

2024 Annual Implementation Plan

for improving student outcomes

Noble Park Secondary College (8813)



Submitted for review by Helen Karagounis (School Principal) on 06 December, 2023 at 03:32 PM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 06 February, 2024 at 03:36 PM
Endorsed by Silvia Colman (School Council President) on 16 February, 2024 at 09:19 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. For year 9 Numeracy, using PAT Numeracy Data to have a 5% decrease in Bands 95 - 124 by the end of 2024.2. Year 9 Numeracy to achieve a minimum of one years growth based on teacher judgements.3. Improve 'Instructional Leadership' ATS positive endorsement from 57% to 60%4. Improve 'Sense of Connectedness' ATS positive endorsement from 46% to 50%5. Improve 'Stimulated Learning' ATS positive endorsement from 51% to 56%6. Improve 'Teacher Concern' ATS positive endorsement from 36% to 41%</p>
Maximise student achievement in learning.	No	Increase achievement in the top two bands from the 2019 benchmarks of six per cent in Reading, eight per cent in Writing, nine per cent of Numeracy to 18 per cent by 2024.	
		By 2024, reduce the percentages of Year 9 students in the bottom two bands of achievement (including exemptions) in NAPLAN to be less than 25 per cent (from 31 per cent in Reading and 53 per cent in Writing in 2019).	

		To increase the percentage of students achieving benchmark growth in Writing at Year 9 from 75 per cent in 2019 to be at or above 85 per cent by 2024.	
		<p>Increase Staff Opinion survey data in the measures of</p> <ul style="list-style-type: none"> • Understand how to analyse data from 41 per cent in 2020 to 60 per cent. • Moderate assessment tasks together from 56 per cent in 2020 to 65 per cent by 2024, and • Use data for curriculum planning from 50 per cent in 2020 to 61 per cent by 2024. 	
Enhance pathways and transition outcomes for all students.	No	Achieve a school study score mean of 30.0 by 2024.	
		Improve VCAL Intermediate and Senior completion rates to be at 95 per cent by 2024.	
		Achieve destinations of further education, training or employment for 100 per cent of students in all year levels, by 2024.	
		Improve staff opinion survey data for the measures of Academic emphasis from 50 per cent positive endorsement in 2020 to 60 per cent by 2024, and student opinion data for the measure of School stage transitions (Years 10-12) from 77 per cent positive endorsement to 85 per cent in 2024.	
Embed student engagement in learning.	No	<p>For student opinion data to increase positive endorsement for the following measures by 2024:</p> <ul style="list-style-type: none"> • Stimulating learning (from 73 per cent in 2019) to be at or above 80 per cent • Effective teaching time (from 76 per cent in 2019) to be at or above 80 per cent, and 	

		<ul style="list-style-type: none"> • Student voice and agency (from 66 per cent in 2019) to be at or above 75 per cent. 	
		Improve the Parent opinion survey data for the measure of student motivation from 75 per cent to 85 per cent by 2024.	
		<p>Increase Staff Opinion survey data positive endorsement for the measures of:</p> <ul style="list-style-type: none"> • Teacher collaboration from 64 per cent in 2020 to 75 per cent in 2024 • Seek feedback to improve practice from 53 per cent in 2020 to 78 per cent by 2024, and • Promote student ownership of learning from 69 per cent in 2020 to 80 per cent by 2024. 	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	<ol style="list-style-type: none"> 1. For year 9 Numeracy, using PAT Numeracy Data to have a 5% decrease in Bands 95 - 124 by the end of 2024. 2. Year 9 Numeracy to achieve a minimum of one years growth based on teacher judgements. 3. Improve 'Instructional Leadership' ATS positive endorsement from 57% to 60% 4. Improve 'Sense of Connectedness' ATS positive endorsement from 46% to 50% 5. Improve 'Stimulated Learning' ATS positive endorsement from 51% to 56% 6. Improve 'Teacher Concern' ATS positive endorsement from 36% to 41% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<ol style="list-style-type: none"> 1. For year 9 Numeracy, using PAT Numeracy Data to have a 5% decrease in Bands 95 - 124 by the end of 2024. 2. Year 9 Numeracy to achieve a minimum of one years growth based on teacher judgements. 3. Improve 'Instructional Leadership' ATS positive endorsement from 57% to 60% 4. Improve 'Sense of Connectedness' ATS positive endorsement from 46% to 50% 5. Improve 'Stimulated Learning' ATS positive endorsement from 51% to 56% 6. Improve 'Teacher Concern' ATS positive endorsement from 36% to 41%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Further enhance teachers' ability to implement the school-wide instructional model by fostering ongoing collaboration within our Professional Learning Communities (PLCs) to identify and exchange best teaching practices.</p> <p>Provide professional development to our teachers and a specific mentor program for new staff to develop their knowledge, skills and a consistent approach in the delivery two HITS as part of our Instructional Model.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Develop a comprehensive plan for targeted professional development sessions focused on the agreed school-wide instructional model Establish a 'Mentor Program' pairing experienced teachers with new graduate teachers to provide ongoing guidance on the delivery of the agreed school-wide instructional model. Allocate resources, including time and funding, for the effective implementation of professional development initiatives i.e., HIT Strategies. Continue to support the structure of PLCs within the school, ensuring they align with the school-wide instructional model. Provide guidance and resources to PLC leaders or facilitators to better equip them in leading PLC meetings

	<p>Conduct regular Learning walks and evaluations to assess the implementation of the instructional model. Provide constructive feedback to teachers, recognising successes and addressing challenges. Foster an open and collaborative environment that encourages feedback and suggestions for improvement in teaching practices. Acknowledge and celebrate instances where the school-wide instructional model is effectively integrated into teaching practices.</p> <p>Teachers will: Attend targeted professional development sessions aimed at enhancing their capacity to use the school-wide instructional model consistently. Actively engage in workshops, discussions, and hands-on activities to apply HIT Strategies in their teaching practices. Actively participate in PLC meetings, use the PLC cycle and share experiences, challenges, and successes related to implementing the instructional model. Collaborate with colleagues to identify and share best teaching practices aligned with the model. Apply the knowledge gained from professional development sessions in their classrooms, integrating the instructional model into lesson plans and delivery. Experiment with innovative approaches and techniques, seeking continuous improvement. Reflect on the implementation of the instructional model in their teaching practices. Seek feedback from peers, PLC members, and school leaders to refine and enhance their approach. Confidently and accurately identify the learning needs of all their students through the analysis of student data. Confidently use this data to target their instruction to extend the knowledge and skills of every student in every class, regardless of their starting point. Demonstrate consistency of practice in the effective use of teaching strategies linked to the Literacy and Numeracy initiative across all year levels.</p> <p>Students will: Actively engage and participate with classroom activities designed in accordance with the instructional model. Collaborate with peers in group activities and discussions facilitated by the model. Provide feedback on their learning experiences, helping teachers understand the effectiveness of the instructional model in meeting their needs. Participate in periodic reflections and discussions facilitated by teachers. Encourage a sense of ownership of their learning journey, taking responsibility for understanding and applying concepts presented through the instructional model. Collaborate with teachers and peers to create a positive and supportive learning environment. Experience academic growth and success.</p>
Success Indicators	Evidence of Improvement in student outcomes/achievement of growth will be evident in PAT testing results & in Teacher Judgements.

	<p>Artefacts such as lesson plans, activities and projects will demonstrate the integration of the instructional model into teaching practices.</p> <p>Students will provide positive feedback to their teachers on their learning experiences and the impact of the instructional model.</p> <p>Evidence of Improvement in Student Attitudes to School Survey will be evident, particularly in the areas of :</p> <p>'Sense of Connectedness'</p> <p>'Differentiated Learning'</p> <p>'Stimulated Learning'</p> <p>'Student Voice and Agency'</p> <p>'Teacher Concern'</p> <p>Effective teaching time'</p> <p>'Motivation and Interest'</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Leadership Team to meet on 5 weekly cycles to review and assess progress on targeted work and adjust the work as required.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Curriculum Leaders to engage in professional learning with external provider/s to support them in their leadership role in PLCs.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(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
Schedule regular PLC meetings to enable staff to collaboratively use student learning assessments to plan units of work with a focus on reviewing and analysing student assessment data to inform relevant differentiated learning.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
As part of the PLC team, curriculum Leaders to actively engage in meetings while reviewing and assessing team progress in using data to improve student outcomes.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Teachers to receive student feedback via a class survey in week five of each term.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum leaders will work collaboratively with teachers to conduct learning walks to assess the implementation of the instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PCO's to guide professional learning on the school's instructional model. This work will focus on aligning the second phase of the College's instructional model 'Teach Phase' with a particular emphasis on improving student engagement and stimulated learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement a mentor program for new and graduate staff members.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00
Establish a 'Mentor Program' pairing experienced teachers with new graduate teachers to provide ongoing guidance on the delivery of the agreed school-wide instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Provide training on inclusive education practices, ensuring teachers are equipped to address diverse needs in their classrooms.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed an inclusive, safe and supportive learning environment. Enhance student empowerment and participation by fostering a more robust student voice and agency in specific aspects of classroom and college decision-making processes.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Implement 'Routine and Rigour' procedures visibly in every classroom. Integrate 'Routine and Rigour' procedures into the college planner. Allocate resources to support the 'Resilience Project' program, offering professional development and tools to staff. Provide targeted professional development opportunities for staff, focusing on two High Impact Wellbeing Strategies (HIWT) Provide targeted professional development opportunities for teachers to focus on co-constructing learning goals with students, facilitating meaningful and relevant learning experiences, and empowering students with a voice and agency in their education. <p>Teachers will:</p> <ul style="list-style-type: none"> Follow classroom 'Routine and Rigour' procedures. Regularly refer to and reinforce 'Routine and Rigour' procedures in college planner. Actively participate in the 'Resilience Project' professional development sessions and support the program with the aim of utilising positive mental health strategies to help students become happier and more resilient. Embed HIWTs strategies in the classroom. Gather input from students using term-based pre and post surveys, with a focus on ensuring a safe, inclusive, and supportive learning environment Encourage student collaboration and peer-to-peer learning to enhance classroom dynamics and promote a supportive learning community. Integrate technology thoughtfully to create interactive and engaging lessons. 			

	<p>Actively involve students in the co-construction of learning goals, ensuring that educational objectives align with their interests and aspirations.</p> <p>Provide regular opportunities for student reflection by establishing open lines of communication, welcoming and valuing student input on classroom practices, curriculum content, and overall educational experiences.</p> <p>Utilise ongoing professional development opportunities to stay abreast of innovative teaching strategies and educational trends, continuously refining instructional approaches.</p> <p>Incorporate timely and constructive feedback received from students through surveys into their teaching methodologies, creating a responsive and student-centred educational environment.</p> <p>Students will:</p> <p>Adhere to the Classroom Routine & Rigour procedures</p> <p>Actively participate in the 'Resilience Project' to develop personal confidence, resilience and build healthy relationships.</p> <p>Contribute to the co-construction of learning goals, ensuring educational objectives align with their interests and aspirations.</p> <p>Provide regular reflections on their learning experiences, offering valuable insights for ongoing improvements and a more student-centered approach.</p> <p>Feel empowered to express their thoughts on classroom practices, curriculum content, and overall educational experiences through open lines of communication with their teachers.</p> <p>Contribute to a responsive and student-centered educational environment by providing timely and constructive feedback through surveys.</p> <p>Experience a more connected, safe, and supportive learning environment.</p> <p>.</p>
<p>Success Indicators</p>	<p>PLC minutes show evidence of teacher use of information and data to collaboratively review and assess teacher capacity to effectively deliver improvement in a safe and supportive learning environment, including student voice and agency within the classroom.</p> <p>Student survey results throughout the year will indicate an improvement in Sense of Connectedness, Student Voice and Agency, Teacher Concern and student engagement.</p> <p>There will be a reduction in Student Management incidents</p> <p>Improvement in Student Attendance Data</p> <p>Lesson plans reflect co contribution of the development of Learning Goals and inclusion of student interests and aspirations.</p> <p>Term based student class surveys will demonstrate a positive endorsement in students experiencing a more connected, safe, and supportive learning environment.</p> <p>Attitude to School Survey will demonstrate a positive endorsement in the following areas:</p> <p>Sense of Connectedness</p> <p>Student Voice and Agency</p> <p>Teacher Concern</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning to middle level leaders to strengthen their ability to guide and support teachers in their PLCs to collect, analyse, monitor and respond to ATS data	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning to teachers to enhance their capacity to collect, analyse, monitor and respond to student voice and agency data	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Further investigate platforms that allow for greater student voice and agency in the classroom.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce learning walks to teachers, with the aim of fostering conversations about teaching and learning to develop a shared vision of high-quality teaching that impacts on student learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The Leadership Team to meet on 5 weekly cycles to review and assess progress on targeted work and adjust the work if required.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development to ensure point of need teaching is being delivered (This professional learning will be provided in whole staff	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00

workshops, PLC's and in staff being provided with classroom observation opportunities to see best practice)				<input checked="" type="checkbox"/> Equity funding will be used
Further develop and deliver peer and group classroom learning activities to strengthen student relationships through Pastoral Care Program. (The Resilience Project)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The Wellbeing Team to review and assess current practice in establishing and maintaining an orderly learning environment (i.e behaviour management and engagement). They will also identify changes required to align with best practice	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Sub school leaders to facilitate a weekly Student Leadership meeting or student focus groups to empower student voice and agency.	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide targeted professional development opportunities for staff, focusing on two High Impact Wellbeing Strategies (HIWT)	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

