

2026 Annual Improvement Plan

Vision

To strengthen the sense of belonging within the school, resulting in improved wellbeing and high levels of engagement and learning for all students.



Explicit Improvement Agenda 2026

We will drive improvement through a high-expectations culture supported by data-informed decision making, consistent language and processes, and collaborative professional practice.



Curriculum for Dynamic Pathways

Priority: Establish consistent curriculum planning, documentation, moderation and review processes.

Actions

- Embed a consistent moderation practice across the school.
- Write units and assessment in the agreed-upon template.
- Review the whole-school curriculum map each semester.
- Develop a school-wide system for student feedback on curriculum.
- Review Year 9 and 10 changes for validity using behaviour, effort, achievement, attendance data and student voice.

2026 Targets

- A–C LOAs \geq 85%.
- A–B LOAs \geq 45%.
- Consistent schoolwide moderation each term, with artefacts produced and reviewed.
- All units and assessments use the agreed template by end of 2026.
- Whole School Curriculum Map updated each semester.
- Student curriculum feedback system trialled in Semester 1 and implemented in Semester 2.
- Year 9 and 10 curriculum review completed, informed by relevant data.



A Culture of Learning

Priority: Embed Belonging and Wellbeing Framework to strengthen psychological safety.

Actions

- Source or develop, a student wellbeing survey for each year level.
- Survey all students to collect pre and post student wellbeing data, at key junctures of each term.
- Implement a student wellbeing program for all year levels.
- Analyse the Student Engagement and Wellbeing Survey data and design Tier 1 and 2 interventions for groups or implement individualised Tier 3 interventions
- Develop and trial Universal data-gathering tools and processes embedded in the whole school case management across Attendance, Academic, Behaviour and Wellbeing categories to identify students requiring Focused and/or Intensive support.
- Develop and trial a whole school case management referral process for each category.

2026 Targets

- Wellbeing surveys developed by Term 1 and delivered pre/post each term to monitor wellbeing trends.
- Major behaviours \downarrow 10%
- Positive behaviours \uparrow 10%
- Tier 1 data-gathering tools developed and trialled across Attendance, Academic, Behaviour and Wellbeing.
- Referral processes developed and trialled across all categories for timely intervention.
- Case management model trialled in Years 8 and 11 in Term 2 to inform whole-school implementation.



Quality Teaching

Priority: Embed high-yield pedagogical practices and strengthen positive learning culture.

Actions

- Utilise consistent, universal high-yield skills and pedagogical practices to promote positive student-staff relationships and create a sense of belonging in the classroom (Fisher Belonging Framework and 4D).
- Build staff belonging through development of a universal understanding of the dimensions and benefits of belonging via standing agenda items in faculty and staff meetings.
- Facilitate opportunities for teachers to reflect on their own professional practice.
- Enable collaborative capability development through classroom visits focused on prioritising differentiation to minimise learning gaps and improve student outcomes.

2026 Targets

- All teachers use data to inform pedagogical choices to improve student success, engagement and behaviour.
- 60% of students with an EPA \geq 4.0
- 60% of students with an EPA \geq 4.0
- Effort A–C \geq 95%
- Behaviour A–C = 100%
- Improved School Opinion Survey results in key engagement items.
- 100% of staff engage in Collaborative Capability Development.
- 100% of staff access whole school professional development.
- Increased enactment of universal high yield strategies (Belonging Framework, 4D, differentiation)