

2026 Annual Implementation Plan

for improving student outcomes

Narre Warren South P-12 College (8839)



Submitted for review by Lachlan Yeates (School Principal) on 05 March, 2026 at 09:03 PM
Endorsed by Justine Smyth (Senior Education Improvement Leader) on 10 March, 2026 at 03:20 PM

Self-evaluation summary

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

Future planning for 2026	
---------------------------------	--

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?
To improve student learning.	Yes	NAPLAN targets for 2026 For Reading, Numeracy and Writing Year 3: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding Year 5: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding Year 7: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding Year 9: 10% Needs Additional Supports; 20% Developing; 50% Strong; 20% Exceeding	Embed a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in all areas of the curriculum.	No
		By 2026, the percentage of students whose teacher judgements are at or above the expected level will increase to 80% from: <ol style="list-style-type: none"> 1. 76% (2022) for Prep–Year 6 in Reading and Viewing; 2. 74% (2022) for Prep–Year 6 in Writing; 3. 72% (2022) for Prep–Year 6 in Number and Algebra; 4. 70% (2022) for Year 7–10 in Reading and Viewing; 5. 74% (2022) for Year 7–10 in Writing; 6. 77% (2022) for Year 7–10 in Number and Algebra. 	Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.	Yes
		By 2026, the percentage positive response on the AtoSS will:	Strengthen teacher capacity to analyse and use data to inform differentiated learning and to provide effective learning focused	No

		<ol style="list-style-type: none"> 1. Increase from 59% (Year 7–9) and 63% (Year 10–12) in 2022 to 70% for Differentiated learning challenge; 2. Increase from 48% (Year 7–9) and 63% (Year 10–12) in 2022 to 70% for Stimulating learning; 3. Increase from 62% (Year 7–9) and 70% (Year 10–12) in 2022 to 72% for Self–regulation and goal setting. 	feedback to students in all learning areas.	
		<p>By 2026, the percentage positive response on the SSS will increase from:</p> <ol style="list-style-type: none"> a. 37% (2022) to 65% for Collective efficacy; b. 37% (2022) to 65% for Academic emphasis c. 44% (2022) to 65% for Teacher collaboration. 	Develop a whole school approach to student agency whereby students have influence over their learning.	No
		<p>By 2026,</p> <ol style="list-style-type: none"> a. The percentage of Year 12 students who have a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will increase from 91.7% (2022) to 96%; b. The median VCE All Studies score will increase from 30 (2022) to 32. 		
To improve student wellbeing.	Yes	<p>By 2026, the percentage positive response on the Attitudes to School Survey (AToSS) will:</p> <ol style="list-style-type: none"> a. Increase from 55% (Year 7–9) and 64% (Year 10–12) in 2022 to 70% for Effective classroom behaviour; b. Increase from 56% (Year 7–9) and 69% (Year 10–12) in 2022 to 70% for Motivation and interest; c. Increase from 48% (Year 7–9) and 62% (Year 10–12) in 2022 to 70% for Managing bullying; d. Increase from 40% (Year 7–9) and 54% (Year 10–12) in 2022 to 65% for Student voice and agency; 	Develop the capacity of leaders and teachers to provide a safe and orderly school environment that enables effective learning and fosters wellbeing.	Yes

		<p>e. Increase from 63% (Year 7–9) and 65% (Year 10–12) in 2022 to 70% for Advocate at school;</p> <p>f. Increase from 41% (Year 7–9) and 61% (Year 10–12) in 2022 to 65% for Respect for diversity.</p>		
		<p>By 2026, the percentage positive response on the SSS will increase from:</p> <p>a. 53% (2022) to 65% for Promote student ownership of learning;</p> <p>b. 50% (2022) to 65% for Use student feedback to improve practice.</p>	Develop and implement a whole school wellbeing plan.	No
		A target related to the School Staff Safety and Wellbeing module of the SSS will be determined in 2023 after the module is completed by the college staff.	Embed multi-tiered systems of support that enhance student engagement, wellbeing, and inclusion.	No
		By 2026, the percentage positive response on the POS will increase from 55% (2022) to 70% for Parent participation and involvement.	Activate student voice and agency, and leadership, to strengthen student participation and engagement in school.	No

Define actions, evidence of change and tasks

Goal 1	To improve student learning.	
KIS 1.b	Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.	
Actions	<ul style="list-style-type: none"> Develop a high-quality curriculum and assessment structure, following the College's P-12 Curriculum Map Continue the rollout of Explicit Teaching Approaches, including the full implementation of Explicit Direct Instruction trials in all primary year levels, and trials of EDI approaches in selected subjects across years 7-8 	
Evidence of change	<ul style="list-style-type: none"> Final curriculum map ready at end of year At least two documented and refined EDI units per term, per year level from P-7 SSS scores of "Guaranteed and Viable Curriculum" exceed state and similar school levels Secondary AtoSS "High expectations of success" exceed 2025 levels (10-12: 66%; 7-9: 70%) 	
Tasks	People responsible	
Develop, refine and implement the Curriculum Map across the College	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
Deliver quality professional learning around "Science of Learning" concepts, and how this relates to curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	
Migrate from Google Classroom to Compass Learning Tasks	<input checked="" type="checkbox"/> Learning specialist(s)	
Provide time, support and accountability to staff around marking and reporting timelines	<input checked="" type="checkbox"/> Assistant principal	
Conduct regular (10 per Leadership team member per week) walkthroughs of classes across the College to monitor implementation of Explicit Teaching areas	<input checked="" type="checkbox"/> Leadership team	

Implement the Senior Secondary improvement approaches, with an emphasis on VM reform, course counselling and early identification of students needing support	<input checked="" type="checkbox"/> Assistant principal
Goal 2	To improve student wellbeing.
KIS 2.a	Develop the capacity of leaders and teachers to provide a safe and orderly school environment that enables effective learning and fosters wellbeing.
Actions	<ul style="list-style-type: none"> • Extend the school’s Safe and Orderly Learning Environment (SOLE) initiative, including a high-expectations approach to student uniform • Refine the school’s approach to improving student attendance across years P-12
Evidence of change	<ul style="list-style-type: none"> • Student attendance rates in years P-12 improves beyond 2023 levels (Secondary: 84.5%; Primary: 87.2%) • AtoSS “Effective Classroom Behaviour” is higher than similar schools (4-6: 79%; 7-9: 60%; 10-12: 60%) • SSS “Staff trust in students and parents” exceeds similar schools (39%) • Reduction in suspensions from 2024 and 2023 levels • Reduction in Compass behaviour posts on 2025
Tasks	People responsible
Ensure student management team members use weekly attendance data to identify students needing support	<input checked="" type="checkbox"/> Leading teacher(s)
Update College’s approach to responding to student behaviours	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal
Resource Student Support Workers (youth workers) to work alongside student management teams to support students	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal
Provide ongoing professional development around effective behaviour management approaches in the College	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal
Develop preventative strategies to support students with additional risk factors	<input checked="" type="checkbox"/> Wellbeing team

