

2022 Annual Implementation Plan

for improving student outcomes

Brookside P-9 College (8908)



Submitted for review by Violeta Dellidis (School Principal) on 28 February, 2022 at 11:33 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 01 March, 2022 at 10:51 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

Brookside P-9 College (8908)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving	Handbook Documentation including BIM, Planning Process Scope & Sequences, Teaching and Learning programs
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving	Handbook Documentation including Assessment Schedule, FISO Improvement Cycle, Various Assessment Guidelines NAPLAN improvement, PAT-R & PAT-M student outcomes improvement, implementation of F&P PLC & Leaders meeting minutes
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
Leadership	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	Evolving	Handbook Documentation including Coaching, PLC Expectations, SWPBS documents DSSI meeting minutes
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving	Handbook Documentation including Futures, Electives, Student Leadership, Seesaw/Compass
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	Handbook Documentation including SWPBS documents, SSGs & IEPs, Inclusive Education Practices, Wellbeing Referrals, Attendance Tiered Approach, Various Interventions VHAP, MYLNS and TLI work
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>There has been an unwavering focus on achieving the goals and targets set in the 2021 AIP - these have driven all leadership meetings and underpinned all work occurring throughout the school.</p> <p>In 2021 we improved upon teaching and learning practices and addressed assessment. This included redeveloping our Brookside Instructional Model (BIM) and planners to ensure consistency of teaching elements across the school, embedding PLCs with more fidelity by replacing the Clinical Teaching Model with the FISO inquiry cycle in all domains, and improving our Assessment Schedule by identifying and addressing gaps. Work with DSSI partnerships saw PLC practices improve and staff began to collaborate more effectively and systematically use data and evidence to drive teaching and learning. The Fountas and Pinnell reading bench-marking system was implemented and Math Online Interviews (MOI) were introduced from P-6. Many students received targeted help through the MYLNS & TLI programs, and the VHAP program was implemented for students in need of extension. Through this work we have seen an increase in student outcomes in various areas across the school.</p> <p>In 2021 we also had a very strong focus on developing a culture of respect and collaboration with positive and supportive relationships between students and staff. The SWPBS Matrix, Acknowledgement System and Behaviour Response Continuum were developed and introduced, and a tiered approach to the provision of wellbeing support was established. Student voice through leadership was also strengthened by refining selection processes and meetings.</p> <p>Active partnerships with families were further developed through the implementation of Seesaw which improved communication between home and school and has strengthened students' participation and engagement in school.</p> <p>Processes and expectations were also clearly documented and presented in the Brookside Handbook.</p>
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Considerations for 2022	<p>In 2022 there needs to be time given to continue to implement all that began in 2021. In addition to this, the following items need to also be considered:</p> <ul style="list-style-type: none"> * The explicit use of subject-specific high impact teaching and learning strategies as related to our BIM. * Further development of Scope & Sequences and Unit Planners, developing consistent practices across the school. * Further aligning assessment processes with the Victorian Curriculum (VC). This includes pre and post testing in Mathematics and rubric development in Writing. Essential Assessments will be introduced in 2022 to improve assessment in Mathematics, ensuring that students are better targeted at their point of need in accordance with the VC. A Literacy Framework will also be developed, including identifying a consistent school wide writing model that supports accuracy of writing assessment against the VC. * Assessment Schedule to include domains other than Math and English. * The beginning of student agency in learning through consistent student goal setting practices. * The introduction of Levelled Literacy Intervention (LLI) to continue to be rolled out to support students. In 2022 students who are identified as achieving below level in Years 3 & 4 will be introduced to LLI, to complement the use of guided reading for students working at and above level. * Tiered approach to attendance implemented and monitored. * IEPs to be redeveloped to include stronger academic focus and to address more students at point of need.
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Annual Goals and KIS

<p>Goal 1</p>	<p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<ol style="list-style-type: none"> 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 45% to 44% 2. Decrease the average number of students across the College performing 'one year or more below expected level' in reading, using the PAT Reading Benchmarking system, from 41% to 40% 3. Increase the number of students in the top two bands in numeracy: <ul style="list-style-type: none"> * Yr 3: 34% to 35% * Yr 5: 25% to 27% * Yr 7: 20% to 24% * Yr 9: 16% to 18% 4. Increase the number of students in the top two bands in reading: <ul style="list-style-type: none"> * Yr 3: 56% to 57% * Yr 5: 40% to 41% * Yr 7: 22% to 24% * Yr 9: 16% to 17% 5. Increase the number of students in the top two bands in writing: <ul style="list-style-type: none"> * Yr 3: 59% to 60% * Yr 5: 22% to 23% * Yr 7: 15% to 17% * Yr 9: 6% to 7% 6. Increase the staff positive percentage endorsement as measured by the School Staff Survey for: <ul style="list-style-type: none"> * collective efficacy from 57% to 60% * academic emphasis from 44% to 50% * teacher collaboration from 40% to 50% * school climate from 58% to 62%. 7. Increase student positive endorsement as measured by the Attitude to School Survey factors for: Years 4 – 6:

	<ul style="list-style-type: none"> * high expectations for success from 89% to 90% * differentiated learning challenge from 81% to 83% * stimulated learning from 69% to 74% * sense of connectedness from 67% to 71% * managing bullying from 64% to 70% <p>Years 7 – 9:</p> <ul style="list-style-type: none"> * high expectations for success from 80% to 81% * differentiated learning challenge from 71% to 72% * stimulated learning from 55% to 56% * sense of connectedness from 52% to 53% * managing bullying from 50% to 56% <p>8. Increase the percentage of positive parent responses in the parent community engagement module from 71% to 72%.</p> <p>9. Ensure accurate attendance marking, and reduce the average number of students experiencing 20+ days of absence per year in Prep to Year 9 to less than 33%.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Embed PLC structures with a focus on differentiation, to support teacher collaboration, efficacy and reflection to strengthen teaching practice. • Embed consistent approaches to ongoing formative assessment and moderation. • Implement extensive MYLNS, Learning Support and VHAP programs for students, including explicit teaching and intensive student learning support. • Improve Individual Education Plans (IEPs) to include a stronger focus on academic improvement.
Outcomes	<ul style="list-style-type: none"> • PLCs will engage in reflective practice, evaluating and planning differentiated curriculum using diagnostic, formative and summative assessments to accurately identify and target the learning needs of their students. • Leaders and teachers will consistently implement and adhere to the agreed assessment schedule providing students with the opportunity to demonstrate their learning. • Students in need of targeted academic support or extension will be identified and supported to experience success, and will demonstrate improvement in various assessments undertaken and reflected in IEPs.
Success Indicators	<ul style="list-style-type: none"> • Differentiation will be evident in individual teachers curriculum documentation. • Staff will increase their ability to administer and utilise Mathematics Online Interview (MOI) and Fountas & Pinnell (F&P) data, as well as Essential Assessments (EA) in Mathematics, to inform planning and monitor improvement. • Various assessment data sources will demonstrate improvement in student achievement at all levels. • TLI growth data from each cycle of intervention will show growth in student understating and achievement. • IEPs documentation refined and utilised consistently.

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<ul style="list-style-type: none"> • The School Wide Positive Behaviour Framework will continue to be implemented, with a focus on consistently implementing the Positive Behaviour Response Protocols and the school wide acknowledgement system. • The Attendance Staged Response and Attendance Tiered Interventions will be implemented, accompanied by professional learning. • The Compass "Pulse" module will be implemented and introduced at a leadership level to assist in the tracking of attendance and undesirable behaviours. • Ongoing reporting will be developed further, beginning with the introduction of Seesaw and Compass minimum expectations to staff and monitoring adherence. • Mental Health Practitioner (MHP) and Coordinators (MHCs) will deliver professional learning and support to staff, as well as provide early intervention and target support to students.
Outcomes	<ul style="list-style-type: none"> • Leaders and staff will consistently teach expected behaviours, as well as document and follow up on undesirable behaviours in line with the Behaviour Response Protocols. • Leaders and staff will continue to implement the SWPBS acknowledgement system in line with the matrix, providing students with the opportunity to celebrate success. • Leaders will implement and monitor student attendance tracking cycles in PLCs, staff will follow clear and agreed protocols regarding student absences and all stakeholders will actively participate in attendance improvement meetings. • Staff will use Compass and Seesaw in accordance with expectations, and families will regularly engage with these platforms. • Student wellbeing and mental health will be promoted to and supported by all staff.
Success Indicators	<ul style="list-style-type: none"> • Compass data will clearly identify patterns of behaviour and areas of concern within the school, informing the teaching of expected behaviours. • Compass data will clearly demonstrate acknowledgements are being regularly received by students. • Attendance Tracking Cycles will be established and analysed during Leadership meetings and PLCs, leading to a decrease in student unexplained absence data. • Seesaw and Compass usage data (staff and parents) will clearly demonstrate engagement with the platforms. • Improvement in targeted areas will be evident by responses in whole school surveys (SSS, AToSS, POS).