2023 Annual Implementation Plan

for improving student outcomes

Brookside P-9 College (8908)
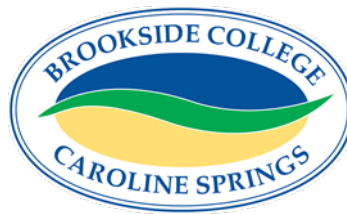
Self-evaluation Summary – 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, 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
	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	There has been a strong focus on achieving the goals and targets set in the 2022 AIP - these have driven all leadership meetings and underpinned all work occurring throughout the school. In 2022 we continued to improve upon teaching and learning practices and address assessment. This included: * Redeveloping GVC documentation, including English & Mathematics Scope & Sequences, and updating Literacy and Mathematics BIM to include instructional practices * Further improving Assessment Schedule by implementing EA Numeracy & Reading in Years 3-9 as well as refining MOI, PAT and F&P practices * Providing PL regarding the use of EA, MOI and F&P, and particularly Guided Reading to support further differentiation * Continuing our work to develop our PLCs by linking in with PLC DET support with a focus on using the FISO inquiry cycle * Embedding Data Walls to evaluate and guide all planning, as evident in our planning room * Adhering to the BIM structure as evidenced by Learning Walks Many students also received targeted help through the MYLNS & TLI programs, and the VHAP program was expanded - over 100 students in Years 5-8 were identified and invited to participate in the extension program. Through this work we have seen an increase in student outcomes in various areas across the school. In 2022 we also continued our strong focus on Wellbeing and Inclusion, and ATOSS results showed an excellent improvement. Foci included: * Development of tiered response to intervention * Enhancement of tiered response to attendance * Development of documentation for the teaching of expected behaviors * Launching of SWPBS Shop * Overhauling of RR Scope and Sequence * Introducing Pulse Chronicle to leaders * Introducing Inclusion Learning Program * Delivering MHP PL * Redeveloping IEP's Active partnerships with families were further developed through the continued implementation of Seesaw and Compass Reporting, as well as weekly assemblies and events such as the Community Festival.

Considerations for 2023	In 2023 there needs to be time given to continue to implement all that has begun throughout the last two years. In addition to this, the following items need to also be considered: * Introduction of the 6+1 Traits of Writing Framework and Scribii Writing Assessment Platform * Further development of the Literacy Program - better scaffolding between years (from Initial Lit Phonics program in Years P-2, to implementation of F&P and Levelled Literacy Intervention (LLI) in Years 3 & 4 * Professional Learning to be provided regarding best Literacy practices * Mathematics Instructional Model to be relaunched to staff, including provision of Professional Learning regarding best Mathematics practices and the proficiencies * The explicit use of HITs strategies as related to our BIM, beginning with LI and SC * Further development of Scope & Sequences and Unit Planners in Humanities, Science and Specialists * Assessment Schedule to include domains other than Math and English * Further implementing student voice and agency, beginning in learning through consistent student goal setting practices - expectations and processes for Conferences and Goal Setting in Reading and Mathematics to be developed * Further embedding use of Data Walls by all PLCs * Restructuring Coaching and introducing Peer Observations * Focus on developing Family/Community Connections/Partnerships * Implementation of Ongoing Reporting and provision of education to families * Renewed focus on RR implementation * Continued focus on improving attendance * Revision of SWPBS Matrix * Continuation of teaching the expected behaviors, both formally and informally * Continuing to build staff capacity to implement the behaviour protocols * Developing a consistent family and student friendly version of the behaviour protocols * Providing PL about active supervision * Sourcing community partnerships/sponsorships to support SWPBS Shop * Student Voice and Agency actions to be developed and embedded * Relaunch House System

Annual Goals and KIS

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**
12 Month Target 1.1	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 37% to 36% 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 44% to 43% 3. Increase the number of students in the top two bands in numeracy: * Yr 3: 39% to 40% * Yr 5: 20% to 25% * Yr 7: 28% to 30% * Yr 9: 14% to 18% 4. Increase the number of students in the top two bands in reading: * Yr 3: 54% to 56% * Yr 5: 33% to 34% * Yr 7: 21% to 25% * Yr 9: 17% to 19% 5. Increase the number of students in the top two bands in writing: * Yr 3: 45% to 48% * Yr 5: 15% to 16% * Yr 7: 22% to 23% * Yr 9: 11% to 12% 6. Increase the percentage of students above benchmark growth in numeracy: * Yr 5: 26% to 27% * Yr 7: 22% to 30% * Yr 9: 19% to 22% 7. Increase the percentage of students above benchmark growth in reading: * Yr 5: 29% to 30% * Yr 7: 19% to 20% * Yr 9: 23% to 25% 8. Increase the percentage of students above benchmark growth in writing: * Yr 5: 25% to 26% * Yr 7: 30% to 31% * Yr 9: 13% to 14%

9. Increase the staff positive percentage endorsement as measured by the School Staff Survey for:
* collective efficacy from 57% to 64%
* academic emphasis from 49% to 55%
* teacher collaboration from 50% to 55%
* school climate from 59% to 65%.

10. Increase student positive endorsement as measured by the Attitude to School Survey factors for:

Years 4 – 6:
* self-regulation and goal setting from 85% to 86%
* high expectations for success from 94% to 95%
* differentiated learning challenge from 87% to 88%
* stimulated learning from 79% to 82%
* sense of connectedness from 81% to 82%
* student voice and agency from 65% to 66%
* managing bullying from 79% to 81%

Years 7 – 9:
* self-regulation and goal setting from 62% to 63%
* high expectations for success from 81% to 82%
* differentiated learning challenge from 75% to 76%
* stimulated learning from 62% to 63%
* sense of connectedness from 52% to 53%
* student voice and agency from 45% to 46%
* managing bullying from 58% to 63%

11. Increase the percentage of positive parent responses in the parent community engagement module from 63% to 67%.

12. Ensure accurate attendance marking, and reduce the average number of students experiencing 20+ days of absence per year in Prep to Year 9:
* from 34% to 29% (all students)
* from 41% to 36% (equity funded students)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Actions, Outcomes and Activities

KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Introduction of the 6+1 Traits of Writing Framework and Scribii Writing Assessment Platform * Further development of the Literacy Program - better scaffolding between years (from Initial Lit Phonics program in Years P-2, to implementation of F&P and Levelled Literacy Intervention (LLI) in Years 3 & 4 * Professional Learning to be provided regarding best Literacy practices * Mathematics Instructional Model to be relaunched to staff, including provision of Professional Learning regarding best Mathematics practices and the proficiencies * The explicit use of HITs strategies as identified by Learning Walk Data and related to our BIM, beginning with LI and SC * Further development of Scope & Sequences and Unit Planners in Humanities, Science and Specialists * Assessment Schedule to include domains other than Math and English * Further implementing student voice and agency, beginning in learning through consistent student goal setting practices - expectations and processes for Conferences and Goal Setting in Reading and Mathematics to be developed * Further embedding use of Data Walls by all PLCs * Restructuring Coaching and introducing Peer Observations
Outcomes	* Leaders will use multiple sources of evidence including Learning Walks and coaching to track BIM and HITs implementation • PLCs will engage in reflective practice, evaluating and planning differentiated curriculum using GVC and various assessments to accurately identify and target the learning needs of their students * Teachers will adhere to BIM and assessment schedule to plan and deliver lessons * Students in need of targeted academic support or extension will be identified and supported to experience success, reflected in IEPs
Success Indicators	* Teaching of Literacy and Mathematics (expectations) will be documented * BIM structure (including differentiation) will be evident in PLC and individual teacher curriculum documentation * Data walls will show evidence of student improvement * Various assessment data sources will demonstrate improvement in student achievement at all levels * Learning Walks will show evidence of the explicit use of BIM and HITs strategies * Scope & Sequences and Unit Planners will be developed in Humanities, Science and Specialists * Assessment Schedule will include domains other than Math and English * Expectations and processes for Conferences and Goal Setting in Reading and Mathematics will be developed and evident during coaching and Learning Walks * TLI growth data from each cycle of intervention will show growth in student understating and achievement * Meeting Calendars will be developed to ensure PL priorities are delivered * Students will demonstrate improvement in various assessments undertaken (NAPLAN, School Based Assessments, etc.)

KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	* Focus on developing Family/Community Connections/Partnerships * Implementation of Ongoing Reporting and provision of education to families * Renewed focus on RR implementation * Continued focus on improving attendance * Revision of SWPBS Matrix * Continuation of teaching expected behaviors, both formally and informally, using the matrix * Continue to develop a strong system to support staff to acknowledge students (verbal, non-verbal and tangible with a working focus on 5:1), both in the classroom and out in the yard * Continuing to build staff capacity to implement the behaviour protocols * Developing a consistent family and student friendly version of the behaviour protocols * Providing PL about active supervision (both inside and outside of the classroom) * Sourcing community partnerships/sponsorships to support SWPBS Shop * Student Voice and Agency actions to be developed and embedded, beginning with Staff PL * Relaunch House System * MHP and MHiPSs to deliver further professional learning to staff about mental health and develop Peer Support program.
Outcomes	* 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 * Leaders, staff and students understand and practice respectful relationships * Respectful relationships is embedded in curriculum documentation across all year levels
Success Indicators	* Compass data will clearly identify patterns of behaviour and areas of concern within the school, informing the teaching of expected behaviours * Family and student friendly version of the behaviour protocols will be developed * Compass data will clearly demonstrate acknowledgements are being regularly received by students * SWPBS shop will operate once per term * Attendance Tracking Cycles will be 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). * Respectful Relationships Curriculum will be clearly documented * Student Voice and Agency actions developed and introduced to staff * House System relaunched * Peer Support program established * Meeting Calendars will be developed to ensure PL priorities are delivered