement, against the Victorian Curriculum, for Years 7 and 8 students in Reading from 29% (2024) to 35%.		
		By 2028, increase the percentage positive endorsement for the following AtoSS factors: • Student voice and agency overall from 36% in 2024 to be at or above 45% by 2028.		

		○ The statement in the student voice and agency measure 'At this school, I help to decide things like class activities or rules' from 19% (2024) to 30% ○ The statement in the student voice and agency measure 'I have a say in the things I learn' from 31% to 39% • Differentiated learning challenge from 55% in 2024 to 63%.		
Enhance wellbeing outcomes for all students.	Yes	By 2028, reduce the percentage of equity funded students with 30+ days absence from 27% (2024) to 11%.	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.	Yes
		By 2028, increase the percentage positive endorsement to the AtoSS factors: • Respect for diversity from 41% (2024) to 51% • Teacher concern from 27% (2024) to 36% • Self-regulation and goal setting from 58% (2024) to 66%.	Increase active student engagement and self-regulation through the implementation of the revised instructional model.	No
		By 2028, increase the percentage positive endorsement to the Staff Opinion Survey (SOS) for: • Parent and community involvement from 61% in 2024 to 69% • Shielding and buffering from 55% in 2024 to 63% • Instructional Leadership from 63% in 2024 to 71% • Staff psychological safety from 48% in 2023 to 56%.	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.	Yes

Define actions, evidence of change and tasks

Goal 1	Optimise the learning progress and achievement of every student.
KIS 1.a	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
Actions	The Learning and Teaching Team, Learning Area Leaders, Learning Area, Subject and Year Level Teams will be provided with significant time within the meeting planner in 2026 and clear guidance and professional development in order to undertake: • Curriculum mapping and compliance (Ongoing) • Curriculum development in line with our Instructional Model, VTLM 2.0 and the sciences of learning • The refinement of assessment practices (to be efficient and impactful) and the development of rubrics • Cross-marking and moderation • The use of student data to inform curriculum development and delivery • The development of Learning Tasks • The refinement of reporting processes and practices Individual Learning Area/Subject Teams will be accountable to Learning Area Leaders and the Learning and Teaching Team.
Evidence of change	Learning Area Leaders and Teams will have improved understanding of curriculum mapping, compliance and assessment obligations. Improved curriculum that draws on student data to align Tier 1 instruction and considers cognitive load. Practices around assessment will continue to be standardised and the use of rubrics will be further developed to support to provision of high-quality feedback, accuracy in teacher judgements against the Victorian Curriculum (2.0) and increased student agency. Increased accuracy of teacher judgements will be supported by increased frequency of cross-marking and moderation. Increased frequency and quality of teacher collaboration in the development of curriculum and assessment.

	Increased frequency of feedback to families and students though the publishing of Learning Task results in Compass as tasks are completed rather than end of term and semester reports only. Improved clarity and consistency in provision of feedback to Senior Students through the use of Learning Tasks in Compass to publish SAC results as they are completed. Increase the percentage of students achieving above expected growth in teacher judgement against the Victorian Curriculum for students: In Year 7 Reading and Viewing to 20% and in Year 8 Students to 25%. In Year 7 Number and Algebra from 17% and in Year 8 Students to 37%.

Tasks	**People responsible**
AP (Learning and Teaching) and Head of Learning and Teaching (LT) to develop guidance, process for monitoring and professional development resources to support Teams to effectively undertake priority work (as outlined above).	☑ Assistant principal ☑ Leading teacher(s)
Learning Area Leaders (in liaison with L & T Team) to identify priority areas and assign teaching staff to appropriate teams, identify team leaders and monitor progress.	☑ Leading teacher(s) ☑ Learning specialist(s)
Staff within Teams complete the identified priority work (as outlined above), participate in relevant professional learning and contribute to ongoing progress monitoring.	☑ Teacher(s)
Learning Area Leaders and Learning & Teaching Team monitor progress of teams to support the development of a culture of accountability.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)

KIS 1.b	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.

Actions	Build teacher capability to provide high quality evidence-based instruction through the introduction of our new VSC Instructional Model (informed by the VTLM 2.0). This will be through staff professional development and a revised approach to collaboration through School Improvement Team (SIT) led Professional Learning Communities (PLCs).
Evidence of change	PLCs will have a renewed focus on teaching practice that augments school-wide collaborative professionalism underpinned by an improved sense of psychological safety and interpersonal trust. All teaching and classroom staff will have a clear and shared understanding of the revised VSC Instructional Model and associated VLTM practices. All teaching staff will have reflected on the impact of changes to teacher practice through the implementation of strategies associated with the revised instructional model. Maintain a VCE All Study Mean Score and All English Study Mean Score of 32.0. Increase the completion rate for all VCE/VET to 92% and increase the VCE VM completion rate to 100%. Increase the percentage of students in the NAPLAN Exceeding proficiency: - Year 9 Reading to 37%. - Year 9 Numeracy to 30%.

Tasks	**People responsible**
PLC planner and associated materials to be developed to guide SIT's leadership of PLCs.	☑ Assistant principal
Professional learning provided to SIT to ensure consistency and fidelity across PLCs whilst building the capacity of SIT to act as instructional coaches.	☑ Assistant principal
SIT to lead PLCs through two improvement cycles focused on improving teacher practice through the use of the revised Vermont SC Instructional Model.	☑ Leading teacher(s) ☑ Learning specialist(s)
Teachers engage in two improvement cycles (including Learning Walks and Classroom Observations) focused on improving student outcomes through changes of teacher practice.	☑ Teacher(s)

Whole School Professional Learning delivered to build a shared understanding of the Elements of Learning and the Elements of Teaching that underpin the VSC Instructional Model and VTLM 2.0.	☑ Assistant principal ☑ Leading teacher(s)
Targeted Professional Learning delivered through Learning Area Leader, Student Services Leader and Learning Area Teams focussed on Planning and Enabling Learning.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)

KIS 1.c	Enhance the development and application of authentic opportunities for student voice and learner agency both within and outside of the classroom.
Actions	Embed the whole-school practice of co-authoring Classroom Learning Agreements across the school. Refine the use of student focus groups to interpret and respond to the Student Attitudes to School Survey. Expand the use of developmental rubrics and Learning Tasks (detailed in KIS 1.a) to support learner agency. Implement the actions outlined in the Vermont SC Career Education Action Plan.
Evidence of change	School-wide development of Classroom Learning Agreements. Improved understanding of Student Attitudes to School Survey in order to inform school programs and activities. Increase the percentage positive endorsement for the following AtoSS factors: - Student voice and agency overall to 41% (2026). - The statement in the student voice and agency measure 'At this school, I help to decide things like class activities or rules' to 26% - The statement in the student voice and agency measure 'I have a say in the things I learn' to 35%. - Differentiated learning challenge to 59%. Career Education embedded in Years 7 & 9 curriculum. Increased participation in Work Experience at Years 9 & 10.

Tasks	**People responsible**

Professional Learning and briefings on Learning Agreements.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)
Use of Classroom Learning Agreements in all classes.	☑ Teacher(s)
Tasks as detailed in the Career Education Action Plan. - embedding Career Education within the curriculum. - increasing participation in Work Experience in Years 9 & 10.	☑ Assistant principal ☑ Careers leader/team ☑ Leading teacher(s)
House Teams to run student focus groups to analyse the Attitudes to School Survey to inform House Programs and areas for school improvement.	☑ House leaders

Goal 2	Enhance wellbeing outcomes for all students.
KIS 2.a	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Please see the above. The HIWS are integrated within the revised VSC Instructional Model and will be implemented and embedded in alignment with this model. Professional Learning to be delivered associated with the Planning and Enabling Learning phase of the Instructional Model.
Evidence of change	Increase the percentage positive endorsement to the AtoSS factors: - Respect for diversity to 45%. - Teacher concern to 33%. - Self-regulation and goal setting to 62%.

Tasks	**People responsible**

Deliver professional learning on routines, cultural diversity, language use and classroom behaviour as part of the VSC Instructional Model implementation.	☑ Assistant principal ☑ Leading teacher(s)

KIS 2.c	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.
Actions	Maintain focus on attendance for Equity funded students through the Wellbeing and House Teams. Create a new ES role (House Support Worker). Part of role to focus on priority cohorts (such as Equity Funded Students) to improve monitoring and early intervention to improve attendance. Maintain regular review of wellbeing/social-emotional/health programs by the Wellbeing and Health & Physical Education (HPE) teams to ensure efficacy, alignment with the curriculum and Respectful Relationships priorities.
Evidence of change	Reduce the percentage of equity funded students with 30+ days absence to 19%. Continue to ensure that programs delivered using the Mental Health Fund meet student needs, align with school priorities, address priorities as identified through the Respectful Relationships program and support and augment classroom instruction through the HPE curriculum.

Tasks	**People responsible**
Appoint the House Support Worker and refine the Role Description and Schedule of Work to ensure alignment with school priorities.	☑ Assistant principal
Maintain the process of regularly reviewing the Mental Heath Fund programs.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Wellbeing team
Closely monitor attendance of priority cohorts, including Equity Funded students. Build relationships with and resource families whilst identifying opportunities for early intervention.	☑ Assistant principal ☑ Wellbeing team