

# 2018 Annual Implementation Plan

## for improving student outcomes

Northern Bay P-12 College (8901)



Submitted for review by Frederick Clarke (School Principal) on 19 December, 2017 at 04:53 PM  
Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 30 January, 2018 at 03:53 PM  
Endorsed by Shonah Friswell (School Council President) on 01 February, 2018 at 11:42 AM

# Self-evaluation Summary - 2018

Northern Bay P-12 College (8901)

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

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 moving towards Excelling
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

<b>Enter your reflective comments</b>	Not yet undertaken
<b>Considerations for 2019</b>	Not yet undertaken
<b>Documents that support this plan</b>	

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Northern Bay P-12 College (8901)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To ensure excellence in teaching and learning is evident in all teaching and learning spaces throughout the college.</p>	<ul style="list-style-type: none"> <li>• Improvement noted in Year 3-5 numeracy gain</li> <li>• Improvement noted in Year 7-9 reading gain</li> <li>• Improvement noted in Year 9 literacy and numeracy</li> <li>• VCE study score average to increase to 28</li> <li>• Improvement in college, campus, learning community, cohort and individual data</li> <li>• Improvement in (NBC) Student survey</li> <li>• Improvement in (DET) Student survey</li> <li>• Improvement in (NBC) Staff survey</li> <li>• DET Staff survey components improvement in:               <ul style="list-style-type: none"> <li>○ Collective efficacy</li> <li>○ Collective responsibility</li> <li>○ Academic emphasis</li> <li>○ Teacher collaboration</li> <li>○ Parent and community involvement</li> <li>○ Guaranteed and viable curriculum</li> <li>○ Collective focus on student learning</li> </ul> </li> <li>• Improvement in (DET) Parent survey</li> <li>• Student achievement data demonstrating growth</li> <li>• Improvement in teacher judgement against Vic Curriculum</li> </ul>	<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"> <li>1. All students to be within a 12 month NAPLAN band range for years 3, 5, 7, 9 all campuses.</li> <li>2. All students to achieve a minimum of 12 months growth in NAPLAN in years 3, 5, 7, 9 all campuses.</li> <li>3. All students to achieve a minimum of 12 months Victorian Curriculum growth or greater across F-10.</li> <li>4. Achievement of a mean study score of 25 in VCE English.</li> <li>5. Increases made in attendance and student retention across F-12 based upon Campus targets.</li> </ol>	<p>Building practice excellence</p>

	<ul style="list-style-type: none"> <li>• Improvement in student attendance</li> <li>• Decrease in student suspensions</li> <li>• Improvement in parent attendance at college/community events</li> <li>• Measurement of impact of teacher practice with improved student learning outcomes measured through PDP process.</li> </ul>			
	Not applicable	No		
To develop a positive climate for learning that is safe, inclusive and orderly across the college.	<ul style="list-style-type: none"> <li>• Improvement in Student Survey data (DET) in the factors: <ul style="list-style-type: none"> <li>○ Student safety</li> <li>○ Classroom behaviour</li> <li>○ Connectedness to peers</li> <li>○ Teacher empathy</li> <li>○ School connectedness</li> </ul> </li> <li>• Improvement in Student Survey data (NBC) in the factors relating to “Care”.</li> <li>• Improvement in the Parent Survey (DET)</li> <li>• Improvement in the Staff Survey (NBC) in the questions relating to: <ul style="list-style-type: none"> <li>○ Student behaviour</li> <li>○ Staff Morale</li> </ul> </li> <li>• Improvement in the Staff Opinion Survey (DET) in the components: <ul style="list-style-type: none"> <li>○ Collective responsibility</li> <li>○ Trust in students and parents</li> <li>○ Collective efficacy</li> </ul> </li> <li>• Decrease in student suspensions and expulsions</li> <li>• Improvement in attendance</li> <li>• Reduction in the number of recorded serious behaviour incidents</li> </ul>	Yes	<ol style="list-style-type: none"> <li>1.Reduction in critical incidents</li> <li>2.Reduction in Major and Minor behaviours</li> <li>3.Improvement in Campus data for Student Safety (see attached campus-specific targets)</li> <li>4.Improvement in student attendance (see attached campus-specific targets)</li> <li>5.Reduction in student suspensions (see attached campus-specific targets)</li> <li>6.All identified students with disabilities are included in the National Consistent Collection of Data (NCCD)</li> </ol>	Setting expectations and promoting inclusion

**Improvement Initiatives Rationale**

Northern Bay College has been in operation now for six years. An instructional model is in place, college structures and agreed practices are in place and staff capacity has been built over the last six years.

Now is the time for further precision around building practice excellence with a balanced focus on developing the College Instructional and Inquiry models. There will be a renewed focus aligned to the renewed Literacy strategy.

This will require a renewed focus on 'visible learning'; more strategic use of data; sustained implementation of the Victorian Curriculum which is both viable and guaranteed; and explicit and focused teaching. There will also be a deepening of work with the General Capabilities as teachers align units of work with explicit teaching of the capabilities.

<b>Goal 1</b>	To ensure excellence in teaching and learning is evident in all teaching and learning spaces throughout the college.
<b>12 month target 1.1</b>	<ol style="list-style-type: none"><li>1. All students to be within a 12 month NAPLAN band range for years 3, 5, 7, 9 all campuses.</li><li>2. All students to achieve a minimum of 12 months growth in NAPLAN in years 3, 5, 7, 9 all campuses.</li><li>3. All students to achieve a minimum of 12 months Victorian Curriculum growth or greater across F-10.</li><li>4. Achievement of a mean study score of 25 in VCE English.</li><li>5. Increases made in attendance and student retention across F-12 based upon Campus targets.</li></ol>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop a college Literacy strategy to strengthen consistency in literacy practices.
KIS 2	College Inquiry Models are reviewed, strengthened and implemented effectively
KIS 3	Continue to build teacher capacity to gain precision around using data to better inform practice.
KIS 4	Undertake a successful school review leading to a new school strategic plan.

<b>Goal 2</b>	To develop a positive climate for learning that is safe, inclusive and orderly across the college.
<b>12 month target 2.1</b>	<ol style="list-style-type: none"><li>1.Reduction in critical incidents</li><li>2.Reduction in Major and Minor behaviours</li></ol>

	<p>3.Improvement in Campus data for Student Safety (see attached campus-specific targets)</p> <p>4.Improvement in student attendance (see attached campus-specific targets)</p> <p>5.Reduction in student suspensions (see attached campus-specific targets)</p> <p>6.All identified students with disabilities are included in the National Consistent Collection of Data (NCCD)</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	To implement a consistent approach to managing student interventions and adjustments.
KIS 2	To fully implement the Berry Street Education Model
KIS 3	Embed SWPBS Framework into everyday practice across the College

## Define Evidence of Impact and Activities and Milestones - 2018

Northern Bay P-12 College (8901)

<b>Goal 1</b>	To ensure excellence in teaching and learning is evident in all teaching and learning spaces throughout the college.
<b>12 month target 1.1</b>	<ol style="list-style-type: none"> <li>1. All students to be within a 12 month NAPLAN band range for years 3, 5, 7, 9 all campuses.</li> <li>2. All students to achieve a minimum of 12 months growth in NAPLAN in years 3, 5, 7, 9 all campuses.</li> <li>3. All students to achieve a minimum of 12 months Victorian Curriculum growth or greater across F-10.</li> <li>4. Achievement of a mean study score of 25 in VCE English.</li> <li>5. Increases made in attendance and student retention across F-12 based upon Campus targets.</li> </ol>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop a college Literacy strategy to strengthen consistency in literacy practices.
Actions	<ol style="list-style-type: none"> <li>1. Create a whole college approach to Literacy aligned to the best practice identified in the DET Literacy Strategy.</li> <li>2. Review NBC Instructional Model to align with the HITs and embed BSEM lesson plan.</li> <li>3. Staff to identify an area for literacy improvement to engage in professional learning to build teacher knowledge to improve student</li> </ol>

	<p>outcomes.</p> <p>4. Establish and operate college and campus Literacy Communities of Practice.</p> <p>5. All students to articulate their literacy learning goal and the strategies they need to move to the next level using individual data conference cycle.</p> <p>6. Implementation of Levelled Literacy Intervention for students working below expected level with termly data review across the college.</p>			
Evidence of impact	<p>1. The teaching of Literacy is consistent in planning, delivery and assessment in every campus.</p> <p>2. Evidence of teachers using the agreed instructional model in every classroom every day.</p> <p>3. All teachers have Literacy goal in PDP linked to Literacy Strategy or NBC instructional model.</p> <p>4. Opportunity for teachers to engage in professional discussion around effective Literacy teaching.</p> <p>5. All students can articulate with confidence their learning growth.</p> <p>6. Students with access to the intervention showing growth each term.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implementation of DET Literacy strategy.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$270,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers engaging in Literacy professional learning inclusive of college learning walks with reflection linked to professional goal.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Effective goal setting, feedback and data collection by and with students to improve literacy outcomes.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To ensure excellence in teaching and learning is evident in all teaching and learning spaces throughout the college.
12 month target 1.1	<p>1. All students to be within a 12 month NAPLAN band range for years 3, 5, 7, 9 all campuses.</p> <p>2. All students to achieve a minimum of 12 months growth in NAPLAN in years 3, 5, 7, 9 all campuses.</p> <p>3. All students to achieve a minimum of 12 months Victorian Curriculum growth or greater across F-10.</p> <p>4. Achievement of a mean study score of 25 in VCE English.</p> <p>5. Increases made in attendance and student retention across F-12 based upon Campus targets.</p>
FISO Initiative	Building practice excellence



<b>Key Improvement Strategy 2</b>	College Inquiry Models are reviewed, strengthened and implemented effectively			
Actions	<ol style="list-style-type: none"> <li>1. Northern Bay College Inquiry Models and Practices are synthesised and implemented consistently.</li> <li>2. A guaranteed and viable P-10 curriculum and Inquiry Unit planners are in place and consistently implemented.</li> <li>3. The General Capabilities are fully embedded across the curriculum.</li> <li>4. Communities of Practice in Developmental Curriculum, Problem Based Learning and STEAM are established and facilitated.</li> <li>5. Action Learning Cycles are in place to build student agency/voice through goal setting, development of learning strategies and reflecting on progress.</li> </ol>			
Evidence of impact	<ol style="list-style-type: none"> <li>1. A consistent and dynamic implementation of Inquiry Models, Quality Tasks and Inquiry Unit Planners is evident across the College</li> <li>2. The College Curriculum and Scope and Sequence are implemented with a focus on 'I can' statements and academic vocabulary.</li> <li>3. Planning documents, rubrics and assessments demonstrate that staff are confident in using the General Capabilities.</li> <li>4. Leaders participate and actively lead Communities of Practice to share knowledge and maximise access for all staff to quality professional learning in the identified areas of focus.</li> <li>5. There is a strong student voice and engagement in all Action Learning Cycle stages and students are co-designing unit plans in Developmental Curriculum and Problem Based Learning.</li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Agreement is reached on Inquiry Model(s) and Inquiry Planner, and aligned to the Practice Principles	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
LC teams collaborate to enable the design of quality tasks and explicit teaching of Inquiry Skills and General Capabilities.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$450,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers are supported to implement the College Curriculum including 'I can' statements and the teaching of academic vocabulary is reviewed and supported	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Communities of Practice are established and resourced to facilitate and catalyse the work on DC, STEAM, and PBL.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
The Action Learning Cycle is clearly scaffolded for all students and aligned with their goals setting, SLC and assessment cycles	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To ensure excellence in teaching and learning is evident in all teaching and learning spaces throughout the college.			
<b>12 month target 1.1</b>	<ol style="list-style-type: none"> <li>1. All students to be within a 12 month NAPLAN band range for years 3, 5, 7, 9 all campuses.</li> <li>2. All students to achieve a minimum of 12 months growth in NAPLAN in years 3, 5, 7, 9 all campuses.</li> <li>3. All students to achieve a minimum of 12 months Victorian Curriculum growth or greater across F-10.</li> <li>4. Achievement of a mean study score of 25 in VCE English.</li> <li>5. Increases made in attendance and student retention across F-12 based upon Campus targets.</li> </ol>			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 3</b>	Continue to build teacher capacity to gain precision around using data to better inform practice.			
Actions	<ol style="list-style-type: none"> <li>1. All campuses to establish Data Targets and implement the College Assessment Schedule from P-10.</li> <li>2. A system developed for College and Campus data sharing of NAPLAN, Victorian Curriculum, Attitudes to School Surveys, Attendance and Retention records.</li> <li>3. Professional learning is implemented on a needs basis to support each stage of the NBC data cycle.</li> <li>4. Students access their learning data to inform goal setting and to track progress.</li> <li>5. The development of a continuous reporting cycle for Year 6-12 and forward planning for Year 3-5.</li> <li>6. DSSI Leading Partners to work with middle leaders on the Goldsworthy Campus.</li> </ol>			
Evidence of impact	<ol style="list-style-type: none"> <li>1. NBC Assessment Schedule is visible and evident in team planning.</li> <li>2. Campus data sets published and analysed for Campus Targets, NAPLAN performance, Student and Parent Attitudes to School and Victorian Curriculum achievement.</li> <li>3. Professional Learning implemented to develop teacher capacity in data analysis and targeted teaching demonstrating student growth.</li> <li>4. All students can reflect on their data, set goals and articulate with confidence their learning growth.</li> <li>5. Coordinated and successful transition to continuous reporting 6-12.</li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
NBC Assessment Schedule is reviewed and shared with clear timelines for each phase including preparation, collection and collation of data	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Campus datasets analysed at College, Campus and Learning Community levels Reflections shared on progress against Campus Targets.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning implemented to develop teacher capacity in data analysis and targeted teaching for student growth.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$125,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Students are supported to reflect on their data, set goals and articulate with confidence their learning growth.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Continuous reporting cycle for Year 6-12 is consolidated. Forward planning is in place for Year 3-5 classes to transition to Continuous Reporting	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To ensure excellence in teaching and learning is evident in all teaching and learning spaces throughout the college.
<b>12 month target 1.1</b>	<ol style="list-style-type: none"> <li>1. All students to be within a 12 month NAPLAN band range for years 3, 5, 7, 9 all campuses.</li> <li>2. All students to achieve a minimum of 12 months growth in NAPLAN in years 3, 5, 7, 9 all campuses.</li> <li>3. All students to achieve a minimum of 12 months Victorian Curriculum growth or greater across F-10.</li> <li>4. Achievement of a mean study score of 25 in VCE English.</li> <li>5. Increases made in attendance and student retention across F-12 based upon Campus targets.</li> </ol>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 4</b>	Undertake a successful school review leading to a new school strategic plan.
Actions	<ol style="list-style-type: none"> <li>1. Engage the whole College community in writing a School Self-Assessment.</li> <li>2. Undertake rigorous school review.</li> <li>3. Write a new School Strategic Plan.</li> </ol>
Evidence of impact	<ol style="list-style-type: none"> <li>1. A school Self-Assessment completed and owned by all staff.</li> <li>2. A school review undertaken and report received by School Council.</li> <li>3. A new School Strategic Plan written and endorsed by Region.</li> </ol>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
1. Self-assessment written - Leadership Team 2. School Review undertaken - School Review Team 3. New school strategic plan written - Leadership Team	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop a positive climate for learning that is safe, inclusive and orderly across the college.
<b>12 month target 2.1</b>	1.Reduction in critical incidents 2.Reduction in Major and Minor behaviours 3.Improvement in Campus data for Student Safety (see attached campus-specific targets) 4.Improvement in student attendance (see attached campus-specific targets) 5.Reduction in student suspensions (see attached campus-specific targets) 6.All identified students with disabilities are included in the National Consistent Collection of Data (NCCD)
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	To implement a consistent approach to managing student interventions and adjustments.
Actions	1. Create a college wide Team Around the Learner (TAL) approach. 2. Build staff capacity to develop precise, purposeful and personalised Learning and Support Plans 3. Staff Professional Learning Planning prioritises the building of staff capacity to develop quality student plan 4. The Team Around the Learner model ensures timely reviewing of the implementation and effectiveness of student plans
Evidence of impact	1. Increased staff efficacy in the creation, implementation and review of Learning Plans and Behaviour Support Plans 2. All students have a Learner Profile 3. All students have a Focus Plan 4. All students exhibiting Tier two and three behaviours have a Escalation Cycle Management Plan and a Learning Support Plan 5. Consistent teacher interventions and adjustments

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implement the TAL Model showing evidence of Learner Profiles, Focus Plans, Learning Support Plans and Escalation Cycle Management Plans.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$721,405.00 <input checked="" type="checkbox"/> Equity funding will be used
Positive Climate for Learning Team complete monthly reviews of suspension, attendance and staff wellbeing.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Conduct staff, parent and student surveys and act upon feedback	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop a positive climate for learning that is safe, inclusive and orderly across the college.
<b>12 month target 2.1</b>	<ul style="list-style-type: none"> <li>1.Reduction in critical incidents</li> <li>2.Reduction in Major and Minor behaviours</li> <li>3.Improvement in Campus data for Student Safety (see attached campus-specific targets)</li> <li>4.Improvement in student attendance (see attached campus-specific targets)</li> <li>5.Reduction in student suspensions (see attached campus-specific targets)</li> <li>6.All identified students with disabilities are included in the National Consistent Collection of Data (NCCD)</li> </ul>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 2</b>	To fully implement the Berry Street Education Model
Actions	<ul style="list-style-type: none"> <li>1.Staged implementation of the Berry Street Education Model (BSEM): Embedding the Body and Relationships Domains and introduce the Stamina, Character and Engagement Domains</li> <li>2.Internal professional learning provided to all staff new staff or those who missed certain domains of the BSEM</li> <li>3.Ensure parent engagement is a part of the BSEM</li> </ul>
Evidence of impact	<ul style="list-style-type: none"> <li>1.BSEM Community of Practice is established and facilitated effectively enabling sharing of best practice across campuses.</li> <li>2.Improvement in Attitudes to School survey data and Parent Opinion Survey data in the areas of Student Relationships and Wellbeing</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff complete Stamina, Engagement and Character Modules	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Termly Learning Walks to observe and report on staff and student understanding and implementation of the BSEM.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage Berry Street staff to provide campus staff and parent support between whole college Professional Learning sessions.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop a positive climate for learning that is safe, inclusive and orderly across the college.
<b>12 month target 2.1</b>	<ol style="list-style-type: none"> <li>1.Reduction in critical incidents</li> <li>2.Reduction in Major and Minor behaviours</li> <li>3.Improvement in Campus data for Student Safety (see attached campus-specific targets)</li> <li>4.Improvement in student attendance (see attached campus-specific targets)</li> <li>5.Reduction in student suspensions (see attached campus-specific targets)</li> <li>6.All identified students with disabilities are included in the National Consistent Collection of Data (NCCD)</li> </ol>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 3</b>	Embed SWPBS Framework into everyday practice across the College
Actions	<ol style="list-style-type: none"> <li>1.Establish a Community of Practice for implementation of SWPBS Framework, including the Berry Street Educational Model and Respectful Relationships</li> <li>2.Fully imbed Tier One SWPBS across the college</li> <li>3.Create a college wide Starting Right document</li> <li>4.Dedicate a college-wide role to support students exhibiting Tier 3 behaviours</li> <li>5.Engage a behavioural analyst to observe practice and provide campus-based Professional Learning</li> <li>6.Hold campus based termly SWPBS full day planning meetings</li> <li>7.Ensure parent engagement is a part of SWPBS</li> </ol>

Evidence of impact	1.SWPBS Data to demonstrate staff effectively utilising the eight SWPBS effective teaching strategies 2.Campus development of semester action plans based on SWPBS data 3.SWPBS data audit for each campus each term to measure positive impact of adjustments and supports			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a college Community of Practice for implementation of SWPBS, including the Berry Street Educational Model and Respectful Relationships	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$337,653.00 <input type="checkbox"/> Equity funding will be used
Campus development of semester action plans based on SWPBS data	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
SWPBS Data to demonstrate staff effectively utilising the eight SWPBS effective teaching strategies	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Northern Bay P-12 College (8901)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation of DET Literacy strategy.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers engaging in Literacy professional learning inclusive of	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

college learning walks with reflection linked to professional goal.				<input checked="" type="checkbox"/> Professional Practice Day		
Effective goal setting, feedback and data collection by and with students to improve literacy outcomes.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Agreement is reached on Inquiry Model(s) and Inquiry Planner, and aligned to the Practice Principles	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
LC teams collaborate to enable the design of quality tasks and explicit teaching of Inquiry Skills and General Capabilities.	Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Teachers are supported to implement the College Curriculum including 'I can' statements and the teaching of academic vocabulary is reviewed and supported	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Communities of Practice are established and resourced to facilitate and catalyse the work on DC, STEAM, and PBL.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



The Action Learning Cycle is clearly scaffolded for all students and aligned with their goals setting, SLC and assessment cycles	Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Campus datasets analysed at College, Campus and Learning Community levels Reflections shared on progress against Campus Targets.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning implemented to develop teacher capacity in data analysis and targeted teaching for student growth.	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Implement the TAL Model showing evidence of Learner Profiles, Focus Plans, Learning Support Plans and Escalation Cycle Management Plans.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Dan Petro	<input checked="" type="checkbox"/> On-site
All staff complete Stamina, Engagement and Character Modules	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation  <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  BSEM staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice		
Termly Learning Walks to observe and report on staff and student understanding and implementation of the BSEM.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage Berry Street staff to provide campus staff and parent support between whole college Professional Learning sessions.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  BSEM Staff	<input checked="" type="checkbox"/> On-site
Establish a college Community of Practice for implementation of SWPBS, including the Berry Street Educational Model and Respectful Relationships	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Campus development of semester action plans based on SWPBS data	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site