

# School Strategic Plan for Northcote High School

## 8180

## 2015-2018

### Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Kate Morris</p> <p>Date...20/11/2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Rob Ryan</p> <p>Date 20/11/2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

<b>Purpose</b>	<p>Northcote High School continues to strive toward the provision of a positive, caring and supportive learning environment, and a community where diversity is highly valued, lifelong learning is embraced and all students have the opportunity to create their own personal futures. Our school embraces the development of a collaborative learning culture which values innovative pedagogy, supports the development of its teachers and seeks to sustain a learning community which supports and extends all students. Our students actively engage in their learning and demonstrate this through their participation in the diverse range of learning programs and the continuous progression of their learning. Our purpose is to develop powerful autonomous lifelong learners with the knowledge, skills, understandings and ability to contribute to our community and create their own personal futures.</p>
<b>Values</b>	<p>At Northcote High School, teachers work collegially to design learning experiences that enhance understanding, promote curiosity and support and extend students. Students are introduced to key concepts through explicit teaching and provided with opportunities to explore concepts individually and collaboratively with their peers in a student centred environment. Teachers at Northcote High are mindful that twenty-first century learners require skills, dispositions and knowledge to contribute as successful citizens in an increasingly globalised world, because of this, teachers design opportunities for students to see the applicability of their learning within our world.</p> <p>In the classroom, we regard the following as preconditions for effective teaching:</p> <p>Knowing our students.          Connecting with students.          Connecting with the class.          Establishing relational and positive behaviour norms          Establishing learning and teaching behaviour norms</p> <p>In the wider school context we value and support:</p> <p>Achievement – We challenge ourselves. We are passionate about and take responsibility for our learning          Individuality- We are open to new ideas and creative ways of thinking          Humanity – We learn in and with our community. We are generous and strive for justice in the world          Fairness – We are open and honest and treat each other with respect</p>
<b>Environmental Context</b>	<p><i>Northcote High School is located in St Georges Road, Northcote, a few kilometres north of the city centre of Melbourne. Established in 1926, this coeducational secondary school has a long and proud tradition of providing quality public education for the students in its community. Enrolments at the school continue to trend up with student numbers increasing from 1370 in 2011 to 1595 in 2014. As a preferred secondary school provider in the inner north, there is high demand for student places – well beyond the school's capacity to accommodate given the relatively modest size of the school site. Enrolments projected by DEECD suggest a school of around 1865 students by 2018, which is a further significant increase (however, this projection does not take into consideration Coburg Junior HS opening in 2015). The current student gender ratio is 46% female – 54% male.</i></p> <p><i>Students are predominantly drawn from the local area including from Northcote, Preston, Thornbury, North Fitzroy and East Brunswick. Retention in the school has been consistently high for the last 15 years and apparent retention in Years 7-12 is consistently well above 70%. The school continues to develop a number of partnerships with a range of education providers including NMIT, NCAT, RMIT, Melbourne and Latrobe Universities to enhance opportunities, pathways and transitions for students. The majority of students are Australian born, but students live in families from a wide range of ethnic backgrounds. Over 40 different languages are spoken at home. The socio-economic index of the school, based on the Student Family Occupation Index (SFO) reflects the gentrification of Northcote and surrounding suburbs. The SFO index is now 0.32, revealing a medium-high level socio-economic status overall. In the period of last review (2010) the SFO level was 0.38 and in 2005, it was 0.47. The ongoing change in the index indicates the increasing affluence of the community over time. Despite this, there is still significant disadvantage within the school with 158 families (about 10%) currently in receipt of the</i></p>

	<p><i>Educational Maintenance Allowance (EMA).</i></p> <p><i>For the past 15 years the school has operated a successful International Student Program. Currently there are approximately 80 students enrolled in Years 10 – 12. The school celebrates the rich and diverse global awareness and world mindedness the program brings to the school community, which is also supported by a very active sister school relationship in China and others in Italy and France. The majority of International Students come from China and Vietnam, with a small number from Europe. Currently the school is developing an application and business plan to deliver the VCE in China in partnership with their sister school, Huaibei No. 1 High School, Anhui Province. This emphasizes the school’s commitment to engage with Asia. The International VCE promotes and supports teachers working together across continents and builds on the school’s well established Teacher Secondment Program with sister school Huaibei No1. High School.</i></p> <p><i>The school has around 141 staff (not including approximately 18 instrumental music teachers) comprising 5 Principal class, around 116 teachers and 20 Education Support staff.</i></p> <p><i>The school provides a comprehensive academic curriculum based on AusVELS Years 7-10 and VCE and VET in the post compulsory years. NHS offers 4 language studies other than English through to Year 12. A wide range of co-curricular opportunities are available for students including music, production, library, public speaking, sport, chess, debating, Dumbledore’s Army, camps, excursions and student leadership including the Alpine School Program and Duke of Edinburgh. Students regularly feature in national and state forums covering subjects ranging from mathematics, writing, art and engineering to politics and the environment.</i></p> <p><i>The School has offered a high achievers program (ACE – Advanced Curriculum Extension Program) at Years 7 – 9 since 1996. Over the past six years high levels of interest in the program have reflected strong community confidence in the school. An ACE Renovation Project is currently being conducted which is aimed at developing student lead tasks that can be accessed by all students, and are representative of best practice in this area.</i></p> <p><i>There is a strong emphasis on the use and integration of information and communications technologies across teaching, learning and school operations. In 2014 all students have a 1:1 computer device. This is the culmination of a gradual implementation program over the last three years. In 2013 an iPad Program was introduced at Year 7 so that in 2014 all Year 7 and 8s have access to the use of an iPad. At the middle and senior school, laptops are utilised as a tool for teaching and learning. Late in 2013 the school introduced MyNorthcoteHigh (MYNH) – Learning Management System. MYNH houses year level and subject articulated curriculum and provides shared access for teachers, students and families.</i></p>
<p><b>Service Standards</b></p>	<ul style="list-style-type: none"> <li>• <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i></li> <li>• <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</i></li> <li>• <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i></li> <li>• <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i></li> <li>• <i>All students will receive instruction that is adapted to their individual needs.</i></li> <li>• <i>feedback to students on their work.</i></li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p><i>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</i></p> <p><i>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</i></p>	<p><i>To improve student learning outcomes across all year levels</i></p>	<p><b>By 2018:</b>  <u>AusVELS Teacher Judgement</u>  <i>At least 30% of students are assessed as B or A in each dimension of the English and Mathematics Domains 7 – 10</i></p> <p><u>VCE</u>  <i>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%</i></p> <p><u>ATAR</u>  <i>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%).</i></p> <p><u>VASS Data Portal (maximise student achievement at VCE)</u>  <i>All subject results within or above the 50 percentile of expected level of achievement ( see VASS report 15)</i></p> <p><u>GAT</u>  <i>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)</i></p> <p><u>NAPLAN</u>  <i>For NAPLAN the top two bands in all areas to be at or above 35%.  Year 7 (Bands 8 &amp; 9) to be 35% (31% in 2014)  Year 9 (Bands 9 &amp; 10) 35%  NAPLAN Areas:  Reading, Spelling, Writing, Grammar and Punctuation, Numeracy</i></p>	<p><i>Develop a narrative for teachers, students, families and the wider school community around learning for all and improving student outcomes.</i></p> <p><i>Embed the school's Instructional Framework within teacher practice to support student learning and guarantee a personalised learning experience.</i></p> <p><i>Realise the capacity of teachers to consistently apply accurate and consistent approaches to assessment of individuals and groups of students against AusVELS standards across all learning areas and year levels.</i></p> <p><i>Implement a revised approach to the teaching of writing, ensuring all Faculties share the responsibility for improvement in writing outcomes across the school.</i></p> <p><i>Utilise a range of evidence (data) to build teacher knowledge of students to inform selection of effective teaching strategies and curriculum.</i></p>

<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To develop curious and engaged learners who are excited about learning and connected to school and community, and who strive to achieve their best.</p>	<p>By 2018:</p> <p><u>Attendance</u> Maintain average days absence at 6 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 7 to 10: 82% Year 10 – 11: 90% Year 11 – 12: 87% Year 7 – 12: 75%</p> <p><u>Student Staff Feedback</u> A common student feedback survey will indicate 80% of teachers with high / very high responses</p>	<p>Develop a narrative for teachers, students, families and wider school community that defines student engagement and highlights that teaching and learning is a collaborative process.</p> <p>Realise the capacity of teachers to consistently implement personalised learning within a stimulating and challenging learning environment. For example:</p> <ul style="list-style-type: none"> <li>• Planning, developing and implementing a vibrant and engaging curriculum</li> <li>• Promoting student voice in the curriculum through the provision of choice and collaboration</li> <li>• Regular and timely student feedback</li> </ul> <p>Continue to invest in the ongoing development of the school as a vibrant learning community emphasising authentic partnerships and connections within the school community (students, past students, parents and the broader community). For example:</p> <ul style="list-style-type: none"> <li>• a cyclical input and feedback cycle for all community members ( teachers, students, parents) post surveys, forums, focus groups etc.</li> </ul>
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<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To enhance students wellbeing through positive relationships and learning experiences so that students are well placed for success now and beyond school.</p>	<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>	<p>Develop a narrative for teachers, students, families and wider school community that defines a whole school approach to student wellbeing.</p> <p>Ensure a guaranteed and viable curriculum for the Tutorial Program.</p> <p>Define the Unique Year Level Experiences that support and enhance student wellbeing.</p> <p>Improve teacher empathy and effectiveness by building teacher capacity to 'live' the actions and behaviours that align with the school's vision and values (through the Restorative Practices and Positive Behaviours Framework)</p> <p>Create further authentic opportunities for students to engage in active citizenship in areas of passion and interest at NHS and in the wider community.</p>
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<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To ensure the efficient allocation, use and performance of resources to achieve the goals and priorities outlined within the SSP 2015 - 2018.</p>	<p><u>Leadership Structure</u></p> <p>Role clarity, alignment with School Strategic Plan, whilst maintaining an ability to be agile in term of people and resource allocation.</p> <p><u>Teaming / Consistency of practice</u></p> <p>All staff operate in collegial teams to maximize productivity through collective effort:</p> <ul style="list-style-type: none"> <li>• All curriculum documented and available to staff, students and families.</li> <li>• All teachers implementing NHS lesson model</li> <li>• Consistency of practice</li> </ul> <p><u>School Climate</u></p> <p>School Climate in the Staff Opinion Survey at secondary school mean in the following areas:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration</li> <li>• Trust in colleagues</li> <li>• Collective efficacy</li> </ul> <p><u>IT resources</u></p> <p>Outward facing focus on IT planning – hardware and infrastructure.</p> <p>Effective service (help desk) and maintenance of infrastructure with goals being met in terms of:</p> <ul style="list-style-type: none"> <li>• Service provision (help desk – system capacity and reliability)</li> <li>• Resource allocation (IT Reserve)</li> </ul> <p><u>Facilities</u></p> <p>Learning and social spaces developed consistent with the Masterplan</p> <p><u>Internationalisation</u></p>	<p>Develop a narrative for teachers, students, families and wider school community that articulates the process and priorities of resource allocation to improve student learning outcomes and school environment (learning and social facilities).</p> <p>Improve collaboration and teaming within and between staff</p> <p>Enact the master plan to the extent that finances permit</p> <p>Refine systems and processes to make efficient use of operational resources e.g. Library, IT Services and infrastructure, timetable and staffing structures.</p> <p>Ensure the leadership structure, roles and functions align with the priorities of the strategic plan.</p> <p>Ensure the school's curriculum is vibrant, guaranteed, and viable and is owned by the organization and located within the Learning Management System (myNorthcote High)</p> <p>Ensure that the school's Professional Learning Program and Performance, Recognition and Review process focusses on collegial learning and builds teaching and leadership capacity that translates into observable and enhanced classroom practice.</p> <p>Build partnerships that enhance the vision and values of the school in terms of internationalisation and that translate into authentic learning experiences for the school community.</p> <p>Utilise community skills to support school development including learning within the community, broad based connections and fund raising capabilities.</p> <p>Improve communications to school community through system processes improvement across all platforms. For Example: web, newsletter, MyNorthcote High, Compass, LinkedIn etc</p>
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		<p>Establish VCE in International (China).</p> <p>Continue to develop support for students within the International Student Program Enhance family and agent relationships in Vietnam and China.</p> <p>Promote the NHS International Study Tour Program through languages, specialisation tours.</p> <p>Enhance reciprocal teacher professional development opportunities with Huaibei No. 1 High School.</p> <p>Continue engagement with the Victorian Young Leaders to China Program (DEECD)</p> <p><u>Communications and system process</u></p> <p>Support Northcote High School Employer of Choice Framework through implementing a contemporary recruitment strategy e.g. Seek, Linked In etc including improved induction and support programs for all staff.</p> <p>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.</p> <p>Develop and reflect on common survey instruments for student feedback on teachers surveys</p> <p>New website implemented</p> <p><u>Parent Opinion Survey</u></p> <p>Parent opinion survey mean results to be in the fourth quartile as plotted against Secondary Schools for the following measures:</p> <p>General satisfaction</p> <p>Parent input</p> <p>Approachability</p> <p><u>Community and Fund raising</u></p> <p>NHS foundation established</p> <p>Focused and purposeful Parent working groups established as required</p> <p>Community skills database established, maintained and utilised.</p>	
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## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Actions		Achievement Milestone
<p><b>Achievement</b></p> <p>Narrative Instructional Framework AusVELS judgments <u>Writing</u> Yr 7 English and Maths have specific projects to develop teacher capacity in writing for English and academic language for Maths Whole school introduced to six traits of writing as a mechanism to identify academic language demands of each subject and communicate these to students Use of data</p>	Year 1	<p><u>Narrative</u> – schedule of communication put in place for newsletter items (LTs and faculty leaders) Produce “at a glance” documentation. Update website with year level experiences and teaching and learning. Use NHS Twitter account as a communication tool. Use myNH as a tool for communicating with families. <u>Instructional framework</u> - Continue to implement instructional framework across the school – foundation for discussions about teaching and learning via teams and PRR groups. Professional learning to implement lesson model across the school. Implement observation schedule within teams. <u>AusVELS judgements</u> – Teachers inn teaching teams:</p> <ul style="list-style-type: none"> <li>• Use AusVELS to underpin all tasks across subjects.</li> <li>• Use AusVELS to construct tasks and rubrics.</li> <li>• Begin work on moderation/comparing teacher judgements.</li> <li>• Map AusVELS levels across subjects and year levels to compare skills/knowledge.</li> </ul> <p><u>Writing</u> – Teachers introduced to the six traits of writing. Faculties investigate best application to their subject areas. English and Maths faculty work on subject literacy. Specific work on exam questions. <u>Use of data</u> – Schedule for data collection and feedback implemented to ensure we are using data effectively. Reflection on reports incorporated into ePortfolios and to the tutorial program.</p>	<p><u>Narrative</u> - Clearly communicated narrative via web site, prospectuses, twitter, LMS etc.</p> <p><u>Instructional Framework</u> – The lesson model is part of the culture of teaching practice at the school support by ongoing classroom observations</p> <p><u>AusVELS judgments</u> – teachers are knowledgeable of AusVELS standards and use these effectively in curriculum planning and are starting to use them in moderation of student work</p> <p><u>Writing</u> – All teachers are familiar with the six traits of writing in teaching the demands of their subjects. English faculty implements writing workshops at years 7. Maths faculty implements effective writing and academic language program at year 7</p> <p><u>Use of data</u> – nominated data sets are reflected upon according to the nominated schedule that identifies purpose / audience / process Student reflect on progress and nominate goals in Eportfolio</p>
	Year 2	<p><u>Narrative</u> – communication of teaching and learning narrative at information sessions with school community, continue to update and monitor website and documentation. NHS Twitter account – ensure effectiveness. <u>Instructional framework</u> - - Continue to implement instructional framework across the school – foundation for discussions about teaching and learning via teams and PRR groups. Professional learning to implement lesson model across the school. Implement observation schedule within teams.</p>	<p><u>Narrative</u> - Clearly communicated via web site, prospectuses etc. and are being reinforced every day in discussions and communications across the school community <u>Instructional Framework</u> – Continue to deliver instructional framework across the school. All teachers using the lesson model to deliver curriculum. All students to be able to identify elements of the lesson model in all classes. <u>AusVELS judgments</u> – teacher meetings and teaming involves consistent application of AusVELS moderation and curriculum review Report format changed to highlight AusVELS achievement <u>Writing</u> – All faculties have a clear understanding of the writing demands of their subjects and articulate them to students. English and Maths faculties</p>

		<p><u>AusVELS judgements</u> – teachers using AusVELS to compare and moderate student work within faculty teams. Examples of student work at each level available on myNH.</p> <p><u>Writing</u> – teachers understand the different demands of their subject in terms of writing and identify when and how to teach these skills explicitly.</p> <p><u>Use of data</u> – implementing the schedule from year 1. Ensure data is readily available for whole school community. Students reflecting on their own data in structured conversations with teachers and parents.</p>	<p>identify effective writing and academic language programs to expand in 2017</p> <p><u>Use of data</u> – nominated data sets are extended and reflected upon according to the nominated schedule that identifies purpose / audience / process</p>
	Year 3	<p><u>Narrative</u> – communication of teaching and learning narrative at information sessions with school community continue to update and monitor website and documentation. NHS Twitter account – ensure effectiveness.</p> <p><u>Instructional framework</u> – - Continue to implement instructional framework across the school – foundation for discussions about teaching and learning via teams and PRR groups.</p> <p>Professional learning to implement lesson model across the school.</p> <p>Implement observation schedule within teams</p> <p><u>AusVELS judgements</u> – teachers using AusVELS to give students effective feedback, monitor and update tasks as required.</p> <p><u>Writing</u> – inclusion in the instructional framework. Strategies for teaching writing in each faculty included in semester planners/UbDs (key skills)</p> <p><u>Use of data</u> – implementing the schedule from year 1. Ensure data is readily available for whole school community.</p>	<p><u>Narrative</u> - Clearly communicated via web site, prospectuses etc and are continuing to be reinforced every day in discussions and communications across the school community</p> <p><u>Instructional Framework</u> – The lesson model and powerful learning strategies are part of the culture of teaching practice at the school support by ongoing classroom observations</p> <p><u>AusVELS judgments</u> – teachers are knowledgeable of AusVELS standards and use these effectively in curriculum planning, moderation of student work and are used in discussion with students to set learning goals</p> <p><u>Writing</u> – Six traits of writing embedded as writing practice for all teachers</p> <p><u>Use of data</u> – school performance and student achievement data is readily available in a common platform that teachers use to regularly reflect on student progress and plan instruction accordingly</p>
	Year 4	<ul style="list-style-type: none"> <li>▪ TBA</li> </ul>	<p><u>Narrative</u> – Year 3 milestones are reviewed and extended / redressed where appropriate</p> <p><u>Instructional Framework</u> – Year 3 milestones are reviewed and extended / redressed where appropriate</p> <p><u>AusVELS judgments</u> – Year 3 milestones are reviewed and extended / redressed where appropriate</p> <p><u>Writing</u> – Year 3 milestones are reviewed and extended / redressed where appropriate</p> <p><u>Use of data</u> – Year 3 milestones are reviewed and extended / redressed where appropriate</p>

<b>Engagement</b>	Year 1	<p><u>Narrative</u> - put schedule of communication in place for newsletter items (LTs and YLPLs) Produce “at a glance” documentation. Update website with year level experiences. Use NHS Twitter account as a communication tool. Using myNH as a tool for communicating with families &amp; students (calendar, digital resources etc.) <u>Stimulating learning</u> – teachers working in teams using the “course builder” framework with supporting resources to move towards level 2 subjects. Teacher focus on collaborative learning and varied teaching approaches using the lesson model and instructional framework. Faculty ‘workshops’ on various teaching methods/tasks/activities presented by teachers to share with colleagues. <u>Partnerships</u> – investigate options for learning opportunities beyond the school and develop a plan for 2016.</p>	<p><u>Narrative</u> – website includes clear outline of year level experience including curriculum overview.</p> <p>Families have multiple communication strands from the school - NHS Twitter account, MyNHS calendar, newsfeeds etc.</p> <p><u>Stimulating learning</u> – Teachers work in teams to : Implement engaging courses delivered via the LMS Discuss those teaching methods/tasks/activities engage students and develop student learning.</p> <p>Common student / teacher survey used and reflected upon</p> <p><u>Partnerships</u> – Identify learning opportunities beyond the school and have a plan for 2016.</p>
	Year 2	<p><u>Narrative</u> - communication at information sessions with school community, continue to update and monitor website and documentation. NHS Twitter account – ensure effectiveness. Using myNH as a tool for communicating with families. <u>Stimulating learning</u> – teachers continue working in teams using the “course builder” framework with supporting resources to move towards level 2 subjects. Instructional rounds/class peer observations and feedback schedule. Faculty ‘workshops’ on various teaching methods/tasks/activities presented by teachers to share with colleagues. <u>Partnerships</u> – implement strategies for community based learning identified in year 1. Including relationship with NCAT. Investigate opportunities within with school community for guests to come into the school/classrooms.</p>	<p><u>Narrative</u> – website includes clear outline of year level experience including curriculum overview.</p> <p>Families have multiple communication strands from the school - NHS Twitter account, MyNHS calendar, newsfeeds etc.</p> <p><u>Stimulating learning</u> – Teachers work in teams to : Implement engaging courses delivered via the LMS Discuss those teaching methods/tasks/activities engage students and develop student learning.</p> <p>Common student / teacher survey used and reflected upon</p> <p><u>Partnerships</u> – Implement learning opportunities beyond the school identified in 2015.</p>

	Year 3	<p><u>Narrative</u> – student engagement a common theme in communications with the school community. Ensure continued communication via newsletter, myNH etc.</p> <p><u>Stimulating learning</u> – teachers continue working in teams using the “course builder” framework with supporting resources to move towards level 3 subjects. Instructional rounds/class peer observations and feedback schedule. Enhance student choice in the curriculum.</p> <p><u>Partnerships</u> – continue to build on community based learning opportunities. Having guests coming into classrooms as a regular part of the school experiences.</p>	<p><u>Narrative</u> – website includes clear outline of year level experience including curriculum overview.</p> <p>Families have multiple communication strands from the school - NHS Twitter account, MyNHS calendar, newsfeeds etc.</p> <p><u>Stimulating learning</u> – Teachers work in teams to : Implement engaging courses delivered via the LMS Discuss those teaching methods/tasks/activities engage students and develop student learning.</p> <p>Common student / teacher survey used and reflected upon</p> <p><u>Partnerships</u> – Implement learning opportunities beyond the school</p>
	Year 4	<p><u>Narrative</u> – student engagement a common theme in communications with the school community. Ensure continued communication via newsletter, myNH etc.</p> <p><u>Stimulating learning</u> – teachers common work is on curriculum development, school culture of improvement is embedded in faculty work.</p> <p><u>Partnerships</u> – implementing community based learning programs.</p>	<p><u>Narrative</u> – website includes clear outline of year level experience including curriculum overview.</p> <p>Families have multiple communication strands from the school - NHS Twitter account, MyNHS calendar, newsfeeds etc.</p> <p><u>Stimulating learning</u> – Teachers work in teams to : Implement engaging courses delivered via the LMS Discuss those teaching methods/tasks/activities engage students and develop student learning.</p> <p>Common student / teacher survey used and reflected upon</p> <p><u>Partnerships</u> – Implement learning opportunities beyond the school</p>

<b>Wellbeing</b>	Year 1	<p><u>Narrative</u> - myNH being used as a tool for communicating with families &amp; students (digital resources, videos, links to supporting organisations etc).          Newsletter items being provided by LTs and wellbeing team in line schedule          Use NHS Twitter account as a communication tool.          Tutorial program curriculum – events etc. to include narrative.</p> <p><u>Tutorial program/year level experience</u> - feedback/reflection schedule are incorporated into tutorial program.          Students (and relevant teachers/leaders) develop tutorial program curriculum.  <u>Restorative practices/positive behaviour framework</u> – Professional learning for all staff so that they are confident with restorative practices methods and have enhanced empathy through learning about neuroscience.  <u>Active citizenship</u> – promote student engagement beyond the classroom via the ePortfolios (years 8, 11 and 12).</p>	<p><u>Narrative</u> - Using myNH and twitter as a tool for communicating with families &amp; students</p> <p>Narrative incorporated into tutorial program curriculum – events etc.  <u>Tutorial program/year level experience</u> - feedback/reflection schedule incorporated into tutorial program.          Year level experiences are authentic and student driven (philanthropic etc)  <u>Restorative practices/positive behaviour framework</u> – communication of vision and values – underpin all interactions with students and community.          Ensure all staff are confident with restorative practices methods.  <u>Active citizenship</u> – ePortfolios (years 8, 11 and 12) are used to promote student engagement beyond the classroom via the</p>
	Year 2	<p><u>Narrative</u> - myNH being used as a tool for communicating with families &amp; students (digital resources, videos, links to supporting organisations etc).          Newsletter items being provided by LTs and wellbeing team in line schedule          Use NHS Twitter account as a communication tool.          Tutorial program curriculum – events etc. to include narrative.</p> <p><u>Tutorial program/year level experience</u> - feedback/reflection schedule are incorporated into tutorial program.          Students (and relevant teachers/leaders) develop tutorial program curriculum.  <u>Restorative practices/positive behaviour framework</u> – Professional learning for all staff so that they are confident with restorative practices methods and have enhanced empathy through learning about neuroscience.  <u>Active citizenship</u> – promote student engagement beyond the classroom via the ePortfolios (years 8, 11 and 12).</p>	<p><u>Narrative</u> - Using myNH and twitter as a tool for communicating with families &amp; students</p> <p><u>Tutorial program/year level experience</u> - ensure effective use of student data to promote positive conversations and goal setting. Documented, viable tutorial program curriculum located on myNH. Ensure year level experiences are authentic and student driven (philanthropic etc)  <u>Restorative practices/positive behaviour framework</u> – Staff are confident with restorative practices methods. Teacher learning about positive behaviours framework. Develop compacts for teachers including management tools.  <u>Active citizenship</u> – promote student engagement beyond the classroom via the ePortfolios (all students). Encourage student participation in school activities through the tutorial program. Celebrate student achievements beyond the school at school events and in the newsletter.</p>
	Year 3	<p><u>Narrative</u> - myNH being used as a tool for communicating with families &amp; students (digital resources, videos, links to supporting organisations etc.).          Newsletter items being provided by LTs and wellbeing team in line schedule          Use NHS Twitter account as a communication tool.          Tutorial program curriculum – events etc. to include narrative.</p>	<p><u>Narrative</u> - Using myNH as a tool for communicating with families &amp; students. Continue communication via newsletter. Update website with year level experiences. Use NHS Twitter account as a communication tool.  <u>Tutorial program/year level experience</u> - implement the tutorial program curriculum. Update documented, viable tutorial program curriculum located on myNH  <u>Restorative practices/positive behaviour framework</u> –Ensure all staff are</p>

		<p><u>Tutorial program/year level experience</u> - feedback/reflection schedule are incorporated into tutorial program. Students (and relevant teachers/leaders) develop tutorial program curriculum. <u>Restorative practices/positive behaviour framework</u> – Professional learning for all staff so that they are confident with restorative practices methods and have enhanced empathy through learning about neuroscience. <u>Active citizenship</u> – promote student engagement beyond the classroom via the ePortfolios (years 8, 11 and 12).</p>	<p>confident with restorative practices methods. Teacher learning about positive behaviours framework. Develop compacts for teachers including management tools. <u>Active citizenship</u> – all students using their ePortfolios. Encourage student participation in school activities through the tutorial program. Celebrate student achievements beyond the school.</p>
	Year 4	TBA	TBA
<b>Productivity</b>	Year 1	<p><u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</u></p> <p><u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u></p>	<p><u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</u></p> <p><u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u></p>
	Year 2	<p><u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</u></p> <p><u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u></p>	<p><u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</u></p> <p><u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u></p>
	Year 3	<p><u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions</u></p>	<p><u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the</u></p>

		<u>align with the priorities of the strategic plan</u>  <u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u>	<u>priorities of the strategic plan</u>  <u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u>
	Year 4	<u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</u>  <u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u>	<u>Staff Teaming</u> - Staff provided with clear expectations of how to function effectively in a team <u>Master plan</u> <u>Efficient use of operational resources</u> <u>Ensure the leadership structure and roles and functions align with the priorities of the strategic plan</u>  <u>Curriculum documented on LMS</u> <u>Professional Learning Program and Performance, Recognition and Review linked to observable enhanced classroom practice</u> <u>Internationalisation</u> <u>Community skills</u> ▪