

# 2021 Annual Implementation Plan

## for improving student outcomes

Rupanyup Primary School (1595)



Submitted for review by Julie Powell (School Principal) on 11 November, 2020 at 02:49 PM  
Endorsed by Joanna Day (Senior Education Improvement Leader) on 09 December, 2020 at 02:51 PM  
Endorsed by Drew Gellatly (School Council President) on 23 February, 2021 at 02:50 PM

## 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
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Emerging
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	As 2020 was to be Rupanyup Primary School's review year, our Strategic plan and AIP both finished mid-year. This fact, along with the restrictions caused by the pandemic have made it very difficult to reflect on achievements and areas of need. While we felt that there were many areas where we were working well, it was also acknowledged that there were also areas that needed greater emphasis. The review is now delayed until mid-2021 so that will leave us in the dark to a certain extent as to exact goals and needs at the start of the year. We will look to the 2020 AIP and use that to create an estimated AIP for the first half of 2021.
<b>Considerations for 2021</b>	<ul style="list-style-type: none"> <li>- School review Term 2</li> <li>- New Principal</li> <li>- Classes reduce from 3 down to 2 due to large number of year 6's finishing and small prep enrolment.</li> <li>- Students reading at home. This only occurs in perhaps 30% of students on any sort of regular basis.</li> <li>- Funding for new school grounds</li> </ul>

	-Student enrollment -OSHC Program
<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> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority												
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority												
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority												
<b>Goal 2</b>	Over a two year cycle teachers will fully implement the Victorian Curriculum so that students access all learning areas and capabilities.												
<b>Target 2.1</b>	<p>NAPLAN: at least 75 per cent of students show medium to high growth by 2020</p> <table border="1"> <thead> <tr> <th>Year 3 to 5 medium or high growth</th> <th>2016 baseline</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>66.8%</td> </tr> <tr> <td>Reading</td> <td>77.8%</td> </tr> <tr> <td>Numeracy</td> <td>88.9%</td> </tr> <tr> <td>Spelling</td> <td>88.9%</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>77.8%</td> </tr> </tbody> </table>	Year 3 to 5 medium or high growth	2016 baseline	Writing	66.8%	Reading	77.8%	Numeracy	88.9%	Spelling	88.9%	Grammar & Punctuation	77.8%
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	<ul style="list-style-type: none"> <li>at least 70 per cent of students achieve one year's growth in literacy and numeracy, as measured by external measurement tools and teacher judgements.</li> </ul>														
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Align the school's curriculum provision and assessment structures to the Victorian Curriculum														
<b>Goal 3</b>	Over the life of the Strategic Plan we will promote and communicate an agreed school vision and values so that wellbeing will be enhanced.														
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>The ATTS school mean score for             <ul style="list-style-type: none"> <li>Student safety,</li> <li>Classroom behavior</li> <li>Connectedness to school</li> </ul> </li> </ul> <p>to be at or above the state mean by 2020</p> <table border="1" data-bbox="815 887 1612 1066"> <thead> <tr> <th></th> <th>2016 State mean</th> <th>2016 RPS baseline data</th> </tr> </thead> <tbody> <tr> <td>Student safety</td> <td>4.35</td> <td>3.40</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.36</td> <td>2.58</td> </tr> <tr> <td>School connectedness</td> <td>4.36</td> <td>3.67</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The Parent Opinion survey:             <ul style="list-style-type: none"> <li>to maintain the high response rate at the 2016 benchmark of 80 per cent</li> <li>General satisfaction response to be at or above 6.0 by 2020.</li> </ul> </li> </ul> <table border="1" data-bbox="844 1302 1326 1340"> <tr> <td></td> <td><b>2016 RPS baseline</b></td> </tr> </table>		2016 State mean	2016 RPS baseline data	Student safety	4.35	3.40	Classroom behaviour	3.36	2.58	School connectedness	4.36	3.67		<b>2016 RPS baseline</b>
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	<table border="1" data-bbox="846 188 1326 258"> <tr> <td data-bbox="846 188 1070 258">General satisfaction</td> <td data-bbox="1070 188 1326 258">5.84</td> </tr> </table> <ul style="list-style-type: none"> <li>• an upward trend in parent responses in twice yearly school-generated feedback surveys, indicating improving levels of satisfaction with communication.</li> </ul> <p>Our targets will need to be adjusted as the new FISO areas do not match the original survey areas. Student safety has gone and Classroom behavior is at 92% (positive) and School connectedness is at 89% (positive). Three possible new items which scored lowest in the 2017 ATSS were Stimulated Learning (76%), Learning Confidence (76%) and Student voice (76%).</p> <p>Parent opinion survey General satisfaction result was high (82%) so it may be worth looking at the 2 lowest results - Teacher communication (71%) and Non experience of bullying (71%)</p>	General satisfaction	5.84
General satisfaction	5.84		
<b>Key Improvement Strategy 3.a</b> Building communities	Review the school's wellbeing and behavior policies and procedures.		
<b>Goal 4</b>	Over the life of the Strategic Plan we will maximize student performance across all curriculum areas by utilization of data to inform teaching so that students achieve their full potential.		
<b>Target 4.1</b>	<ul style="list-style-type: none"> <li>• 70 per cent of students show an average of one year's growth each year across the Victorian Curriculum Standards.</li> <li>• NAPLAN: at least 75 per cent of students show medium to high growth by 2020</li> <li>• at least 70 per cent of students achieve one year's growth in literacy, as measured by external measurement tools and teacher judgements.</li> </ul>		
<b>Key Improvement Strategy 4.a</b> Building practice excellence	Develop and implement a whole school approach to the teaching of reading.		





## 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.  In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Year 4 to 6 English PAT assessment will be 25% or greater.												
Over a two year cycle teachers will fully implement the Victorian Curriculum so that students access all learning areas and capabilities.	No	<p>NAPLAN: at least 75 per cent of students show medium to high growth by 2020</p> <table border="1" data-bbox="987 820 1574 1066"> <thead> <tr> <th>Year 3 to 5 medium or high growth</th> <th>2016 baseline</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>66.8%</td> </tr> <tr> <td>Reading</td> <td>77.8%</td> </tr> <tr> <td>Numeracy</td> <td>88.9%</td> </tr> <tr> <td>Spelling</td> <td>88.9%</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>77.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>at least 70 per cent of students achieve one year's growth in literacy and numeracy, as measured by external measurement tools and teacher judgements.</li> </ul>	Year 3 to 5 medium or high growth	2016 baseline	Writing	66.8%	Reading	77.8%	Numeracy	88.9%	Spelling	88.9%	Grammar & Punctuation	77.8%	
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Over the life of the Strategic Plan we will promote and communicate an agreed school vision and values so that wellbeing will be enhanced.

No

- The ATTS school mean score for
  - Student safety,
  - Classroom behaviour
  - Connectedness to school

to be at or above the state mean by 2020

	2016 State mean	2016 RPS baseline data
Student safety	4.35	3.40
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- The Parent Opinion survey:
  - to maintain the high response rate at the 2016 benchmark of 80 per cent
  - general satisfaction response to be at or above 6.0 by 2020.

	2016 RPS baseline
General satisfaction	5.84

- an upward trend in parent responses in twice yearly school-generated feedback surveys,

		<p>indicating improving levels of satisfaction with communication.</p> <p>Our targets will need to be adjusted as the new FISO areas do not match the original survey areas. Student safety has gone and Classroom behaviour is at 92% (positive) and School connectedness is at 89% (positive). Three possible new items which scored lowest in the 2017 ATSS were Stimulated Learning (76%), Learning Confidence (76%) and Student voice (76%).</p> <p>Parent opinion survey General satisfaction result was high (82%) so it may be worth looking at the 2 lowest results - Teacher communication (71%) and Non experience of bullying (71%)</p>	
Over the life of the Strategic Plan we will maximize student performance across all curriculum areas by utilization of data to inform teaching so that students achieve their full potential.	No	<ul style="list-style-type: none"> <li>• 70 per cent of students show an average of one year's growth each year across the Victorian Curriculum Standards.</li> <li>• NAPLAN: at least 75 per cent of students show medium to high growth by 2020</li> <li>• at least 70 per cent of students achieve one year's growth in literacy, as measured by external measurement tools and teacher judgements.</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal
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<b>12 Month Target 1.1</b>	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Year 4 to 6 English PAT assessment will be 25% or greater.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	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>	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Year 4 to 6 English PAT assessment will be 25% or greater.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority			
<b>Actions</b>	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. Plan whole school professional learning on identified core curriculum priority areas (ie Reading) throughout the year.			
<b>Outcomes</b>	Teachers will confidently and accurately identify the learning needs of their students. Teachers will use HITS to plan lessons and units. Teachers will consistently and explicitly implement the school's instructional model. Students will know how lessons are structured and how this supports their learning.			
<b>Success Indicators</b>	Teachers' formative assessment data and teacher judgement data. Classroom observations and learning walks. Student feedback on differentiation, the instructional model and use of common strategies.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Establish processes/structures for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Engagement/recruitment of a tutor.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establishment of tutor model including withdrawal/in class expectations	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Establishment of data sets to identify students to be prioritised	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Timetabling.Reviewing meeting schedule requirements to enable teacher/tutor collaboration,including 5 weekly review of student progress	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Communication with families - both to add students to the program as well as to provide regular reports on their progress.	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional learning on differentiation and teacher collaboration.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	<b>Happy, active and healthy kids priority</b>			

Health and wellbeing				
<b>Actions</b>	Establish a whole school approach to social-emotional learning. Establish and embed routines and prioritise time in the school day and classes to revisit these regularly.			
<b>Outcomes</b>	Teachers will model and are consistent in agreed routines. Staff and the school community will share a common understanding of the whole school approach to wellbeing. Teachers will integrate social-emotional learning into school practice, policies and programs.			
<b>Success Indicators</b>	Classroom and peer observations. Documentation of frameworks, policies or programs. Curriculum documentation reflecting social and emotional learning.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop peer observation process as agreed by staff.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop curriculum resources which reflect wellbeing and social emotional learning focus.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document the whole school approach, including policies and program details.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Surveys and other forms of communication with families and community seeking feedback.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning. Build staff capacity to integrate digital learning.			
<b>Outcomes</b>	Teachers will have strong relationships with students and parents/kin. Students and parents'kin will feel as though they belong and are seen.			
<b>Success Indicators</b>	Documentation of school digital policies Whole school surveys Student/staff/parent focus groups and interviews.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for ongoing professional development on integrating digital learning.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events.	<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
Digital policies to be revised and/or developed.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 2	<input type="checkbox"/> Equity funding will be used
Survey parents, staff, students and community via surveys as well as forum groups.	<input checked="" type="checkbox"/> Principal	<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	\$12,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$12,000.00	\$0.00

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engagement/recruitment of a tutor.	from: Term 2 to: Term 3		\$12,000.00	
<b>Totals</b>			\$12,000.00	

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish processes/structures for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning on differentiation and teacher collaboration.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site