

2023 Annual Implementation Plan

for improving student outcomes

Brighton Primary School (1542)



An Internationally Accredited School

Submitted for review by Steve Meade (School Principal) on 09 February, 2023 at 01:07 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

FISO 2.0 Continua of Practice self-evaluation - 2023

Core element	Leadership			
Dimensions	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			
Emerging		Evolving	Embedding	Excelling
Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students’ outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students’ learning and wellbeing needs.</p>		<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>
Self-evaluation evidence	At Brighton Primary School, we have been working to develop robust systems and structures to support common unit planning while also strengthening our guaranteed, viable curriculum. We have developed common yearly, term and unit planning templates as well as common formative and summative assessments. In addition, we introduced Professional Learning Communities (PLC) over three years ago with teacher teams setting student learning focused SMART goals each year. This year, teacher teams have developed SMART goals for both reading and writing. A major foci of our professional learning this year is writing (plus some work on numeracy)			

	<p>Last year, we demonstrated significant growth on our student reading, writing & numeracy outcomes as reflected in our 2022 NAPLAN results. This year, our aim is to continue strengthening reading & writing while also improving the student learning outcomes for numeracy. I have attached several slide decks for professional learning provided this year (so far) to strengthen reading and vocabulary. There will be additional workshops later in the year focused on writing and numeracy.</p>
Uploaded documents	<p>Emina McLean x Brighton Primary 3.2.2023 Staff Copy.pdf (3.15 MB)</p> <p>PL _ DIBELS _ 7th February and 14th February .pdf (3.75 MB)</p>

Core element	Teaching and learning		
Dimensions	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> <p>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</p>		
Emerging	Evolving	Embedding	Excelling
Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for school improvement			
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>

Self-evaluation evidence	<p>At Brighton Primary School, we have been working to develop robust systems and structures to support common unit planning while also strengthening our guaranteed, viable curriculum. We have developed common yearly, term and unit planning templates as well as common formative and summative assessments. In addition, we introduced Professional Learning Communities (PLC) over three years ago with teacher teams setting student learning focused SMART goals each year. This year, teacher teams have developed SMART goals for both reading and writing. A major foci of our professional learning this year is writing (plus some work on numeracy)</p> <p>Last year, we demonstrated significant growth on our student reading, writing & numeracy outcomes as reflected in our 2022 NAPLAN results. This year, our aim is to continue strengthening reading & writing while also improving the student learning outcomes for</p>
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Core element	Assessment			
Dimensions	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			
Emerging		Evolving	Embedding	Excelling
Leadership refers to the shared processes and actions by staff and students that build a positive school climate through practices and relationships based on high expectations, shared values and a culture of trust				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>		<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>
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Core element	Engagement			
Dimensions	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			
Emerging		Evolving	Embedding	Excelling
Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>		<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>

Self-evaluation evidence	Our professional learning with teachers on the first day of school focused on our new Learning Support Model in 2023. Please refer to the slide deck attached to learn more about this professional learning providing greater support and strengthening student engagement.
Uploaded documents	27.01.23 Slides _ Timetable and SST 2023 (draft).pdf (4.96 MB)

Core element	Support and resources			
Dimensions	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			
Emerging		Evolving	Embedding	Excelling
Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>		<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>

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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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Despite the disruption caused as a result of school closures in 2020 and 2021, significant progress has been made to strengthen student (and teacher) learning. We have demonstrated significant growth, as evident in our 2022 NAPLAN results, in reading, writing, numeracy and spelling and vocabulary.</p> <p>Our school-wide Instructional Framework was reviewed, refined, implemented and monitored over the last couple of years. This provided staff with a common language and supported teacher planning and curriculum documentation as well as</p>
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	enhanced the student experience across the school. All staff participated in professional learning related to reading, writing and numeracy which was led collaboratively by the leadership team and consultant, Danny Hyndman and Emina McLean.
Considerations for 2023	<p>LITERACY</p> <p>Our first two professional learning (curriculum) days in 2023 have focused on strengthening our Learning Intervention model as well as student reading. This year, we will also introduce DIBELS reading assessment with associated professional learning to support teachers with the implementation of this new assessment. In addition, more teachers will complete The Science of Language & Reading courses and Write to Read training this year.</p> <p>We will continue to work with consultant, Emina McLean with a focus on reading, writing and language this year.</p> <p>MATHEMATICS</p> <p>Our leadership team will also provide professional learning focused on strengthening numeracy. These four staff members / maths leaders participated in the Bastow Leading Mathematics course last year in preparation to strengthen our math curriculum in 2023.</p> <p>LEADERSHIP</p> <p>We are also working to build the leadership capacity of our middle leaders - Grade Level and Specialist Learning Leaders. Please refer to the attached slide deck - Leadership for Learning.</p>
Documents that support this plan	<p>27.01.23 Slides _ Timetable and SST 2023 (draft).pdf (4.96 MB)</p> <p>BPS - NAPLAN Summary 2022.pdf (0.54 MB)</p> <p>Emina McLean x Brighton Primary 3.2.2023 Staff Copy.pdf (3.15 MB)</p> <p>Leadership for Learning _ Jan - Feb 2023.pdf (0.94 MB)</p> <p>PL _ DIBELS _ 7th February and 14th February .pdf (3.75 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>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.</p>
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 in literacy and numeracy.
Target 2.1	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> • Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2024 • Year 5 Reading from 51 per cent in 2019 to 59 per cent in 2024 • Year 3 Writing from 67 per cent in 2019 to 72 per cent in 2024 • Year 5 Writing from 26 per cent in 2019 to 30 per cent in 2024. • Year 3 Numeracy from 58 per cent in 2019 to 63 per cent in 2024 • Year 5 Numeracy from 51 per cent in 2019 to 56 per cent in 2024.
Target 2.2	<p>To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 19 per cent in 2019 to 26 per cent in 2024 • Writing from 25 per cent in 2019 to 30 per cent in 2024

	<ul style="list-style-type: none"> • Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024. • Numeracy from 23 per cent in 2019 to 28 per cent in 2024.
Target 2.3	<p>To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements for:</p> <ul style="list-style-type: none"> • Reading & Viewing from 59 per cent in 2019 to 64 per cent in 2024 • Writing from 36 per cent in 2019 to 41 per cent to 2024. • Number & Algebra from 55 per cent in 2019 to 60 per cent to 2024.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity to use rigorous assessment practices and feedback to personalise learning
Key Improvement Strategy 2.b Building practice excellence	Develop and consistently implement an agreed instructional model
Key Improvement Strategy 2.c Instructional and shared leadership	Build instructional and shared leadership capacity
Goal 3	To maximise learning growth through increased student agency and voice.
Target 3.1	<p>To increase the positive endorsement of students from Years 4- 6 for the Attitudes To School Survey factors for:</p> <ul style="list-style-type: none"> • Student voice and agency from 72 per cent in 2019 to 77 per cent in 2024 • Differentiated learning challenge from 86 per cent in 2019 to 91 per cent in 2024 • Stimulating learning from 78 per cent in 2019 to 83 per cent in 2024 • Motivation and interest from 80 per cent in 2019 to 85 per cent in 2024 • Self regulation and goal setting from 88 per cent in 2019 to 93 per cent in 2024

	<ul style="list-style-type: none"> • Teacher concern for students from 73 per cent in 2019 to 78 per cent in 2024 • Effort for students from 83 per cent in 2019 to 92 per cent in 2024.
Target 3.2	To increase the positive endorsement of all staff for the School Climate module across all factors in the School Staff Survey from 71 per cent in 2019 to 81 per cent in 2024.
Target 3.3	<p>To increase the positive endorsement of parents/ carers for the Student cognitive engagement module across all factors in the Parent Opinion Survey from 68 per cent in 2019 to 79 per cent in 2024.</p> <p>To increase the positive endorsement of parents/ carers for the Student agency and voice factor in the Parent Opinion Survey from 67 per cent in 2019 to 78 per cent in 2024.</p>
Key Improvement Strategy 3.a Vision, values and culture	Develop a school wide understanding and culture of agency and voice
Key Improvement Strategy 3.b Empowering students and building school pride	Embed structures and processes to enable student agency and voice
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build student capacity to monitor and evaluate their own progress

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023</p>
<p>Maximise the learning growth of every student in literacy and numeracy.</p>	Yes	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2024 Year 5 Reading from 51 per cent in 2019 to 59 per cent in 2024 Year 3 Writing from 67 per cent in 2019 to 72 per cent in 2024 Year 5 Writing from 26 per cent in 2019 to 30 per cent in 2024. Year 3 Numeracy from 58 per cent in 2019 to 63 per cent in 2024 Year 5 Numeracy from 51 per cent in 2019 to 56 per cent in 2024. 	<p>To increase the percentage of students in the top two bands in all learning areas for NAPLAN 2023:</p> <p>Year 3 Reading from 77 per cent in 2022 to 79 per cent in 2023 Year 5 Reading from 69 per cent in 2022 to 71 per cent in 2023</p> <p>Year 3 Writing from 79 per cent in 2022 to 81 per cent in 2023 Year 5 Writing from 49 per cent in 2022 to 51 per cent in 2023</p> <p>Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023</p>

			<p>Year 3 Spelling from 64 per cent in 2022 to 66 per cent in 2023 Year 5 Spelling from 55 per cent in 2022 to 57 per cent in 2023</p> <p>Year 3 Grammar & Punctuation from 73 per cent in 2022 to 75 per cent in 2023 Year 5 Grammar & Punctuation from 49 per cent in 2022 to 51 per cent in 2023</p>
		<p>To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 19 per cent in 2019 to 26 per cent in 2024 • Writing from 25 per cent in 2019 to 30 per cent in 2024 • Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024. • Numeracy from 23 per cent in 2019 to 28 per cent in 2024. 	<p>Reading from 19 per cent in 2019 to 26 per cent in 2024 Writing from 25 per cent in 2019 to 30 per cent in 2024 Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024. Numeracy from 23 per cent in 2019 to 28 per cent in 2024.</p>
		<p>To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements for:</p> <ul style="list-style-type: none"> • Reading & Viewing from 59 per cent in 2019 to 64 per cent in 2024 • Writing from 36 per cent in 2019 to 41 per cent to 2024. • Number & Algebra from 55 per cent in 2019 to 60 per cent to 2024. 	<p>Reading & Viewing from 59 per cent in 2019 to 64 per cent in 2024 Writing from 36 per cent in 2019 to 41 per cent to 2024. Number & Algebra from 55 per cent in 2019 to 60 per cent to 2024</p>

To maximise learning growth through increased student agency and voice.	No	<p>To increase the positive endorsement of students from Years 4-6 for the Attitudes To School Survey factors for:</p> <ul style="list-style-type: none"> • Student voice and agency from 72 per cent in 2019 to 77 per cent in 2024 • Differentiated learning challenge from 86 per cent in 2019 to 91 per cent in 2024 • Stimulating learning from 78 per cent in 2019 to 83 per cent in 2024 • Motivation and interest from 80 per cent in 2019 to 85 per cent in 2024 • Self regulation and goal setting from 88 per cent in 2019 to 93 per cent in 2024 • Teacher concern for students from 73 per cent in 2019 to 78 per cent in 2024 • Effort for students from 83 per cent in 2019 to 92 per cent in 2024. 	
		To increase the positive endorsement of all staff for the School Climate module across all factors in the School Staff Survey from 71 per cent in 2019 to 81 per cent in 2024.	
		To increase the positive endorsement of parents/ carers for the Student cognitive engagement module across all factors in the Parent Opinion Survey from 68 per cent in 2019 to 79 per cent in 2024.	

		To increase the positive endorsement of parents/ carers for the Student agency and voice factor in the Parent Opinion Survey from 67 per cent in 2019 to 78 per cent in 2024.	
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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.	
12 Month Target 1.1	Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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.	
Goal 2	Maximise the learning growth of every student in literacy and numeracy.	

12 Month Target 2.1	<p>To increase the percentage of students in the top two bands in all learning areas for NAPLAN 2023:</p> <p>Year 3 Reading from 77 per cent in 2022 to 79 per cent in 2023 Year 5 Reading from 69 per cent in 2022 to 71 per cent in 2023</p> <p>Year 3 Writing from 79 per cent in 2022 to 81 per cent in 2023 Year 5 Writing from 49 per cent in 2022 to 51 per cent in 2023</p> <p>Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023</p> <p>Year 3 Spelling from 64 per cent in 2022 to 66 per cent in 2023 Year 5 Spelling from 55 per cent in 2022 to 57 per cent in 2023</p> <p>Year 3 Grammar & Punctuation from 73 per cent in 2022 to 75 per cent in 2023 Year 5 Grammar & Punctuation from 49 per cent in 2022 to 51 per cent in 2023</p>	
12 Month Target 2.2	<p>Reading from 19 per cent in 2019 to 26 per cent in 2024 Writing from 25 per cent in 2019 to 30 per cent in 2024 Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024. Numeracy from 23 per cent in 2019 to 28 per cent in 2024.</p>	
12 Month Target 2.3	<p>Reading & Viewing from 59 per cent in 2019 to 64 per cent in 2024 Writing from 36 per cent in 2019 to 41 per cent to 2024. Number & Algebra from 55 per cent in 2019 to 60 per cent to 2024</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to use rigorous assessment practices and feedback to personalise learning	No
KIS 2 Building practice excellence	Develop and consistently implement an agreed instructional model	Yes
KIS 3	Build instructional and shared leadership capacity	No

Instructional and shared leadership		
<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>To build teacher capacity and a common understanding across the school especially as it relates to teaching reading, writing, numeracy and learning support & enrichment for students.</p>	

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.			
12 Month Target 1.1	Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023			
KIS 1 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	-Developing teacher capacity to strengthen student achievement in the area of NUMERACY (& WRITING) -Build Leadership for Learning capacity of our middle leaders			
Outcomes	-Improved learning outcomes in the area of NUMERACY & WRITING for both students and teachers -Enhanced intervention and extension of students through our new Response to Intervention model			
Success Indicators	-Improved student achievement in the area of NUMERACY & WRITING as evidenced by our 2023 NAPLAN results as well as our school-wide writing progression			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
-Provide professional learning for teachers to build a common language and approach for teaching NUMERACY & WRITING at BPS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

					may include DET funded or free items
KIS 2 Priority 2023 Dimension		Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions		-Deliver professional learning opportunities to develop staff capacity to enhance students' wellbeing and mental health needs -Strengthen our Response to Intervention (RTI) model across Grades Prep - G6			
Outcomes		-Teacher understanding, practices and knowledge positively influenced by professional learning ensuring individual student needs are catered for. -Increased professional dialogue regarding student wellbeing, evident in team meetings, planning meetings, staff meetings etc -Shared understanding between students, parents and staff regarding wellbeing programs, policies and processes at Brighton Primary School			
Success Indicators		-Opinion data specifically - Attitudes to School Survey Data and Parent Opinion Survey			
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
-Through funding from the Tutor Learning Initiative and Disability Inclusion Tier 2 sources		<div><input checked="" type="checkbox"/> All Staff</div> <div><input checked="" type="checkbox"/> Leadership Team</div> <div><input checked="" type="checkbox"/> Learning Specialist(s)</div>	<div><input checked="" type="checkbox"/> PLP Priority</div>	from: Term 1 to: Term 4	<div>\$10,000.00</div> <div><input type="checkbox"/> Equity funding will be used</div> <div><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</div> <div><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</div>
Goal 2		Maximise the learning growth of every student in literacy and numeracy.			

12 Month Target 2.1	<p>To increase the percentage of students in the top two bands in all learning areas for NAPLAN 2023:</p> <p>Year 3 Reading from 77 per cent in 2022 to 79 per cent in 2023 Year 5 Reading from 69 per cent in 2022 to 71 per cent in 2023</p> <p>Year 3 Writing from 79 per cent in 2022 to 81 per cent in 2023 Year 5 Writing from 49 per cent in 2022 to 51 per cent in 2023</p> <p>Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023</p> <p>Year 3 Spelling from 64 per cent in 2022 to 66 per cent in 2023 Year 5 Spelling from 55 per cent in 2022 to 57 per cent in 2023</p> <p>Year 3 Grammar & Punctuation from 73 per cent in 2022 to 75 per cent in 2023 Year 5 Grammar & Punctuation from 49 per cent in 2022 to 51 per cent in 2023</p>
12 Month Target 2.2	<p>Reading from 19 per cent in 2019 to 26 per cent in 2024 Writing from 25 per cent in 2019 to 30 per cent in 2024 Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024. Numeracy from 23 per cent in 2019 to 28 per cent in 2024.</p>
12 Month Target 2.3	<p>Reading & Viewing from 59 per cent in 2019 to 64 per cent in 2024 Writing from 36 per cent in 2019 to 41 per cent to 2024. Number & Algebra from 55 per cent in 2019 to 60 per cent to 2024</p>
KIS 1 Building practice excellence	Develop and consistently implement an agreed instructional model
Actions	<ul style="list-style-type: none"> -Developing teacher capacity to strengthen student achievement in the area of NUMERACY & WRITING -Continue implement and strengthen our Response to Intervention model through funding from the Tutor Learning Initiative and Disability Inclusion Tier 2 sources. -Build Leadership for Learning capacity of our middle leaders
Outcomes	Improved student learning outcomes

Success Indicators	<p>To increase the percentage of students in the top two bands in all learning areas for NAPLAN 2023:</p> <p>Year 3 Reading from 77 per cent in 2022 to 79 per cent in 2023 Year 5 Reading from 69 per cent in 2022 to 71 per cent in 2023</p> <p>Year 3 Writing from 79 per cent in 2022 to 81 per cent in 2023 Year 5 Writing from 49 per cent in 2022 to 51 per cent in 2023</p> <p>Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023 Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023</p> <p>Year 3 Spelling from 64 per cent in 2022 to 66 per cent in 2023 Year 5 Spelling from 55 per cent in 2022 to 57 per cent in 2023</p> <p>Year 3 Grammar & Punctuation from 73 per cent in 2022 to 75 per cent in 2023 Year 5 Grammar & Punctuation from 49 per cent in 2022 to 51 per cent in 2023</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>-Provide professional learning for teachers to build a common understanding and alignment of Professional Learning Communities (PLCs), teaching writing & numeracy and Response to Intervention (RTI)</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$5,000.00	-\$5,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$161,323.60	-\$161,323.60
Schools Mental Health Fund and Menu	\$0.00	\$5,000.00	-\$5,000.00
Total	\$0.00	\$171,323.60	-\$171,323.60

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
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Totals		\$0.00	
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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
-Provide professional learning for teachers to build a common understanding and alignment of Professional Learning Communities (PLCs) and Response to Intervention (RTI) PLUS professional learning focused on writing and numeracy	\$30,000.00
Totals	\$30,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
-Provide professional learning for teachers to build a common understanding and alignment of Professional Learning Communities (PLCs) and Response to	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing

Intervention (RTI)			
PLUS professional learning focused on writing and numeracy			
Totals		\$5,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>-Provide professional learning for teachers to build a common understanding and alignment of Professional Learning Communities (PLCs) and Response to Intervention (RTI)</p> <p>PLUS professional learning focused on writing and numeracy</p>	<p>from: Term 1 to: Term 4</p>	\$161,323.60	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> • Whole school <p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • <p><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</p> <ul style="list-style-type: none"> • <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> • CRT (to attend school planning)
Totals		\$161,323.60	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
-Provide professional learning for teachers to build a common understanding and alignment of Professional Learning Communities (PLCs) and Response to Intervention (RTI) PLUS professional learning focused on writing and numeracy	from: Term 1 to: Term 4	\$5,000.00	
Totals		\$5,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
-Provide professional learning for teachers to build a common language and approach for teaching NUMERACY & WRITING at BPS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
-Through funding from the Tutor Learning Initiative and Disability Inclusion Tier 2 sources	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
-Provide professional learning for teachers to build a common understanding and alignment of Professional Learning Communities (PLCs), teaching writing & numeracy and Response to Intervention (RTI)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				✓ PLC/PLT Meeting		
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