Annual Implementation Plan - 2026

Murrayville Community College (5433)

Submitted for review by Natasha Mudie (School Principal) on 06 March, 2026 at 09:15 AM
Endorsed by Jo McQuinn (Senior Education Improvement Leader) on 06 March, 2026 at 11:16 AM

Define actions, evidence of change and tasks

Goal 1	Improve the learning outcomes of every student.
KIS 1.a	Strengthen a whole school approach to high quality instructional practice in literacy and numeracy.
Actions	Build teacher capacity to understand and implement the VTLM 2.0 across 2026. Continue to implement and embed The Writing Revolution across the school in 2026. Curriculum planning is thorough and transparent in 2026.
Evidence of change	All teachers will improve their understanding of best practices for teaching and learning. Teachers will be expected to demonstrate how they are implementing a selection of these best practices from the VTLM 2.0 across their planning, setting up their classroom environments to enable learning, their explicit instruction and the activities the students do during supported application. Teachers will be expected to implement sentence level strategies for Years P-10 (at least 1 per week) from The Writing Revolution and these will be visible on Compass. Student outcomes across the school will improve as will learning confidence. All weekly planning - lesson plans or learning tasks need to be visible to students, parents and leadership on Compass.

Tasks	**People responsible**
Review of Scope and Sequence documents at the beginning of the year. Staff to develop their annual plans for their classes by the end of week 3. Weekly planning to be made available to the students and parents via Compass.	☑ Teacher(s)
VTLM 2.0 Professional Learning Sessions to train teachers across the year in 2026.	☑ Teacher(s)
Train additional teachers in the Writing Revolution during Term 1.	☑ Teacher(s)
Review the Writing Revolution sentence level strategies with staff during Staff Professional Learning time across the year. Carry out Writing Revolution workshops with secondary students in Term 1 and then as and if required.	☑ Principal
Principal to monitor planning and the implementation of Writing Revolution and VTLM 2.0 strategies via Compass and provide teachers with feedback.	☑ Principal

Principal to monitor implementation of the Writing Revolution and VTLM 2.0 strategies by classroom observations and provide teachers with feedback.	☑ Principal

Goal 2	Develop the capacity of students to become active and confident learners.
KIS 2.b	Formalise and embed a consistent, sequential learning goal process that empowers students to set, monitor and evaluate their progress.
Actions	Use regular meetings to build staff capacity to continue to review and embed a consistent, sequential learning goal process, using the Learning and Achievement Record books and to oversee and monitor the progress of this implementation.
Evidence of change	Teachers and students will recognise the value of setting short term goals to drive motivation and improvement. Each student will have a learning journal that records their learning data, goals and actions. These are to be filled in regularly across all subjects so that students can track their growth and are involved in the trajectory of their data. Teachers and students to value student's learning data, goals and actions and will understand how all three are connected and also connected to motivation. - Student Learning Journals will be the main artefact and success indicator. - Minutes from meetings monitoring the use of learning goals and journals. - Data for student sense of confidence, self-regulation and goal setting (AtoSS) - Data for use of Student feedback to improve practice and Promote student ownership of learning goals (Staff Survey)

Tasks	**People responsible**
Review and re-introduce the Student Learning and Achievement record books to staff, students, new staff and new students during the first 2 weeks of school.	☑ Principal
Principal to assist / check-in students with setting up their SLA books and familiarizing them with the process.	☑ Principal
Principal to monitor SLA record books each term.	☑ Principal
Reviewing with staff at meetings twice per term how the SLA books are going and how goal setting is going.	☑ Principal ☑ Teacher(s)

Goal 3	Improve the wellbeing outcomes of every student.
KIS 3.a	Develop and implement a whole school multi-tiered approach to promoting student wellbeing and inclusion.
Actions	Establish a mentoring system at school so that each student has a teacher that they can go to with wellbeing issues if they need to. This will replace the wellbeing role of the Form teacher in secondary only. Trial extended lunch and lunchtime activities in the secondary to improve engagement and wellbeing. Hold weekly assemblies in both Primary and Secondary that celebrate positive achievements & behaviours by students Review, refine and support the whole school multi-tiered approach to promoting wellbeing and inclusion with the Mental Health Practitioner.
Evidence of change	Teachers will be taking an active interest in the wellbeing of the students that are their mentees and in the primary sector the students in their classroom, this will involve a check-in at least weekly. Teachers will be running organised lunchtime activities for students in secondary, this will be engaging for students and reduce the likelihood of behavioural problems at this break time. Regular assemblies will build positive culture across the school and give the prefects a greater leadership role. Our whole school multi-tiered approach to promoting wellbeing and inclusion run by our Mental Health Practitioner will be further embedded and spread over the whole year and aligned to student's needs and organised in conjunction with the leadership of the school to compliment the educational program.

Tasks	**People responsible**
Match students with teacher mentors and set expectations in the first month of school.	☑ Mental health and wellbeing leader ☑ Principal
Set up lunchtime activities timetable and set expectations with teachers from the beginning of the school year.	☑ Principal
Meet with Mental Health Practitioner regarding the program for whole school events that promote wellbeing and inclusion and ensure that they compliment the learning program.	☑ Mental health and wellbeing leader ☑ Principal
Create an assembly roster to ensure that teachers are acknowledging positive behaviours and achievements and that students are aware of upcoming events.	☑ Principal