

2018 Annual Implementation Plan

for improving student outcomes

North Geelong Secondary College (7856)



Submitted for review by Nick Adamou (School Principal) on 10 November, 2017 at 04:23 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 13 February, 2018 at 03:52 PM
Endorsed by Dirk Heitmann (School Council President) on 21 February, 2018 at 02:20 PM

Self-evaluation Summary - 2018

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>In 2017 the school community has grown with an extra 20 staff members employed (17 teachers and 3 ES). The student numbers have increased by more than 120 students from the previous year. The school has a strong induction program for all new staff members and a strong student transitions program ensuring that everyone is fully immersed and fully aware of the school community. The school has high expectations from all students, staff and parents, and currently enjoys a good reputation in the wider school community. Through the AIP annual self-evaluation, as a school community we are aware of the areas of improvement and the next level of work. Data is showing that the student outcomes in some areas have improved, in particular, the value added of matched cohorts; however, there are some areas where the school needs to focus, reviewing current strategies and programs to ensure improved student outcomes.</p> <p>The AIP self-evaluation has highlighted the areas of FISO priorities that the school is embedding or excelling. It also highlighted the areas that the school is evolving or emerging. The following areas are the areas that the school needs to address; Student outcomes, VCE Allstudy score, NAPLAN, VCAL curriculum development documentation and assessment and embedding a reading and writing strategy across all KLAs, as part of the whole school Literacy plan. The school also needs to continue building teacher capacity in particular in the teaching and learning of EAL students in the mainstream classes. This process has enabled the school to reflect on 2017 and identify new initiatives or dimensions to be included in</p>
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	the 2018 AIP in reference to the School Strategic Plan 2017 – 2020. 2018 will see the school undergo a major refurbishment to upgrade the school facilities.
Considerations for 2018	<p>In the last five years NGSC community has improved in many ways. However, keeping in mind the low number of students in its school's Designated Neighbourhood Area (DNA) and the opening of a new school in our catchment area, the school community is presented with many challenges going into the future. One of these challenges is to ensure that the school continues to provide strong outcomes and to be a 'school of choice' attracting students in particular the independent and catholic sectors. The number of enrolments from Catholic and independent students has increased dramatically in the last three years. The review, evaluation and update of current curriculum programs to continue improving student outcomes is also at the forefront of our next steps and 'where from here'. Student outcomes (NAPLAN, VCE, VCAL completion, VET completion) need to be improved through an array of FISO strategies that the school has in place or planning to implement in 2018. Currently the reputation and community perception that the school enjoys will only be strengthened by continuing to improve student outcomes. The school is in the process of major capital works program beginning in December, 2017. The refurbishment of the school will update all the old school facilities and create modern outdoor student areas, however, many challenges will be presented to us in the next 18 months with the school population reaching capacity and works occurring on site.</p> <p>The school will continue to focus on FISO Domains; Excellence in Teaching and Learning, Positive climate for learning and Community engagement in learning and initiatives 'Empowering students and building school pride' and 'Building Communities'. Also the school will continue building staff capacity to work with students supporting and extending them to determine their learning goals based on 'I can statements', providing and responding to feedback and promoting student motivation through purposeful and authentic learning tasks.</p>
Documents that support this plan	2017 AIP NGSC.docx (0.13 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

North Geelong Secondary College (7856)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative												
<p>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</p>	<ul style="list-style-type: none"> NAPLAN Year 7 to 9 Relative growth measures to show improvement each year of the Strategic Plan, at least: <table border="1" data-bbox="616 624 1059 994"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>30</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>25</td> <td>20</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Consistently equal (similar) or exceed (higher) state benchmarks through NAPLAN Year 9 (Reading and Numeracy), VCE mean study score and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Source: Government School 		Low Equal to or less than %	High Equal to or greater than %	Numeracy	30	20	Reading	25	20	Writing	35	15	Yes	<p>Numeracy: low growth to be less than 38%; high growth to be more than 18%</p> <p>Reading: low growth to be less than 30%; high growth to be more than 18%</p> <p>Writing: low growth to be less than 40% ; high growth to be more than 13%.</p> <p>All other targets as per 4 year targets.</p>	Building practice excellence
	Low Equal to or less than %	High Equal to or greater than %														
Numeracy	30	20														
Reading	25	20														
Writing	35	15														

	<p>Performance Summary (Annual Report)</p> <ul style="list-style-type: none"> • All VCE class study scores are at or above General Achievement Test (GAT) predictions each year of the Strategic Plan. • Completion rates for VCAL units of competency to increase each year of the strategic plan; participation (attendance) and completion of SBAT and VETiS programs also to increase over the course of the strategic plan. • Each student meets or exceeds the set growth targets in English, and Mathematics annually, over the life of the Strategic Plan using triangulated data incorporating the Victorian Curriculum. 			
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	<ul style="list-style-type: none"> • Attitude to School Survey (AtSS) variables, Connectedness to Peers, and Teaching and Learning mean factor scores are at least 3.5 on a 5 point scale (mostly 'agree' or 'strongly agree') 	Yes	Data to be reviewed for 2019 AIP to allow for two year comparison of the new AtoSS. (Due to: Connectedness to Peers has no continuity, and the Teaching and Learning factors do not have directly	Empowering students and building school pride

<p>valued members of their community.</p>	<p>over the life of the Strategic Plan.</p> <ul style="list-style-type: none"> • • Over the life of the SSP, Parent Opinion Survey (POS) School Improvement (94.9) General Satisfaction (93.6) • Parent Input (85.2) • School Climate percentiles, to be at least at or above 2016 benchmarks (in brackets). • Average days absent per full time equivalent (FTE) student per year over the life of the Strategic Plan are similar or lower than similar schools as per intake adjusted data. Source: Government Schools Performance Summary (Annual Report) 		<p>corresponding factors in AtoSS 2017). School Climate data can be used. POS: School Improvement to be at least at or above 90% positive, General Satisfaction to be at or at least 93% positive, Parent participation and involvement to be at or at least 79% positive, based on 2017 data.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • Over the life of the SSP, AtSS factors to show improvement from the 2016 benchmark data; Student Safety (4.17) • Student Distress (4.93) • Classroom behaviour (2.73) • Over the life of the SSP, Parent Opinion Survey 	<p>No</p>	<p>To be reviewed for 2019 AIP to allow for two year comparison of AtoSS.</p>	

	<p>(POS)Connectedness to Peers (63.7)School Connectedness (78.4)</p> <ul style="list-style-type: none"> • Student Motivations (83.9) • Student Engagement percentiles, to be at least at or above 2016 benchmarks (in brackets). • Wellbeing factors 'Connectedness to School' and student perceptions of 'Safety' are similar or higher than similar schools over the life of the Strategic Plan. Source: Government Schools Performance Summary (Annual Report) 			
<p>Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices. This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals</p>	<p>Over the life of the Strategic Plan, School Staff Survey (SSS), School climate module component mean factor scores for principal and teacher, to be at least at or above 2016 benchmarks (in brackets).</p> <ul style="list-style-type: none"> • Collective Efficacy (61.27) • Academic emphasis (57.08) • Staff trust in colleagues (74.08) • Teacher Collaboration (62.04) 	Yes	Measures and targets to be used according to School Staff Survey (SSS) and School Climate Strategic Plan (SP) targets.	Building leadership teams

	<ul style="list-style-type: none"> • Parent and community involvement (65.97) • Collective focus on Student Learning (70.05) <p>Guaranteed and Viable Curriculum (66.92)</p>			
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Improvement Initiatives Rationale
<p>Literacy and numeracy improvements are key to building overall academic outcomes that are expected to positively affect VCE results. Focused attention on Reading programs needs to occur in 2018 as the NAPLAN Reading outcomes and growth have decreased to a concerning level. Writing processes will continue to be a focus as they become embedded in junior years. Numeracy data indicated recent improvement but is below state/region levels.</p> <p>Continued work in collaborative teams (i.e. PLCs and KLA/PLTS) are expected to achieve increased understanding and use of student learning data.</p> <p>The VCE improvement strategies (Focus on Language preparedness, exam preparation, academic aspiration) are to be maintained and embedded consistently across all VCE subjects. The school is experiencing an increase in student interest in VCAL, SBATs, VET in schools programs, therefore the school needs to continue delivering these programs in a cohesive and collaborative manner.</p>

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	<p>Numeracy: low growth to be less than 38%; high growth to be more than 18%</p> <p>Reading: low growth to be less than 30%; high growth to be more than 18%</p> <p>Writing: low growth to be less than 40% ; high growth to be more than 13%.</p> <p>All other targets as per 4 year targets.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Continue to consistently embed High Impact Teaching Strategies (HITS) aligned to the school's Teaching and Learning Framework

KIS 2	Develop and implement a Year 7 to 10 guaranteed and viable curriculum (scope and sequence) aligned to the Victorian curriculum that informs pathways to Senior studies (VCE and VCAL)
KIS 3	Continue to use student data (analyse and interpret) to inform Teaching and Learning

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	Data to be reviewed for 2019 AIP to allow for two year comparison of the new AtoSS. (Due to: Connectedness to Peers has no continuity, and the Teaching and Learning factors do not have directly corresponding factors in AtoSS 2017). School Climate data can be used. POS: School Improvement to be at least at or above 90% positive, General Satisfaction to be at or at least 93% positive, Parent participation and involvement to be at or at least 79% positive, based on 2017 data.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To continue building consistency and accuracy in recording attendance (Compass SM Tool) and promote the value to learning outcomes by improved student attendance

Goal 3	Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices. This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals
12 month target 3.1	Measures and targets to be used according to School Staff Survey (SSS) and School Climate Strategic Plan (SP) targets.
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Enhance the capacity and capabilities of the school's leadership team

KIS 2	Refine and strengthen a distributed leadership structure with leadership roles focused on supporting teachers to build teaching and learning capacity and reflective practice
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Define Evidence of Impact and Activities and Milestones - 2018

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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 target	Numeracy: low growth to be less than 38%; high growth to be more than 18% Reading: low growth to be less than 30%; high growth to be more than 18% Writing: low growth to be less than 40% ; high growth to be more than 13%. All other targets as per 4 year targets.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Continue to consistently embed High Impact Teaching Strategies (HITS) aligned to the school's Teaching and Learning Framework			
Actions	Establish a Learning Specialist to support the development of High Impact Strategies (HITS) in all classrooms. PLC process to focus on HITS Prioritise HITS as focus areas for professional learning and classroom observations Teachers to include HITS in at least one PDP goal Relevant HITS documented in curriculum statements and professional learning/sharing to occur in KLAs			
Evidence of impact	Learning Specialist working with teachers. Data used in classroom aligned with HITS HITS written into documentation and explored/implemented within KLAs Classroom observations indicate high level of implementation of HITS Improved accuracy of teacher judgements			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Learning Specialist in place by end of 2017 for beginning work in 2018.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Classroom observations indicating implementation of HITS	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
HITS referenced in curriculum documentation; shared with teachers	KLA leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used
PLC process includes HITS	Learning specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
HITs evident in PDP goals	Teacher(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

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 target	Numeracy: low growth to be less than 38%; high growth to be more than 18% Reading: low growth to be less than 30%; high growth to be more than 18% Writing: low growth to be less than 40% ; high growth to be more than 13%. All other targets as per 4 year targets.
FISO Initiative	Building practice excellence

Key Improvement Strategy 2	Develop and implement a Year 7 to 10 guaranteed and viable curriculum (scope and sequence) aligned to the Victorian curriculum that informs pathways to Senior studies (VCE and VCAL)			
Actions	<p>All KLAs to develop curriculum documentation and scope and sequence documentation that show clear lines of sight into senior programs.</p> <p>A focus will be the subjects (mainly year 9 and 10) where clear mapping of Vic Curriculum is not possible, (i.e. Outdoor Education, Physics/Enviro science, Bio/Chem science, The Body in Action, Robotics etc.)</p> <p>Documentation of the SEAL curriculum</p> <p>Articulate a clear understanding for teachers and students of 'above standard' capacity in rubrics/assessment</p>			
Evidence of impact	<p>Scope and sequence/curriculum documentation completed by KLAs; SEAL, engagement/theme subjects</p> <p>Staff in KLAs know and implement the scope and sequence relevant to their subject areas.</p> <p>Inclusion of 'above standard' evidence in rubrics</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Scope and sequence completed and implemented SEAL curriculum documented/implemented	KLA leader	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Update rubrics with clearly articulated 'above standard' evidence	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used

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 target	<p>Numeracy: low growth to be less than 38%; high growth to be more than 18%</p> <p>Reading: low growth to be less than 30%; high growth to be more than 18%</p> <p>Writing: low growth to be less than 40% ; high growth to be more than 13%.</p> <p>All other targets as per 4 year targets.</p>

FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Continue to use student data (analyse and interpret) to inform Teaching and Learning			
Actions	<p>Implement testing and assessment program - On Demand, PAT testing, exam, assessment schedule, learning tasks</p> <p>Utilise PLCs/PDPs to understand and improve student learning data; develop understanding about the evidence for one year's growth</p> <p>Build capacity for accuracy in evidence based assessment against the Vic curriculum achievement standards; moderation practices, assessment for/as/of learning, analysis of assessment rubrics</p> <p>Workshop with Carmel Richardson re GAT.</p> <p>Develop VCAL course documentation to support the completion of VCAL 'units of competency'.</p> <p>Implement vocab/literacy strategies to improve assessments and exam preparation.</p> <p>Implementation of Edrolo in senior classes</p>			
Evidence of impact	<p>NAPLAN data improvements as per SP targets</p> <p>Teacher judgement data becoming consistent within the school and against other data sources (NAPLAN, ON Demand, PAT, GAT)</p> <p>Use of moderation practices in wider range of KLAs, other than English</p> <p>Students knowing and using their achievement data</p> <p>VCE data compared to GAT - VCE All school/English/Maths mean scores</p> <p>Teachers reporting data use in PLCs/PDPs</p> <p>VCAL 'units of competency' completion data</p> <p>Edrolo reports</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
NAPLAN process implemented	Curriculum co-ordinator (s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC process to facilitate staff to identify and use data	Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used

GAT workshop	Leadership team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of Edrolo	KLA leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> 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 target	Data to be reviewed for 2019 AIP to allow for two year comparison of the new AtoSS. (Due to: Connectedness to Peers has no continuity, and the Teaching and Learning factors do not have directly corresponding factors in AtoSS 2017). School Climate data can be used. POS: School Improvement to be at least at or above 90% positive, General Satisfaction to be at or at least 93% positive, Parent participation and involvement to be at or at least 79% positive, based on 2017 data.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	To continue building consistency and accuracy in recording attendance (Compass SM Tool) and promote the value to learning outcomes by improved student attendance
Actions	Set expectations for staff through induction and first day (2018 Day 1) processes about the importance of accurate consistent attendance reporting. Support staff to use Compass online platform Support Student Managers to generate attendance reports and sub-school assistants to follow up absences Promote the importance of attendance (and the impact of absence), and the value of education, to school community/parents/guardians Update Attendance Policy; communicate Attendance Policy to school community Provide engagement programs: AIME, Growth, Excellence in Sports, Youth justice, mentoring
Evidence of impact	Increased and improved use of Compass to record attendance. More frequent attendance reports are generated and used for identifying students with 'at risk' attendance Lower 'days absent rate' per year level and whole school per EFT student, i.e. 18 days or less 'days absent' Improved student data - NAPLAN, On Demand, VCE Improved communication with families about attendance

	<p>Student involvement in engagement programs Increase in the Attitudes to School Survey measures of 'student sense of connectedness' (> 79.3), 'attitudes to attendance' (> 58.3), 'resilience' (> 65.9), 'sense of confidence' (> 45.5) Increase Parent Opinion Survey measures of 'school support' (> 82%), 'teacher communication' (> 75%), 'confidence and resiliency skills' (> 86%)</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Use of compass to accurately record attendance	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular absence checks per year level/sub-school (by Compass reports) implemented and followed up by Sub-School Assistant	Year level co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance Policy updated and distributed	Assistant principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Teachers and Home Group teachers have timely conversations with students/parents/guardians about attendance concerns, and work with families to improve attendance, or to keep the student engaged with the learning program - recorded on Compass	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices. This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals
12 month target 3.1 target	Measures and targets to be used according to School Staff Survey (SSS) and School Climate Strategic Plan (SP) targets.
FISO Initiative	Building leadership teams

Key Improvement Strategy 1	Enhance the capacity and capabilities of the school's leadership team			
Actions	VASSP field officer to work with Leadership team Conduct Leadership Meetings, including Leading Teacher meetings Access to PD Create role clarity for Leading Teachers and Learning Specialists			
Evidence of impact	Surveys to indicate improvements in Leadership (SSS (Leadership overall score>70%), POS (improvements across the Student Cognitive Engagement Domain)) PDPs of leadership staff indicate confidence and growth in leadership capacity Increased attendance at Leading Teacher meetings			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
VASSP involvement with Leadership	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify /celebrate improvements in SSS, POS (as above)	Leadership team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices. This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals
12 month target 3.1 target	Measures and targets to be used according to School Staff Survey (SSS) and School Climate Strategic Plan (SP) targets.
FISO Initiative	Building leadership teams
Key Improvement Strategy 2	Refine and strengthen a distributed leadership structure with leadership roles focused on supporting teachers to build teaching and learning capacity and reflective practice

Actions	<p>Calendar of meeting structure aligned with EBA KLAs and program teams are led by Leading Teachers and POR staff Support for leadership development for those in Leading Teacher and POR roles in the form of coaching/mentoring/professional reading/professional learning opportunities PLC process supported and led by Leading Teachers Teachers participating in PLCs and classroom observations Cohesive induction process throughout the year to support graduate teachers and new teachers to the school</p>			
Evidence of impact	<p>Calendar in place and updated per term (or as required) and meetings occurring that have purpose and productivity, with minutes distributed PDPs indicate that leaders have developed capacity in one or more leadership areas Teachers have focused areas for professional learning Teachers using the PLC process as a platform for targeted Teaching and Learning development Teachers using the classroom observation process as a platform for targeted Teaching and Learning development</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PDPs reflect i) leadership development, as appropriate, and ii) staff Professional Development plans are established	Team leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Calendar established for meeting structure. Meetings are productive, well attended by members, student focused, minutes taken and distributed	Leadership team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom observations and reflections occurring in a structured manner	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

North Geelong Secondary College (7856)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning Specialist in place by end of 2017 for beginning work in 2018.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
HITS referenced in curriculum documentation; shared with teachers	KLA leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
PLC process includes HITS	Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
PLC process to facilitate staff to identify and use data	Curriculum co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
GAT workshop	Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <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"/> External consultants Carmel Richardson, GAT data expert	<input checked="" type="checkbox"/> On-site
Implementation of Edrolo	KLA leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Use of compass to accurately record attendance	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass training staff	<input checked="" type="checkbox"/> On-site
Regular absence checks per year level/sub-school (by Compass reports) implemented and followed up by Sub-School Assistant	Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
VASSP involvement with Leadership	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Classroom observations and reflections occurring in a structured manner	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Self-evaluation Summary

[2017 AIP NGSC.docx \(0.13 MB\)](#)