Annual Implementation Plan - 2020
Define Actions, Outcomes and Activities

North Geelong Secondary College (7856)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Teachers will adopt consistent teaching and learning protocols and high impact teaching strategies (HITS) so that all students make at least one year's growth for one year's learning in English and Mathematics. Teachers will adopt a whole school focus on HITS to improve VCE and VCAL student outcomes
12 Month Target 1.1	NAPLAN Year 7 to 9 Relative growth measures to show improvement each year of the Strategic Plan, at least: Numeracy - Low - Equal to or less than 30%, High - Equal to or greater than 20% Reading - Low - Equal to or less than 25%; High - Equal to or greater than 20% Writing - Low - Equal to or less than 35; High - Equal to or greater than 15 VCE - mean study score - equal to or above 26, maintain score at or above GAT predictor VCAL - increase in VCAL units of competency VETis/SBAT - program completions to maintain or increase
KIS 1 Building practice excellence	Continue to consistently embed High Impact Teaching Strategies (HITS), student engagement strategies, digital pedagogy and applied learning strategies aligned to the school's Instructional Model, into classrooms.
Actions	• 2020 School Strategic Plan Review (Student outcomes; NAPLAN, VCE, VCAL, VET/SBATs and the impact of HITS within the Teaching and Learning instructional model) • Peer Observations focused on HITS (Differentiation) • Appoint LS for each mentioned area; (Build teacher capacity in implementing; HITS, Digital Technologies, Applied Learning and student Engagement) • Learning Walks (One Learning Walk per Semester, focusing on Visible Learning and Differentiation) • Student Shadowing - twice a year • Teachers will include HITS differentiation as part of their PDP goals
Outcomes	- Principal team, Leadership team, School Council, staff and students will be involved in the SSP review process, in order to evaluate achievement of the 2017 - 2020 SSP goals. Analysis of results, achievements and areas for improvement will determine the goals for the new SSP - Teachers will consistently embed HITs (Differentiation) and analyse student data to identify student learning needs

	- Curriculum Leaders will include Differentiation strategies documented unit development - Learning Specialists will provide workshops and strategies in student engagement, use of digital technologies and applied learning - The Learning Specialist will have documented observations and discussions with graduate and other identified teachers, enhancing their teaching capacity
Success Indicators	- SSP Review evaluation report, achievement of goals - Student growth demonstrated through PLCs and Teachers PDP - Student growth documented on Compass analytics - Unit documentation to include HITS; Differentiation - Learning Walks, Peer Observations and Student Shadowing, demonstrate Teachers consistently implementing school's instruction model

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer observations (twice a year)	☑ Curriculum Co-ordinator (s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
Learning Walks (twice a year)	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$50,000.00 ☑ Equity funding will be used
Student Shadowing - twice a year	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00

	☑ Student(s)			☑ Equity funding will be used
2020 School Strategic Plan Review	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☐ Equity funding will be used
Appoint LS for each mentioned area; (Build teacher capacity in implementing; HITS, Digital Technologies, Applied Learning and student Engagement)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$100,000.00 ☐ Equity funding will be used
HITS differentiation as part of teachers PDP goals	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Continue to build on consistent assessment practices through the use of the NGSC five point scale and its application through moderation in year 7-10 assessments.
Actions	• Curriculum Day professional learning on the use of the five point scale • Develop moderation practices across core KLAs focusing on Science and Humanities • Publish moderation practices in core subjects • Collaboration opportunities through KLA and Year Level Teams • Moderation practice of core KLAs schedule on the school's yearly calendar • SSP Review and evaluation report
Outcomes	- Teachers will Improve in assessing in a consistent and accurate manner (Teacher judgments), using the five point scale - Teachers will become confident in using the five point scale in a consistent manner

	- There will be an increase in collaboration to plan/design/implement/evaluate learning - Leading Teachers, (English, Maths), Humanities and Science KLA leaders will implement moderation in Years 7 to 10 - The school community will be involved with the review process which will inform the school community about the next level of work in relation to building on and strengthening consistent assessment practices across core KLAs
Success Indicators	- moderation schedules - consistency in teacher judgements to be reflected in the Year 9 NAPLAN results - exemplars of student work to be shared among teachers - evaluation of curriculum day - Moderation practices in school resources

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day professional learning	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☑ Equity funding will be used
Moderation sessions in core KLAs	☑ All Staff ☑ Assistant Principal ☑ KLA Leader ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used
Publish moderation practices in core subjects	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used

Collaboration opportunities through KLA and Year Level teams	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Moderation practice of core KLAs schedule on the School's yearly calendar	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
SSP Review and evaluation report	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

KIS 3 Building practice excellence	Continue to use student data (analyse and interpret) to inform Teaching and Learning.
Actions	• Develop a shared understanding/database of data available about students, classes, cohorts, whole school (Model how the data is going to/can be used, Leadership team to gather examples of data being used to inform teaching and learning) • Investigate using ACER assessments in Humanities and Science • Integrate all data sets onto Compass • Develop protocols for PLC that incorporate the use of data to inform teaching and learning (PLC goals) • Professional learning to build staff capacity on how to use data (Utilize key stake holders to build teacher capacity re: data literacy) • Implementation of Numeracy Improvement Strategy working in conjunction with the EIL

Outcomes	- Teachers will use data to inform practice and support learning - Students will be able to know their individual data and understanding what hey need to do to improve - KLA, Key Stakeholders will allocate time to data literacy - All staff members will be able to access data sets on Compass - Mathematics and Numeracy Teachers will work together, build their capacity in improving targeted students Mathematics skills
Success Indicators	- Data being accessed/unpacked in KLA meetings/PLCs by staff - Data to be reflected in Teachers discussions with their students - Teachers use Compass data sets for formative and summative assessment - Targeted Maths students will show growth from the middle to high bands

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a shared understanding/database of data available about students, classes, cohorts, whole school (Model how the data is going to/can be used, Leadership team to gather examples of data being used to inform teaching and learning)	☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☑ Equity funding will be used
Investigate using ACER assessments in Humanities and Science	☑ Assistant Principal ☑ KLA Leader ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$20,000.00 ☑ Equity funding will be used
Professional learning to build staff capacity on how to use data (Utilize key stake holders to build teacher capacity re: data literacy)	☑ All Staff ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00

		☑ Leading Teacher(s) ☑ Learning Specialist(s)			☑ Equity funding will be used
Integrate all data sets onto Compass		☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used
Implementation of Numeracy Improvement Strategy working in conjunction with the EIL		☑ Assistant Principal ☑ KLA Leader ☑ Numeracy Improvement Teacher ☑ Principal ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

KIS 4 Evaluating impact on learning	Action Plan to accelerate improvement
Actions	Develop and implement an agreed 'Classroom Action Plan' for numeracy Use formative and summative assessment data to track student learning and differentiate teaching
Outcomes	Students will: - complete assessments to determine learning needs - participate in targeted focus groups - apply identified strategies within their work

	Teachers will: - identify student achievement over time using NAPLAN and school benchmarking assessment data - analyse student data and triangulate the data to create a 'digital data wall' - identify target cohort of students based on learning needs - analyse the NAPLAN item analysis and ZPD to determine skills, understandings, learning areas for targeted teaching - develop and consistently implement a 'Classroom Action Plan', including agreed strategies/interventions - monitor the impact of their strategies/interventions and adjust based on student need - evaluate and refine their practice based on student learning Leaders will: - identify and allocate resources to support work - support middle leaders to lead the year level PLC - lead and actively monitor implementation of the Action Plan - provide regular feedback to teachers on implementation of the 'Classroom Action Plan'
Success Indicators	Teachers: - completed 'digital data wall' - identified student cohort based on triangulated data - completed NAPLAN item analysis and ZPD - finalised 'Classroom Action Plan' - observations and minutes from discussions/meetings - evidence of individual student benchmarks and targets Leaders: - SIT meeting minutes - evidence of feedback to teachers, e.g. notes, emails, minutes

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Undertake data analysis to identify target student cohort	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 3	$20,000.00 ☑ Equity funding will be used

Develop digital data wall to plan for and track student progress	☑ Assistant Principal ☑ Leadership Team ☑ School Improvement Team ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Complete NAPLAN item analysis and ZPD	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☑ Equity funding will be used
Develop and document a 'Classroom Action Plan' that outlines key learning foci, agreed teaching strategy, intervention approach and week by week breakdown of the work to be done	☑ All Staff ☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Develop and implement a NAPLAN preparation strategy	☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Goal 2	Over the life of the Strategic Plan we will provide a caring learning environment, encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.
12 Month Target 2.1	After converting the AtSS data results from a percentage to a five point scale the school has performed above the desired goal. Comparing to other schools, overall the sense of connectedness places NGSC transitioning into the top percentile (performing above.)

	New targets AtSS as percentiles: Sense of Connectedness - 75 Differentiated learning challenge (T&L) - 56 Effective Classroom behavior (T&L) - 58 Effective teaching time (T&L) - 52 Stimulated learning (T&L) - 45 High Expectations for success - 63 New targets POS as percentiles: General School Improvement (previously School Improvement) - 92 (up from 91.8) General School Satisfaction (previously General satisfaction) - 80 (up from 75.2) Parent participation and involvement (previously Parent Input) - 95 (SSP target met 95.1) Extra factors to indicate success: School Pride and confidence - 90 Physical Environment - Maintain current level of 96 School Climate percentiles: Overall score (mean whole school) 2016 - 64.99, 2017- 68.02, 2018 - 65.08, 2019 - 66.58 (Achieving at or above SSP target) 2020 target - 68 overall mean score whole school Absentee - Maintain the current days absent of 14.64 days per year.
KIS 1 Empowering students and building school pride	To further develop student voice and agency to improve student engagement within and beyond the classroom.
Actions	• SSP Review / evaluation of student voice and agency • Appoint Learning Specialist (Student Engagement focus) • Continue building on Student agency structures of the school (Year Level Captains, SRC, School Captains, House system, iLeaders, Detailed actions for all captains of SRC and structured meetings for effective collaboration) • Maintain the student absences below the state mean • Consistent engagement with schools in the network via Communities of Practice to: (Build on engagement measures, instigate a

	middle years girls forum, observe exemplars in student engagement in other schools)
Outcomes	- Students will be involved in the SSP review evaluation and the analysis of AtSS results - Students will be involved in planning, organising, implementing and evaluating extra curricular activities and other programs - SRC will be facilitating discussions with students and presenting findings to staff to encourage their collaborative work on improving engagement - The school will plan, implement and evaluate a middle years girls forum - Student absences to be maintained below the state mean
Success Indicators	- Improvement in Student Attitudes to Learning data re: student engagement and school connectedness - Increase in Student lead activities such as; Sporting, Debating, School Assemblies, Special celebrations - Middle Years girls forum to be implemented - Maintain the student absences to below the state mean - Student absences to be maintained below the state mean

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue building on Student agency structures of the school (Year Level Captains, SRC, School Captains, House system, iLeaders, Detailed actions for all captains of SRC and structured meetings for effective collaboration)	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ School Improvement Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Student absences below the state mean	☑ Assistant Principal ☑ Education Support ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used

	☑ Leading Teacher(s)			
Consistent engagement with schools in the network via Communities of Practice to: (Build on engagement measures, instigate a middle years girls forum, observe exemplars in student engagement in other schools)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Student(s) ☑ Sub School Leader/s ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
SSP Review / evaluation of student voice and agency	☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team ☑ Student(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used
Appointment of Learning Specialist (Student Engagement focus)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Goal 3	Over the life of the Strategic Plan the school will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.
12 Month Target 3.1	According to the AtSS NGSC student safety has improved in almost all areas (respect for diversity and managing bullying) but requires further intervention under 'advocate at school'.

	According to classroom behaviour NGSC has had a slight improvement over the three years New targets AtSS as percentiles: School (previously Student) Safety - average across factors of 65 Not experiencing bullying (instead of Student Distress) - 57 Effective Classroom Behaviour factor- 60 Sense of connectedness (previously Connectedness to Peers) - 80 Motivation and Interest (previously Student Motivations) - 65 POS targets as percentiles: Student Connectedness (previously School Connectedness) - 78.4 Student Motivation and Support (previously Student motivation) - 93 (already met SSP target)
KIS 1 Empowering students and building school pride	Implement the department School Wide Positive Behavior Program Initiative.
Actions	• Implement DET School Wide Positive Behavior Program Initiative • All teaching spaces will have a framed display of the SWPBS matrix • Continue the implementation of the Respectful Relationships program to complement the SWPBS • Compass recording of student positive behaviors • Opportunities to celebrate (school assemblies, special celebrations, Year Level assemblies, Parent/Teacher Conferences) • Introduction of the SWPBS Feedback tool
Outcomes	- The Student Management Team will refer to the SWPBS matrix during assemblies, restorative conversations, parent meetings and SSGs - Staff will be using Compass to report positive student behaviours and these entries will be used with parents and students during Parent/Teacher conferences, SSGs and other events - Staff will refer to the matrix when addressing behaviours within and outside the classroom - Staff will endeavor to use the SWPBS language when communicating with students, parents and the wider community - Staff will proactively utilize the Positive Behavior Feedback tool in their classes and the wider school community

Success Indicators	- AtSS survey results, Improvement in; Teacher/student relations, Learner Characteristics and Social Engagement- - School Staff Opinion Survey results, Improvement in; Collective Responsibility, Trust in students - Parent Opinion Survey results, Improvement in; Student Development, Student Safety - Staff and students to be able to use the framed SWPBS matrix to generate discussion and understanding of the schools expectations

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of SWPBS	☑ All Staff ☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used
Framed copy of the SWPBS matrix in every Teaching and Learning space of the school	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ School Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☑ Equity funding will be used
School Celebrations to enhance SWPBS (school assemblies, special celebrations, Year Level assemblies, Parent/Teacher Conferences)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Leadership Team ☑ Student(s) ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

SWPBS Feedback tool	☑ Assistant Principal ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Continue the implementation of the Respectful Relationships program to complement the SWPBS	☑ All Staff ☑ School Improvement Team ☑ Sub School Leader/s ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Compass recording of student positive behaviors	☑ All Staff ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used