

2025 Annual Implementation Plan

for improving student outcomes

Glenroy College (8893)



Submitted for review by Andrew Arney (School Principal) on 18 March, 2025 at 03:24 PM
Endorsed by Amanda Busuttil (Senior Education Improvement Leader) on 10 April, 2025 at 10:20 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	FISO 2.0 Dimensions	Self-evaluation level
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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	Overall we have very happy with the implementation of the actions and the actions we are observing each and every day, though the data has changed slower in most student/parent areas than we predicted. There is still clearly work to do in bringing the students and parents in board with the entire culture package - high expectations in behaviour and learning, though we are continually seeking to improve an all areas across the board.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve the learning outcomes of all students.	Yes	NAPLAN target(s) to be determined.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
		<ul style="list-style-type: none"> By 2026, VCE Studies (Adjusted) residuals as per report 10 on the Victorian Assessment Software System (VASS) to be greater than -2 for all Year 12 classes. To maintain the percentage of students completing VCE Inclusive to above 90% (2026) 	VCE completion to 90%
		By 2026, increase the percentage of positive response scores on the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> Academic emphasis from 20% (2022) to 40% Collective efficacy from 31% (2022) to 40% Teacher Collaboration from 34% (2022) to 50% Guaranteed and viable curriculum 38% (2022) to 60% 	Academic Emphasis: 30% Collective efficacy: 50% Teacher Collaboration: 65% GVC: 60%
To improve student engagement in learning.	Yes	By 2026, increase the percentage of positive response scores on the Attitude to School Survey (AtoSS) in the factors: <ul style="list-style-type: none"> Student voice and agency from 43% (2022) to 45% 	Student voice and agency: 42% Differentiated learning challenge: 50% School connectedness: 40%

		<ul style="list-style-type: none"> • Differentiated learning challenge from 50% (2022) to 60% • School connectedness from 46% (2022) to 50% 	
		By 2026 the percentage of students with 20 or more days of absence will decrease from 51% (2022) to 40%	Attendance: 50%
		By 2026, increase the percentage of students exiting Year 12 attaining full time employment, education or training from 78% (2022) to 85%	Employment/Education/Training: 82%
To strengthen the wellbeing of all students.	No	By 2026 increase the percentage of positive endorsement in the student Attitude to School Survey (AtoSS) in the factors: <ul style="list-style-type: none"> • Teacher concern from 35% (2022) to 40% • Respect for diversity from 39% (2022) to 45% • Managing bullying 46% (2022) to 50% 	
		By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> • Staff psychological health from 44% (2021) to 50% • Staff support and wellbeing consultation and participation from 45% (2021) to 50% 	

Goal 1	To improve the learning outcomes of all students.
12-month target 1.1	Reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.

12-month target 1.2	VCE completion to 90%	
12-month target 1.3	Academic Emphasis: 30% Collective efficacy: 50% Teacher Collaboration: 65% GVC: 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Assessment	Build teacher team capability to use evidence and data to target student point of learning need and inform differentiated teaching and learning.	Yes
KIS 1.b Leadership	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.	No
KIS 1.c Leadership	Build the instructional and shared leadership capacity of all staff for learning and wellbeing.	No
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.	Use EIM, SWPBS and BSEM to build upon the strong baseline built in 2024 Continued development of staff data literacy and use Meet point of need which in turn will impact wellbeing and engagement outcomes	
Goal 2	To improve student engagement in learning.	
12-month target 2.1	Student voice and agency: 42% Differentiated learning challenge: 50% School connectedness: 40%	
12-month target 2.2	Attendance: 50%	

12-month target 2.3	Employment/Education/Training: 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Build student capacity to take agency over their own learning habits and dispositions.	Yes
KIS 2.b Support and resources	Develop initiatives and opportunities designed to support student connectedness to school.	Yes
KIS 2.c Support and resources	Further develop and embed authentic learning partnerships based on shared high expectations between students, families and community stakeholders.	No
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.	ATOSS indicates ongoing challenges with student engagement and connectedness Explicit teaching of good learning behaviours through EIM, SWPBS and BSEM Developmental rubrics to assist in meeting student's point of need and helping students take agency over their progress Fostering enhanced positive student / staff relations which support high expectations in learning	

Define actions, outcomes, success indicators and activities

Goal 1	To improve the learning outcomes of all students.
12-month target 1.1	Reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
12-month target 1.2	VCE completion to 90%
12-month target 1.3	Academic Emphasis: 30% Collective efficacy: 50% Teacher Collaboration: 65% GVC: 60%
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher team capability to use evidence and data to target student point of learning need and inform differentiated teaching and learning.
Actions	Build staff capacity to develop and use developmental rubrics Build staff capacity to use a range of student data to develop targeted teaching Build staff capacity to support students to engage with their learning data and growth
Outcomes	Leaders will have a cohesive and consistent approach to developing rubrics Leaders will have a cohesive and consistent approach to differentiation Leaders will coach teachers to use development rubrics in classrooms Leaders will provide professional learning on responding to student learning - within lessons, within sequences, within units Teachers will develop consistent and curriculum-driven developmental rubrics Teachers will use a range of student data to develop targeted teaching (lessons and units and assessments)

	<p>Teachers will improve accuracy of their teacher judgement</p> <p>Students will be able to articulate their data across all subjects - what have they learned, and what do they need/want to learn next</p> <p>Families will know their child's data and how to find it</p>			
Success Indicators	<p>Success Indicators to Allow for Tracking Progress:</p> <ul style="list-style-type: none"> * GVC checklist tracking for each Domain to show increase in consistency/meeting the checklist goals for each term * Internal staff survey around staff data literacy confidence, understanding and needs will show improvement in each term * Learning walks will increasingly show teachers collecting a range of assessments and using these to inform teaching (in planning and during lessons) * Learning walks will increasingly show students unpacking their learning data and making individualised goals * Staff use of modified Learning Tasks for students on an IEP will be more consistent <p>Success Indicators by the End of The Year</p> <ul style="list-style-type: none"> * Attitude to School Survey: Differentiated learning challenge increase * Staff Opinion Survey: Academic emphasis increase * Staff Opinion Survey: GVC increase * Staff Opinion Survey: Use data to inform teaching increase * Students, when interviewed/ surveyed during learning walks, will be able to articulate where they are at in their learning and what their next steps are * Domains will have met the GVC checklist for all subjects, all year levels * Increased completion of Learning Tasks 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Time release and Time in Lieu for teams of teachers and support staff to continue to work on curriculum development, to ensure that rubrics and differentiation activities are linked to the curriculum	<ul style="list-style-type: none"> ✓ Assistant principal ✓ KLA leader ✓ Learning specialist(s) ✓ Teacher(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	from: Term 1 to: Term 4	<p>\$200,000.00</p> <ul style="list-style-type: none"> ✓ Equity funding will be used

Professional Learning about Developmental Rubrics - on-site and off-site - and time release to create rubrics in teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Time release for Learning Walks - all staff to engage at least twice during the year, to reflect on the practices above and identify areas for improvement	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning on differentiation - on-site and off-site, including how to support individualised learning goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Team coaching from Lyn Boyle	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PD on how to develop a range of assessments for students to allow for differentiation, and time release to completed these	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00
Goal 2	To improve student engagement in learning.			

12-month target 2.1	Student voice and agency: 42% Differentiated learning challenge: 50% School connectedness: 40%
12-month target 2.2	Attendance: 50%
12-month target 2.3	Employment/Education/Training: 82%
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to take agency over their own learning habits and dispositions.
Actions	Continue to embed and refine our approach to School Wide Positive Behaviour Support (SWPBS) and make clear connections with the Berry Street Education Model (Body, Relationships and Stamina) Define what successful learning behaviours look like at Glenroy College (link between our instructional model and SWPBS work)
Outcomes	SWPBS + BSEM <ul style="list-style-type: none"> - Students will articulate what our expected learning behaviours are and how to demonstrate them in different learning environments - connected to the SWPBS matrix (theory classrooms, practical spaces, hallways, yard, canteen and more). - Students will demonstrate the expected learning behaviours in the different learning environments - connected to the SWPBS matrix - Students will be recognised and rewarded when they are showing the expected learning behaviours - connected to the SWPBS matrix - Students will understand that there is a process that will be followed if they aren't following the expected learning behaviours (articulating the 6Rs) - Students understand and have access to re-select opportunities

	<ul style="list-style-type: none"> - Teachers will articulate what our expected learning behaviours are - connected to the SWPBS matrix - Teachers will explicitly teach the expected learning behaviours in the different learning environments - Teachers will recognise and reward the expected learning behaviours (the first R of the 6Rs) - Teachers will consistently use the 6R system when students are not demonstrating the expected learning behaviours - Teachers will proactively plan for SWPBS and Berry Street strategy use in their classes <ul style="list-style-type: none"> - Families will know what learning behaviours students are expected to practice and demonstrate - connected to the SWPBS matrix and the reporting cycles - Families will understand that there is a process that is followed to support students demonstrate expected learning behaviours (use of the 6Rs) <ul style="list-style-type: none"> - The Sub School and SWPBS teams will ensure the rewards processes are aligned to the behaviour matrix, so that staff, students and families understand the connections <ul style="list-style-type: none"> - Leaders (including Sub School teams) will work with teachers to build capacity to use the 6Rs processes consistently and embed SWPBS into their teaching practice <p>Defining the role of learners</p> <ul style="list-style-type: none"> - Students can articulate what, how and why they are learning - Students can articulate their role within the instruction model including how they participate/ engage in each part of the lesson <ul style="list-style-type: none"> - Teachers can articulate what, how and why students are learning in their classrooms - Teachers can articulate what learning habits, dispositions and behaviours they want their students to build - Teachers give feedback to students on their learning habits, dispositions and behaviours <ul style="list-style-type: none"> - Leaders will have a coherent framework for coaching staff to use these updated approaches
Success Indicators	<p>Success Indicators to Allow for Tracking Progress:</p> <ul style="list-style-type: none"> - Student focus group data shows changed understanding of expected behaviours and supporting language - Major/Minor behaviours documented and shared with staff, students, families (incl. Feedback) - Tier 2 + 3 students will be identified (including metrics for what is Tier 2 or 3) <ul style="list-style-type: none"> - Learning walks each term will reveal increased use of SWPBS and BSEM evidence-based strategies - Learning walks each term will reveal increased use of consistent language (6Rs)

	<ul style="list-style-type: none"> - Learning walks each term will reveal increased explicit teaching of expected positive behaviours - Learning walk data each term reveals and increase in the visibility of the student's role in the IM and throughout a lesson - Professional Learning Feedback (surveys, discussions, activities) will reveal staff are building a shared and consistent understanding of what SWPBS and BSEM is and how it is being implemented at Glenroy College <p>End of Year Metrics</p> <ul style="list-style-type: none"> - Decrease in negative behaviour incidents (e.g. referrals, detentions, suspension, At-Risk notifications) - Increase in positive behaviour incidents (e.g. gold cards, positive calls home, learning task effort and completion rates) - Increase completion of Learning Tasks - SWPBS Tiered Fidelity Index survey results shows positive growth compared with internal version of the survey run with staff in 2023 - Increased GPA in Progress reports related to Learning Behaviours - Increase in Gold Cards - Decrease in Referrals <p>Attitude to School Survey:</p> <ul style="list-style-type: none"> • Increase in student voice and agency • Increase in school connectedness • Increase in effective teaching time <p>Decrease in student absence with 20 or more days absence</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A scope and sequence is developed for Personal Learning and Projects classes which includes learning disposition and trialling of learner portfolios for year 7-12 students. In Term 1 - do an audit of the current curriculum. Term 2 - build draft of new learning and get feedback. Term 3 and 4 - refine and build for 2026.	<ul style="list-style-type: none"> ☑ All staff ☑ Leading teacher(s) ☑ SWPBS leader/team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 ☑ Equity funding will be used

School Wide Positive Behaviour excursions and rewards - 3 excursions each semester and students nominated to attend based on gold cards + reports data.	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ongoing PL focused on SWPBS and BSEM (including 2 whole-school curriculum days) + SWPBS team will co-develop and co-lead professional learning for staff on SWPBS + BSEM. Update learning walks protocols to focus on key priorities; schedule learning walks in week 5 of each term; allocate time in staff meeting in week 6 to discuss findings from learning walks.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00
The SWPBS team will continue to meet on a fortnightly bases to review data to monitor SWPBS implementation, do more learning together, build student, teacher and family-facing resources and make adjustments as needed.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Building resources for 6Rs and SWPBS and Berry Street, and sharing these with students, staff and families. This includes audit existing resources, identify what resources are needed, establish protocol for development of resources, draft, test with SIT, refine, share with community.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will proactively plan to teach the expected learning behaviours in the different learning environments and embed these into planning resources (unit plans, lesson plans, success criteria and lesson resources)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Student focus groups will be held to get feedback on implementation of SWPBS and BSEM	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop initiatives and opportunities designed to support student connectedness to school.			
Actions	<p>Develop a strategy to strengthen family relationships and community supports to foster an inclusive school environment</p> <p>Refine the student leadership structure to ensure that student voice is represented and provide roles that empower students to take active roles in shaping school culture with a focus on celebrating student achievements</p> <p>Organising a whole year plan of whole school engagement activities and events for students and families to promote inclusion by celebrating the school's diverse backgrounds.</p> <p>Utilise and broaden the community supports through Merri-Bek and other external agencies that can link in with our families to assist them to have a better understanding of how they can support their child's learning</p> <p>Showcasing student work through exhibitions or talent showcases.</p>			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> demonstrate stronger peer connections develop stronger relationships with staff demonstrate positive learning behaviours through the implementation of SWPBS and the Berry St Model approach by staff have further opportunities for leadership provide feedback through student participation avenues to take ownership of school events and initiatives 			

	<p>participate in the opportunities, activities and clubs provided</p> <p>Staff will build stronger relationships with students through embedding the BSEM develop better communication with students and families</p> <p>Families will demonstrate more engagement with the school (e.g. attendance at school events, engagement with teaching and learning information) contribute to the focus groups and provide feedback engage with agencies and supports provided have a more positive experience when working with the school</p>
Success Indicators	<p>Students increased attendance at whole school engagement activities (e.g. swimming sports, athletics carnival) increased attendance excursions, camps, activities and opportunities provided improve the transition process from primary schools and provide a smoother transition and positive experience for students increased participation in community events actively contribute to feedback and take ownership of the school events and initiatives be awarded a greater number of gold cards and a lesser number of referrals demonstrate positive learning behaviours through the implementation of SWPBS and the Berry St Model approach by staff</p> <p>Families will increase their attendance in community engagement activities (e.g. Iftar, cultural inclusive day, parent breakfasts, parent information sessions, parent interviews, community engagement events such as Glenroy Festival) increase their use of COMPASS to engage with the college</p> <p>Staff will build strong relationships with students support the implementation of the house school system support the events with primary schools to improve engagement contribute to community events e.g Glenroy Festival</p>

	<p>Attendance at events will increase by 10%</p> <p>Attitude to School Survey:</p> <ul style="list-style-type: none"> • Student voice and agency from 40% (2024) to 45% • School connectedness from 37% (2024) to 42% <p>Student absence with 20 or more days decrease from 50% (2024) to 45%</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Swimming sports, Athletics Sport, Wear it purple, and cultural celebrations	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Community Events including Iftar, parent breakfasts, welcome evenings, student learning showcases, parent support sessions (both f2f and online)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ongoing student voice workshops and SRC congress	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Expanded student leadership opportunities including excursions	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

School Wide Positive Behaviour excursions and expansion of SWPBS rewards system	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Positions of responsibility for community engagement (including primary engagement) and community events and marketing	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used

