

# 2022 Annual Implementation Plan

## for improving student outcomes

Bright P-12 College (0776)



Submitted for review by Jean Olley (School Principal) on 01 March, 2022 at 04:49 PM

Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 10 March, 2022 at 01:16 PM

Endorsed by Peter Mack (School Council President) on 15 March, 2022 at 08:45 PM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	The College has been steadily progressing the work associated with the FISO and have made significant achievements in most areas.
<b>Considerations for 2022</b>	This year the College will be prioritising work through the AIP and core business to steadily improve our assessment against the FISO dimensions.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br&gt;</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise all students' learning growth and achievement
<b>Target 2.1</b>	By 2024, decrease the percentage of students making below-benchmark growth in NAPLAN Writing (Years 5/7/9) to less than 15 percent (2019 baseline levels: Year 5 = 33 percent, Year 7 = 33 percent, Year 9 = 19 percent)
<b>Target 2.2</b>	<p>By 2024, increase the percentage of F-10 students assessed through Teacher Judgements as above the age-expected achievement level in English and Mathematics to at least the following targets from the 2020 baseline:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing from 28% to 30%</li> <li>• Speaking &amp; Listening from 6%to 25%</li> <li>• Writing from 16% to 25%</li> </ul>

	<ul style="list-style-type: none"> <li>• Measurement &amp; Geometry from 15% to 25%</li> <li>• Number &amp; Algebra from 23% to 30%</li> <li>• Statistics &amp; Probability from 14% to 25%</li> </ul>
<b>Target 2.3</b>	<p>OPINION SURVEY DATA</p> <p>By 2024, increase positive endorsements in the Attitudes to School Survey variable of Differentiated learning challenge from 63% (2020 baseline) to 72%.</p>
<b>Target 2.4</b>	<p>By 2024, increase positive endorsements in the School Staff Survey for the following variables from the 2020 baseline:</p> <ul style="list-style-type: none"> <li>• Use the pedagogical model from 27% to 75%</li> <li>• Understand formative assessment from 47% to 65%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and embed an agreed college instructional model
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build all teachers' capability to integrate high impact teaching strategies within the agreed model
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Develop and embed structures and processes that support collaborative learning with a collective focus on student achievement and learning growth
<b>Key Improvement Strategy 2.d</b>	Build all teachers' capability to effectively use assessment data in planning and delivering point of need teaching

Curriculum planning and assessment	
<b>Goal 3</b>	Maximise all students' voice, agency and engagement in their learning
<b>Target 3.1</b>	<p>By 2024, increase the positive endorsement levels in the following Attitudes to School Survey variables to at least the target from the 2020 baseline:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 48% to 60%</li> <li>• Teacher concern from 49% to 60%</li> </ul>
<b>Target 3.2</b>	<p>ATTENDANCE</p> <ul style="list-style-type: none"> <li>• Reduce the average days of absence per full-time equivalent (FTE) student in Years F to 6 to 13.0 days (mean average absence rate for period 2018-2020 = 3 days)</li> <li>• Reduce the average days of absence per full-time equivalent (FTE) student in Years 7 to 12 to 20.0 days (mean average absence rate for period 2018-2020 = 25.4 days)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Embed whole school strategies that activate authentic student voice and agency in learning
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop and implement strategies that build students' intellectual engagement and self-awareness





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, increase the positive endorsement levels in the following Attitudes to School Survey variables to at least the target from the 2020 baseline:            Student voice and agency from 48% to 55%            Teacher concern from 49% to 55%</p> <p><b>ATTENDANCE</b>            Reduce the average days of absence per full-time equivalent (FTE) student in Years 5 to 6 to 12.0 days            Reduce the average days of absence per full-time equivalent (FTE) student in Years 7 to 12 to 23.0 days.</p>
Maximise all students' learning growth and achievement	Yes	By 2024, decrease the percentage of students making below-benchmark growth in NAPLAN Writing (Years 5/7/9) to less than 15 percent (2019 baseline levels: Year 5 = 33 percent, Year 7 = 33 percent, Year 9 = 19 percent)	By 2023, decrease the percentage of students making below-benchmark growth in NAPLAN Writing (Years 5/7/9) to less than 24 percent (2019 baseline levels: Year 5 = 33 percent, Year 7 = 33 percent, Year 9 = 19 percent).

		<p>By 2024, increase the percentage of F-10 students assessed through Teacher Judgements as above the age-expected achievement level in English and Mathematics to at least the following targets from the 2020 baseline:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing from 28% to 30%</li> <li>• Speaking &amp; Listening from 6%to 25%</li> <li>• Writing from 16% to 25%</li> <li>• Measurement &amp; Geometry from 15% to 25%</li> <li>• Number &amp; Algebra from 23% to 30%</li> <li>• Statistics &amp; Probability from 14% to 25%</li> </ul>	<p>By 2023, increase the percentage of F-10 students assessed through Teacher Judgements as above the age-expected achievement level in English and Mathematics to at least the following targets from the 2020 baseline:</p> <p>Reading &amp; Viewing from 28% to 30%  Speaking &amp; Listening from 6%to 15%  Writing from 16% to 20%  Measurement &amp; Geometry from 15% to 20%  Number &amp; Algebra from 23% to 26%  Statistics &amp; Probability from 14% to 20%</p>
		<p><b>OPINION SURVEY DATA</b></p> <p>By 2024, increase positive endorsements in the Attitudes to School Survey variable of Differentiated learning challenge from 63% (2020 baseline) to 72%.</p>	<p><b>OPINION SURVEY DATA</b></p> <p>By 2023, increase positive endorsements in the Attitudes to School Survey variable of Differentiated learning challenge from 63% (2020 baseline) to 68%</p>
		<p>By 2024, increase positive endorsements in the School Staff Survey for the following variables from the 2020 baseline:</p> <ul style="list-style-type: none"> <li>• Use the pedagogical model from 27% to 75%</li> <li>• Understand formative assessment from 47% to 65%</li> </ul>	<p>By 2023, increase positive endorsements in the School Staff Survey for the following variables from the 2020 baseline:</p> <p>Use the pedagogical model from 27% to 50%  Understand formative assessment from 47% to 55%</p>

Maximise all students' voice, agency and engagement in their learning	No	<p>By 2024, increase the positive endorsement levels in the following Attitudes to School Survey variables to at least the target from the 2020 baseline:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 48% to 60%</li> <li>• Teacher concern from 49% to 60%</li> </ul>	
		<p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Reduce the average days of absence per full-time equivalent (FTE) student in Years F to 6 to 13.0 days (mean average absence rate for period 2018-2020 = 3 days)</li> <li>• Reduce the average days of absence per full-time equivalent (FTE) student in Years 7 to 12 to 20.0 days (mean average absence rate for period 2018-2020 = 25.4 days)</li> </ul>	

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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<b>12 Month Target 1.1</b>	<p>By 2023, increase the positive endorsement levels in the following Attitudes to School Survey variables to at least the target from the 2020 baseline:  Student voice and agency from 48% to 55%  Teacher concern from 49% to 55%</p> <p>ATTENDANCE  Reduce the average days of absence per full-time equivalent (FTE) student in Years F to 6 to 12.0 days  Reduce the average days of absence per full-time equivalent (FTE) student in Years 7 to 12 to 23.0 days.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
<b>Goal 2</b>	Maximise all students' learning growth and achievement	
<b>12 Month Target 2.1</b>	By 2023, decrease the percentage of students making below-benchmark growth in NAPLAN Writing (Years 5/7/9) to less than 24 percent (2019 baseline levels: Year 5 = 33 percent, Year 7 = 33 percent, Year 9 = 19 percent).	
<b>12 Month Target 2.2</b>	By 2023, increase the percentage of F-10 students assessed through Teacher Judgements as above the age-expected achievement level in English and Mathematics to at least the following targets from the 2020 baseline: Reading & Viewing from 28% to 30% Speaking & Listening from 6%to 15% Writing from 16% to 20%	

	Measurement & Geometry from 15% to 20% Number & Algebra from 23% to 26% Statistics & Probability from 14% to 20%	
<b>12 Month Target 2.3</b>	OPINION SURVEY DATA By 2023, increase positive endorsements in the Attitudes to School Survey variable of Differentiated learning challenge from 63% (2020 baseline) to 68%	
<b>12 Month Target 2.4</b>	By 2023, increase positive endorsements in the School Staff Survey for the following variables from the 2020 baseline: Use the pedagogical model from 27% to 50% Understand formative assessment from 47% to 55%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop and embed an agreed college instructional model	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Build all teachers' capability to integrate high impact teaching strategies within the agreed model	No
<b>KIS 3</b> Evaluating impact on learning	Develop and embed structures and processes that support collaborative learning with a collective focus on student achievement and learning growth	No
<b>KIS 4</b> Curriculum planning and assessment	Build all teachers' capability to effectively use assessment data in planning and delivering point of need teaching	No

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.

The introduction of an agreed instructional model P-12 at Bright P-12 College will underpin much of the work towards achieving the goals and targets of the Strategic Plan by 2024.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	By 2023, increase the positive endorsement levels in the following Attitudes to School Survey variables to at least the target from the 2020 baseline: Student voice and agency from 48% to 55% Teacher concern from 49% to 55%  <b>ATTENDANCE</b> Reduce the average days of absence per full-time equivalent (FTE) student in Years F to 6 to 12.0 days Reduce the average days of absence per full-time equivalent (FTE) student in Years 7 to 12 to 23.0 days.
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build Teacher capacity to build the MYLNS Program (9-10)</li> <li>- Build Teacher capacity with the Tutor Learning Initiative (1-12) to support teacher learning and growth.</li> <li>- Increase Staff capacity to facilitate lessons through an agreed instructional model</li> <li>- Create, implement and review current Individual Education Plans</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- MYLNS Program (9-10) MYLNS staff increasing the capabilities of teachers to give students additional teaching support to improve their literacy and numeracy.</li> <li>- Tutor Learning Initiative (1-12) Staff working with TLI staff to supporting students learning and differentiation within the curriculum.</li> <li>- Increasing staff capacity to facilitate lessons through an agreed instructional model Developing consistency throughout the college on how we teach as well as common expectations around learning.</li> <li>- Individual Education Plans Imbedding college expectations in developing termly IEP's for students working 12 months below or above expected level.</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Benchmark Data (Pat M, Pat R, Fountas and Pinnell &amp; E-write, NAPLAN, Soundwaves, VCE data)</li> <li>- MYLNS data</li> <li>- TLI Data</li> <li>- Differentiated Curriculum through planning</li> <li>- Student Voice in IEP and Scaffolded learning goals (Compass Chronicle)</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Pat M, Pat R and E write Programs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,806.69  <input checked="" 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
MYLNS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher  <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Tutor Learning Initiative	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$125,475.00  <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
Individual Education Plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support  <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
<b>KIS 2</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension				
<b>Actions</b>	Embed a tiered approach to student wellbeing (P-12)			
<b>Outcomes</b>	<p>School leaders will continue to support the employment of a Mental Health practitioner, School Counsellor and School Nurse  School leaders will review the tiered approach to student wellbeing  School leaders will review and embed SWPBS across the school  School leaders will timetable and develop curriculum for home groups (7-12)  School leaders will review and revise the IEP and BSP structure</p> <p>Teachers will implement and model consistent routines and expectations in line with SWPBS  Teachers will refer at risk students to the wellbeing team  Teachers will follow the procedures of SWBPS  Teachers will develop IEPs and BSPs for at risk students  Teachers will conduct regular SSG's for at risk students</p> <p>Students will feel supported and engaged in home groups and contribute to a strong classroom culture  Students feel connected with their teachers  Students will feel supported by the school  Students will know where to get help at school and within the community  At risk students will receive timely support  Students and families will be connected to allied health and mental health services</p>			
<b>Success Indicators</b>	AToSS Data Compass Chronicle Data Individual Education Plans SSG minutes Behaviour support plans Attendance Data Referral documentation Wellbeing Meeting minutes			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Re-introduce home groups (7-12)	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Timetable Coordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Develop whole school scope and sequence for teaching of social emotional learning	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Review Respectful Relationships Action Plan (P-12)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <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
Review tiered support structure	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Review SWPBS Action Plan	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <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

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Schedule professional learning to support the implementation of SWPBS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Schedule staff professional learning to clarify the process around IEP, BSP and SSG's	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
<b>Goal 2</b>	Maximise all students' learning growth and achievement			

<b>12 Month Target 2.1</b>	By 2023, decrease the percentage of students making below-benchmark growth in NAPLAN Writing (Years 5/7/9) to less than 24 percent (2019 baseline levels: Year 5 = 33 percent, Year 7 = 33 percent, Year 9 = 19 percent).
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<b>12 Month Target 2.3</b>	OPINION SURVEY DATA By 2023, increase positive endorsements in the Attitudes to School Survey variable of Differentiated learning challenge from 63% (2020 baseline) to 68%
<b>12 Month Target 2.4</b>	By 2023, increase positive endorsements in the School Staff Survey for the following variables from the 2020 baseline: Use the pedagogical model from 27% to 50% Understand formative assessment from 47% to 55%
<b>KIS 1</b> Building practice excellence	Develop and embed an agreed college instructional model
<b>Actions</b>	Select and implement agreed instructional model across P-12
<b>Outcomes</b>	Students will know how lessons are structured and how this supports their learning Teachers will confidently and consistently implement an agreed instructional model across P-12 PLCs structures will be established to support teacher collaboration to engage in reflective practice and strengthen teacher practice Teachers will be involved in peer observation to improve consistency of teaching practice Curriculum and planning documentation will reflect agreed instructional model Leading teachers and learning specialists will support staff to implement instructional model
<b>Success Indicators</b>	An agreed upon instructional model has been developed Students will be able to identify learning intentions and success criteria

	<p>Learning intentions and success criteria will be visible in classrooms  Curriculum and planning documentation reflects agreed instructional model  PLC meetings and/or professional learning will be held to support implementation of instructional model  PLC structures are established to support teacher collaboration to engage in reflective practice and strengthen teacher practice  Positive student feedback on the instructional model  Peer observations demonstrating use of instructional model  By 2024, increase positive endorsements in the School Staff Survey from the 2020 baseline of use of the pedagogical model from 27% to 75%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Explore Instructional models	<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 1	\$0.00  <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
Develop an agreed upon instructional model	<input checked="" type="checkbox"/> All Staff <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	\$0.00  <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
Develop a professional learning plan that supports staff to implement instructional model	<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	\$0.00  <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
Incorporate instructional model into curriculum documentation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <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



Implement instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <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
Review the meeting schedule and update to prioritise collaboration time in PLCs and professional learning	<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 <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
Establish PLCs structures to support teacher collaboration and reflection of strengthen teaching practice	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
Participate in PLC coaching	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <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
Selecting and developing peer observation model to observe staff practice consistency of, instructional model, e.g. use of learning intentions	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Review instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <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
Review the curriculum structure at Bright P-12 College	<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  <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$51,544.00	\$51,544.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$31,690.00	\$31,690.00	\$0.00
<b>Total</b>	<b>\$83,234.00</b>	<b>\$83,234.00</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Pat M, Pat R and E write Programs.	\$2,806.69
<b>Totals</b>	<b>\$2,806.69</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Pat M, Pat R and E write Programs.	from: Term 1 to: Term 4	\$2,806.69	
<b>Totals</b>		<b>\$2,806.69</b>	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
F&P Levelled Literacy Intervention	\$22,117.33
Mental Health & Wellbeing specialists - counselling - Bethany Carter	\$58,310.00
<b>Totals</b>	\$80,427.33

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
F&P Levelled Literacy Intervention	from: Term 1	\$22,117.33	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Mental Health & Wellbeing specialists - counselling - Bethany Carter	from: Term 1 to: Term 4	\$26,619.98	
<b>Totals</b>		\$48,737.31	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
F&P Levelled Literacy Intervention	from: Term 1 to: Term 4		
Mental Health & Wellbeing specialists - counselling - Bethany Carter	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
F&P Levelled Literacy Intervention	from: Term 1 to: Term 4	\$0.00	

Mental Health & Wellbeing specialists - counselling - Bethany Carter	from: Term 1 to: Term 4	\$31,690.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
<b>Totals</b>		\$31,690.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule professional learning to support the implementation of SWPBS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule staff professional learning to clarify the process around IEP, BSP and SSG's	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore Instructional models	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> On-site
Develop an agreed upon instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> On-site



Develop a professional learning plan that supports staff to implement instructional model	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	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
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