

GLENALA STATE HIGH SCHOOL 2022 IMPROVEMENT PRIORITIES



ACHIEVEMENT

We have an unrelenting focus on improving the academic achievements of every student through an explicit focus on Literacy and 21st Century Skills. We will continue to invest in our teachers to grow their pedagogical expertise to collaboratively prepare outstanding curriculum that leads to a successful career beyond school.

COMMUNITY

We strive to be the school of choice for our local families through our focus on our strong values, high expectations, and our celebrations of our students' success. We continue to value our productive partnerships with our local community.

ENGAGEMENT

We prioritise the engagement of all students in their wellbeing. We continue to implement a positive & inclusive culture of learning in every classroom as well as extensive tiered supports to meet the individual needs of every student.

Believe & Achieve

GLENALA STATE HIGH SCHOOL: 2022 ANNUAL IMPLEMENTATION PLAN

IMPROVEMENT PRIORITY: ACHIEVEMENT

Strategy: Ensure an Engaging, Viable, Aligned Curriculum

Actions	Targets	Timelines	Responsible Officers
Curriculum			
<ul style="list-style-type: none"> Build a consistent culture of curriculum review to continuously build assessment and lessons that align with the revised Year 7-10 Australian Curriculum and Senior Secondary syllabuses. Ensure a curriculum focus on engaging students in real-world learning and 21st Century Skills whilst accommodating the learning needs of our diverse learners. Continue to implement processes, programs and resources to support student and family engagement in ICT including use of virtual classrooms. Promote further measures to support wider uptake of BYO across the school. 	<ul style="list-style-type: none"> 100% QCE 85% A-C in Achievement >45 % A-B Achievement 100% Yr 11 General subject BYOD 100% E-Steam in Yr 8/9 BYOD 100% Computer Resources <5yrs old 	<p>End of Sem 2</p> <p>End of Sem 2</p>	<p>Teachers DOSAs HODs/HOSEs Deputy Principals Principal</p> <p>Deputy Principal (ICT)</p>

Literacy			
<ul style="list-style-type: none"> Embed Glenala literacy strategies (BDA Reading, Writing, Vocabulary & Spelling) in all 7-10 units of work through the introduction of faculty Literacy audits as routine. Provide ongoing Professional development of <i>G Literacy Strategies</i> for all Glenala staff. Initiate intentional collaboration between Literacy Coordinator and all KLA HODs to improve assessment literacy and support explicit teaching of literacy across all key learning areas 	<ul style="list-style-type: none"> All Faculties perform routine audits on units of work in KLA 100% of staff engage with Literacy Coordinator to create their explicit <i>G Literacy</i> artefact 100% of KLA HODs meet with Literacy Coordinator to improve and upskill Assessment literacy of task design 	<p>Semesterly End of Semester 2</p> <p>Semesterly</p>	<p>KLA HODs Teachers Literacy Coordinator</p> <p>KLA HODs Literacy Coordinator Deputy Principal</p>

Strategy: Staff Capacity

Actions	Targets	Timelines	Responsible Officers
Teaching & Learning			
<ul style="list-style-type: none"> Embed <i>GSHS Whole-School Approach to Teaching and Learning – known as ASOT DQ10</i> - to build teacher's knowledge and understanding of all of school-wide pedagogical practices. Embed quality assurance & accountability routines to ensure whole-school approaches to moderation practices are consistently implemented across all KLAs and are used to inform curriculum improvements 	<ul style="list-style-type: none"> 100% staff recall and apply DQ10 in teaching and learning sequence for units of work 100% Faculties utilising Glenala Moderation Routines 100% Assessment Endorsed by Faculty HOD 	<p>End of Semester 1</p> <p>Semesterly</p>	<p>SDOSA Deputy Principal</p> <p>KLA HODs Deputy Principals</p>

Data Literacy			
<ul style="list-style-type: none"> Build staff capacity and initiate new school- wide process for Data & Differentiation documentation. Implement consistent use of TrackEd <i>Class Mat</i> as tool for Class Data Analysis and introduce use of OneSchool <i>Dashboard</i> to document consistent differentiation strategies using school-wide categories of <i>Support, Progress & Extend</i>. Introduce a whole-school approach to Moderation (END) phase for intentional collaboration, curriculum reflection & student intervention. Utilise Tracked <i>Progress Tracker</i> for Faculty Data Reflection. Diagnostically test year 7-9 students through ACER PAT R and PAT M testing. Implement and utilise diagnostic data through Track ED mapping to support differentiation planning & intervention. 	<ul style="list-style-type: none"> 100% staff use <i>OneSchool Dashboard</i> for differentiation documentation TrackEd <i>Virtual Academic Data Walls</i> for every year level 100% Faculties utilise END Moderation 2x year 100% Yr 7s Pre-tested on entry 100% 7,8,9 post-testing end Sem 2 Completed Action Plan 	<p>Each reporting cycle</p> <p>End of Semester 2</p> <p>End of Semester 2</p>	<p>KLA HODs DOSAs Success Coach Deputy Principals</p> <p>Literacy Coordinator Deputy Principals</p>

Coaching & Feedback			
<ul style="list-style-type: none"> Support all New and Beginning Teaching staff by assigning mentors to support their development and build capacity in GSHS teaching and learning Provide school-wide professional learning that aligns to <i>GSHS Whole-School Approach to Teaching and Learning (DQ10)</i> Inspire all staff to deeply reflect on impact of teaching and set aspirational improvement goals that align to whole-school approach to T&L DQ10. Alignment of Phase 1 & 3 to APDP coaching conversations with GSHS whole School classroom observation process to develop staff capacity 	<ul style="list-style-type: none"> 100% NBT complete observations of mentors, classroom profiles & watch others work walk throughs 100% staff engage with a GSHS PLOs session and /or engage in a 1:1 coaching experience 100% of staff engage in whole school classroom observation & feedback process before phase 1 and 3 of APDP 	<p>End of Term 1</p> <p>End of Semester 2</p> <p>End of Semester 1</p>	<p>NBT Deputy Principal Literacy/ Numeracy Coach Success Coach (PBL) SDOSA Deputy Principal</p> <p>Deputy Principals All HODs/HOSESES Teachers</p>

Building Instructional Leadership Capacity			
<ul style="list-style-type: none"> Investigate and collaboratively create agreed practices & protocols for HODs to collectively support & build teaching capability. 	<ul style="list-style-type: none"> 100% of staff engage with data reflection conversation with HODs All HODs engaged in building leadership capacity 	<p>1x Every Term</p>	<p>KLA HODs Deputy Principals</p>

IMPROVEMENT PRIORITY: ENGAGED COMMUNITY

Strategy: School of Choice

Actions	Targets	Timelines	Responsible Officers
Promote and Celebrate Glenala SHS			
<ul style="list-style-type: none"> Create and implement a strategic enrolment plan with feeder primary schools outlining timelines and actions for responsible officers to promote Glenala SHS as school of choice in our community. Promote and market student successes, school activities, faculty initiatives. <ul style="list-style-type: none"> Celebrate current and former students as a point of difference through use of social media and school visits Advertise GSHS Inclusion policy to promote Glenala SHS as safe, supportive and academically focused Collaboratively review of academic GEM awards and investigate effort awards to further recognise student achievement and reinforce positive growth mindset inherent in school motto: Believe & Achieve 	<ul style="list-style-type: none"> Action plan developed 200 students in year 7 cohort for 2023 2+ posts per week 5+ posts per term from each Department Share with whole school community via school assemblies, media posts, staff/faculty meetings, community meetings New awards introduced into our celebration events 	<p>End of Term 1 Term 1 2023</p> <p>Ongoing 2022</p> <p>Semester 2</p>	<p>JDOSA Deputy Principals Marketing Officer BSM</p> <p>Marketing Officer HODs DOSAs/ DOSE Principal</p> <p>DOSAs</p>

IMPROVEMENT PRIORITY: ENGAGEMENT IN WELLBEING

Strategy: Positive Culture for Learning

Actions	Targets	Timelines	Responsible Officers
GROWTH			
<ul style="list-style-type: none"> Review and refine GROWTH program to incorporate student wellbeing, sun safety, career education & respectful relationships through use of PERMAH model 	<ul style="list-style-type: none"> 7-12 Documented GROWTH curriculum plan 	<p>End of Semester 2</p>	<p>DOSE DOSAs Deputy Principals</p>
Positive Behaviour for Learning			
<ul style="list-style-type: none"> Increase <i>Focus of the Fortnight</i> visibility in school and wider community Lead staff revision and development of PBL pedagogical practices (4:1 positive reinforcements & positive environment for learning, 10ESCM) Introduce collaboratively developed acknowledgement system to reinforce school values and expectations of GSHS PBL. 	<ul style="list-style-type: none"> FoF is known and seen throughout the school by all staff and students 100% of students positively acknowledged and recorded in ID Attend 95% or more of staff recording acknowledgement in ID Attend 	<p>End Semester 1</p> <p>End of Semester 1</p> <p>End of Semester 2</p>	<p>PBL Team Success Coach Deputy Principal (PBL)</p>
Student Case Management			
<ul style="list-style-type: none"> Review, create, trial, and implement a consistent approach to case management and intervention to ensure the success of every student is routinely monitored through a school-based student wellbeing score. 	<ul style="list-style-type: none"> Analysis and Intervention meetings for every year level 100% of A&I Data Walls communicated to appropriate teaching staff 	<p>Fortnightly</p>	<p>Year Coordinators Success Coach DOSE/DOSAs Deputy Principals</p>
Staff and Student Wellbeing			
<ul style="list-style-type: none"> Implement GSHS Inclusive Education Practices including the 2022 Action Plan Fully implement the Glenala SHS Sun Safety policy for Staff and Students to promote a safe workplace aligning with DET policy Create and implement a staff and student wellbeing plan That aligns to the school's chosen model of PERMAH and the DET requirements. 	<ul style="list-style-type: none"> 100% of staff upskilled in new policy 2022 <i>GSHS Inclusive Education Action Plan</i> implemented in full 100% of staff and students engaging in sun safe behaviour. >85% staff & students utilising & adopting wellbeing plan >85% staff participated in wellbeing survey 	<p>End of term 1 End of Semester 2</p> <p>End of Semester 1</p> <p>End of Semester 2</p>	<p>HOSES Admin HODs Staff</p> <p>HOD HPE All Staff</p>

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