

Northcote High School: Summary of 2018 AIP

KIS	Actions	Evidence
<p>Enhance our precision of teaching practice by working in structured Teams that plan for and evaluate student growth and, through observation, provide feedback on each other's practice within the NHS Instructional Framework</p>	<ul style="list-style-type: none"> • Implement and support Teacher Inquiry PLCs including providing training for Facilitators. • Establish effective Teacher Inquiry PLCs and provide models of excellence in PLC practice. • Provide professional learning on observing and supporting the growth of each other's practice. • Collect data on Instructional Framework implementation and on team effectiveness 	<ul style="list-style-type: none"> • Teacher Inquiry PLCs' self-report evaluations of team effectiveness are highly positive. • Pre and post intervention student work samples (standards referenced) demonstrate strong growth. • Staff self-reports to be highly positive regarding their ability to demonstrate enhanced precision of practice through Classroom Observations. • Student surveys on teacher instructional practice demonstrate enhanced learner confidence (ATSS) and class focus feedback is highly positive • Data on LENAR Lesson Model use to indicate 80% or higher of staff implementation
<p>With a focus on Northcote Model implementation, develop high quality and intellectually engaging Victorian Curriculum aligned courses using the Understanding by Design (UbD) framework that embed formative feedback tools (including online rubrics) that communicate the next steps for learning.</p>	<ul style="list-style-type: none"> • Establish effective Teacher Inquiry PLCs that, through collaborative and iterative curriculum design, respond to learner needs and empowers students to explore their learning. • Build capacity of faculty leaders to provide clarity and direction in curriculum development using UbD framework and VC standards. • Build capacity of teachers in UbD and formative assessment that communicates the next steps for learning. 	<ul style="list-style-type: none"> • Student ATSS data demonstrates a positive shift in attitude to stimulating learning at Yr 9 & 10. • Qualitative sample based audit of online feedback demonstrates consistent identification of next steps for learning. • Standards referenced rubrics for all Year 7-10 courses are available and being used on myNorthcoteHigh for all non-test CATs • All course and assessment material and UbDs etc for all Northcote Model courses meet school consistency and quality expectations
<p>Create the conditions for success through active learning partnerships that use student data, give students voice (including 2-way feedback) and establish shared expectations.</p>	<ul style="list-style-type: none"> • Establish effective Teacher Inquiry PLCs that actively seek feedback from students as participants in the construction of the learning and as valuable contributors to teachers' professional reflection. • Engage teachers in professional learning that is applied in context and reflected on in PLCs, about enabling student voice in the curriculum and learning program. • Establish positive mechanisms for teachers and students to share data and/or formative feedback as a means to set growth-focussed goals. • Support teachers and class leaders to establish shared and reciprocal expectations. • Enhance the participation of Connect Tutors in monitoring and supporting student success. 	<ul style="list-style-type: none"> • ATSS: student voice and agency; teacher concern = key data measures improve – reach target measures • Student survey results - teacher practice feedback is highly positive