

2026 Annual Implementation Plan

for improving student outcomes

Somerville Secondary College (8875)



Submitted for review by Sarah Burns (School Principal) on 13 January, 2026 at 02:09 PM

Endorsed by Sally Webb (Senior Education Improvement Leader) on 20 January, 2026 at 12:31 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
	Embedding	Evolving	Evolving	Embedding	Evolving

Future planning for 2026	Over the course of this year, our school has made meaningful progress towards our new 4-year Strategic Plan goals, as confirmed by the recent external review and internal evaluations. The feedback from the review provided valuable validation of our successes and helped identify key areas for ongoing development. Progress Against 2025 Goals and KISThe review highlighted clear advancements in establishing a positive classroom culture, consistent routines, and early embedding of differentiation practices. In response, our teams have structured lesson introductions, positive primers, and improved workbook organisation — all of which have contributed to a more predictable and focused learning environment. Students now starting to demonstrate stronger awareness of classroom expectations and learning intentions. However, consistent with the review's findings, we acknowledge that a deeper understanding of why students engage with particular tasks remains an area for growth. Engagement outcomes were varied, with some classrooms showing high participation levels and others needing further refinement in lesson design and accountability. Differentiation efforts made good headway this year, especially in Mathematics and English, supported by collaborative planning and shared resources. Still, the review's feedback emphasised inconsistency in implementation across teams, confirming this as a priority moving forward. Impact on Student Outcomes and WellbeingThe wellbeing programs implemented this year—such as Rhythm to Recovery, Mellow Minds, and Supportive Friends—were acknowledged as key strengths. These initiatives, alongside targeted mental health support and student-led forums, have contributed positively to changes in student resilience, emotional regulation, and
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	sense of belonging. The review particularly noted the effectiveness of the student voice mechanisms in showing improvement in engagement and shaping school responses, especially regarding yard behaviour and break-time inclusivity. The collaborative work between Wellbeing, Inclusion, and teaching staff, enhanced by professional learning on inclusive practices and the introduction of assistive technology, has increased staff capacity to meet diverse student needs. This aligns with the review's recognition of improved support for neurodiverse learners and more consistent use of Individual Learning Plans (ILPs). Recent Learning Walks and Insights for 2026 In the last month, October 2025), the Strategic Direction Team conducted a series of learning walks across classrooms and key school areas. These recent visits provided fresh, real-time insights into how our instructional model, classroom routines, and differentiation strategies are being implemented at this stage of the year. The learning walks identified strengths in explicit lesson structures and engagement strategies, while also highlighting areas needing greater consistency—particularly around differentiation and student accountability. These observations directly complement the review's feedback and have sharpened our focus for the coming year. Specifically, the learning walks have underscored the importance of: Strengthening consistent differentiation practices through targeted professional learning and peer support. Designing lessons that foster deeper student engagement and clearer accountability. Embedding positive classroom culture and wellbeing strategies evenly across all year levels and subjects. The presence of leadership during these learning walks has also reinforced visibility, encouraged reflective practice, and promoted a shared commitment to continuous improvement aligned with our strategic goals. Review Feedback and Challenges The review noted challenges including curriculum demands, exam schedules, and large class sizes, which affected consistent differentiation and completion of some actions. These challenges were reflected in varied engagement levels and partial embedding of key strategies. Additionally, while wellbeing programs were well received, the review recommended stronger follow-up to maintain impact. Scheduling constraints were identified as a barrier, confirming the need for better integration of wellbeing activities into the school timetable. Next Steps – Priorities for 2026 Informed by the review and the most recent learning walks, our key improvement focus for 2026 will be: -Strengthening Differentiation and Consistency:-Prioritising consistent implementation of differentiated teaching across all subjects and year levels through ongoing professional learning and peer coaching. -Enhancing Student Engagement and Accountability:-Designing purposeful lessons that promote active participation, supported by regular student
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	voice input to guide curriculum and school decisions.-Sustaining Wellbeing and Inclusive Supports:-Refining wellbeing programs with planned follow-up and integration into the timetable, while strengthening collaboration between Wellbeing, Inclusion, and teaching teams to support individual student needs and ensure regular review of ILPs and support plans. SummaryThe recent review, combined with insights from learning walks conducted over the last month, confirms that the school is making solid progress towards its 4-year goals. While strong foundations have been established, the focus now turns to consistent implementation, deeper engagement, and sustained wellbeing supports.The strategic priorities for 2026 will directly address these areas, guided by current evidence and ongoing leadership oversight, to ensure all students are supported to thrive into, through, and beyond school.
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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?
To increase learning growth and outcomes for all students	Yes	By 2029, increase the percentage of Year 9 students achieving the NAPLAN 'Strong or Exceeding' proficiency level for: • Reading from 43% (2024) to 55% • Writing from 56% (2024) to 61% • Numeracy from 48% (2024) to 52%.	Further develop and embed a whole school approach to evidence informed instructional teaching practices.	Yes
		By 2029, increase the percentage of Year 9 students making benchmark growth in: • *Reading from XX% (2025) to XX% • *Numeracy from XX% (2025) to XX%. **Placeholder targets to be confirmed when data is available.	Strengthen instructional leadership practices, with a focus on middle leaders.	Yes
		By 2029, increase the percentage of Year 7 to 10 students assessed making 'at or above' expected learning growth according to teacher judgements in: • Reading from 48% (2024) to 60% • *Mathematics 2.0 from XX% (2026) to XX%. **Placeholder targets to be confirmed when data is available.	Embed a consistent approach to assessment across all learning areas.	Yes
		**By 2029, increase the mean VCE English study score (study group) from XX% (2025) to XX%. **Placeholder target to be confirmed using Similar schools' data (school was Not Grouped in 2023 or 2024)		

		By 2029, the percentage of VCE certificate completions will be 95%. (The 100% completion rate in 2024 reflected a cohort of 9 students. The school is experiencing steady enrolment growth) By 2029, the percentage if VCE VM certificate completions will be at or above 91%. (The 100% completion rate in 2024 reflected a cohort of 7 students. The school is experiencing steady enrolment growth)		
		By 2029, increase the percentage of positive endorsement to the Attitudes to Schools Survey factors: • School stage transitions (Years 10-12) from 36% (2024) to 52% • Differentiated learning challenge from 56% (2024) to 60% • Stimulated learning from 31% (2024) to 46%.		
To improve wellbeing outcomes for all students	Yes	By 2029, increase the percentage of positive endorsement to the Attitudes to School Survey factors: • Emotional awareness and regulation from 50% (2024) to 62% • Managing bullying from 38% (2024) to 42% • School connectedness from 32% (2024) to 40% • Student voice and agency from 25% (2024) to 36% • Advocate at school from 50% (2024) to 55%.	Strengthen and embed a consistent school-wide approach to wellbeing and engagement that informs teaching and learning.	Yes
		By 2029, maintain attendance at or above 86% (2023) (Well above Similar schools at 83% (2023))	Enhance student supports to further enable pathways into, through and beyond school.	Yes

Define actions, evidence of change and tasks

Goal 1	To increase learning growth and outcomes for all students
KIS 1.a	Further develop and embed a whole school approach to evidence informed instructional teaching practices.
Actions	1. Strengthen evidence-informed teaching through consistent, high-quality curriculum design and differentiated instruction across all learning areas. - This includes refining and documenting curriculum (Literacy, Numeracy, Maths, 7–10 assessment moderation), embedding differentiation for support and extension, and explicitly teaching creative, critical and VCE-aligned skills. 2. Build collective teacher capability to meet diverse learner needs through targeted professional learning and inclusive practices. - This includes developing staff capacity to implement individualised recommendations, strengthening whole-school inclusive practices, and ensuring all students' literacy/numeracy needs are known and addressed. 3. Enhance the school environment and resourcing to support high-impact teaching and learning. - This includes improving learning spaces to align with instructional goals and aligning the school budget and administration processes to effectively resource teaching, learning and inclusion priorities. Broken into key areas T&L: Strengthen differentiation across all curriculum areas (Bottom and top end) VCE: Moderate key assessments from 7-10 with a framework looking towards VCE skills Design Centre - Explicitly teach creative and critical thinking skills to all year levels. Maths – Develop a team approach to refining curriculum documentation on compass with suitable challenge for all students that is suitably paced.

	Literacy – Teachers know the literacy skills of their students and all students are provided with opportunities for support or extension. Numeracy – To have a documented curriculum for Y7 and 8 Numeracy focused on targeted teaching of Numeracy skills and problem solving Facilities – Enhance teaching and learning spaces to support T&L goals to be achieved. Inclusion: By the end of 2026 we will have. - built staff capacity to implement individualised recommendations for identified students - created a collective efficacy around inclusive practices to support student learning outcomes Administration – Schools financial budget reviewed to support areas and goals
Evidence of change	Possible areas for evidence of change By the end of 2026 1. Improved consistency and quality of teaching practice across the school. Evidence: documented and aligned curriculum in Literacy, Numeracy and Maths; moderated assessments across 7–10 showing consistent teacher judgment; visible use of differentiation strategies; explicit teaching of creative, critical and VCE-aligned skills in learning plans and classroom observations. 2. Demonstrated growth in teacher capability to meet diverse learner needs. Evidence: staff implementing individualised recommendations for students; improved inclusion practices observed in classrooms; teachers using literacy and numeracy data to plan targeted instruction; increased student access to appropriate support and extension. 3. Enhanced learning environments and resourcing supporting improved student outcomes. Evidence: upgraded teaching and learning spaces aligned with instructional goals; budget allocations clearly supporting curriculum, inclusion and professional learning priorities; student learning data showing improved growth across key learning areas.

1. Improved consistency and quality of teaching practice across the school

Although DET does not directly measure curriculum documentation or moderation, the following data indicate improved instructional quality:

NAPLAN (Years 7 & 9)

Literacy and numeracy growth

Percentage of students in top two bands

VCE / Senior Secondary Outcomes

Study scores

Completion rates

School Staff Survey (SSS)

Collective Efficacy

Teacher Collaboration

Teaching and Learning Evaluation

School Climate

Panorama – Teaching and Learning indicators
(linked to school performance and instructional practice)

2. Demonstrated growth in teacher capability to meet diverse learner needs

NCCD (Nationally Consistent Collection of Data on Students with Disability)

	Level and quality of adjustments Trends in student support categories Student Attitudes to School Survey (AtoSS) Differentiated Learning Teacher–Student Relations Sense of Inclusion Advocate at School NAPLAN / Progressive Achievement Data (if used locally) Growth rates indicating effective targeted teaching School Staff Survey (SSS) Support for Student Behaviour Professional Learning Collective Responsibility Collective Efficacy 3. Enhanced learning environments and resourcing supporting improved student outcomes NAPLAN / VCE / School-based assessment data Growth improvements aligned with better learning conditions
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	Attendance Data (Panorama) Improved student engagement through better environments CASES21 / Behaviour Incident Data Fewer incidents indicating more supportive spaces School Staff Survey (SSS) School Climate School-level Support Professional Learning (if resourcing links to capability building) Finance and Resource Allocation (SRP) documentation Alignment of budget to strategic goals (DET-monitored)	
Tasks		People responsible
Literacy ; Term 1: Literacy profiling of incoming 2026-year 7s Literacy assessments for all incoming year 7 students -PAT -DIBELS -Sounds Write screeners (identified students only) English;		☑ KLA leader ☑ Literacy leader

Recording lesson plans 7 - 12 that use the College's instructional model and that are consistently recorded in OneNote on Teams	
Term 1: Design Technology As a team develop a series of learning tasks which focus on developing creative and critical thinking.	☒ Leading teacher(s)
Teaching and Learning Term 1 – Whole staff PL refresher differentiation approaches (process, product, content & environment) & Specific strategies for stretching top end – Curriculum specific Focus on higher end descriptions in instructional rubrics (T&L) and provide opportunities for staff to moderate student work using rubrics. PLC – Introduce refined PLC structure (smaller teams) with a more targeted focus - aligned with focus on differentiation (stretching the top end) Refine and align peer observation and incorporate feedback protocols	☒ Leadership team ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teaching and learning coordinator
Teaching and Learning Term 1 – Whole staff PL refresher differentiation approaches (process, product, content & environment) & Specific strategies for stretching top end – Curriculum specific Focus on higher end descriptions in instructional rubrics (T&L) and provide opportunities for staff to moderate student work using rubrics.	☒ Learning specialist(s)

PLC – Introduce refined PLC structure (smaller teams) with a more targeted focus - aligned with focus on differentiation (stretching the top end) Refine and align peer observation and incorporate feedback protocols	
Term 1 Maths Model using compass whole school lesson plans. Support teams to develop sequences for units of work and subsequent lessons. Term 1 Numeracy – Build staff understanding in using the numeracy progressions. - Embed Numeracy lesson structure.	☒ Leading teacher(s) ☒ Numeracy leader
Term 1 Facilities; Pod 3 and 5 interior spaces developed to support T&L through displays and presentation of workspaces. CT/ABH/Maintenance team/VSBA	☒ Administration team ☒ Leadership team
Term 1 Science: Moderation of assessment tasks with a supportive framework around the higher end students WS, Science team	☒ Leading teacher(s)

Term 1 – Administration – complete 2026 budget having all up on Cases21 ready for teams to use.		☑ Administration team
KIS 1.b	Strengthen instructional leadership practices, with a focus on middle leaders.	
Actions	1. Build the capability and effectiveness of middle leaders to lead high-performing teams across all areas of the school. This includes strengthening leadership skills, establishing consistent team protocols (KLA, PLC, sub-schools), and developing high-performing teams in Literacy, VCE, Vocational Major, Design Centre, and Careers. 2. Strengthen collaboration and role clarity across teaching, wellbeing, inclusion and administration structures. This includes creating interchangeable administrative roles to build capacity, embedding collaboration between Careers and KLAs, and establishing routines that support consistent, high-functioning sub-school and senior school teams. 3. Build a cohesive whole-school approach to student support through empowered wellbeing and inclusion leadership. This includes developing ESS knowledge and collective efficacy and creating and implementing a whole-school Wellbeing Framework by 2026. Broken into Key areas Build capacity of middle leaders and support high functioning / performing teams Vocational Major: To build a high performing team with an expanded team. Careers-Collaboration with all KLA areas to support careers, Administration-Positions that are interchangeable allowing for growth in skills and covering of roles T&L: Establish and embed protocols for effective teams (KLA & PLC leaders)	

	Literacy – Build a high performing literacy team Sub School – Establishing routines that enable the high performance of sub-school teams. Senior School – A high performing VCE Teachers team Design centre – build a high performing team Wellbeing and Inclusion: By the end of 2026 Inclusion leader will have; built Education Support Staff (ESS) knowledge and understanding of student learning needs created a collective efficacy amongst the Education Support Staff (ESS) around student support Wellbeing: By the end of 2026 create and share a Wellbeing Framework
Evidence of change	Possible areas for evidence of change By the end of 2026 1. Increased leadership effectiveness and consistency across all teams. Evidence: middle leaders using shared team protocols; documented team goals and meeting structures; improved performance and collaboration within KLA, PLC, Literacy, VCE, Vocational Major and Design Centre teams; teams demonstrating data-informed decision making. 2. Strengthened cross-school collaboration and operational capacity. Evidence: administrative roles functioning interchangeably; Careers working consistently with KLAs; sub-school and senior school teams showing improved routines, coordination and follow-through; smoother coverage and continuity of roles. 3. A more cohesive and capable student support system. Evidence: ES staff demonstrating greater understanding of student needs; consistent application of inclusive practices; the Wellbeing Framework developed, shared and embedded; enhanced alignment between wellbeing, inclusion and

teaching teams.

Possible Data sources to evidence this work:

1. Increased leadership effectiveness and consistency across teams

While leadership practice itself is not directly measured by DET, the following DET data sets can indicate improved instructional leadership and team effectiveness:

School Staff Survey (SSS)

School Leadership module

Collective Efficacy

Professional Learning

Teacher Collaboration

School Climate

Panorama / School Performance Dashboard

Teaching and Learning components (linked to improved instructional practice)

2. Strengthened cross-school collaboration and operational capacity

School Staff Survey (SSS)

Teacher Collaboration

Professional Learning

	Collective Responsibility School Climate (reflecting improved coordination and communication) Workforce Data / HR records (DET) Role coverage and staffing stability Time in role / role flexibility indicators Panorama attendance and engagement data (Improved coordination often links to stronger sub-school functioning and follow-through.) 3. A more cohesive and capable student support system Student Attitudes to School Survey (AtoSS) Sense of Inclusion Advocate at School Teacher–Student Relations Managing Bullying Emotional Awareness / Regulation (where available) Panorama / Engagement & Wellbeing Data Attendance rates Behaviour incidents and suspensions
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	CASES21 / Student Incident Data Frequency and type of incidents (indicating effectiveness of student support systems) NCCD Data Quality and consistency of adjustments Trends in student support levels School Staff Survey (SSS) Support for Student Behaviour Collective Efficacy in managing student needs
Tasks	People responsible
Term 1:T&L: Restructure of PLC teams and PL regarding leadership MMC LHE PLI	☒ All staff ☒ Leadership team ☒ Teaching and learning coordinator
Term1: Vocational Major: Term 1: Introduce subleaders for each subject area and meet as smaller teams for more targeted planning.	☒ Leading teacher(s)
Sub-School – Term 1: Plan regular fortnightly meetings for sub-school leaders and formalise regular meetings within individual sub-schools to drive improvement and consistency. JK, GH, DMC	☒ Leading teacher(s)

Term1: VCE Introduce consistent practices for all VCE teachers DMC	☑ Leading teacher(s)
Term 1 science: Allocate tasks to staff in accordance with a timeline WS	☑ Leading teacher(s)
Term 1 Design Technology: Achievable tasks allocated with a specific timeline. CS	☑ Leading teacher(s)
Term1: Wellbeing: Set a clear vision and metrics for growth of high performing culture TH KJ	☑ Leadership team
Term 1: Administration	☑ Administration team

– Goal setting and determining areas of growth and potential PD Continued weekly meeting LJA	
Term 1: Careers: Meet with KLAs EM	☒ Careers leader/team
Literacy Term 1: Provide a clear focus of each literacy group, based on the data and the science of reading. MCO	☒ Learning specialist(s) ☒ Literacy leader
Term 1: Inclusion: facilitate professional learning LT in collaboration with professionals ie. Visiting Teachers	☒ Learning specialist(s)
Term 1: Maths Establish team goals and shared responsibility, reflect on progress.	☒ Leading teacher(s) ☒ Numeracy leader

MMA		
Term1:Numeracy - Establish shared goals for the numeracy program. - Develop a shared understanding of the numeracy lesson structure. STH		☒ Numeracy leader
KIS 1.c	Embed a consistent approach to assessment across all learning areas.	
Actions	Rubrics alignment to VTLM 2.0 Vocational Major: Complete curriculum documentation (S&S and outcomes/rubrics) for each subject	
Evidence of change	Vocational Major: S&S & outcomes to students in advance with due dates. Assessments submitted with time for feedback.	
Tasks		People responsible
Work with KLA leaders to align rubrics		☒ Leadership team ☒ Teaching and learning coordinator
Vocational Major: Term 1: Meet collaboratively to finalise Unit 1 & 3 AOS1/Outcome1 by PD Day 1 & AOS2/Outcome2 T1WK3. JBAL & all VM team		☒ Leading teacher(s)

English; Document Years 7 - 10 rubrics with consistent format and have staff accessing these on Teams		☑ KLA leader
Goal 2	To improve wellbeing outcomes for all students	
KIS 2.a	Strengthen and embed a consistent school-wide approach to wellbeing and engagement that informs teaching and learning.	
Actions	1. Embed a whole-school wellbeing framework with consistent behaviour practices, tiered emotional regulation supports, and dedicated wellbeing spaces. Broken into: Facilities; integrate a Wellbeing hub into school infrastructure and develop exterior spaces to increase wellbeing and engagement. Sub-School: By the end of 2026, there will be a consistent, school-wide approach to behaviour management that is embedded in our classrooms with supporting PD, reference documents and a clear process. Wellbeing: By the end 2026, whole school tiered approach to emotional awareness and regulation education	
Evidence of change	Types of evidence that can be used: By the end of 2026 1. Consistent wellbeing and behaviour practices across the school. Evidence: staff using shared behaviour processes, common language and agreed routines; documented guidelines followed consistently in classrooms. 2. Improved student emotional regulation and engagement. Evidence: implementation of the tiered wellbeing/SEL approach; observable increase in students using regulation strategies; reduced behaviour incidents and increased engagement data. 3. Enhanced wellbeing-focused environments. Evidence: Wellbeing Hub and outdoor wellbeing spaces in active use; students accessing supports more effectively; positive feedback from students and staff on wellbeing facilities.	

Facilities; successful landing and development of physical space to support student wellbeing

1. Student Attitudes to School Survey (AtoSS)

Sense of connectedness

Sense of inclusion

Advocate at school

Managing bullying

Emotional regulation and wellbeing measures

Classroom behaviour and engagement

2. Panorama / School Performance Dashboard

Attendance data (reduced chronic absenteeism, improved overall attendance)

Behaviour incidents and suspensions data

Engagement and wellbeing indicators

3. CASES21 / Student Incident Data

Reduced wellbeing and behaviour incidents

Fewer serious incidents or escalations

Optional but supportive:

NCCD data trends (showing improved support practices)

	PSD/Disability Inclusion data on adjustments and student outcomes These data sets collectively demonstrate improvements in student wellbeing, engagement and the consistency of school-wide practices.	
Tasks		People responsible
Facilities; Term 1 - install and integrate Wellbeing hub into school operational facilities. CT/ABH/ Maintenance team/VSBA		☒ Leadership team
Sub-School – Term 1: Introduce a consistent school-wide approach for positive classroom environments where teaching and learning is prioritised.		☒ Sub school leader/s
Wellbeing – Term 1: Development of Respectful Relationships Action Plan Wellbeing/RR Working Team		☒ Wellbeing team
KIS 2.b	Enhance student supports to further enable pathways into, through and beyond school.	
Actions	Embedding Careers curriculum into more KLA areas	
Evidence of change	Student knowledge and CAPs	
Tasks		People responsible

Term 1: English Resume writing, Maths Labour Market Information through Jobs and Skill Atlas, Science DE information for discussion ZS MMA WS EM	☒ Careers leader/team
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