2022 Annual Implementation Plan

for improving student outcomes

Brentwood Secondary College (7647)

Submitted for review by John Ballagh (School Principal) on 30 March, 2022 at 03:42 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 30 March, 2022 at 03:56 PM
Endorsed by Stella Koutsikos (School Council President) on 04 May, 2022 at 11:12 AM

Self-evaluation Summary - 2022

	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	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	Embedding
	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	Embedding
	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
	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	Despite significant disruption during 2021 due to Remote Learning, the school made significant progress in the implementation of Professional Learning Communities. This led to an increase in the use of formative assessment practices as teachers continued to co-construct more developmental rubrics for units of work in all faculties. Learning Walks and Student Forums have shown an increase in student engagement with these rubrics. This has resulted in students setting more learning goals within classes. The guided PLC cycle also allowed teachers to discuss and support each other in implementing High Impact Teaching Strategies to support learning growth in literacy or numeracy.

| | Beyond classroom-based adjustments made by teachers responding to the needs of their students, a large number of students were identified for more targeted support as part of MYLNS (Middle Years Literacy and Numeracy Support) and TLI (Tutor Learning Initiative) support programs. Each one of these students has a personalised Individual Education Plan (IEP) and were supported one on one and in small groups throughout 2021. This support was provided to students in all year levels.

During the school review further opportunities were discovered to strengthen a whole school approach to Wellbeing and Engagement. This has resulted in a new Leadership Role, the Director of Inclusion and Diversity, who will further support the broader educational program for students in the ASPIRE program. The employment of a Mental Health Practitioner will also further support this work as well as a stronger focus on wellbeing throughout ASPIRE, particularly in Years 10 - 12. |
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| **Considerations for 2022** | As the school heads into 2022 after the school review in 2021, there will be a focus on re-establishing students to sustained periods of face to face learning and supporting staff in maintaining a safe and secure learning environment so that students are able to engage effectively in their learning. A new House Hub and Wellbeing Hub, along with a new Senior Learning Centre will provide opportunities to strengthen these programs within the school community as part of a whole school focus on learning and wellbeing.

As a PLC Link school, teachers will be well supported by the Director of PLC's and broader leadership team in further developing their knowledge and understanding of how to implement the PLC inquiry cycle through their weekly collaborative meetings. This will be supported by the ongoing focus on building more developmental rubrics that are more focused on skills across a unit within all subjects. With the expectation that there is more sustained face to face learning in 2022, the peer observational framework will be reinstated as part of the PLC cycle and further support teachers in building their skills and capacity in the classroom. This will include a focus on using VCE data to stimulate inquiry cycles and discussions in the Senior Years.

2022 is an opportunity to build on the strong wellbeing focus at Brentwood and develop more targeted and tiered approaches so that wellbeing capabilities are part of the learning program in all classes. This will result in a more shared understanding of the importance of wellbeing for students to be the best learner and person they can be. The establishment of a whole school wide positive behaviour framework will provide a strong support for this work.

A more focused approach on Numeracy will be begin in 2022 with a documented whole school approach and strategy to be investigated and designed across 2022. |
| **Documents that support this plan** | |

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** 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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise the learning growth of every student.
Target 2.1	By 2025,the percentage of students meeting or above NAPLAN benchmark growth Year 7 to Year 9 will increase. • Reading from 71per cent (2019) and 73 per cent (2021) to 77 per cent. • Writing from 62 percent (2019) and 79 per cent (2021) to 83 per cent. • Numeracy from 69 per cent (2019) and 65 per cent (2021) to 73 per cent.
Target 2.2	By 2025, the percentage of students maintaining the top two bands, Year 7 to Year 9, will increase. • Reading from 61 per cent (2019) and 68 per cent (2021) to 72 per cent. • Writing from 28 per cent (2019) and 36 per cent (2021) to 40 per cent. • Numeracy from 68 per cent (2019) and 64 per cent (2021) to 72 per cent.

Target 2.3	By 2025, the learning growth measured by teacher judgment semester 2 to semester 2 for Year 7 to Year 10 students achieving above expected growth will increase. • Reading and viewing from 15.5 per cent (2019) and 13.25 per cent (2020) to 20 per cent. • Writing from 16.75 per cent (2019) and 14.75 per cent (2020) to 20 per cent. • Number and Algebra from 11.4 per cent (2019) and 16.25 per cent (2020) to 20 per cent.
Target 2.4	By 2025, increase the VCE Unit 3 and 4 subjects are at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10 from 23.3 per cent (2019) and 33.3 per cent (2020) to 50 per cent.
Target 2.5	By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. • Academic emphasis from 58 per cent (2020) to 62 per cent. • Guaranteed and viable curriculum from 70 per cent (2020) to 74 per cent. • Collective efficacy from 67 per cent (2020) to 71 per cent. • Staff trust in colleagues from 71 per cent (2020) to 75 per cent. • Teacher Collaboration from 40 per cent (2020) to 48 per cent. • Instructional leadership from 66 per cent (2020) to 70 per cent. • Understand how to analysis data from 53 per cent (2020) to 61 per cent.
Target 2.6	By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Stimulating learning from 56 per cent (2021) to 60 per cent. • Differentiated learning challenge from 56 per cent (2021) to 60 per cent.
Key Improvement Strategy 2.a	Embed Professional Learning Communities (PLCs) to enable staff collaboration and reflection to strengthen student learning and teacher practice.

Curriculum planning and assessment	
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Further enhance the agreed evidence based instructional practices to embed differentiation
Key Improvement Strategy 2.c Curriculum planning and assessment	Further enhance the agreed evidence-based assessment practices to embed differentiation.
Key Improvement Strategy 2.d Curriculum planning and assessment	Strengthen the shared understanding and enhance responsive use of curriculum frameworks
Key Improvement Strategy 2.e Instructional and shared leadership	Strengthen the instructional and shared leaderships capacity of all staff.
Goal 3	Maximise student agency of every student.
Target 3.1	By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Student voice and agency from 45 per cent (2021) to 49 per cent. • Self-regulation and goal setting from 60 per cent (2021) to 64 per cent. • Sense of confidence from 59 per cent (2021) to 63 per cent. • Attitudes to attendance from 81 per cent (2021) to 85 per cent.
Target 3.2	By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. • Stimulating learning environment from 79 per cent (2020) to 83 per cent. • Student voice and agency from 74 per cent (2020) to 80 per cent. • Parent participation and involvement from 68 per cent (2020) to 72 per cent.

Target 3.3	By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. • Promote student ownership of learning goals from 54 per cent (2020) to 58 per cent. • Use student feedback to improve practice from 75 per cent (2020) to 79 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and embed a whole school approach to enhance student agency
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Further enhance and embed the agreed evidence based instructional practices to enable student agency.
Goal 4	Optimise student wellbeing.
Target 4.1	By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Sense of connectedness from 50 per cent (2021) to 58 per cent. • Resilience from 62 per cent (2019) to 66 per cent. • Respect for diversity from 46 per cent (2021) to 50 per cent. • Perceptions of LGBTIQ-Phobic discrimination from 25 per cent (2021) to 29 per cent. • Teacher concern from 36 per cent (2021) to 40 per cent. • Life satisfaction from 47 per cent (2021) to 51 per cent.
Target 4.2	By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. • Student connectedness from 84 per cent (2020) to 88 per cent. • Confidence and resiliency skills from 81 per cent (2020) to 85 per cent.

Target 4.3	By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. • Trust in students and parents from 64 per cent (2020) to 68 per cent. • Staff professional safety from 42 per cent (2019) to 50 per cent. • Staff psychological safety from 29 per cent (2019) to 40 per cent. • Staff safety and wellbeing consultation and participation from 36 per cent (2019) to 44 per cent.
Key Improvement Strategy 4.a Health and wellbeing	Develop a whole school tiered approach to support student wellbeing.
Key Improvement Strategy 4.b Health and wellbeing	Build staff capacity to improve student wellbeing capabilities.??
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Embed wellbeing capabilities within the whole school curriculum

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	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.
2022 Priorities Goal 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.	Yes	Support for the 2022 Priorities	.
Maximise the learning growth of every student.	No	By 2025,the percentage of students meeting or above NAPLAN benchmark growth Year 7 to Year 9 will increase. • Reading from 71per cent (2019) and 73 per cent (2021) to 77 per cent. • Writing from 62 percent (2019) and 79 per cent (2021) to 83 per cent. • Numeracy from 69 per cent (2019) and 65 per cent (2021) to 73 per cent.	

		By 2025, the percentage of students maintaining the top two bands, Year 7 to Year 9, will increase. • Reading from 61 per cent (2019) and 68 per cent (2021) to 72 per cent. • Writing from 28 per cent (2019) and 36 per cent (2021) to 40 per cent. • Numeracy from 68 per cent (2019) and 64 per cent (2021) to 72 per cent.	
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		By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Stimulating learning from 56 per cent (2021) to 60 per cent. • Differentiated learning challenge from 56 per cent (2021) to 60 per cent.	
Maximise student agency of every student.	No	By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Student voice and agency from 45 per cent (2021) to 49 per cent. • Self-regulation and goal setting from 60 per cent (2021) to 64 per cent.	

		- Sense of confidence from 59 per cent (2021) to 63 per cent. - Attitudes to attendance from 81 per cent (2021) to 85 per cent.	
		By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. - Stimulating learning environment from 79 per cent (2020) to 83 per cent. - Student voice and agency from 74 per cent (2020) to 80 per cent. - Parent participation and involvement from 68 per cent (2020) to 72 per cent.	
		By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. - Promote student ownership of learning goals from 54 per cent (2020) to 58 per cent. - Use student feedback to improve practice from 75 per cent (2020) to 79 per cent.	
Optimise student wellbeing.	No	By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. - Sense of connectedness from 50 per cent (2021) to 58 per cent. - Resilience from 62 per cent (2019) to 66 per cent.	

		• Respect for diversity from 46 per cent (2021) to 50 per cent. • Perceptions of LGBTIQ-Phobic discrimination from 25 per cent (2021) to 29 per cent. • Teacher concern from 36 per cent (2021) to 40 per cent. • Life satisfaction from 47 per cent (2021) to 51 per cent.	
		By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. • Student connectedness from 84 per cent (2020) to 88 per cent. • Confidence and resiliency skills from 81 per cent (2020) to 85 per cent.	
		By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. • Trust in students and parents from 64 per cent (2020) to 68 per cent. • Staff professional safety from 42 per cent (2019) to 50 per cent. • Staff psychological safety from 29 per cent (2019) to 40 per cent. • Staff safety and wellbeing consultation and participation from 36 per cent (2019) to 44 per cent.	

| Goal 1 | 2022 Priorities Goal
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. | |
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| **12 Month Target 1.1** | . | |

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

Goal 1	**2022 Priorities Goal** 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.
12 Month Target 1.1	.
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	1. Enhance teacher practice through the continuous improvement of Professional Learning Communities. 2. Enhance and evolve the consistent use of the schools agreed Instructional Model (GROWTH) to improve student learning growth 3. Further develop and embed rigorous and purposeful evidence-based assessments 4. Enhance staff capability in the use of the Victorian Curriculum and VCE as a continuum of learning 5. Build staff collective capability in peer professional challenge 6. Embed opportunities through whole school approach to student agency for their learning assessment and to co-construct curriculum.
Outcomes	Students will: - know where they are placed on their developmental rubrics and what their next steps are in their learning - set goals to progress their learning and wellbeing - be able to identify consistent elements within all their lessons - receive targeted academic support or intervention as a part of their Individual Education Plan - challenge themselves at their point of need ensuring they progress their learning Teachers will: - follow an evidenced based collaborative PLC inquiry cycle to identify student needs, implement, trial and observe new strategies, moderate and evaluate their impact on student outcomes - use Individual Education Plans and student data to differentiate learning to meet the students' point of need - use a range of formative assessment strategies in order to select, implement and monitor responsive teaching pedagogies - follow agreed norms and protocols to challenge and improve practice

	- have an agreed and shared understanding of student agency - develop and implement an agreed lesson framework - help students identify goals using developmental rubrics - have a greater understanding of numeracy in their curriculum area and trial shared numeracy strategies Leaders will: - support teaching staff to build assessment and differentiation practices through clear processes and professional learning - co-construct a lesson framework with teaching staff - support teachers' growth through PLCs, Faculty Meetings and the Observational Framework - develop a coaching framework - support schools in the North Eastern Victorian Region with their implementation of PLCs - support teachers in embedding PLCs - improve their own and staff data literacy - develop a whole school Numeracy Strategy - empower teachers to co-construct a shared understanding of student agency - continue to embed the use of IEPs The Community will: - have high expectations for student learning and personal growth as well as academic performance
Success Indicators	Early: - Developmental rubrics will show student learning growth - Student IEPs will identify goals and strategies to meet individual student needs - Teachers will report increased use of edapt - IEPs to identify learning needs of students - All PLCs will identify a measurable crumb - Data Walls are being used to track student learning growth - Observation of PLCs indicate important elements are 'tight' - Students report increased impact of PIVOT student voice surveys in their classes - Students in years 7-11 will know and understand their PAT results. Late: - Curriculum and assessment documentation in all faculties will incorporate social and emotional learning - Documented student leaner model shared with staff as part of the Brentwood Professional Practice - handbook - PIVOT survey to show an increase in the lowest three responses from 2021 (1. This class keeps my attention / 2. This teacher pushes me to set challenging learning goals / 3. This teacher makes what we are learning interesting) - Student Forums to show an increase in student voice as a result of PIVOT surveys.

	- PAT Testing and PLC data walls to show learning growth for identified students. - Students can articulate their progress towards their IEP goals - Observations and learning walks identify elements of the agreed lesson framework - More differentiated teaching resources and strategies will be evident in classroom observations and PDP discussions - Semester 2 teacher judgements will more closely align with other datasets - Learner Profile has been trialed with a group of students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers to work collaboratively through a structured review of previous VCE Data and identify areas for improvement in 2022 as a professional learning activity.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
eDapt learner profile will be trialed with a group of students and staff.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$12,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Professional Learning Communities All teaching staff will be led through a structured inquiry cycle in faculty based PLC teams throughout the year. A PLC Brentwood handbook will be developed and published to assist staff in implementing inquiry cycles effectively.	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Responsive Teaching Professional Learning & Instructional Model - Staff will co-construct a shared lesson framework that supports the implementation of the GROWTH instruction model with a focus on responsive teaching strategies. - Staff will re-engage with the GROWTH Instructional Model during professional learning. - Professional Learning with Bronwyn Ryrie Jones	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$5,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PLC Link School: - Host Open Days (Virtual and/or Onsite) - Establish a PLC Community of Practice with the region. - Develop PLC Link School Handbook	☑ Assistant Principal	☑ PLP Priority	from: Term 1	$100,000.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Observation Framework implemented.	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Explore the research behind multi-tiered systems of support (i.e. response to intervention framework) and develop a differentiated response model that meets the needs of students incorporating student individual education plans.	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Documented Assessment Schedule from Years 7 - 12.	☑ All Staff ☑ KLA Leader ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy and Numeracy Capacity Building for staff and targeted support for students	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$297,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Review the GROWTH Instructional Model and develop agreed lesson elements.	☑ Leadership Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Academy Teaching Excellence Program to be completed by 3 staff	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continued development and implementation of Developmental Rubrics in all faculties	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a whole school Numeracy Strategy.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Further develop the staff growth and development framework to include coaching opportunities.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	1. Develop and embed a clear understanding and definition of student agency in learning at Brentwood through the school community (Students/ Staff/ Families) 2. Establish a tiered social regulation/engagement model using the Schoolwide Positive Behaviour Support (SWPBS) framework 3. Evolve the tiered systems of support that enable teachers and ESS to identify and respond to students' learning and wellbeing needs 4. Define and focus the purpose of wellbeing and relationship with learning attainment and growth			
Outcomes	Students: - will set goals to progress their learning and wellbeing by identifying their next steps - will feel supported and engaged in ASPIRE groups and contribute to a strong classroom culture - will be able to explain what positive mental health means and where they can seek support at school - identified at risk will will have an Individual Education Plan that has specific strategies to improve their learning and wellbeing growth. Teachers: - will know the tiered framework for identifying and responding to student learning and wellbeing needs - will have a shared and agreed understanding of the difference between student voice and student agency in learning and wellbeing at Brentwood - will plan for increased agency in student learning. - have a shared and agreed understanding of wellbeing and its relationship to learning growth at Brentwood - will have a shared and agreed understanding of the wellbeing capabilities within their curriculum area - will be able to recognise, respond to, and refer students' mental health needs - Consistently implement student management and wellbeing polices Leaders: - will co-construct and implement a school wide positive behaviour support framework with staff, students and parents - will establish a tiered system of support framework that responds to students learning and wellbeing needs - ensure all targeted students are well known by teachers and have an Individual Education Plan that is supported through targeted programs and services (i.e TLI, MYNS, Wellbeing, VHAP) - support House Leaders to use the FISO improvement cycle to identify and address the needs of each year level			

	- build the capacity of teachers using the observation framework Community: - will participate in the creation of a tiered social regulation/engagement model using the Schoolwide Positive Behaviour Support (SWPBS) framework
Success Indicators	Early: - Working party established to create continuums for General and Wellbeing capabilities - Year 11 and 12 students participating in an increased number of activities that align with the three pillars of ASPIRE - Staff have participated in defining what student agency could be at Brentwood - Staff and leadership support the implementation of the School Wide Positive Behaviour Framework Late: - Learning walks show an increase in the consistent implementation of student management and wellbeing polices - ASPIRE survey shows students feeling increased levels of support and engagement in ASPIRE groups. - Students trialing the use of eDapt to create an individual Learner Profile based on the three pillars of ASPIRE - PIVOT indicators show an increase in positive responses to the following prompts (1. This teacher makes changes in response to my feedback 2. This teacher helps me set goals for my learning 3. I know how well I am doing in this class 4. This teacher asks me to share my ideas about what we are learning 5. This teacher cares about my wellbeing 6. This teacher helps me when I am upset) - Feedback from student forums indicate students are able to explain what positive mental health means and where they can seek support at school - Documented school wide positive behaviour support framework in the Brentwood Staff Handbook - Teachers using the observation framework to improve student learning & wellbeing outcomes.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School Wide Positive Behaviour Support Framework Implementation	☑ Assistant Principal ☑ School Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

| | | | | | □ Disability Inclusion Tier 2 Funding will be used

☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|---|
| eDapt Learner Profile trial with staff and students | ☑ Leading Teacher(s) | ☑ PLP Priority | from:
Term 2
to:
Term 3 | $12,000.00

□ Equity funding will be used

□ Disability Inclusion Tier 2 Funding will be used

□ Schools Mental Health Menu items will be used which may include DET funded or free items | |
| Growth and Recognition Framework implemented with students being recognised regularly throughout the school year for their growth as a learner and a person. | ☑ Assistant Principal
☑ Leading Teacher(s) | □ PLP Priority | from:
Term 1
to:
Term 4 | $0.00

□ Equity funding will be used

□ Disability Inclusion Tier 2 Funding will be used

□ Schools Mental Health Menu items will be used which | |

				may include DET funded or free items
All year level programs and events to be reviewed by the ASPIRE implementation team to ensure there is a clear educational rationale that is connected to one of the three ASPIRE pillars.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All staff to engage in professional learning on the Wellbeing capabilities within the Victorian Curriculum and FISO 2.0 framework.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers with responsibilities to support targeted students develop Individual Education Plans for all staff to implement (i.e. students at risk, TLI, MYLNS, Wellbeing, VHAP)	☑ Leading Teacher(s) ☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1	$0.00

	☑ Teacher(s) ☑ Year Level Co-ordinator(s)		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student ASPIRE survey to be administered and used to adjust the ASPIRE program	☑ Leading Teacher(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All staff to collaborate in having a shared and agreed understanding of Brentwood's tiered approach to wellbeing and its relationship to learning growth at Brentwood	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 1	$1,540.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All staff will collaborate during professional learning to develop a shared and agreed understanding of the difference between student voice and student agency in learning and wellbeing at Brentwood	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Reviewing the operations of the newly refurbished Wellbeing Centre to meet student needs and align with a whole school tiered approach to wellbeing	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Implement Year Level Improvement Teams through an improvement based inquiry cycle (i.e. PLC) as part of the House Hub operations. This will involve leading a systematic process of collection and analysis of student engagement, wellbeing, attendance and academic progress data	☑ Leading Teacher(s) ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$130,744.00	$130,744.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$269,209.00	-$269,209.00
Total	**$130,744.00**	**$399,953.00**	**-$269,209.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy and Numeracy Capacity Building for staff and targeted support for students	$297,000.00
School Wide Positive Behaviour Support Framework Implementation	$0.00
All staff to engage in professional learning on the Wellbeing capabilities within the Victorian Curriculum and FISO 2.0 framework.	$0.00
Totals	**$297,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy and Numeracy Capacity Building for staff and targeted support for students	from: Term 1	$38,180.00	☑ School-based staffing

	to: Term 4		
Totals		$38,180.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	**When**	**Funding allocated ($)**	**Category**
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	**When**	**Funding allocated ($)**	**Category**

School Wide Positive Behaviour Support Framework Implementation	from: Term 1 to: Term 4	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Foundation Resources (DET Funded initiatives or other free resources)
			    o Schoolwide Positive Behaviour Support (SWPBS)
			       Region Support and PD

All staff to engage in professional learning on the Wellbeing capabilities within the Victorian Curriculum and FISO 2.0 framework.	from: Term 2 to: Term 4	$0.00	
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Student Counsellors	$361,773.00
Totals	$361,773.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Counsellors	from: Term 1 to: Term 4	$92,564.00	☑ School-based staffing
Totals		$92,564.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Counsellors	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Student Counsellors	from: Term 1	$269,209.00	☑ Tier 3/Category: Counselling services **This activity will use Mental Health Menu staffing** o Additional mental health and wellbeing professional

	to: Term 4		Student Counsellors
Totals		$269,209.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers to work collaboratively through a structured review of previous VCE Data and identify areas for improvement in 2022 as a professional learning activity.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 1	☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist	☑ On-site
Professional Learning Communities All teaching staff will be led through a structured inquiry cycle in faculty based PLC teams throughout the year. A PLC Brentwood handbook will be developed and published to assist staff in implementing inquiry cycles effectively.	☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Responsive Teaching Professional Learning & Instructional Model - Staff will co-construct a shared lesson framework that supports the implementation of the GROWTH instruction model with a focus on responsive teaching	☑ Assistant Principal ☑ Leadership Team	from: Term 1 to: Term 2	☑ Design of formative assessments	☑ Whole School Pupil Free Day	☑ PLC Initiative ☑ External consultants Bronwyn Ryrie Jones	☑ On-site

strategies. - Staff will re-engage with the GROWTH Instructional Model during professional learning. - Professional Learning with Bronwyn Ryrie Jones						
PLC Link School: - Host Open Days (Virtual and/or Onsite) - Establish a PLC Community of Practice with the region. - Develop PLC Link School Handbook	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Observation Framework implemented.	☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Documented Assessment Schedule from Years 7 - 12.	☑ All Staff ☑ KLA Leader ☑ Leading Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Literacy and Numeracy Capacity Building for staff and targeted support for students	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ MYLNS initiative professional learning ☑ Numeracy leader	☑ On-site

	☑ Numeracy Leader				☑ MYLYNS Improvement teacher	
Continued development and implementation of Developmental Rubrics in all faculties	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
School Wide Positive Behaviour Support Framework Implementation	☑ Assistant Principal ☑ School Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
eDapt Learner Profile trial with staff and students	☑ Leading Teacher(s)	from: Term 2 to: Term 3	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
All year level programs and events to be reviewed by the ASPIRE implementation team to ensure there is a clear educational rationale that is connected to one of the three ASPIRE pillars.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

All staff to engage in professional learning on the Wellbeing capabilities within the Victorian Curriculum and FISO 2.0 framework.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s)	from: Term 2 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
All staff to collaborate in having a shared and agreed understanding of Brentwood's tiered approach to wellbeing and its relationship to learning growth at Brentwood	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
All staff will collaborate during professional learning to develop a shared and agreed understanding of the difference between student voice and student agency in learning and wellbeing at Brentwood	☑ Leadership Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Implement Year Level Improvement Teams through an improvement based inquiry cycle (i.e. PLC) as part of the House Hub operations. This will involve leading a systematic process of collection and analysis of student engagement,	☑ Leading Teacher(s) ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

wellbeing, attendance and academic progress data						