

# **2026 Annual Implementation Plan**

## **for improving student outcomes**

Glenroy College (8893)



Submitted for review by Andrew Arney (School Principal) on 18 November, 2025 at 12:52 PM  
Endorsed by Amanda Busuttil (Senior Education Improvement Leader) on 01 February, 2026 at 08:53 PM

## Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Evolving	Evolving

Future planning for 2026	We are tracking really well against our 4 year Strategic plan goals. Most have been met over the past 3 years, though some have dropped off slightly as focus shifts with new priorities. The student outcomes are slowly improving, though for most this will be a decade of sustained work due to the ingrained low literacy/numeracy and engagement levels of students as they come in to the school. We are planning on including more of a focus on KIS3 for 2026 while consolidating the existing strategies and focus points in the others.
--------------------------	--

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To improve the learning outcomes of all students.	Yes	NAPLAN target(s) to be determined.	Build teacher team capability to use evidence and data to target student point of learning need and inform differentiated teaching and learning.	Yes
		<ul style="list-style-type: none"> <li>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.</li> <li>To maintain the percentage of students completing VCE Inclusive to above 90% (2026)</li> </ul>	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.	No
		By 2026, increase the percentage of positive response scores on the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> <li>Academic emphasis from 20% (2022) to 40%</li> <li>Collective efficacy from 31% (2022) to 40%</li> <li>Teacher Collaboration from 34% (2022) to 50%</li> <li>Guaranteed and viable curriculum 38% (2022) to 60%</li> </ul>	Build the instructional and shared leadership capacity of all staff for learning and wellbeing.	Yes
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"> <li>Student voice and agency from 43% (2022) to 45%</li> <li>Differentiated learning challenge from 50% (2022) to 60%</li> </ul>	Build student capacity to take agency over their own learning habits and dispositions.	Yes

		<ul style="list-style-type: none"> <li>• School connectedness from 46% (2022) to 50%</li> </ul>		
		By 2026 the percentage of students with 20 or more days of absence will decrease from 51% (2022) to 40%	Develop initiatives and opportunities designed to support student connectedness to school.	No
		By 2026, increase the percentage of students exiting Year 12 attaining full time employment, education or training from 78% (2022) to 85%	Further develop and embed authentic learning partnerships based on shared high expectations between students, families and community stakeholders.	Yes
To strengthen the wellbeing of all students.	Yes	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"> <li>• Teacher concern from 35% (2022) to 40%</li> <li>• Respect for diversity from 39% (2022) to 45%</li> <li>• Managing bullying 46% (2022) to 50%</li> </ul>	Further develop the school's culture of partnerships with families and community agencies to enhance student learning and wellbeing outcomes.	Yes
		By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> <li>• Staff psychological health from 44% (2021) to 50%</li> <li>• Staff support and wellbeing consultation and participation from 45% (2021) to 50%</li> </ul>	Review and adapt the instructional model to embed a trauma-informed approach.	No
			Further support and build the capacity of staff to respond to the health and wellbeing needs of students.	Yes

## Define actions, evidence of change and tasks

<b>Goal 1</b>	To improve the learning outcomes of all students.	
<b>KIS 1.a</b>	Build teacher team capability to use evidence and data to target student point of learning need and inform differentiated teaching and learning.	
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Build staff understanding of growth data (developmental rubrics and other assessment data) and how to use it to identify students' points of need.</li> <li>* Build teacher capability to use evidence and data to identify students' points of learning need and inform differentiated instructional decisions.</li> </ul>	
<b>Evidence of change</b>	<p>Differentiated Learning for Students: Classroom practices will increasingly reflect student needs, with scaffolding, extension, and interventions being consistently applied. Students will experience instruction that targets their point of need, supporting improved engagement and growth. Staff will routinely evaluate the impact of teaching strategies on learning outcomes, respond to formative assessment data and adjust practice in response to evidence.</p> <p>Enhanced Teacher Knowledge, Skills, and Practice: Staff will have stronger data literacy and confidence in interpreting multiple sources of evidence. Teachers will consistently use growth data, triangulated information, and formative assessment to identify student learning needs and design differentiated instruction. They will also apply this in their specific literacy work - targeting improved writing across the school.</p> <p>Embedded Collaborative Structures: Regular, structured, differentiated team meetings drive evidence based discussions, planning, and reflection. Staff will collaborate more effectively, sharing strategies and examples to refine instructional approaches.</p>	
Tasks	People responsible	
Continued PL on Rubric development and use, moving from use as a summative tool to a formative tool.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Building a Professional Learning program which couples differentiated group learning with a systematised differentiated all staff Coaching model.	<input checked="" type="checkbox"/> Leadership team	

Build systems to save and access student data		<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team
<b>KIS 1.c</b>	Build the instructional and shared leadership capacity of all staff for learning and wellbeing.	
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Implement a distributed leadership model that empowers staff to lead initiatives across teaching and wellbeing domains</li> <li>* Build teacher and leader capability in differentiated instruction, strengthening instructional practice and shared leadership across the school.</li> </ul>	
<b>Evidence of change</b>	<p>Strengthened Leadership Knowledge, Skills, and Practices: Leaders and aspiring leaders will develop enhanced capabilities in coaching, feedback, data-informed decision-making, and instructional leadership. Staff will understand and apply the school's improvement priorities consistently, using evidence from classrooms to inform professional conversations and strategic planning.</p> <p>Distributed Leadership and Shared Responsibility: Leadership will be embedded across all levels, with staff empowered to lead initiatives in teaching, learning, and wellbeing. CPTs and cross-team collaborations will ensure leadership is collaborative, visible, and focused on school improvement priorities.</p> <p>Improved Teaching Quality and Consistency: Evidence based teaching practices will be modelled, monitored, and shared through learning walks, peer observations, and coaching cycles. Staff will implement differentiated instruction and evidence-based strategies more consistently, resulting in improved classroom practice and student outcomes.</p>	
<b>Tasks</b>	<b>People responsible</b>	
Building a Professional Learning program which couples differentiated group learning with a systematised differentiated all staff Coaching model.	<input checked="" type="checkbox"/> Leadership team	
Realignment of roles of Wellbeing, Inclusion and Sub-School teams	<input checked="" type="checkbox"/> Leadership team	
Develop resources which support consistent implementation of the Instructional model and Evidence based teaching practices.	<input checked="" type="checkbox"/> Leadership team	
Review and realign the organisational structure and embed collaborative structures such as domain teams, PLCs, year-level teams, etc to support a distributed leadership model.	<input checked="" type="checkbox"/> Leadership team	

<b>Goal 2</b>	To improve student engagement in learning.		
<b>KIS 2.a</b>	Build student capacity to take agency over their own learning habits and dispositions.		
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Build student agency through feedback practices, goal setting and the co-design of classroom expectations and routines that support a positive learning culture.</li> </ul>		
<b>Evidence of change</b>	<p>Increased Student Agency and Ownership of Learning: Students will actively set learning goals, monitor progress, and reflect on outcomes. They will take responsibility for their learning habits, make informed choices about tasks, and demonstrate increased motivation and engagement.</p> <p>Strengthened Student Voice and Collaboration: Students will contribute to classroom routines, participate in focus groups, and engage in feedback. Their insights will inform teaching approaches, curriculum design, and school practices, promoting a sense of shared responsibility and belonging.</p> <p>Visible Recognition of Learning Growth and Resilience: Artefacts such as student portfolios, learning tasks and reflections will make learning progress and self-directed achievements visible. Celebrating examples of positive learning habits, growth and agency will reinforce positive learning behaviours and a culture of continuous improvement.</p>		
<b>Tasks</b>	<p>Facilitate an expanded learning showcase in semester one, and student-led conferences in semester two where learners share progress and goals with families and teachers</p> <p>Integrate student voice into high level school planning and curriculum review processes.</p> <p>Continued PL on Rubric development and use, moving from use as a summative tool to a formative tool.</p>	<b>People responsible</b>	
<b>KIS 2.c</b>	Further develop and embed authentic learning partnerships based on shared high expectations between students, families and community stakeholders.		
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Strengthen student and family engagement by creating regular opportunities for students and families to contribute to discussions about teaching, learning and engagement priorities.</li> </ul>		

<b>Evidence of change</b>	<p>Strengthened Partnerships Between Students, Families, and Staff: Families and students will clearly understand shared expectations, responsibilities, and high standards for learning, attendance, and behaviour. Collaboration through conferences, forums, and workshops will be routine, fostering consistent support for student learning at home and school.</p> <p>Enhanced Student Agency and Leadership: Students will actively contribute to co-designing initiatives, reflecting on progress, setting personalised goals, and presenting their learning. Increased opportunities for student voice will embed a culture where learners influence their engagement, wellbeing, and curriculum experiences.</p> <p>Attendance and Learning: A decrease in number of student absent days and an increase in satisfactory completion of Learning Tasks</p>
<b>Tasks</b>	<b>People responsible</b>
Development of a public facing timeline of parent engagement opportunities	<input checked="" type="checkbox"/> Leadership team
Development of a whole school "High Expectations" framework, including an attendance improvement plan	<input checked="" type="checkbox"/> Leadership team
Integrate student voice into high level school planning and curriculum review processes.	<input checked="" type="checkbox"/> Leadership team
Develop a clear and consistent communication plan that highlights messaging on high expectations for learning, attendance, and behaviour across all platforms.	<input checked="" type="checkbox"/> All staff
<b>Goal 3</b>	To strengthen the wellbeing of all students.
<b>KIS 3.a</b>	Further develop the school's culture of partnerships with families and community agencies to enhance student learning and wellbeing outcomes.
<b>Actions</b>	* Leverage community and external partnerships to implement integrated supports that positively impact student learning, wellbeing and engagement.
<b>Evidence of change</b>	<p>Enhanced Family Engagement and Collaboration: Families will be actively involved in their children's learning and wellbeing through proactive communication. Staff will engage families consistently, inclusively, and respectfully, building trust and shared responsibility for student outcomes.</p>

	<p>Increased Student Support Through Coordinated Services: Collaboration between the SWPBS teams, staff, and community agencies will enable wraparound supports for students, particularly those with additional needs. Coordinated referral pathways and information-sharing protocols will improve responsiveness to individual student learning and wellbeing challenges.</p> <p>Celebration of Diversity and Community Involvement: Events, showcases, and communication strategies will highlight the school's cultural diversity and community partnerships. Volunteers, mentors, and external organisations will actively contribute to learning experiences, inclusion initiatives, and student engagement projects.</p>
Tasks	People responsible
Map existing family and community partnerships to identify strengths, gaps, and opportunities for deeper collaboration, and review the impact of partnerships to guide continuous improvement.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team
Realignment of roles of Wellbeing, Inclusion and Sub-School teams	<input checked="" type="checkbox"/> Leadership team
Host events that acknowledge and celebrate the diversity of the school community.	<input checked="" type="checkbox"/> Learning specialist(s)
Inviting parents to regular, student-run year level assemblies	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Year level co-ordinator(s)
Use school data (attendance, engagement, wellbeing) to identify students or cohorts who would benefit from enhanced community connections.	<input checked="" type="checkbox"/> Leadership team
<b>KIS 3.c</b>	Further support and build the capacity of staff to respond to the health and wellbeing needs of students.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Strengthen safe, orderly and inclusive learning across the college by implementing evidence-based classroom management strategies and trauma-informed and inclusive practices.</li> <li>* Strengthen teams and processes to effectively coordinate case management, monitor student progress, and facilitate effective information sharing to improve student wellbeing and engagement outcomes.</li> </ul>

<b>Evidence of change</b>	<p>Embedded Trauma-Informed and Inclusive Practices: School policies, classroom routines, and teaching practices will consistently reflect trauma-informed, restorative, and inclusive approaches. Students will experience predictable, safe, and supportive learning environments that promote engagement and positive behaviour.</p> <p>Stronger, Coordinated Wellbeing Structures: Multidisciplinary wellbeing teams, clearer referral pathways, wellbeing dashboards, and regular case discussions will ensure that student support is coordinated, timely, and data-informed. Staff will collaborate effectively across teaching, wellbeing, and support roles.</p>
<b>Tasks</b>	<b>People responsible</b>
Refine the referral and support pathway for students requiring additional support(s), via the SWPBS Tier 2-3 Teams	<input checked="" type="checkbox"/> SWPBS leader/team
Build systems to save and access student data	<input checked="" type="checkbox"/> Leadership team
Build a Professional Learning program which couples differentiated group learning with a systematised differentiated all staff Coaching model.	<input checked="" type="checkbox"/> Leadership team
Collaboratively build school-wide classroom routines that support the health and wellbeing needs of students	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team