

Annual Implementation Plan - 2026

Hazel Glen College (5552)



Submitted for review by Anthony Stockwell (School Principal) on 03 December, 2025 at 12:56 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 16 February, 2026 at 04:31 PM

Define actions, evidence of change and tasks

Goal 1	Improve all students' achievement and learning growth.
KIS 1.a	Develop all teachers' capability to consistently implement data-driven, high quality pedagogical approaches to teaching and learning.
Actions	1)Strengthen data informed practice 2)Strengthen effective explicit teaching practice as part of the Instructional Model
Evidence of change	<p>1)PLC documentation reflects that teachers are able to identify a 'crumb' from student learning data, that is linked to the curriculum Increase of positive endorsement in teacher collaboration from the School Staff Survey has increased. An increase in the number of students achieving at or above the age expected level on the Victorian Curriculum Teachers have improved their confidence to utilise data to inform future planning based on comparing teacher feedback throughout the year. Quality Rubrics are written in Unit planning documentation, uploaded to Compass Learning Tasks and teachers reference and utilise them in their pedagogy (Secondary Years) Evidence of PY Learning tasks based on VC 2.0 continuums of learning in English and Maths.</p> <p>2)The Instructional Model phases are evident in planning documentation and through learning walks and peer observations. Teachers are appropriately using explicit teaching strategies to explain new concepts to students Coaching and professional learning has resulted in improved explicit teaching based on learning walk observation data Increase of positive endorsement in Instructional Leadership from the School Staff Survey has increased. Increase in student growth and AttoS data</p>
Tasks	People responsible
1)Consolidate the use of the PLC framework across the College Establish a College data team to support teaching teams in analysing student data. Facilitate professional learning and coaching to develop staff data literacy. Develop processes for middle leaders to ensure the delivery of quality, data informed curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders

<p>planning.</p> <p>Improve teacher use of learning continuums, quality rubrics, and formative assessment processes.</p> <p>2)Utilise the Explicit Teaching strategies from VTLM 2.0 to inform professional learning</p> <p>Facilitate professional learning on the Instructional Model focusing on the 'Teach & Apply' phase.</p> <p>Develop teacher expertise in quality Explicit teaching through coaching and peer observations</p> <p>Continue to build Instructional Model resources to support teacher practice</p> <p>Facilitate initiatives to support evidence based practice in effective explicit teaching strategies for Literacy and Numeracy.</p>	
KIS 1.c	Empower students as engaged and active learners.
Actions	<p>1)Consolidate initiatives to promote high academic expectations</p> <p>2)Build teacher capacity to meet the needs of all learners to improve engagement in learning</p>
Evidence of change	<p>1) Teachers utilising learning essence/disposition language, posters and magnets in learning walks. Teacher observations indicate that students are regularly reflecting upon their ability to display the learner dispositions / essences following learning tasks.</p> <p>Students improve their ability to write and reflect upon learning goals that are linked to learner dispositions / essences.</p> <p>Increase in % of positive endorsement in academic emphasis from the School Staff Survey has increased.</p> <p>Increase in % of parents/carers accessing student goals and reflections on reports and Seesaw.</p> <p>2)Evidence of adjustments in the classroom observed through learning walks & observations - (Staff using shared and consistent inclusive language)</p> <p>Consistent recording of differentiation and adjustments in teacher curriculum planning</p> <p>% increase in positive response to Confidence in responding to Learning needs in Staff Opinion Survey</p> <p>Increase in overall % positive (4-12) response in Differentiated Learning Challenges (AToSS)</p> <p>Increase in % of positive endorsement in stimulated learning (4-6 & 7-12) from AtoSS has increased.</p>
Tasks	People responsible
<p>1)Explicitly teach Learner Essences and Dispositions in Primary and Secondary Years</p> <p>Work with students to develop goals relating to learner essences and dispositions</p> <p>Establish protocols and processes for sharing progress and achievement of learning goals, through</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator

<p>SeeSaw and Compass. Improve student engagement in programs to support academic achievement eg) SY Homework and Study clubs, PY Home Reading routines</p> <p>2)Support staff to plan and implement reasonable adjustments in classroom programs Improve staff documentation of student adjustments and differentiation in planning Strengthen staff capacity in IEP implementation Develop and document processes for extension Review and implement VCE VM, Year 9, Year 10 alternative and Elevate curriculum to meet the needs of all learners</p>	<p><input checked="" type="checkbox"/> Leadership team</p>
Goal 2	Improve all students' engagement and wellbeing.
KIS 2.a	Develop and implement a college approach to a positive and purposeful climate for learning.
Actions	<p>1) Introduce and implement SWPBS Framework 2)Strengthen positive behaviour expectations and routines</p>
Evidence of change	<p>1)SWPBS matrix - values and expectations displayed in each classroom Scope and sequence of SWPBS lessons SWPBS self-assessment survey (SAS) indicates at least 70% of school-wide features are in place AtoSS data reflects an increase in effective classroom behaviour Tiered fidelity inventory (TFI) score of at least 70% Agreed look-fors in Learning walks/observation feedback Documented SWPBS minutes indicating progress</p> <p>2)Reduction in major/minor chronicles Reduction in suspensions Increase in positive chronicles AtoSS data shows increase in effective classroom behaviour Learning walks/peer observation</p>
Tasks	People responsible

<p>1)Plan for, document and build staff capacity to teach expected behaviours Build staff capacity through professional learning and coaching to implement the SWPBS framework with consistency Monitor the implementation of the Tier 1 SWPBS framework Plan for sustained implementation of SWPBS</p> <p>2)Consolidate and monitor the implementation of positive learning routines and classroom expectations Establish practices for teaching expected behaviours Establish a process for collecting and monitoring Positive Climate school wide data Collect and analyse chronicle data to inform Tier 1 interventions</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)
KIS 2.b	<p>Ensure college structures that offer all students a connected, effective learning journey.</p>
Actions	<p>1)Strengthen tiered systems of student support 2)Increase student connection and participation in school</p>
Evidence of change	<p>1)School based data and survey results for Tier 1 wellbeing programs Consistency of Tier 1 language from staff and students Clear processes and pathways documented for staff to access tiered support systems Attitudes to School survey results show an increase in managing bullying as a school Improvement in emotional awareness and regulation from 2025 baseline Scope and sequences, processes and documentation of wellbeing programs (MHT, RR, TRP and MHiPS)</p> <p>2)Attitudes to school survey results (4-12) for student voice, sense of connectedness, and advocate at school increase Documentation and evaluation of College-wide student voice process % Increase in Staff opinion survey results for collective efficacy and leadership visibility- Increased participation from whole school community Documentation of College leadership structures</p>

Tasks	People responsible
<p>1)Implement Tiered wellbeing programs including MHT, RR, TRP and MHiPS across primary and secondary years Review and document wellbeing response and referral processes (aligning whole College) Build staff capacity in wellbeing approaches (child safe) and referral process Plan for and apply an agreed approach to bullying prevention and cyber safety programs Review and implement alternative programs and pathway supports for identified students</p> <p>2)Discuss, review and document student voice process Introduce and monitor home group program Build staff understanding and capacity in the importance of connections Promote engagement and participation of extra-curricular events and activities Establish College student leadership structures Strengthen College attendance processes and promotion</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team