

2026 Annual Implementation Plan

for improving student outcomes

Glen Waverley Secondary College (8808)



Submitted for review by Suzanne Plant (School Principal) on 26 June, 2026 at 03:48 PM

Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 26 July, 2026 at 05:14 PM

Self-evaluation summary

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

Future planning for 2026	We have had a significant improvement in our Attitude to School Data in 2025. All measures increased (except for two that stayed the same), this is an amazing result! However, as the initial SSP targets were very ambitious and set against the 2021 online teaching environment, they are ultimately going to be unachievable. Goal 1 has been achieved from 2022 - 2024. Significant progress on our KIS in regard to SVA, learner model and Student Voice Survey, Teaching and Learning - Instructional model, VTRs and VTLM, DI - Staff Professional Learning and understanding of the DIP process, and in the areas of the Student Management Framework and Student Leadership and Community Engagement.
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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?																				
Enhance student learning outcomes.	Yes	By 2030, increase and/or maintain the percentage of students achieving exceeding NAPLAN proficiency levels for:	Collaboratively develop, document and embed consistent, evidence informed universal high-quality practice to support all students	Yes																				
		<table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 9</td><td>Reading</td><td>37%</td><td>2025</td><td>41%</td></tr><tr><td>Year 9</td><td>Writing</td><td>44%</td><td>2025</td><td>46%</td></tr><tr><td>Year 9</td><td>Numeracy</td><td>46%</td><td>2025</td><td>46%</td></tr></table>			Cohort	Focus or factor	Baseline	Year	Target	Year 9	Reading	37%	2025	41%	Year 9	Writing	44%	2025	46%	Year 9	Numeracy	46%	2025	46%
		Cohort			Focus or factor	Baseline	Year	Target																
		Year 9			Reading	37%	2025	41%																
		Year 9			Writing	44%	2025	46%																
		Year 9	Numeracy	46%	2025	46%																		
		By 2030, increase or maintain the percentage of students achieving Above age expected level according to teacher judgements, against the Victorian Curriculum for:	Enhance staff capabilities and understanding to know and respond to student point of need and maximise learning growth	Yes																				
		<table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 7-10</td><td>Reading and viewing</td><td>41%</td><td>2025</td><td>50%</td></tr><tr><td>Year 7-10</td><td>Writing</td><td>35%</td><td>2025</td><td>35%</td></tr><tr><td>Year 7-10</td><td>Mathematics</td><td>47%</td><td>2025</td><td>50%</td></tr></table>			Cohort	Focus or factor	Baseline	Year	Target	Year 7-10	Reading and viewing	41%	2025	50%	Year 7-10	Writing	35%	2025	35%	Year 7-10	Mathematics	47%	2025	50%
		Cohort			Focus or factor	Baseline	Year	Target																
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Year 7-10	Writing	35%			2025	35%																		
Year 7-10	Mathematics	47%	2025	50%																				
By 2030, increase or maintain the VCE study scores for:																								
<table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Senior students</td><td>VCE English (all) mean study score</td><td>33.28</td><td>2025</td><td>33.28</td></tr></table>			Cohort	Focus or factor	Baseline	Year	Target	Senior students	VCE English (all) mean study score	33.28	2025	33.28												
Cohort			Focus or factor	Baseline	Year	Target																		
Senior students			VCE English (all) mean study score	33.28	2025	33.28																		

		Senior students	VCE Mathematics (all) mean study score	32.49	2025	33.00						
		Senior students	VCE overall mean study score	33.07	2025	33.07						
		Senior students	VCE overall median study score	33.00	2025	33.00						
		By 2030, maintain or improve the percentage of staff positive endorsement to the School Staff Survey factors for:										
		Cohort	Focus area or factor	Baseline	Year	Target						
		Staff	Academic emphasis	79%	2025	79%						
		Staff	Collective efficacy	68%	2025	72%						
		By 2030, maintain the percentage of positive endorsement to the Student Attitudes to School Survey factors for:										
		Cohort	Focus area or factor	Baseline	Year	Target						
		Student	Stimulated learning	64%	2025	64%						
Student	Effective teaching time	70%	2025	70%								
Enhance student wellbeing and engagement outcomes.	Yes	By 2030, reduce the percentage of students with 20 or more days absent in:	Strengthen the multi-tiered system of supports to improve student connection and engagement.			Yes						
		Cohort	Focus or factor	Baseline	Year	Target						

		Year 7-12	20 or more days absent	30%	2025	20%		
		Year 9	20 or more days absent	35%	2025	25%		
		Year 10	20 or more days absent	33%	2025	23%		
		By 2030, improve the percentage of positive endorsement to the Student Attitudes to School Survey for:					Enhance students' capabilities to thrive.	Yes
		Cohort	Focus area or factor	Baseline	Year	Target		
		Student	Respect for diversity	51%	2025	55%		
		Student	Student voice and agency	53%	2025	55%		
		By 2030, increase the percentage of staff positive endorsement to the School Staff Survey factors for:					Enhance capability of mid-level leadership to drive whole school priorities	Yes
		Cohort	Focus area or factor	Baseline	Year	Target		
		Staff	Instructional leadership	71%	2025	73%		
		Staff	Visibility	49%	2025	54%		
		Staff	Time to share pedagogical content knowledge	58%	2025	60%		

Define actions, evidence of change and tasks

Goal 1	Enhance student learning outcomes.	
KIS 1.a	Collaboratively develop, document and embed consistent, evidence informed universal high-quality practice to support all students	
Actions	Strengthen the application of the GWSC Instructional Model via staff knowledge and understanding of the Elements of Learning in the VTLM 2.0 (language with staff will focus on the science of learning as it pertains to the VTLM2.0) Teachers will work collaboratively to identify and document evidence-based strategies into Curriculum documentation aligned to VC2/VCAA Study Designs to strengthen student learning Establish a scaffolded professional learning framework to build the capabilities for teachers to be responsive in their practice.	
Evidence of change	Curriculum documentation A teaching and learning implementation plan. A Professional learning plan for responsive teaching Increased staff knowledge regarding understanding of the VTLM 2.0. Bank of high Impact checks for Understanding created	
Tasks		People responsible
Continue to develop our induction program to introduce new staff to the GWSC Instructional Model Continue to develop and document consistent core resources and assessment from Years 7 to 12 that all teachers use to support student learning Include improving staff and student knowledge and understanding of the Science of Learning in Learning Specialist role descriptions. Continue to create opportunity for high quality pedagogy to be explicitly documented in to resources and assessment to support all staff, including graduate teachers and teachers new to GWSC Explore opportunities for team teaching to build teacher capacity		☒ Assistant principal ☒ KLA leader ☒ Leadership team ☒ Leading teacher(s) ☒ Learning specialist(s)

Build a bank of GWSC high impact Checks for Understanding, including resources to support implementation Develop a process by which learning walks can be rolled out for 2027 inductees.	
KIS 1.b	Enhance staff capabilities and understanding to know and respond to student point of need and maximise learning growth
Actions	Defining our school's approach to extension, enrichment and intervention (multi-tiered system) Strengthen data analysis and moderation practices to inform and monitor teaching programs Strengthen curriculum planning documentation to be responsive, include strategies for extension, enrichment and intervention. Curriculum Documentation
Evidence of change	Role Descriptions of Middle Leaders reviewed and published Assessment schedules developed and published Teachers have clear access to Year 6 Vic Curriculum data. Teachers will have some quarantined time to work to develop resources for modified learners.
Tasks	People responsible
Develop and document a shared vision to support how we get to know our learners through learning data and building relationships Review role description of middle leaders Continue to develop and publish assessment schedules Review Grade 6 Victorian Curriculum data as part of reporting process and getting to know students Continue to explore opportunities to offer quarantined time for teachers and teams who work with modified learners to develop and find resources including documenting Develop a strategy to use school-wide learning data to inform our wide reading conferencing program	☒ Assistant principal ☒ KLA leader ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ School leadership team
Goal 2	Enhance student wellbeing and engagement outcomes.

KIS 2.a	Strengthen the multi-tiered system of supports to improve student connection and engagement.	
Actions	Further define and document the school's Multi-Tiered System of Support Further embed the MTSS including the student management framework, using student data to inform and monitor opportunities to enhance wellbeing, connections and engagement in the classrooms. Enhance and integrate Careers Education across 7-12.	
Evidence of change	Improved pathway outcomes for students. Programs implemented that align with student needs Year level leaders enhanced responses to Tier 2 chronicle entries. Improved confidence and capabilities of YLL leading to improved retention. Staff Professional Learning to support teaching and learning of classes with Inclusion students. Our Student Management framework will be referred to at Staff Professional Learning, induction and when individual staff are supported by Sub School teams.	
Tasks		People responsible
Continue to run professional learning to upskill staff in supporting students through disability inclusion Develop a shared understanding and document our MTSS in wellbeing, engagement, inclusion and student management. Develop staff (YLL) capacity to consistently and effectively respond to Tier 2 student management matters. Link 'at risk' students in Year 9 & 10 with careers team Review scheduling of year 7-11 careers days, including sessions offered		☑ Assistant principal ☑ Careers leader/team ☑ Leadership team
KIS 2.b	Enhance students' capabilities to thrive.	
Actions	Further building staff capability to embed the classroom routines to foster a positive climate for active and engaged learners. Further build students agency in learning through enhancing their understanding of the science of learning.	

	Optimise school connectedness through but not limited to participation in the co-curricular programs.
Evidence of change	Facilitate Professional Learning regarding Tier 0 and Tier 1 strategies, Facilitate Professional Learning related to student voice and agency. Eg Classroom Voice survey and learner model. Implement EAL enrolment Procedures. Role descriptions for Student Leadership positions reviewed and published. Student Leadership application processes consolidated. Increased numbers of staff involved in extra curricular programs.
Tasks	
Continue to enhance Tier 0 understanding and implementation to enhance relationships and classroom expectations Continue to enhance Tier 1 understanding and implementation to respond to student management presentations Professional learning for staff on classroom management and relationships including through induction program Continue to support teachers in implementing strategies and practices which build learner agency and voice Review roles and responsibilities of student leadership positions Create sustainability in staffing of co-curricular programs through capacity building Optimise our instrumental music, sport, performing arts and clubs programs to enhance student engagement Review school wide enrolment process documentation and implementation approaches for new students	☒ Assistant principal ☒ Leadership team ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Principal
KIS 2.c	Enhance capability of mid-level leadership to drive whole school priorities
Actions	Codesign and publish a structured action plan to achieve each KIS of the School Strategic plan. Embed plans in working meetings and leadership team meetings to ensure progress is tracked and adjustments made as required Implement a mid-level leadership professional learning and coaching program (instructional leadership, change

	leadership, human leadership) with group and individual support and feedback. Use Leadership Team meetings, to analyse key data to guide strategic planning to evaluate progress and adjust actions to drive whole school improvement.	
Evidence of change	Middle Leaders will have accessed external Professional Learning eg at the Academy of Teaching and Leadership Leadership meetings will be conducted that includes professional learning focussed on positive school culture and how we contribute to this as leaders. Key data sets such as NAPLAN and ATOSS will be used to drive school improvement.	
Tasks		People responsible
Leadership Meetings with specific focus of Building Middle Leaders capabilities. Leadership meetings with a focus on data analysis and strategic planning. Middle Leaders encouraged to access external Professional Learning via targeted emails outlining appropriate course commensurate with years of experience and personal goals.		☒ Assistant principal ☒ Leadership team ☒ Principal