

Annual Implementation Plan - 2026

Hawkesdale P12 College (5434)



**HAWKESDALE
P12 COLLEGE**

Submitted for review by John Ralph (School Principal) on 23 February, 2026 at 02:23 PM

Endorsed by Stephanie Carter (Senior Education Improvement Leader) on 23 February, 2026 at 02:25 PM

Define actions, evidence of change and tasks

Goal 1	Increase student learning growth	
KIS 1.a	Collaboratively develop and embed agreed clear and consistent whole school approaches to curriculum planning and evidence-based, data-informed instructional practice.	
Actions	<ul style="list-style-type: none"> - explore, build and successfully apply a whole-school instructional model that reflects a consistency of practice, language, lesson sequencing and formative assessment - build teacher capacity around the use of data to better inform instructional planning, instructional pacing and student learning adjustments. 	
Evidence of change	<ul style="list-style-type: none"> - evidence of structural change that will allow time and opportunity for a consistent whole-school instructional model to be implemented from Years F to 12 - evidence of an agreed schoolwide instructional model being explored and constructed by all teaching staff, and that that reflects the VTLM 2.0, consistent routines and expectations and the needs of all learners - evidence of students being able to articulate the 'usual' structure of lessons, what they are learning about, how they will know if they have been successful in their learning, why they have particular learning goals and/or classroom adjustments - evidence of accurate, timely and accessible curriculum documentation that meets minimum curriculum standards and incorporates the Vic Curriculum 2.0 and Victorian Lesson Plans, and that is archived via a shared Google landing page - evidence of routine use of data sources by teaching staff to make informed decisions about lesson planning and student learning adjustments - evidence of PIVOT feedback surveys, data walks and collaborative peer observations being used to build teacher reflection and instructional feedback focusing on instructional practice, and articulating/documenting areas for future improvement - evidence of teachers using consistent classroom PCMS and expected SWPBs routines, whole-school Learning Habits and staged responses to minor and major behaviours - evidence of leadership and teaching staff consistently using Compass with fidelity to allow for accurate and up to date teaching and learning information to be accessed by families and students; and schoolwide staff ensuring that consistent, clear and accurate information is communicated to families about all aspects of school operations. 	
Tasks		People responsible

<p>School Leadership staff will engage with ISS staff to develop a framework for a schoolwide instructional model that is clear, concise, visually memorable and applicable to all classes from Foundation to Year 12.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> ISS senior leader/s <input checked="" type="checkbox"/> Leadership team
<p>Teachers will consistently use the Vic Curriculum 2.0 to plan for lesson content, learning adjustments and formative assessment, and will document scope and sequence and curriculum mapping using an agreed, centralised and accessible schoolwide approach.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
<p>School Leadership staff will work with individual teachers, PLCs and the whole of staff to explore, build and apply a clear, consistent and sequenced instructional model that is applicable to all classes from Foundation to Year 12, and that reflects our agreed school approach to structuring learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)
<p>Teaching staff will explore and build personal and PLC-based capacity around the use of data sources and Victorian Lesson Plans to better inform instructional planning, lesson pacing and student learning adjustments</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)
<p>Leadership and teaching staff will be involved in PIVOT feedback surveys, data walks and collaborative peer observations to build reflection and constructive instructional feedback focusing on instructional practice, use of classroom PCMS and expected SWPBs routines, brain breaks, whole-school Learning Habits and staged responses to minor and major behaviours</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)
<p>Teaching staff will consistently use Compass with fidelity so that accurate and up to date teaching and learning information can be accessed by families and students; schoolwide staff will ensure that consistent, clear and accurate information is communicated to families about all aspects of school operations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)

Goal 2	Strengthen the capacity of students to be active, healthy, engaged and resilient community members	
KIS 2.a	Continue to develop agreed processes and expectations to support inclusion, positive behaviour and a safe environment.	
Actions	<ul style="list-style-type: none"> - explore, build and successfully apply schoolwide capacity around Practices 1-8 of the VTLM 2.0 Enabling Learning: Positive Classroom Management Strategies (PCMS), integrating elements of staged behavioural responses and SWPBs routines and expectations - explore, build and successfully apply schoolwide strategies to increase student engagement with physical activity. 	
Evidence of change	<ul style="list-style-type: none"> - evidence of structural and curriculum change that will allow time and opportunity for increased schoolwide physical activity, weekly Year 7-10 Learning for Living sessions and dedicated sessional time to apply and document a consistent Year F-6 S&EL curriculum based around RRRR - evidence of school leadership staff working with individual teachers, PLCs and the whole of staff to explore, build capacity and apply Practices 1-8 around Positive Classroom Management Strategies (PCMS) - VTLM 2.0 Enabling Learning - evidence of leadership, teaching and ES staff building consistent processes around our agreed school approach to expectations and staged responses: minor and major classroom behaviours flowcharts; weekly SWPB's expectations; consistent whole-school Study Habits; and positive behaviour practices based around agreed and consistent PCMS - evidence of staff using established referral processes via our MHWL, YLC's and wellbeing staff to support students who present with wellbeing concerns - evidence of positive, respectful and responsive relationships between students, school staff and members of the wider school community, through observation, chronicle entries and wellbeing documentation; de-escalation strategies used consistently to resolve issues potential issues 	
Tasks	People responsible	
School Leadership staff will work with individual teachers, PLCs and the whole of staff to explore, build capacity and apply Practices 1-8 around Positive Classroom Management Strategies (PCMS) - VTLM 2.0 Enabling Learning	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	
All staff will seek to strengthen and promote student health, wellbeing and physical activity by increasing time and opportunities for students to take part in events, programs and activities that	<input checked="" type="checkbox"/> All staff	

<p>influence improved health and an active lifestyle; ongoing engagement with student-focussed programs via Active Schools and Sporting Schools.</p>	
<p>Whole-school structural timetabling and health curriculum change: increased time for primary and Year 7-10 PE subject offerings; dedicated hour sessions per week for the explicit teaching of the RRRR (Learning for Life) curriculum in Years 7-10; dedicated sessional time to apply and document a consistent Year F-6 S&EL curriculum based around RRRR</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)
<p>School Leadership staff will work with individual teachers, PLCs and the whole of staff to explore, document and apply strategies around our agreed school approach to staged responses re minor and major classroom behaviours, and positive behaviour practices based around agreed and consistent PCMS and SWPBs expectations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)