

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Ripponlea Primary School (4087)



Submitted for review by Natalie Rose (School Principal) on 05 December, 2019 at 12:11 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 16 December, 2019 at 08:18 AM
Endorsed by Jeremy Aarons (School Council President) on 16 December, 2019 at 04:23 PM

Define Actions, Outcomes and Activities

Goal 1	To optimise every student's learning growth and outcomes across all areas, with a particular focus on literacy and numeracy.																																				
12 Month Target 1.1	<p>1. Increase the percentage of students with high relative growth from Year 3 to 5 on NAPLAN assessments.</p> <table data-bbox="533 427 1164 526"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>AIP Target 2020</td> <td>28%</td> <td>26%</td> <td>26%</td> </tr> <tr> <td>Benchmark Growth</td> <td>28%</td> <td>26%</td> <td>26%</td> </tr> </tbody> </table> <p>2. Decrease the percentage of students with low relative growth from Year 3 to 5 on NAPLAN assessments.</p> <table data-bbox="533 651 1187 718"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>AIP Target 2020</td> <td>20%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table> <p>3. Percentage of students in the top two bands - Year 3</p> <table data-bbox="533 810 1254 877"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>AIP Target 2020</td> <td></td> <td>at or above SFOE</td> <td></td> </tr> </tbody> </table> <p>4. Percentage of students in the top two bands - Year 5</p> <table data-bbox="533 970 1254 1037"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>AIP Target 2020</td> <td></td> <td>At or above SFOE</td> <td></td> </tr> </tbody> </table>		Reading	Writing	Numeracy	AIP Target 2020	28%	26%	26%	Benchmark Growth	28%	26%	26%		Reading	Writing	Numeracy	AIP Target 2020	20%	20%	20%		Reading	Writing	Numeracy	AIP Target 2020		at or above SFOE			Reading	Writing	Numeracy	AIP Target 2020		At or above SFOE	
	Reading	Writing	Numeracy																																		
AIP Target 2020	28%	26%	26%																																		
Benchmark Growth	28%	26%	26%																																		
	Reading	Writing	Numeracy																																		
AIP Target 2020	20%	20%	20%																																		
	Reading	Writing	Numeracy																																		
AIP Target 2020		at or above SFOE																																			
	Reading	Writing	Numeracy																																		
AIP Target 2020		At or above SFOE																																			
12 Month Target 1.2	<p>Percentage of student above expected Victorian Curriculum levels to increase for Reading, Writing and Number and Algebra</p> <table data-bbox="533 1292 1321 1364"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Number & Algebra</th> </tr> </thead> <tbody> <tr> <td>AIP 2020</td> <td>65%</td> <td>55%</td> <td>55%</td> </tr> </tbody> </table>		Reading	Writing	Number & Algebra	AIP 2020	65%	55%	55%																												
	Reading	Writing	Number & Algebra																																		
AIP 2020	65%	55%	55%																																		

	Staff Opinion Survey - Percentage Endorsement			
	Guaranteed & viable curriculum	greater than 75%		
	Teacher collaboration	greater than 75%		
	Academic emphasis	greater than 75%		
KIS 1 Building practice excellence	1.1. Embed an agreed whole school instructional model to drive consistent and evidence-based high impact teaching and learning strategies.			
Actions	<p>Ensure consistent understanding and use of the school's instructional model – Gradual Release of Responsibility</p> <p>Develop and implement Learning Walks and Peer Coaching to support consistent use and implementation</p> <p>All staff begin to use the model in planning and lesson delivery introducing the explicit language of 'I do', 'We do' and 'You do' to students</p>			
Outcomes	<p>Students will understand their role in each phase, to increase learner agency</p> <p>Students will collaborate more with peers during the "we do stage"</p> <p>Teachers will use the instructional model to regularly plan and deliver lessons</p> <p>Teachers will build an understanding of the six phases of the instructional model</p> <p>Leaders will use multiple sources of evidence to track instructional model implementation including barriers and enablers</p> <p>Leaders will observe lessons to monitor implementation process</p>			
Success Indicators	<p>Increase in AtoSS survey results in teacher Differentiated practices, Stimulating learning and Effective teaching to increase by 5%.</p> <p>Sample team planning documentation, learning walk, peer coaching reflections/observations</p> <p>Increase of 15% on staff opinion surveys on variables - Use of an instructional model, Time to share pedagogical knowledge and Professional learning through peer feedback.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Development of Peer Coaching/Learning Walk Protocols & Templates	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Development of all documentation related to the Gradual Release of Responsibility 1. Non-negotiable - school wide expectations 2. Links to HITS & Practice Principles to be specified 3. Planning templates for Literacy/Numeracy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00 <input type="checkbox"/> Equity funding will be used
Development and implementation of professional learning program to support staff understanding of the Instructional Model - GRRR 1. Debbie Draper PD (March) 2. LI & SC Presentations Wasabi Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	1.2. Document sequenced curriculum plans and develop knowledge of learning progressions, skills and essential knowledge.			
Actions	Complete a school wide audit and begin Scope and Sequence development on Reading and Viewing Use evidenced based practices as identified in the Workshop Model, Scaffolding Literacy and Bastow Leading Literacy Course work Continue to embed consistent and effective instructional practices in the teaching of writing			
Outcomes	Teachers will select and trial appropriate pedagogical approaches in reading Teachers will plan consistently using Scope & Sequence documentation for Mathematics & Writing Leaders will use multiple sources of evidence to track implementation including barriers and enablers			
Success Indicators	Completed Scope & Sequence document for reading and viewing with articulated essential learnings and curriculum progressions F-8			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete the Reading & Viewing Scope & Sequence - Using literacy portal, Deb Sukarna resources and Bastow Resources	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of MacLit reading intervention program - Resourcing New 3-6 Material and Training	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,912.70 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of classroom libraries/book boxes Implementation of independent reading across the whole school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Begin the use of the Mathematics Scope and Sequence during planning Plan consistently using Scope & Sequence documentation for Writing	<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
Development and implementation of professional learning program to support staff understanding of teaching writing 1. Misty Adoniou 2. Use of the conferencing hierarchy 3. Deb Sukarna - Conferencing Workshop Tuesday 10th November	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3	1.3. Build staff understanding of data and embed regular, collaborative team and whole school moderation and analysis of data to inform differentiated planning.			

Building practice excellence					
Actions		<p>Implement PLC's with an emphasis on data literacy to drive improved student learning growth</p> <p>Introduce inquiry cycles across teams to address student learning gaps and extension</p> <p>Increase moderation practices within teams and the use of formative assessments</p>			
Outcomes		<p>Students will understand how their learning data is used to determine their learning goals</p> <p>Teachers will commit to collecting data on student learning progress, ensure their data is ready for each scheduled data discussion</p> <p>Teachers will be able to identify student point of need and teaching focus through data analysis</p> <p>Teachers will use this data to plan for student learning drawing on team discussions and expertise in understanding the curriculum and continuum of learning</p> <p>Leaders will support planning teams to collaboratively implement and document student intervention strategies</p>			
Success Indicators		<p>Learning portfolio samples from SeeSaw</p> <p>Inquiry cycles samples, year level data walls</p> <p>Staff Survey data for factors: Discuss problems of practice; Monitor effectiveness using data; Use evidence to inform teaching practice to improve by 15%</p>			
Activities and Milestones		Who	Is this a PL Priority	When	Budget
<p>Continued professional learning on formative assessment practices</p> <p>- EIL support Stephania Johnson - Turner</p> <p>6th February 5/6 Data meeting</p> <p>3/4 Data meeting</p> <p>12th March - EOI Foundation Team</p> <p>17th March - Whole Staff NAPLAN Rubric</p>		<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Foundation team to use the EOI and MOI data to drive planning and access the diagnostic tools from the DET Insight portal</p> <p>EOI and MOI - Stef and Braden to support data analysis</p>		<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from:</p> <p>Term 1</p>	<p>\$3,000.00</p>

PMSS Data collection in Term 1 and Term 4 MOI & On Demand			to: Term 4	<input type="checkbox"/> Equity funding will be used
Whole staff workshops on analysing data - SPA Analyser PD - Emma McNamara to review SPA Whole leadership team meeting with Phillip Holmes Smith - Evaluation of School Data	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <input type="checkbox"/> Equity funding will be used
Continued engagement in the SAGE schools instructional leaders PLC meetings with Shaun Wells & Kingswood Link Leader Verity Sheppard	<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	\$450.00 <input type="checkbox"/> Equity funding will be used
Align VCOP Criterion Scale with NAPLAN Rubric to assist with Moderation practices	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$450.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	1.4. Build teacher knowledge and capacity to differentiate the curriculum to challenge all students.			
Actions	Build knowledge and awareness of the four proficiencies of Mathematics Extend use of "Scaffolding Literacy practices" in reading and writing Implement the use of writing conferences with students			
Outcomes	Students will develop a mathematical mindset - acknowledge the zone of confusion and struggle before they solve their mathematical problems Students will discuss their progress during conferencing and explain how this supports their learning Teachers will build skills and knowledge on the 4C's of Mathematics - Problem Solving, Understanding, Fluency, and Reasoning			

	<p>Teachers will follow the hierarchy on writing conferencing, increasing their confidence in providing explicit feedback to their students</p> <p>Leaders will track and monitor implementation of the PMSS program across the school</p> <p>Leaders will develop coaching skills and provide instructional feedback</p>			
Success Indicators	<p>Students: Feedback surveys about PMSS implementation, variables on the AtoSS to increase by 5% on stimulated learning and effective teaching.</p> <p>Leaders: PMSS reflections and ongoing staff surveys</p> <p>Improvement on collected data MOI and On Demand from 2019 to 2020</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Ongoing staff professional learning to support PMSS implementation</p> <p>1. Curriculum Day - Charles Lovitt Four Proficiencies of Mathematics - PMSS Custer PD with Windsor Primary School 6th June</p> <p>2. Stef & Braden leading Mathematics learning through professional learning schedule</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$8,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Increase knowledge of Maths practices within the school across the whole school community - Maths Night, Incursions, Maths Challenges</p>	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 2</p> <p>to: Term 2</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>PMSS Initiative Professional Learning Days (Cohort 5) Year 2 Stef Hoffner & Braden Leech</p>	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$123,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Goal 2	To develop a supportive and inclusive learning environment where students are challenged and engaged.			

<p>12 Month Target 2.1</p>	<p>Improved variables on the Student Attitudes to School Survey</p> <p style="text-align: right;">2020</p> <p>Stimulating learning 75% or greater Sense of confidence 75% or greater Differentiated learning challenge 75% or greater</p> <p>Improved variables on the Staff Opinion Survey</p> <p>Collective focus on student learning 75% or greater Understand contribution to school improvement 75% or greater</p> <p>Improved variables on the Parent Opinion Survey</p> <p>Stimulating learning environment 80% or greater Effective teaching 80% or greater</p>
<p>12 Month Target 2.2</p>	<p>Improved variables on the Student Attitudes to School Survey</p> <p>Classroom behaviour 75% or greater Managing bullying 80% or greater Teacher concern 70% or greater</p> <p>Improved variables on the Parent Opinion Survey</p>

	<p>Promoting positive behaviours 95%</p> <p>Managing bullying 85%</p> <p>Non-experience of bullying 75%</p> <p>Confidence and resiliency 90%</p> <p>Student voice and agency 80%</p>
KIS 1 Intellectual engagement and self-awareness	2.2. Embed a consistent school-wide agreed positive behaviour approach.
Actions	<p>Continue to develop a whole school understanding of the School Wide Positive Behaviour Support Framework</p> <p>Further embed use within all learning spaces and across the entire school</p>
Outcomes	<p>Students will be able to identify the school's expected behaviours in most settings</p> <p>Students will be able to identify the schools responses to inappropriate behaviours and how to restore their relationships with others</p> <p>Students will see themselves as learners, feel connected to the school and share their needs confidently with staff</p> <p>Teachers will view social/behavioural errors as opportunities to correct and teach the alternative or desirable behaviours</p> <p>Teachers will consistently use instructional responses (e.g., redirect, reteach, restore, pre-teach, pre-correction etc.) and follow the revised behaviour response continuum</p> <p>Teachers will use specific positive feedback to encourage expected behaviours at a high rate (4:1) in all settings and consistently use the school-wide tangible reinforcement system to encourage desired student behaviour</p> <p>Leaders will monitor implementation and effectiveness of SWPBS</p> <p>Leaders will support staff to use effective classroom and school wide practices</p> <p>Leaders will have a strong knowledge of SWPBS</p>

	RPS community will model positive and respectful relationships with the broader school community and support students to understand expected behaviours for learning, staff and peer interactions			
Success Indicators	<p>Students: SWPBS data; conversations/feedback to teachers; AToSS data for factors: Effective classroom behaviour and non-experience of bullying to increase by 15%</p> <p>Teachers: SWPBS data; SAS survey results and records of individual interventions or behaviour plans for students with additional needs</p> <p>Leaders: minutes from meetings and professional learnings, notes from learning walks/classroom observations</p> <p>Community: SWPBS parent survey and community handbook</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Prepare school wide documentation to support PBS implementation</p> <ol style="list-style-type: none"> 1. Create a flowchart process for each classroom teacher. 2. Develop a staff and parent RPS SWPBS handbook to support induction of new staff and all parents in 2020. 3. Review and embed the RPS Behaviour Response Continuum and develop a Student Friendly version. 4. Develop a clear understanding of minor and major behaviours, and what behaviours should be managed by staff or the leadership team. 5. Update the school's website to include all relevant SWPBS RPS information 6. Staff regularly review expected behaviour and reteach as needed (e.g. re-teach, redirect, restore, pre-correct, frontload etc. 	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$450.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Develop a school wide tangibles system with input from the 2020 student leadership team.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Engage with DET Coach Anthony King to commence work on Tier 2 strategies with high needs children	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop a data system (positive and negative) for collecting, analysing and reporting leadership team referrals on COMPASS	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$450.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop a whole-school improvement culture with distributed instructional leadership and collaborative teams.			
12 Month Target 3.1	Improved variables on the Staff Opinion Survey <div style="text-align: right; margin-right: 20px;">2020 Target</div> Instructional leadership 80% or greater Trust in colleagues 80% or greater Teacher collaboration 80% or greater Collective efficacy 80% or greater Collective focus on student learning 80% or greater Collective responsibility 80% or greater Guaranteed & viable curriculum 80% or greater			
KIS 1 Instructional and shared leadership	3.1. Build distributed instructional leadership to lead school improvement and develop effective, collaborative and accountable professional learning teams.			
Actions	Building PLC's through a culture of collaboration for improvement			
Outcomes	Student will understand that teachers work in teams to help each other and help their learning			

	<p>Teachers will understand the principles of high performing PLC's and engage in regular conversations about student learning Teachers will use PLC time to evaluate the impact of their teaching on student outcomes</p> <p>Leaders will convey a sense of teamwork across the school and model to teams how norms and protocols are used Leaders will refer to the school meaning of 'high expectations' and challenge others who may not support this Leaders will give feedback to staff in order to continually improve teacher practice</p> <p>Community will understand that staff work in teams together for better outcomes for all students and better understand what the school is trying to improve in its school wide improvement agenda</p>			
Success Indicators	<p>Teachers: Staff Survey data for factors: Discuss problems of practice; skills to measure impact, monitor effectiveness using data to increase by 5%</p> <p>Leaders: minutes/agendas/presentations from staff meetings; survey data, observations or other evidence related to PLC implementation; Team Norms/ Leadership Norms/ES Norms</p> <p>Parent Opinion Surveys - School Improvement is evident and the school knows its strengths</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Evaluation using the PLC expansion pack and maturity behaviour matrix - Leadership Meetings Offsite x 4. PLC meetings with other SAGE Schools.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Identification process with staff of what 'high expectations' means at RPS.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$450.00 <input type="checkbox"/> Equity funding will be used
Developed norms and protocols for how we work together as a whole school team, smaller teams and in challenging conversations. Might need to develop staff PBS Matrix	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$450.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Convey our culture of collaboration to the school community through communication channels - newsletter, social media, assemblies, special events.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used