2026 Annual Implementation Plan

for improving student outcomes

Copperfield College (8799)

Submitted for review by Nick Adamou (School Principal) on 02 February, 2026 at 02:16 PM
Awaiting endorsement by Senior Education Improvement Leader

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	Evolving	Evolving	Embedding	Embedding

Future planning for 2026	The College will continue to focus on SWPBs in 2026.

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	*NAPLAN benchmark growth target **Placeholder - data to be added when available in late 2025.*	Implement and embed an agreed and consistent documented guaranteed and viable curriculum to meet the learning needs of all students.	Yes
		By 2029, increase the percentage of students in the Strong and Exceeding proficiency levels of achievement in Year 9 NAPLAN in: • Reading from 54% (2024) to 58% • Numeracy from 42% (2024) to 50%.	Strengthen the rigour and consistency of the whole school approach to instructional practice.	Yes
		By 2029, increase the percentage positive staff endorsement in the School Staff Survey (SSS) factors: • Use pedagogical model from 59% (2024) to 65% • Professional learning through peer observation from 27% (2024) to 50% • Guaranteed and viable curriculum from 49% (2024) to 60%.	Build staff capability to use formative assessment and planning to deliver effective adjustments and extensions for identified students.	No
		By 2029, increase the below senior secondary achievement measures: • VCE English mean study score to increase from 27.2 (2024) to 28.0 • VCE General Mathematics mean study score to increase from 29.6 (2024) to 30.0	Implement agreed evidence based collaborative practice, coaching and peer observations to support growth in teacher practice across the college.	No

		• VCE English study scores of 37 or more to increase from 5% (2024) to 8% • VCE total completion rate from 93% (2024) to 96%.		
		By 2029, the percentage of all Unit 3 & 4 subjects exceeding the GAT predicted score to increase from 42% (2024) to 46%.		
Strengthen the engagement, connection and wellbeing of every student.	Yes	By 2029, increase the percentage of positive student endorsement on the Attitudes to School Survey (AtoSS) for factors: • Stimulated learning from 53% (2024) to 56% • Student voice and agency from 40% (2024) to 45% • Sense of connectedness from 46% (2024) to 50% • School staged transitions (Year 10 to 12) from 59% (2024) to 62%.	Strengthen student agency, aspirations, pathways and transitions, in, through and beyond the school.	Yes
		By 2029, increase the percentage of positive endorsement in the School Staff Survey (SSS) for factors: • Collective efficacy from 47% (2024) to 55% • Parent and community involvement, engagement and outreach from 48% (2024) to 55%.	Embed a multi-tiered approach to enhance positive student behaviour, inclusion and wellbeing supported by clear processes and consistent classroom practices.	Yes
		By 2029, increase average student attendance from 83.6% (2024) to 86%.		

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student.
KIS 1.a	Implement and embed an agreed and consistent documented guaranteed and viable curriculum to meet the learning needs of all students.
Actions	1. Continue to embed organisational structures (Curriculum Committee, KLA meetings, common staff planning time) to support the use of common Curriculum Maps. Monitor that documented curriculum exists, is centrally stored for all subjects 7-12, is taught, assessed and reported on throughout the academic year. . 2. Continue to build collective knowledge of differentiation and its impact on improving student learning. Embed regular learning walks to observe, monitor and refine the implementation of the College instructional Model (LENAR), elements of the VTLM 2.0 and differentiation.
Evidence of change	1. Teachers demonstrate an improved understanding of scope and sequencing and increased confidence in the common content and assessments as documented in the Curriculum Maps. Curriculum Maps are completed, used and refined as per agreed College timeline. 2. Increased implementation of the College Instructional Model and regular differentiated instruction observed through Learning Walks which will occur regularly and data discussed and acted upon. 3. Meeting structures and leadership responsibilities are aligned and regular and consistent time is allocated to support adult learning in targetted and differentiated staff Professional Learning on data literacy and student differentation. 4. PLC focus on tracking students via data and planning for interventions and extentions based on data,

Tasks	**People responsible**
Learning Walks Differentiated Professional Learning Structured PLCs for each semester Key Learning Area meetings to support data literacy and differentiated teaching and learning	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Learning specialist(s) ☑ Literacy leader

	☑ Numeracy leader
KIS 1.b	Strengthen the rigour and consistency of the whole school approach to instructional practice.
Actions	1. Build collective knowledge of explicit teaching practices through peer observations, coaching and Learning Walks. 2. Audit of Key Learning Areas and Programs to determine the Professional Learning needs required to enhance teacher understanding, build teacher capacity in the use of student data and differentiated teaching and learning.
Evidence of change	1. Targeted and differentiated Professional Learning for all teachers on the target areas of; data literacy with a focus on relative growth, collaborative learning and literacy and numeracy. 2. Protocols developed for authentic teacher collaboration and professional conversations to support PLC work. 3. Monitor impact of peer observations and coaching, and Learning Walks. 4. Completed audit of Professional Learning needs of Key Learning Areas and Programs.

Tasks	**People responsible**
Learning Walks, peer observations and coaching to continue Professional Learning audit completed Professional Learning focussed on data literacy, numeracy and literacy, and collaborative learning protocols for teachers and students developed.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader

Goal 2	Strengthen the engagement, connection and wellbeing of every student.
KIS 2.a	Strengthen student agency, aspirations, pathways and transitions, in, through and beyond the school.
Actions	1. Students build knowledge and confidence in understanding themselves as learners. 2. Students develop partnerships in their learning supporting an authentic and aspirational career action plan.
Evidence of change	1.Build teacher knowledge and capacity on data across the College. (NAPLAN, PAT R, PAT M and VASS) 2. Structured data analysis reflections with teaching staff and a PCO Team member throughout the academic year.

	3. Professional Learning for teachers on ATOSS questions and student data including student voice (student presentation to staff). 4. Strengthen Student Presentation (SLPs, Mini Pathways, student leaders)

Tasks	**People responsible**
Career Action Plan for all students Professional Learning on ATOSS questions and data for both teachers and students Year 9 Morrisby Profiling Build data analysis tools and processes Alumni network strengthened through presentations and school events SLP timeline and processes reviewed and implemented	☑ Assistant principal ☑ Careers leader/team ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator ☑ Leading teacher(s) ☑ Learning specialist(s)

KIS 2.b	Embed a multi-tiered approach to enhance positive student behaviour, inclusion and wellbeing supported by clear processes and consistent classroom practices.
Actions	1. Build staff capacity to further understand and implement, in class and in the yard, School Wide Positive Behaviour Support (SWPBS) with a specific focus on positive - and preventative - classroom systems, the effective use of common language, and consistency in responding to and the following up of minor and major behaviours. 2. Implementation, and review of the introduction, of The Resilience Project across the junior campuses, and the exploration of targeted social and emotional wellbeing activities on the senior campus.
Evidence of change	1. Increase in the number of positive (SWPBS) posts on Compass following targeted professional learning for all teachers on positive - and preventative - classroom systems and consistency in relation to expectations of student behaviour and responding to minor and major behaviours. 2. Decrease in the number of minor and major behaviour (SWPBS) posts on Compass, due to improved student behaviour in the classroom and yard. 3. Collective efficacy to improve across the College. 4. Improved tracking of student wellbeing data (evidence-based) for use in planning for targeted, proactive and preventative, student wellbeing programs/activities. 5. Improvement in monitoring and responses by Campus and Team Leaders to staff Compass posts on minor and major behaviours (for example, acknowledgement, follow-up and action(s) undertaken).

Tasks	People responsible
Regular meetings to be held with Campus and Team Leaders to ensure consistency in follow up and responses to minor and major behaviours and the modelling of this to classroom teachers. Targeted professional learning for all teachers on positive - and preventative - classroom systems and consistency in relation to expectations of student behaviour and responding to minor and major behaviours. Working Party to explore targeted social and emotional wellbeing activities on the senior campus. Monitor and review the implementation of the Resilience Project on the junior campuses with input from Connect Teachers and students Re-structure the SWPBS team so there is representation from each campus and from invested teacher cohorts (for example, Campus/Team Leaders, Student Wellbeing Team, Disability Inclusion Team) and with avenues for student input.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Mental health and wellbeing leader ☑ SWPBS leader/team