

2026 Annual Implementation Plan

for improving student outcomes

Western Port Secondary College (7893)



Submitted for review by Christopher Quinn (School Principal) on 05 February, 2026 at 05:06 PM
Endorsed by Sally Webb (Senior Education Improvement Leader) on 06 February, 2026 at 08:47 AM

Self-evaluation summary

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

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| Future planning for 2026 | <p>Our Differentiated School Performance report ranking for wellbeing was high and learning was improving when compared to similar schools. Our overall ranking was in the high category which reflects the growth we have seen as a college. Many of our targets were met which is excellent and most that were not, showed ongoing improvements over the course of the SSP. We were really proud of our 80% High and Medium Growth for matched cohorts this year and see this as a good measure of impact given 60% of our students are still coming to us behind the expected academic level for their Reading according to DIBLES. We will continue with a focus on Curriculum and Science of learning in KIS 1 and KIS 2 will expand from Classroom Mastery and SWPBS to MTSS and Attendance. We will also review our SIT structure to improve our impact on the learning and wellbeing priorities of the school as we head into a review year.</p> |
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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? |
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| To improve student learning. | Yes | By 2026, reduce number of students in Needs Additional Support in NAPLAN Reading and Numeracy from Year 7 to the same group in Year 9 - Matched Cohort (Exempt students not required to be included) <ul style="list-style-type: none"> • 7 (2024) to 3 (2026) in Reading; • 10 (2024) to 4 (2026) in Numeracy | Expand the application of science of learning strategies across the school | Yes |
| | | By 2026, increase the number of students in Strong and Exceeding in NAPLAN Reading and Numeracy from Year 7 to the same group in Year 9 - Matched Cohort (Exempt students not required to be included) <ul style="list-style-type: none"> • 83 (2024) to 86 (2026) in Reading • 66 (2021) to 70 (2026) in Numeracy. | Develop and implement consistent assessment strategies and measurement practices. | Yes |
| | | By 2026: <ul style="list-style-type: none"> • the mean VCE All Studies score will increase from 24.17 (2021) to 27 (2026); • the mean VCE English study score will increase from 23.64 (2021) to 27 (2026). | Strengthen teacher capacity in the delivery of a guaranteed and engaging curriculum. | No |
| | | By 2026, the percentage positive response on the AToSS, will increase from: <ul style="list-style-type: none"> • 56% (2021) to 70% (2026) for Differentiated Learning Challenge; • 49% (2021) to 60% (2026) for Stimulated Learning. | | |

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| | | <p>By 2026, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> • 49% (2021) to 65% (2026) for Guaranteed and Viable Curriculum; • 31% (2021) to 50% (2026) for Understand how to analyse data; • 42% (2021) to 50% (2026) for Monitor effectiveness using data. | | |
| To improve student wellbeing. | Yes | <p>By 2026, the percentage positive response on the AToSS, will increase from:</p> <ul style="list-style-type: none"> • 50% (2021) to 70% (2026) for Effective Classroom Behaviour; • 62% (2021) to 75% (2026) for Advocate at School; • 45% (2021) to 60% (2026) for Sense of Connectedness; • 40% (2021) to 60% (2026) for Student Voice and Agency. | Embed Classroom Mastery routines and observation processes across the college. | No |
| | | <p>By 2026, the average number of days absent per student per year will decrease from 24 (2021) to 20 (2026).</p> | Further activate student voice, agency and leadership to strengthen student participation and engagement in school. | No |
| | | <p>By 2026, the percentage positive response on the POS will increase from 69% (2021) to 75% (2026) for Parent Participation and Involvement.</p> | Embed a whole school approach to wellbeing and inclusion with strong SWPBS processes. | Yes |
| | | <p>By 2026, the percentage positive response on the SSS will increase by 15% from a baseline result, established in 2022, for Staff Psychological Safety.</p> | | |

Define actions, evidence of change and tasks

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| Goal 1 | To improve student learning. | |
| KIS 1.a | Expand the application of science of learning strategies across the school | |
| Actions | Strengthen teaching and learning practices to meet the individual learning needs of students. | |
| Evidence of change | <p>All leaders will lead the development of a consistent process for moving between levels of our MTSS GER</p> <p>All leaders will build the capacity of staff to apply strongest evidence-based practices with fidelity GER</p> <p>All teachers will build their understanding of our MTSS LAS</p> <p>All staff will effectively use strongest evidence-based practices with fidelity DNS AND</p> <p>All students will engage with evidence-based practices to improve their learning LAS AND DNS</p> | |
| Tasks | People responsible | |
| Collaborate and codesign the MTSS Framework with Wellbeing to establish consistent process for moving between levels of our MTSS | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team | |
| Prepare and deliver professional learning that aligns with strongest evidence based SOLAR practice to all teaching | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team | |
| KIS 1.b | Develop and implement consistent assessment strategies and measurement practices. | |
| Actions | Build staff capability to review and update curriculum to include tiered assessments and to increase data literacy | |
| Evidence of change | <p>All leaders will deliver professional learning to enable teachers to build revised and updated curriculum DUN</p> <p>All leaders will engage in professional development to guide all staff in effective whole school data use DUN</p> <p>All teachers will document, review and update their curriculum with a focus on tiered assessment DOW HUG LCK</p> <p>All staff will collect, analyse, and utilise data to effectively inform teaching and learning practices WRI</p> <p>All students will engage in learning conversations that are data driven DOW HUG LCK</p> | |

| Tasks | | People responsible |
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| Prepare tiered assessment worked examples and deliver professional learning to all teaching staff | | <input checked="" type="checkbox"/> Learning specialist(s) |
| Deliver professional development to whole school to build data literacy and inform Teacher Judgement | | <input checked="" type="checkbox"/> Learning specialist(s) |
| Use ongoing assessment and student learning data to evaluate the impact of evidence-based teaching practices and adjust instruction to support sustained learning growth. | | <input checked="" type="checkbox"/> Learning specialist(s) |
| Refine WIM 2.0 documentation to include assessment practices and data literacy and provide professional learning relating to this | | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) |
| Goal 2 | To improve student wellbeing. | |
| KIS 2.c | Embed a whole school approach to wellbeing and inclusion with strong SWPBS processes. | |
| Actions | Prepare, deliver and sustain consistent multi-tiered systems of support (MTSS) through high-quality professional learning, supported by a clear framework and aligned documentation. | |
| Evidence of change | <p>All leaders will prepare and deliver targeted professional learning</p> <p>All leaders will develop and sustain framework and documentation</p> <p>All leaders will provide timely coaching and feedback opportunities</p> <p>All teachers will Implement MTSS informed by student data</p> <p>All teachers will engage in peer observations</p> <p>All students will access and engage with relevant tiered strategies</p> <p>All parents and carers will understand and engage with our MTSS</p> | |
| Tasks | | People responsible |
| Deliver professional learning to embed consistent Tier 1 Positive Climate for Learning strategies. | | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) |
| Prepare, Deliver and Sustain framework and documentation to embed consistent Tier 1 Positive Climate for Learning* strategies | | <input checked="" type="checkbox"/> Assistant principal |

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| | <input checked="" type="checkbox"/> Learning specialist(s) |
| Deliver professional learning to embed consistent Tier 2 and 3 Positive Climate for Learning* strategies. | <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) |
| Prepare, Deliver and Sustain framework and documentation to embed consistent Tier 2 and 3 Positive Climate for Learning* strategies | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) |
| Explore, prepare and deliver a whole school approach to improving and monitoring attendance. | <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team |