

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Northern Bay P-12 College (8901)



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	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.			
12 Month Target 1.1	Targets as described and articulated by the DET.			
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice			
Outcomes	PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons			
Success Indicators	<ul style="list-style-type: none"> - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of a Tutor program to support 'catch-up' learning for identified students	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish and embed routines and prioritise time in the school day and classes to revisit these regularly			
Outcomes	Calm, orderly learning environments			
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL catch up and refresher sessions that develop understanding and teacher practice in SWPBS Framework into Everyday Practice and BSEM	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student learning outcomes for all students.			
12 Month Target 2.1	<p>NAPLAN</p> <p>Increase the percentage of students in the top two bands for Reading Year 5 to 25% in 2022 - (2021 15%) Year 9 to 15% in 2022 - (2021 4%)</p> <p>Decrease the percentage of students in the bottom two bands for Reading Year 5 to 30% in 2022 - (2021 32%) Year 9 to 25% in 2022 - (2021 55%)</p> <p>Increase the percentage of students achieving high/medium relative learning gain in Reading). From 62.9% to 75% in 2022 - (2021 68%) From 63.9% to 75% in 2022 - (2021 61%)</p> <p>Increase the percentage of students in the top two bands for Numeracy Year 5 to 20% in 2022 - (2021 8%) Year 9 to 15% in 2022 - (2021 0%)</p> <p>Decrease the percentage of students in the bottom two bands for Numeracy Year 5 to 25% in 2022 - (2021 41%) Year 9 to 20% in 2022 - (2021 37%)</p> <p>Increase the percentage of students achieving high/medium relative learning gain in Numeracy For Year 3 to Year 5 - 75% in 2022 - (2021 64%) For Year 7 to Year 9 - 80% in 2022 - (2021 67%)</p>			
12 Month Target 2.2	<p>TEACHER JUDGEMENT WITH VICTORIAN CURRICULUM</p> <p>Increase the percentage of students at or above the Victorian Curriculum standard in teacher judgement for Reading and Viewing Years F-6 to 88% in 2022 - (Sem 1 2021 64%) Years 7-10 to 72% in 2022 - (Sem 1 2021 37%)</p> <p>Increase the percentage of students at or above the Victorian Curriculum standard in teacher judgement for Number and Algebra Years F-6 to 87% in 2022 - (Sem 1 2021 58%) Years 7-10 to 58% in 2022 - (Sem 1 2021 29%)</p>			
12 Month Target 2.3	<p>VCE/VCAL</p> <p>Increase the Mean VCE English score to 25.0 in 2022 - (2020 - 23) Increase the Mean All Study score to 26.0 in 2022 - (2020 24.6) Increase the percentage of VCE and VCAL certificate completions to 85% in 2022 - (2021) VCE certificate completion to be at 90% - (2021 83%) VCAL certificate completions to be at 80% - (2021 % of all Units completed 61%)</p>			
12 Month Target 2.4	<p>OPINION SURVEYS</p> <p>(SSS) Positive endorsement of Academic Focus to 60% in 2022 - (2021 46%) (SATSS) Stimulated Learning</p>			

	<p>Years 5-6 to 85% in 2022 - (2021 Year 4-6 68%) Years 7-12 to 80% in 2022 - (2021 (70% Year 7-9) (61% Year 10-12))</p> <p>(SATSS) Sense of Confidence Years 5-6 to 83% in 2022 - (2021 Year 4-6 - 69%) Years 7-12 to 83% in 2022 - (2021 (59% Year 7-9) (62% Year 10-12))</p> <p>(POS) Positive endorsement of Effective Teaching to 90% in 2022 - (2020 87%) (POS) Positive endorsement of Stimulating Learning Environment to 90% in 2022 - (2020 89%)</p>			
KIS 1 Curriculum planning and assessment	Secure school-wide commitment to the consistent teaching of literacy and numeracy, including the development and implementation of a whole school curriculum which is coherent, sequential and articulates a guaranteed program of learning.			
Actions	<ol style="list-style-type: none"> 1. Use multiple data sources to map and align curriculum priorities 2. Consistently utilise Victorian Curriculum learning progressions in PLC planning 3. Develop common assessments aligned with the Victorian Curriculum learning progressions 4. Audit F-12 assessment 6. Implement consistent approaches to learning and teaching in Literacy and Numeracy across all SoLs. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure teachers integrate Victorian Curriculum learning progressions in all Learning Programs F-10 • Ensure teachers integrate VCAA Study Designs and Unit Guides (11-12) • Ensure teacher planning reflects consistent use of Inquiry Cycle • Ensure teacher planning reflects learner needs as evidenced by data <p>Staff will:</p> <ul style="list-style-type: none"> • Use the Victorian Curriculum learning progressions in curriculum planning F-10 • Demonstrate consistent implementation of NBC Learning Models in Unit Planners • Develop and moderate assessments that effectively measure student learning • Engage in data conversations using common assessments • Optimise student agency through goal setting, student choice and interest <p>Students will:</p> <ul style="list-style-type: none"> • Co-design, monitor and reflect on their learning goals • Articulate what they are learning and why. • Give and receive feedback regarding their learning progression and teacher practice 			
Success Indicators	<p>NAPLAN data Victorian Curriculum Teacher Judgement data Student Attitudes to School Survey School Staff Survey Parent Opinion Survey Year 12 Completion rates VCE English and All Score mean scores</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further embed a consistent model and process for Pod Planning College Wide; including review of College Data Cycle.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Embed an agreed College Wide Assessment schedule in Numeracy and Literacy P-12	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to strengthen our College Wide PLC process, including SOL & Specialist PLC	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Begin rollout of a College Wide writing approach	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Building practice excellence	Enhance the impact of teaching by developing expertise in the collection, analysis and use of student learning data.
Actions	<ol style="list-style-type: none"> 1. PLCs focus on an agree upon HIT 2. Build and implement EDAPT platform as the portal for all data sets 3. Establish and align process and protocols for Data Conversations
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Use and share a common language and protocols to talk about and evaluate teaching and learning at NBC <p>Staff will:</p> <ul style="list-style-type: none"> - Employ common and consistent practices and language which are vertically aligned F-10, on a developmental continuum, evident through learning walks <p>Students will:</p> <ul style="list-style-type: none"> - Show increased learning growth - Understand and employ strategies that support them to set and attain learning goals
Success Indicators	NAPLAN data Victorian Curriculum Teacher Judgement data Student Attitudes to School Survey School Staff Survey Parent Opinion Survey Year 12 Completion rates

VCE English and All Score mean scores PIVOT Surveys (if accepted into the DET PLC Trial)				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and document agreed beliefs and inquiry process from 3-8 (SOL Teams to complete this work)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further embed and monitor DC agreed beliefs and DC model (DC LT SOL Leaders)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete and distribute an agreed Reading Instructional Model (College wide) (LS, LT, SoL)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC Teams will identify 2 HITs for areas of improvement evidenced in their PDPs (or similar). - PDPs (or similar) and evidence thereof will be inclusive of Classroom Observations and Learning Design Walk processes	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To create a school that delivers on the high expectations we have for all students, their learning and their futures			
12 Month Target 3.1	(SSS) Collective Efficacy to 55% in 2022 - (2021 46%) (SATSS) High Expectations for Success f to 87% in 2022 - (2021 83%) (POS) High Expectations for Success to 93% in 2022 - (2020 94%) (POS) General School Satisfaction to 90% in 2022 - (2020 90%)			

	(POS) School Pride and Confidence to 92% in 2022 - (2020 90%)
12 Month Target 3.2	P-12 average annual attendance percentage to increase to 94% in 2022 - (2021) P-6 average annual attendance percentage to increase to 94% in 2022 - (2021 87%) Years 7-12 average annual attendance percentage to increase to 94% in 2022 - (2021 81%)
KIS 1 Empowering students and building school pride	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.
Actions	1. Implement learning program that champions student agency 2. Student voice is activated in the classroom 3. Develop pedagogical practice that aligns with the DET Amplify resource relating to Student voice, leadership and agency
Outcomes	Staff will: - Reflect and work in SoL teams to ensure Student Agency is visible in their learning environment - Commit to include the new values in their planning processes Students will: - Be agential learners who proactively participate in their learning program
Success Indicators	BSEM Implementation Tool Student Attitudes to School Survey Attendance Data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Utilising Developmental Curriculum and ERP's to unpack the next steps for inclusion of Student Agency in the college Pedagogical Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In all aspects of College planning the question: 'How can we better include Student Voice and Agency in this process?' is included, answered and subsequently acted on	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Enrichment Programs: - Scholarship and Student Leadership programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PL in Student Voice and Agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Building leadership teams	Establish a culture of high aspirations and expectations and whole community commitment to the school's vision, values and high expectations which supports a learning environment that maximises success for all students.			
Actions	Re-word: include values (new) Clarity in our community about new college values and their commitment.			
Outcomes	Leaders will: - Ensure all parents are on Compass - Include parents in the creation of 2022 SWPBS matrix Staff will: - Implement the SWPBS matrix Students will: - Set their own personal goals - Understand the new values and hold themselves and others accountable			
Success Indicators	SWPBS new matrix Student Attitudes to School Survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL catch up and refresher sessions that develop understanding and teacher practice in SWPBS Framework into Everyday Practice	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Redeveloping the NBC SWPBS Matrix including revisiting the College Values that underpin SWPBS. Including a college wide refresh of SWPBS PL.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
High Aspirations - Documenting and implementing consistently the NBC approach to addressing and improving student attendance	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To develop the capabilities of Leadership to build an effective learning culture			
12 Month Target 4.1	Instructional Leadership to increase to 65% in 2022 (2021 63%) Leaders' Support for Change to reach a minimum of 65% by 2022 - (2021 NA) Leading Change to establish to reach a minimum of 65% by 2022 - (2021 NA)			
KIS 1 Instructional and shared leadership	Establish and embed consistent and high quality instructional leadership practice across the college.			
Actions	1. Development of agreed an NBC 'Continua of Learning and Teaching excellence in a P-12 environment' - This work to include pedagogical considerations; curriculum documentation; assessment practices etc. 2. College Leaders to be empowered to develop, lead and refine college work within whole of college priority areas including e.g - writing, reading and numeracy			
Outcomes	Leaders will: - Develop whole of college documentation related to agreed practice and curriculum - Initiate and lead whole of college professional learning activities. - Conduct learning walks - Provide opportunity for professional development in agreed consistent practice Staff will: - Embed practice into classroom - Collect and act on feedback from students and colleagues			
Success Indicators	FISO 2.0 continua Student Attitudes to School Survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning Walks	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum Day Foci – Development of professional learning goals and structures for these important staff professional learning occasions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Instructional and shared leadership	Create a culture of review, responsibility and shared accountability for school improvement.			
Actions	1. The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience. 2. Leadership is distributed and centered around developing the capabilities of all members of the school community, including students including establishing a leadership platform and pathway across the college. 3. Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets by increasing the number of staff engaging in leadership development programs and experiences			
Outcomes	Leaders will: - Have the opportunity to develop practice - Develop refined plans that relate back to the college AIP Staff will: - Comment and participation in cyclical planning and respond to data collection.			
Success Indicators	SOS PLC Matrix			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Access to leadership development programs for aspiring and emerging leaders - Including access high quality Bastow leadership opportunities	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SoL leadership Meetings	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
College PCO and Executive Leadership meetings and Forums	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items