

Annual Implementation Plan: for Improving Student Outcomes

School name: Northcote High School

School number: 8180

Endorsement:

Principal Kate Morris

[10 December 2016]

Year: 2017

Based on strategic plan: 2015 to 2018

Senior Education Improvement Leader Graham Stevenson

[date]

School council Northcote High School

[10 December 2016]

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<ul style="list-style-type: none"> To improve student learning outcomes across all year levels To develop curious and engaged learners who are excited about learning and connected to school and community; who strive to achieve their best. To enhance students wellbeing through positive relationships and learning experiences to ensure that students are well placed for success now and beyond school. To ensure the efficient allocation of resources to achieve the goals and priorities outlined within the SSP 2015 - 2018.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Selected Initiatives - Excellence in teaching and Learning / - Building Practice Excellence & Curriculum Planning and Assessment + Positive Climate for Learning - Empowering students and building school pride

The school has engaged with the Curiosity and Powerful Learning project to refine the precise use of Theories of Action. The involvement is connected to our narrative around building the school's capacity to consistently deliver excellence in teaching and learning by focussing on developing a common suite of instructional practices supported by collegial curriculum planning and documentation housed in our Learning Management System.

Our school data indicates further work is to be done in continuing to create a professional practice culture and learning environment that consistently features evidence based instructional practice. Importantly our school will also be a learning organisation where students feel stimulated to learn through exposure to aspects of choice and being able to work collaboratively which will be addressed through a focus on curriculum planning that encourages problem solving and collaboration through the development and implementation of Project Refresh and the Victorian

Further to this NHS ATSS - Stimulating Learning and Teacher Empathy data for years 7 to 9 is in the first quartile of responses.

Teacher judgement in comparison to NAPLAN results highlight a significantly narrower spread of outcomes and would indicate a lack of confidence in assessing to the Standard/s or learning tasks that do not allow for students to demonstrate a their capacity / achievement.

The school views the selected initiatives as the most effective ones to improve student outcomes in Achievement, Engagement and Wellbeing through continuing a strong focus on teachers working collaboratively to develop a deeper understanding of precision in teaching practices that enable student to develop knowledge skills and understanding and learning confidence through – challenging tasks, collaboration and choice. We also believe it is critical that there is focus on building the social and emotional learning capacities of students – through the integration of the Victorian Curriculum General Capabilities and NHS Connect program.



Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none">Professional Learning Communities - Collaborative teams focused on the how of teaching through the implementation of the Curiosity and Powerful Learning framework including the NHS Instructional Framework and broader evidence driven practices e.g. CPL Theories of Action - Collaboration, Reflecting, Observing
Curriculum planning and assessment	<ul style="list-style-type: none">Planning and preparing for Project Refresh implementationVictorian Curriculum Implementation – (UBD planning / Rubrics / On line feedback) and consolidating implementation of the ongoing review
Empowering students and building school pride	<ul style="list-style-type: none">School Life / Student Life – developing students social and emotional learning capacity through the Connect program , embedding of the schools vision and values and other curriculum areas



Framework for Improving Student Outcomes

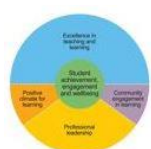
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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve student learning outcomes across all year levels 	
IMPROVEMENT INITIATIVE	Building practice excellence, Curriculum planning and assessment	
STRATEGIC PLAN TARGETS	<p>2018: <u>AusVELS Teacher Judgement</u> At least 30% of students are assessed as B or A in each dimension of the English and Mathematics Domains 7 – 10</p> <p><u>VCE</u> VCE allstudy mean at 31.5 VCE English at 31.5 VCE Maths Methods at 31.5 VCE Further Maths at 31.5 VCE 40+ Study Scores proportion 12.0%</p> <p><u>ATAR</u> Reduce the number of students achieving an ATAR score at or below 50 to 10% (2013 – 16%). Student performance above 70+ ATAR to be 60% (2013 – 52%). Student performance above 90+ ATAR to be 25% (2013 – 19%).</p>	<p><u>VASS Data Portal (maximise student achievement at VCE)</u> All subject results within or above the 50 percentile of expected level of achievement (see VASS report 15)</p> <p><u>GAT</u> All GAT results at or above the state mean: Communication 22 - (20.8 in 2013) Humanities 18.2 - (18 in 2013) Maths 17.9 - (17.5 in 2013)</p> <p><u>NAPLAN</u> For NAPLAN the top two bands in all areas to be at or above 35%. Year 7 (Bands 8 & 9) to be 35% (31% in 2014) Year 9 (Bands 9 &10) 35% NAPLAN Areas: Reading, Spelling, Writing, Grammar and Punctuation, Numeracy</p>
12 MONTH TARGETS	<p><u>AusVELS Teacher Judgement</u> At least 23% of students are assessed as B or A in each dimension of the English and Mathematics Domains 7 – 10 (2016 – ranging between 13% and 30%)</p> <p><u>VCE</u> VCE allstudy mean above 31(2015- 31.26) VCE English above 31.0 (2015- 30.97) VCE Maths Methods above 31(2015- 31.37) VCE Further Maths above 31.0 (2015- 30.42) VCE 40+ Study Scores proportion above 10.0% (2015 – 12.1%)</p> <p><u>ATAR</u> Reduce the number of students achieving an ATAR score at or below 50 to 18% (2015-12%) Student performance above 70+ ATAR to be above 57% (2015- 50%) Student performance above 90+ ATAR to be above 22% (2015 – 25%)</p>	<p><u>VASS Data Portal (maximise student achievement at VCE)</u> All subject results within or above the 50 percentile of expected level of achievement (see VASS report 15)</p> <p><u>GAT</u> All GAT results maintained above the state mean at 2015 levels: Communication 21.78 / Humanities 21.36 / Maths 19.71 -</p> <p><u>NAPLAN</u> For NAPLAN the top two bands in all areas to be at or above 35%. Year 7 (Bands 8 & 9) to be at least 40% (2016 b/w 30% & 50%) Year 9 (Bands 9 &10) at least 35% (2016 b/w 30% & 50%) NAPLAN Areas: Reading, Spelling, Writing, Grammar and Punctuation, Numeracy</p>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Communities of Practice- Collaborative Teams in Curiosity and Powerful Learning (CPL) / NHS Instructional Framework- Collaboration, Reflecting, Observing	<ul style="list-style-type: none"> • Create time in the meeting schedule for teachers to collaborate with a focus on teacher professional practice • Provide professional learning opportunities to develop professional practice capacity in knowledge of CPL, teacher inquiry approach • Establish and provide professional learning of CPL facilitators • Provide structure for inquiry, student feedback, self-reflection and observation of practice within CPL protocols and meeting time • Review CPL / Teacher Inquiry protocols and structures 	TLL team	End term 1 - Establishment of teams and focus areas	<p>6 months: Staff working in teacher professional practice inquiry area to develop precision of practice</p> <p>12 months: Staff have found professional learning model effective</p> <p>Staff have undertaken inquiry in area of teacher professional practice</p> <p>Staff have presented findings of teacher professional practice inquiry to colleagues</p> <p>12 months:</p>	<p>● ● ●</p> <p>● ● ●</p>				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To develop curious and engaged learners who are excited about learning and connected to school and community, and who strive to achieve their best.													
IMPROVEMENT INITIATIVE	Building practice excellence, Curriculum planning and assessment													
STRATEGIC PLAN TARGETS	<p>By 2018:</p> <p><u>Attendance</u> Average days absence at 10 days per student.</p> <p><u>Attitudes to School Survey</u> Mean scores for Years 7 – 12 for the following variables will be: Teacher Empathy 3.94 (4.30 for Year 7 and 3.93 for Year 8) Stimulating Learning 3.45 (3.81 for Year 7 and 3.41 for Year 8) Teacher Effectiveness 3.96 (4.31 for Year 7 and 3.96 for Year 8) Student Motivation 4.56 (4.73 for Year 7 and 4.60 for Year 8) Learning Confidence 4.02 (4.2 for Year 7 and 4.05 for Year 8)</p>		<p><u>Tertiary Offers</u> A consistent (over the life of this Strategic Plan) 95% of Year 12 students gain a tertiary offer.</p> <p><u>Annual Retention</u> Annual Real Retention over the cycle of the next Strategic Plan averages: Year 07 - 10: 82% Year 10 - 11: 90% Year 11 - 12: 87% Year 07 - 12: 75%</p> <p><u>Student Staff Feedback</u> Introduce a common and regular Student feedback Survey online that can be aggregated across – faculties, subjects, year level and teachers And /or Both staff and students review student work habits across subjects all subjects and review together. A common student feedback survey will indicate 80% of teachers with high / very high responses</p>											
12 MONTH TARGETS	<p><u>Attendance</u> Average days absence at 12 days per student (2016 11.44 Years 7 to 12))</p> <p><u>Attitudes to School Survey</u> Mean scores for Years 7 – 12 for the following variables will be:</p> <table border="0" data-bbox="528 1302 2858 1543"> <tr> <td>Teacher Empathy 3.7 (4.0 for Year 7 and 3.5 for Year 8) (2016 – 3.46/3.88/ 3.27)</td> <td>Stimulating Learning 3.2 (3.4 for Year 7 and 3.0 for Year 8) (2016 – 2.96/3.26/ 2.78)</td> <td>Teacher Effectiveness 3.7 (4.1 for Year 7 and 3.5 for Year 8) (2016 – 3.49/3.88/ 3.33)</td> </tr> <tr> <td>Student Motivation 4.4 (4.6 for Year 7 and 4.4 for Year 8) (2016 – 4.16/4.4/ 4.14)</td> <td>Learning Confidence 3.9 (4.1 for Year 7 and 3.9 for Year 8) (2016 – 3.72/3.9/ 3.7)</td> <td></td> </tr> </table> <p><u>Tertiary Offers</u> 95% of Year 12 students gain a tertiary offer.</p> <p><u>Annual Retention</u> Annual Real Retention:</p> <table border="0" data-bbox="528 1732 2858 1816"> <tr> <td>Year 7 to 10: 82% (2016 – 91.2%)</td> <td>Year 10 – 11: 85% (2016 – 89.8%)</td> <td>Year 11 – 12: 90% (2016 – 86.8%)</td> <td>Year 7 – 12: 74% (2016 – 70.2)</td> </tr> </table>				Teacher Empathy 3.7 (4.0 for Year 7 and 3.5 for Year 8) (2016 – 3.46/3.88/ 3.27)	Stimulating Learning 3.2 (3.4 for Year 7 and 3.0 for Year 8) (2016 – 2.96/3.26/ 2.78)	Teacher Effectiveness 3.7 (4.1 for Year 7 and 3.5 for Year 8) (2016 – 3.49/3.88/ 3.33)	Student Motivation 4.4 (4.6 for Year 7 and 4.4 for Year 8) (2016 – 4.16/4.4/ 4.14)	Learning Confidence 3.9 (4.1 for Year 7 and 3.9 for Year 8) (2016 – 3.72/3.9/ 3.7)		Year 7 to 10: 82% (2016 – 91.2%)	Year 10 – 11: 85% (2016 – 89.8%)	Year 11 – 12: 90% (2016 – 86.8%)	Year 7 – 12: 74% (2016 – 70.2)
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	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING									

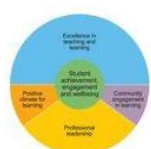


KEY IMPROVEMENT STRATEGIES					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Planning and preparing for Project Refresh 2018 stage 1 implementation	<ul style="list-style-type: none"> Establish Faculty based curriculum development teams within faculty teams to develop semesterised units reflecting Victorian Curriculum capabilities with a focus on Years 9 & 10 Establish cross curriculum development teams to develop Problem Based Learning units reflecting Victorian Curriculum capabilities with a focus on Years 9 & 10 Provide additional time within professional learning structure to develop problem based units Provide timelines for productions of materials Develop parents and student information course promotion and selection material Conduct parent and student information sessions Undertake student counselling, subject selection and timetable generation 	TLL Team Faculty Leaders	End of term 1	6 months: 2018 Unit Outlines for Years 9 & 10 completed 2018 Course selection materials documented	● ● ●			
				12 months: 2018 Curriculum materials developed and documented 2018 Course selection process undertaken	● ● ●			
Victorian Curriculum Implementation – (UBD planning / Rubrics / On line feedback) and ongoing review	<ul style="list-style-type: none"> Faculty Teams review, revise and develop discipline based UBD units plans, course outlines, students and assessment materials Faculties review capabilities, connection to disciplines Faculty review and refine units 	LT	End of term 1	6 months: Victorian Curriculum disciplines mapped and delivered for semester 1	● ● ●			
				12 months: Victorian Curriculum general capabilities developed and documented	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To enhance students wellbeing through positive relationships and learning experiences so that students are well placed for success now and beyond school.																
OTHER IMPROVEMENT MODEL DIMENSIONS	Positive climate for learning and Health and wellbeing																
STRATEGIC PLAN TARGETS	<p>By 2018:</p> <p><u>Attitudes To School Survey</u> Attitudes to School Survey mean scores for Years 7 – 12 for the following variables will be:</p> <p>Student Morale 5.08 (5.60 for Year 7 and 5.21 for Year 8)</p> <p>Student Distress 5.40 (5.92 for Year 7 and 5.59 for Year 8)</p> <p>Connectedness to Peers 4.29 (4.47 for Year 7 and 4.31 for Year 8)</p> <p>Classroom Behavior 3.35 (3.25 for Year 7 and 3.13 for Year 8)</p> <p>Student Safety 4.62 (4.63 for Year 7 and 4.53 for Year 8)</p> <p>Student Motivation 4.56 (4.73 for Year 7 and 4.6 for Year 8)</p>																
12 MONTH TARGETS	<p><u>Attitudes To School Survey</u> Attitudes to School Survey mean scores for Years 7 – 12 for the following variables will be:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"> <p>Student Morale 4.9 (5.4 for Year 7 and 5.1 for Year 8) (2016 – 4.6/5.15/ 4.59)</p> </td> <td style="width: 33%;"> <p>Student Distress 5.3 (5.9 for Year 7 and 5.5 for Year 8) (2016 – 5.07/5.74/ 5.03)</p> </td> <td style="width: 33%;"> <p>Connectedness to Peers 4.2 (4.4 for Year 7 and 4.15 for Year 8) (2016 – 3.97/4.37/ 3.9)</p> </td> </tr> <tr> <td> <p>Classroom Behavior 3.35 (3.25 for Year 7 and 3.13 for Year 8) (2016 – 3.32/3.41/ 3.01)</p> </td> <td> <p>Student Safety 4.6 (4.63 for Year 7 and 4.53 for Year 8) (2016 – 4.31/4.56/ 4.17)</p> </td> <td> <p>Student Motivation 4.4 (4.6 for Year 7 and 4.4 for Year 8) (2016 – 4.16/4.4/ 4.14)</p> </td> </tr> <tr> <td> <p>Teacher Empathy 3.7 (4.0 for Year 7 and 3.5 for Year 8) (2016 – 3.46/3.88/ 3.27)</p> </td> <td></td> <td></td> </tr> </table>								<p>Student Morale 4.9 (5.4 for Year 7 and 5.1 for Year 8) (2016 – 4.6/5.15/ 4.59)</p>	<p>Student Distress 5.3 (5.9 for Year 7 and 5.5 for Year 8) (2016 – 5.07/5.74/ 5.03)</p>	<p>Connectedness to Peers 4.2 (4.4 for Year 7 and 4.15 for Year 8) (2016 – 3.97/4.37/ 3.9)</p>	<p>Classroom Behavior 3.35 (3.25 for Year 7 and 3.13 for Year 8) (2016 – 3.32/3.41/ 3.01)</p>	<p>Student Safety 4.6 (4.63 for Year 7 and 4.53 for Year 8) (2016 – 4.31/4.56/ 4.17)</p>	<p>Student Motivation 4.4 (4.6 for Year 7 and 4.4 for Year 8) (2016 – 4.16/4.4/ 4.14)</p>	<p>Teacher Empathy 3.7 (4.0 for Year 7 and 3.5 for Year 8) (2016 – 3.46/3.88/ 3.27)</p>		
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING												
					Progress Status	Evidence of impact	Estimate	YTD									
School Life / Student Life – developing students social and emotional learning capacity through the Connect program and other curriculum areas	<ul style="list-style-type: none"> Provide staff professional learning in Connect strategies and curriculum Delivery of Connect program to students Monitor implementation and gather staff, student and parent feedback 	KAR, HOS	Each term	6 months: Delivery of professional learning to staff Clearer delivery of social & emotional learning to students Positive feedback from students and families	● ● ●												
				12 months: Delivery of professional learning to staff Clearer delivery of social & emotional learning to students Positive feedback from students and families	● ● ●												



Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	Teachers work together to develop practice. Professional learning on improving student outcomes Future work is in the area of developing collaboration with a clear focus on using data to identify areas of improvement; teacher teams
	Curriculum planning and assessment	Yes	2 - Evolving	Current practice: Collaborative planning using consistent templates Future work is in precision of documentation and developing flexibility in response to student needs
	Evidence-based high impact teaching strategies	No	2 - Evolving	Current practice: Clear suite of high impact strategies and lesson model Future work – developing capacity of teachers to use strategies with precision
	Evaluating impact on learning	No	1 - Emerging	Current practice: Teachers make use of evidence to make judgement on student performance Future work – developing capacity for teacher to reflect on impact on student learning
Professional leadership	Building leadership teams	No	2 - Evolving	Current practice: Leadership roles facilitate professional learning Future work: encourage testing, innovation and inquiry in a safe environment
	Instructional and shared leadership	No	3 - Embedding	Current practice: Agreed pedagogical framework Future work – data used to evaluate impact of teaching and learning practices
	Strategic resource management	No	2 - Evolving	Current practice: decision making processes that recognise context Future work: resource allocation to be responsive to changing needs
	Vision, values and culture	No	2 - Evolving	Current practice: Teacher can explain school's learning goals Future work – clear expectations for teaching and learning alignment
Positive climate for learning	Empowering students and building school pride	Yes	2 - Evolving	Current practice: explicit student feedback is sought, impact of student-teacher relationship is understood, Future work: building student learning confidence and independence
	Setting expectations and promoting inclusion	No	Select status	Current practice: Future work:
	Health and wellbeing	No	2 - Evolving	Current practice: teachers trained to recognise issues Future work: deliver social and emotional health units, work with families



	Intellectual engagement and self-awareness	No	2 - Evolving	Current practice: Teachers articulate high expectations, work collaboratively Future work: student develop metacognitive strategies
Community engagement in learning	Building communities	No	2 - Evolving	Current practice: well established links to community services Future work: develop community partnerships
	Global citizenship	No	2 - Evolving	Current practice: school environment promotes respect and harmony Future work: active citizenship
	Networks with schools, services and agencies	No	2 - Evolving	Current practice: well established network links Future work: Create networked learning community
	Parents and carers as partners	No	2 - Evolving	Current practice: encouraging communication with the school Future work: Developing greater collaboration

Reflective comments: We have a spread of responses generally in the evolving and embedding categories though it is the consistency and spread of practice that we need to develop.

Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps:

Continue with a focus on developing consistent practice excellence. Project Refresh and implementation of Victorian Curriculum general capabilities will develop broad adaptable skills for students to respond effectively to globalisation and subsequent societal changes. Developing social and emotional learning will develop community connection and student resilience.

