

2026 Annual Implementation Plan

for improving student outcomes

Healesville High School (7900)



HEALESVILLE

HIGH SCHOOL

Awaiting for review by School Principal

Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

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

Future planning for 2026	NAPLAN- % of students with high or medium relative growth Years 7-9 in both Reading and Numeracy exceeded 2025 targets. % of students in Strong or Exceeding Reading and Numeracy Year 9 did not meet 2025 targets. Reduction of students Needing Additional Support in Year 7 Reading, Year 9 Reading and Numeracy did not meet 2025 targets. Year 7 Numeracy exceeded target. Teacher Judgement and VCE results not yet available. Attitudes to School survey results for Differentiated Learning Challenge, Stimulated Learning, Student Voice and Agency, High Expectations for Success, Effective Classroom Behaviour, Teacher Concern, and Sense of Connectedness all exceeded the 2027 SSP goals on 2025 results. Respect for Diversity matched the 2027 SSP goal on 2025 result. School Staff Survey results for Collective Efficacy, Guaranteed and Viable Curriculum and Collective Responsibility all exceeded 2027 SSP goals on 2025 results. The 2025 target for Academic Emphasis of 48% positive was not met, nor was the SSP goal of 45%, by the 2025 result of 40% positive. Absence data for 2025 and Parent Opinion Survey results not yet available.
---------------------------------	---

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 student learning.	Yes	NAPLAN By 2026 reduce the percentage of students needing additional support in NAPLAN Reading and Numeracy at Years 7 and 9 compared with 2024 as follows: <table><tr><td>2024 Needs Additional Support</td><td>Year 7</td><td>Year 9</td></tr><tr><td>Reading</td><td>17%</td><td>6%</td></tr><tr><td>Numeracy</td><td>14%</td><td>18%</td></tr><tr><td>2026 Needs Additional Support targets</td><td></td><td></td></tr><tr><td>Reading</td><td>13%</td><td>4%</td></tr><tr><td>Numeracy</td><td>11%</td><td>14%</td></tr></table>	2024 Needs Additional Support	Year 7	Year 9	Reading	17%	6%	Numeracy	14%	18%	2026 Needs Additional Support targets			Reading	13%	4%	Numeracy	11%	14%	Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment, and a shared approach to teaching that utilises the agreed instructional model.	Yes
		2024 Needs Additional Support	Year 7	Year 9																		
		Reading	17%	6%																		
Numeracy	14%	18%																				
2026 Needs Additional Support targets																						
Reading	13%	4%																				
Numeracy	11%	14%																				
Teacher Judgement By 2027, increase the percentage of students in Years 7–10 achieving above the expected level in: • Reading and Viewing from 5% (2022) to 15% • Writing from 4% (2022) to 15% • Number and Algebra from 5% (2022) to 15% By 2027, decrease the percentage of students in Years 7–10 achieving below the expected level in: • Reading and Viewing from 29% (2022) to 20% • Writing from 30% (2022) to 20% • Number and Algebra from 37% (2022) to 25%	Activate student voice and agency and leadership to strengthen student participation and engagement in learning.	No																				
VCE By 2027, increase: • All Studies median score from 25 (2022) to 28	Build the capacity of all staff members to respond to the	Yes																				

		• Mean English study score from 22.9 (2022) to 28.0	learning needs of each individual student.	
		Attitudes to School Survey By 2027, increase the percentage of positive responses for the following factors: • Differentiated learning challenge from 39% (2022) to 55% • Stimulated learning from 32% (2022) to 45% • Student voice and agency from 28% (2022) to 45% • High expectations for success from 59% (2022) to 70%	Develop and implement a whole school approach to literacy.	No
		School Staff Survey By 2027, increase the percentage of positive responses for the following factors: • Academic emphasis from 32% (2022) to 45% • Collective efficacy from 38% (2022) to 50% • Guaranteed and viable curriculum from 45% (2022) to 65% • Teacher concern from 39% (2022) to 50%	Develop a school culture that fosters high expectations, academic rigour and the belief that all students can learn.	Yes
To improve student wellbeing.	Yes	By 2027, decrease the average number of days absent, for students in: • Year 7 from 18 days (2022) to 16 days • Year 8 from 23 days (2022) to 17 days • Year 9 from 27 days (2022) to 18 days • Year 10 From 17 days (2022) to 15 days • Year 11 from 16 days (2022) to 13 days • Year 12 from 12 days (2022) to 7 days	Build the capacity of leaders and teachers to provide a safe and orderly school learning environment that enables effective learning and fosters wellbeing.	Yes
		Attitudes to School Survey By 2027, increase the percentage of positive responses for the following factors: • Effective classroom behaviour from 42% (2022) to 52% • Teacher concern from 22% (2022) to 40% • Sense of connectedness from 38% (2022) to 50% • Respect for Diversity from 33% (2022) to 50%	Further develop and embed the whole school approach to health, wellbeing, inclusion and engagement.	Yes

		Parent Opinion Survey By 2027, increase the percentage of positive responses for the following factors: • Parent participation and involvement from 73% (2022) to 80% • Promoting positive behaviour from 66% (2022) to 75% • General school satisfaction from 54% (2022) to 75%	Enhance innovative partnerships with parents and carers, and community organisations.	No

Define actions, evidence of change and tasks

Goal 1	To improve student learning.	
KIS 1.a	Further develop, document and embed whole school collaborative approaches to curriculum planning and assessment, and a shared approach to teaching that utilises the agreed instructional model.	
Actions	Audit Learning Domain curriculum documentation to ensure alignment with VC 2.0, the School Instructional Model and D & I Standards Leadership team to develop an action plan to refine and redevelop curriculum documentation as required	
Evidence of change	Curriculum audit outcomes presented to the Leadership Team– agreement on specific remedial actions to follow (within an agreed timeline) Curriculum documentation redeveloped and accessible to all learning areas Effective PLC cycles developed and undertaken. Improved NAPLAN Relative Growth and Proficiency measures Improved VCE outcomes	
Tasks		People responsible
The Assistant Principal, Curriculum Director, Domain Leaders meet to develop an action plan and timeline for the redevelopment and refinement of curriculum documentation.		☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ KLA leader
Readvertise documentation expectations, timelines and opportunities for feedback and reflections to staff at the start of Term 1.		☒ Assistant principal ☒ Curriculum co-ordinator (s)
First Domain Meetings of Term 1 to focus on finalising the mapping of Victorian Curriculum 2.0 against timetabled subjects.		☒ Curriculum co-ordinator (s) ☒ KLA leader
Domain Meetings to be divided into two block rotations, with each Domain running every three weeks (minimum 3 times per term) with a focus on Curriculum Documentation.		☒ Assistant principal

		☒ Curriculum co-ordinator (s) ☒ KLA leader
KIS 1.c	Build the capacity of all staff members to respond to the learning needs of each individual student.	
Actions	Evaluate and align current School Instructional Model against VTLM 2.0 Provide Professional Learning on updated School Instructional Model Learning walks program to support and reinforce teaching and learning practice and monitor teacher practice	
Evidence of change	School Instructional Model 2.0 with clear alignment to VTLM completed and implemented Professional Learning facilitated for all staff on the use of the School Instructional Model Teachers are reviewing and refining their teaching practice in line with the School Instructional Model Learning walks program (including fidelity and frequency measures) undertaken Learning Walk observations and data presented to Leadership Team for consideration and actioning Teachers will reflect on their practice and impact on student learning through PLC Inquiry Cycles. Improved survey data in: - (AtoSS) Effective Teaching Time - (SSS) Use of pedagogical model	
Tasks		People responsible
Learning Specialist - Teacher Development will run Professional Learning with all Teaching staff on the Victorian Teaching and Learning Model 2.0 prior to the start of 2026.		☒ Learning specialist(s)
Learning Specialist - Teacher Development to facilitate workshops on the HHS Instructional Model, focussing upon alignment to VTLM 2.0.		☒ Learning specialist(s)
All teaching staff to participate in a Professional Learning session focused around the HHS Instructional Model and VTLM 2.0 every three weeks (minimum 3 times per term).		☒ Learning specialist(s)
All teaching staff will participate in at least one Learning Walk each term with an Instructional Model focus. Data from these walks will be used in Instructional Model Professional Learning		☒ Learning specialist(s)

KIS 1.e	Develop a school culture that fosters high expectations, academic rigour and the belief that all students can learn.	
Actions	Review Leadership Team structure, including distribution of Leading Teachers & Learning Specialists to support implementation of AIP/SSP goals. Targeted support and coaching for school Middle Leaders Middle Leader action plans developed and aligned with SSP/AIP goals	
Evidence of change	Leadership Team roles reviewed and documented/revised Leadership Team members allocated and assigned to specific AIP/SSP goals LTs and LSs develop, implement, oversee and review specific actions related to their AIP/SSP area of accountability Middle Leader action plans Leadership Team calendar developed and monitored Leadership Team meetings tracking evidence of middle leaders' impact via strike team actions AIP/SSP monitoring	
Tasks		People responsible
Leadership team structure reviewed and leading teachers and learning specialists assigned to specific roles, supporting implementation of AIP goals, prior to the start of the 2026 school year.		☒ Assistant principal ☒ Leadership team ☒ Principal
Leading teacher and learning specialist role descriptions updated and documented.		☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Principal
Middle leaders action plan developed and learning specialist to facilitate workshops for middle leaders every three weeks.		☒ Learning specialist(s) ☒ Principal

Leadership team calendar, incorporating all roles aligned to AIP goals developed and monitored		☑ Assistant principal
Leadership meetings scheduled to track evidence of middle leaders impact.		☑ Assistant principal
Goal 2	To improve student wellbeing.	
KIS 2.a	Build the capacity of leaders and teachers to provide a safe and orderly school learning environment that enables effective learning and fosters wellbeing.	
Actions	Scheduled regular meetings with a focus on consistent classroom routines, clearly defined expectations and school processes. Refinement of positive reinforcement processes that support students to understand and act in accordance with the school values of Community, Opportunity, Respect and Endeavour.	
Evidence of change	Increase the percentage of positive responses for the following factors for the Attitudes to School Survey: - Effective classroom behaviour - Teacher concern - Sense of Connectedness - Respect for diversity Increase the percentage positive response from the School Staff Survey for the following factors: - Academic Emphasis - Teacher Collaboration	
Tasks		People responsible
A leadership team consisting of the Assistant Principal, Sub-school Leaders and Year Level Managers will develop a professional learning plan to foster and support a calm and orderly learning environment.		☑ Assistant principal ☑ Sub school leader/s ☑ Year level co-ordinator(s)

All staff Professional Learning focused on strategies and expectations for a calm and orderly environment are scheduled every three weeks (minimum 3 times per term).		☒ Assistant principal ☒ Sub school leader/s
KIS 2.b	Further develop and embed the whole school approach to health, wellbeing, inclusion and engagement.	
Actions	Introduce, conduct and continue wellbeing programs, addressing common student needs and identified issues. Conduct a health and wellbeing related student survey. Purposefully pursue and establish partnerships with external wellbeing agencies.	
Evidence of change	Exposure to community services, often limited in regional settings will be increased for all students. Connection to school, peers and the school staff will be enhanced for all students. Health and wellbeing, engagement and inclusion will be further improved for all students.	
Tasks		People responsible
Conduct a school-wide health and wellbeing related survey each semester.		☒ Mental health and wellbeing leader ☒ Wellbeing team
Pursue and establish additional partnerships with external wellbeing agencies.		☒ Mental health and wellbeing leader ☒ Wellbeing team
Organise whole-school, year level, class group and other cohort celebrations of significant events including NAIDOC Week, RU OK Day, Wear it Purple Day, World Mental Health Day, World Mental Health Month, Neurodiversity Celebration Week, International Day of Friendship.		☒ Assistant principal ☒ Wellbeing team ☒ Year level co-ordinator(s)