

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Glen Eira College (8704)



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LEARN . GROW . CONNECT

Submitted for review by Nicholas Hamer-Smith (School Principal) on 16 December, 2024 at 10:54 AM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 18 March, 2025 at 08:49 AM

Define actions, outcomes, success indicators and activities

Goal 1	Improve the learning growth of all students.
12-month target 1.1	<p>By 2025, increase percentage of Year 9 students achieving NAPLAN Exceeding and Strong proficiency levels in:</p> <p>Reading from 75 % in 2023 to 77% Writing from 72 % in 2023 to 75% Numeracy from 77% in 2023 to 79%</p> <p>By 2026, 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 Numeracy Year 9 - 6% to 5% Reading Year 9 - 7% to 5% Numeracy Year 7 - 1% to 0% Reading Year 7 - 4% to 3%</p>
12-month target 1.2	<p>VCE All English Study Scores—by 2025:</p> <p>decrease the percentage of students in the <20 score group from 12% (2022) to 8% increase the mean study score from 29 (2022) to 32.</p>
12-month target 1.3	<p>Student Attitudes to School Survey (AtoSS)—by 2025:</p> <p>increase positive endorsement for the factor Self-regulation and goal setting from 57% (2022) to 64% increase positive endorsement for the factor Differentiated learning challenge from 52% (2022) to 64% decrease not positive endorsement for the factor Student voice and agency from 35% (2022) to 30%.</p>
12-month target 1.4	No longer relevant - historical record purposes only
KIS 1.a Responsive, tiered and contextualised approaches and strong relationships to	Embed a contextualised response to student learning.

support student learning, wellbeing and inclusion	
Actions	<p>Develop staff capacity in the teaching of explicit instruction strategies in the body of SABRE</p> <p>Develop and implement a numeracy action plan</p>
Outcomes	<p>School Leaders (Principal Team, Leading Teachers and Learning Specialists) will</p> <ul style="list-style-type: none"> • Develop a clear understanding of effective explicit teaching • Use current practices to inform future direction • Clarify practices and strategies that underpin effective explicit teaching • Facilitate professional development to teachers, via the PLC cycle, in relation to explicit teaching strategies • Differentiate professional development offerings to meet teachers at their point of need • Determine processes by which the implementation of explicit teaching strategies will be monitored (e.g. learning walks, focus groups) • Ensure that explicit teaching strategies used at the College align with the Victorian Teaching and Learning Model 2.0 • Explore and decide on specific strategies to address student numeracy outcomes • Ensure that strategies used to address numeracy outcomes are complementary to other programs and the direction at the College <p>Staff will</p> <ul style="list-style-type: none"> • Understand that effective explicit teaching is an essential Tier 1 strategy to create a positive climate for learning • Broaden and deepen their understanding and use of explicit teaching strategies • Observe other teachers using specific explicit teaching strategies • Align specific explicit teaching strategies to the most relevant stage of the SABRE instructional model • Check for understanding regularly during lessons • Consider and act on student feedback on their teaching strategies • Use specific strategies to improve student numeracy outcomes <p>Students will</p> <ul style="list-style-type: none"> • Be more engaged in the classroom • Have more opportunities to participate in lessons • Collaborate with their peers more regularly during lessons

	<ul style="list-style-type: none"> • Be able to provide their teachers with feedback about their levels of understanding • Have opportunities to provide feedback on the strategies used by their teachers 			
Success Indicators	<ul style="list-style-type: none"> o Professional development workshops offered through the PLC cycle o Minutes and records of PLC meetings o ATOSS: Growth in positive responses to these questions o My teacher(s) understand how I learn (2024 – 46% overall; 2025 – target 50%) o My teacher(s) explain things clearly (2024 – 60% overall; 2025 – target 65%) o My teachers know when we understand the lesson and when we do not (2024 – 47%; 2025 target - 52%) o My teachers use more than one way to check that we understand (2024 – 56%; 2025 target – 61%) o School Staff Survey: Growth in positive responses to these questions o Teachers in this school use an explicit pedagogical model to guide their practice (2024 – 65%; 2025 target 70%) o The school leadership team are directly involved in helping teachers address instructional issues in their classroom o This school provides opportunities for teachers to build knowledge and skills in the use of high-impact teaching strategies o Parent Opinion Survey: growth in percentage endorsement of Effective Teaching factor and Stimulating Learning Environment factor o Improved numeracy outcomes as measured by PAT and NAPLAN data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build staff understanding of explicit teaching strategies through professional learning.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

	<input checked="" type="checkbox"/> Teaching and learning coordinator			
Collect data on our current pedagogical practices through student surveys and focus groups, to establish rationale for focusing on explicit teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide differentiated professional learning sessions aimed at a range of explicit teaching strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement PLC cycles to enhance the use of explicit teaching in the classroom	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Tutor Learning Initiative implemented to support student literacy and numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Numeracy support			
Provide opportunities for sharing success in meetings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Monitor the implementation of explicit teaching that supports teaching of tier 1 and 2 strategies through learning walks, focus groups and student surveys	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the guaranteed and viable curriculum.			
Actions	Develop staff capacity to create and maintain quality curriculum documentation that aligns with the Victorian Curriculum 2.0.			
Outcomes	School Leaders (Principal Team, Leading Teachers and Learning Specialists) will <ul style="list-style-type: none"> Identify and allocate time for the purposes of curriculum documentation Monitor progress against the Curriculum Documentation Implementation Plan 			

	<ul style="list-style-type: none"> • Lead the implementation of the Victorian Curriculum 2.0 • Update reporting processes to ensure students are assessed against the Victorian Curriculum 2.0 for all required curriculum areas <p>Staff will</p> <ul style="list-style-type: none"> • Use allotted time to collaborate on curriculum documentation • Document the links between GEC’s curriculum and the Victorian Curriculum 2.0 • Have improved familiarity with and understanding of the Victorian Curriculum 2.0 • Continue to embed strategies used to overcome barriers to learning into curriculum documentation • Store curriculum documentation in agreed and accessible locations • Assess students, where appropriate, against the Victorian Curriculum 2.0 <p>Students will</p> <ul style="list-style-type: none"> - Students access learning that aligns with their needs and provides adequate challenge and scaffolding - Students engage in Goal-Setting clearly linked to their learning progress. . 			
Success Indicators	<ul style="list-style-type: none"> • Progress in curriculum documentation recorded in the Curriculum Documentation Implementation Plan spreadsheet (specific target to each LA) • End of semester reports reflect assessment of students against Victorian Curriculum 2.0 for required curriculum areas • School Staff Survey: growth in Guaranteed and Viable Curriculum factor (2024 – 47%, 2025 target 52%) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum documentation work completed during Learning Area meeting time and AIP focus meetings	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Support teachers in documenting the Universal Design for Learning adjustments.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Individual education plans are implemented and reflects curriculum documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 2	Enhance wellbeing to support engagement and respectful relationships.			
12-month target 2.1	<p>By 2025, increase the percentage positive responses on the Attitudes to School Survey (AtoSS) factors and specific questions (Q) of:</p> <p>Respect for diversity factor from 39% (2022) to 50%</p> <p>o Q - Students in this school respect each other's differences from 42% (2022) to 45%.</p> <p>Effective classroom behaviour factor from 51% (2022) to 60%</p> <p>Q - Students at this school treat each other with respect from 31% (2022) to 42%</p> <p>Q - Students at this school treat teachers with respect from 31% (2022) to 42%.</p> <p>School connectedness factor from 42% (2022) to 55%</p> <p>Q - I feel proud about being a student at this school from 30% to 42%</p> <p>Q - I feel like I belong at this school from 44% to 58%</p> <p>Managing bullying factor from 41% (2022) to 55%</p> <p>Q - I feel safe at school from 50% to 65%</p>			

12-month target 2.2	<p>By 2025, raise the percentage positive responses on the Parent Opinion Survey (POS) for the following factors:</p> <p>Promoting Positive Behaviour from 65% (2022) to 70% (4% increase) Managing bullying from 69% (2022) to 70% (7% increase) Student Connectedness from 79% (2022) to 80% (1% increase)</p>
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed social and emotional learning for all students.
Actions	Implement the SWPBS model
Outcomes	<p>School Leaders (Principal Team, Leading Teachers, Learning Specialists and SWPBS team) will</p> <ul style="list-style-type: none"> • Lead the implementation of the SWPBS model • Provide professional development and modelling to teachers • Lead the work of the SWPBS team to monitor and respond to data related to SWPBS • Emphasise the importance of consistency when implementing SWPBS practices • Refine the use of Xuno to support the implementation of SWPBS • Develop a consistent understanding of the SWPBS model • Model the SWPBS framework in daily practices <p>Sub school teams will</p> <ul style="list-style-type: none"> • Use a series of tiered responses to help manage repetitive low level behaviours • Ensure incidents logged on Xuno by teachers are actioned and closed off • Work collaboratively with leaders, teachers and families to implement individualized management plans for Tier 3 students <p>Staff will</p> <ul style="list-style-type: none"> • Use a range of Tier 1 strategies to help create a positive climate for learning in their classrooms including school wide classroom routines • Use a range of Tier 2 strategies to help redirect students back to learning as required

	<ul style="list-style-type: none"> • Teach desired behaviours • Provide feedback to students and parents about evidence of positive behaviour • Record incidents appropriately via Xuno templates • Teachers will continue to build positive relationships with students <p>Students will</p> <ul style="list-style-type: none"> • Have a clearer understanding of expected behaviours • Reference their own behaviour against classroom routines • Be more engaged in their learning 			
Success Indicators	<ul style="list-style-type: none"> • Construction of a school wide positive behaviour matrix • Student surveys / pulse checks assessing the impact of SWPBS practices • Collation of Xuno data related to incidents in the classroom, exits from classroom, positive behaviour reports • Collation of data collected from learning walks to monitor implementation of SWPBS practices and classroom routines • Newsletter articles communicating information related to SWPBS to families and the broader community • AtoSS: Growth in positive responses to these questions <ul style="list-style-type: none"> o If students misbehave in class my teachers manage it effectively (2024 64%; 2025 target 69%) o Students are rewarded or acknowledged for appropriate behaviour (2024 36%; 2025 target 41%) o Students at this school treat each other with respect (2024 38%; 2025 target 43%) • School Staff Survey: Growth in positive responses to these questions <ul style="list-style-type: none"> o Staff in my school do not have the skills to deal with student disciplinary problems o Even in difficult situations staff in this school can depend on each other o Staff in this school trust each other o The learning environment in my school is orderly and focused • Parent Opinion Survey: growth in percentage endorsement of Promoting Positive Behaviour factor 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement I CAN program for neurodivergent students.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team		to: Term 3	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning related to the implementation of SWPBS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of a positive behaviour matrix.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Attendance is monitored and responses documented. Attendance plans developed and implemented for students at risk.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used

SWPBS practices are documented in IEPs to support adjustments evident for tier 2 and tier 3 students.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Development of processes to recognize and celebrate positive behaviour	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Clarify procedures and processes for addressing recurring issues including students arriving late to class, students without equipment, uniform infringement, students misusing ICT in the classroom	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refining Xuno incident templates to reflect SWPBS practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Sub school leader/s<input checked="" type="checkbox"/> Wellbeing team<input checked="" type="checkbox"/> Year level co-ordinator(s)		to: Term 4	
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