

# 2021 Annual Implementation Plan

## for improving student outcomes

Brighton Secondary College (7650)



Submitted for review by Richard Minack (School Principal) on 11 January, 2021 at 11:22 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 18 February, 2021 at 02:37 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding moving towards Excelling

<b>Enter your reflective comments</b>	COVID and remote learning interrupted many of our intended actions.
<b>Considerations for 2021</b>	Ensuring this year's year 7 are fully inducted into the school after an interrupted 2020. Other as per DET directives.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids:
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve the learning growth of all students in line with the school mission, values and vision.
<b>Target 2.1</b>	<p>VICTORIAN CURRICULUM:</p> <p>All students to achieve at least one year's growth or greater each school year.</p> <p>NAPLAN:</p> <p>The school data for NAPLAN to show a 10% improvement (calculated as an average of the four years of this plan) in Literacy and Numeracy as measured against a baseline of a 4 or 5 year average (2010-2016)</p> <p>e.g. The percentage of students with Low Relative Growth in NAPLAN Year 9 Literacy and Numeracy to decrease by over the 2018 to 2021 School Strategic Plan.</p> <p>Literacy (Reading) from 22.8% to 20.56%. Literacy (Writing) from 21.48% to 19.33%. Numeracy from 27.59% to 24.83%.</p>

	<p>The percentage of students with High Relative Growth in NAPLAN Literacy and Numeracy to increase over the 2018 to 2021 School Strategic Plan.</p> <p>Literacy (Reading) from 24.76% to 27.24%. Literacy (Writing) from 27.68% to 30.44%. Numeracy from 19.93% to 21.92%.</p> <p>VCE: The school data for VCE attainment to show a 10% improvement (calculated as an average of the four years of this plan) as measured against a baseline of a 4 or 5 year average (2010-2016)</p> <p>Ensure that the percentage of VCE Study Scores above 37 increase by 10%. (That is ....need data)</p> <p>Ensure that the percentage of VCE English scores above 37 increases by 10%. That is, from 15.6% to 17.16%.</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build capacity to continually improve their professional practice in line with the school mission, vision and values
<b>Goal 3</b>	To further respect and respond to student voice so that it informs school operations to improve student outcomes.
<b>Target 3.1</b>	<p>Student Voice and Agency – to improve each year and show overall improvement by the end of the 2018 to 2021 SSP.</p> <p>School Connectedness – to show improvement each year and show overall improvement by the end of the 2018 to 2021 SSP.</p> <p>Sense of Inclusion – to show improvement each year and show overall improvement by the end of the 2018 to 2021 SSP.</p>
<b>Key Improvement Strategy 3.a</b>	Enhance the opportunities for student participation in personal learning, college operations and local community

Empowering students and building school pride	
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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  By the end of 2021, the students which were identified as having their learning growth negatively impacted in 2020 will have returned to the point on their learning growth they would have been if the impacts of 2020 had not occurred.
To improve the learning growth of all students in line with the school mission, values and vision.	No	<p>VICTORIAN CURRICULUM:</p> <p>All students to achieve at least one year's growth or greater each school year.</p> <p>NAPLAN:</p> <p>The school data for NAPLAN to show a 10% improvement (calculated as an average of the four years of this plan) in Literacy and Numeracy as measured against a baseline of a 4 or 5 year average (2010-2016)</p> <p>e.g. The percentage of students with Low Relative Growth in NAPLAN Year 9 Literacy and Numeracy to decrease by over the 2018 to 2021 School Strategic Plan.</p> <p>Literacy (Reading) from 22.8% to 20.56%. Literacy (Writing) from 21.48% to 19.33%. Numeracy from 27.59% to 24.83%.</p>	

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<p>To further respect and respond to student voice so that it informs school operations to improve student outcomes.</p>	<p>No</p>	<p>Student Voice and Agency – to improve each year and show overall improvement by the end of the 2018 to 2021 SSP.</p> <p>School Connectedness – to show improvement each year and show overall improvement by the end of the 2018 to 2021 SSP.</p> <p>Sense of Inclusion – to show improvement each year and show overall improvement by the end of the 2018 to 2021 SSP.</p>	



<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	By the end of 2021, the students which were identified as having their learning growth negatively impacted in 2020 will have returned to the point on their learning growth they would have been if the impacts of 2020 had not occurred.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids:	Yes
<b>KIS 3</b> Building communities	Connected schools priority	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 2021.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	By the end of 2021, the students which were identified as having their learning growth negatively impacted in 2020 will have returned to the point on their learning growth they would have been if the impacts of 2020 had not occurred.			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	<p>Ensure the curriculum is accurately and comprehensively documented</p> <p>Build the data literacy of staff</p> <p>Construct quality data sets for teacher use to plan interventions for students who have fallen behind</p> <p>Develop staff capacity to develop and use specific pedagogical practices to support learning catch-up and extension</p> <p>Implement the DET tutor program</p>			
<b>Outcomes</b>	<p>Leaders will use data to inform and monitor college-wide improvement processes.</p> <p>Leaders will have facilitated the implementation of the DET tutor program.</p> <p>Teachers adjust teaching for individual student needs based on a knowledge of a fully documented curriculum</p> <p>Teachers will use data effectively to plan for teaching interventions which meet students at their individual point of need</p> <p>Data will be collected, organised, and made accessible to staff, which allows them to easily identify the next level of learning for each of their students.</p> <p>Teachers will further develop and use differentiation as a pedagogical practice to meet student needs.</p> <p>An effective tutor program will be deployed</p> <p>Students who have fallen behind due to remote learning behind will exhibit accelerated learning growth in 2021</p>			
<b>Success Indicators</b>	Student learning growth data will indicate teaching interventions are allowing them to progress to a point they would have been if remote learning had not happened.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop staff data use (to identify low growth students, inform goal setting, Identify social development of students)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Collect data from Primary schools (academic and social)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Accurately and fully document the curriculum	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Build staff capacity to differentiate their teaching (HITS-Differentiation)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Investigate use of surveys to gain feedback from students about teacher professional practice. E.g. Pivot	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers adjust curriculum as required to meet needs of low growth students	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Refine the use of computers as a specific targeted learning tool.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Review home work policy and associated data to estimate level of active student engagement in learning  (Q what has happened to overdue h/w for remote learnings?)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids:			
<b>Actions</b>	Ensure students are re-socialised to the optimum use of ICT resources to support learning Focus on yr 7 (2021) and yr 8 (2021) to ensure their social skills and connection to school is what it would have been if remote learning had not happened			
<b>Outcomes</b>	Leaders will observe data sets (eg discipline data and well-being data) which will indicate positive socialisation of priority students. Teachers will effectively implement the PEP Students will engage in the PEP in a positive way Students will assist in shaping curriculum documentation Pivot survey may become a tool for measuring teacher efficacy Teachers will use policies to support students to use ICT in a positive way to support their learning			
<b>Success Indicators</b>	Measures of student connectedness will improve Teachers will observe students using ICT appropriately The documented curriculum will incorporate student voice			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Implement the PEP.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Bring student voice into curriculum documentation (agency outcome)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Investigate use of Pivot surveys to gain feedback from students about teacher professional practice	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Review and refine policies and implementation, to reinforce expectations about ICT use to reinforce correct student socialisation for using these resources. This may include the development a code system for laptop	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed Mission, Vision and Values into routine teacher professional practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Use lessons learnt through the use of ICT in 2020 to further enhance our connection with the community. Develop opportunities for parents to contribute to college decision-making.			

	Develop opportunities for students to contribute to college decision-making and operations.			
<b>Outcomes</b>	<p>Leaders will use ICT platforms to enhance effective communication with various groups within the school community.</p> <p>Leaders will use student voice in decision-making.</p> <p>Leaders will use parent input to inform decision-making</p> <p>Teachers will incorporate student voice into their decision-making</p> <p>Parents and community members will be more easily able to engage with the college</p> <p>Parents will have easy access to information to support their child's learning</p> <p>Parents and community members will know the school's Mission, Vision and Values</p> <p>Parents will support the school's Mission, Vision and Values</p> <p>Students will have regular input into school decision-making.</p>			
<b>Success Indicators</b>	<p>Parent opinion data will improve</p> <p>Levels of participation by parents in TAPAS and other various information events will improve</p> <p>AToSS data will show improved student connectedness and efficacy</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Make lesson plans, learning outcomes visible to parents	<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  <input type="checkbox"/> Equity funding will be used
Make student goal setting (visible to parents and allow their input and feedback.	<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 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed Mission, Vision and Values in all members of the college community. Including/especially in professional practice and in teacher process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Implement the Parent Reference Group	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Move various events online (TAPAS, Insiders, Info Nights, Careers briefings)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Compass training/refresher for parents	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Explore opportunities to use video as a communication tool	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$25,000.00	\$25,000.00
Additional Equity funding	\$25,000.00	\$25,000.00
<b>Grand Total</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop staff data use (to identify low growth students, inform goal setting, Identify social development of students)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Build staff capacity to differentiate their teaching (HITS-Differentiation)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Make student goal setting (visible to parents and allow their input and feedback.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Embed Mission, Vision and Values in all members of the college community. Including/especially in professional practice and in teacher process.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00



<b>Totals</b>	\$25,000.00	\$25,000.00
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### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Funding to support time release for Learning Speciallists to coach staff to improve their capacity to meet the needs of disadvantaged students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
<b>Totals</b>			\$25,000.00	\$25,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop staff data use (to identify low growth students, inform goal setting, Identify social development of students)	<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"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> On-site
Build staff capacity to differentiate their teaching (HITS-Differentiation)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants External expert	<input checked="" type="checkbox"/> On-site
Make lesson plans, learning outcomes visible to parents	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<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"/> On-site
Make student goal setting (visible to parents and allow their input and feedback.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site