

2026 Annual Implementation Plan

for improving student outcomes

Brinbeal Secondary College (8292)



Submitted for review by Simon Haber (School Principal) on 03 February, 2026 at 11:00 AM
Endorsed by Maria Oddo (Senior Education Improvement Leader) on 03 February, 2026 at 05:41 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	Emerging	Embedding	Embedding

Future planning for 2026	
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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 improve the learning growth of every student	Yes	By 2029, increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"> • *Reading from X% (2026) to Y% • *Writing from X% (2026) to Y% • *Mathematics from X% (2026) to Y% *Placeholder baselines and targets to be updated when data is available.	Build and embed a culture and practices of high expectations.	Yes
		By 2029, increase the percentage of Year 9 students achieving strong or exceeding proficiency in NAPLAN: <ul style="list-style-type: none"> • *Reading from X% (2026) to Y% • *Writing from X% (2026) to Y% • *Mathematics from X (2026) to Y% *Placeholder baselines and targets to be updated when data is available.	Build leadership capability and further develop teaching and learning practices.	Yes
		By 2029, maintain the percentage of Years 7 to10 students at or above the expected level of growth in semester one teacher judgements in: <ul style="list-style-type: none"> • Writing at 80% (2025) • Reading at 78% (2025) Increase the percentage of Year 7-10 students at or above the expected level of growth in semester one teacher judgements in Mathematics from 48% (2025) to 55%.	Build staff capability to use data and evidence to differentiate student learning.	No

		<p>By 2029, maintain the positive endorsement of the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge at 69% (2025) • Stimulated learning at 60% (2025) • Effective teaching time at 65% (2025) • High expectations for success at 75% (2025) 		
		<p>By 2029, increase the positive endorsement of the following School Staff Survey factors:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 39% (2024) to 45% • Understand curriculum from 56% (2024) to 60% • Seek feedback to improve practice from 56% (2024) to 60%. 		
To improve the wellbeing and engagement of every student	Yes	<p>By 2029, maintain or increase the positive endorsement of the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Emotional awareness and self-regulation maintained at 70% (2025) • School connectedness maintained at 61% (2025) • Managing bullying from 59% (2025) to 62% 	Build and embed multi-tiered systems of support to enhance student wellbeing and engagement	Yes
		<p>By 2029, increase the positive endorsement of the following Parent, Caregiver and Guardian Opinion Survey factors:</p> <ul style="list-style-type: none"> • Participation and involvement from 61% (2024) to 65% • Student motivation and support from 62% (2024) to 65% • School pride and confidence from 63% (2024) to 68%. 	Build community partnerships to support positive pathways for students.	No

Define actions, evidence of change and tasks

Goal 1	To improve the learning growth of every student	
KIS 1.a	Build and embed a culture and practices of high expectations.	
Actions	Build teacher capability in explicit teaching and collaborative planning across all Domains	
Evidence of change	<p>Teachers are using a shared language, structure, and approach when embedding our Instructional Model - GEARS</p> <p>Teachers are appropriately using explicit teaching to explain new concepts to students</p> <p>Teachers demonstrate improved ability to identify students who require support through the consistent use of formative assessment and analysis of achievement data</p> <p>Teachers are effectively using a shared language when embedding PCMS strategies and the staged response framework</p> <p>Attitudes to School Survey results for the 'Effective teaching time' factor is maintained from the 2025 baseline</p>	
Tasks	People responsible	
Plan & lead meetings to refine planning documents to ensure they align with the instructional model and PCMS	☑ KLA leader	
Facilitate collaborative planning of Victorian Curriculum 2.0 for Year 9 and continual review of existing curriculum for Year 7 & 8. Year 9 Curriculum to be documented by the end of term 3 2026.	☑ KLA leader	
Explore & prepare for learning walks & classroom observations to collect data on implementation of the GEARS Instructional model and PCMS	☑ Leadership team	
Engage PCMS Coach to support implementation of PCMS across Years 7 to 9 with a focus on the consistent implementation of PCMS practices 1 to 4.	☑ Assistant principal ☑ Leadership team ☑ Year level co-ordinator(s)	

Schedule and deliver a sequence of professional learning focused on implementation of PCMS through PLC's	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Year level co-ordinator(s)
KIS 1.b	Build leadership capability and further develop teaching and learning practices.
Actions	Develop and deliver a middle leaders development program to build leadership capability of teachers
Evidence of change	<p>Adult learning and collaboration is evident in professional learning session and scheduled meetings.</p> <p>Teachers demonstrate reflective practices and clearly articulate strengths and opportunities for growth.</p> <p>An increase number of teachers opt-in to a professional learning opportunities to develop their middle leadership capability and readiness.</p> <p>An increased number of teachers show readiness to take of leadership positions or positions of responsibility</p>
Tasks	People responsible
Develop, document and deliver professional learning plan for teachers to explore middle leadership development	<input checked="" type="checkbox"/> Principal
Deliver Data Professional learning for Domain Leaders around PAT and NAPLAN item analysis	<input checked="" type="checkbox"/> Assistant principal
Complete reflective exit tickets at each professional learning and use these to plan and deliver sessions	<input checked="" type="checkbox"/> Leadership team
Engage and promote leadership training for middle leaders	<input checked="" type="checkbox"/> Principal
Goal 2	To improve the wellbeing and engagement of every student
KIS 2.a	Build and embed multi-tiered systems of support to enhance student wellbeing and engagement
Actions	Build staff capabilities to implement a multi-tiered approach to inclusion, wellbeing and engagement

Evidence of change	<p>Staff report that onboarding processes for teaching staff includes a clear and detailed explanation of the school's inclusion, wellbeing & engagement approach</p> <p>Teachers demonstrate increased confidence in embedding social and emotional learning in their lessons through the use of common language and established routines</p> <p>Compass chronicles show teachers are consistently reinforcing the expected respectful behaviours in line with the school wide approach to positive behaviour</p> <p>Attitudes to School Survey results for the 'emotional awareness and regulation' factor is maintained from the 2025 baseline</p> <p>The number of eduSafe notifications, related to racism shows a declining trend across the year.</p>
Tasks	People responsible
Review current practices and build staff knowledge of social-emotional learning and student mental health, with a focus on how to influence support for student wellbeing & inclusion	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team
Develop processes for how student wellbeing data will be collected and managed in preparation for implementation in 2027	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team
Review the implementation of RRRR through the use of the Resilience Project curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s)
Provide professional learning on implementing multi-tiered systems of support including trauma-informed practices and implementing IEPs	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team

Review and refine the school's approach to school-wide positive behaviour support with the use of PCMS, with the support of the PCMS Coach

- Assistant principal
- Year level co-ordinator(s)