

# 2023 Annual Implementation Plan

## for improving student outcomes

Glenroy Secondary College (8893)



Submitted for review by Andrew Arney (School Principal) on 16 February, 2023 at 02:04 PM  
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 16 February, 2023 at 05:37 PM  
Endorsed by Bridget Kille (School Council President) on 03 March, 2023 at 03:15 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	Ongoing disruptions in the shadows of the COVID19 pandemic have had a marked impact on the ability of the team at Glenroy to consistently implement strategies from the 2022 AIP. Some work began on the development of an Instructional Model, and a PLC structure was in place to consider learning growth strategies in semester 2, though the impact of this has been inconsistent and difficult to measure. Some great work was done on the School Wide Positive behaviours framework, and this will continue to be a focus while this is embedded in 2023.
<b>Considerations for 2023</b>	There is a high proportion of new or returning staff, including members of the leadership team, so a great deal of work is required in 2023 to ensure role clarity and a shared purpose. A push towards greater consistency of practice - both in learning practices and school wide positive behaviours has emerged as a focus from the 2022 data sets, as well as the use of data for more targeted purposes. A drive for deeper engagement in student agency and visible outcomes from this agency needs to be a high priority. The school review early term 2 will be a great opportunity for the community to reflect deeply on past successes, current challenges, and plan how we approach the next few years at Glenroy College.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve learning growth and outcomes for all students across each domain.
<b>Target 2.1</b>	<p>By 2022 improve the percentage of students in the top two bands (8 and 9) of Year 9 NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 6% (2015-17 average) to 10%.</li> <li>• Writing from 4% (2015-17 average) to 10%</li> <li>• Numeracy from 4% (average 2015-18 ) to 10% .</li> </ul>
<b>Target 2.2</b>	<p>By 2022 improve the percentage of students achieving medium and high relative gain on NAPLAN from Years 7 to 9:</p> <ul style="list-style-type: none"> <li>• Reading from 58% (average 2017-18) to 70%</li> <li>• Writing from 35% (average 2017-18) to 60%</li> <li>• Numeracy from 63% (average 2017-18) to 70%.</li> </ul>

<b>Target 2.3</b>	<p>VCE and VCAL</p> <ul style="list-style-type: none"> <li>• By 2022 improve the All Studies mean score from 23.96 (average 2016-17) to 26.00</li> <li>• By 2022 improve satisfactory completion of the VCAL Senior Certificate from 71% (average 2015-18) to 90%.</li> </ul>
<b>Target 2.4</b>	<p>By 2022 improve the following percentage of positive responses on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 27% to 50%</li> <li>• Teacher collaboration from 56% to 70%</li> <li>• Guaranteed and viable curriculum from 62% to 75%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop, embed and continuously evaluate a student-centred sequential curriculum. (CPA)
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Deepen teacher knowledge and practice excellence through professional learning communities and regular feedback. (BPE)
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Build instructional leadership capability to lead whole school improvement.(ISL)
<b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment	Staff to use agreed data sets and evidence to plan differentiated teaching and learning. (CPA)
<b>Goal 3</b>	Empower students to be engaged learners and leaders.
<b>Target 3.1</b>	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey for the following factors: Year 7 - 9</p> <ul style="list-style-type: none"> <li>• Sense of connectedness - 44% (2018) to 55% (2022)</li> <li>• Stimulating learning - 48% (2018) to 55% (2022)</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency - 44% (2018) to 50% (2022)</li> <li>• Self-regulation and goal setting - 66% (2018) to 67% (2022)</li> </ul> <p>Year 10-12</p> <ul style="list-style-type: none"> <li>• Sense of connectedness - 41% (2018) to 50% (2022)</li> <li>• Stimulating learning - 54% (2018) to 55% (2022)</li> <li>• Student voice and agency - 48% (2018) to 55% (2022)</li> <li>• Self-regulation and goal setting - 67% (2018) to 70% (2022)</li> </ul>
<b>Target 3.2</b>	By 2022 decrease the average days absent per student Years 7 to 12 from 30 days (2017) to 18 days or less.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Harness student voice and agency in learning. (ESBSP)
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Students to be developed as leaders in the classroom, college and community.(ESBSP)
<b>Goal 4</b>	To foster students as resilient, self-regulated learners.
<b>Target 4.1</b>	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey for the following factors:</p> <p>Year 7 - 9</p> <ul style="list-style-type: none"> <li>• Teacher concern - 39% (2018) to 45% (2022)</li> <li>• Respect for diversity - 41% (2018) to 45% (2022)</li> <li>• Managing Bullying - 49% (2018) to 55% (2022)</li> <li>• Effective classroom behaviour - 48% (2018) to 57% (2022)</li> </ul>

	<p>Year 10-12</p> <ul style="list-style-type: none"> <li>• Teacher concern - 45% (2018) to 50% (2022)</li> <li>• Respect for diversity - 40% (2018) to 50% (2022)</li> <li>• Managing bullying - 46% (2018) to 53% (2022)</li> <li>• Effective classroom management - 53% (2018) to 56% (2022)</li> </ul>
<p><b>Target 4.2</b></p>	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 67% (2018) to 78%</li> <li>• Promoting positive behaviour from 79% to 85%</li> <li>• Teacher communication from 65% to 75%</li> <li>• Transitions from 82% to 85%.</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion</p>	<p>Build high expectations for student learning and behaviour. (SEPI)</p>
<p><b>Key Improvement Strategy 4.b</b> Health and wellbeing</p>	<p>Implement a whole-school approach to health, wellbeing and community inclusion. (HW and BC)</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improved outcomes in Collective focus on student learning from 58% positive responses to 63%. Positive response to guaranteed and viable curriculum from 38% to 50% Student positive perceptions of effective teacher time from 56% to 60%</p>
<p>Improve learning growth and outcomes for all students across each domain.</p>	No	<p>By 2022 improve the percentage of students in the top two bands (8 and 9) of Year 9 NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 6% (2015-17 average) to 10%.</li> <li>• Writing from 4% (2015-17 average) to 10%</li> <li>• Numeracy from 4% (average 2015-18 ) to 10% .</li> </ul>	
		<p>By 2022 improve the percentage of students achieving medium and high relative gain on NAPLAN from Years 7 to 9:</p> <ul style="list-style-type: none"> <li>• Reading from 58% (average 2017-18) to 70%</li> <li>• Writing from 35% (average 2017-18) to 60%</li> <li>• Numeracy from 63% (average 2017-18) to 70%.</li> </ul>	
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Empower students to be engaged learners and leaders.	No	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey for the following factors:</p> <p>Year 7 - 9</p> <ul style="list-style-type: none"> <li>• Sense of connectedness - 44% (2018) to 55% (2022)</li> <li>• Stimulating learning - 48% (2018) to 55% (2022)</li> <li>• Student voice and agency - 44% (2018) to 50% (2022)</li> <li>• Self-regulation and goal setting - 66% (2018) to 67% (2022)</li> </ul> <p>Year 10-12</p> <ul style="list-style-type: none"> <li>• Sense of connectedness - 41% (2018) to 50% (2022)</li> <li>• Stimulating learning - 54% (2018) to 55% (2022)</li> <li>• Student voice and agency - 48% (2018) to 55% (2022)</li> <li>• Self-regulation and goal setting - 67% (2018) to 70% (2022)</li> </ul>	
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To foster students as resilient, self-regulated learners.	No	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey for the following factors:</p> <p>Year 7 - 9</p> <ul style="list-style-type: none"> <li>• Teacher concern - 39% (2018) to 45% (2022)</li> </ul>	

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<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	Improved outcomes in Collective focus on student learning from 58% positive responses to 63%. Positive response to guaranteed and viable curriculum from 38% to 50% Student positive perceptions of effective teacher time from 56% to 60%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Improved outcomes in Collective focus on student learning from 58% positive responses to 63%. Positive response to guaranteed and viable curriculum from 38% to 50% Student positive perceptions of effective teacher time from 56% to 60%
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Building staff capacity to consistently plan stimulating lessons and learning sequences that differentiate in response to student needs (driven by the relevant curriculum)
<b>Outcomes</b>	Students will display increased engagement in learning Students will demonstrate positive learning behaviours Teachers will plan learning sequences, with differentiation, based on student learning data Teachers will consistently engage in planning and practice aligned to school-wide models Leaders will support teaching staff to develop lessons and learning sequences using school-wide models Leaders will support teaching staff to respond to student data
<b>Success Indicators</b>	Attitudes to Schools Survey will reveal increased stimulated learning responses Learning walk data will reveal positive learning behaviours Curriculum auditing/reviewing will reveal documentation of differentiated lessons aligned to the school models SSS will reveal improved 'guaranteed and viable curriculum'
<b>Activities and Milestones</b>	
<ul style="list-style-type: none"> <li>Develop a professional learning plan that connects the Literacy Action Plan, Numeracy Action Plan, the PLCs and SWPBS</li> </ul>	

<ul style="list-style-type: none"> <li>Leaders support the domain teams and PLCs to develop curriculum-connected lesson sequences with differentiation/adjustments - supporting early career teachers, domain leaders and PLC teams</li> </ul>	
<ul style="list-style-type: none"> <li>Develop and Implement targeted year 7 Numeracy Improvement Plan</li> </ul>	
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Actions</b>	Develop a consistent approach to implementation of the SWPBS framework.
<b>Outcomes</b>	Students will attend school more regularly Students will follow a consistent classroom procedure Teachers will collaborate with different teams to understand and support improved attendance Teachers will consistently engage in planning and practice aligned to school-wide models (SWPBS) Leaders will develop more consistent processes across the school, and support staff to implement these processes Leaders will support teaching staff to change classroom practice in order to support improved attendance
<b>Success Indicators</b>	Improved attendance data, specifically at year 11 and 12 Reduction in behaviour referral numbers measured through Xuno Increase in positive behaviours measured through Values Recognition awards noted on Xuno Learning walks show calm and consistent classroom environments and higher ratio of positive to negative interactions Documented processes that are visible to students, staff and families
<b>Activities and Milestones</b>	
<ul style="list-style-type: none"> <li>Conduct an inquiry into causes for poor attendance for year 11 and 12 girls at tier 2 level.  Mobilise wellbeing team to collaborate with Learning Specialists to develop a coordinated integrated intervention for this group.</li> </ul>	
<ul style="list-style-type: none"> <li>Targeted SWPBS program for year 7-9 to develop effective and consistent classroom routines.</li> </ul>	
<ul style="list-style-type: none"> <li>Re-focus implementation of SWPBS and build staff capacity through induction and whole staff professional development.</li> </ul>	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that connects the Literacy Action Plan, Numeracy Action Plan, the PLCs and SWPBS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Student Achievement Manager</li> <li><input checked="" type="checkbox"/> MYLNS initiative professional learning</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Leaders support the domain teams and PLCs to develop curriculum-connected lesson sequences with differentiation/adjustments - supporting early career teachers, domain leaders and PLC teams	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	
Develop and Implement targeted year 7 Numeracy Improvement Plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader  <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments  <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)  <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Targeted SWPBS program for year 7-9 to develop effective and consistent classroom routines.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team  <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Visits to other schools and networking <input checked="" type="checkbox"/> Departmental resources  SWPBS coach and departmental training	<input checked="" type="checkbox"/> On-site

<p>Re-focus implementation of SWPBS and build staff capacity through induction and whole staff professional development.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
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