



# Annual Implementation Plan 2021



*We have an unrelenting focus on improving academic outcomes for all students.*

*We will achieve this through a sharp and narrow focus on growth within cognitive, emotional, and behavioural engagement in learning – being inspired, intrigued, and energised (Marzano).*

## School Improvement Priorities 2021

### Explicit Improvement Agenda

#### Achievement:

- **An engaged & viable, aligned curriculum**
  - Engaging Curriculum, Assessment and Moderation
  - Literacy
  - Numeracy
- **Staff Capacity**
  - Data Literacy
  - Professional capability, reflection and feedback
  - Instructional capability

#### Engaged Community:

- **School of Choice**
  - Partnerships
  - School Promotions

#### Engagement in Wellbeing:

- **Positive culture for learning**



## Improvement priority: **ACHIEVEMENT**

Strategy: Ensure an Engaging, Viable, Aligned Curriculum			
Actions	Targets	Timelines	Responsible officers
<b>Curriculum, Assessment and Moderation</b>			
<ul style="list-style-type: none"> <li>Implement engaging lessons that align with the Year 7-10 Australian Curriculum and New Senior Secondary syllabuses.</li> <li>Ensure implemented school ASOT routines are visible and embedded in planning documents in teaching and learning routines:               <ul style="list-style-type: none"> <li>Entry &amp; Exit</li> <li>Warm Up</li> <li>Body of Lesson</li> <li>Concluding a Lesson</li> <li>Engagement Strategies</li> <li>Classroom Management (10ESCM)</li> </ul> </li> <li>Implement school-wide accountability routines to ensure viable marking and moderation practices are documented and embedded.</li> <li>Investigate and implement processes, programs and resources to support student and family engagement in ICT</li> </ul>	<ul style="list-style-type: none"> <li>100% QCE attainment</li> <li>&gt;10% increase in A-C</li> <li>&gt; 5% increase of A &amp; B</li> <li>100% Classes include Learning Intentions and Success Criteria written with fidelity and cognitive verbs</li> <li>100% staff utilising school Glenala student feedback / checking for understanding routines.</li> <li>100% Faculties engaged in random sampling of folios across all faculties</li> <li>Improve student access within the school</li> <li>Rollout BYO program for extension classes starting year 7</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout 2021</li> <li>Ongoing throughout 2021</li> <li>End of Sem 1 reporting</li> <li>By end of year</li> </ul>	DOSAs HODs/HOSES Teaching Staff Principal Deputy Principals
<b>Literacy</b>			
<ul style="list-style-type: none"> <li>Upskill staff in explicit instruction in engaging, high-impact vocabulary strategies.</li> <li>Embedding of meaningful Glenala Literacy strategies (BDA reading, Writing, Vocabulary) in all 7-10 assessment and curriculum planning documents.</li> </ul>	<ul style="list-style-type: none"> <li>100% staff engaged in vocabulary professional learning</li> <li>100% of Faculties engaged in literacy warm up sharing of practice</li> </ul>	<ul style="list-style-type: none"> <li>Established by end of Term 1, then sustained each Term</li> <li>Each assessment cycle</li> </ul>	HOD to nominate staff HODs
<b>Literacy (Writing)</b>			
<ul style="list-style-type: none"> <li>Professional development of WTE and writing strategies for new-to-Glenala staff</li> <li>High achieving students" (extension/E-steam) use of WTE Online tool for High to improve independent writing and editing ability.</li> <li>Literacy Coordinator to develop a <i>Glenala Guide to Writing</i> to support explicit and continued use of high impact literacy strategies across all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>100% of all new and beginning teachers upskilled in WTE strategies.</li> <li>&gt;80% of students' positive feedback in use of tool.</li> <li>5% relative gain U2B in writing</li> <li>100% of faculty contribution of exemplar templates</li> </ul>	<ul style="list-style-type: none"> <li>End of Term 1</li> <li>Survey each semester. Academic data.</li> <li>Contributions completed by end of Term 3</li> </ul>	Literacy Coordinator DPs  Literacy HOD/ Coordinator  Literacy Coordinator Literacy Mentors HODs
<b>Literacy (Numeracy)</b>			
<ul style="list-style-type: none"> <li>Revisit problem solving strategy (See Plan Do Check), #numeracymoments and assist staff in identifying Numeracy Opportunities and Demands across all KLA's.</li> </ul>	<ul style="list-style-type: none"> <li>Staff identify Numeracy Opportunities and Demands of subjects in unit plans.</li> </ul>	<ul style="list-style-type: none"> <li>Updated each Term</li> </ul>	Principal DPs HODs All staff

## Improvement priority: **ACHIEVEMENT**

Strategy: Building staff capacity			
Actions	Targets	Timelines	Responsible Officer/s
<b>Data Literacy</b>			
<ul style="list-style-type: none"> <li>Guide teachers in the importance and use of data to identify starting points for student learning, monitor improvement, and evaluate effectiveness of teaching.</li> <li>Build all staff capacity to engage deeply in reflective data-driven conversations in line management meetings.</li> <li>Review and refine Junior and Senior tracking and intervention of academic achievement and engagement.</li> <li>Diagnostically test year 7-9 students twice a year through ACER PAT R and PAT M testing. Investigate improved processes for using data to inform intervention and monitor effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>100% of staff use data placemat to monitor and document differentiation.</li> <li>100% staff engaged in data conversations with line manager</li> <li>100% of students failing 3 or more subjects have targeted intervention and tracking</li> <li>100% of students in 7-9 diagnostically tested twice per year.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 APDP Term 1, Week 6.</li> <li>End of Term 4 2021</li> <li>End of Term 1</li> <li>Feb and Nov 2021</li> </ul>	<p>Teaching Staff HODs Administration</p> <p>JDOSA/SDOSA Administration</p> <p>JDOSA</p>
<b>Professional Capability of Teachers</b>			
<p><b>New and Beginning Teachers</b></p> <ul style="list-style-type: none"> <li>Introduce a formalised New &amp; Beginning Glenala Staff program that supports staff induction.</li> </ul> <p><b>Building Professional Capacity</b></p> <ul style="list-style-type: none"> <li>Inspire collective teacher efficacy to engage in Professional Learning Opportunities (PLOs) and list an APDP goal aligned to school priority.</li> </ul> <p><b>Classroom Profiling</b></p> <ul style="list-style-type: none"> <li>Promote opportunities for staff engage in classroom profiling and 10 ESCMs</li> </ul> <p><b>Coaching and Feedback</b></p> <ul style="list-style-type: none"> <li>Implement school wide observation feedback sheet and reflective goal setting process aligned with ASOT framework to improve pedagogical performance</li> <li>Alignment APDP coaching conversations with classroom observation feedback</li> </ul>	<ul style="list-style-type: none"> <li>100% new staff assigned a GSHS buddy</li> <li>100% beginning staff assigned a mentor</li> <li>100% of staff engage in PLO aligned to school priority.</li> <li>&gt;90% staff list at least 1 priority as an APDP goal</li> <li>&gt;50% of staff engaged in classroom profiling</li> <li>100% of GSHS teaching staff participate observation feedback and reflective goal setting process</li> <li>100% of staff engage in observations process throughout 2021</li> <li>100% HODs use objective observation feedback sheet for classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>By end of first week 1</li> <li>By end of Term 4</li> <li>By end of Term 1</li> <li>By end of Term 4</li> </ul>	<p>Teaching Staff HODs Administration</p>
<b>Building Instructional Leadership Capacity</b>			
<ul style="list-style-type: none"> <li>Investigate research-based leadership capability framework to upskill the Senior Leadership Team in instructional leadership.</li> <li>Investigate and create an aligned line management template for middle management to develop a culture of accountability and line of sight on use of data, implementation of priorities and staff management.</li> </ul>	<ul style="list-style-type: none"> <li>100% HODs and Admin engaged in instructional leadership.</li> <li>100% Line Management Meeting utilise agreed framework</li> <li>All line managers use agreed upon meeting format to</li> </ul>	<ul style="list-style-type: none"> <li>Begin of Term 1.</li> <li>By end of Term 1</li> </ul>	<p>Teaching Staff HODs S&amp;J DOSA DOSE Administration</p>

## Improvement priority: **ENGAGED COMMUNITY**

Strategy: School of Choice			
Actions	Targets	Timelines	Responsible Officer/s
<b>Partnerships</b>			
<ul style="list-style-type: none"> <li>Maintain, strengthen, and review all external partnerships to ensure they value add to student, school, and community outcomes. Investigate opportunities to celebrate success.</li> <li>Continue to develop and maintain meaningful partnerships and transitions to a variety of educational providers, tertiary institutions and alternate educational pathways for students, including access of GTSC</li> <li>Continue, develop, and deepen feeder school links through sport, academic and cultural programs, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review to identify and maintain meaningful partnerships</li> <li>Additional partnerships per year on a needs basis</li> <li>Celebrate partnership successes as they occur</li> <li>100% of Glenala students finish with a QCE or transition successfully complete</li> <li>Primary school visits to Glenala to participate in a high school experience</li> </ul>	<ul style="list-style-type: none"> <li>Whole school review end of term 3</li> <li>Individual program review - ongoing</li> <li>As they occur over the school year</li> <li>Ongoing – on a needs basis</li> <li>Each Term</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>DPs</li> <li>HODs</li> <li>HOSES</li> <li>Marketing Officer</li> <li>Student Services</li> <li>LNL Officer</li> </ul>
<b>School promotions</b>			
<ul style="list-style-type: none"> <li>Investigate, develop, implement, and review school promotion and presence to be the school of choice in the area.</li> <li>Increase social media presence with a focus on celebrating engagement and success</li> <li>Implement and strengthen Primary feeder school engagement: Introduce Senior student leaders returning to their primary schools to promote their successful academic pathways</li> <li>Initiate Year 5 scholarships awarded to feeder primary school students.</li> <li>Promote, market, and advertise successes, activities celebrating current and former students as a point of difference</li> <li>Enter into educational competitions/awards and celebrate success of student participation.</li> <li>Connect and strengthen communication and partnerships with local cultural groups and organisations to seek feedback as to their desired characteristics of a “school of choice”</li> <li>Launch approved Excellence Programs and promote widely in community through feeder schools, community locations, and online presence.</li> <li>Investigate opportunities to further engage parents in students’ learning journey.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;enrolment increase on headline data.</li> <li>&gt; 3 posts per week</li> <li>All catchment schools visited</li> <li>Awards given at their end of year Awards ceremony</li> <li>A selection across catchment area schools &amp; Glenala programs at least 1 per term</li> <li>&gt;3 educational competitions /awards per year</li> <li>Improve &amp; increase school &amp; wider community awareness of school activities &amp; successes</li> <li>Open afternoon</li> <li>Improve communication in various cultural communities</li> <li>At least 1 program for 2021</li> </ul>	<ul style="list-style-type: none"> <li>2021-2021 increase enrolment</li> <li>Every week during school term</li> <li>By end of Term 3</li> <li>Term 4 annually</li> <li>Weekly communication</li> <li>Term 2</li> <li>End of year</li> <li>Monthly</li> <li>End of Semester 1</li> <li>End of T3</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>DPs</li> <li>HODs</li> <li>HOSES</li> <li>Marketing Officer</li> <li>Events Coordinator</li> <li>Student Services</li> <li>Teachers</li> <li>P&amp;C</li> <li>LNL Officer</li> <li>Year Coordinators</li> <li>Liaison Officers</li> </ul>

## Improvement priority: **ENGAGEMENT IN WELLBEING**

<b>Strategy: Positive Culture of Learning</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
<b>GROWTH</b>			
<ul style="list-style-type: none"> <li>Implement and continue to refine engaging Growth Curriculum that aligns to the school's chosen framework of PERMAH and the DET wellbeing framework.</li> <li>Ensure that school-wide pedagogical routines are utilised in Growth lessons.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;90% A-C Effort &amp; Behaviour achievement in Growth classes</li> <li>&gt;85 % student reflect positively in engagement with GROWTH &amp; Connect</li> <li>&gt;90 % in student wellbeing on SOS</li> </ul>	<ul style="list-style-type: none"> <li>Each reporting period</li> <li>End of each Term</li> <li>Term 4 SOS Data</li> </ul>	DOSE Year Coordinators Connect Teachers HOD Student Services
<b>Positive Behaviour for Learning</b>			
<ul style="list-style-type: none"> <li>Initiate a review and audit of PBL processes and implement an action plan for improvement in Tier 1 &amp; 2 Actions.               <ul style="list-style-type: none"> <li>Initiate an inquiry process into the post-suspension re-entry monitoring.</li> <li>Implement strategic data analysis, intervention and tracking of students at risk using OneSchool attendance, academic and achievement data and Track Ed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>90% parent/teacher /students/) behaviour is well managed at this school.</li> <li>40% of each cohort (Yr. 7 &amp; 8) eligible for Rewards System</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> cycle of inquiry by end Term One 2021</li> </ul>	Principal DP x 2 DOSE HOSES Year Coordinators PBL Team
<b>Trauma Informed Practice</b>			
<ul style="list-style-type: none"> <li>Implement positive pedagogical strategies that support Trauma-Informed practices. Provide professional learning in ASOT DQ8 (student relationships) and DQ9 (High expectations) strategies.</li> </ul>	<ul style="list-style-type: none"> <li>10% reduction of Timeout data</li> </ul>	<ul style="list-style-type: none"> <li>One Staff Meeting per semester</li> <li>Align 10 ECSM with any whole school observation model</li> </ul>	Admin DOSE/DP Classroom Profilers HODS
<b>Attendance</b>			
<ul style="list-style-type: none"> <li>Implementation of Attendance Health Check as a routine in case management conversations.</li> <li>Students under 80% to be case managed by DOSA and further supported by Student Services if required – in addition to enforcement of attendance strategies</li> <li>Continue to celebrate students' success and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>92% attendance target for all students.</li> <li>Decrease the number of cancellations in Senior School.</li> <li>&gt;40% of students attending 95-100%</li> <li>&gt;20% of Indigenous students attending 95-100%</li> </ul>	<ul style="list-style-type: none"> <li>Case Management system implemented in Term One 2021</li> </ul>	HOD Student Services Principal DP x 2 Year Coordinators Year Level Administrators
<b>Staff and Student Wellbeing</b>			
<ul style="list-style-type: none"> <li>Develop and document a staff wellbeing framework that aligns to the school's chosen model of PERMAH and the DET requirements.</li> </ul>	<ul style="list-style-type: none"> <li>SOS data in relation to staff wellbeing is above 90%</li> <li>Wellbeing committee established with action plan</li> <li>Staff attendance above 90%</li> </ul>	<ul style="list-style-type: none"> <li>End of Term One 2021</li> </ul>	Principal DP x 2 SC DOSE

## Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systematic requirements.



Principal



P and C / School Council



Assistant Regional Director