

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Northern Bay P-12 College (8901)



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

Define actions, outcomes, 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	Reduce the percentage of students with more than 20 days of absence as shown: Years Prep to 6 – 39% or less (43) 2023 Years 7 to 12 – 45% percent or less (48) 2023 Numeracy: - Year 3 T2B to 21 percent and Year 3 B2B to 35 percent - Year 5 T2B to 13 percent, from 12 percent (Gr 3 - 2021) and Year 5 B2B to 40 percent, from 43 percent (Gr 3 - 2021) - Year 7 T2B to 10 percent, from 8 percent (Gr. 5 2021) and Year 7 B2B to 35 percent, from 42 percent (Gr. 5 2021) - Year 9 T2B to 5 percent, from 2 percent (Yr. 7 - 2021) and Year 9 B2B to 45 percent, from 53 percent (Yr. 7 - 2021).
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	Continue to maintain and monitor consistent application of the College wide Tutor learning initiative
Outcomes	Tutors will: - Continue to be supported by PoD and Team Leaders Students will: - Engage in data informed learning programs

Success Indicators	<ul style="list-style-type: none"> - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies - Student progress 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of a Tutor program to support 'catch-up' learning for identified students	☐ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
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	Utilise BSEM processes to further embed routines and prioritise time in the school day and classes to revisit these regularly			
Outcomes	Calm, orderly learning environments			
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Berry Street - Consistency of Planning and Implementation of Focus Plans Clear map/outline of programs to be delivered by MH&WBLinPS	<ul style="list-style-type: none"> ☐ All staff ☐ Leadership team ☐ Wellbeing team 	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Disability Inclusion Tier 2 Funding will be used
Goal 2	Improve the achievement and learning growth of all students.			

<p>12-month target 2.1 target</p>	<p>Reading:</p> <p>Year 3 T2B to 33 percent and Year 3 B2B to 25 percent</p> <p>Year 5 T2B to 23 percent, from 20 percent (Gr 3 - 2021) and Year 5 B2B to 20 percent, from 21 percent (Gr 3 - 2021)</p> <p>Year 7 T2B to 17 percent, from 15 percent (Gr. 5 2021) and Year 7 B2B to 32 percent, from 32 percent (Gr. 5 2021)</p> <p>Year 9 T2B to 7 percent, from 5 percent (Yr. 7 - 2021) and Year 9 B2B to 40 percent, from 50 percent (Yr. 7 - 2021)</p> <p>Writing:</p> <p>Year 3 T2B to 35 percent and Year 3 B2B to 20 percent</p> <p>Year 5 T2B to 23 percent, from 23 percent (Gr 3 - 2021) and Year 5 B2B to 21 percent, from 21 percent (Gr 3 - 2021)</p> <p>Year 7 T2B to 5 percent, from 1 percent (Gr. 5 2021) and Year 7 B2B to 38 percent, from 44 percent (Gr. 5 2021)</p> <p>Year 9 T2B to 6 percent, from 3 percent (Yr. 7 - 2021) and Year 9 B2B to 50 percent, from 58 percent (Yr. 7 - 2021)</p> <p>Numeracy:</p> <p>Year 3 T2B to 21 percent and Year 3 B2B to 35 percent</p> <p>Year 5 T2B to 13 percent, from 12 percent (Gr 3 - 2021) and Year 5 B2B to 40 percent, from 43 percent (Gr 3 - 2021)</p> <p>Year 7 T2B to 10 percent, from 8 percent (Gr. 5 2021) and Year 7 B2B to 35 percent, from 42 percent (Gr. 5 2021)</p> <p>Year 9 T2B to 5 percent, from 2 percent (Yr. 7 - 2021) and Year 9 B2B to 45 percent, from 53 percent (Yr. 7 - 2021).</p>
<p>12-month target 2.2 target</p>	<p>Reading:</p> <p>Year 5 to 70 percent, from 69 percent (2021), Year 7 to 70 percent, from 67 percent (2021), Year 9 to 55 percent, from 52 percent (2021)</p> <p>Writing:</p> <p>Year 5 to 65 percent, from 61 percent (2021), Year 7 to 75 percent, from 73 percent (2021), Year 9 to 65 percent, from 60 percent (2021)</p> <p>Numeracy:</p>

	Year 5 to 70 percent, from 68 percent (2021), Year 7 to 75 percent, from 71 percent (2021), Year 9 to 65 percent, from 64 percent (2021).
12-month target 2.3 target	Average Mean Study Score: 25 VM Unit Completion: 80% VM Certificate Completion: 80%
12-month target 2.4 target	Teaching and Learning – Practice Improvement (Overall score) to 67% (66% 2023) Climate – Collective efficacy to 55% (68% 2023) Climate – Guaranteed and viable curriculum to 60% (65%2023)
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop all teachers' and leaders' capability to engage, support and extend students in their learning, at their point of need.
Actions	<ul style="list-style-type: none"> • Further investigate and take action toward the ongoing work around P-12 curriculum alignment across Literacy and Numeracy • Consistent goal setting / conferencing with students • Using data purposefully to create powerful & authentic teaching & learning programs
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure teachers integrate Victorian Curriculum learning progressions in all Learning Programs F-10 • Ensure teachers integrate VCAA Study Designs and Unit Guides (11-12) • Ensure teacher planning reflects consistent use of Inquiry Cycle • Ensure teacher planning reflects learner needs as evidenced by data • Use and share a common language and protocols to talk about and evaluate teaching and learning at NBC <p>Staff will:</p> <ul style="list-style-type: none"> • Use the Victorian Curriculum learning progressions in curriculum planning F-10 • Demonstrate consistent implementation of NBC Learning Models in Unit Planners • Develop and moderate assessments that effectively measure student learning • Engage in data conversations using common assessments • Optimise student agency through goal setting, student choice and interest • Employ common and consistent practices and language which are vertically aligned F-10 <p>Students will:</p>

	<ul style="list-style-type: none"> • Co-design, monitor and reflect on their learning goals • Articulate what they are learning and why. • Give and receive feedback regarding their learning progression and teacher practice • Self Regulation of Learning (Intrinsic motivation) • Show increased learning growth • Understand and employ strategies that support them to set and attain learning goals 			
Success Indicators	<ul style="list-style-type: none"> • NAPLAN data • Victorian Curriculum Teacher Judgement data • Student Attitudes to School Survey • School Staff Survey • Parent Opinion Survey • Year 12 Completion rates • VCE English and All Score mean scores 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Further embed a consistent model and process for Pod Data Conversations that reflect whole class, small group and individual needs. - Analysing and using data to recognise students point of need and assist differentiation	<input type="checkbox"/> All staff <input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of Learning Adjustment specialist roles across all Campuses. These staff will work with Classroom Teachers and Inegration Aides to ensure that Learning Adjustmnets are implemneted with fidelity	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Introduction of a specilaised Year 9 program for students who are more that 2 years behind expected standard. This will be an intensive program aimed at point of need and to support students to achieve high outcomes in their senior years	<input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Building staff capacity and ensuring staff feel empowered to provide differentiation in the classroom to ensure all students can learn and are therefore engaged and achieve greater student agency and higher expectations.	<input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 2.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	Build consistency and rigor in the implementation of agreed instructional approaches across the college.			
Actions	<ul style="list-style-type: none"> • Teacher planning documents that reflect the instructional model. • Video examples of lesson structure for literacy and numeracy elements (like in DC) • Implement actions toward the ongoing work around P-12 curriculum alignment across Literacy and Numeracy 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure teachers integrate Victorian Curriculum learning progressions in all Learning Programs F-10 • Ensure teachers integrate VCAA Study Designs and Unit Guides (11-12) • Use and share a common language and protocols to talk about and evaluate teaching and learning at NBC <p>Staff will:</p> <ul style="list-style-type: none"> • Use the Victorian Curriculum learning progressions in curriculum planning F-10 • Demonstrate consistent implementation of NBC Learning Models in Unit Planners • Develop and moderate assessments that effectively measure student learning • Engage in data conversations using common assessments • Optimise student agency through goal setting, student choice and interest • Employ common and consistent practices and language which are vertically aligned F-10 <p>Students will:</p> <ul style="list-style-type: none"> • Co-design, monitor and reflect on their learning goals • Articulate what they are learning and why. • Give and receive feedback regarding their learning progression and teacher practice • Self Regulation of Learning (Intrinsic motivation) • Show increased learning growth • Understand and employ strategies that support them to set and attain learning goals 			
Success Indicators	<ul style="list-style-type: none"> • Student Attitudes to School Survey • School Staff Survey - particularly regards curriculum implementation - Learning Walk Data and both qualitative and quantitative 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Professional Learning Walks - Reflecting on HITS, college wide instructional models along with the foci of College PLCs	☐ All staff	☐ PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Further work to ensure that the college has a documented, understood and agreed set of instructional models and lesson planning structure	☐ All staff ☐ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teachers' knowledge and skills in the teaching of Literacy and Numeracy.			
Actions	<ul style="list-style-type: none"> • Ongoing development of Worked Examples, • Further refining subject specific scaffolding and the further use of 'Bump it Up documentation and WAGOLLS • Ongoing quality PL- especially VCOP • Investigating the implementation of college wide Problem Solving methodology (Maths) possibly CHASE 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure teachers integrate Victorian Curriculum learning progressions in all Learning Programs F-10 • Ensure teachers integrate VCAA Study Designs and Unit Guides (11-12) • Ensure teacher planning reflects consistent use of Inquiry Cycle • Ensure teacher planning reflects learner needs as evidenced by data <p>Saff will:</p> <ul style="list-style-type: none"> • Use the Victorian Curriculum learning progressions in curriculum planning F-10 • Demonstrate consistent implementation of NBC Learning Models in Unit Planners • Develop and moderate assessments that effectively measure student learning • Engage in data conversations using common assessments • Utilise Data Driven Formative assessment to support with ongoing Learning and Teaching planning <p>Students will:</p> <ul style="list-style-type: none"> • Give and receive feedback regarding their learning progression and teacher practice • Literacy and Numeracy Autonomy (creating independent and responsible learners) 			

	<ul style="list-style-type: none"> Show increased learning growth Understand and employ strategies that support them to set and attain learning goals 				
Success Indicators	<ul style="list-style-type: none"> NAPLAN data Victorian Curriculum Teacher Judgement data Student Attitudes to School Survey School Staff Survey Parent Opinion Survey Year 12 Completion rates VCE English and All Score mean scores 				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Continue to refine college wide landing page documentation	<input type="checkbox"/> Leadership team <input type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00	
Curriculum Day Foci – Development of professional learning goals and structures for these important staff professional learning occasions	<input type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$100,000.00	
Investigate and develop a model for the formalised development and monitoring of individual student goals for reading, writing and math.	<input type="checkbox"/> All staff <input type="checkbox"/> Leadership team <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	
Continue to maintain momentum and ongoing Teacher learning with respect to VCOP	<input type="checkbox"/> Leadership team <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used	
Continue to maintain momentum and ongoing Teacher learning with respect to Numeracy - Big Ideas in Maths and Numeracy across teh Curriculum	<input type="checkbox"/> Leadership team <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used	

Goal 3	Enhance inclusion and engagement for all students.			
12-month target 3.1 target	Student voice and agency to 55% in Years 4-6, (47% 2023), to 50% in Year 7-9 (44% 2023)and to 55% in Years 10-12, from (54% 2023)			
12-month target 3.2 target	Reduce the percentage of students with more than 20 days of absence as shown: Years Prep to 6 – 39% or less (43) 2023 Years 7 to 12 – 45% percent or less (48) 2023			
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Ensure rigour and effectiveness in the implementation of agreed approaches that promote students' wellbeing, positive behaviours, attendance and inclusion.			
Actions	<ul style="list-style-type: none"> Establish and promote positive behaviours towards school attendance. Family services, wellbeing and government services all working alongside teachers and leaders to improve attendance. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Ensure all parents are on Compass Provide staunsa and staff the opportunity to engage in discussion and professional practice regarding what makes a harmonious and positive learning environment <p>Staff will:</p> <ul style="list-style-type: none"> Implement the SWPBS matrix Regularly provide feedback on progress and engagement to students and families <p>Students will:</p> <ul style="list-style-type: none"> Set their own personal goals Remain accountable to the college values Make efforts to attend and engage in all lessons 			
Success Indicators	BSEM Implementation Tool Student Attitudes to School Survey Attendance Data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to utilise defined engagement programs such as - Ocean Mind, targeting chronic non-attendance	☐ Leadership team	☐ PLP Priority	from: Term 1	\$0.00

	<ul style="list-style-type: none"> ☐ Wellbeing team 		to: Term 4	
Continue to imlemnet programs such as 'Year 8-9 Stepping Stones' that focus on tranisition through 'milestone year levels' Eg. Year 2 - 3; Year 6-7; Year 8-9 and Year 10-11.	<ul style="list-style-type: none"> ☐ Leadership team ☐ Leading teacher(s) 	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00
Retention Explicit work into understanding the motivation behind student exits to local government schools between Year 7 and Year 10 - what are they looking for? . - Increase of transition info nights being offered to increase retention - Further develop Transition Visits with the Kinder Transition speed dating with kinder teachers"	<ul style="list-style-type: none"> ☐ Leadership team ☐ Leading teacher(s) 	☐ PLP Priority	from: Term 1 to: Term 4	\$5,000.00
SWPBS - Explicit teach, review and practice of values during Starting Right each term.	<ul style="list-style-type: none"> ☐ All staff ☐ Leadership team ☐ Mental health and wellbeing leader 	☐ PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Providing an oppportunity for Years 5 - 10 students to engage in a school holiday program targetting student engagement and attendance	<ul style="list-style-type: none"> ☐ Wellbeing team 	☐ PLP Priority	from: Term 2 to: Term 4	\$30,000.00
Student Enrichment Programs: - Scholarship and Student Leadership programs	<ul style="list-style-type: none"> ☐ Leadership team 	☐ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☐ Equity funding will be used
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen	Empower students through increased agency, self-regulation and challenge in their learning.			

students' participation and engagement in school				
Actions	Student focus and consultation groups Implement learning program that champions student agency Student voice is activated in the classroom Develop pedagogical practice that aligns with the DET Amplify resource relating to Student voice, leadership and agency			
Outcomes	Staff will: - Reflect and work in SoL teams to ensure Student Agency is visible in their learning environment - Commit to include the new values in their planning processes Students will: - Be agential learners who proactively participate in their learning program			
Success Indicators	BSEM Implementation Tool Student Attitudes to School Survey Attendance Data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The ongoing investigation and development of Co -design curriculum committees (Students and staff). Potentially begin with Start with VCAL and Year 9	<input type="checkbox"/> Leadership team <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilising Developmental Curriculum and ERP's to unpack the next steps for inclusion of Student Agency in the college Pedagogical Model	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
PIVOT - continue to implement the use of PIVOT surveys (Year 9-12) and subsequent review and applied learning. Introduce PIVOT to Year 7-8 teams also	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Campus and College SRC. Student leadership & mentor program	<input type="checkbox"/> Leadership team <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Further development of the Social and Emotional learning curriculum that is taught as an explicit subject in Years Prep-6 with further investigation and introduction of this work at Year7 -12	<input type="checkbox"/> Mental health and wellbeing leader <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00