

2021 Annual Implementation Plan

for improving student outcomes

Ripponlea Primary School (4087)



Submitted for review by Natalie Rose (School Principal) on 14 December, 2020 at 01:04 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 14 December, 2020 at 01:05 PM
Endorsed by Tarryn Holland (School Council President) on 17 December, 2020 at 06:35 AM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	Whilst being an extremely challenging year the school maintained its true spirit of community, rallied together, persevered, maintained optimism and were resilient through adversity to ensure the students were highly cared for at all times even when not at school. Our priorities continues to place emphasis on their mental health and wellbeing as well as their educational outcomes through the provision of flexible and remote learning as well as deep engagement and effective transitions.
Considerations for 2021	<ul style="list-style-type: none"> - Continue professional learning for all staff on the GRR - Embed the use of GRR with consistently and common understandings - Introduce a Peer Observations model agreed by staff with a particular focus on instructional model - Explicit modelling of best practice across all teams - Upskilling and induction of new staff members - Continue to embed consistent and effective instructional practices in literacy - Continuation of best practice in reading and writing - PD with Misty Adoniou and Deb Sukarna - All the professional completed over 2020 will be presented within the school's own professional learning schedule and

	<p>shared with all staff.</p> <ul style="list-style-type: none"> - Continuation of building data literacy skills for all staff - Using PAT-R & PAT-M data for formative purposes and tracking growth - Using Fountas and Pinnell assessments and continuum and to better analyse reading behaviours and plan for mini lessons and intervention cycles - Initiate inquiry cycles as part of PLC team practices post data gathering. - PMSS Specialists have a plan of implementation for 2021 - Re-engage Charles Lovitt for professional learning with Windsor cluster - Continue professional learning for all staff on mathematics - Mathematics PLT focus - Continue to engage with the SaGe Schools - CoP Mathematics - Complete accreditation on Tier 1 - Fidelity Inventory and walk-through with Anthony King - Implement/Embed critical Features of SWPBS (Ongoing)
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal																			
Target 1.1	Support for the 2021 Priorities																			
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority																			
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority																			
Key Improvement Strategy 1.c Vision, values and culture	Connected schools priority																			
Goal 2	To optimise every student's learning growth and outcomes across all areas, with a particular focus on literacy and numeracy.																			
Target 2.1	<p>1. Increase the percentage of students with high relative learning growth from Year 3 to 5 on NAPLAN assessments in reading, writing and numeracy.</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22.22%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>19.44%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>22.22%</td> <td>30%</td> </tr> </tbody> </table> <p>2. Decrease the percentage of students with low relative learning growth from Year 3 to 5 on NAPLAN assessments of reading, writing and numeracy.</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			2017	2021 Target	Reading	22.22%	30%	Writing	19.44%	30%	Numeracy	22.22%	30%		2017	2021 Target			
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Reading	25%	20%
Writing	38.89%	20%
Numeracy	30.56%	20%

Percentage of students in the top two bands at year 3.

	2017 (SFOE)	2021 Target
Reading	55.8% (57%)	At or above SFOE
Writing	62.5% (66.2%)	
Numeracy	57.1% (58.1%)	

Percentage of students in the top two bands at year 5.

	2017 (SFOE)	2021 Target
Reading	58.1% (53.9%)	At or above SFOE
Writing	14% (27.4%)	
Numeracy	32.6% (45%)	

Target 2.2

School Assessment

Percentage of student above expected Victorian Curriculum levels to increase for Reading, Writing and Number and Algebra.

	2017	2021 Target

Reading	52.1%	70%
Writing	38.6%	60%
Number and Algebra	46.7%	60%

Staff Survey

Percentage Endorsement

	2017	2021 Target
Guaranteed and viable curriculum	25%	Greater than 75%
Teacher collaboration	31.4%	Greater than 75%
Academic emphasis	51.8%	Greater than 75%

Key Improvement Strategy 2.a
Building practice excellence

1.1. Embed an agreed whole school instructional model to drive consistent and evidence-based high impact teaching and learning strategies.

Key Improvement Strategy 2.b
Building practice excellence

1.2. Document sequenced curriculum plans and develop knowledge of learning progressions, skills and essential knowledge.

Key Improvement Strategy 2.c
Building practice excellence

1.3. Build staff understanding of data and embed regular, collaborative team and whole school moderation and analysis of data to inform differentiated planning.

Key Improvement Strategy 2.d
Building practice excellence

1.4. Build teacher knowledge and capacity to differentiate the curriculum to challenge all students.

Goal 3	To develop a supportive and inclusive learning environment where students are challenged and engaged.																											
Target 3.1	<p>Student Survey</p> <table border="1" data-bbox="689 331 1532 453"> <tr> <td>Teaching and Learning</td> <td></td> <td>2021 Target</td> </tr> <tr> <td>Stimulating Learning</td> <td>59%</td> <td>Greater than 75%</td> </tr> <tr> <td>Sense of Confidence</td> <td>69%</td> <td>Greater than 75%</td> </tr> </table> <p>Staff Survey</p> <table border="1" data-bbox="689 624 1532 818"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Collective focus on student learning</td> <td>55%</td> <td>Greater than 75%</td> </tr> <tr> <td>Understand contribution to school improvement</td> <td>72% (mean)</td> <td>Greater than 75%</td> </tr> </tbody> </table> <p>Parent Survey</p> <table border="1" data-bbox="689 991 1532 1112"> <thead> <tr> <th></th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>Effective Teaching</td> <td>67%</td> <td>80%</td> </tr> </tbody> </table>	Teaching and Learning		2021 Target	Stimulating Learning	59%	Greater than 75%	Sense of Confidence	69%	Greater than 75%		2017	2021 Target	Collective focus on student learning	55%	Greater than 75%	Understand contribution to school improvement	72% (mean)	Greater than 75%		2017	2021 Target	Stimulating Learning	73%	80%	Effective Teaching	67%	80%
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		2017	2021 Target
	Classroom behaviour	67%	75%
Parent Survey			
	Student Relationships	2017	2021 Target
	Promoting Positive Behaviours	76%	80%
	Managing Bullying	79%	85%
	Experience of Bullying	38%	75%
	Respect of Diversity	87%	95%
	Student agency and voice	71%	80%
	Confidence and resiliency Skills	86%	90%
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	2.1. Build staff capacity to embed high expectations for learning.		
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	2.2. Embed a consistent school-wide agreed positive behaviour approach.		
Goal 4	To develop a whole-school improvement culture with distributed instructional leadership and collaborative teams.		
Target 4.1	Staff Survey		
		2017	2021 Target
	Collective responsibility	43.3%	Greater than
	Trust in colleagues	38.3%	75%

	Teacher collaboration	31.4%
	Instructional leadership	41.6%
	Collective Efficacy	60%
	Collective focus on student learning	55%
	Guaranteed & Viable curriculum	25%
Key Improvement Strategy 4.a Instructional and shared leadership	3.1. Build distributed instructional leadership to lead school improvement and develop effective, collaborative and accountable professional learning teams.	
Key Improvement Strategy 4.b Instructional and shared leadership	3.2. Staff professional learning is aligned to the Annual Implementation Plan (AIP)	

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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. Increase the percentage of students with high relative growth from Year 3 to 5 on NAPLAN assessments.</p> <p>AIP Target 2021</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Numeracy</td> </tr> <tr> <td>28%</td> <td>26%</td> <td>26%</td> </tr> </table> <p>Benchmark Growth</p> <table border="0"> <tr> <td>28%</td> <td>26%</td> <td>26%</td> </tr> </table> <p>1a. Decrease the percentage of students with low relative growth from Year 3 to 5 on NAPLAN assessments.</p> <p>AIP Target 2021</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Numeracy</td> </tr> <tr> <td>20%</td> <td>20%</td> <td>20%</td> </tr> </table> <p>1b. Percentage of students in the top two bands - Year 3</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Numeracy</td> </tr> <tr> <td colspan="3">1c. AIP Target 2021 at or above</td> </tr> </table>	Reading	Writing	Numeracy	28%	26%	26%	28%	26%	26%	Reading	Writing	Numeracy	20%	20%	20%	Reading	Writing	Numeracy	1c. AIP Target 2021 at or above		
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			<p>Classroom behaviour 75% or greater</p> <p>Managing bullying 80% or greater</p> <p>Teacher concern 70% or greater</p> <p>Improved variables on the Parent Opinion Survey</p> <p>Promoting positive behaviours 80%</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> <p>Respect for diversity</p> <p>KIS 3 - Target</p> <p>Parent Opinion Survey greater than 80%</p> <p>Improved variables on:</p> <ul style="list-style-type: none"> -Stimulating learning -Effective teaching 						
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Goal 1	2021 Priorities Goal
12 Month Target 1.1	1. Increase the percentage of students with high relative growth from Year 3 to 5 on NAPLAN assessments. Reading Writing Numeracy

AIP Target 2021	28%	26%	26%
Benchmark Growth	28%	26%	26%

1a. Decrease the percentage of students with low relative growth from Year 3 to 5 on NAPLAN assessments.

	Reading	Writing	Numeracy
AIP Target 2021	20%	20%	20%

1b. Percentage of students in the top two bands - Year 3

	Reading	Writing	Numeracy
1c. AIP Target 2021	at or above SFOE		

1d. Percentage of students in the top two bands - Year 5

	Reading	Writing	Numeracy
AIP Target 2021	At or above SFOE		

Establish baseline data for PAT Maths and PAT Reading based on 2020 results and set targets for 2021 (percentages to be finalised).

- Staff Opinion Survey:
 75% or greater on the following variables:
- Teacher Collaboration
 - Understand how to analyse data
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 - Discuss problems of practice
 - Monitor effectiveness using data
 - Use evidence to inform teaching practice to improve
 - Use of the instructional model

KIS2 - Target

Improved variables on the Student Attitudes to School Survey	
Classroom behaviour	75% or greater
Managing bullying	80% or greater
Teacher concern	70% or greater

Improved variables on the Parent Opinion Survey

	Promoting positive behaviours 80% Managing bullying 85% Non-experience of bullying 75% Confidence and resiliency 90% Student voice and agency 80% Respect for diversity KIS 3 - Target Parent Opinion Survey greater than 80% Improved variables on: -Stimulating learning -Effective teaching	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Vision, values and culture	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

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	<p>KIS2 - Target Improved variables on the Student Attitudes to School Survey Classroom behaviour 75% or greater Managing bullying 80% or greater Teacher concern 70% or greater</p> <p>Improved variables on the Parent Opinion Survey Promoting positive behaviours 80% Managing bullying 85% Non-experience of bullying 75% Confidence and resiliency 90% Student voice and agency 80% Respect for diversity</p> <p>KIS 3 - Target Parent Opinion Survey greater than 80% Improved variables on: -Stimulating learning -Effective teaching</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	Through PLC practices, strengthen the capacity of teachers to collaborate, use data to provide precise targeted teaching, track learning growth and address the learning needs of all students.
Outcomes	Leaders will (Whole School) - Develop a collective understanding of differentiation and using data to address the learning needs of all students. - Create a program of professional learning, coaching and learning walks to build capability in the use of high impact teaching and learning strategies and the school's instructional model. - Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students. Teachers/PLC's will (Classroom Level)

	<ul style="list-style-type: none"> - Engage in reflective practice, evaluate and plan curriculum, assessment and learning sequences. - Analyse and use student data to evaluate student growth and progress, inform next cycle and apply appropriate teaching strategies. - Consistently and explicitly implement the school's instructional model. - Use a range of formative and summative assessments to understand the ZPD of each student and plan for future learning. <p>Students will (Individual and Tailored Level)</p> <ul style="list-style-type: none"> - Know how lessons are structured and their next steps to progress their learning. - Understand how their learning data is used to determine their learning goals. - Be open to feedback (conferences - I notice that when you....) in helping them to improve their skills in writing and reading. 			
Success Indicators	<ul style="list-style-type: none"> - Increased consistency of teacher practice – common language, procedures, strategies, use of HITS, routines and structures all linked to the school's agreed model of instruction supported by coaching and learning walks. - Improved student learning growth outcomes will be reflected in the data collected using formative and summative assessment - F&P, reading conferences, running records, PAT testing, NAPLAN, teacher judgments and moderation - summary via the SPA portal. - PLC's will have documented differentiated learning strategies and teaching practices for targeted learning groups in reading, writing and number throughout planning documentation. - PLCs will establish effective meeting practices, including rigorous use of data-driven inquiry cycles, which impacts change to classroom teaching and student learning outcomes, i.e. data conversation, meeting norms, common planning templates and embedding of the school's instructional model. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue development of PLC practices at RPS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Publish and implement the school's professional learning plan based on best practice in the delivery of high impact strategies in reading, writing, mathematics and the school's instructional model.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00

				<input type="checkbox"/> Equity funding will be used
Strengthen teacher capacity and understanding to analyse and use formative and summative assessment data. I.e. Fountas and Pinnell Reading assessments, continua and PM data to plan for effective teaching in reading strategies and comprehension skills.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PLC's will consistently collect and analyse all student learning data in line with the school's assessment schedule. PLC's will review growth data through the SPA platform and track growth in cycles.	<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
Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,451.00 <input checked="" type="checkbox"/> Equity funding will be used
Strengthen engagement in the SaGe network CoP and PMSS cluster schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Continue embedding universal features of the SWPBS to create a positive climate for learning and student well being. Continue to utilise the RRRR program to support whole school Social and Emotional Learning that strengthens student's social skills, resilience and relationships.			

Outcomes	<p>Leaders will (Whole School Level)</p> <ul style="list-style-type: none"> - Develop a shared understanding of the whole school approach to wellbeing and communicate this to the school community. - Develop orientation procedures that introduce SWPBS systems and practices to new staff and students. <p>Teachers will (Classroom Level)</p> <ul style="list-style-type: none"> - Explicitly teach and practice classroom and school wide procedures and routines to ensure the values of safety, pride and respect are actionable. - Utilise the school-wide or a class tangible reinforcement system to acknowledge and reinforce positive behaviours in the classroom. - Utilise the behaviour response continuum to discourage minor inappropriate behaviour whilst promoting the learning of appropriate replacement behaviours. - Implement daily check in with 'at risk' students and assign a support person for each child. - Use the S.A.F.E Minds safety map to evaluate the responses required for students identified at risk. - Ensure student well-being is tracked and monitored during PLC discussions. <p>Students will (Individual and Tailored Level)</p> <ul style="list-style-type: none"> - Feel supported and engaged in home groups and contribute to a strong classroom culture. - Receive individualised support with regular monitoring and Student Support Group meetings with parents when required. 			
Success Indicators	<ul style="list-style-type: none"> - Review and redevelop the school's expectations matrix with student leaders to raise greater expectations of all students across the school. - Documented whole school (SEL) scope and sequence using the RRRR, Trauma Informed Practices and Safe Minds resources. - "Active Schools" initiatives- feedback surveys from students, staff and families. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff to receive professional learning on the S.A.F.E minds safety map and how to respond to student wellbeing matters.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Complete the Tier 1 Fidelity Walk through with Anthony King and review the RPS Behaviour Matrix with Yr. 3-6 students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Utilise the "Active Schools' framework to improve the physical literacy of all students.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Develop a whole school monthly Social Emotional Learning focus.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement 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
Explore "Friends for Life" program for students Year 3-6.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Vision, values and culture	Connected schools priority			
Actions	Strengthen communication and connection with families to promote everyday learning through digital opportunities and increase community engagement through sustainability practices.			
Outcomes	Leaders will (Whole School Level) - In consultation with staff, develop an agreed communication schedule for the Seesaw platform. - Consult with parents, staff and students on what aspects of the remote program will be implemented as part of the current program at RPS. - Identify ways to utilise COMPASS for continuous reporting cycles. Teachers will (Classroom Level) - Strengthen and embed a school-wide approach to communication with families, incorporating new elements developed during			

	remote and flexible learning. - Continue to build positive relationships with families for the benefit of each student. - Embed sustainability practices into everyday learning opportunities. - Communicate the learning progress of each child on a more regular basis. Students will (Individual Level) - Form a new student action team to contribute to sustainable initiatives across the school. - Enact student voice and agency through a range of classroom and school leadership opportunities.			
Success Indicators	- Increased implementation of Seesaw for student learning portfolios and home school communication - blogs, home learning, weekly communication, fortnightly updates, journals etc. - Parent feedback surveys - Student surveys - COMPASS trial of new report template with parent feedback			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed sustainability practices through engagement in the Resource Smart Schools framework.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Explore progress reporting on the COMPASS portal.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop consistent use of the Seesaw platform across all year levels.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,579.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Plan for ongoing professional learning in the effective use of digital tools.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase student voice and agency through daily classroom practices and an increased range of leadership opportunities.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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	\$55,451.00	\$4,547.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$55,451.00	\$4,547.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$55,451.00	\$4,547.00
Totals			\$55,451.00	\$4,547.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue development of PLC practices at RPS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Shaun Wells	<input checked="" type="checkbox"/> On-site
Publish and implement the school's professional learning plan based on best practice in the delivery of high impact strategies in reading, writing, mathematics and the school's instructional model.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Deb Sukarna Misty Adoniou Charles Lovitt Tracey Ezard	<input checked="" type="checkbox"/> On-site
Strengthen teacher capacity and understanding to analyse and use formative and summative assessment data. i.e. Fountas and Pinnell Reading assessments, continua and PM data to plan for effective teaching in reading strategies and	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

comprehension skills.						
PLC's will consistently collect and analyse all student learning data in line with the school's assessment schedule. PLC's will review growth data through the SPA platform and track growth in cycles.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Strengthen engagement in the SaGe network CoP and PMSS cluster schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Local SaGe schools
All staff to receive professional learning on the S.A.F.E minds safety map and how to respond to student wellbeing matters.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Complete the Tier 1 Fidelity Walk through with Anthony King and review the RPS Behaviour Matrix with Yr. 3-6 students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	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"/> External consultants Anthony King <input checked="" type="checkbox"/> Departmental resources SWPBS resources	<input checked="" type="checkbox"/> On-site

Utilise the "Active Schools' framework to improve the physical literacy of all students.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a whole school monthly Social Emotional Learning focus.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore "Friends for Life" program for students Year 3-6.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed sustainability practices through engagement in the Resource Smart Schools framework.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Resourcesmart Schools coordinator, Leah Martini from CERES	<input checked="" type="checkbox"/> On-site

Explore progress reporting on the COMPASS portal.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop consistent use of the Seesaw platform across all year levels.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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
Plan for ongoing professional learning in the effective use of digital tools.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site