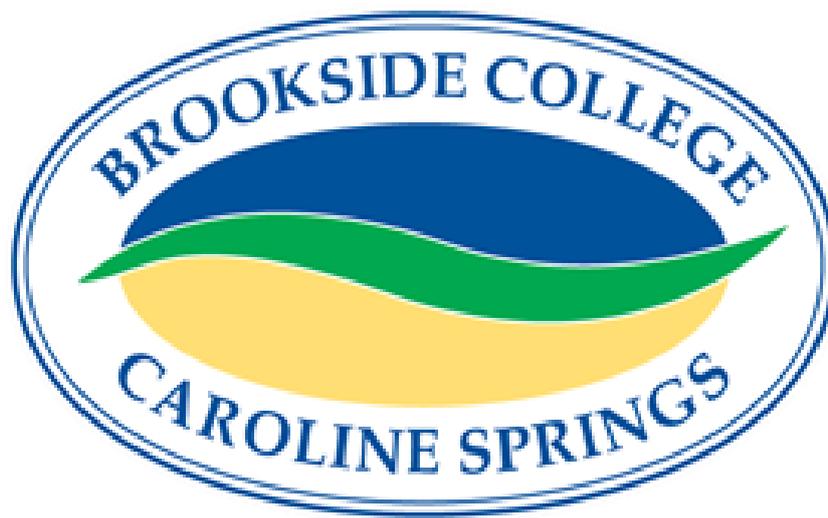


2021 Annual Implementation Plan

for improving student outcomes

Brookside P-9 College (8908)



Submitted for review by Violeta Dellidis (School Principal) on 16 December, 2020 at 08:03 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 19 January, 2021 at 04:19 PM
Endorsed by Rachel Morgan (School Council President) on 22 February, 2021 at 11:38 AM

Self-evaluation Summary - 2021

	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
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging
	Parents and carers as partners	Emerging

<p>Enter your reflective comments</p>	<p>Due to the impact of Covid-19, our priorities shifted to accommodate for an altered learning environment and were paused and rolled out later than originally intended. However, we have made some gains in a number of areas:</p> <ul style="list-style-type: none"> * work has begun to build staff capacity and improve literacy outcomes (particularly in the area of reading) with the reintroduction of a school based assessment system, a phonics learning program in Years Prep-2 and and professional learning provided to support this * work has begun to build staff capacity in numeracy through the reintroduction of Learning Progressions into Numeracy planning * we have been working closely with our DSSI partnership to review our PLC structures * we have begun to review and refine our Curriculum, Instruction and Assessment documentation to ensure consistent practices amongst staff * the implementation of a School Wide Positive Behaviour Framework has begun, and a values and expectations matrix has been collaboratively developed with staff and students * SSG, IEP and Student Snapshot practices have been redeveloped and improved, with workshops provided to support staff understanding * Inclusive Practice during remote learning included the development of Alternative and Modified timetables and learning tasks * Remote Learning Engagement Trackers were developed and utilised to track student attendance & engagement * Professional Learning for ES staff was delivered in All Play Learn, Sue Larky, Dyslexia, etc.
<p>Considerations for 2021</p>	<ul style="list-style-type: none"> * Providing support to students who need to catch up as well as those who need extending * Supporting cohorts who were most affected by the lack of usual transitions and establishment practices in 2020 * Supporting student mental health * Building on the connections that have been established with families and continuing to improve ways of working to support our students though the use of platforms such as SeeSaw and Compass * Continuing the work of PLCs, working with DSSI to implement FISO Inquiry Cycle * Continuing to review and re-embed curriculum, instruction and assessment documentation, such as Scope & Sequences, Assessment Schedule, BIM and the Brookside Instructional Handbook * Reintroducing the Professional Learning Suite * Focusing on conferencing and goal setting across Literacy and Numeracy * Reintroducing the HITs * Refining the Behaviour Response Continuum, paying particular attention to the majors and minors and inclusive of Berry Street Language * Rolling out the SWPBS Matrix at a whole school level, to guide expected behaviours and upskilling newly appointed Year Level Leaders to be able to respond appropriately to student behaviours * Developing a school wide acknowledgement system * Continuing to develop staff understanding of Behaviour Support Plans and IEPs * Induction and Mentoring program to be refined and redeveloped

Goals Targets and KIS

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>1. Decrease the average number of students across the College performing 'one year or more below expected level' in numeracy, using the PAT Math Benchmarking system, from 46% to 44%</p> <p>2. Decrease the average number of students across the College performing 'well below expected' level in reading, using the F&P Benchmarking system, from 39% to 37%</p> <p>3. Increase the staff positive percentage endorsement as measured by the School Staff Survey for: * collective efficacy from 54% to 66%</p> <p>4. Increase the student positive endorsement as measured by the Attitude to School Survey factors of: Years 4 – 6: * self-regulation and goal setting from 82% to 83% Years 7 – 9: * self-regulation and goal setting from 53% to 55%</p> <p>5. Reduce the average number of students experiencing 20+ days of absence per year in Prep to Year 9 from 34% to 33%</p> <p>6. Parent engagement with learning platforms such as SeeSaw and Compass</p> <p>7. Improvement of self -assessment against the FISO Continua</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	
KIS 3 Building communities	Connected schools priority	
		Yes

Define Actions, Outcomes and Activities

KIS 1 - Evaluating impact on learning	Learning, catch-up and extension priority
<p>Actions</p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Work with the DSSI Partnership team to embed PLC structures, to support teacher collaboration and reflection to strengthen teaching practice • Revisit and strengthen the use of HITS in classrooms, particularly differentiation, setting goals and providing feedback in literacy and numeracy • Plan whole school professional learning on identified core-curriculum priority areas throughout the year (CIA/GVC) • Reestablishment of Professional Learning Suite to evaluate the impact of practice and monitor outcomes • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support <p>Classroom Level:</p> <ul style="list-style-type: none"> • Embed consistent approaches to ongoing formative assessment and moderation • Use PLCs for staff to collaboratively plan units of work with a focus on differentiation • Pilot teams will use data walls to inform targeted planning • Continue to build staff capacity to understand and implement IEPs <p>Individual Level:</p> <ul style="list-style-type: none"> • Establish a targeted support program for students, including explicit teaching and intensive student learning support • Implement extensive MYLNS program • Implement High Abilities Practice Program • Implement ABLES at Prep and with other identified students • Assess learning and map progress against IEP goals
<p>Outcomes</p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons • Teachers will consistently and explicitly implement the school's instructional model • Teachers will consistently implement the agreed assessment schedule • Teachers will confidently and accurately identify the learning needs of their students • Teachers will work with students to set goals and provide feedback in literacy and numeracy • Students will know how lessons are structured and how this supports their learning <p>Classroom Level:</p> <ul style="list-style-type: none"> • Teachers will develop an understanding of curriculum essentials to ensure mastery • Teachers will provide students with the opportunity to work at their level using differentiated resources • Teachers and leaders in pilot teams will regularly update data walls • Teacher in pilot teams will provide regular feedback and monitor student progress using data walls • Students will experience success and celebrate the acquisition of knowledge

	<p>Individual Level:</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or extension will be identified and supported • Nominated or relevant teachers and leaders will establish small group tutoring • Students will know what their next steps are to progress their learning
<p>Success Indicators</p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> • A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Teacher judgement data • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies <p>Classroom Level:</p> <ul style="list-style-type: none"> • Documentation and data from formative assessments • Pilot data walls indicating clearly student progress • Differentiated curriculum documents and evidence of student learning at different levels <p>Individual Level:</p> <ul style="list-style-type: none"> • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from support and extension groups • Appointment/staffing of programs • Progress against Individual Education Plans
<p>KIS 2 - Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>
<p>Actions</p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Continue the implementation of the School Wider Positive Behaviour Framework, including; refining the Behaviour Response Continuum, paying particular attention to the majors and minors and inclusive of Berry Street Language; rolling out the SWPBS Matrix at a whole school level to guide expected behaviours; developing a school wide acknowledgement system • Continue to develop staff understanding of Behaviour Support Plans and IEPs • Refocus and refamiliarise staff understanding of Respectful Relationships <p>Classroom Level:</p> <ul style="list-style-type: none"> • Continue to embed wellbeing and engagement routines such as Morning Circles • Build staff capacity to collect, analyse, monitor and respond to student engagement data • Build staff capacity to respond to student wellbeing concerns • Strengthen in-class relationships through peer and group learning activities • Conduct regular check-ins/conferencing with students in homegroup <p>Individual Level:</p> <ul style="list-style-type: none"> • Upskill newly appointed Year Level Leaders to respond appropriately to student behaviours • Target counselling for individual students with acute needs • Continue Case Management approach for students deemed at-risk - ensure all students know there is someone who cares about them • Continue delivering wellbeing programs such as BOUNCE, promoting resilience, confidence and team building

	<ul style="list-style-type: none"> • Engage with agencies that support wellbeing, including engaging with RAISE to conduct mentoring sessions focused on self-awareness, self-management, problem solving and social skills • Continue to build relationships and engage with families of at-risk students
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing • Teachers will incorporate SWPBS practices and language in classes and in planning units of work • Teachers will model and are consistent in agreed routines, using the Behaviour Response Continuum and SWPBS matrix • Leaders will strengthen engagement with regional and external support agencies <p>Classroom Level:</p> <ul style="list-style-type: none"> • Teachers and leaders will use agreed monitoring processes • Teachers and leaders will implement homegroup routines • At-risk students will be identified and receive targeted support in a timely manner • Students will have strong relationships with teachers and peers <p>Individual Level:</p> <ul style="list-style-type: none"> • Year Level Leaders will be able to confidently and appropriately respond to student behaviours • Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate • Families of at-risk students will receive regular communication and support from the school • Students will experience more success in classes • Students and families will be connected to allied health and mental health services
Success Indicators	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Documentation of SWPBS • Classroom and peer observations • Observations of changes to classroom practices • Curriculum documentation reflecting social and emotional learning • Self assessment against the DET Inclusive Schooling Index tool <p>Classroom Level:</p> <ul style="list-style-type: none"> • Students engagement in wellbeing programs (feedback, participation, classroom observations) • Samples of student work • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns • Teacher surveys on effectiveness of programs, referral process • Teacher reports of student wellbeing concerns <p>Individual Level:</p> <ul style="list-style-type: none"> • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families • Student surveys • Documentation of strategies students will use in classes and at school (i.e. BSP, Support Plans, etc.) • Student engagement and assessment data from regular classes

KIS 3 - Building communities	Connected schools priority
Actions	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Strengthen engagement in network communities of practice • Build staff capability to integrate digital learning • Strengthen and embed the school-wide approach to communication with families, using platforms such as Compass and SeeSaw • Plan for school facilities and grounds works to engage students further <p>Classroom Level:</p> <ul style="list-style-type: none"> • Use SeeSaw and Compass to provide regular updates on weekly student learning programs • Create opportunities for more regular meetings using digital technologies between families and teachers • Strengthen and embed digital learning in classes <p>Individual Level:</p> <ul style="list-style-type: none"> • Ensure the benefits of digital learning continue to be available to every student • Develop a plan for increasing the engagement of families at the College
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Teachers and support staff will have strong relationships with students and families • Students and families will feel connected to the College • Families will regularly engage with platforms such as Compass and SeeSaw <p>Classroom Level:</p> <ul style="list-style-type: none"> • Teachers will be confident in integrating digital learning pedagogy • Students will feel connected to their school and have positive attitudes to attendance <p>Individual Level:</p> <ul style="list-style-type: none"> • All students will be connected to resources and learning opportunities • Teachers can regularly connect with the families of all students
Success Indicators	<p>Whole School Level:</p> <ul style="list-style-type: none"> • Implementation of SeeSaw • Observations and learning walks demonstrate use of digital learning • Documentation of school digital policies • Whole school surveys (SSS, AToSS, POS) <p>Classroom Level:</p> <ul style="list-style-type: none"> • Class participation data • Positive student survey data (AToSS) • Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks • Attendance <p>Individual Level:</p> <ul style="list-style-type: none"> • Attendance in intervention/tailored support programs • Number of referrals, documented outcomes of student referral meetings • Frequency of communications with parents/carers/kin • Student perception and survey data