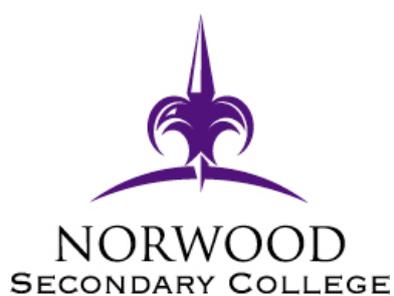


# 2026 Annual Implementation Plan

## for improving student outcomes

Norwood Secondary College (8185)



Submitted for review by Jacqueline Harris (School Principal) on 02 February, 2026 at 01:36 PM  
Endorsed by Patricia Fahy (Senior Education Improvement Leader) on 04 February, 2026 at 10:07 AM

## Self-evaluation summary

<b>FISO 2.0 outcomes</b>	<b>Learning</b>			<b>Wellbeing</b>	
	Embedding			Excelling	
<b>FISO 2.0 core elements</b>	<b>Leadership</b>	<b>Teaching and learning</b>	<b>Assessment</b>	<b>Engagement</b>	<b>Support and resources</b>
	Embedding	Evolving	Embedding	Embedding	Embedding

<b>Future planning for 2026</b>	Throughout our SIT teams, Norwood has made significant progress towards achieving its school goals, with data consistently showing improvement across key areas of teaching and learning. This collaborative work has strengthened classroom practice, enhanced student engagement, and informed evidence-based decision making. Looking ahead to 2026, our next stage of development will concentrate on building staff expertise in the Victorian Curriculum 2.0 and VTLM 2.0, ensuring these frameworks are embedded into everyday practice and drive the next phase of growth for our students.
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## 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?
Enhance learning growth for all students	Yes	By 2029, increase or maintain the percentage of Year 9 students achieving in the strong and exceeding proficiency in NAPLAN in: a. Reading at 76% (2024) b. Writing at 71% (2024) c. Numeracy from 70% (2024) to 72%.	Further develop and embed the school's instructional approaches to ensure universal best practice in alignment with VTLM 2.0	Yes
		By 2029, increase or maintain the percentage of Year 9 students (same school) achieving high or medium growth in NAPLAN in: a. Reading from 69% (2025) to 75% b. Writing at 80% (2025) c. Numeracy at 79% (2025)	Further strengthen and enhance the school's approach to inquiry cycles, including PLCs, using assessment and evidence to inform and evaluate teaching and learning	Yes
		By 2029, maintain the senior school completion rates in: a. VCE at 97% (2024) b. VCE-VM at 97% (2024)	Enhance the instructional leadership and capacity of all staff to foster collective responsibility and strengthen collaboration.	No
		By 2029, the percentage of study scores will increase: a. 37 or above will increase from 12.44% (2024) to 14%. b. 40 or above will increase from 5.7% (2024) to 8%.		
		By 2029, increase the VCE all study score median from 29 (2024) to 30.		

		<p>By 2029, increase the VCE mean study score across studies of VCE English:</p> <ul style="list-style-type: none"> <li>a. English from 29 (2024) to 30</li> <li>b. Literature from 26 (2024) to 28</li> </ul>		
		<p>By 2029, increase the VCE mean study score across studies of VCE Mathematics:</p> <ul style="list-style-type: none"> <li>a. General Maths from 29.27(2024) to 30</li> <li>b. Mathematics Methods (CAS) from 28.4 (2024) to 29</li> <li>c. Specialist from 26.5 (2024) to 27.</li> </ul>		
		<p>By 2029, the positive percentage endorsement rate will improve or be maintained in the School Staff Survey factors.</p> <ul style="list-style-type: none"> <li>a. Instructional Leadership at 71% (2024)</li> <li>b. Academic emphasis from 38% (2024) to 43%</li> <li>c. Collective efficacy from 56% (2024) to 60%</li> <li>d. Use evidence to inform practice from 73% (2024) to 75%</li> <li>e. Use of student feedback to inform teaching practice from 58% (2024) to 62%.</li> </ul>		
		<p>By 2029, the positive percentage endorsement rate will be maintained or improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>a. Stimulating learning at 60% (2024)</li> <li>b. Differentiated learning challenge at 63% (2024)</li> <li>c. Motivation and interest from 54% (2024) to 58%.</li> </ul>		
Optimise the engagement and	Yes	By 2029, the percentage of 7-12 students with 20 or more days absent will decrease from 42 percent (2024) to 38 percent.	Adopt a multi-tiered school wide approach to enable a positive	Yes

wellbeing of every student.			climate for learning and enhance school connectedness.	
		<p>By 2029, the positive percentage endorsement rate will be maintained or improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>a. Managing bullying from 55% (2024) to 59%</li> <li>b. Sense of connectedness from 54% (2024) to 58%</li> <li>c. Student voice and agency from 43% (2024) to 50%</li> <li>d. Teacher concern from 38% (2024) to?42% and reduce not positive from 44% (2024) to 36%</li> <li>e. Advocate at school at 67% (2024)</li> <li>f. Attitudes to attendance from 77% (2024) to?80%.</li> </ul>	Strengthen student aspirations, resilience and wellbeing capabilities through evidence-based programs 7-12.	No
		<p>By 2029, the positive percentage endorsement rate will improve in the Parent/Caregiver/Guardian Opinion Survey factors.</p> <ul style="list-style-type: none"> <li>a. Managing bullying from 71% (2024) to 75%</li> <li>b. Teacher communication from?62?% (2024) to?66%</li> <li>c. Student motivation and support from?57% (2024) to?61%</li> <li>d. General school satisfaction from 79% (2024) to 82%.</li> </ul>	Enhance the whole school approach to careers education by integrating career development activities across the curriculum and providing targeted support for students to explore and plan their career pathways through My Career Exploration, My Career Insights, and My Career Portfolio.	Yes

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Enhance learning growth for all students	
<b>KIS 1.a</b>	Further develop and embed the school's instructional approaches to ensure universal best practice in alignment with VTLM 2.0	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Build staff capacity to embed the elements of learning in all classrooms</li> <li>2. Build staff capacity to incorporate the High impact teaching strategies across the curriculum</li> </ol>	
<b>Evidence of change</b>	<ol style="list-style-type: none"> <li>1. Improved knowledge and skills for coaches by completing Step Lab Coaching Course in 2026.</li> <li>2. Learning Walks and Walkthrough data will show teachers consistently reinforcing classroom procedures to enhance student attention, focus and regulation.</li> <li>3. Teachers demonstrate improved ability to implement new strategies to improve students ability to recall and retain information.</li> <li>4. Learning walks and walkthrough data will show an increased and consistent presence of VTLM-aligned practices.</li> <li>5. Students in the NAS category on NAPLAN in Yr 9 will decrease: Reading from 9 to 6, Writing from 8 to 5 and Numeracy from 10 to 7</li> </ol>	
<b>Tasks</b>	<b>People responsible</b>	
High Impact Teaching School Improvement Team will be created and will lead whole school professional development on the Elements of Learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	

HIT SIT Will undertake professional development, (Nathanial Swain)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team
HIT SIT will conduct and facilitate learning walks and peer observations in term 2 & 3	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team
KLA leaders will allocate use meetings to lead the implementation of the elements of learning within their lesson plans	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader
Teachers provide multiple checkpoints for mastery, demonstrated through exit tickets, quick quizzes, or mini formative tasks across all KLAs.	<input checked="" type="checkbox"/> All staff
Middle years literacy engagement PLC will lead staff to incorporate HITs with a focus on literacy skills development.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders
<b>KIS 1.b</b>	Further strengthen and enhance the school's approach to inquiry cycles, including PLCs, using assessment and evidence to inform and evaluate teaching and learning
<b>Actions</b>	1.Strengthen the capability of middle leaders to effectively lead PLCs

	2. Build teachers' capacity to use data to make informed decisions centred around our inquiry cycles	
<b>Evidence of change</b>	<p>1. PLC agendas/minutes show that teachers are monitoring the impact of teaching through a PLC cycle that improves teacher practice in using consistent formative assessment to refine practice and identify students who need support.</p> <p>2. Feedback from PLC members show positive reflections on PLC leadership and indicate increased coherence across PLCs</p> <p>3. As part of the VCE Data Conversations, VCE teacher reflection sheets will demonstrate an understanding of strategies that can be used to support students to improve their results.</p> <p>4. Learning Walks and Walkthrough data will show improved teacher responsiveness, in the use of appropriate strategies, to support students identified as Needing Additional Support in Maths and English classes.</p> <p>5. A review of Junior Mathematics Lesson Plans on Compass will show an increasing use of the Victorian lesson plans and now include formative assessments in the 'Motivate' phase to check recall and retention.</p>	
<b>Tasks</b>	<b>People responsible</b>	
AP Teaching & Learning will provide PLC focused professional learning for our current and new facilitators in term 1 and continue throughout the year.; strengthened by support from other members of the Leadership Team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	
Our Director of Data and Performance and Learning Specialists will continue to upskill staff to optimise their understanding and use of student data profiles and raise awareness of students who are in the NAS category on NAPLAN and to provide intervention strategies that support literacy and numeracy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
LS/APs & Head of year 12 will conduct VCE data conversations in term 1 & 3 with Year 12 teams to find areas of improvement which can be used for backwards planning that supports VCE improvement.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leading teacher(s)	

<p>Our LS &amp; Head of Mathematics will continue to show Maths staff the updated victorian lesson plans to help support their inquiry cycles.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>
<p>Staff will continue to use PIVOT to help them collect data to inform teaching practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Data leader</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>
<p>Schedule and organise a PLC showcase at the end of the year for facilitators and groups to present learnings and outcomes</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>
<p><b>Goal 2</b></p>	<p>Optimise the engagement and wellbeing of every student.</p>
<p><b>KIS 2.a</b></p>	<p>Adopt a multi-tiered school wide approach to enable a positive climate for learning and enhance school connectedness.</p>
<p><b>Actions</b></p>	<ol style="list-style-type: none"> <li>1. Build staff capacity in their understanding of High Impact Wellbeing Strategies to ensure a consistent approach across the school</li> <li>2. Strengthening the whole school application of consistent classroom protocols</li> </ol>
<p><b>Evidence of change</b></p>	<p>AtoSS - To see improvement in the following measures:</p> <ul style="list-style-type: none"> <li>* Increase Teacher Concern by 2% , from 50% to 52%.</li> <li>* Increase Respect for Diversity by 2%, from 58% to 60%.</li> <li>* Increase Student Voice and Agency by 2%, from 55% to 57%.</li> </ul>

	<p>* Increase Effective Classroom Behaviours by 2%, from 69% to 71%.</p> <p>* Increase Managing Bullying by 2%, from 66% to 68%.</p> <p>* Seek student feedback through student focus groups.</p> <p>To reduce the percentage of students with 20+ days of absence from 33% in 2025 to 31% in 2026</p>
Tasks	People responsible
Continuation of the Positive Classroom SIT Team, alongside the Leadership Team, to support staff to embed the classroom protocols and classroom roadmap.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Building staff efficacy in implementing the High Impact Wellbeing Strategies through professional learning (SIT)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal
Review and strengthen the induction process for new staff to Norwood (Learning Specialists)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)

		<input checked="" type="checkbox"/> Principal
Embedding our five stage approach to attendance (HOYL, coordinators and STAs)		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)
<b>KIS 2.c</b>	Enhance the whole school approach to careers education by integrating career development activities across the curriculum and providing targeted support for students to explore and plan their career pathways through My Career Exploration, My Career Insights, and My Career Portfolio.	
<b>Actions</b>	<p>To expand the school's Careers Team with an additional counsellor and to provide administration support.</p> <p>To implement a whole school approach to careers education (Year 7-12).</p>	
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>• A yearly calendar documents allocated interview periods for each year level and a scope and sequence map documents Careers Education within the school's Mentoring Program.</li> <li>• Students develop career action plans that guide their own planning and inform the subject selection process.</li> <li>• The School Stage Transitions data for Years 10-12 improves from 70% in 2025 to 72% in 2026.</li> <li>• The completion rate data of Career Action Plans and the Morrisby Report increases.</li> </ul>	
<b>Tasks</b>		<b>People responsible</b>
Use the Department's Career Education Planning and Improvement Tool (CEPI) to evaluate and review the current career education program at NSC, and identify areas for improvement (Career's staff)		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team
The Careers Team will provide targeted professional development for Heads of Year Level and Year Level Coordinators to ensure they have a strong understanding of students' career		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team

requirements and a comprehensive awareness of the pathways available.	
Develop an action plan for Careers Education in the school's Mentoring Program. Include Careers Practitioners, and input from Heads of Year Level and members of the Wellbeing Team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team
Analyse destination and pathway data for exiting students to identify trends, inform curriculum planning, and strengthen career development programs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team
Engage the wider community to broaden and elevate students' aspirations for diverse career pathways.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team
Collect Year 12 aspirations at the start of the school year in 2026 to support targeted careers education for final year students and investigate data related to student pathways (post Year 12).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)