2023 Annual Implementation Plan

for improving student outcomes

Brentwood Secondary College (7647)

Submitted for review by John Ballagh (School Principal) on 19 December, 2022 at 03:55 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 06 January, 2023 at 10:09 AM
Endorsed by Stella Koutsikos (School Council President) on 28 April, 2023 at 09:16 AM

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	Embedding
	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	Evolving
	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 | Whilst there were not any periods of Remote Learning in 2022, COVID continued to impact throughout the year with increased staff and student absences. Whilst this interrupted the continuity for many students, it also led to the trial and subsequent implementation of a daily lesson plan posted to students for every lesson. Positive feedback from students, along with a review of our GROWTH instructional model led to a collaborative process of embedding this practice into the revised Brentwood Teaching and Learning Model.

This was the first year of our new strategic plan which has a focus on embedding PLCs within the school. As a PLC Link |
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	school we were able to both further develop our PLC approach whilst also sharing our practices within the North Eastern Victorian Metropolitan Region. This resulted in the region PLC manager assessing Brentwood as excelling on the PLC matrix. The focus on more evidenced informed practice was also highlighted with a revised approach to using VCE data with leaders supporting Year 12 teachers through a more targeted and scaffolded approach to unpacking their 2021 results. Consequently, this led to a number of Senior PLC's identifying specific focus areas in their PLC cycles. A focus on Responsive Teaching Strategies this year has complemented the ongoing focus on developmental rubrics and formative assessment practices from previous years. Student Forums, Learning Walks, Teacher Judgements and Staff Survey responses all indicate growth in these areas. Individual students continued to be supported through the Tutor Learning Initiative and Middle Years Literacy and Numeracy Supports. The school ASPIRE program was also adjusted to respond to the cohort needs at each year level. With increased incidents of students not adhering to school expectations, the school has begun the process of introducing the School Wide Positive Behaviour Framework and a more structure tiered response framework within our Wellbeing and House Hub Team.
Considerations for 2023	Through the review process of the GROWTH Instructional Model, along with the recent school review and new statewide Framework for Improving Student Outcomes it reminded us of the importance of both learning and wellbeing in every classroom. Consequently, in 2023 the implementation of the new and revised Brentwood Teaching and Learning Model will have a greater emphasis on building the wellbeing capabilities of students. This process will also require professional learning for staff in this area. As the school progresses through the current strategic plan there will continue to be a stronger focus on student agency. Continuing the work on developmental rubrics, learning area continuums and responsive teaching strategies embedded within the new Teaching and Learning Model will form a strong support of this work in 2023. This combined with a more sophisticated Edapt data dashboard and trial of a learner profile in Year 7 will also be a part of building student agency. After investigation and preliminary work in 2022, the School Wide Positive Behaviour Framework implementation will begin to become visible within the school. This will further enhance a positive climate for learning. In addition, a more coordinated approach to implementing and using Individual Education Plans will also be a highlight in 2023 to ensure individual student needs are met to a higher level. This will also help embed the tiered response framework in the daily practice of teachers, House Leaders and the Wellbeing Team. Through the ongoing improvement journey at Brentwood, PLC's will continue to drive improved practices in the classroom and more broadly throughout the school. This will require continued staff growth in collaboration, using data/evidence and responsive teaching strategies.

Documents that support this plan	

SSP Goals Targets 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 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 Curriculum planning and assessment	Embed Professional Learning Communities (PLCs) to enable staff collaboration and reflection to strengthen student learning and teacher practice.
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.
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.	Yes	Support for the 2023 Priorities	The percentage of students meeting or above NAPLAN benchmark growth Year 7 to Year 9 will be:- 75% for Reading- 77% for Writing- 71% for NumeracyThe percentage of students maintaining the top two bands, Year 7 to Year 9, will be:- 69% for Reading- 38% for Writing- 68% for NumeracyThe learning growth measured by teacher judgment semester 2 to semester 2 for Year 7 to Year 10 students achieving above expected growth will be:- 17% for Reading and Viewing- 18% for Writing- 18% for Number and Algebra46% of VCE Unit 3 and 4 subjects will be at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10The positive percentage endorsement rate in the Staff Opinion Survey factors. will be: - Academic emphasis 56%. - Guaranteed and viable curriculum 68%- Collective efficacy 64%- Staff trust in colleagues 73%- Teacher Collaboration 51%- Instructional leadership 64%- Understand how to analysis data 61% - Promote student ownership of learning goals 65%- Use student feedback to improve practice 82%- Trust in students and parents 60%- Staff professional safety 53%- Staff psychological safety 40%-

			Staff safety and wellbeing consultation and participation 50%The positive percentage endorsement rate on the following Student Attitudes to School Survey factors will be:- Stimulating learning 56%- Differentiated learning challenge 59%- Student voice and agency 51%- Self-regulation and goal setting 62%- Sense of confidence 62%- Attitudes to attendance 82%- Sense of connectedness 54%- Resilience 70%- Respect for diversity 52%- Perceptions of LGBTIQ-Phobic discrimination 29%- Teacher concern 43%- Life satisfaction 49%The positive percentage endorsement rate on the following Parent Opinion Survey factors will be: - Stimulating learning environment 74%- Student voice and agency 75%- Parent participation and involvement 68%- Student connectedness 89%- Confidence and resiliency skills 78%
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.	
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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.	
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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.	
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- 68% for Numeracy

The learning growth measured by teacher judgment semester 2 to semester 2 for Year 7 to Year 10 students achieving above expected growth will be:
- 17% for Reading and Viewing
- 18% for Writing
- 18% for Number and Algebra

46% of VCE Unit 3 and 4 subjects will be at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10

The positive percentage endorsement rate in the Staff Opinion Survey factors. will be:
- Academic emphasis 56%.
- Guaranteed and viable curriculum 68%
- Collective efficacy 64%
- Staff trust in colleagues 73%
- Teacher Collaboration 51%
- Instructional leadership 64%
- Understand how to analysis data 61%
- Promote student ownership of learning goals 65%
- Use student feedback to improve practice 82%
- Trust in students and parents 60%
- Staff professional safety 53%
- Staff psychological safety 40%
- Staff safety and wellbeing consultation and participation 50%

The positive percentage endorsement rate on the following Student Attitudes to School Survey factors will be:
- Stimulating learning 56%
- Differentiated learning challenge 59%
- Student voice and agency 51%
- Self-regulation and goal setting 62%
- Sense of confidence 62%
- Attitudes to attendance 82%
- Sense of connectedness 54%
- Resilience 70%
- Respect for diversity 52%
- Perceptions of LGBTIQ-Phobic discrimination 29%

	- Teacher concern 43% - Life satisfaction 49% The positive percentage endorsement rate on the following Parent Opinion Survey factors will be: - Stimulating learning environment 74% - Student voice and agency 75% - Parent participation and involvement 68% - Student connectedness 89% - Confidence and resiliency skills 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	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 Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

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.
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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1. Embed Professional Learning Communities (PLCs) to enable staff collaboration and reflection to strengthen student learning and teacher practice. 2. Further enhance the agreed evidence based instructional practices to embed differentiation. 3. Further enhance the agreed evidence-based assessment practices to embed differentiation. 4. Strengthen the shared understanding and enhance responsive use of curriculum frameworks. 5. Strengthen the instructional and shared leadership capacity of all staff. 6. Develop a college wide understanding of student agency.

Outcomes	Students will: - use their own learning and wellbeing data to set goals and track their progress if they are in Year 7 or the Vocational Major - begin using the Brentwood student learner model to increase the agency in their learning - engage with lesson plans online to increase the agency in their learning - be able to show evidence of their level of understanding of concepts or skills against continuums of learning - will understand what is required of them within different phases of a lesson - challenge themselves at their point of need ensuring they progress their learning Teachers will: - provide targeted academic support or intervention for Tier 2 or 3 students with an Individual Education Plan - build their data literacy by following an evidenced based collaborative PLC inquiry cycle and engaging in whole school data literacy professional learning opportunities - triangulate various learning data sets to inform their teaching practice and teacher judgements - enhance their formative assessment and responsive teaching practice through embedding developmental rubrics and continuums - embed the Brentwood Teaching and Learning Model in their practice - promote student agency by adopting the lesson framework and embedding the student learner model in their practice - have a greater understanding of numeracy in their curriculum area and trial shared numeracy strategies - continue to enhance our collaborative practices to foster a culture of challenge - engage in the Brentwood coaching framework to build their practice in identified areas of development Leaders will: - finalise and implement the Brentwood coaching framework - provide opportunities for emerging and middle leaders to further develop their leadership capacity - continue to co-construct the whole school Brentwood Numeracy Strategy and support teachers trialing strategies in their classes - continue to support teachers to differentiate their practice and formative assessment using continuums of learning - unpack and embed the Brentwood teaching and learning model - implement and monitor the Brentwood lesson framework including the creation of a responsive teaching playbook - continue to support teams through PLCs, Faculty links and coaching opportunities - continue to build the capacity of PLC facilitators through PLC facilitator workshops and the implementation of a new PLC support structure - support other schools with their implementation of PLCs - further develop their own data literacy in order enhance practices within the college and support staff - engage staff with features of Edapt - develop and implement a student learner model - 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:
	- All Tier 2 and 3 Students will have identified goals and strategies to meet individual needs on an Individual Education Plan
	- All PLCs will identify a measurable crumb using multiple datasets
	- All PLC members will undertake classroom visits underpinned with agreed data collection and reciprocal feedback
	- VCE PLC team crumbs have been informed by the VCE data conversations
	- All Students in years 7 and the Vocational Major have a learner profile on Edapt
	- Semester 1 teacher judgements align more closely with other school wide datasets
	
	Late:
	- Developmental rubrics on Edapt will show student learning growth
	- PLC observations and minutes will report increased use of Edapt when identifying crumbs and students to track
	- Finalised student learner model that has been shared with the school community
	- IEP progress reports/checkpoints show progression towards students achieving their goals
	- Observations and learning walks identify elements of the agreed lesson framework
	- An increase in differentiated teaching resources and responsive teaching strategies will be evident in classroom observations and learning walks
	- Semester 2 teacher judgements align more closely with other school wide datasets
	- Teachers report improved practice as a direct result of their engagement with the Brentwood coaching framework
	- Learning walk data reports consistent use of the lesson framework and wider instructional model
	- Increased number learning growth as measured by PAT for students in the top 2 numeracy bands of NAPLAN
	- Staff opinion survey data will increase in the following areas:
	  - understand how to analyse data (>60%)
	  - plan differentiated learning activities (>64%)
	  - use pedagogical model (>67%)
	  - teachers in this school promote student ownership of learning goals and learning progress (>64%)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Trial and embed various features of Edapt with select classes and staff including: - embedding the use of the school profile data platform in PLCs	☑ Assistant Principal ☑ Homegroup teachers ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00

- trialing the learner profile and goal setting with Year 7 and Vocational Major students.	☑ Teaching and Learning Coordinator ☑ VCAL Leader/Team			☐ 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
Undertake whole school professional learning to increase data literacy including: - using VASS data to inform teaching and learning - VCE data conversations with VCE teachers to identify areas for improvement - how to use multiple learning datasets to inform teaching practice and teacher judgements.	☑ Assistant Principal ☑ Careers Leader/Team ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	☑ 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
Continue to build the capacity of PLC Facilitators through workshops and the implementation of a new support structure.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ 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
Staged implementation and monitoring of the Brentwood Teaching and Learning Model	☑ Assistant Principal ☑ Teaching and Learning Coordinator	☑ 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
Staged implementation and monitoring of the updated Lesson Framework resulting in the development of a playbook of responsive teaching strategies as components of the Brentwood Teaching and Learning model.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	☑ 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

Develop and implement the Brentwood Student Learner Model capturing both staff and student voice as a component of the Brentwood Teaching and Learning model.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	☑ 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
Continue to co-construct the whole school Brentwood Numeracy Strategy and trial with teams and classes.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Numeracy Leader	☑ 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
Continue to develop our middle leaders through a leadership professional learning program.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ 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
Finalise the development of and implement the Brentwood coaching framework.	☑ Assistant Principal ☑ Learning Specialist(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
Embed the use of developmental rubrics/continuums to enhance formative assessment and responsive teaching practice through Faculty PL, coaching and PLCs.	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders	☐ 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
Embed the distributive leadership model in faculties with all staff members facilitating/leading a learning area.	☑ Assistant Principal ☑ KLA Leader ☑ Teaching and Learning Coordinator	☐ 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
Complete the Harvard Data Wise professional learning course.	☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☐ 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
Ensure every Tier 2 and 3 identified student receives an IEP that caters for their individual needs.	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

	☑ Disability Inclusion Coordinator ☑ House Leaders ☑ Literacy Leader ☑ Numeracy Leader		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
Continue to support schools to enhance and implement their PLC practices as a PLC Link School.	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☐ 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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	1. Develop and embed a whole school approach to student agency 2. Develop and embed a whole school tiered approach to student wellbeing
Outcomes	- Leaders capturing evidence of positive behaviours in classrooms and identifying problems of practice to address at individual, faculty or whole staff level. This will lead to a deeper understanding and consistent implementation of the tier 1 responses by

teachers.
- Leaders will use student feedback to construct a shared understanding of student agency.
- Students will have a clear understanding of their responsibilities as agents in their learning.
- Teachers will understand the revised Brentwood Instructional Model that incorporates wellbeing capabilities.
- Year 7 students will trial a learner profile on Edapt as part of their ASPIRE curriculum.
- Increased use of data to recognise students demonstrating excellence and growth, including enrichment students.

Success Indicators	- Learning Walk observation data once a term, across all year levels will show an increase in positive behaviours in classrooms. - Shared student agency feedback to inform Instructional Model work of the Leadership Team to be documented. - All Students in years 7 and the Vocational Major have a learner profile on Edapt. - Year level assemblies include discussion of responsibilities of students as part of the Student Learner Model within the Brentwood Teaching and Learning Model. - Students will be recognised with Growth and Recognition awards each term. - Faculty meetings to include Merit Awards as a regular agenda item. This will result in an increase of Green Compass posts. - All staff participate in the development of School Wide Positive Behaviour matrix. - At least 50% of staff to be trained in Mental Health First Aid. Increase in the following responses on the Student PIVOT surveys between Semester 2, 2022 and 2, 2023 - I know how I am supposed to behave in class - This teacher cares about my wellbeing Increase in the positive endorsement of the following questions on the Attitudes to School survey: - Students at this school treat each other with respect to 48% - Students are rewarded or acknowledged for appropriate behaviour to 55%

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement Positive Climate for Learning walks with students to identify/monitor climate with in classrooms and the use of graduated consequences, type of language being used and student behaviours exhibited.	☑ Assistant Principal ☑ SWPBS Leader/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
Student Forums to gain feedback on student agency.	☑ Leadership Team	☐ 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
Incorporate wellbeing capabilities into the Brentwood Teaching and Learning model.	☑ Leadership Team ☑ Teaching and Learning Coordinator	☐ 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

Staff professional learning on student agency as part of a learner profile and goal setting in Year 7 ASPIRE and Vocational Major.	☑ Homegroup teachers ☑ Teaching and Learning Coordinator	☑ 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
House Leaders to highlight student agency with their students at assemblies and within the student leadership program.	☑ House Leaders	☐ 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
Implementation of the revised Growth and Recognition Framework.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☐ 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
Seek student input on how to best to recognise students as part of the Growth and Recognition Framework.	☑ 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
Incorporate opportunities for staff to recognise students as part of the Growth and Recognition Framework in faculty meeting times.	☑ KLA Leader	☐ 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
Staff Professional Learning on the School Wide Positive Behaviour Framework.	☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 2 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
Engaging the school community in the creation of the SWPBS matrix.	☑ SWPBS Leader/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
Staff Professional Learning on supporting students in classroom with Tier 1 supports.	☑ Wellbeing Team	☑ PLP Priority	from: Term 1	$0.00

			to: Term 2	☐ 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
Incorporating Tier 1 supports into the Learner Model and Brentwood playbook as part of the Brentwood Instructional Model.	☑ Leadership 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
Develop and document the support processes the Wellbeing Team provide students.	☑ Assistant Principal ☑ Wellbeing Team	☐ 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
Staff to be trained in Mental Health First Aid.	☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$32,000.00 ☐ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$151,153.10	$151,153.10	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$151,153.10**	**$151,153.10**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Activities and Milestones - Equity Funding

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

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
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Student Literacy and Numeracy Support Program	$443,096.50
Student Wellbeing Hub	$395,762.80
Totals	**$838,859.30**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Literacy and Numeracy Support Program	from: Term 1 to: Term 4	$47,980.50	☑ Teaching and learning programs and resources
Student Wellbeing Hub	from: Term 1	$103,172.60	☑ School-based staffing

	to: Term 4		
Totals		$151,153.10	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Student Literacy and Numeracy Support Program	from: Term 1 to: Term 4		
Student Wellbeing Hub	from: Term 1 to: Term 4		
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Student Literacy and Numeracy Support Program	from: Term 1 to: Term 4		
Student Wellbeing Hub	from: Term 1 to: Term 4		

Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Trial and embed various features of Edapt with select classes and staff including: - embedding the use of the school profile data platform in PLCs - trialing the learner profile and goal setting with Year 7 and Vocational Major students.	☑ Assistant Principal ☑ Homegroup teachers ☑ PLC Leaders ☑ Teaching and Learning Coordinator ☑ VCAL Leader/Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
Undertake whole school professional learning to increase data literacy including: - using VASS data to inform teaching and learning - VCE data conversations with VCE teachers to identify areas for improvement - how to use multiple learning datasets to inform teaching practice and teacher judgements.	☑ Assistant Principal ☑ Careers Leader/Team ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site

Continue to build the capacity of PLC Facilitators through workshops and the implementation of a new support structure.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site
Staged implementation and monitoring of the Brentwood Teaching and Learning Model	☑ Assistant Principal ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Staged implementation and monitoring of the updated Lesson Framework resulting in the development of a playbook of responsive teaching strategies as components of the Brentwood Teaching and Learning model.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site

Develop and implement the Brentwood Student Learner Model capturing both staff and student voice as a component of the Brentwood Teaching and Learning model.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Continue to co-construct the whole school Brentwood Numeracy Strategy and trial with teams and classes.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Maths/Sci Specialist ☑ Numeracy leader	☑ On-site
Complete the Harvard Data Wise professional learning course.	☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Academy program/course	☑ Off-site Victorian Academy of Teaching and Leadership
Implement Positive Climate for Learning walks with students to identify/monitor climate with in classrooms and the use of graduated	☑ Assistant Principal ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

consequences, type of language being used and student behaviours exhibited.						
Staff professional learning on student agency as part of a learner profile and goal setting in Year 7 ASPIRE and Vocational Major.	☑ Homegroup teachers ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Staff Professional Learning on the School Wide Positive Behaviour Framework.	☑ SWPBS Leader/Team	from: Term 2 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Staff Professional Learning on supporting students in classroom with Tier 1 supports.	☑ Wellbeing Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Staff to be trained in Mental Health First Aid.	☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site