Western Cape College

Annual Improvement Plan 2026

VISION

To empower students to confidently pursue their passions and make meaningful contributions to vibrant and diverse communities.

PURPOSE

To deliver a rich and inclusive educational experience from Kindergarten to Year 12.

STRATEGIC PRIORITIES

Strategic Priority 1
Connection

Strategic Priority 2
Wellbeing

Strategic Priority 3
Learning

Strategic Priority 4
Leading

WESTERN CAPE COLLEGE

Positive Culture for Learning

Leading the Learning

Reading

Students will:

Positive Culture for Learning
- **Demonstrate** readiness for learning by using regulation strategies and universal routines.
- **Engage** in progress and coaching conversations to understand their learning, attendance, engagement and behaviour data.
- **Set** personal goals and reflect on growth to strengthen self-efficacy and ownership.
- **Repair** harm using restorative language and problem-solving strategies.
- **Uphold** school-wide expectations to reduce behaviours that interrupt learning.

Leading the Learning
- **Explain** what they are learning, why it matters, and how they know when they are successful.
- **Respond** to feedback to improve the quality of their work and learning behaviours.
- **Engage** confidently in lessons using explicit instruction routines and structured support.

Reading
- **Develop** strong foundational skills (phonological awareness, phonics, decoding, fluency).
- **Apply** vocabulary and comprehension strategies across learning areas.
- **Engage** positively in daily reading routines and Literacy Block expectations.
- **Participate** in targeted intervention when required to demonstrate measurable growth.

Teachers will:

Positive Culture for Learning
- **Embed** trauma-informed non-negotiables, including pre-start/ready-to-learn routines and explicit teaching of WCC behaviour expectations.
- **Model** restorative practice through everyday conversations and explicitly teach restorative language to students.
- **Grow** student self-efficacy through regular progress conversations, clear success criteria, coaching, feedback and reflection routines.
- **Use** student data (behaviour, attendance, engagement, achievement) to guide goal-setting discussions and targeted support.
- **Maintain** consistency by engaging in walkthroughs, quality assurance processes and accurate OneSchool recording.

Leading the Learning
- **Deliver** explicit instruction using the College's agreed lesson delivery model and high-yield strategies (checking for understanding, active participation, worked examples).
- **Clarify** learning intentions, success criteria and exemplars to build student clarity and independence.
- **Implement** the WCC Moderation System by engaging in Pre-During-After moderation processes to ensure consistency and accuracy of judgments.
- **Engage** in coaching cycles, peer observations and Teachers Teaching Teachers sessions to continually refine practice.
- **Use** student work samples and student voice to evaluate learning impact and adjust instruction.

Reading
- **Engage** in Professional Learning and Coaching that builds understanding of the Science of Reading and strengthen explicit reading instruction.
- **Enact** the College Reading Framework with fidelity, using high yield, low-variance routines from the Reading Playbook.
- **Monitor** student progress using regular formative assessments (e.g., DIBELS) to adjust instruction.

Leaders will:

Positive Culture for Learning
- **Monitor** PCL implementation through scheduled walkthroughs, QA processes and line-of-sight reviews across campuses.
- **Develop** staff capability in neuroscience, regulation, restorative practice and coaching conversation techniques through targeted PL.
- **Embed** a consistent restorative culture by coaching staff to use shared language, tone and responses.
- **Use** behaviour, engagement and attendance data to identify patterns, target support and strengthen Tier 2–3 case management.
- **Support** teachers to facilitate meaningful progress conversations with students that build confidence, clarity and ownership.

Leading the Learning
- **Strengthen** middle leaders' coaching and observation capability through training, co-observation and calibration across faculties and sub-schools.
- **Embed** a coherent coaching system, including documented cycles, walkthroughs and structured mentoring for new teachers.
- **Lead** consistent implementation of the WCC Moderation System by supporting Pre-During-After moderation routines, building alignment of assessment, curriculum and pedagogy.
- **Maintain** visible instructional leadership through regular learning walks and collegial engagement routines across campuses.
- **Monitor** teaching quality and impact using triangulated data (achievement, engagement, walkthrough trends, moderation evidence) and refine actions through termly review cycles.

Reading
- **Co-design** and document the Whole of College Reading Framework representing practice across Prep–Year 10, supported by placemats and playbooks that define instructional routines, assessment expectations, and data cycles.
- **Facilitate** high-quality professional learning and coaching aligned to the framework.
- **Provide** targeted coaching, modelling, and feedback to improve instructional routines and reading pedagogy.
- **Oversee** the consistent use of formative, diagnostic, and summative reading data to track progress at individual, cohort, and campus levels.
- **Establish** quality assurance processes (e.g., walkthroughs, data checks, peer reviews) to ensure consistent implementation of the Reading Framework.

As a College, we will measure our evidence of impact through:

- School Opinion Survey Data
- Maximising Learning Days - Attendance and SDAs
- Student Engagement and Wellbeing Data
- Classroom - ↑ Student Engagement and ↓ Disruptions to Learning
- ↑ Proportion of students achieving a C or above
- ↑ Proportion of students achieving an A or B
- NAPLAN participation and performance
- Years 10-12 pathways - Post school destinations Year 13
- Year 12 outcomes and destinations - ATAR, QCE/QCIA attainment