

2024 Annual Implementation Plan

for improving student outcomes

Brookside P-9 College (8908)



Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<ul style="list-style-type: none"> * 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 40% to 38% * 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 46% to 44% * Increase the number of students demonstrating Exceeding or Strong Proficiency in numeracy, reading and writing (NAPLAN) - <p>Year 3: Numeracy: from 55% (2023) to 57% Reading: from 61% (2023) to 63% Writing: from 71% (2023) to 73%</p> <p>Year 5: Numeracy: from 64% (2023) to 66% Reading: from 83% (2023) to 85% Writing: from 66% (2023) to 68%</p> <p>Year 7: Numeracy: from 67% (2023) to 69% Reading: from 71% (2023) to 73% Writing: from 65% (2023) to 67%</p> <p>Year 9: Numeracy: from 52% (2023) to 54% Reading: from 49% (2023) to 51% Writing: from 44% (2023) to 46%</p> <p>By 2024, increase staff positive percentage endorsement as measured by the School Staff Survey for: Collective efficacy from 57% (2023) to 60% Academic emphasis from 43% (2023) to 45% Teacher collaboration from 55% (2023) to 57% School climate from 55% (2023) to 58%</p> <p>Increase student positive endorsement as measured by the Attitude to School Survey factors for -</p> <p>Years 4 – 6: Self-regulation and goal setting from 87% (2023) to 88% High expectations for success from 92% (2023) to 93% Differentiated learning challenge from 82% (2023) to 84% Stimulated learning from 74% (2023) to 76% Sense of connectedness from 77% (2023) to 80% Student voice and agency from 71% (2023) to 72% Managing bullying from 80% (2023) to 81%</p> <p>Years 7 – 9: Self-regulation and goal setting from 67% (2023) to 68% High expectations for success from 82% (2023) to 83%</p>

	<p>Differentiated learning challenge from 81% (2023) to 82%</p> <p>Stimulated learning from 66% (2023) to 67%</p> <p>Sense of connectedness from 54% (2023) to 55%</p> <p>Student voice and agency from 51% (2023) to 52%</p> <p>Managing bullying from 63% (2023) to 64%</p> <p>Increase the percentage of positive parent responses in the parent community engagement module from 62% (2023) to 65% (Parent Opinion Survey).</p> <p>Reduce the number of students experiencing 20+ days of absence per year from 42% to 40%</p> <p>Reduce the number of equity funded students experiencing 20+ days of absence per year from 48% to 46%.</p>
<p>KIS 1.a 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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ul style="list-style-type: none"> * Continue building staff capacity with regards to the 6+1 Traits of Writing, using PLCs as the vehicle. * Work with consultant to develop a professional learning plan for Conferences, Goal Setting and scaffolded Literacy Framework, beginning with members from within the leadership team. * Members of leadership to complete professional learning about the Math practices and proficiencies, and develop a professional learning plan for its transference to PLCs. * Introduce newly developed LI and SC expectations to staff, begin using these in PLCs and embed in planning documents. Monitor implementation through BIM learning walks. * Unpack Victorian Curriculum 2.0 for relevant domains, refine Scope and Sequences to align and provide Professional Learning to staff.
<p>Outcomes</p>	<ul style="list-style-type: none"> * Leaders will use multiple sources of evidence including Learning Walks and coaching to track BIM & LI/SC 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 support or extension will be identified and supported to experience success, reflected in IEPs.
<p>Success Indicators</p>	<ul style="list-style-type: none"> * BIM structure (including differentiation) will be evident in PLC and individual teacher curriculum documentation. * Learning Walks will show evidence of the explicit use of BIM and updated LI/SC strategies. * Data walls will show evidence of student improvement. * Assessment Schedule will include domains other than Math and English. * Expectations and processes for Conferences and Goal Setting in Reading will be developed and evident during coaching and Learning Walks. * Students will demonstrate improvement in various assessments undertaken (NAPLAN, School Based Assessments such as PAT, etc.). * TLI growth data from each cycle of intervention will show growth in student understating and achievement.

<p>KIS 1.b 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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<ul style="list-style-type: none"> * RR Working Party to conduct classroom observations to ensure fidelity of implementation. * Introduction of redeveloped SWPBS Matrix to staff, students and parents. * Action plans using 'SWPBS Classroom Systems' Training to be created by Wellbeing & Engagement Leaders. * Family and student friendly behaviour protocols to be presented to the community. * The House System to be officially relaunched. * PL about active supervision (both inside and outside of the classroom) to be provided to all staff. * Continue to monitor Ongoing Reporting to ensure minimum expectations are being upheld. * MHP and MHIPs to deliver further professional learning to staff about mental health and develop Peer Support program.
<p>Outcomes</p>	<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. * Leaders, staff and students will understand and practice Respectful Relationships, which will be embedded in curriculum documentation across all year levels. * Leaders will develop Student Voice and Agency actions and introduce these to staff. * Peer Support Program will be developed and implemented.
<p>Success Indicators</p>	<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. * Family and student friendly version of the behaviour protocols will be introduced to the community. * 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.