2026 Annual Implementation Plan - for improving student outcomes

Casterton Secondary College (7695)

Submitted for review by Meridith Walker (School Principal) on 29 January, 2026 at 12:46 PM
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Self-evaluation summary

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

Future planning for 2026	During 2026 the school will embed current processes and practices leading to improved student outcomes. There will be a whole school focus on teachers in all subject areas integrating reading, writing, speaking, listening, and viewing skills into their lessons to strengthen students' capability to comprehend and communicate complex ideas specific to each discipline, leading to deeper understanding and improved academic achievement in all subjects. Some of the key strategies used will include focusing on subject-specific vocabulary, using texts as tools for learning the skills of comprehension, explicitly teaching skills like notetaking, summarising, and persuasive writing. Scope and Sequences (S&S) and Detailed Course Outlines (DCO) will reflect a consistent approach to reading and include examples of explicitly teaching comprehension. Staff will continue embedding and sharing instructional practices underpinned by the Victorian Teaching and Learning Model 2.0 (VTLM) and the use of HITS and implement strategies to support a consistent approach to numeracy and literacy. Teachers will participate in professional learning activities and peer observations relating to HITS, the CSC/VTLM Teaching and Learning Conceptual Model, and The CSC Student Voice, Agency and Leadership Policy to improve student outcomes and their own practice. If the school has the capacity, MYLNS improvement teachers will provide support to teachers through professional learning aimed at building their capacity to differentiate instruction for students with significant literacy and/or numeracy learning needs. Regular analysis of data sets will continue with all staff during staff meetings, with colleagues and at an individual level. Leadership, PLC leaders and Sub-School leaders will provide ongoing professional learning opportunities to build teacher capacity in terms of data analysis, effective planning and monitoring student progress. A focus in 2026 will be to reduce the number of “needs additional support” students. An updated meeting structure in 2026 will provide the conditions and processes to support teachers to analyse data to reflect and review the impact of their practice on learning outcomes and be responsive to such data and evidence. The Casterton Secondary College Data Collection and Analysis Schedule, Assessment and Reporting Schedule, and Student Testing Procedures will guide continuous improvement in in-school testing and assessment tasks. Scope and Sequences and Detailed Course Outlines will continue to be reviewed regularly and updated to reflect the Victorian Curriculum, HITS, CSC/VTLM Teaching and Learning Conceptual Model, and incorporate feedback focused on improving teacher practice. Teachers and ES staff will continue to support students to develop meaningful learning goals which include self-regulating strategies and high expectations. The goals will be revisited regularly and adjusted to ensure all students achieve them.

	Assessment tasks, learning outcomes, feedback etc. are posted regularly on Compass to ensure parents/carers receive timely and focussed information about their children's progress. Professional learning will continue to support all staff with a common understanding of Student Voice, Learner Agency and Student Leadership, with particular emphasis on Learner Agency. The student leadership group will participate in regular forums that collects and analyses student feedback and perception data and evidence related to learning and wellbeing. The data analysed will include ATSS data (attitudes to attendance, sense of confidence, school connectedness and student voice and agency), attendance data (less than 20 absent days). Discussions will include ways to improve student outcomes and build student/staff capacity. Teachers will continue to share PIVOT survey responses with their students and use the feedback to inform changes in practice and future planning. The school will continue to embed a culture that empowers students to develop agency for their learning and provides opportunities for flexible learning. This will be supported through a variety of ways including innovative pedagogy, increasing student challenge, learning goals, rubrics, learning support programs, Edrolo, study skills sessions, the careers action plan etc. Teachers will collaborate with students to integrate opportunities for student agency within curriculum plans (scope and sequence and detailed course outlines). Teachers will regularly provide students with detailed and targeted feedback on their progress against individual learning goals. The goals will be adjusted to match individual students' level of progress and ensure all students achieve them. Staff will support students to develop positive relationships with their peers and staff through opportunities to develop their capacity to confidently engage with others and contribute to a safe and inclusive environment. To support students, a whole school lunch, Healthy Minds, Noorla Yo-Long, Live4Life and other programs will continue in 2026.Through "Statement of Expectations" meetings, staff can articulate what student agency looks like within their own subject area. The Wellbeing Team will review school processes and protocols to ensure compliance and at-risk students are receiving an appropriate level of support.All teachers incorporate opportunities for vocational learning and real-world connections in their teaching. Representatives from tertiary education providers, local and wider community, business and industry are regularly invited to speak to students. All students, years 7-12, have access to and participate in a careers program, and regular parent meetings held. Staff will receive professional learning to develop a shared understanding of inclusive education and the evidence-based approaches used for supporting students with disability in the classroom and at school.

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?
Improve literacy and numeracy outcomes for all students.	Yes	By 2027, maintain the proportion of students in Year 9 NAPLAN Reading, Writing and Numeracy, achieving *strong or exceeding* proficiency levels compared to when the cohort was in Year 7 in 2025.	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.	Yes
		Maintain the VCE All Study score at or above the 3-year average (2020-2022) of 32.	Implement a rigorous and consistent approach to co-developing individual student goals.	No
Improve engagement in learning for all students.	Yes	By 2027 increase the percentage of Year 7-12 students indicating positive endorsement on the Attitudes to School Survey for: • Teacher concern from 47% in 2023 to 55% • Student voice and agency from 51% in 2023 to 65% • Sense of connectedness from 53% in 2023 to 65% • Self-regulation and goal setting from 66% in 2023 to 75% • Motivation and interest from 60% in 2023 to 70%	Embed student voice and agency and leadership to further strengthen student participation and engagement in learning.	Yes
		By 2027, increase the percentage of staff indicating positive endorsement on the School Staff Survey for: • Academic emphasis from 69% in 2023 to 75% • Teacher collaboration from 55% in 2023 to 70%	Strengthen links with community to explore, promote and improve student aspirations, connections and pathways.	No

Define actions, evidence of change and tasks

Goal 1	Improve literacy and numeracy outcomes for all students.
KIS 1.a	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.
Actions	1. Support teachers to build their capacity to improve their effectiveness through a shared understanding of the VTLM planning guide and the use of relevant Victorian Lesson Plans. 2. Create the conditions and processes for teachers to collaborate and analyse data to facilitate a consistent approach to explicit teaching practices as per the CSC/VTLM model and supports teachers to use the first two "Elements of Teaching-Explicit Teaching" (focus the learning, and explicit explanation and modelling), with confidence and impact.
Evidence of change	1. 2026 NAPLAN data shows: -a reduction in the number of "needs additional support" students in Reading and Numeracy in year 7 and 9 compared to the number of "needs additional support" in 2024. - an improvement in the percentage of year 9 students in the "strong" or "exceeding" category of NAPLAN: Reading, Writing, and Numeracy. 2. Positive endorsement of all factors in the ATSS domain "effective teaching practice for cognitive engagement" is at or greater than 2025. 3. Participation in professional learning has led to the successful implementation of explicit teaching practices. 4. Peer observations and drop-ins throughout the year demonstrate the first two explicit teaching components of the VTLM are being implemented consistently across the school with confidence and impact. 5. Through the performance review process, staff provide evidence that demonstrates explicit teaching of literacy and numeracy strategies that leads to improved student outcomes.

Tasks	**People responsible**
Prioritise time to allow staff to collaborate and share best practice through: - participation in professional learning activities, individually and in groups, including data analysis, numeracy and literacy. - undertaking learning activities that supports them to explicitly teach and focus student learning on what they need to learn. - discussions around teaching strategies, adjustments and supports specifically tailored to address the learning needs of all students.	☑ Assistant principal ☑ Leadership team
Ensure ES staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	☑ Assistant principal ☑ Sub school leader/s
Peer observations (including reflective conversations) enables staff to observe the progress of the VTLM's first two "Elements of Teaching-Explicit Teaching" (focus the learning, and explicit explanation and modelling).	☑ Assistant principal
Update detailed course outlines with reference to Victorian Lesson Plans, including adjustments and supports for selected students working below the expected level.	☑ Assistant principal ☑ Teacher(s)
Teachers and ES support staff will post and update running records of the support and adjustments students receive in class, and small groups on XUNO/Compass.	☑ Education support ☑ Teacher(s)

Goal 2	Improve engagement in learning for all students.
KIS 2.a	Embed student voice and agency and leadership to further strengthen student participation and engagement in learning.
Actions	1. Embed a culture that empowers students to develop agency for their learning and provides opportunities for flexible learning. 2. Improve engagement through innovative pedagogy, increasing student challenge and increasing the level of responsibility students take for their learning.
Evidence of change	1. 2026 data shows improvement in the specified measures of student, staff and parent/carer surveys when compared with 2025. 2. Teacher records, observations and student reports demonstrate students reflected on and achieved their goals. 3. Detailed course outlines include opportunities that will empower students to be more effective learners. 4. Students plan, monitor, evaluate their learning and solve problems independently, supported by strategies and processes, feedback and scaffolding appropriate to their specific learning needs; as evidenced through observations, assessments, conversations and workbooks. 5. Student reports indicate students have achieved their goals.

Tasks	**People responsible**
Ensure staff - are in place to strengthen capacity and adjustments for identified learners who will benefit from targeted support in classrooms. - receive professional learning to build their capability in inclusive education and evidence-based approaches for supporting students with disability, and other identified students in the classroom and at school. -Purchase equipment, adaptive technology, devices, and materials to support the teaching and learning of students with disability and other identified students.	☑ Assistant principal ☑ Sub school leader/s
The Wellbeing and Leadership teams regularly use the Panorama “Staying in Education” platform and other data sets to identify vulnerable students at risk of not completing their education and provide appropriate levels of support.	☑ Leadership team ☑ Wellbeing team
-Provide professional learning to staff with a focus on supporting students to write individual learning goals, develop strategies to self-regulate their learning and how to use feedback effectively. -Teachers will prioritise classroom time to co-design student learning goals, to allow students to regularly reflect on their progress against the goals and make any necessary adjustments.	☑ Assistant principal ☑ Teacher(s)
Staff incorporate focussed and differentiated feedback to support the progress and achievement of every student.	☑ Teacher(s)
Provide opportunities for students to engage in a curriculum that relates learning to real life situations and employment pathways.	☑ Teacher(s)