

2026 Annual Implementation Plan

for improving student outcomes

Mullauna Secondary College (8744)



Submitted for review by Harald Ruff (School Principal) on 06 February, 2026 at 11:34 AM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 06 February, 2026 at 03:01 PM

Self-evaluation summary

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

Future planning for 2026	We have made great progress on this goal, but there is always ability to improve further. We will be strengthening our work on DIP and on student voice, agency and leadership.
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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?
Maximise the achievement and learning growth of all students.	Yes	<p>By 2026, reduce the proportion of students making below benchmark growth on NAPLAN in (Year 7-9)</p> <ul style="list-style-type: none"> • Reading, to 15 percent from 26 percent (2021) • Numeracy, to 25 percent from 36 percent (2021) <p>By 2026, increase the proportion of students achieving in the middle and top two bands on NAPLAN for Year 9 Writing to 80 percent, from 69 percent in 2021.</p>	Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.	Yes
		<p>By 2026, increase the VCE all-study mean score to 30, from 29.23 in 2021.</p>	Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.	Yes
		<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS) and the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Differentiated learning challenge (AToSS) to 65 percent, from 59 percent (2022) • Stimulated learning (AToSS) to 62 percent, from 58 percent (2022) • Collective efficacy (SSS) to 67 percent, from 62 percent (2021) • Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021) • Teacher collaboration (SSS) to 55 percent, from 44 percent (2021). 	Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.	Yes

Maximise all the wellbeing and engagement of all students.	Yes	<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS):</p> <ul style="list-style-type: none"> • Student voice and agency to 47 percent, from 42 percent (2022) • Self-regulation and goal setting to 63 percent, from 58 percent (2022) • Sense of confidence to 63 percent, from 58 percent (2022) • Motivation and interest to 65 percent, from 62 percent (2022) • Advocate at school to 74 percent, from 69 percent (2022) • Managing bullying to 70 percent, from 65 percent (2022). 	Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.	Yes
		<p>Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 percent (2021).</p>	Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.	Yes

Define actions, evidence of change and tasks

Goal 1	Maximise the achievement and learning growth of all students.	
KIS 1.a	Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.	
Actions	Build the capacity and understanding of the VTLM 2.0	
Evidence of change	<p>1. Staff will demonstrate an understanding of VTLM through peer observation and curriculum documentation will show evidence of differentiation</p> <p>2. Year 7 maths classes will regularly undertake 'Thinking Classrooms' activities</p>	
Tasks		People responsible
<p>1. Review the current CPL instructional model to ensure congruency of language with VTLM</p> <p>Create classroom artefacts to support learning and teaching</p> <p>Undertake PL with staff to further embed the understanding of the elements of learning and the elements of teaching</p> <p>Align the PLC work/focus with the VTLM 2.0 (JBR)</p> <p>Undertake the Riversdale Network PL with BR-J, including Playbook Project.</p>		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)
<p>2. Provide PL to all year 7 maths teachers on delivering Thinking Classrooms learning activities (TBA)</p>		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
KIS 1.b	Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.	

Actions	Review whole school learning needs
Evidence of change	<ol style="list-style-type: none"> 1. The curriculum overview reflects a balanced allocation of resources and time that caters to Vic Curriculum requirements and initiatives. 2. Completed curriculum documentation shared through Teams. 3. Increased applied learning opportunities in the VCE-VM and VPC program.
Tasks	People responsible
1. Review scope and breadth of whole school curriculum (JBR)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
2. Develop a curriculum plan for design and digital technologies (GVE) Equip the new STEM centre with industry-standard design and digital technology tools to support hands-on learning and innovation (GVE)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
<ol style="list-style-type: none"> 3. Increased applied learning opportunities in the VCE-VM and VPC program. <ul style="list-style-type: none"> • Strengthen collaborative structures within the VCE-VM teaching team, including increased cross-curriculum planning and co-delivery of content. • Develop a structured VPC (Victorian Pathways Certificate) program to support student readiness and progression into VCE-VM (ACO) • Deliver a refreshed and fully documented VCE-VM curriculum aligned with Study Design requirements and high-impact teaching strategies • Establish clear and consistent parameters and protocols to support students and families in making informed and appropriate decisions when selecting the VCE Vocational Major pathway. 	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
KIS 1.c	Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.
Actions	Strengthen teacher capability to use data to inform learning and teaching.

Evidence of change	<p>1. Staff will show confidence to design formative and summative assessment that identifies student learning needs and growth and reports will provide greater clarity on achievement standards</p> <p>2. Teachers will show greater confidence and capacity in using a range of evidence to accurately determine excelling students</p> <p>3a. Increased staff capacity to use NAPLAN, PAT and Mathspace data to inform teacher judgements</p> <p>3b. Increase the percentage of High and Medium growth in Numeracy to 80% (77% in 2025)</p> <p>3c. Increase % of students with At or Above expected growth in Teacher Judgement (Mathematics Years 7-10)</p> <p>4. Increase the percentage of High and Medium Growth students in Spelling to 77% (74% in 2025)</p>	
Tasks	People responsible	
1. Complete the assessment and reporting review (JBR)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	
2. Complete the Excel program curriculum review (MCH)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	
<p>3. Work with Mathematics Faculty to build capacity to use multiple forms of evidence to inform Teacher Judgement.</p> <p>All staff to embed Mathspace growth reports for overall progression and reporting on growth within the 6 individual Mathematics strands.</p> <p>Undertake professional learning on using data to inform teacher judgements in numeracy (TBA)</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	
<p>4. Support and extend in the areas of Spelling and Reading.</p> <p>Reinforcement of regular, structured and targeted spelling and reading work as per curriculum documentation.</p> <p>Implementation of the IXL program across Years 7-8, MYLNS and EAL as a tool to grow skills and for use as a data source. (TDA)</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Literacy leader	
Goal 1	Maximise all the wellbeing and engagement of all students.	
KIS 1.a	Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.	

Actions	Furthering our work on unpacking and developing our student leadership, voice and agency.	
Evidence of change	<ol style="list-style-type: none"> 1. Increased understanding of definitions of student leadership, agency and voice, by students and staff. 2. Documentation of how we currently use all three. 3. An action plan about how to improve these. 	
Tasks	People responsible	
SIT 2 to develop the Action Plan and implement.	<input checked="" type="checkbox"/> School improvement team	
KIS 1.b	Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.	
Actions	<ul style="list-style-type: none"> - further develop our anti-bullying and wellbeing program including social stencil, anti-bullying programs etc - develop and document our Year 9 & 10 RRRR program - trial our new attendance processes - Implement our three key CEPI goals for Pathways and Career Education - Continue implementation of the new DI program 	
Evidence of change	<ul style="list-style-type: none"> - improved anti-bullying and wellbeing programs with subsequent shift in student data (diagnostic and bespoke) - the Year 9 and 10 RRRR program implemented - improved attendance outcomes - CEPI targets implemented - clearer process and students successfully gaining support and Tier 3 funding 	
Tasks	People responsible	
Finalise and trial our new attendance processes.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leading teacher(s)	
Develop and document our RRRR curriculum for Years 9 & 10.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team	

	<input checked="" type="checkbox"/> Wellbeing team
Document and embed our anti-bullying and wellbeing programs.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team
Career Education & Pathways team to develop and implement the new strategies.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s
New LT - DI&E to develop and lead the new DI process at the college.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team