

# 2025 Annual Implementation Plan

## for improving student outcomes

Brookside P-9 College (8908)



# Annual Goals and KIS

Four-year strategic goals	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Optimise learning growth for all students.</p>	<p>Placeholder targets for NAPLAN relative growth and NAPLAN benchmark growth TBC when baseline data available (anticipated 2025):</p> <p>By 2028, increase the *2025 percentage of students in NAPLAN 'high relative' growth:</p> <ul style="list-style-type: none"> <li>• Year 5 (domain/s as relevant) from xx% to xx%</li> <li>• Year 7 (domain/s as relevant) from xx% to xx%</li> <li>• Year 9 (domain/s as relevant) from xx% to xx%</li> </ul> <p>By 2028, increase the *2025 percentage of students in NAPLAN 'above benchmark' growth:</p> <ul style="list-style-type: none"> <li>• Year 5 (domain/s as relevant) from xx% to xx%</li> <li>• Year 7 (domain/s as relevant) from xx% to xx%</li> <li>• Year 9 (domain/s as relevant) from xx% to xx%</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the number of students 'Needs Additional Support' (NAS) students in each of Reading and Numeracy in Year 3 and 5 compared to the number of NAS students in 2024:               <ul style="list-style-type: none"> <li>- Year 3 Reading from 10% to 9%</li> <li>- Year 3 Numeracy from 7% to 6%</li> <li>- Year 5 Reading from 9% to 8%</li> <li>- Year 5 Numeracy from 9% to 8%</li> </ul> </li> <li>• Reduce the number of 'Needs Additional Support' (NAS) students in each of Reading and Numeracy in Year 7 and 9 compared to the number of NAS students in 2024:               <ul style="list-style-type: none"> <li>- Year 7 Reading from 14% to 13%</li> <li>- Year 7 Numeracy from 12% to 11%</li> <li>- Year 9 Reading from 6% to 5%</li> <li>- Year 9 Numeracy from 7% to 6%</li> </ul> </li> <li>• 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 35%</li> <li>• 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 50% to 48%</li> <li>• Increase the percentage of students in NAPLAN 'high relative' growth (interim):               <ul style="list-style-type: none"> <li>- Year 5 Reading from 19% to 21%</li> <li>- Year 5 Numeracy from 20% to 22%</li> <li>- Year 7 Reading from 27% to 28%</li> <li>- Year 7 Numeracy from 29% to 30%</li> <li>- Year 9 Reading from 27% to 28%</li> <li>- Year 9 Numeracy from 31% to 31%</li> </ul> </li> <li>• Increase the percentage of students demonstrating 'Exceeding' or 'Strong' Proficiency' in NAPLAN:               <ul style="list-style-type: none"> <li>- Year 3 Reading from 68% to 69%</li> <li>- Year 3 Writing from 77% to 78%</li> <li>- Year 3 Numeracy from 59% to 60%</li> <li>- Year 5 Reading from 62% to 64%</li> <li>- Year 5 Writing from 70% to 72%</li> <li>- Year 5 Numeracy from 62% to 63%</li> <li>- Year 7 Reading from 59% to 61%</li> <li>- Year 7 Writing from 56% to 58%</li> <li>- Year 7 Numeracy from 58% to 60%</li> <li>- Year 9 Reading from 65% to 66%</li> <li>- Year 9 Writing from 63% to 64%</li> <li>- Year 9 Numeracy from 62% to 63%</li> </ul> </li> </ul>

	<p>By 2028, maintain the 2024 percentage positive endorsements on the student Attitudes to School Survey (AtoSS, Years 4 to 6):</p> <ul style="list-style-type: none"> <li>• Effective teaching time at 83%</li> <li>• Differentiated learning challenge at 86%</li> <li>• Stimulated learning at 75%.</li> </ul> <p>By 2028, maintain the 2024 percentage positive endorsement on the AtoSS (Years 7 to 9):</p> <ul style="list-style-type: none"> <li>• Effective teaching time at 74%</li> <li>• Differentiated learning challenge at 79%</li> <li>• Stimulated learning at 64%.</li> </ul>	<p>Increase the percentage of positive endorsements on the student Attitudes to School Survey (AtoSS):</p> <p>Years 4 to 6</p> <ul style="list-style-type: none"> <li>- Effective Teaching Time from 83% to 84%</li> <li>- Differentiated Learning Challenge from 86% to 87%</li> <li>- Stimulated Learning from 75% to 76%</li> </ul> <p>Years 7 to 9</p> <ul style="list-style-type: none"> <li>- Effective Teaching Time from 74% to 75%</li> <li>- Differentiated Learning Challenge from 79% to 80%</li> <li>- Stimulated Learning from 64% to 65%</li> </ul>
	<p>By 2028, increase the percentage positive endorsement on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 66% (2024) to 68%</li> <li>• Use of student feedback to inform teaching practice 50% (2023) to 54%</li> <li>• Moderation of student assessment from 67% (2023) to 69%.</li> </ul>	<p>Increase the percentage of positive endorsements on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy from 66% to 67%</li> <li>- Use of Student Feedback to Inform Teaching Practice from 56% to 57%</li> <li>- Moderation of Student Assessment from 68% to 69%.</li> </ul>
<p>Enhance student wellbeing and engagement.</p>	<p>By 2028, reduce the 2023 percentage of students with 20+ days absence per year:</p> <ul style="list-style-type: none"> <li>• F to 6 from 46% to 42%</li> <li>• Years 7 to 9 from 52% to 48%.</li> </ul>	<p>Reduce the percentage of students with 20+ days absence per year:</p> <ul style="list-style-type: none"> <li>- F to 6 from 46% to 45%</li> <li>- Years 7 to 9 from 53% to 51%.</li> </ul>
	<p>By 2028, maintain the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS, Years 4 to 6):</p> <ul style="list-style-type: none"> <li>• Sense of connectedness at 78%</li> <li>• High expectations for success at 90%</li> <li>• Teacher concern at 77%</li> <li>• Managing bullying at 82%.</li> </ul> <p>By 2028, maintain the 2024 percentage positive endorsement on the student AtoSS (Years 7 to 9):</p> <ul style="list-style-type: none"> <li>• Sense of connectedness at 52%</li> <li>• High expectations at 79%</li> <li>• Teacher concern at 47%</li> <li>• Managing bullying at 65%.</li> </ul>	<p>Increase the percentage of positive endorsements on the student Attitudes to School Survey (AtoSS):</p> <p>Years 4 to 6</p> <ul style="list-style-type: none"> <li>- Sense of Connectedness from 78% to 79%</li> <li>- High Expectations for Success from 90% to 91%</li> <li>- Teacher Concern from 77% to 78%</li> <li>- Managing Bullying from 82% to 83%</li> </ul> <p>Years 7 to 9</p> <ul style="list-style-type: none"> <li>- Sense of Connectedness from 52% to 53%</li> <li>- High Expectations from 79% to 80%</li> <li>- Teacher Concern from 47% to 48%</li> <li>- Managing Bullying from 65% to 66%</li> </ul>

## Actions, Outcomes and Success Indicators

<b>Goal 1</b>	Optimise learning growth for all students.
<b>KIS 1.a</b> Teaching and learning	Further develop the educational knowledge and expertise of all staff to deliver high quality instructional practice.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Familiarisation of Victorian Teaching and Learning Model 2.0 at School Leadership Level and expanded to staff, including building staff capacity with regards to Explicit Teaching</li> <li>* Implementation of Math &amp; English Victorian Curriculum 2.0</li> <li>* Familiarisation of Victorian Curriculum 2.0 in all other subject areas and updating GVC (Unit planners, Scope and Sequences, etc)</li> <li>* Inquiring into Phonics Instruction and Assessment practices in P-2, including DIBELS</li> <li>* Investigation of Spelling and Grammar practices in 3-9, including DIBELS</li> <li>* Continue building staff capacity with regards to 'Conferencing'</li> <li>* Continue building staff capacity with regards to the 6+1 Traits of Writing</li> <li>* Build staff capacity with regards to the Math proficiencies</li> <li>* Develop coaching capabilities of School Improvement Team</li> <li>* Monitor implementation of PLCs</li> <li>* Continue EAL implementation, inclusive of additional staff</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* build staff capacity through various formats, including coaching, PLCs and by delivering professional learning opportunities</li> <li>* use multiple sources of evidence to track implementation of the curriculum and instructional model, including Learning Walks, PLCs, Staff Opinion Survey (SOS), and Attitudes to School Survey (ATOSS)</li> <li>* investigate evidence based practices for curriculum improvement</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* understand the updates within the new curriculum and triangulate data accurately to ensure teacher judgement scores are aligned</li> <li>* embed introduced curriculum improvements and initiatives in planning documentation</li> <li>* understand and adhere to the structure of the instructional model</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* be able to articulate the "usual" structure of lessons, aligned with the instructional model</li> <li>* show academic progress according to Teacher Judgement scores</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Brookside Instructional Model (BIM) will be refined and detail added where needed</li> <li>* BIM Learning Walks will demonstrate LI &amp; SC implementation</li> <li>* BIM Learning Walks will demonstrate Explicit Teaching implementation</li> <li>* Teacher Judgment scores will be aligned with Victorian Curriculum 2.0 and triangulated against other available sources of data</li> <li>* Scope and Sequence documentation will reflect updated Victorian Curriculum 2.0 in all relevant areas</li> <li>* Professional Learning Plan for implementation of English improvement initiatives will be developed</li> <li>* Curriculum and planning documentation will include evidence of 'Conferencing' implementation</li> <li>* Curriculum and planning documentation will include evidence of 'Proficiencies' implementation</li> <li>* Coaching documentation will be completed and reflective of successful engagement with coachees</li> <li>* PLCs will use FISO improvement cycles to improve student achievement and professional practice</li> <li>* Students in need of targeted support will be identified and supported to experience success, reflected in IEPs</li> <li>* Data walls will show evidence of student improvement</li> <li>* Students will demonstrate improvement in various assessments undertaken (NAPLAN, School Based Assessments such as PAT, etc.)</li> <li>* Improvement in targeted areas will be evident by responses in whole school surveys (SOS &amp; ATOSS)</li> </ul>

<b>KIS 1.b</b> Teaching and learning	Strengthen the whole college culture of inclusion.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Build staff capacity of the 'Disability Inclusion' program</li> <li>* Investigate the implementation of IEPs for more students achieving below standard</li> </ul>
<b>Outcomes</b>	Leaders will: <ul style="list-style-type: none"> <li>* build staff capacity through various formats, including coaching, PLCs and by delivering professional learning opportunities</li> <li>* use multiple sources of evidence to monitor implementation of strategies to support student academic and wellbeing development, including Compass documentation, Learning Walks and PLCs</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>* understand the expectations of the Disability Inclusion program</li> <li>* embed and document strategies to support student academic and wellbeing development</li> </ul> Students will: <ul style="list-style-type: none"> <li>* show progress according to IEPs and demonstrated during SSGs</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Professional Learning will be provided to staff regarding the implementation of 'Disability Inclusion'</li> <li>* Support will be provided to staff during PLCs</li> <li>* IEPs will be implemented for more students achieving below standard</li> <li>* Curriculum and planning documentation will include evidence of strategies to support student academic and wellbeing development</li> <li>* Coaching documentation will be completed and reflective of successful engagement with coachees regarding Inclusion</li> <li>* Students will demonstrate improvement in various assessments undertaken</li> <li>* TLI growth data from each cycle of intervention will show growth in student understanding and achievement</li> </ul>

<b>Goal 2</b>	Enhance student wellbeing and engagement.
<b>KIS 2.a Engagement</b>	Implement evidence-based wellbeing strategies.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Re-implement Home Group expectations</li> <li>* Develop staff understanding of SWPBS acknowledgement system, particular for students who consistently display expected behaviours in the yard</li> <li>* Develop expected behaviours regarding Online Safety</li> <li>* Build staff capacity with regards to Student Voice and Agency</li> <li>* Expand Peer Support Program</li> <li>* Expand use of SAEBRS tool across P-9</li> <li>* Build staff capacity with regards to 'Positive Classroom Management Strategies' (PCMS)</li> <li>* Build staff capacity with regards to 'Functions of Behaviour'</li> <li>* Further embed House System into the school culture, with a particular focus on engaging students in Years 7-9 and including the placement of staff 'House Leaders'</li> <li>* Build staff capacity with regards to the Zones of Regulation</li> <li>* Investigate the 'Resilience Project'</li> <li>* Develop and implement Pre &amp; Post Atoss surveys for all students in Years 4-9</li> <li>* Ensure fidelity of Respectful Relationships (RR) program</li> <li>* Monitor student attendance and investigate attendance improvement strategies</li> <li>* Utilise different strategies to encourage family engagement with Seesaw and Compass, including regular staff updates</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* build staff capacity through various formats, including coaching, PLCs and by delivering professional learning opportunities</li> <li>* implement and monitor student attendance tracking cycles in PLCs</li> <li>* use multiple sources of evidence to track implementation of initiatives, including Learning Walks, PLCs, Staff Opinion Survey (SOS), and Attitudes to School Survey (ATOSS), Attendance data and Compass documentation</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* embed introduced improvements and initiatives in planning documentation</li> <li>* consistently teach and acknowledge expected behaviours, in line with the school SWPBS Matrix</li> <li>* follow clear and agreed protocols regarding student absences</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* use Compass and Seesaw in accordance with expectations</li> <li>* adhere to school expectations, in line with the SWPBS Matrix</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Learning Walks will demonstrate adherence to Home Group expectations</li> <li>* Compass data will clearly identify patterns of behaviour and areas of concern within the school, informing the teaching of expected behaviours</li> <li>* Working party will be formed to develop more explicit lessons and videos (of students) to use in class</li> <li>* Compass data will clearly demonstrate acknowledgements are being regularly received by students, including in the yard</li> <li>* Expected behaviours developed regarding Online Safety</li> <li>* 'Student Voice and Agency' to be investigated and varied strategies trialled</li> <li>* SAEBRS tool will be used across P-9 to identify areas of concern and provide appropriate tiered interventions</li> <li>* Professional Learning will be provided to staff regarding 'Positive Classroom Management Strategies' (PCMS)</li> <li>* Professional Learning will be provided to staff regarding 'Functions of Behaviour'</li> <li>* Students will be engaged in the House System culture through various House activities, with a particular focus on students in Years 7-9</li> <li>* Professional Learning will be provided to staff regarding 'Zones of Regulation'</li> <li>* Professional Learning Plan for implementation of 'Resilience Project' will be developed</li> <li>* RR Working Party will conduct classroom observations to ensure fidelity of implementation</li> <li>* Attendance Tracking Cycles will be analysed during Leadership meetings and PLCs</li> </ul>

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|  | <ul style="list-style-type: none"><li>* FISO improvement cycles will be used to improve student attendance</li><li>* Pre &amp; Post Atoss surveys will be developed and implemented for all students in Years 4-9</li><li>* Coaching documentation will be completed and reflective of successful engagement with coachees</li><li>* Improvement in targeted areas will be evident by responses in whole school surveys (SOS &amp; ATOSS)</li><li>* Family engagement with Seesaw and Compass will improve including regular staff updates</li></ul> |
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