

2026 Annual Implementation Plan



Improving Student Wellbeing Outcomes

Key Improvement Strategy 2 a

Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.



Action 1:

Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement.



Action 2:

Strengthen the whole school approach to social and emotional learning.



Key Improvement Strategy 2 b

Activate student voice, agency and leadership to strengthen student participation and engagement in learning.



Action 1:

Develop, document and implement a whole-school approach to improve school connectedness and strengthen student engagement.



Action 2:

Strengthen student voice and leadership structures to increase authentic participation and agency.

Tasks:

- Design and implement a Classroom Focus Meetings (CFM) framework to build staff capacity in Tier 1 strategies to improve student learning, wellbeing and engagement.
- Develop a scope and sequence, aligned with the PCMS and linked to the ES and TCH PP session focuses.
- Develop and document a whole-school integrated Personal & Social capabilities curriculum which incorporates the health curriculum, RRRR curriculum and SWPBS expected behaviours.
- Review and refine processes for identifying and responding to students requiring Tier 2 or 3 interventions.

Tasks:

- Develop a documented Buddy Program framework that outlines clear selection criteria, designated staff responsibilities, and the required skills to be explicitly taught to students.
- Review, refine and monitor the 'Play with Me' program to enhance the teaching and reinforcement of pro-social behaviours within classroom and playground contexts.
- Review and strengthen SRC and assembly leadership processes while promoting the growth of further student-led initiatives across the school.

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Improving Student Learning Outcomes

Key Improvement Strategy 1 b

Develop, document and embed an agreed instructional model for literacy.



Action 1:

Build educators capacity in Literacy assessment to identify and meet student's individual learning needs, with a focus on phonics.

Tasks:

- Develop and implement a moderated teacher judgement framework.
- Leaders develop and deliver professional learning and collaborative planning with a focus on assessment and meeting student individual learning needs.
- Develop a MTSS for the delivery of professional learning to guide targeted learning.
- Leaders participate in learning walks, observing how planning is being implemented into practice, to inform future planning.
- Develop whole school unit plans based on the Wayi School Phonics Program and VLP's to assist teachers in focusing their planning time on assessment and individual learning needs.



Key Improvement Strategy 1 c

Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment.



Action 1:

Strengthen capabilities of teacher to implement the VTLM 2.0.

Tasks:

- Middle leader/s to attend professional learning on the VTLM 2.
- Embed the VTLM 2.0 through the PLC inquiry cycles.
- Embed peer observations through the PLC cycles focused on the VTLM 2.0.
- Develop handbooks for Senior Secondary and Careers and Pathways to have clear and consistent expectations and availability of programs.
- Connect, create and extend community and professional partnerships for the Careers and Pathways Program and Senior Secondary Classroom.



Action 2:

Further develop and document the Senior Secondary and Careers and Pathways programs to widen student opportunities for learning.