

# 2023 Annual Implementation Plan

## for improving student outcomes

Brighton Primary School (1542)



Submitted for review by Steve Meade (School Principal) on 09 February, 2023 at 01:07 PM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 27 February, 2023 at 10:09 AM  
Endorsed by Andrew Campbell (School Council President) on 27 February, 2023 at 01:28 PM

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2023	
Documents that support this plan	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  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
Maximise the learning growth of every student in literacy and numeracy.	Yes	To increase the percentage of students achieving in the top two bands in NAPLAN for: <ul style="list-style-type: none"> <li>• Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2024</li> <li>• Year 5 Reading from 51 per cent in 2019 to 59 per cent in 2024</li> <li>• Year 3 Writing from 67 per cent in 2019 to 72 per cent in 2024</li> <li>• Year 5 Writing from 26 per cent in 2019 to 30 per cent in 2024.</li> <li>• Year 3 Numeracy from 58 per cent in 2019 to 63 per cent in 2024</li> <li>• Year 5 Numeracy from 51 per cent in 2019 to 56 per cent in 2024.</li> </ul>	To increase the percentage of students in the top two bands in all learning areas for NAPLAN 2023: <ul style="list-style-type: none"> <li>Year 3 Reading from 77 per cent in 2022 to 79 per cent in 2023</li> <li>Year 5 Reading from 69 per cent in 2022 to 71 per cent in 2023</li> <li>Year 3 Writing from 79 per cent in 2022 to 81 per cent in 2023</li> <li>Year 5 Writing from 49 per cent in 2022 to 51 per cent in 2023</li> <li>Year 3 Numeracy from 58 per cent in 2022 to 60 per cent in 2023</li> <li>Year 5 Numeracy from 53 per cent in 2022 to 55 per cent in 2023</li> <li>Year 3 Spelling from 64 per cent in 2022 to 66 per cent in 2023</li> <li>Year 5 Spelling from 55 per cent in 2022 to 57 per cent in 2023</li> <li>Year 3 Grammar &amp; Punctuation from 73 per cent in 2022 to 75 per cent in 2023</li> <li>Year 5 Grammar &amp; Punctuation from 49 per cent in 2022 to 51 per cent in 2023</li> </ul>

		<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"> <li>• Reading from 19 per cent in 2019 to 26 per cent in 2024</li> <li>• Writing from 25 per cent in 2019 to 30 per cent in 2024</li> <li>• Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024.</li> <li>• Numeracy from 23 per cent in 2019 to 28 per cent in 2024.</li> </ul>	<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"> <li>• Reading &amp; Viewing from 59 per cent in 2019 to 64 per cent in 2024</li> <li>• Writing from 36 per cent in 2019 to 41 per cent to 2024.</li> <li>• Number &amp; Algebra from 55 per cent in 2019 to 60 per cent to 2024.</li> </ul>	<p>Reading &amp; 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 &amp; 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"> <li>• Student voice and agency from 72 per cent in 2019 to 77 per cent in 2024</li> <li>• Differentiated learning challenge from 86 per cent in 2019 to 91 per cent in 2024</li> <li>• Stimulating learning from 78 per cent in 2019 to 83 per cent in 2024</li> <li>• Motivation and interest from 80 per cent in 2019 to 85 per cent in 2024</li> <li>• Self regulation and goal setting from 88 per cent in 2019 to 93 per cent in 2024</li> <li>• Teacher concern for students from 73 per cent in 2019 to 78 per cent in 2024</li> </ul>	

		<ul style="list-style-type: none"> <li>Effort for students from 83 per cent in 2019 to 92 per cent in 2024.</li> </ul>	
		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.	
		<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>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>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.</b>	
<b>12-month target 1.1-month target</b>	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	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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.
<b>Goal 2</b>	<b>Maximise the learning growth of every student in literacy and numeracy.</b>
<b>12-month target 2.1-month target</b>	<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 &amp; Punctuation from 73 per cent in 2022 to 75 per cent in 2023  Year 5 Grammar &amp; Punctuation from 49 per cent in 2022 to 51 per cent in 2023</p>
<b>12-month target 2.2-month target</b>	<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>
<b>12-month target 2.3-month target</b>	<p>Reading &amp; 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 &amp; 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?
<b>KIS 2.a</b> Excellence in teaching and learning	Build teacher capacity to use rigorous assessment practices and feedback to personalise learning	No
<b>KIS 2.b</b> Excellence in teaching and learning	Develop and consistently implement an agreed instructional model	Yes
<b>KIS 2.c</b> Professional leadership	Build instructional and shared leadership capacity	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.	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.	



## Define actions, outcomes, success indicators and activities

Goal 1	<b>2023 Priorities Goal</b> 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 target	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.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy				
Actions	-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		People responsible	Is this a PL priority	When	Activity cost and funding streams
-Provide professional learning for teachers to build a common language and approach for teaching NUMERACY & WRITING at BPS		<div><div>✔ All staff</div><div>✔ Leadership team</div><div>✔ Learning specialist(s)</div><div>✔ PLC leaders</div></div>	<div><div>✔ PLP</div>Priority</div>	from: Term 1 to: Term 4	\$20,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

<b>Actions</b>	-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			
<b>Outcomes</b>	-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			
<b>Success Indicators</b>	-Opinion data specifically - Attitudes to School Survey Data and Parent Opinion Survey			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
-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)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
<b>Goal 2</b>	Maximise the learning growth of every student in literacy and numeracy.			
<b>12-month target 2.1 target</b>	To increase the percentage of students in the top two bands in all learning areas for NAPLAN 2023:  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  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  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  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>Year 3 Grammar &amp; Punctuation from 73 per cent in 2022 to 75 per cent in 2023</p> <p>Year 5 Grammar &amp; Punctuation from 49 per cent in 2022 to 51 per cent in 2023</p>
<b>12-month target 2.2 target</b>	<p>Reading from 19 per cent in 2019 to 26 per cent in 2024</p> <p>Writing from 25 per cent in 2019 to 30 per cent in 2024</p> <p>Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024.</p> <p>Numeracy from 23 per cent in 2019 to 28 per cent in 2024.</p>
<b>12-month target 2.3 target</b>	<p>Reading &amp; Viewing from 59 per cent in 2019 to 64 per cent in 2024</p> <p>Writing from 36 per cent in 2019 to 41 per cent to 2024.</p> <p>Number &amp; Algebra from 55 per cent in 2019 to 60 per cent to 2024</p>
<b>KIS 2.b</b> Building practice excellence	Develop and consistently implement an agreed instructional model
<b>Actions</b>	<p>-Developing teacher capacity to strengthen student achievement in the area of NUMERACY &amp; WRITING</p> <p>-Continue implement and strengthen our Response to Intervention model through funding from the Tutor Learning Initiative and Disability Inclusion Tier 2 sources.</p> <p>-Build Leadership for Learning capacity of our middle leaders</p>
<b>Outcomes</b>	Improved student learning outcomes
<b>Success Indicators</b>	<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</p> <p>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</p> <p>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</p> <p>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</p> <p>Year 5 Spelling from 55 per cent in 2022 to 57 per cent in 2023</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			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
-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)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$161,323.60	\$161,323.60	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$5,000.00	-\$5,000.00
<b>Total</b>	<b>\$166,323.60</b>	<b>\$171,323.60</b>	<b>-\$5,000.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
<b>Totals</b>	<b>\$0.00</b>

### Activities and milestones - Equity Funding

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

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### 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
-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
<b>Totals</b>	\$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			
<b>Totals</b>		\$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"> <li>Whole school</li> </ul> <p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li></li> </ul> <p><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</p> <ul style="list-style-type: none"> <li></li> </ul> <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> <li>CRT (to attend school planning)</li> </ul>
<b>Totals</b>		\$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	
<b>Totals</b>		\$5,000.00	



## Professional learning 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

				<input checked="" type="checkbox"/> PLC/PLT meeting		
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