

2024 Annual Implementation Plan

for improving student outcomes

Brentwood Secondary College (7647)



Submitted for review by John Ballagh (School Principal) on 20 December, 2023 at 07:04 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 05 January, 2024 at 11:56 AM
Endorsed by Stella Koutsikos (School Council President) on 12 April, 2024 at 03:31 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student.	Yes	<p>By 2025, the percentage of students meeting or above NAPLAN benchmark growth Year 7 to Year 9 will increase.</p> <ul style="list-style-type: none"> • Reading from 71 per cent (2019) and 73 per cent (2021) to 77 per cent. • Writing from 62 per cent (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. 	Increase the proportion of students in the Exceeding and Strong proficiency levels at Year 9 in Reading, Writing and Numeracy compared to 2024
		<p>By 2025, the percentage of students maintaining the top two bands, Year 7 to Year 9, will increase.</p> <ul style="list-style-type: none"> • 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. 	Reduce the proportion of Year 9 disadvantaged students in the Needs Additional Support proficiency in Reading and Numeracy.

		<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>
		<p>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.</p>	<p>Increase the VCE Unit 3 and 4 subjects at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10 to 45%</p>
		<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • 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. 	<p>The positive endorsement rate will improve in the following Staff Opinion Survey factors: - Academic emphasis (55%)- Guaranteed and viable curriculum (70%)- Collective efficacy (69%)- Staff trust in colleagues (78%)- Teacher collaboration (48%)- Instructional leadership (62%)- Understand how to analyse data (60%)</p>
		<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning from 56 per cent (2021) to 60 per cent. • Differentiated learning challenge from 56 per cent (2021) to 60 per cent. 	<p>The positive endorsement rate will improve in the following Student Attitude to School survey factors:- Stimulating learning (58%)- Differentiated learning challenge (62%)</p>

Maximise student agency of every student.	No	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • 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. 	
		<p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • 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. 	
		<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • 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.	Yes	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • 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. 	<p>The positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. Sense of connectedness (54%) Respect for diversity (51%) Perceptions of LGBTIQ-Phobic discrimination from (27%) Teacher concern (43%) Life satisfaction from (51%)</p>

		<p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Student connectedness from 84 per cent (2020) to 88 per cent. • Confidence and resiliency skills from 81 per cent (2020) to 85 per cent. 	<p>The positive percentage endorsement rate will improve in the Parent Opinion Survey factors. Student connectedness (88%) Confidence and resiliency skills (83%)</p>
		<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • 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. 	<p>The positive percentage endorsement rate will improve in the Staff Opinion Survey factors. Trust in students and parents (67%) Staff professional safety (58%) Staff psychological safety (42%) Staff safety and wellbeing consultation and participation (47%)</p>

Goal 2	Maximise the learning growth of every student.
12-month target 2.1-month target	Increase the proportion of students in the Exceeding and Strong proficiency levels at Year 9 in Reading, Writing and Numeracy compared to 2024
12-month target 2.2-month target	Reduce the proportion of Year 9 disadvantaged students in the Needs Additional Support proficiency in Reading and Numeracy.
12-month target 2.3-month target	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.
12-month target 2.4-month target	Increase the VCE Unit 3 and 4 subjects at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10 to 45%

12-month target 2.5-month target	The positive endorsement rate will improve in the following Staff Opinion Survey factors: <ul style="list-style-type: none"> - Academic emphasis (55%) - Guaranteed and viable curriculum (70%) - Collective efficacy (69%) - Staff trust in colleagues (78%) - Teacher collaboration (48%) - Instructional leadership (62%) - Understand how to analyse data (60%) 	
12-month target 2.6-month target	The positive endorsement rate will improve in the following Student Attitude to School survey factors: <ul style="list-style-type: none"> - Stimulating learning (58%) - Differentiated learning challenge (62%) 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Excellence in teaching and learning	Embed Professional Learning Communities (PLCs) to enable staff collaboration and reflection to strengthen student learning and teacher practice.	No
KIS 2.b Excellence in teaching and learning	Further enhance the agreed evidence based instructional practices to embed differentiation	Yes
KIS 2.c Excellence in teaching and learning	Further enhance the agreed evidence-based assessment practices to embed differentiation.	Yes
KIS 2.d Excellence in teaching and learning	Strengthen the shared understanding and enhance responsive use of curriculum frameworks	Yes
KIS 2.e Professional leadership	Strengthen the instructional and shared leaderships capacity of all staff.	Yes

<p>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.</p>	<p>These Key Improvement Strategies have been identified as areas of focus through the annual review processes at the school. Brentwood has established robust Professional Learning Community (PLC) structures and practices over recent years. This is evident by Brentwood continuing to be PLC Link School for the third year in a row supporting other schools within the North Eastern Victoria Region and beyond. As evidenced by the Attitudes to School Survey, Teacher Judgement Assessments and observations made throughout 2023, the focus for continual improvement in teacher practice is in the area of differentiation to enhance our responsiveness to student needs. In 2024 this will a focus on teaching staff using the Brentwood Teaching and Learning Model in their practice to enhance their responsiveness and instructional practice in differentiation. This will include the use of developmental rubrics as a regular part of their practice in the classroom and deepening their understanding of curriculum frameworks to support differentiation. A strong PLC Culture will further drive this important improvement work in 2024.</p> <p>In 2023, with a various changes in leadership personnel, primarily due to staff being promoted, this highlighted the continual focus on developing staff leadership across the College. This shared instructional leadership is important in driving the PLC culture of the school and further developing staff capacity in all areas.</p>
<p>Goal 4</p>	<p>Optimise student wellbeing.</p>
<p>12-month target 4.1-month target</p>	<p>The positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <p>Sense of connectedness (54%) Respect for diversity (51%) Perceptions of LGBTIQ-Phobic discrimination from (27%) Teacher concern (43%) Life satisfaction from (51%)</p>
<p>12-month target 4.2-month target</p>	<p>The positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <p>Student connectedness (88%) Confidence and resiliency skills (83%)</p>
<p>12-month target 4.3-month target</p>	<p>The positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <p>Trust in students and parents (67%) Staff professional safety (58%) Staff psychological safety (42%) Staff safety and wellbeing consultation and participation (47%)</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop a whole school tiered approach to support student wellbeing.	No
KIS 4.b Positive climate for learning	Build staff capacity to improve student wellbeing capabilities.??	Yes
KIS 4.c Positive climate for learning	Embed wellbeing capabilities within the whole school curriculum	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.	Internal staff surveys have indicated that staff have a clearer understanding of a tiered approach to support student wellbeing with processes and protocols being adjusted in 2023 to better reflect a more deliberate tiered support structure. This included a focus on developing and trialing a School Wide Positive Behaviour Support framework for full implementation in 2024. Staff have also been exposed to the High Impact Wellbeing Strategies to enhance their understanding of tier 1 wellbeing supports in the classroom. The focus for 2024 is to build on this understanding and develop their pedagogical practices as part of the Brentwood Teaching and Learning Model. This will further support areas that were identified by students in 2023 through the Attitude to Schools Survey and Student Forums. These include: Students at this school treat each other with respect, teacher concern and narrowing the gap between male and female students in these areas.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	Increase the proportion of students in the Exceeding and Strong proficiency levels at Year 9 in Reading, Writing and Numeracy compared to 2024
12-month target 2.2 target	Reduce the proportion of Year 9 disadvantaged students in the Needs Additional Support proficiency in Reading and Numeracy.
12-month target 2.3 target	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.
12-month target 2.4 target	Increase the VCE Unit 3 and 4 subjects at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10 to 45%
12-month target 2.5 target	The positive endorsement rate will improve in the following Staff Opinion Survey factors: <ul style="list-style-type: none"> - Academic emphasis (55%) - Guaranteed and viable curriculum (70%) - Collective efficacy (69%) - Staff trust in colleagues (78%) - Teacher collaboration (48%) - Instructional leadership (62%) - Understand how to analyse data (60%)
12-month target 2.6 target	The positive endorsement rate will improve in the following Student Attitude to School survey factors: <ul style="list-style-type: none"> - Stimulating learning (58%) - Differentiated learning challenge (62%)
KIS 2.b Evidence-based high-impact teaching strategies	Further enhance the agreed evidence based instructional practices to embed differentiation
Actions	Enhance staff capacity to understand and apply the Brentwood Teaching and Learning Model in their practice by: <ol style="list-style-type: none"> 1. Creating and using Individual Education Plans (IEPs) to inform and share differentiation practices

	<p>2. Engaging with various data sets to understand their students as learners and people, cater for their individual needs and track learning growth</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - activate their agency as learners using the student learner model - be active in the PLC process in supporting their agency as learners - feel safe to take risks in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - trial and embed PLC strategies in their classrooms - use classroom observations to give and receive feedback on their classroom practice - be engaged in the creation and development of the Brentwood Playbook - engage with IEPs to more responsively identify and share strategies to support students - create a daily or weekly lesson plan for each class with Learning Intentions and Success Criteria that reflect levels of differentiation for students - engage with the Edapt data dashboard to identify students' entry points and track learning growth - work with the TLI/MYNS leaders to embed effective differentiation strategies for TLI/MYNS students <p>Leaders will:</p> <ul style="list-style-type: none"> - build the capacity and confidence of staff to more responsively trial and embed strategies to cater for student needs - lead staff engagement with the creation of the playbook as part of the Brentwood Teaching and Learning Model - support faculties in regularly reflecting and evaluating of lesson plans and sharing best practice for engaging students in the use of them. - support staff in using the PLC inquiry cycle to collaboratively improve student learning outcomes.
<p>Success Indicators</p>	<p>Early</p> <ul style="list-style-type: none"> - PLC strategies will be evident in unit planning documentation on OneNote, PLC agendas and PLC support member feedback - Student Forum discussions demonstrate that students are able to articulate how teachers are differentiating learning activities through the lesson framework - Students will be able to identify and track their progress on PLC Continuums <p>Late</p> <ul style="list-style-type: none"> - Greater spread of teacher judgements against the Victorian Curriculum - PIVOT trend data to increase between semester 1 and 2 in the following questions: <ol style="list-style-type: none"> 1. This teacher gives me choices about the work I do 2. In this class, our teacher always has a plan to meet our daily learning needs - The co-construction of a Brentwood playbook

	- Attitude to School Survey data to show an increase in positive endorsement from 2023 - 2024 in "My teachers give different work to students depending on their ability"			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional learning that supports the implement and monitor phase of the PLC inquiry.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Deliver professional learning that builds the capacity of staff to use a wide range of student data to get to know their students	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
As part of the PLC inquiry cycle staff will engage in professional learning on how to access and interpret whole school data sets (including Edapt), to inform their work.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Support staff to engage with, and use IEPs to differentiate student learning by staff sharing strategies through explicit professional learning, coaching and on demand support via collaborative activities with House Hub Staff and Faculty Staff.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
All year 7 and 8 students develop a learner profile on the Edapt platform as part of the ASPIRE curriculum.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Develop the Brentwood Playbook in consultation with the Playbook project.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Data Wise 2023 team to support staff capacity in enacting classroom observations.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Curriculum planning and assessment	Further enhance the agreed evidence-based assessment practices to embed differentiation.			
Actions	Optimise the use of developmental rubrics within the Brentwood Teaching and Learning Model Teachers enhance their use of PLC continuums in class with students to activate their agency as learners			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - access learning activities specific to their entry level - use rubrics and PLC continuums to reflect on their learning, seek feedback, identify their next steps in their learning and set smart goals <p>Teachers will:</p> <ul style="list-style-type: none"> - more responsively use rubrics, PLC continuums and formative assessment throughout units collaboratively with students to allow them to access learning activities at the appropriate level of challenge - track student growth using data walls as part of PLC inquiry cycles <p>Leaders will:</p> <ul style="list-style-type: none"> - develop a whole school shared understanding of what highly effective and responsive formative assessment, continuum and rubric use looks like at Brentwood - model and support moderation practices in PLCs - support Heads of Faculty and staff in utilising rubrics within their teaching to enhance student agency 			

<p>Success Indicators</p>	<p>Early:</p> <ul style="list-style-type: none"> - Learning walk data will show teachers engaging students in learning continuums - PLC & Faculty Support feedback will show PLC teams using continuums as part of their moderation practices. - Classroom learning walks show evidence of teachers using rubrics regularly throughout each topic as part of the Brentwood Teaching and Learning Model. <p>Late:</p> <ul style="list-style-type: none"> - Increased positive Student voice data including: <ol style="list-style-type: none"> 1. The following PIVOT questions to show a greater positive endorsement from semester 1 to semester 2: <ul style="list-style-type: none"> - "This teacher helps me set goals for my learning" - "I know how well I am doing in this class" - "This teacher's feedback helps me improve" 2. Learning walk data to show an increase in the use of continuums and rubrics in classrooms from semester 1 to semester 2 3. Lesson Plan data to show an increase in teachers consistently uploaded daily/weekly lesson plans to their class teams pages at least one day before the lesson. 4. Attitude to School Survey Data to show an increased positive endorsement in Effective Teaching Time and the following questions: <ul style="list-style-type: none"> - "My teachers understand how I learn" - "My teachers explain things in different ways to students who need it" - "My teachers give me feedback about my work" - "My teachers know when we understand the lesson and when we do not" - "My teachers provide learning outcomes for lessons" - "My teachers use more than one way to check that we understand" - "The feedback that teachers give, helps me understand how to improve" - Faculty Rubrics review show an increase in the number of quality developmental rubric according to the 'continuum for rubric excellence' 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Provide opportunities for teachers to share best practice as part of the whole school professional learning plan.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2</p>	<p>\$0.00</p>

			to: Term 4	
Deliver differentiated professional learning on the construction and use of developmental rubrics to all staff and ongoing support through PLC facilitators, PLC support members and Faculty Collaboration Support members.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Trial the creation of an interactive online developmental rubrics on Edapt.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00
KIS 2.d Curriculum planning and assessment	Strengthen the shared understanding and enhance responsive use of curriculum frameworks			
Actions	Enhance student agency through increased student understanding and use of the Learner Model in their learning Build staff capacity to use whole school Literacy & Numeracy strategies in their practice			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Understand and use whole school reading comprehension and 'FRUP' numeracy strategies in their learning. - Understand their responsibilities in each phase of the lesson through engaging with the Student Learner Model in class and trial setting meaningful goals <p>Teachers will:</p> <ul style="list-style-type: none"> - Prepare for changes to be introduced to the Victorian Curriculum standards and VCAA study designs - Use the capabilities of the curriculum frameworks in the Learning Intentions and Success Criteria developed for lesson plans and share these with colleagues - Include some whole school literacy and numeracy strategies in their curriculum and lesson planning <p>Leaders will:</p> <ul style="list-style-type: none"> - provide responsive professional learning on literacy and numeracy strategies for individual staff and faculties - provide professional learning and supports around the responsive use of curriculum frameworks - use data to inform the next steps in the implementation of the lesson framework and learner model 			

Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - PLC agendas reflect responsive teaching strategies trialed and observation notes - Faculty reflection and evaluation of daily/weekly lesson plans and unit planning show increased evidence of whole school literacy and numeracy strategies. <p>Late:</p> <ul style="list-style-type: none"> - Greater alignment between teacher judgement data and high stakes diagnostic assessments - Edapt data dashboard relative growth data to show an increase from semester 1 to semester 2. - Increased positive endorsement on Pivot surveys in the following questions from semester 1 to semester 2: <ol style="list-style-type: none"> 1. This teacher's feedback helps me improve. 2. I know how well I am doing in this class. 3. This teacher helps me to set goals for my learning. - Work habits student data to show improvement from semester 1 to semester 2. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
ASPIRE teachers will engage students in the Learner Model so that students increase their understanding of their learning responsibilities	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning and support for staff to identify and embed literacy and numeracy strategies in their classrooms. This will include professional learning to support the creation and use of Individual Education Plans for students, explicit staff learning on literacy and numeracy strategies through PLCs, whole staff Professional Learning and Faculty Collaboration.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Data Wise 2024 team to lead an inquiry cycle around student engagement and implementation of the student learner model.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00
KIS 2.e	Strengthen the instructional and shared leaderships capacity of all staff.			

Instructional and shared leadership				
Actions	Further develop the leadership capacity of middle and aspiring leaders.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - Gain a deeper understanding of leadership within schools. - Professionally challenge and support colleagues. <p>Leaders will:</p> <ul style="list-style-type: none"> - Support staff who participate in the structured leadership opportunities provided by the school. - Support Heads of Faculty as a 'Faculty Support' - Provide coaching and professional learning - Provide PLC implementation professional learning and support to other schools. 			
Success Indicators	<p>Early Success Indicators:</p> <ul style="list-style-type: none"> - Staff are engaging in leadership professional learning activities provided by the school and/or Victorian Academy of Teaching and Leadership. <p>Late Success Indicators:</p> <ul style="list-style-type: none"> - Staff Opinion Survey to show increased positive endorsement in the following questions: <ol style="list-style-type: none"> 1. The professional learning updated my professional knowledge 2. The professional learning was a good use of time 3. The professional learning was consistent with my own goals for professional learning - Increased number of staff seeking positions of responsibility - Staff to have successfully completed leadership programs / courses. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Team of leaders will complete the Harvard Data Wise 2024 program as an alumni team.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used

<p>A team of 12 leaders and teachers will complete a Middle Leadership Development Program in partnership with Huddle Learning Systems.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00
<p>Continue to support schools to enhance and implement their PLC practices as a PLC Link School.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>A team of leaders and teachers will complete a year long professional learning program with Bronwyn Rylie Jones on the creation of a Brentwood Playbook.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Goal 4	Optimise student wellbeing.			
12-month target 4.1 target	<p>The positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <p>Sense of connectedness (54%) Respect for diversity (51%) Perceptions of LGBTIQ-Phobic discrimination from (27%) Teacher concern (43%) Life satisfaction from (51%)</p>			
12-month target 4.2 target	<p>The positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <p>Student connectedness (88%) Confidence and resiliency skills (83%)</p>			
12-month target 4.3 target	<p>The positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <p>Trust in students and parents (67%)</p>			

	<p>Staff professional safety (58%) Staff psychological safety (42%) Staff safety and wellbeing consultation and participation (47%)</p>
<p>KIS 4.b Health and wellbeing</p>	<p>Build staff capacity to improve student wellbeing capabilities.??</p>
<p>Actions</p>	<p>Implement the Brentwood School Wide Positive Behaviour Support (SWPBS) framework within the Brentwood Teaching and Learning Model. Implement a documented program to support students identified to benefit from Tier 2 funding.</p>
<p>Outcomes</p>	<p>Students will: - Treat each other and staff more respectfully and feel more connected to the school.</p> <p>Teachers will: - Understand the SWPBS framework and use it successfully in their classrooms. - Consistently report minor and major behaviours on Compass. - Continue to acknowledge positive behaviour of students through the use of the Growth and Recognition Framework.</p> <p>Leaders will: - Provide staff with a SWPBS matrix and professional learning. - Provide support to staff by reminding and creating time for staff to acknowledge positive behaviours of students during structured collaboration times. - Be explicit with staff about expected student behaviours and documenting inappropriate behaviours - Engage all stakeholders in the continued implementation of the SWPBS framework - Increase student leaders voice in promoting inclusive opportunities</p>
<p>Success Indicators</p>	<p>Early Success Indicators: - Teachers using minor and major behaviour chronicles to document student behaviour all of the time - SWPBS matrix is displayed visually throughout the school. - Student Forum feedback indicated that students have noticed teachers referencing the SWPBS framework.</p> <p>Late Success Indicators: - Pivot Survey Data shows an increase in positive endorsement in the following questions from semester 1 to semester 2:</p>

1. I know how I am supposed to behave in class.
 2. I feel comfortable asking this teacher for help.
 3. This teacher cares about my wellbeing.

- Classroom observation data shows regular use of affirmation language in class.
- Attitude to Schools Survey data shows an increase in positive endorsement for the following survey factors: school connectedness, teacher concern and students treat each other with respect
- Student Forum feedback and Attitude to Schools Survey data indicates that female students feel more connected to their peers and the school compared to 2023.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School Wide Positive Behaviour Framework Trial in Semester 1 with posters displayed throughout the school.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Positive Climate for Learning Coaching Trial coaching of a small number of staff completed with recommendations to inform the ongoing refinement of coaching processes	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff SWPBS Professional Learning delivered via whole staff PL, optional PL, coaching and Faculty collaboration support members.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop an evidence based system to support students identified to benefit from Tier 2 funding.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Resilience Project Partnership. This will include staff professional learning, curriculum resources and student planners.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Wide Positive Behaviour Framework finalised and communicated to school community.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
KIS 4.c Intellectual engagement and self-awareness	Embed wellbeing capabilities within the whole school curriculum			
Actions	Enhance teacher capacity in embedding Tier 1 Wellbeing Strategies within the Brentwood Teaching and Learning Model and PLC inquiry cycle process			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Feel safe, valued, connected to their peers in an inclusive and collaborative learning environments. - Collaborate and contribute to each others' learning. - Participate in a range of social and emotional development programs within ASPIRE. <p>Teachers will:</p> <ul style="list-style-type: none"> - Use collaborative activities to facilitate student learning and positive peer relationships. - Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others. - Complete Youth Mental Health First Aid Training. <p>Leaders will:</p> <ul style="list-style-type: none"> - Model best practice collaborative activities and provide professional learning opportunities for staff - Trial a coaching process with teachers and engage in concurrent professional learning - Utilise the Mental Health Menu funding to enhance Tier 1, 2 and 3 supports for students. 			

	- Develop a sequential social and emotional development program.			
Success Indicators	<p>Early Success Indicators:</p> <ul style="list-style-type: none"> - Student forum feedback indicates teachers are deliberately using strategies that are inclusive of all students learning and wellbeing needs. - More than 85% of staff to have completed Youth Mental Health First Aid Training. <p>Late Success Indicators:</p> <ul style="list-style-type: none"> - Brentwood Teaching and Learning Model Staff survey shows a greater percentage of staff confident when teaching the 'we do it together' phase of the lesson. - Pivot Survey Data shows an increase in positive endorsement in the following questions from semester 1 to semester 2: <ol style="list-style-type: none"> 1. I feel comfortable asking this teacher for help. 2. This teacher cares about my wellbeing. 3. This teacher helps me when I am upset. 4. This teacher respects me for who I am. - All staff to have completed Youth Mental Health First Aid Training. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
T&L and PC4L teams to co-construct the Brentwood Playbook to include High Impact Wellbeing Strategies.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff to complete Youth Mental Health First Aid Training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Provide professional learning to staff on the integration of High Impact Wellbeing Strategies into their classroom practice. This will be delivered through a combination of whole staff professional learning, optional professional learning, coaching, PLC faculty support and faculty collaboration support.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

<p>Trial of PLC inquiry cycles that focus on the use of High Impact Wellbeing Strategies to improve student learning and wellbeing outcomes.</p>	<p><input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$149,577.60	\$149,577.60	\$0.00
Disability Inclusion Tier 2 Funding	\$132,081.29	\$132,081.29	\$0.00
Schools Mental Health Fund and Menu	\$150,769.21	\$150,769.21	\$0.00
Total	\$432,428.10	\$432,428.10	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Support staff to engage with, and use IEPs to differentiate student learning by staff sharing strategies through explicit professional learning, coaching and on demand support via collaborative activities with House Hub Staff and Faculty Staff.	\$10,000.00
Resilience Project Partnership. This will include staff professional learning, curriculum resources and student planners.	\$40,000.00
Totals	\$50,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Support staff to engage with, and use IEPs to differentiate student learning by staff sharing strategies through explicit professional learning, coaching and on demand support via collaborative activities with House Hub Staff and Faculty Staff.	from: Term 1 to: Term 4	\$2,446.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$2,446.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support staff to engage with, and use IEPs to differentiate student learning by staff sharing strategies through explicit professional learning, coaching and on demand support via collaborative activities with House Hub Staff and Faculty Staff.	from: Term 1 to: Term 4	\$6,346.29	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Totals		\$6,346.29	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Resilience Project Partnership. This will include staff professional learning, curriculum resources and	from: Term 1	\$40,000.00	<input checked="" type="checkbox"/> The Resilience Project

student planners.	to: Term 4		
Totals		\$40,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Ongoing employment of a Leading Teacher - Director of Inclusion and Diversity.	\$125,735.00
Student Wellbeing and House Hub Teams	\$643,074.80
Literacy and Numeracy Support Program	\$277,483.02
Totals	\$1,046,292.82

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Ongoing employment of a Leading Teacher - Director of Inclusion and Diversity.	from: Term 1 to: Term 4		
Student Wellbeing and House Hub Teams	from: Term 1 to: Term 4	\$102,596.20	<input checked="" type="checkbox"/> School-based staffing
Literacy and Numeracy Support Program	from: Term 1	\$44,535.40	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$147,131.60	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Ongoing employment of a Leading Teacher - Director of Inclusion and Diversity.	from: Term 1 to: Term 4	\$125,735.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Student Wellbeing and House Hub Teams	from: Term 1 to: Term 4		
Literacy and Numeracy Support Program	from: Term 1 to: Term 4		
Totals		\$125,735.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Ongoing employment of a Leading Teacher - Director of Inclusion and Diversity.	from: Term 1 to: Term 4	\$0.00	

Student Wellbeing and House Hub Teams	from: Term 1 to: Term 4	\$110,769.21	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Literacy and Numeracy Support Program	from: Term 1 to: Term 4		
Totals		\$110,769.21	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Deliver professional learning that builds the capacity of staff to use a wide range of student data to get to know their students	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
As part of the PLC inquiry cycle staff will engage in professional learning on how to access and interpret whole school data sets (including Edapt), to inform their work.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support staff to engage with, and use IEPs to differentiate student learning by staff sharing strategies through explicit professional learning, coaching and on demand support via collaborative activities with House Hub Staff and Faculty Staff.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop the Brentwood Playbook in consultation with the Playbook project.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Bronwyn Rylie Jones	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Deliver differentiated professional learning on the construction and use of developmental rubrics to all staff and ongoing support through PLC facilitators, PLC support members and Faculty Collaboration Support members.</p>	<input checked="" type="checkbox"/> Leadership team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
<p>Provide professional learning and support for staff to identify and embed literacy and numeracy strategies in their classrooms. This will include professional learning to support the creation and use of Individual Education Plans for students, explicit staff learning on literacy and numeracy strategies through PLCs, whole staff Professional Learning and Faculty Collaboration.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
<p>Data Wise 2024 team to lead an inquiry cycle around student engagement and implementation of the student learner model.</p>	<input checked="" type="checkbox"/> Leading teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Combination of attendance at the Harvard Data Wise Professional

						Learning at the Academy and Coaching sessions onsite.
Team of leaders will complete the Harvard Data Wise 2024 program as an alumni team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Combination of attendance at the Harvard Data Wise Professional Learning at the Academy and Coaching sessions onsite.
A team of 12 leaders and teachers will complete a Middle Leadership Development Program in partnership with Huddle Learning Systems.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Huddle Learning Systems	<input checked="" type="checkbox"/> Off-site This program will include school visits and whole day workshops offsite.

School Wide Positive Behaviour Framework Trial in Semester 1 with posters displayed throughout the school.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviour Support	<input checked="" type="checkbox"/> On-site
Positive Climate for Learning Coaching Trial coaching of a small number of staff completed with recommendations to inform the ongoing refinement of coaching processes	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff SWPBS Professional Learning delivered via whole staff PL, optional PL, coaching and Faculty collaboration support members.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviour Support	<input checked="" type="checkbox"/> On-site
Resilience Project Partnership. This will include staff professional learning, curriculum resources and student planners.	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
T&L and PC4L teams to co-construct the Brentwood	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

Playbook to include High Impact Wellbeing Strategies.		to: Term 4			Bronwyn Ryrie Jones	
Staff to complete Youth Mental Health First Aid Training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site