Educational achievement · Wellbeing and engagement · Culture and inclusion

GLENALA STATE HIGH SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

School priority 1: (Belonging and Engagement)
Use targeted strategies to enhance curriculum and classroom engagement, and provide intensive support when needed to maximise learning days.

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Strategies:
- Use GSHS's Positive Culture for Learning and Engagement processes to create and maintain safe environments and routine practices across the whole school
- Develop and embed a framework for social and emotional learning
- Use consistent high impact wellbeing strategies as part of teachers' pedagogical practices.
- Develop a process to monitor attendance, broadening intervention strategies where necessary for identified students, including priority groups
- Align, document, implement and communicate a community engagement plan to all key stakeholders

Long term measurable/desired outcomes:
- Students attending <85% are 20% or lower
- Whole school student attendance is 90%
- Behaviour incidents and SDAs have reduced by 30%
- Student and teacher SOS data is =>80% for "feel behaviour is well managed' and '…feel safe at school'
- Every student has access to an inclusive learning environment with their same age peers.
- Improved student, parent and teacher voice in SOS.

AIP measurable/desired outcomes:
- Students attending <85% are 35% or lower
- Whole school student attendance is 85%
- Behaviour incidents reduced by 10%
- Student SOS data is =>55% and teacher SOS is 65% for "feel behaviour is well managed'
- Student SOS data is '=>80% and teacher SOS is =>80 …feel safe at school'
- Improved student, parent and teacher voice in SOS.

Actions:
- Strengthen teacher capabilities in using restorative practices and CPS to build positive teacher-student relationships, strong classroom routines and improve ownership of classroom behaviours.
- Continue to develop teacher capability to embed High Impact Wellbeing strategies to improve student belonging and engagement through teacher professional development, collaboration and shared practice.
- Develop teacher understanding of cognitive, emotional and behavioural engagement through the implementation of a whole school engagement framework to use as a self-reflection tool for teachers and students.
- Continue to develop a clear complex case management process to identify, monitor and implement intervention and re-engagement strategies for students
- Create parent engagement groups that build meaningful parent and community partnerships and increased opportunities for parent voice.

Responsible officers:
- Principal
- Deputy Principal Student Wellbeing
- HOSES
- Head of Department Student Wellbeing
- Head of Department Junior Secondary
- Community Education Counsellor
- Community Liaison Officers
- Teachers

Resources:
- Student Services & Junior Secondary HOD roles
- Student Wellbeing Officers
- Youth Support Coordinator
- Guidance Officers
- Community Liaison Officers
- Community Education Counsellor school pays for 0.5
- Teacher aide team to support First Nations students
- Student Wellbeing Officer (First Nations)

School priority 2: (Educational Achievement)
Implement an aligned curriculum and develop quality teaching, to achieve a year of learning for every student.

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Strategies:
- Resource intentional collaboration to build teacher capability in analysis and implementation of AC9.
- Explore and enhance digital pedagogies in teaching and learning.
- Develop contextualised pedagogical practices including use of assessment and reporting data to meet the diverse learning needs of students.
- Develop a consistent whole school approach to differentiating for student needs

Long term measurable/desired outcomes:
- Teachers have a deep understanding of AC9 evidenced in three levels of planning and rollout of AC9 is complete
- Achievement in English and Maths C+ is 90%
- Achievement in English and Maths B+ is 40%
- Teachers are confident in using the school's pedagogical practices, supported by a rigorous and systematic observation and feedback model for QA.

AIP measurable/desired outcomes:
- Teachers have a deep understanding of AC9 of Year 8 & 9.
- Three levels of planning are complete for AC9 in for Year 10 by start of 2027
- Achievement in English and Maths C+ is 85%
- Achievement in English and Maths B+ is 40%
- Teachers are using HITS in classrooms as evidenced as part of collegial engagement model.

Actions:
- Enhance teacher data literacy to inform responsive pedagogy, differentiation and curriculum adjustment.
- Continue to develop teacher capability in three levels of planning, aligned to AC9 curriculum.
- Improve assessment design and delivery by analysing assessment, reducing cognitive load of students, implementing flexible options, and strengthening the use of reasonable adjustments and tailored supports.
- Build staff and student capability to use **digital pedagogy** and AI literacies to enhance engagement, access to learning and achievement.
- Develop Faculty contextualised high impact teaching and wellbeing strategies to build teacher's toolkit for student engagement.

Responsible officer(s):
- Deputy Principal Curriculum and Pedagogy and Senior
- Deputy Principal Digital
- Head of Department Teaching and Learning
- Heads of Department Curriculum
- Teachers

Resources:
- Weekly Collaboration time
- Teaching & Learning HOD
- New & Beginning Teachers Mentor & Mentor teachers
- Equity Scheme for students to access devices as part of BYO rollout.
- Additional Speech/Language therapists

School priority 3: (Wellbeing & Engagement)
Support staff health and wellbeing recognising resulting benefits for students

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Strategies:
- Explore how staff wellbeing team can lead a whole school wellbeing approach to promote a sense of unity and valuing of staff.
- Coordinate events for staff to share customs, acknowledge and celebrate success.

Long term measurable/desired outcomes:
- Teacher SOS improved to 85%: I feel that staff morale is positive at this school
- Teacher SOS improved to 85%. The wellbeing of employees is a priority for this school.
- Staff wellbeing committee embedded in school culture
- School framework for aspirational teachers and HoDs

AIP measurable/desired outcomes:
- Teacher SOS improved to >=65%: I feel that staff morale is positive at this school
- Teacher SOS improved to 80%. The wellbeing of employees is a priority for this school.

Actions:
- Develop a solution-focused feedback model to capture staff voice and better understand staff feedback on SOS.
- Involve staff in the development and implementation of suggested Faculty wellbeing initiatives.
- Develop and implement a program to build staff capability and leadership aspirations.

Responsible officer(s):
- Principal
- Deputy Principals
- Business Manager

Resources:
- Staff wellbeing committee continue to collaboratively implement a wellbeing framework
- Teacher mentors

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

School Supervisor