

2026 Annual Implementation Plan

for improving student outcomes

Bentleigh Secondary College (7255)



Submitted for review by Tristan Lanarus (School Principal) on 08 December, 2025 at 01:40 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 28 January, 2026 at 08:47 AM

Self-evaluation summary

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

Future planning for 2026	This year has presented some challenges in progressing towards our four-year goals, targets and Key Improvement Strategies (KIS). As a leadership team, we recognise that we have not met the level of progress we had hoped for. Working in silos, being under-resourced in key areas, and lacking the time and structures required for a strategic lens have all limited our capacity to implement our KIS with consistency and coherence. Despite these challenges, Term 4 has provided us with the opportunity to pause, reflect and re-examine our collective approach. Through this reflection, we are gaining clarity about what is needed to move forward with greater focus and unity. As we look ahead, we will narrow our efforts to the goals and KIS from our School Strategic Plan that will have the greatest impact on student learning and engagement. We will prioritise implementation that strengthens consistency, builds staff capability, and enables us to work collaboratively rather than in isolation. Our renewed focus next year will be on building the conditions, time, structures, and shared leadership practices that allow us to implement our selected KIS effectively and measure their impact on student outcomes. We are committed to learning from this year, aligning our efforts, and ensuring that our work is both strategic and sustainable moving forward.
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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 student learning and wellbeing outcomes.	Yes	NAPLAN – Proficiency scales By 2027, increase the percentage of Year 9 students in the Exceeding Proficiency in: • Reading from 27 percent (2023) to 32 percent • Writing from 23 percent (2023) to 28 percent • Numeracy from 10 percent (2023) to 15 percent. *This target may require adjustment once trend data is available	Further develop and universally implement rigorous and effective teaching and learning that reflect best practice.	Yes
		VCE - VM Completion rates (Place holder target) By 2027, increase the senior school completion rates for VCE VM from (insert 2024 baseline) to (insert target). *This is a placeholder target that will need to be finalised once data is available.	Further develop shared instructional leaders to implement the agreed pedagogy.	Yes
		VCE All Study Score Mean By 2027, increase the VCE all study scores mean from 28.4 (2022) to 30.	Further embed inquiry cycles to enable the vision.	No
		VCE Mean Study Score – English By 2027, increase the VCE mean study score across studies of VCE English from 28.65 (2022) to 30.	Further build and embed the capabilities to ensure student agency in learning.	No
		VCE Mean Study Score - Maths	Further build and embed a tiered approach to wellbeing with a	No

		By 2027, increase the VCE mean study score across studies of VCE Mathematics: • Further Maths 28.95 (2022) to 30 • Mathematics Methods (CAS) from 28.19 (2022) to 30.	particular focus on enhancing the capability to thrive.	
		Attendance By 2027, decrease the percentage of students with 20 or more days absent from 35 percent (2022) to 25 per cent.		
		Student Attitudes to School Survey (AToSS) By 2027, increase the percentage of positive endorsement for: • Differentiated learning challenge from 53 percent (2023) to 57 percent • Stimulating learning from 54 per cent (2023) to 58 percent • Student voice and agency from 42 percent (2023) to 46 percent • Sense of connectedness from 44 percent (2023) to 50 percent • Normal and high Resilience will improve from 75 per cent (2023) to 80 percent.		
		Parent Opinion Survey (POS) By 2027, increase the percentage of positive endorsement for: • Stimulating learning environment from 61 percent (2022) to 68 percent • Student agency and voice from 64 percent (2022) to 70 percent • Teacher communication from 57 percent (2022) to 61 percent.		

Define actions, evidence of change and tasks

Goal 1	Maximise student learning and wellbeing outcomes.	
KIS 1.a	Further develop and universally implement rigorous and effective teaching and learning that reflect best practice.	
Actions	1. The Bentleigh Model of VTLM displayed in every classroom. 2. PLC Cycles based on Bentleigh Model implementation.	
Evidence of change	1. Increased evidence of Bentleigh Model implementation across classrooms (learning walks and observations) 2. Greater consistency between classrooms. 3. PLC cycle artefacts linked to the Bentleigh Model 4. Increased staff skill, knowledge and confidence with the VTLM 5. Student Feedback (pivot surveys)	
Tasks		People responsible
Install the VTLM Bentleigh Model charts in every classroom. This has already been the focus of staff professional learning day at Hawthorn FC on 13 December, 2025 and Day One, 2026, staff PL intro day.		☑ Administration team
Design and Create the VTLM Bentleigh Model charts. PCMS, EDI/TAPPLE and CFU have been identified with SIT and staff last year as the 3 key aspects of the VTLM that will be the basis of the Bentleigh Model. This is based on their fundamental nature		☑ All staff
Implement the VTLM Bentleigh Model in classes. Each teacher has a Bentleigh CFU Whiteboard kit and a classroom chart in every room. Meeting structure aligned with professional learning on how to use the kit and how to teach aligned with the classroom charts (this is our Instructional model)		☑ All staff
PLC cycles based on VTLM Bentleigh Model implementation. Each SIT member has a group we lead through each PLC cycle. The crumb/problem of practice is aligned with the Bentleigh VTLM model. Each team and member has some choice on their focus but within the agreed parameters, eg it could be within PCMS or EDI/TAPPLE or CFU protocols.		☑ All staff
Purchase and start using CFU mini whiteboards in every lesson.		☑ All staff

KIS 1.b	Further develop shared instructional leaders to implement the agreed pedagogy.	
Actions	1. Professional Learning for SIT Members to lead VTLM implementation/PLC cycles	
Evidence of change	1. Increased evidence of Bentleigh Model implementation across classrooms (learning walks and observations) 2. Greater consistency between classrooms. 3. SIT members develop as strong instructional leaders 4. Increased staff skill, knowledge and confidence with the VTLM 5. Student Feedback (pivot surveys)	
Tasks		People responsible
Establish schedule of VTLM Professional Learning for SIT members		☑ School improvement team
SIT members lead and coach their teams through PLC cycles		☑ All staff
Collect student feedback on VTLM implementation and consistency between classrooms		☑ Administration team ☑ Student(s)
SIT members conduct learning walks and classroom observations with a focus on Bentleigh Model VTLM implementation		☑ School improvement team