2020 Annual Implementation Plan

for improving student outcomes

Northcote High School (8180)

Submitted for review by Susan Harrap (School Principal) on 19 December, 2019 at 04:12 PM
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Endorsed by Martin Hughes (School Council President) on 20 December, 2019 at 10:00 AM

Self-evaluation Summary – beginning 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Strategic Plan Goals, Annual Targets and Key Improvement Strategies

Goal 1	Maximise the learning growth of every student
12 Month Target 1.1	**NAPLAN** Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Numeracy from 40 to 43 per cent by the end of 2020 Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Writing from 18 to 22 per cent by the end of 2020 Increase the proportion of students making medium and high growth in Year 9 NAPLAN Numeracy and Writing to above 75 per cent by the end of 2020 Maintain the proportion of students in the top two bands of NAPLAN Reading, Writing and Numeracy in Year 7 to the next testing period in Year 9, in each year of the Strategic Plan.
12 Month Target 1.2	**Teacher Judgment** Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 20.7 to 22 per cent by the end of 2020 in Mathematics Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 23 to 25 per cent by the end of 2020 in English.
12 Month Target 1.3	**VCE** Increase the percentage of students achieving VCE English study scores above 37 from 13 to 15 per cent by the end of 2020 Increase the mean VCE All study score from 30.29 to 30.5 by the end of 2020

12 Month Target 1.4	ATAR Increase the proportion of students achieving ATAR rankings above 80 to at least 42 per cent by the end of 2020 Decrease the proportion of students achieving ATAR rankings below 50 to less than 18 per cent by the end of 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Refine and embed PLC practice to ensure all teachers provide high quality, differentiated instruction	Yes
KIS 2 Evaluating impact on learning	Build teacher capacity to use a range of data to monitor student growth and to design and implement curriculum in response to student need	No
KIS 3 Building practice excellence	Develop and use a shared language and understanding of quality learning for all members of the school community	Yes
Goal 2	**Improve student agency**	
12 Month Target 2.1	Increase the AToSS positive endorsement for students in Year 7 to 9 from: Stimulated learning from 40% to 45% Self regulation and goal setting from 57% to 60% Student voice and agency from 33% to 38% And in Year 10-12: Stimulated learning from 49% to 53% Self regulation and goal setting from 64% to 66% Student voice and agency from 44% to 46%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Build the capacity of all students to become metacognitive, reflective and self-regulating learners.	Yes

KIS 2 Empowering students and building school pride	Build the expertise of staff to collaboratively design and deliver learning experiences that enable students to exercise agency in their learning.	Yes
KIS 3 Intellectual engagement and self-awareness	Build the capacity of staff and students to embed assessment and two-way feedback practices to enable students to have agency over their learning	No

Goal 3	Strengthen student engagement and connectedness to school and peers.	
12 Month Target 3.1	Reduce average days absent per student from 14.8 to 14 days by the end of 2020	
12 Month Target 3.2	Increase the AToSS positive endorsement for students in Year 7 to 9 from: Teacher concern from 28% to 32% Respect for diversity from 41% to 44% Sense of connectedness from 53% to 57% And in Year 10-12: Teacher concern from 37% to 41% Respect for diversity from 44% to 47% Sense of connectedness from 53% to 57%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels.	Yes
KIS 2 Vision, values and culture	Embed the structures and processes within the school that ensures that all learners are known and valued and that fosters the Northcote High School vision and values	Yes

Actions, Outcomes and Activities

Goal 1	Maximise the learning growth of every student
KIS 1 Building practice excellence	**Refine and embed PLC practice to ensure all teachers provide high quality, differentiated instruction**
Actions	- Work with facilitators to develop a continuum of practice for PLCs that helps us to use data, identify essential learnings and have conversations based on students and progress - Provide targeted professional learning at the point of need of small-group PLCs - Provide professional learning to leadership team and learning specialists to establish a leadership level understanding of differentiation so that they can lead a school wide understanding
Outcomes	- PLC facilitators and leadership team develop greater range of tools and resources to help PLCs be effective - Facilitators can articulate what effective PLCs look like and how to move their teams towards that - Continuum of practice has been developed and refined - Conversations in PLCs are based around specific students and their progress - Continuum of practice is in use with teams - Identified key terms and they are widely used by staff - Teachers in PLCs are using data and evidence more frequently and effectively - Teachers use Pivot to seek feedback from students and reflect on their practice - Outline of themed opt-in workshops aligned with key PLC priorities - Leadership team and learning specialists have a common understanding of differentiation and have lead staff to establish the same.
Success Indicators	- Progress by teams as measured by the continuum of practice - Observations by facilitators about improved PLC practice - Feedback from staff via surveys, questionnaires etc. - Feedback from SIT team - Data visibly observable in PLC meetings - Pivot data is used by teachers to be responsive - Pre and post reflections/assessment on facilitator capacity - Attendance at opt-in workshops; feedback from opt-in workshops

KIS 2 Building practice excellence	Develop and use a shared language and understanding of quality learning for all members of the school community
Actions	• Undertake a more detailed review and community consultation about assessment, feedback and reporting and redesign our systems for implementation in 2021.
Outcomes	• Review and consultation conducted • Models proposed • Implementation planned
Success Indicators	• Models developed and planned for implementation in 2021
Goal 2	Improve student agency
KIS 1 Intellectual engagement and self-awareness	Build the capacity of all students to become metacognitive, reflective and self-regulating learners.
Actions	• Build staff capacity to think and assess developmentally - provide professional learning throughout the year • Provide Professional Learning support to staff to develop student metacognition
Outcomes	• Developmental rubrics created for common assessment tasks - goal one task per semester per course – negotiated with each faculty – and used to provide student feedback • Conversations in faculties and PLC's regarding developmental steps in tasks • Faculties identifying and documenting development continua for nominated tasks
Success Indicators	• Number and quality of developmental rubrics developed • Staff feedback on their level of confidence in constructing and using developmental rubrics • Student feedback on using developing rubrics with specific tasks
KIS 2 Empowering students and building school pride	Build the expertise of staff to collaboratively design and deliver learning experiences that enable students to exercise agency in their learning.
Actions	• Implement Year 7 Northcote Model and develop Year 8 and as part of that, implement school inquiry model and thinking strategies • Establish Year 8 Working group to plan for Year 8 Northcote Model 2021 – term 3 & 4 • Provide professional learning to Year 7 staff on visible thinking • Implement the explicit teaching and assessment of the Victorian Curriculum Capabilities as begun in 2019

Outcomes	• Year 7 Northcote model implementation and reviewed • Deep learning week held and reviewed • Visible thinking displays in classrooms • Inquiry cycle templates displayed in all classrooms • Visible thinking routines used regularly in whole staff meetings / PL • Year 8 curriculum planned • Inquiry being undertaken across year 7 • Capabilities being explicitly taught and assessed in Year 7 • Planning and documenting for Year 8 in Sem 2 • Capabilities being explicitly taught and assessed in Years 9 & 10 as identified in faculties
Success Indicators	• Faculty feedback • Year 7 teacher working party feedback • Year 8 NM working party output • Student feedback on visible thinking stratgies • Capabilities assessment in Semester reports completed • Capabilities documented in unit planners • Faculty feedback
Goal 3	**Strengthen student engagement and connectedness to school and peers.**
KIS 1 Empowering students and building school pride	**Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels.**
Actions	• Implement revised Connect curriculum and enhance role and capacity of tutor • Enhance learning partnership between students and staff by further developing 2-way feedback mechanisms and responsiveness
Outcomes	• Revised Connect scope and sequence is on MyNorthcoteHigh • Whole school community knows purpose of Connect and is positive about the program • (At least one) YLPL has a tutorial • Allies have a buddy class and meaningful role • Many members of leadership have a Connect group daily in 2020 • Buddy classes or triads are implemented • MyNHS is used to communicate effectively • Working group for Connect Curriculum Development established • Career Portfolios are implemented

	• Narrative communicated on MyNH and to parents in newsletter start of each term • Connect Tutor is the first point of contact from families • Whole leadership team are taking restorative conversations in 2020 (not just wellbeing team) • Monthly circle time about feedback occurs • Staff provide pivot survey to their classes and these are reflected upon in PLC teams • Students have opportunities to express "Student Voice" during daily Connect • The student leadership framework is used to provide feedback about year level experiences, classroom climate and school environment to the broader school leadership team and school council
Success Indicators	• Positive family feedback • Communication about curriculum is directed to curriculum lead team, relationships issues directed to Learning and relationships team, specific issues regarding mental health (for example) to well-being • Connect attendance is at least 90% • Students can say what they have learnt in Connect • Student feedback on Connect is positive • Family feedback on Connect is positive • A bank of resources for teachers to use during connect is developed
KIS 2 **Vision, values and culture**	**Embed the structures and processes within the school that ensures that all learners are known and valued and that fosters the Northcote High School vision and values**
Actions	Develop consistency of school-wide expectations eg. Uniform, lateness, phones, attendance, bags, speaking to each other
Outcomes	100% of students in uniform or wearing a pass No bags or phones in class All teachers see the outcomes of the 'out of uniform' process Reduced incidence of escalated situations between staff and students due to disrespectful behaviour or language
Success Indicators	• 100% of students in uniform or wearing a pass • No bags or phones in class