2021 Annual Implementation Plan

for improving student outcomes

Northcote High School (8180)

Submitted for review by Susan Harrap (School Principal) on 17 December, 2020 at 11:16 AM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 22 April, 2021 at 10:32 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	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
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	The impact of COVID in 2020 has meant that many of the Dimensions in the FISO Continuum of Practice have not progressed to where we would expect. This has been because our focus has shifted to effective digital and remote learning and student and staff wellbeing and connections.
Considerations for 2021	See above for cohort specific interventions. The focus will be on the DET three priorities in 2021.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Maximise the learning growth of every student
Target 2.1	NAPLAN • Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Numeracy from 40 to 50 per cent by 2022 • Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Writing from 18 to 32 per cent by 2022 • Increase the proportion of students making medium and high growth in Year 9 NAPLAN Numeracy and Writing to above 75 per cent by 2022 • 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.
Target 2.2	Teacher Judgment

	• Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 20.7 to 28 per cent by 2022 in Mathematics • Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 23 to 30 per cent by 2022 in English.
Target 2.3	VCE • Increase the percentage of students achieving VCE English study scores above 37 from 13 to 20 per cent by 2022 • Increase the mean VCE All study score from 30.29 to 32.0 by 2022.
Target 2.4	ATAR • Increase the proportion of students achieving ATAR rankings above 80 to at least 45 per cent by 2022 • Decrease the proportion of students achieving ATAR rankings below 50 to less than 15 per cent by 2022.
Key Improvement Strategy 2.a Building practice excellence	Refine and embed PLC practice to ensure all teachers provide high quality, differentiated instruction
Key Improvement Strategy 2.b 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
Key Improvement Strategy 2.c Building practice excellence	Develop and use a shared language and understanding of quality learning for all members of the school community
Goal 3	Improve student agency

Target 3.1	Increase the AToSS positive endorsement for students in Year 7 to 9 from: • Stimulated learning from 40% to 55% • Self regulation and goal setting from 57% to 65% • Student voice and agency from 33% to 50% And in Year 10-12: • Stimulated learning from 49% to 60% • Self regulation and goal setting from 64% to 70% • Student voice and agency from 44% to 50%
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build the capacity of all students to become metacognitive, reflective and self-regulating learners.
Key Improvement Strategy 3.b 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.
Key Improvement Strategy 3.c 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
Goal 4	Strengthen student engagement and connectedness to school and peers.
Target 4.1	Reduce average days absent per student from 14.8 to 12 days by 2022

Target 4.2	Increase the AToSS positive endorsement for students in Year 7 to 9 from: • Teacher concern from 28% to 55% • Respect for diversity from 41% to 50% • Sense of connectedness from 53% to 65% And in Year 10-12: • Teacher concern from 37% to 60% • Respect for diversity from 44% to 50% • Sense of connectedness from 53% to 65%
Key Improvement Strategy 4.a Empowering students and building school pride	Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels.
Key Improvement Strategy 4.b 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

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Learning Catch up and Extension Teacher Judgement In 2021, the percentage of students in year 7-10 achieving above the expected level will increase by 3-5% in English In 2021, the percentage of students in year 7-10 achieving above the expected level will increase by 3-5% in Mathematics VCE In 2021, the percentage of students achieving a VCE English study score above 37 will increase by 3-5% Happy, Active and Healthy Kids Increase the AToSS positive endorsement for students in Year 7 to 9 from: -Stimulated Learning
Maximise the learning growth of every student	No	NAPLAN • Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Numeracy from 40 to 50 per cent by 2022	

		• Increase the percentage of students achieving in the top two bands of Year 9 NAPLAN Writing from 18 to 32 per cent by 2022 • Increase the proportion of students making medium and high growth in Year 9 NAPLAN Numeracy and Writing to above 75 per cent by 2022 • 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.	
		Teacher Judgment • Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 20.7 to 28 per cent by 2022 in Mathematics • Increase the percentage of students in years 7 to 10 achieving above the expected level from an average of 23 to 30 per cent by 2022 in English.	
		VCE • Increase the percentage of students achieving VCE English study scores above 37 from 13 to 20 per cent by 2022 • Increase the mean VCE All study score from 30.29 to 32.0 by 2022.	
		ATAR	

		• Increase the proportion of students achieving ATAR rankings above 80 to at least 45 per cent by 2022 • Decrease the proportion of students achieving ATAR rankings below 50 to less than 15 per cent by 2022.	
Improve student agency	No	Increase the AToSS positive endorsement for students in Year 7 to 9 from: • Stimulated learning from 40% to 55% • Self regulation and goal setting from 57% to 65% • Student voice and agency from 33% to 50% And in Year 10-12: • Stimulated learning from 49% to 60% • Self regulation and goal setting from 64% to 70% • Student voice and agency from 44% to 50%	
Strengthen student engagement and connectedness to school and peers.	No	Reduce average days absent per student from 14.8 to 12 days by 2022	
		Increase the AToSS positive endorsement for students in Year 7 to 9 from: • Teacher concern from 28% to 55% • Respect for diversity from 41% to 50%	

		• Sense of connectedness from 53% to 65% And in Year 10-12: • Teacher concern from 37% to 60% • Respect for diversity from 44% to 50% • Sense of connectedness from 53% to 65%	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Learning Catch up and Extension Teacher Judgement In 2021, the percentage of students in year 7-10 achieving above the expected level will increase by 3-5% in English In 2021, the percentage of students in year 7-10 achieving above the expected level will increase by 3-5% in Mathematics VCE In 2021, the percentage of students achieving a VCE English study score above 37 will increase by 3-5% Happy, Active and Healthy Kids Increase the AToSS positive endorsement for students in Year 7 to 9 from: -Stimulated Learning	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2	Happy, active and healthy kids priority	Yes

Health and wellbeing		
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning Catch up and Extension Teacher Judgement In 2021, the percentage of students in year 7-10 achieving above the expected level will increase by 3-5% in English In 2021, the percentage of students in year 7-10 achieving above the expected level will increase by 3-5% in Mathematics VCE In 2021, the percentage of students achieving a VCE English study score above 37 will increase by 3-5% Happy, Active and Healthy Kids Increase the AToSS positive endorsement for students in Year 7 to 9 from: -Stimulated Learning
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	-Work will PLC facilitators and leadership team to develop a continuum of practice for PLCs that help 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 and support to faculties to construct developmental rubrics -Refine and operationalise our differentiation framework across the school -Design and implement the tutoring program for students -Implement the MYLNS initiative at year 8 and 10 to provide targeted literacy and numeracy support to identified students
Outcomes	-PLC facilitators and leadership team develop a greater range of tools and resources to help PLCs be effective -PLCs can articulate what effective PLCs look like and move their PLCs towards that -Continuum of practice has been developed and refined -Developmental rubrics are created by faculties and used to monitor student progress -Conversations in PLCs are based around specific students and their progress -There is a school wide language to discuss differentiation

	-Teachers are supported to differentiate learning for their students -Students are provided with targeted individual and small group support to catch up their learning
Success Indicators	-PLC teams will measure their effectiveness on a continuum of practice and demonstrate improvement across a twelve month period -Observations from PLC facilitators and members of the leadership team -Feedback from the School Improvement Team -Survey and attendance data from PLC workshops -Increase in scores related to learner confidence and student agency in the AToSS

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
A continuum of practice for PLCs is developed, refined and share	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
The tutoring program is designed and implemented	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
The differentiation framework is refined and implemented	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional learning is provided to faculties to create developmental rubrics	☑ All Staff ☑ Assessment & Reporting Coordinator ☑ KLA Leader ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	-Implement revised Connect curriculum with a focus on respectful relationships and careers and pathways -Re-connect and re-build structures and consistency with a focus on the implementation of our learning and relationships framework -Focus on wellbeing of staff and students through engagement in character and strength based interventions
Outcomes	-Revised Connect scope and sequence -Whole school community support and engagement in respectful relationships curriculum -All teachers and school leaders promoting a consistent and everyday approach to implementing our learning and relationships framework -Positive regard for all -Visibility of wellbeing and strength based language being used in classrooms and around the school -Careers portfolios are implemented -Whole leadership team are taking restorative conversations, not just the wellbeing team
Success Indicators	-Increase in AToSS positive endorsement in areas related to teacher concern, respect for diversity and sense of connectedness -Student and family feedback on Connect is positive -100% of students in uniform or wearing a uniform pass -No bags or phones in class -Reduced incidence of escalated situations between staff and students due to disrespectful behaviour or language

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**

Deliver respectful relationships and careers and pathways curriculum across the whole school	☑ All Staff ☑ Leadership Team ☑ Sub School Leader/s ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Focus on whole school, every teacher/every day consistency in the implementation of the learning and relationships framework	☑ All Staff ☑ Leadership Team ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide a series of professional development workshops for staff on aspects of wellbeing	☑ All Staff ☑ Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	-Transition to Teams & Microsoft 365 as our mechanism for teaching and learning and school community building -Enhance learning partnerships between students and staff by further developing 2-way feedback mechanisms and responsiveness -Improve a system and culture for promoting and celebrating school pride and connectedness across all year levels
Outcomes	-Communication between teachers and students and students and students takes place in Class and Co-curricular "Teams" spaces -Teachers work collaboratively to build Central Notebooks for student learning and share these with their classes -Parents can access learning tasks information through Compass -Monthly circle time about feedback occurs routinely in different student forums -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	-Staff and student engagement data with Teams and Microsoft 365 -Audit of teaching and learning materials shows increased development and use of Central Notebooks --Increase in AToSS positive endorsement in areas related to teacher concern, respect for diversity and sense of connectedness

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
All year 7s are using Teams and Microsoft 365 in their classes and staff are testing and learning from the system	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
All students and teachers are using Teams and Microsoft 365 in their classes	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
All teachers are using learning tasks to report common assessment tasks to parents	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
The student leadership framework is used to provide feedback and that feedback is analysed to inform changes to strategic priorities for 2022 and beyond	☑ Leadership Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$92,000.00	$92,000.00
Grand Total	$92,000.00	$92,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Support Mathematics and Numeracy Differentiation - 1 period per week time for additional PLC	from: Term 1 to: Term 4	☑ School-based staffing	$84,000.00	$84,000.00
Cosine network membership to support Mathematics and Numeracy Differentiation	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$8,000.00	$8,000.00
Totals			$92,000.00	$92,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The differentiation framework is refined and implemented	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Professional learning is provided to faculties to create developmental rubrics	☑ All Staff ☑ Assessment & Reporting Coordinator ☑ KLA Leader ☑ Teaching and Learning Coordinator	from: Term 2 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ External consultants Bronwyn Ryrie Jones	☑ On-site
Deliver respectful relationships and careers and pathways curriculum across the whole school	☑ All Staff ☑ Leadership Team ☑ Sub School Leader/s	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Northern CASA	☑ On-site

	☑ Wellbeing Team					
Provide a series of professional development workshops for staff on aspects of wellbeing	☑ All Staff ☑ Leadership Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Dr Lea Waters	☑ On-site
All year 7s are using Teams and Microsoft 365 in their classes and staff are testing and learning from the system	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ External consultants Microsoft team	☑ On-site
All students and teachers are using Teams and Microsoft 365 in their classes	☑ All Staff ☑ Leadership Team	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site