

2026 Annual Implementation Plan

for improving student outcomes

Melbourne High School (8025)



Submitted for review by Anthony Mordini (School Principal) on 12 February, 2026 at 09:16 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 16 February, 2026 at 09:13 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
	Evolving	Evolving	Embedding	Embedding	Evolving

Future planning for 2026	There is more work to be done. New staff have been employed in key LS and AP roles in 2026 to help lead the change.
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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 learning growth of every student	Yes	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 65% PE 2025	Embed a consistent whole school pedagogical framework across the school.	No
		To improve SOS Use of a pedagogical model from 38% PE 2021 to 65% PE 2025	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.	Yes
		To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 65% PE 2025	Build capacity of staff in data and assessment literacy to teach to every student's point of need.	No
		To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 10% by 2025.		
To strengthen the connectedness, resilience and wellbeing of all students	Yes	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 65% 2025	Strengthen preventative programs, structures and processes that promote student pastoral care and student and parent resilience	No
		SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 80% 2025	Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers	Yes

		SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 83% PE 2025	Build the capacity of staff to recognise and support students with mental health needs	No
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Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student	
KIS 1.b	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.	
Actions	Strengthen teachers' understanding of the 'Enabling Learning' element of the VTLM 2.0.	
Evidence of change	<p>Curriculum plans will provide evidence of the elements of the 'Enabling Learning' element of the VTLM 2.0.</p> <p>Coaching conversations will provide evidence of teachers' increasing knowledge and understanding of the key elements of 'Enabling Learning' of the VTLM 2.0.</p> <p>Peer classroom observations will provide evidence of teachers' application of the elements of 'Enabling Learning' including: a positive learning environment that enables students to focus, actively engage in their learning and use metacognitive strategies.</p> <p>Teacher focus groups will provide evidence of teachers' increased understanding of and confidence with the use of the strategies associated with this element of the VTLM 2.0</p> <p>Student focus groups and Student Attitude to School Survey data will provide evidence of students reporting greater engagement in their learning.</p>	
Tasks	People responsible	
Develop resources in the form of an Instructional Playbook to support the implementation of the elements of 'Enabling Learning' in the VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	

<p>Deliver professional learning to the Leadership Team (Principal Class, LS's and LT's) to build their capacity to provide peer coaching and lead classroom observations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Year level co-ordinator(s)
<p>Establish a program of meetings and professional development for Learning Specialists to enhance their instructional leadership skills, build their VTLM 2.0 knowledge, and enable them to lead the implementation of the VTLM 2.0.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator
<p>Develop and trial a tool for peer classroom observations that can provide teachers with timely, targeted feedback that supports their professional growth.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)
<p>Goal 3</p>	<p>To strengthen the connectedness, resilience and wellbeing of all students</p>
<p>KIS 3.b</p>	<p>Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers</p>
<p>Actions</p>	<p>Strengthen teachers' capacity to implement high-quality programs aimed at strengthening students' connectedness, resilience and wellbeing.</p>
<p>Evidence of change</p>	<p>Classroom observations will provide evidence of teachers' shared understanding and application of agreed classroom routines and expected behaviours.</p> <p>Coaching conversations will provide evidence of teachers' increasing knowledge and understanding of the School-Wide Positive Behaviours Support Framework.</p> <p>Teacher focus groups will provide evidence that the Connect Program is positively impacting students' sense of connection, resilience and wellbeing.</p> <p>Student Focus Groups will provide evidence of how the Connect Program has had a positive impact on their</p>

	engagement and sense of connection to their peers and school.
Tasks	People responsible
Deliver professional learning to Form (Homegroup) teachers to build their capacity to lead the Connect Program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator
Design, deliver and resource a whole-school personal development program (Connect) to provide teachers with a structured wellbeing program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Student wellbeing co-ordinator
Deliver professional learning to classroom teachers to build their capacity to implement the School-Wide Positive Behaviours Support Framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)
Design a Behaviour Matrix that aligns with the 'Enabling Learning' domain of the Victorian Teaching and Learning Model 2.0 and strengthens the environmental and relational conditions required for learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)
Design templates that can be used for classroom observations and coaching conversations.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)

