

2026 Annual Implementation Plan

for improving student outcomes

Gladstone Park Secondary College (7858)



Submitted for review by Harold Cheung (School Principal) on 12 March, 2026 at 11:13 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 25 March, 2026 at 05:15 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	Evolving	Emerging	Embedding

Future planning for 2026	<p>For 2026, the college will focus on consolidating and strengthening the systems established in 2025 to further embed inclusive practices and VTLM2.0 via consistent instructional approaches across the school. In Disability Inclusion, the college will continue to refine processes that support the Disability Inclusion (DI) program, including strengthening the quality and consistency of Disability Inclusion Profile (DIP) meetings and ensuring that Individual Learning Plans (ILPs) remain current, accessible and actively used to inform classroom practice. Professional learning will continue to build staff capacity to understand and implement appropriate adjustments and curriculum modifications for students with diverse learning needs. Leadership will also focus on supporting teachers in moving beyond awareness of adjustments in the classroom. The multi-tiered wellbeing model will continue to be strengthened to ensure that supports at Tier 1, Tier 2 and Tier 3 are clearly understood and consistently implemented. Future work will focus on improving the coordination of interventions, monitoring the impact of wellbeing supports, and ensuring that students receive timely and appropriate support aligned with their level of need. The school will also continue to build staff capability in the use of data to inform teaching and learning. Professional learning within PLTs and CDTs will further support teachers to analyse and interpret a range of data sources including PAT, NAPLAN, Victorian Curriculum teacher judgements, and VCE data. A key focus will be strengthening moderation practices and improving alignment between teacher judgements and external measures of achievement, ensuring greater consistency and accuracy in assessment. In addition, the college will deepen the implementation of VTLM2.0.</p>
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	<p>PLTs will utilise the development of access prior learning strategies in teaching practice. Student voice will continue to be used to monitor the visibility and impact of instructional strategies within classrooms. The college aims to strengthen instructional consistency through incorporating VTLM2.0 into the college teaching practice.</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?
To maximise the growth, achievement and engagement in learning for every student.	Yes	By 2028, increase the percentage of students achieving: <ul style="list-style-type: none"> • An ATAR of 80+ from 19.5% (2023) to 21% • VCE mean study score from 26.7% (2023) to 28% 	Refine and embed a whole-school model to guarantee consistent evidence-based instructional practice	Yes
		By 2028, increase the percentage of students achieving at strong and exceeding proficiencies in NAPLAN: <ul style="list-style-type: none"> • Reading from 49% (2023) to 55% • Writing from 54% (2023) to 58% • Numeracy from 48% (2023) to 55% 	Strengthen capabilities of school leaders as instructional leaders	Yes
		By 2028, increase the percentage positive endorsement in the Attitude to School Survey for: <ul style="list-style-type: none"> • Stimulated learning from 37% (2023) to 42% • Differentiated learning challenge from 41% (2023) to 45% • Motivation & Interest from 46% (2023) to 49% • Effective teaching time from 50% (2023) to 53% 	Develop the data and assessment literacy of staff	No
		By 2028, increase the percentage positive endorsement in the School Staff Survey for: <ul style="list-style-type: none"> • Collective efficacy from 37% (2023) to 44% • Understand how to analyse data from 50% (2023) to 53% • Plan differentiated learning activities from 55% (2023) to 60% 		

		<ul style="list-style-type: none"> Using student feedback to improve practice from 61% (2023) to 64% 		
To foster wellbeing, connectedness and a culture of inclusion for every student	Yes	<p>By 2028, increase the percentage positive endorsement in the Attitude to School Survey for:</p> <ul style="list-style-type: none"> Sense of connectedness from 30% (2023) to 36% Respect for diversity from 25% (2023) to 32% Teacher concern from 24% (2023) to 32% Student voice & agency from 28% (2023) to 35% 	Strengthen school wide structures and processes that support student inclusion and embed multi-tiered levels of wellbeing support.	No
		<p>By 2028, increase the percentage positive endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> Promoting positive behaviour from 44% (2023) to 55% Student motivation and support from 41% (2023) to 50% Confidence and resiliency from 51% (2023) to 60% School communication from 47% (2023) to 60% 	Embed Positive Behaviour for Learning approaches consistently in classrooms to provide a positive and inclusive school environment	No
		<p>By 2028, increase the percentage positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> Parent and community involvement from 35% (2023) to 40% Trust in students and parents from 30% (2023) to 32% Support growth and learning of whole student from 54% (2023) to 56% 	Strengthen partnerships with parents and the wider school community	Yes

Define actions, evidence of change and tasks

Goal 1	To maximise the growth, achievement and engagement in learning for every student.	
KIS 1.a	Refine and embed a whole-school model to guarantee consistent evidence-based instructional practice	
Actions	<ol style="list-style-type: none"> 1. Build teacher capability through PLTs to deepen teachers' understanding of retrieval practices in explicit teaching to build consistency in collaboratively planning/assessment 2. Establish a structured process for ongoing review and refinement of the Instructional Model to ensure alignment with the Victorian Teaching and Learning Model 2.0. 	
Evidence of change	<p>PLTs have strengthened teacher capability in retrieval practices in explicit teaching, resulting in greater consistency in planning and classroom practice. The college Instructional Model is clearly documented, visible, and aligned with the Victorian Teaching and Learning Model 2.0.</p> <p>Teachers can articulate the model and its alignment with VTLM 2.0 and routinely embed retrieval practices, explicit teaching, and differentiated tasks based on students' prior knowledge into their planning and instruction. Students are increasingly activating prior knowledge, engaging more consistently in learning, and accessing differentiated learning tasks that support their progress.</p> <p>Through an ongoing review process, the Instructional Model will remain aligned, consistent, and responsive to student learning needs.</p>	
Tasks	People responsible	
As a Leadership Team review and validate the college Instructional Model against the VTLM 2.0, so to identify through lines and areas of development	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	
Utilise professional learning provided by the Central, NWVR and Hume & Meri-bek network to support Principal and the Leadership Team to access the responsive teaching resources to contextualise for the college	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	

<p>Leadership Team with PLT Leaders schedules and leads structured professional learning, developing planning resources that include explicit teaching strategies-explanation and modelling</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders
<p>Establish instructional coaching processes and protocols within Leadership/Learning Area Teams, with a focus on explicit teaching, retrieval processes and accessing prior learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders
<p>Communicate the implementation plan to all staff and PLTs to collaboratively plan for the implementation of retrieval processes within the Instructional Model via PLTs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
<p>PLTs to review the Instructional Model, provide feedback on the effectiveness of professional learning and monitor/evaluate the implementation of strategies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
<p>KIS 1.b</p>	<p>Strengthen capabilities of school leaders as instructional leaders</p>
<p>Actions</p>	<ol style="list-style-type: none"> 1. Establish processes for classroom observations and feedback 2. Provide Professional Learning for school leaders to build the capacity of Leaders in using coaching conversations
<p>Evidence of change</p>	<p>Implementing a consistent classroom observation and feedback process, supported by targeted professional learning in coaching conversations, will be strengthened through building leadership capacity and teaching practice.</p> <p>Leaders demonstrate increased confidence in coaching staff and work collaboratively to refine observation processes. PLT leaders effectively guide teams in implementing the Instructional Model, with teachers engaging positively in professional learning and feedback cycles. This in turn will lead to staff positively reflecting on the Professional Learning Dimension of the Staff Opinion Survey.</p>

	Observation and feedback data indicate increased, more consistent use of the Instructional Model, alongside improved clarity of leadership roles across the school community.
Tasks	People responsible
Develop and align members of the Leadership Team to 2026 AIP KIS. Upskill Leadership Team Capacity through leadership professional learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team
Build the Leadership Team to support staff through the use coaching conversations	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal
Align the 2026 Professional Learning calendar with AIP goals and Key Improvement Strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team
Audit current curriculum documents against the Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Identify coaching pilot program participants and familiarise the participants with the StepLab platform	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Create new templates for the observation of classroom teaching and feedback Audit and review current processes and templates for classroom observations through staff feedback	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
Goal 2	To foster wellbeing, connectedness and a culture of inclusion for every student
KIS 2.c	Strengthen partnerships with parents and the wider school community

Actions	1. Improve the effectiveness and consistency of communications with families/community 2. Build awareness and encourage support of PBL values	
Evidence of change	<p>Through a consistent communication process, we will strengthen engagement with families and the broader school community, while increasing awareness and support of PBL values.</p> <p>Parents demonstrate improved understanding of school processes and report more positive interactions with the school. Increased participation in school communications and events indicates a stronger sense of connection for both families and students. This reflects a more engaged community that actively supports the school's values and contributes to a positive school culture.</p>	
Tasks		People responsible
Audit and evaluate the level of engagement of the different college communication channels the document a structure of the purpose/function of different communication channels and protocols for the development of content		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team
Embed and increase the amount of social media content to increase social media engagement with the community		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)
Introduce a new platform for the school newsletter and introduce a student-authored newsletter		<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)
Monitor changes in parent and community engagement with communications, seek feedback on community engagement and attendance at college community events		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)
Promote through College Communications channels college PBL expectations and increase visibility of PBL across the college Align Compass Communications with PBL values and language		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team

