

2026 Annual Implementation Plan

for improving student outcomes

Reservoir High School (8708)



Reservoir High School

Submitted for review by Katie Watmough (School Principal) on 01 December, 2025 at 08:20 AM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 18 February, 2026 at 01:00 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	<p>The second year of the Strategic Plan has been purposeful, focused and we have achieved the actions that we set ourselves in the 2025 AIP, with the targets either partially or fully met. The intent for this year was to continue to lay all of the necessary foundations in which to create a culture of ongoing and continual improvement, both collectively as a whole-school and as individual leaders, teachers and Education Support Staff, so as to maximise student learning growth and achievement across the school. Our guaranteed and viable curriculum, Learning by Design, which incorporates Learning Sequences, Learning Schedules and tiered Common Assessment Tasks, is progressing as expected and the final phase of design will be completed in 2026. The focus for next year will be on implementation integrity, to ensure that every teacher is using the Learning Sequence and embedding high quality lesson plans in every class. The Reservoir High School Lesson Model has been introduced and is becoming more evident across the school, however, there has not yet been a significant shift in pedagogy across classrooms, particularly relating to Explicit Instruction and Application and Mastery. A significant refinement to the PLC structure for 2026 will provide a sharper lens on individual teacher practice through an inquiry-based approach. This will be supported through feedback from Learning Walks and targeted coaching. We are in the initial phase of embedding the culture of Professional Learning at the school and next year we will expand our approach to give more time to Domain-based sessions to enable teacher collaboration and provide Domain-contextualised Professional Learning, specifically related to the Lesson Model. Our improvement agenda focused on building a culture of data</p>
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literacy is progressing strongly, due to the user-ease of Maestro, our data dashboard platform and our intentional focus on using data in every aspect of the school. This includes all meetings, the PLCs and it forms basis for all Staff Learning sessions. We have seen a considerable increase in the daily use of Maestro and the different data dashboards it incorporates, with teachers using Maestro in their planning sessions to: inform the next phase of teaching; to appropriately design differentiated learning activities; and to reflect upon the impact they have on student learning, engagement and wellbeing. In 2026, Maestro will be used to administer two student surveys, the Self-Efficacy and Emotions survey and the Visible Wellbeing SEARCH survey, thereby enabling teachers to triangulate these data sets with the Attitudes to School Survey, as there will be a strong focus on improving Differentiated Learning Challenge, Stimulated Learning, School Connectedness, Teacher Concern and Student Voice and Agency. The Aboriginal and Torres Strait Islander Strategy will enter Phase 2, where a number of the recommendations will begin to be implemented across the school, including embedding Aboriginal Perspectives and Ways of Knowing in the Learning Sequences and provide more opportunities for students to engage in applied learning. While the recommendations have been established to improve the learning, engagement and wellbeing outcomes for our First Nations students, ultimately all students across the school will benefit from these approaches. There is further work to do to actively foster a culture where we value student agency, student voice and we provide our students with the opportunity to genuinely engage with and actively shape the direction of their learning in partnership with their teachers and the school. In 2026 a key driver of this will be ensuring the Lesson Model is evident in every classroom, in addition to creating more opportunities for students to connect with one another and staff in co-curricular events, including our House competitions.

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?
Improve student learning outcomes.	Yes	Increase the VCE median All study score from 27 in 2022 to 30 by 2027.	Embed a whole school approach to professional learning and collaboration.	No
		Increase the percentage of Year 9 students achieving exceeding or strong proficiency levels in NAPLAN: <ul style="list-style-type: none"> • Reading from 60% in 2023 to 67% in 2027 • Writing from 52% in 2023 to 60% in 2027 • Numeracy from 57% in 2023 to 63% in 2027 	Build a whole school understanding and implementation of high expectations.	No
		Increase the percentage of positive endorsement in AtoSS: <ul style="list-style-type: none"> • Stimulating learning from 40% in 2023 to 55% in 2027 • Differentiated learning challenge from 48% in 2023 to 57% in 2027 	Embed a whole school pedagogical model.	Yes
			Deepen the ability of staff to use data and implement evidence-based practices.	Yes
Improve student wellbeing and engagement outcomes.	Yes	Reduce the percentage of students with 20+ days absent from 43% in 2022 to 30% in 2027	Activate student voice and learner agency to strengthen student ownership and engagement in their learning.	Yes
		Increase the percentage of positive endorsement in AtoSS: Sense of connectedness from 37% in 2022 to 45% in 2027	Embed multi-tiered systems of support that enhance student	Yes

		Teacher concern from 28% in 2022 to 35% in 2027 Advocate at school from 54% in 2022 to 62% in 2027	wellbeing, engagement, and inclusion.	
		Increase the percentage of positive endorsement in AtoSS: <ul style="list-style-type: none"> • Student voice and agency from 35% in 2022 to 42% in 2027 	Strengthen school climate by embedding practices and approaches which promote wellbeing and engagement.	Yes

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes.	
KIS 1.c	Embed a whole school pedagogical model.	
Actions	<ul style="list-style-type: none"> - Build the capability of teachers to build their practice in embedding elements of the Reservoir High School Lesson Model, with a particular emphasis on Explicit Instruction and Application & Mastery. - Embed 'Learning by Design', our guaranteed and viable curriculum, to ensure the Learning Sequences are being taught with fidelity in every classroom. 	
Evidence of change	<ul style="list-style-type: none"> - Targeted and contextualised Domain-based Professional Learning focused on the Reservoir High School Lesson Model has been delivered throughout the year, providing a coherent staff learning approach in conjunction with the PLC Inquiry and SPRINTS. This has resulted in a shared language and approach to teaching and learning. There is consistent messaging and alignment among Learning Specialists and Domains, helping reinforce expectations and maintain momentum in pedagogical practice. - Teachers are engaging with Instructional Coaching that is supporting them in translating the learning provided in Domain-based sessions and the PLC Inquiry approach to consistent, high-quality teaching practice in the classroom. The Curriculum Leaders have stepped into the coaching role providing targeted and constructive feedback to teachers. - Our Lesson Model is evident in most classrooms and observational data from Learning Walks indicates there is less teacher-directed instruction and greater examples of targeted and "chunked" Explicit Instruction. - AToSS data demonstrates a considerable improvement in Stimulated Learning and Differentiated Learning Challenge. - The Staff Survey data demonstrates a significant improvement in Instructional Leadership, Guaranteed and Viable Curriculum and Teacher Collaboration. - Lesson Sequences and Learning Schedules for Years 7 through to Year 10 are complete and the first phase of Learning Sequences are being reviewed and refined based on the newly implemented Learning Sequence Audit process. - The Learning Architecture of 'Learning By Design', including the Learning Sequences, Learning Schedules, CATs, Developmental Rubrics and Lesson Activities are stored in One Note and are easily accessed by all teachers at the school. 	
Tasks	People responsible	
Deliver targeted professional learning throughout each term through Domain-based workshops that provide contextualised teacher learning and builds content pedagogy relevant to the Reservoir High	<input checked="" type="checkbox"/> Assistant principal	

<p>School Lesson Model. These workshops will be co-developed and facilitated by the LDT, Learning Leaders and Curriculum Leaders and will incorporate Teacher Modelling videos to highlight best practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)
<p>The Learning Sequence design approach will be expanded to involve all teachers, each who will be allocated a Learning Sequence to design in Terms 2 and 3. Targeted professional learning, delivered in Domain-based sessions, will be provided to support teachers in using the Learning Sequence Design Tool.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<p>Develop and introduce a VCE Induction program for Graduate Teachers to build their pedagogical approaches when teaching in the senior years.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Sub school leader/s
<p>Implement the General Capabilities across the Domains through a "phased in" approach which includes:</p> <ul style="list-style-type: none"> - Mapping the General Capabilities across the curriculum to explicitly communicate teacher responsibilities for teaching, assessing and reporting the expected skills for each learning areas. - Embedding the relevant General Capabilities within each learning progression so that teachers can effectively monitor each students' skill acquisition. - Deliver professional learning to teachers within each Domain. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<p>Reconfigure Microsoft Teams to ensure it is relevant, streamlined and used appropriately across the school. Each Domain will use Teams and One Note as the repository for the Learning Architecture relevant to 'Learning By Design' including the Learning Sequences, Learning Schedules, CATs, Developmental Rubrics and Lesson Activities.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)
KIS 1.d	Deepen the ability of staff to use data and implement evidence-based practices.
Actions	<ul style="list-style-type: none"> - Utilise Maestro (our Data Dashboard) in all Staff Learning sessions, Domain-based and Sub-School sessions and Disability Inclusion meetings to ensure it becomes an embedded part of our practice. - Further evolve the Professional Learning Communities (PLCs) to build high quality teaching practice and embed the Reservoir High School Lesson Model in every classroom.
Evidence of change	<ul style="list-style-type: none"> - Leaders are regularly using Maestro to: identify cohort needs; design meaningful learning, engagement and wellbeing interventions; and monitor and evaluate the progress of our AIP goals, targets and actions.

	<ul style="list-style-type: none"> - Goals and reflections from the Learning Conversations demonstrate a significant increase in data-informed teaching, including using data to inform planning, differentiation strategies and targeted interventions for students. - There is a visible increase in purposeful, professional dialogue and responsive teaching strategies across the school. - Teachers are increasingly using a range of data sources to monitor, evaluate and reflect on their impact with every student. - Regular sharing of data in meetings to keep student progress visible and central to planning. - Each teacher at the school has clarity as to the strategic direction and initiatives within the AIP and can articulate what that looks like in action for them, and for their students in the classroom. There are clear through lines between an individual's Learning Conversation goals, the professional learning delivered through the Domain-sessions and the Inquiry/SPRINTS undertaken in the PLCs. - Teachers are triangulating the AToSS Data, particularly focusing on Stimulated Learning, Differentiated Learning Challenge, Student Voice and Agency and Teacher Concern, with the Visible Wellbeing SEARCH data and the Efficacy and Emotions Data to inform their planning, monitor student progress and evaluate their own impact on student engagement. 	
Tasks	People responsible	
<p>Deliver professional learning to deepen teacher expertise and use of data to differentiate student learning, engagement and wellbeing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	
<p>Embed the Professional Learning suite offered to staff which will include:</p> <ul style="list-style-type: none"> - Coaching delivered by members of the Leadership Team, Student Engagement Coordinators and Curriculum Leaders. - Provide Domain-based contextualised teacher learning to focus on building content pedagogy. - Undertake regular Learning Walks with the Principal and individual school leaders. - Develop an ES Professional Learning calendar for Curriculum Days. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	
<p>Ensure every teacher understands their contribution to whole school improvement and how this impacts their practice in the classroom. This will be achieved through the delivery of contextualised and Domain-based staff learning and an evolved approach to the PLCs, which will focus on the RHS Lesson Model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	
<p>Further evolve the PLCs to better reflect teacher learning needs based on the progress made against the targets and goals in the Strategic Plan. In 2026, the PLCs will involve:</p> <ul style="list-style-type: none"> - Domain-based membership with an Inquiry/SPRINT focused on the RHS Lesson Model in 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal 	

<p>Semester 1 and Visible Wellbeing in Semester 2.</p> <ul style="list-style-type: none"> - Each PLC will have two PLC Leaders and the Principal will rotate every week to monitor the rigour and depth of learning happening consistently in each team and assess the effectiveness of each PLC Leader. - Expand the Inquiry/SPRINTS to incorporate the whole semester, thereby providing more time for Peer Observations to take place. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s)
<p>Implement the Read and Reflect Program in all English classes in Year 7 and 8 to build reading stamina, improve comprehension and analytical writing and build learner confidence, autonomy and metacognition. The program combines explicit teacher modelling, independent reading and structured written reflection.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)
<p>Embed the regular use of the 'Interventions Dashboard' on Maestro, including in all pre-DIP meetings, Sub-School sessions and relevant Domain-based sessions. This dashboard will provide comprehensive data for students receiving interventions including:</p> <ul style="list-style-type: none"> - Disability Inclusion - PSD - MYLNS - SEAL - EAL - IEPs - Behaviour Support Plans - Aboriginal and Torres Strait Islander students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)
<p>Goal 2</p>	<p>Improve student wellbeing and engagement outcomes.</p>
<p>KIS 2.a</p>	<p>Activate student voice and learner agency to strengthen student ownership and engagement in their learning.</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Further embed the Reservoir High School Lesson Model which articulates the role of the teacher in the delivery of high-quality explicit instruction and builds learner agency. - Further evolve the Professional Learning Communities (PLCs) to strengthen student voice and agency in every classroom.

<p>Evidence of change</p>	<ul style="list-style-type: none"> - The student-friendly version of the Lesson Model is being referenced in all lessons and there has been an increase across the school in students using the language of the Lesson Model. - During Learning Walks, students are able to articulate what phase of the lesson they are in, what they are doing to support their own learning and what their teacher does to assist them. - AtoSS data demonstrates a considerable improvement in Stimulated Learning and Differentiated Learning Challenge. - There is a consistency of instructional practices across the school and improved lesson clarity. The early adopters who have actively embedded the model into their teaching are providing support to others who are still in the early stages of engagement. This is evidenced in the delivery of Domain-based professional learning, peer observation process and lesson modelling. - The Lesson Model is evident in classrooms and observational data from Learning Walks indicate an increase in student-led dialogic learning, collaborative tasks and applied learning. - All teachers understand that 'collaboration' time provided to staff through the Domain-based sessions and the PLCs are to focus on embedding the Lesson Model and development of the Learning Architecture. - The PLCs are highly rigorous, Domain-based teacher learning teams that are research-driven and evidence-based and have resulted in significant improvements in embedding the Lesson Model through an inquiry process. - There is increased evidence of student-centred and dialogic learning in classrooms across the school, building learner agency and less passive learners. - There has been an increase in the AtoSS measures of Stimulated Learning, Differentiated Learning Challenge and Student Voice and Agency.
<p>Tasks</p>	<p>People responsible</p>
<p>Continue to target teacher professional learning to build high-quality explicit instruction, dialogic learning and confidence in diagnosing student learning needs and differentiating learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
<p>Further evolve the PLCs to better reflect teacher learning needs based on the progress made against the targets and goals in the Strategic Plan. In 2026, the PLCs will involve:</p> <ul style="list-style-type: none"> - Domain-based membership with an Inquiry/SPRINT focused on the RHS Lesson Model in Semester 1 and Visible Wellbeing in Semester 2. - Each PLC will have two PLC Leaders and the Principal will rotate every week to monitor the rigour and depth of learning happening consistently in each team and assess the effectiveness of each PLC Leader. - Expand the Inquiry/SPRINTS to incorporate the whole semester, thereby providing more time for 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)

Peer Observations to take place.	
Student feedback will be sought to evaluate their level of engagement in each Learning Sequence and assess the opportunity for student voice and agency in their learning across each term and subject.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s)
Further refine the Unscored Program to strengthen student engagement. This will include a blended approach to the micro-credentialing and Employability Skills programs.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Sub school leader/s
Develop a Year 12 Retreat to be introduced in Term 1 of 2027 which offers a program incorporating wellbeing sessions, effective study habits and opportunities to build connection between the cohort and teachers.	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)
School leaders will model the implementation of the RHS Lesson Model in their own classrooms and support teachers in the improvement of their practice through the delivery of targeted professional learning, including through the evolved PLC approach. All leaders will be visible and build strong Instructional Leadership, which will include Learning Walks and Instructional Coaching of teachers.	<input checked="" type="checkbox"/> Leadership team
Develop Learning Sequences for IMPACT from Year 7 -12, reflective of the Learning By Design approach.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s)
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.
Actions	- Implement the first phase of recommendations from the Aboriginal and Torres Strait Islander Strategy to improve the learning, engagement and wellbeing outcomes of every Indigenous student at Reservoir High School.
Evidence of change	- The Learning Sequences have Aboriginal perspectives embedded within them across the Domains, year levels and subject areas. - The '8 Ways of Knowing' are embedded within Learning Sequences across the Domains, year levels and subject

	<p>areas and are evident in the pedagogical approaches being used by teachers in the classroom.</p> <ul style="list-style-type: none"> - Teachers are able to, with increasing confidence, teach Aboriginal perspectives in their relevant subject area. - There is an increase in a range of data sets pertaining to student outcomes including student attendance data, Attitudes to School survey data, NAPLAN results, VCE completions and teacher judgement data for all Indigenous students at the school. - Indigenous students are more represented in student leadership positions, including in the Student Representative Council. - A number of culturally significant Aboriginal and Torres Strait Islander days and events are recognised across the school and led by our Indigenous students including National Sorry Day, NAIDOC Week and Aboriginal and Torres Strait Islander Children's Day.
Tasks	People responsible
Undertake a Curriculum audit in Term 1 to identify where Aboriginal perspectives are currently embedded and where gaps exist.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Further refine all Learning Sequences to meaningfully integrate Aboriginal perspectives, embed the '8 Ways of Knowing' and incorporate high-quality applied learning tasks and assessments in all subjects.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)
Further evolve the role of the Koorie Engagement Officer to reflect the needs of our Indigenous students, their families and ensure the Strategy recommendations are being implemented with fidelity.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)
Deliver a Curriculum Day in Term 2 facilitated by the Australians Together organisation, which provide high-quality professional learning to schools so as to embed Aboriginal perspectives in the curriculum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School leadership team

Provide high-quality professional learning to all staff pertaining to the "8 Ways of Knowing", Cultural Awareness Training, the Department of Education's Anti-Racism e-Learning modules and introduce the Visible Wellbeing approach.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team
Celebrate and acknowledge significant Aboriginal and Torres Strait Islander culturally significant days and embed these within our whole-school calendar.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)
Audit the Reservoir High School Library to incorporate a rich collection of Aboriginal and Torres Strait Islander authors and de-colonise the current collection.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader
Establish an Indigenous Student Leadership Team to build student leadership, voice and agency across the school. Investigate the creation of a Year 12 or senior student Indigenous Captain, to form membership of the Year 12 Student Leadership Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)
Refine and further develop mechanisms at the school to monitor and support attendance for our Indigenous students.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Sub school leader/s
Investigate opportunities to strengthen community involvement by inviting local Aboriginal and Torres Strait Islander organisations and community members to participate in school events and activities. Explore more effective and culturally appropriate ways to engage Aboriginal and Torres Strait Islander families in school life.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)
Expose Aboriginal and Torres Strait Islander students to future possibilities through targeted initiatives. Provide opportunities for our Aboriginal and Torres Strait Islander students to engage with and explore career pathways and tertiary learning. This would include University Immersion programs in Years 7 and 8 and targeted Careers Days for students in Years 9 and 10 featuring a diverse range of organisations such as universities, TAFEs, and apprenticeship providers.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Sub school leader/s
KIS 2.c	Strengthen school climate by embedding practices and approaches which promote wellbeing and engagement.
Actions	- Introduce the Visible Wellbeing approach across the school.

Evidence of change	<ul style="list-style-type: none"> - There has been an increase in positive endorsement in the AtoSS measures of Teacher Concern, School Connectedness, Student Voice and Agency, Advocate at School and Respect for Diversity. - The Visible Wellbeing SEARCH survey and the Self-Efficacy and Emotions survey data demonstrates an increase in students feeling engaged, happy, connected to their teachers and experiencing success in their learning. - The SEARCH survey and Self-Efficacy and Emotions survey data are being used intentionally and regularly by teachers, so as to identify the most appropriate Visible Wellbeing strategies to use in the classroom with each student. - Teachers are implementing Visible Wellbeing strategies in their classroom on a daily basis and are collecting evidence, including feedback from students, as to the impact of these strategies. Evidence of impact and teacher reflections are shared with the PLC Leader through the Learning Conversation process and with their colleagues to further refine the approaches used in the classroom. - Students are aware of and understand how to build the necessary skills in resilience, motivation, regulation, agency and ownership over learning. Students are demonstrating an increased awareness of how to establish and maintain compassionate, positive and supportive relationships with their peers.
Tasks	People responsible
Introduce the Visible Wellbeing approach to all staff through a workshop facilitated by Professor Lea Waters at the whole-school Curriculum Day in January. Provide time throughout Semester 2 for all staff to complete the Visible Wellbeing modules.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal
Embed the Visible Wellbeing approach within the IMPACT program from Years 7-12.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team
Administer the Visible Wellbeing SEARCH survey and the Self-Efficacy and Emotions survey with all students to monitor and evaluate the implementation of Visible Wellbeing and Positive Education across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s)

<p>Provide targeted professional learning to teachers to enable them to effectively use the Self-Efficacy and Emotions data, in conjunction with the SEARCH survey data to be more responsive to student wellbeing and engagement needs in the classroom.</p>	<p><input checked="" type="checkbox"/> Leadership team</p>
<p>Teachers will begin to implement Visible Wellbeing in their classes, utilising activities and lesson plans available through the Visible Wellbeing platform.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>
<p>In Term 1, the Student Engagement Coordinators will facilitate focus groups with students from their Year Level to unpack the 2025 Attitudes to School Survey data, with a particular focus on measures of Differentiated Learning Challenge, Stimulated Learning, School Connectedness, Teacher Concern, Advocate at School and Student Voicer and Agency.</p>	<p><input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)</p>