

# Annual Implementation Plan - 2026

Whittlesea Secondary College (7408)



Submitted for review by Kathy Mourkakos (School Principal) on 17 February, 2026 at 05:15 PM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 23 February, 2026 at 09:17 AM

## Define actions, evidence of change and tasks

<b>Goal 1</b>	Optimise learning growth for all students
<b>KIS 1.a</b>	Develop and implement a guaranteed and viable curriculum that supports a developmental sequence of learning.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Review and audit the themed and vertical curriculum in the core studies of English, mathematics, science, humanities, technologies, the arts and health and physical education.</li> <li>2. Develop a sequential and viable Victorian curriculum for students in years 7 and 8 at the age of expected level for each of the eight learning areas.</li> <li>3. Develop the knowledge and capability of all leaders across the school of the VTLM 2.0</li> <li>4. Undertake screening assessment and systematically review to identify students who require literacy and numeracy diagnostic testing</li> </ol>
<b>Evidence of change</b>	<ul style="list-style-type: none"> <li>- Refined curriculum scope and sequences in each of Years 7 and 8 so that students are provided a common curriculum within year age expected year levels.</li> <li>- Domain leaders examine and select resources (e.g. Victorian Lesson Plans) to support the agreed scope and sequence.</li> <li>- Curriculum programs and key assessments are developed allowing them to be implemented consistently across year-level teams.</li> <li>- Adjustments of the curriculum, assessment and instruction is completed to ensure students can access their age-appropriate curriculum.</li> <li>- Students develop the knowledge and skills to support equitable access to senior secondary certificate programs.</li> <li>- New subject selection handbook for Year 9 and 10 students.</li> <li>- Year 7 and Year 8 Horizontal curriculum structure and electives mapped and timetabled for 2027</li> <li>- Subject selection processes and the Year 9–10 handbook clearly reflects the revised curriculum pathways.</li> <li>- School leaders participate in externally provided professional learning in the</li> <li>- The school screens all students in year 7 in literacy and numeracy.</li> <li>- A clear assessment schedule and data collection process is documented and consistently followed.</li> <li>- Students requiring diagnostic assessment are assessed and individual support plans developed.</li> <li>- Increased teacher confidence in identifying specific literacy and numeracy gaps.</li> <li>- Regular data review meetings are calendared and consistently attended.</li> <li>- Data dashboards are developed to track literacy and numeracy growth over time.</li> </ul>

	<p>-Teachers confidently interpret screening data and explain student growth trends.</p> <p>-Increased consistency in teacher judgements aligned to curriculum standards.</p>
Tasks	People responsible
A new scope and sequence document is created and quality-assured for all learning areas, clearly aligned to Victorian Curriculum 2.0 for Year 7 and 8.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Lesson and unit plans show increased consistency in curriculum coverage and sequencing across classrooms within year levels.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Lesson and unit plans show increased consistency in curriculum coverage and sequencing across classrooms within year levels.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)
The teacher consistently adjusts curriculum, assessment, and instruction so that all Year 7 students can access age-appropriate learning tasks at their point of need.	<input checked="" type="checkbox"/> Teacher(s)
Curriculum programs and common assessments are developed within learning areas and year-level teams to allow for consistent implementation 2027	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)
Develop a new subject selection process that aligns with newly developed Victorian curriculum for students in years 7 to 10.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)

All school leaders demonstrate a shared and accurate understanding of the VTLM 2.0 evidence base, as evidenced through participation in externally provided professional learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal
School leaders apply the VTLM 2.0 High-Quality Instructional Practice Model to evaluate and improve teaching practice, as demonstrated through planning documents, classroom observations, and feedback conversations.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal
Year 7 literacy and numeracy screening and testing completed	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leading teacher(s)
Systematically review screening data to identify students requiring diagnostic assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leading teacher(s)
Create and implement a whole-school assessment schedule that clearly documents: <ul style="list-style-type: none"> <li>· Assessment types</li> <li>· Timelines</li> <li>· Data collection processes</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Identify students performing below benchmark.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team
<b>Goal 2</b>	Improve the wellbeing of all students
<b>KIS 2.b</b>	Embed a safe, orderly and inclusive environment.

<b>Actions</b>	<p>1. Implement the attendance flowchart and truancy staged response with fidelity and intensity</p> <p>2. Develop, document and implement whole school engagement norms align to school values</p>	
<b>Evidence of change</b>	<p>Student attendance and truancy monitoring is documented as a standing item in weekly meetings, actions for responding to absence is recorded.</p> <p>Student attendance and truancy are systematically promoted and celebrated.</p> <p>Weekly attendance data is created by the attendance officer to identify students to action using the staged response.</p> <p>Attendance letters are consistently forwarded to families when students have met the absence threshold.</p> <p>The attendance flowchart is followed consistently</p> <p>The overall attendance rate increases</p> <p>The school community implements the agreed approaches to supporting positive behaviour and responding to unwanted behaviour</p> <p>School environments are safe orderly, predictable and inclusive.</p> <p>Documents are developed and implemented</p> <p>Whole school engagement norms align to school values and are clear to all key stakeholders.</p> <p>Teachers implement engagement norms with consistency.</p> <p>High expectation posters up in classrooms. Teachers refer to agreed high expectations to reinforce engagement norms.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Refine attendance flowchart	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	

PL for staff on attendance flowchart and how to apply the staged response, all relevant staff members know and demonstrate their roles and responsibilities.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Create an action plan for attendance promotion and celebration	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s)
Create a meeting procedure for attendance and truancy monitoring	<input checked="" type="checkbox"/> Assistant principal
Create COMPASS Pulse data templates to track absences	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader
Weekly attendance data is sent to student managers	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Data leader
Develop attendance plans for students at risk and implement support group meetings to discuss and review these	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team
Build staff capacity through Professional learning. PCMS training for leaders. Routines and procedures training for staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal
Develop engagement norms documents	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team

Implementation action plan created for engagement norms	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal
High expectations PL for staff to establish non-negotiables.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
High expectations mini-lesson delivered to students in first lesson of the year. High expectations are co-created with students.	<input checked="" type="checkbox"/> All staff
Consistently evaluate the implementation of the whole school engagement norms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)