

NORTHERN PENINSULA AREA STATE COLLEGE 2024 ANNUAL IMPLEMENTATION PLAN

Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School priority 1: <i>Strengthening the quality of curriculum, teaching and learning across K-12 junctures of Equity and Excellence:</i>	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small> <table border="1"> <thead> <tr> <th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					Long term measurable/desired outcomes: Academic Achievement – Years P-9 Student A-C outcomes 80% Student A-B outcomes 60% Academic Achievement – Years 10-12 QCE/QCIA Attainment 100% Year 10-12 Retention 100% Teacher Capability NPA IEALD Wei embedded across college 100% students' band scaled P-9. 10% improvement annually on band scale baseline data	AIP measurable/desired outcomes: Academic Achievement – Years P-9 Student A-C outcomes 60% Student A-B outcomes 40% Academic Achievement – Years 10-12 QCE/QCIA Attainment 100% Year 10-12 Retention 80% Teacher Capability – IEALD 100% teachers effectively using NPA IEALD Wei 75% students band scaled (listening P-6 & writing 4-9)
Term 1	Term 2	Term 3	Term 4								
Strategy/ies: <ol style="list-style-type: none"> Develop and enact a program to embed and quality assure IEALD pedagogical strategies in all classes across the college in order to promote enhanced student outcomes. Strengthen teacher familiarity with AC V9, QCAA syllabuses, QCAA and VET processes and digital technology pedagogies (TPAC) so teachers can more effectively develop and deliver quality learning in classes. Establish schoolwide processes for the collection, collation and analysis of data to inform actions that support student outcomes. Strengthen case management processes for students (identified and secondary) to enable effective, targeted support to promote quality outcomes for those students. 			Resources: Early Pathways Teacher (0.3). Education Futures Institute & SEOC Partnership with Bentley Park College SORD and class Dashboard Principal Advisor ECEC & Team Regional School Industry Partnership Officer Regional Senior Pathways & Transition Officer School based YPO & TPO, Com Teacher TTC APDPs and PD plan Time at staff meetings, teacher release for planning NPA Wei IEALD								
Actions: <ol style="list-style-type: none"> IEALD Strategies. Develop and enact a planned approach to embedding IEALD strategies across all three campuses including activities to support staff learnings, staged introductions into classroom settings and processes to quality assure and review approaches (Terms 1-4) AC V9, QCAA and VET. Develop and enact a planned approach to develop staff understandings including information sharing sessions in staff forums and staff enrolment in key QCAA and VET courses (Terms 1-4) Data Collection, Collation & Analysis. Develop and enact a College Data Plan that defines data sets to be analysed, methodologies of analysis, discussion protocols with key individual groups & processes used to inform improvements in outcomes. (Term 3) 	Responsible officer(s): Team Leader: Teaching and learning including IEALD team (Fox) Team Members:										

4. **Case Management Processes.** Review, communicate and enact processes to be used to case manage identified students and conduct activities to support staff learnings including quality assurance processes. (Term 2)

School priority 2:

Developing and implementing a contextually appropriate, research based well-being and engagement program K-12:

Monitoring

Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Strategy/ies:

- Develop and enact a College Wellbeing and Engagement Plan that is contextually appropriate, reflects the intent of the DOE Wellbeing Framework and encompasses Trauma Informed Practices to promote enhanced student and staff wellbeing.
- Establish an NPA Integrated Response Model to support and monitor interagency interventions, to strengthen ways of working across agencies and to meet regularly with relevant stakeholders

Actions:

- College Wellbeing and Engagement Program.** Develop and enact a College Wellbeing and Engagement Plan with emphasis on Trauma Informed Practices and includes activities to support staff learnings, staged introductions into classroom settings and processes to quality assure and review approaches (Terms 2-3)
- NPA Integrated Response Model.** Develop and enact an NPA Integrated Response Model including a defined purpose, role descriptions, specific tasks, reporting protocols, meeting protocols and quality assurance measures.

Long term measurable/desired outcomes:
Effort and Behaviour report results

Effort A-B outcomes 60%

Behaviour A-B Outcomes 80%

Attendance

Yearly attendance rates 80%

School Disciplinary Absences

SDA rates -downward trend

QEW Survey Data

AIP measurable/desired outcomes:
Effort and Behaviour report results

Effort A-B outcomes 60%

Behaviour A-B Outcomes 60%

Attendance

Yearly attendance rates 75%

School Disciplinary Absences

SDA rates – downward trend

QEW Survey Data

Responsible officer(s):

Team Leader: Wellbeing & Engagement Team (Di Giacomo)
Team members:

Resources:

NPA WEI
Trauma Informed Practice PD system and funding
PBL
Regional PAWS team
Partnership Initiative Community
Partnership Officer
Guidance Officers
Regional principal Advisor Mental Health

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal
School Supervisor

[Signature] 15.03.2024

P&C/School Council

[Signature]