2016 Annual Implementation Plan: for Improving Student Outcomes

Northcote High School
2016

Based on Strategic Plan 2015-2018

Endorsements

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the Framework for Improving Student Outcomes: Guidelines for schools):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual’s plan. The Guidelines provide further context and detailed information to support this work.
Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

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<th>Initiatives</th>
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<td></td>
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</tr>
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</table>

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Selected Initiatives - Excellence in teaching and Learning / Empowering student and building school pride

The school has engaged with the Powerful Learning and Teaching 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 a work in progress and further work to be done in creating an environment of consistent evidence based instructional practice where students feel stimulated to learn by having aspects of choice and being able to work collaboratively. Our Stimulating Learning and Teacher Empathy data for years 7 to 9 is in the first quartile of responses in the Student Attitude to School survey.

Teacher judgement compared to NAPLAN results reveals a much narrower spread and would indicate a lack of confidence in assessing to the Standard or learning tasks that don’t allow for a spread of achievement. The school views the selected initiatives as the most effective ones to improve student outcomes in Achievement, Engagement and Wellbeing through continuing the process of getting teachers to work collaboratively to develop precise understandings of effective teaching practice that is based on student collaboration and choice.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

<table>
<thead>
<tr>
<th>Initiative: Excellence in teaching and Learning (Practice excellence / Curriculum Planning)</th>
<th>KIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Building common shared understandings of precision of practice – Learning Intention and Success Criteria / Cooperative groups</td>
</tr>
<tr>
<td></td>
<td>• Implementing a systematic Instructional Rounds for all staff to reflect on problems of practice (student challenge and engagement)</td>
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<tr>
<td></td>
<td>• On line Assessment of common tasks using AusVELS based rubrics based on Common Curriculum on the Learning Management System –</td>
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<tr>
<td></td>
<td>• Team moderation of student work</td>
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<tr>
<th>Initiative: Positive Climate for Learning</th>
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<td></td>
<td>• Building common shared understandings of precision of practice – Learning and Relationships – develop Learning Protocols</td>
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<tr>
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<td>• Refining systems and processes to support community clarity around expectations and classroom climate</td>
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<tr>
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<td>• Audit, plan and integrate social and emotional learning into the teaching and curriculum program of Tutorial</td>
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<td>• Develop consistency with regard to teacher established classroom norms</td>
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# Annual Implementation Plan: for Improving Student Outcomes

## ACHIEVEMENT

### Goals
To improve student learning outcomes across all year levels

### Targets
- **By 2018:**
  - **AusVELS Teacher Judgement:** At least 30% of students are assessed as B or A in each dimension of the English and Mathematics Domains – 7 – 10
  - **VCE:**
    - **VCE study mean at 31.5 (2013: 30.6)**
    - **VCE English at 31.5 (2013: 30.71)**
    - **VCE Maths Methods at 31.5 (2013: 30.9)**
    - **VCE Further Maths at 31.5 (2013: 32.7)**
    - **VCE 40+ Study Scores proportion 12.0% (2013: 7.1%)**
  - **ATAR:**
    - **Reduce the number of students achieving an ATAR score at or below 50 to 10% (2013 – 16%).**
    - **Student performance above 70+ ATAR to be 50% (2013 – 52%).**
    - **Student performance above 90+ ATAR to be 25% (2013 – 19%).**
- **VASS Data Portal** (maximise student achievement at VCE)
  - **All subject results within or above the 50 percentile of expected level of achievement** (see VASS report 15)
- **GAT**
  - **All GAT results at or above the state mean:**
    - **Communication 22.2 – (20.8 in 2013)**
    - **Humanities 18.2 – (18 in 2013)**
    - **Maths 17.9 – (17.5 in 2013)**
- **NAPLAN**
  - **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

### 12 month targets
- **AusVELS Teacher Judgement:** At least 30% of students are assessed as B or A in each dimension of the English and Mathematics Domains – 7 – 10
- **VCE:**
  - **VCE study mean above 31**
  - **VCE English above 30.5**
  - **VCE Maths Methods above 31**
  - **VCE Further Maths above 30.5**
  - **VCE 40+ Study Scores proportion above 10.0%**
- **ATAR:**
  - **Reduce the number of students achieving an ATAR score at or below 50 to 20%**
  - **Student performance above 70+ ATAR to be above 55%**
  - **Student performance above 90+ ATAR to be above 20%**

## KIS
### ACTIONS: what the school will do
**Narrative Building**
- **common shared understandings of precision of practice – Learning Intention and Success Criteria / Cooperative groups**
  - Narrative Communication to community (staff, students, families) to communication of our Powerful Learning journey and need for teacher and student collaboration and responsibility for the next steps for learning
- **Instructional Framework/ Lesson Model**
  - Make use of Faculty teams and peer observation in the ongoing use of instructional model in all classrooms – to develop our precision in the use of Learning Intentions/ Success Criteria and Cooperative Groups
  - Require SIT members to use Inquiry to develop competence in instructional model and act as models for other staff

### HOW the school will do it (including financial and human resources)
- Presenting narrative at every available opportunity
- **TLL team / all**
- **Each term**
- **At least 2 newsletter items per term**

### WHO has responsibility
- **Markers of success reflecting observable changes in practice, behaviour, and measures of progress**

### SUCCESS CRITERIA:
- **VASS Data Portal** (maximise student achievement at VCE)
  - **All subject results within or above the 50 percentile of expected level of achievement** (see VASS report 15)
- **GAT**
  - **ATAR results maintained above the state mean at 2015 levels:**
    - **Communication 21.78 / Humanities 21.36 / Maths 19.71**
  - **NAPLAN**
    - **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%**
    - **Year 9 (Bands 9 & 10) at least 35%**
    - **NAPLAN Areas:**
      - Reading, Spelling, Writing, Grammar and Punctuation, Numeracy

### WHEN timeframe for completion

### Instructional Framework
**(Precision of practice / common curriculum / observation / Instructional ROUNDS)**
- **Instructional Framework / Lesson Model**
  - Make use of Faculty teams and peer observation in the ongoing use of instructional model in all classrooms – to develop our precision in the use of Learning Intentions/ Success Criteria and Cooperative Groups
- **Develop resources and professional learning space to embed lesson model observation via**
  - Teaming meetings & Classroom observations
  - Instructional rounds
  - Video observation
  - Documentation in My Northcote High
  - PRR focus on triad observation related to L/SC / Cooperative Groups
- **SIT**
  - **Curriculum / What we teach**
    - **Pedagogy TLL**
      - **(How we teach)**
        - **TLL Leaders / Faculty Leaders / Teachers**
  - **Ongoing throughout 2016 – faculty teams supported by specific training / resources in AusVELS/Moderation / Observation**
  - **Instructional rounds and other observations recording use of L/SC cooperative groups in majority of classrooms**
  - **Faculty Team discussions focussing on the How of teaching at least 50% of the time**
| AusVELS (team moderation) | AusVELS judgments | Faculty Team focus on AusVELS, audit / curriculum relevance with associated assessment rubrics / model student work/reporting – Professional Learning on moderation process / navigation of AusVELS Continuous Reporting – common assessment tasks with AusVELS rubrics | Curriculum TLL (What we teach) Pedagogy TLL (How we teach) Data TLL / TLL Leaders / Faculty Leaders / Teachers | Ongoing throughout 2016 | All teachers assessing tasks to an AusVELS based rubric All tasks have student exemplars of an agreed standard |
| Writing | Writing Further develop English program to develop students and teachers as writers and members of a writing community – extend to year 8 | Faculty Team at Years 7 & 8 – ongoing meeting and reflection time Additional planning time with consultant | English faculty team | Ongoing throughout 2016 | Change of practice in teaching of writing at year 7 and Year 8 Writing festival and students demonstrating writing |
| Use of data | Use of data Further embed the timely and systematic communication, reflection and action in relation to collected data | Timely and systematic communication, reflection and action in relation to collected data PRR requirements for evidence | TLL Data / TLL leaders / HOS / | According to data and feedback schedule – include twice yearly student feedback | Data being reviewed regularly according to schedule |
| Assessment and Reporting (team moderation) | Assessment and Reporting Shifting assessment culture from summative to formative and next steps for learning | Continuous reporting implementation Student/parent feedback provided via my Northcote High Revised semester report formats used | TLL | Ongoing throughout 2016 | 2-3 tasks being assessed using on line rubrics in Semester 1 Semester in new format |
Annual Implementation Plan: for Improving Student Outcomes

**ENGAGEMENT**

**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.

**Targets**

**By 2018:**
- **Attendance**
  - Average days absence to be 12 days per student

**Attitudes to School Survey**
- Mean scores for Years 7 – 12 for the following variables will be:
  - Teacher Empathy
  - Stimulating Learning
  - Teacher Effectiveness

<table>
<thead>
<tr>
<th>Year</th>
<th>Score for Year 7</th>
<th>Score for Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>3.94 (4.30)</td>
<td>3.93 (4.11)</td>
</tr>
<tr>
<td>2018</td>
<td>3.45 (3.81)</td>
<td>4.02 (4.2)</td>
</tr>
</tbody>
</table>

**Student Motivation**
- Mean scores for Years 7 – 12 for the following variables will be:
  - Learning Confidence

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<td>4.56 (4.73)</td>
<td>4.02 (4.2)</td>
</tr>
<tr>
<td>2018</td>
<td>3.94 (4.11)</td>
<td>3.9 (4.1)</td>
</tr>
</tbody>
</table>

**Tertiary Offers**
- A consistent (over the life of this Strategic Plan) 95% of Year 12 students gain a tertiary offer.

**Annual Retention**
- Annual Real Retention over the cycle of the next Strategic Plan averages:
  - Year 7 to 10: 82%
  - Year 10 – 11: 90%
  - Year 11 – 12: 87%
  - Year 7 – 12: 75%

**12 month targets**

- **Attendance**
  - Average days absence at 12 days per student

- **Attitudes to School Survey**
  - Mean scores for Years 7 – 12 for the following variables will be:

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<tr>
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<td>2017</td>
<td>3.7 (4.0)</td>
<td>3.7 (3.7)</td>
</tr>
<tr>
<td>2018</td>
<td>3.2 (3.4)</td>
<td>3.7 (4.1)</td>
</tr>
</tbody>
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**Tertiary Offers**
- 95% of Year 12 students gain a tertiary offer.

**KIS**
- **Narrative**
  - Building common shared understandings of precision of practice – Learning Intention and Success Criteria / Cooperative groups

**Actions**
- Narrative
  - Communication to community (staff students/families) to communication of Engagement strategic directions
  - Communication to community about the school’s Vision and Values – in particular the value of Curiosity and the attendance behaviours required of teachers and students.
  - Explicitly reference the school value of curiosity in the development of resources and materials related to cooperative group work.
  - Publicise curiosity value and school work in this area (a) via the school website, (b) via a termly newsletter item.

**How the school will do it**
- (including financial and human resources)
  - TLL
  - Change in practice of leaders - Materials and presentations now explicitly refer to the school values.
  - Vision and Values and attendant behaviours are published on the school website.
  - Termly production of communications via the newsletter.

**WHEN timeframe for completion**
- 2016

**Success Criteria**
- Markers of success reflecting observable changes in practice, behaviour, and measures of progress

**Stimulating Learning**
- Vibrant curriculum
  - Review curriculum offerings for Program refresh(2017) - providing for: student choice and collaboration and community connections

**Actions**
- Resource PL on student voice
  - Develop courses that contain aspects of negotiated learning
  - Teachers undertake structured reflection on data to know their students capabilities
  - External consultants - Petch review / Tom Brunzel

**How the school will do it**
- (including financial and human resources)
  - AP Students TLL / Judy Petch TLL and HOS
  - Change in classroom practice – More student dialogue rather than teacher monologue / students working collaboratively / varied classroom setup Plan for 2017 curriculum changes

**WHEN timeframe for completion**
- 2018

**Success Criteria**
- Markers of success reflecting observable changes in practice, behaviour, and measures of progress

**Community Partnerships**
- Community partnerships
  - Document current and identify further opportunities for community based learning to pilot in 2017

**Actions**
- Middle school team
  - Researching possibilities for some education done off site.

**How the school will do it**
- (including financial and human resources)
  - Head of Middle School / AP Students
  - 2017 plan for community based learning ready for Curriculum Committee by mid-term 2.
| Develop consistency with regard to teacher established classroom norms | Produce and communicate a document outlining expected classroom norms at Northcote HS based on the work completed in 2015 around the Vision and Values. Embed this as an element within the process of Instructional Rounds observations to promote teacher learning and discussion of this area. | Publication Instructional Rounds | AP Students (TLL / HOS) | Term 1 | Documentation produced. Instructional rounds embed this within protocols for the rounds. |
## WELLBEING

### Goals

To enhance students' well-being through positive relationships and learning experiences so that students are well placed for success now and beyond school.

### Targets

<table>
<thead>
<tr>
<th>By 2018:</th>
<th>Attitudes To School Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Morale</td>
<td>Student Distress</td>
</tr>
<tr>
<td>5.08 (5.60 for Year 7 and 5.21 for Year 8)</td>
<td>5.40 (5.92 for Year 7 and 5.59 for Year 8)</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>Student Safety</td>
</tr>
<tr>
<td>3.35 (3.25 for Year 7 and 3.13 for Year 8)</td>
<td>4.62 (4.63 for Year 7 and 4.53 for Year 8)</td>
</tr>
<tr>
<td>Teacher Empathy</td>
<td>3.94 (4.30 for Year 7 and 3.93 for Year 8)</td>
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### 12 month targets

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### ACTIONS:

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<tr>
<th>KIS</th>
<th>what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
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<tbody>
<tr>
<td>Narrative Building common shared understandings of Learning and Relationships</td>
<td>Narrative Communication to community (staff/students/families) of student experiences and relationships Communication to community about the school's Vision and Values – in particular the value of Humanity and Fairness and the attendance behaviours required of teachers and students. Communication to community about the Learning and Relationships Framework</td>
<td>SMT group meeting – determine schedule of contributions regarding student experiences / relationships Explicitly reference the school values Humanity and Fairness in the development of the Learning and Relationships Framework. Publicise Humanity and Fairness value and school work in this area (a) via the school website, (b) via a once a term newsletter item about the Learning and Relationships Framework and actions stemming from it.</td>
<td>Head of Junior School / AP Students</td>
<td>End 2016</td>
<td>Newsletter update once a term related to Year Level experience Production and distribution of eBrochure that outlines school practice Development of Learning and Relationships Framework</td>
</tr>
<tr>
<td>Tutorial Audit, plan and integrate social and emotional learning into the teaching and curriculum program of Tutorial</td>
<td>Tutorial Program / Unique Year Level Experiences Document guaranteed and viable curriculum Build capacity of staff to deliver the Tutorial Program</td>
<td>Communication to staff / students and families Each HOS and the HOSS produces material in line with the Berry Street Positive Education Model. HOSS takes responsibility for aligning and managing the delivery of resources by the HOS.</td>
<td>HOS / HOSS / AP Students</td>
<td>Term 1 for Term 1 Term 2 for Term 2-4</td>
<td>Document guaranteed and viable curriculum</td>
</tr>
<tr>
<td>Learning and Relationships Framework Refining systems and processes to support community clarity around expectations and classroom climate</td>
<td>Restorative practices and a positive behaviour framework Develop Staff / Student / Family Compacts and the suite of management tools Vision and Values Relationships / classroom climate</td>
<td>Action/behaviours to support V&amp;V using SWPB and restorative practices Community consultation</td>
<td>Head of Senior School / AP Students</td>
<td>Compacts developed Consistency of expectation and practice</td>
<td></td>
</tr>
<tr>
<td>Restorative practices Refining systems and processes to support community clarity around expectations and classroom climate</td>
<td>Restorative practices training of new and existing staff.</td>
<td>Professional Learning on Action/behaviours to support V&amp;V using restorative practices (Scheduled and also utilising collegial time). Promote and publicise resources for teachers.</td>
<td>Head of Senior School / AP Students</td>
<td>Each Term</td>
<td>Teacher resources refreshed and republished Once a term collegial gatherings have been attended by at least 10 staff. New Staff training occurred in term 1 and 2. (and 3 if new staff starting)</td>
</tr>
<tr>
<td>PRODUCTIVITY</td>
<td>Targets</td>
<td>Goals</td>
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| **Leadership Structure** | - Role clarity, alignment with School Strategic Plan, whilst maintaining an ability to be agile in term of people and resource allocation.  
- Teaming / Consistency of practice  
  All staff operate in collegial teams to maximize productivity through collective effort: All curriculum documented and available to staff, students and families. / All teachers implementing NHS lesson model / Consistency of practice  
- School Climate  
  School Climate in the Staff Opinion Survey at secondary school mean in the following areas: Teacher collaboration / Trust in colleagues / Collective efficacy  
- IT resources  
  - Outward facing focus on IT planning – hardware and infrastructure.  
  - Effective service (help desk) and maintenance of infrastructure with goals being met in terms of: Service provision (help desk – system capacity and reliability) / Resource allocation (IT Reserve)  
- Facilities  
  Learning and social spaces developed consistent with the Masterplan  
- Internationalisation  
  - Establish VCE in International (China). / Continue to develop support for students within the International Student Program Enhance family and agent relationships in Vietnam and China.  
  - Promote the NHS International Study Tour Program through languages, specialisation tours. / Enhance reciprocal teacher professional development opportunities with Huaibei No. 1 High School.  
  - Continue engagement with the Victorian Young Leaders to China Program (DEECD) / Communications and system process  
- Support Northcote High School Employer of Choice Framework through implementing a contemporary recruitment strategy e.g. Seek, LinkedIn etc including improved induction and support programs for all staff.  
- Develop effective communication conduits for our community that promote reciprocity in terms of two way information flow e.g. web site / newsletter / newsfeed / twitter etc.  
- Develop and reflect on common survey instruments for student feedback on teachers surveys / New website implemented  
- Parent Opinion Survey  
  Parent opinion survey mean results to be in the fourth quartile as plotted against Secondary Schools for the following measures: General satisfaction / Parent input / Approachability  
- Community and Fund raising  
  NHS foundation established / Focused and purposeful Parent working groups established as required / Community skills database established, maintained and utilised. | To ensure the efficient allocation, use and performance of resources to achieve the goals and priorities outlined within the SSP 2015 - 2018.  
- **Leadership Structure**  
  Role clarity, alignment with School Strategic Plan, whilst maintaining an ability to be agile in term of people and resource allocation.  
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<td><strong>Narrative</strong></td>
<td>Communication to community (staff/students/families) to communication of strategic directions</td>
<td>As per other sections</td>
<td>TLL/HOS/SMT/AP’s</td>
<td>End of year</td>
<td>Newsletter update once a term Production and distribution of eBrochure that outlines school practices</td>
</tr>
<tr>
<td><strong>Powerful Learning</strong></td>
<td>Instructional Framework / Lesson Model</td>
<td>Make use of Faculty teams and peer observation in the ongoing use of instructional model in all classrooms – to develop our precision in the use of Learning Intentions / Success Criteria and Cooperative Groups</td>
<td>SIT - Curriculum (What we teach) Pedagogy TLL (How we teach) / TLL Leaders / Faculty Leaders / Teachers</td>
<td>Ongoing throughout 2016 – faculty teams supported by specific training / resources in AusVELS/Moderation / Observation</td>
<td>Instructional rounds and other observations recording use of U/S/C cooperative groups in majority of classrooms Faculty Team discussions focussing on the How of teaching at least 50% of the time</td>
</tr>
<tr>
<td><strong>Capacity Building</strong></td>
<td>Develop skills in whole staff in observing classroom practice and providing feedback Build staff capacity in establishing effective relationships Undertake detailed review of curriculum offering and purpose</td>
<td>Make use of external consultants to assist with building staff capacity on an ongoing basis – eg Tom Brunzel, Judy Petch – leadership development – growth coaching Staff to participate in Instructional rounds Peer observation with review process Working group investigating curriculum delivery options including research and site visits</td>
<td>Principal / AP’s</td>
<td>End of year</td>
<td>Staff more consistent in responses with students / improvements in Teacher empathy responses Improved peer feedback within review process Greater clarity of the need for a shift in practice from participation in Instructional Rounds</td>
</tr>
<tr>
<td><strong>Staff Teaming</strong></td>
<td>Small faculty based teams formed and provided with clear operational protocols and time in the meeting schedule</td>
<td>Provide regular meeting time within the schedule with clear expectations of outcomes and practice</td>
<td>TLL/HOS/SMT/AP’s</td>
<td>End of year</td>
<td>Staff Teaming Teams formed and operating effectively with clear accountability</td>
</tr>
<tr>
<td><strong>Master Plan</strong></td>
<td>Generating funds for master plan implementation</td>
<td>Community partnerships Employ dedicated fund raiser/organiser</td>
<td>Principal</td>
<td>End of year</td>
<td></td>
</tr>
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<td><strong>Leadership Structure</strong></td>
<td>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</td>
<td>Performance and Development Process Fortnightly review meetings</td>
<td>Principal / AP’s</td>
<td></td>
<td>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan Clear delivery of role accountabilities through improved role clarity</td>
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<td><strong>myNorthcoteHigh – Learning Management System</strong></td>
<td>LMS being actively used by all members of school community: Guaranteed curriculum documented on LMS and presented as on line courses Students accessing all curriculum via LMS Parents accessing course material and monitoring student learning</td>
<td>Faculty Team Meeting Time Clarity of Expectations of Use</td>
<td>TLL / Faculty Leaders</td>
<td>End of year</td>
<td>Curriculum documented on LMS Common agreed curriculum documented on LMS All staff, parents and students are active users</td>
</tr>
<tr>
<td><strong>Internationalisation</strong></td>
<td>To build partnerships that enhance the vision and value of the school in terms of internationalisation</td>
<td>Responsibilities with AP role statement to ensure effective planning and implementation</td>
<td>AP</td>
<td>End of Year</td>
<td>VCE in China Obtain DEECD approval / Establish partnership with Chinese school Young leaders to China Specialist study tours</td>
</tr>
</tbody>
</table>
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

### Achievement

<table>
<thead>
<tr>
<th>Actions</th>
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<th>Budget Spending to date</th>
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<tr>
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### Engagement

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