

2018 Annual Implementation Plan

for improving student outcomes

Noble Park Secondary College (8813)



Submitted for review by Peter Jeans (School Principal) on 04 December, 2017 at 05:42 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Noble Park Secondary College (8813)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging moving towards Evolving

Enter your reflective comments	In reviewing the continuums linked to FISO Domains that the school focused on in 2017 we believe the information provided above are accurate reflections of what the school has achieved and where it needs to direct energies and resources into for 2018. The 2017 AIP was developed from a strategic plan, not well aligned with the FISO school improvement Domains. Currently the school leadership team is clearly identifying areas of focus for 2018 and possible directions beyond next year. This work includes the resourcing of priority areas to ensure future growth and success at the college.
Considerations for 2019	The College will review its future vision, goals, structure and priorities with the staff SIT team through the Coaching for Leadership Team program. The College will engage with assistance from external consultant Pamela Macklin in reviewing our instructional model and how to implement this consistently with high quality in every classroom. The College will investigate programs to foster greater independence and self-motivation in students.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Noble Park Secondary College (8813)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Student Achievement Goal: To achieve continuous improvement in the learning growth of each student.</p>	<ol style="list-style-type: none"> 1. NAPLAN Relative Growth. Increase the relative growth of students in Literacy and Numeracy from years 7 to years 9, so that 85 per cent of students are achieving in the medium to high growth bands by 2020. 2. Teacher Judgement Data in Years 7–10: By 2020 to show a 5% improvement each year, in the Victorian Curriculum Teacher Judgements in all curriculum areas. 3. By the end of 2020 to have improved the modules within the Staff Opinion Survey of "Guaranteed and Viable Curriculum" & "Teacher Collaboration", so that by 2020 	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ol style="list-style-type: none"> 1. Demonstrate a 5% decrease of students in bottom 2 bands in Numeracy and Literacy (Reading) at Year 9 2. Improve the accuracy of teacher judgements so they are more closely aligned to NAPLAN data. 3. Demonstrate an upward trend within identified staff opinion survey variables of "Guaranteed and Viable Curriculum" and "Teacher Collaboration". 4. Demonstrate a 5% improvement in achieved versus expected in every VCE subject area in 2018 in comparison to 2017. 	<p>Curriculum planning and assessment</p>

	<p>the scores are above state mean scores.</p> <p>4. VCE Results: By 2020, 85% of students to have achieved at or above the expected levels in relation to GAT achieved versus predicted scores.</p>			
<p>Student Engagement Goal: To improve engagement through increased authentic student agency in their learning.</p>	<p>School mean scores for the ATS Survey measures of: • Student Morale, • Student Distress, • Student Motivation, • Learning Confidence • Stimulating Learning to improve steadily at each year level, reaching the fourth quartile by 2020.</p>	Yes	<p>1. Demonstrate a 5% improvement in each identified ATS survey measure in 2018 in comparison to 2017</p>	<p>Setting expectations and promoting inclusion</p>
<p>Student Wellbeing Goal: To develop resilient, self-confident aspirational learners.</p>	<ol style="list-style-type: none"> 1. ATS Survey measures for Student Learning Confidence, Stimulating Learning, Student Morale and Student Motivation in the ATS survey to be in the fourth quartile for each year of the Strategic Plan period across years 7-12. 2. PO Survey in Student Motivation, School Connectedness and Learning focus to be in the fourth quartile each year of the Strategic Plan period. 3. Destination data to show all students go on to further education or employment. 	No	<ol style="list-style-type: none"> 1. Identified ATS survey measures to be in the 4th quartile for each year level. 2. Identified PO survey measures to be in the 4th quartile for each year level. 3. Reduce the looking for work % destination data in comparison to 2016 by 5%. 	

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Improvement Initiatives Rationale
<p>The review identified that the College needed to have a greater focus on:</p> <ul style="list-style-type: none"> * Improving assessment and moderation practices to better align to the VCAA and Victorian Curriculum standards * Building the capacity of staff to use data, observation and reflection to improve practice * Improving the capacity of the leadership team to review the College's instructional model to drive future improvements in practice * Investigating programs to foster greater independence and self-motivation in students. * Developing the capacity of student leaders to have more input into the direction, implementation and review of whole school policies and programs

Goal 1	Student Achievement Goal: To achieve continuous improvement in the learning growth of each student.
12 month target 1.1	<ol style="list-style-type: none"> 1. Demonstrate a 5% decrease of students in bottom 2 bands in Numeracy and Literacy (Reading) at Year 9 2. Improve the accuracy of teacher judgements so they are more closely aligned to NAPLAN data. 3. Demonstrate an upward trend within identified staff opinion survey variables of "Guaranteed and Viable Curriculum" and "Teacher Collaboration". 4. Demonstrate a 5% improvement in achieved versus expected in every VCE subject area in 2018 in comparison to 2017.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop and implement a response to intervention model to support students with significant learning delays in Numeracy and Literacy (Reading)
KIS 2	Build the capacity of teachers to make informed judgements based on Data and VCAA Study Designs and Victorian Curriculum
KIS 3	Review the College instructional model to incorporating high impact teaching strategies (HITS).

Goal 2	Student Engagement Goal: To improve engagement through increased authentic student agency in their learning.
12 month target 2.1	1. Demonstrate a 5% improvement in each identified ATS survey measure in 2018 in comparison to 2017
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Implement a response to intervention program for less engaged students at the College.
KIS 2	Improve the students self regulation and study skills
KIS 3	Improve the level of student voice and agency in their learning

Define Evidence of Impact and Activities and Milestones - 2018

Noble Park Secondary College (8813)

Goal 1	Student Achievement Goal: To achieve continuous improvement in the learning growth of each student.
12 month target 1.1	<ol style="list-style-type: none"> 1. Demonstrate a 5% decrease of students in bottom 2 bands in Numeracy and Literacy (Reading) at Year 9 2. Improve the accuracy of teacher judgements so they are more closely aligned to NAPLAN data. 3. Demonstrate an upward trend within identified staff opinion survey variables of "Guaranteed and Viable Curriculum" and "Teacher Collaboration". 4. Demonstrate a 5% improvement in achieved versus expected in every VCE subject area in 2018 in comparison to 2017.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop and implement a response to intervention model to support students with significant learning delays in Numeracy and Literacy (Reading)

Actions	Develop and implement an intervention model using support specialists in the areas of Literacy (Reading) and Numeracy for students with learning delays			
Evidence of impact	Teachers will use assessment instruments are being used to identify students in need of support and to determine learning needs in these areas Identified students with learning delays/gaps will be followed up and supported by school based staff There will be a decreased % of students achieving in the bottom two bands in NAPLAN Reading and Numeracy			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Advertise and appoint 2 intervention specialists	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement numeracy intervention model including targeted support for low performing students	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a literacy (reading) intervention model including targeted support for low performing students.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership capacity in the areas of Literacy and Numeracy will be developed through several staff enrolling in the Bastow Leading Literacy and Leading Numeracy at the Secondary Level courses	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Leadership capacity in the area of Curriculum Development and Documentation will be further developed via key staff enrolling in the Designing a Whole School Learning Architecture course through VASSP with Esther Weichert	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Student Achievement Goal: To achieve continuous improvement in the learning growth of each student.			
12 month target 1.1	1. Demonstrate a 5% decrease of students in bottom 2 bands in Numeracy and Literacy (Reading) at Year 9 2. Improve the accuracy of teacher judgements so they are more closely aligned to NAPLAN data. 3. Demonstrate an upward trend within identified staff opinion survey variables of "Guaranteed and Viable Curriculum" and "Teacher Collaboration". 4. Demonstrate a 5% improvement in achieved versus expected in every VCE subject area in 2018 in comparison to 2017.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Build the capacity of teachers to make informed judgements based on Data and VCAA Study Designs and Victorian Curriculum			
Actions	* Develop the capacity of teachers to assess using a range of data and school based assessment rubrics based on the Vic Curriculum and VCE/VCAL Study designs.			
Evidence of impact	Teachers will have a greater knowledge of the Victorian Curriculum levels and VCE/VCAL Study designs Teachers will reference student assessment and work samples via authentic assessment practices, creating greater clarity of student levels of achievement Students will have more realistic feedback about their level of achievement stimulating further learning Tasks in the classroom will be more aligned to Vic Curriculum and the VCE/VCAL study designs and student needs.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff will complete common assessment tasks on Compass that include Rubric assessment and overall judgement of Vic Curriculum levels	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum areas leaders to lead in the investigation, collection and distribution of a range of authentic assessment practices and/or norm referenced data.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Leaders and Teachers in each curriculum area will implement a range of authentic assessment practices when making teacher judgements of individual student performance against the expected Vic Curriculum and VCE/VCAL Study Design levels of achievement	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
VCE\VCA teachers will do an intensive analysis of the VCAA subject level; external assessment reports, statistical moderation reports and indicative grade report, for the last 2 years to identify trends and areas for improvement with collaboration of other teachers.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will team up with a colleague teaching the Same VCE subject to review their practice twice per year, or alternatively join a community of practice in this area	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Student Achievement Goal: To achieve continuous improvement in the learning growth of each student.
12 month target 1.1	<ol style="list-style-type: none"> 1. Demonstrate a 5% decrease of students in bottom 2 bands in Numeracy and Literacy (Reading) at Year 9 2. Improve the accuracy of teacher judgements so they are more closely aligned to NAPLAN data. 3. Demonstrate an upward trend within identified staff opinion survey variables of "Guaranteed and Viable Curriculum" and "Teacher Collaboration". 4. Demonstrate a 5% improvement in achieved versus expected in every VCE subject area in 2018 in comparison to 2017.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 3	Review the College instructional model to incorporating high impact teaching strategies (HITS).
Actions	Leadership team will undertake a year long review of the College with Pamela Maklin, including a review of our College Instructional Model.
Evidence of impact	The school will have a re-developed Instructional mode which better informs teacher practice goals.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ external consultant - Pamela Macklin as a coach for school improvement at NPSC	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Meet and undertake to review our current school practices and Pedagogical Model	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement Goal: To improve engagement through increased authentic student agency in their learning.
12 month target 2.1	1. Demonstrate a 5% improvement in each identified ATS survey measure in 2018 in comparison to 2017
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Implement a response to intervention program for less engaged students at the College.
Actions	The school will implement the 'Hands on Learning' Program to better engage students at school in their learning via <ul style="list-style-type: none"> * Goal setting * Teacher feedback * Community Projects * Relationship Building <p>The School will implement more effective tracking and follow up of student attendance via an 'attendance officer' who will track students, contact home and liaise with wellbeing and year level coordinator staff at the school.</p>
Evidence of impact	Identified students who have participates in the program will have: <ul style="list-style-type: none"> * Success in the program - meet their self-identified learning goals * improved student attendance at school and in the program (if this is an issue)

	* Improved behaviour in class as identified by teacher feedback provided to the program coordinators * Improved learning behaviours in their regular classes - according to students self-directed goals and teacher feedback			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Formalise agreement with HOL community group	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Form an oversight committee to support the implementation of the program	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Advertise and employ two staff to lead and run the program	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce staff and students to the Hands on learning program and how this will be used to target improving outcomes in the classroom for these students.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Organise the logistics, location, resources for the program to be implemented	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise the HOL processes to identify, track and support students entering and exiting the program	Team Leader(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School expand processes regarding tracking and following up attendance via an attendance officer	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Student Engagement Goal: To improve engagement through increased authentic student agency in their learning.			
12 month target 2.1	1. Demonstrate a 5% improvement in each identified ATS survey measure in 2018 in comparison to 2017			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 2	Improve the students self regulation and study skills			
Actions	The school will employ Elevate to build the capacity of students to have greater agency in their learning and study habits			
Evidence of impact	Student will use a range of strategies to support their learning in the classroom and at home * Literacy strategy*** * Organisation Skills * Goal Setting * Exam Techniques Teachers will implement relevant strategies during classes			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ elevate to implement a 2018 year 7-9 program	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$13,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Present Elevate program to staff and identify Curriculum areas that will use identified strategies from the program during the year	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Create support material to aide implementation (i.e. posters of strategies in all classrooms)	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement the program once per term during L2L for all classes in years 7-9	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	Student Engagement Goal: To improve engagement through increased authentic student agency in their learning.			
12 month target 2.1	1. Demonstrate a 5% improvement in each identified ATS survey measure in 2018 in comparison to 2017			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 3	Improve the level of student voice and agency in their learning			
Actions	School will research, develop and implement processes to improve feedback about learning with students and teachers			
Evidence of impact	Teachers will adapt their pedagogy, topics and practice to better meet student needs from the feedback received			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop and implement a process to trial gaining qualitative feedback from students and staff about their learning and engagement in class at one year level	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the trial with students and teachers at the year level	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Present findings, future plans and feedback from student and staff in the trial to the college	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Noble Park Secondary College (8813)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and implement numeracy intervention model including targeted support for low performing students	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Leading Numeracy course for identified staff
Develop and implement a literacy (reading) intervention model including targeted support for low performing students.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Leading literacy Course for identified staff
Leadership capacity in the areas of Literacy and Numeracy will be developed through several staff enrolling in the Bastow Leading Literacy and Leading Numeracy at the Secondary Level courses	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow

Leadership capacity in the area of Curriculum Development and Documentation will be further developed via key staff enrolling in the Designing a Whole School Learning Architecture course through VASSP with Esther Weichert	Team Leader(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants VASSP	<input checked="" type="checkbox"/> Off-site VASSP
All staff will complete common assessment tasks on Compass that include Rubric assessment and overall judgement of Vic Curriculum levels	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum areas leaders to lead in the investigation, collection and distribution of a range of authentic assessment practices and/or norm referenced data.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leaders and Teachers in each curriculum area will implement a range of authentic assessment practices when making teacher judgements of individual student performance against the expected Vic Curriculum and	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

VCE/VCAL Study Design levels of achievement						
VCE/VCA teachers will do an intensive analysis of the VCAA subject level; external assessment reports, statistical moderation reports and indicative grade report, for the last 2 years to identify trends and areas for improvement with collaboration of other teachers.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> On-site
Teachers will team up with a colleague teaching the Same VCE subject to review their practice twice per year, or alternatively join a community of practice in this area	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> Off-site Onsite or offsite with an identified colleague
Employ external consultant - Pamela Macklin as a coach for school improvement at NPSC	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Pamela Maklin	<input checked="" type="checkbox"/> On-site
Meet and undertake to review our current school practices and Pedagogical Model	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Pamela Maklin	<input checked="" type="checkbox"/> On-site

Present Elevate program to staff and identify Curriculum areas that will use identified strategies from the program during the year	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Elevate program specialists	<input checked="" type="checkbox"/> On-site
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

- [2017 CALENDAR.pdf \(0.24 MB\)](#)
- [2017 Teaching Staff V3.docx \(0.82 MB\)](#)
- [Cursor and 2017 Student Attitudes to School Survey 3.jpg \(0.11 MB\)](#)
- [PDP Year Cycle 2017 only.docx \(0.06 MB\)](#)
- [Professional Practice Rubric – E – Learning.docx \(0.18 MB\)](#)
- [Professional Practice Rubric – literacy.docx \(0.14 MB\)](#)
- [VCE Data Analysis.pdf \(0.68 MB\)](#)

Dimension 2

- [07 Maths Scope & Sequence AC 2016.docx \(0.02 MB\)](#)
- [handbook year 7 2017 DRAFT.docx \(0.57 MB\)](#)
- [Naplan Growth Analysis.xlsx \(0.09 MB\)](#)
- [Noble Park Online Quiet - Easy Wins .docx \(2.34 MB\)](#)
- [Noble Park Online Testing Platform – Instructions for Students Y10 Placement test.docx \(0.9 MB\)](#)
- [Noble Park Online Testing Platform – Instructions for Students Y8 NAPLAN test.docx \(0.9 MB\)](#)
- [Unit of Work - Yr 7 Angles 2015.docx \(0.04 MB\)](#)
- [Unit of Work - Yr 7 Co-ordinates 2014.docx \(0.04 MB\)](#)
- [Unit of Work - Yr 7 Measurement 2015.docx \(0.03 MB\)](#)
- [Unit of Work - Yr 7 Money 2014.docx \(0.04 MB\)](#)
- [Unit of Work - Yr 7 Number & Place Value 2015.docx \(0.03 MB\)](#)
- [Unit of Work - Yr 7 Number & Place Value 2016.docx \(0.03 MB\)](#)
- [Unit of Work - Yr 7 Number & Place Value Vic Curriculum 2017.docx \(0.04 MB\)](#)
- [Unit of Work - Yr 7 Probability 2015.docx \(0.03 MB\)](#)
- [Unit of Work - Yr 7 Representing Data topic 1 Vic curriculum 2017.docx \(0.04 MB\)](#)
- [Unit of Work - Yr 7 Representing Data Vic curriculum 2017.docx \(0.04 MB\)](#)
- [Unit of Work - Yr 7 Statistics 2015 copy.docx \(0.03 MB\)](#)

[Unit of Work - Yr 7 Statistics 2015.docx \(0.03 MB\)](#)

[Yr. 7 Semester 1 Curriculum.xlsx \(0.02 MB\)](#)

Dimension 5

[Attitudes to School Survey - Percentile Trend Analysis.pdf \(0.01 MB\)](#)

[CLT SIT Workshop \(201704011 ph\).pptx \(2.96 MB\)](#)

[Cursor and Driving School Improvement - Professional learning for educators - ACER.jpg \(0.17 MB\)](#)

[Leadership pres 12th oct revised.pptx \(0.61 MB\)](#)

[RTI Overview Day Gavin Grift .pdf \(10.26 MB\)](#)

[School Staff Survey – Module Trend Analysis.pdf \(0.02 MB\)](#)

[SE Region 28 July.pdf \(3.15 MB\)](#)

[Student opinion Survey.png \(0.09 MB\)](#)

Dimension 9

[2017 Student Attitudes to School Survey.pdf \(1.04 MB\)](#)

[Attitude to Schools focus group.docx \(0.11 MB\)](#)

[Attitudes to School Survey - Percentile Trend Analysis.pdf \(0.01 MB\)](#)

[L2L Session - Student Voice.pptx \(6.1 MB\)](#)

[Planned Excursions.docx \(0.08 MB\)](#)

Dimension 10

[2017 Student Attitudes to School Survey.pdf \(1.04 MB\)](#)

[Cursor and 2017 Student Attitudes to School Survey.jpg \(0.12 MB\)](#)

[IEP Guidelines term 4.docx \(0.08 MB\)](#)

[Inclusion Caseload T4 2017.docx \(0.02 MB\)](#)

[Possible Adaptations, Modifications and Strategies for Inclusion Students.docx \(0.01 MB\)](#)

[Sample of English Learning Outcomes.docx \(0.01 MB\)](#)

[Samples of Maths Learning Outcomes.docx \(0.01 MB\)](#)

[School Staff Survey – Module Trend Analysis.pdf \(0.02 MB\)](#)

Dimension 13

[2017 Welfare program planning.docx \(0.28 MB\)](#)

[Arts + Tech 2017 Brochure - Myriad Pro.pdf \(9.4 MB\)](#)

[Cursor and 2017 Student Attitudes to School Survey 2.jpg \(0.11 MB\)](#)

[Draft 3 Rubric Arts Technology.docx \(0.1 MB\)](#)

[Draft 4 Year 7 Drama Program and Assessment Overview.docx \(0.13 MB\)](#)

[flier.docx \(0.37 MB\)](#)

[individual student interventions with agencies.docx \(0.01 MB\)](#)

[Smart Giving 2017 Student Engagement Round-SG17046.pdf \(0.09 MB\)](#)

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