2021 Annual Implementation Plan

for improving student outcomes

Rye Primary School (1667)

Submitted for review by Lachlan Featherston (School Principal) on 07 December, 2020 at 11:14 AM
Endorsed by Leonie King (Senior Education Improvement Leader) on 12 December, 2020 at 02:50 PM
Awaiting endorsement by School Council President

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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	A close review of the six essential FISO elements and Evidence-based high-impact teaching strategies, Vision, values and culture, Intellectual engagement and self-awareness and Parents and carers as partners provided the opportunity to document actions that would support us to move to the next level in each of them. These actions have been categorised by the team or role accountable and they will be prioritised over the term of the strategic plan.
Considerations for 2021	Developing clarity about the relationships between curriculum, learning activities and assessment. Promoting student voice and agency through our inquiry program. Launching and implementing the STRIVE program.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	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 Building communities	Connected schools priority
Goal 2	Improve literacy and numeracy outcomes for all students.
Target 2.1	By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in: • Reading from 51% (benchmark set as an average of 2017–19 data) to 57% • Writing from 36% (benchmark set as an average of 2017–19 data) to 53% • Numeracy from 30% (benchmark set as an average of 2017–19 data) to 40%.
Target 2.2	By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN: • Reading from 78% (benchmark set as an average of 2017–19 data) to 85% • Writing from 75% (benchmark set as an average of 2017–19 data) to 85% • Numeracy from 76% (benchmark set as an average of 2017–19 data) to 85%.

Target 2.3	By 2023, increase the percentage of students who achieve above age expected level in the Victorian Curriculum in:
	
	    • Reading from 34% (benchmark set as an average of 2017–19 data) to 38%
	    • Writing from 16% (benchmark set as an average of 2017–19 data) to 25%
	    • Number and algebra from 24% (benchmark set as an average of 2017–19 data) to 30%.

Key Improvement Strategy 2.a Building practice excellence	Embed the instructional model consistently across the school and strengthen the implementation of the high impact teaching strategies.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to use data and formative assessment strategies to differentiate the curriculum.
Key Improvement Strategy 2.c Curriculum planning and assessment	Improve whole school curriculum planning to enhance the relationship between the Victorian Curriculum, learning intentions, learning activities and assessment strategies.
Goal 3	Improve engagement in learning for all students with a particular focus on the male cohort.

Target 3.1	By 2023, improve the positive endorsement on the AToSS for the Year 4–6 cohort for the factors:
	
	    • Learning confidence from 75% (2019) to 80%
	    • Effective teaching time from (2019) 84% to 90%.

Target 3.2	By 2023, improve the positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors:

	• Student voice and agency from 59% (2019) to 70% • Stimulated learning from 71% (2019) to 75% • Effort from 76% (2019) to 80% • Motivation and interest from 75% (2019) to 80%.
Target 3.3	By 2023, improve the positive endorsement on the School Staff Survey for the factor: • Teachers in this school use student feedback to improve practice from 89% (2019) to 95%.
Target 3.4	By 2023, reduce the average absence days from 20 days (2019) to 15 days.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher knowledge and capacity to activate student voice and agency within the classroom.
Key Improvement Strategy 3.b Empowering students and building school pride	Establish systems and structures to foster and sustain student voice and agency in learning.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build students' understanding of themselves as learners and their capacity for independent learning.
Goal 4	Improve the wellbeing of all students.

Target 4.1	By 2023, improve the positive endorsement on the AToSS for the factors: • Teacher concern from 72% (2019) to 80% • Effective classroom behaviour from 80% (2019) to 85% • Non–experience of bullying from 52% (2019) to 60% • Respect for diversity from 82% (2019) to 88%.
Target 4.2	By 2023, improve levels of student resilience as measured against baseline data from a school-based survey established in 2020.
Target 4.3	By 2023, improve the positive endorsement on the POS for the factor: • Promoting positive behaviour from 83% (2019) to 88%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed a whole school approach to promote student wellbeing and respectful engagement.
Key Improvement Strategy 4.b Empowering students and building school pride	Empower students to lead and take responsibility for their own actions through restorative practices.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Learning, catch-up and extension priority Increase the percentage of Year 3 students in the top two NAPLAN bands in: Reading from 51% to 54% Writing from 36% to 47% Numeracy from 30% to 34%. Increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN: Reading from 78% to 81% Writing from 75% to 79% Numeracy from 76% to 79% Happy, active and healthy kids priority Improve the positive endorsement on the AToSS for the factors: Teacher concern from 72% (2019) to 80% Effective classroom behaviour from 80% (2019) to 85% Non–experience of bullying from 52% (2019) to 60%

			Respect for diversity from 82% (2019) to 88%
			Improve levels of student resilience as measured against baseline data from a school-based survey established in 2020
			Improve the positive endorsement on the POS for the factor: Promoting positive behaviour from 83% (2019) to 88%.
Improve literacy and numeracy outcomes for all students.	No	By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in: • Reading from 51% (benchmark set as an average of 2017–19 data) to 57% • Writing from 36% (benchmark set as an average of 2017–19 data) to 53% • Numeracy from 30% (benchmark set as an average of 2017–19 data) to 40%.	
		By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN: • Reading from 78% (benchmark set as an average of 2017–19 data) to 85% • Writing from 75% (benchmark set as an average of 2017–19 data) to 85%	

		• Numeracy from 76% (benchmark set as an average of 2017–19 data) to 85%.	
		By 2023, increase the percentage of students who achieve above age expected level in the Victorian Curriculum in: • Reading from 34% (benchmark set as an average of 2017–19 data) to 38% • Writing from 16% (benchmark set as an average of 2017–19 data) to 25% • Number and algebra from 24% (benchmark set as an average of 2017–19 data) to 30%.	
Improve engagement in learning for all students with a particular focus on the male cohort.	No	By 2023, improve the positive endorsement on the AToSS for the Year 4–6 cohort for the factors: • Learning confidence from 75% (2019) to 80% • Effective teaching time from (2019) 84% to 90%.	
		By 2023, improve the positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors: • Student voice and agency from 59% (2019) to 70% • Stimulated learning from 71% (2019) to 75% • Effort from 76% (2019) to 80%	

		• Motivation and interest from 75% (2019) to 80%.	
		By 2023, improve the positive endorsement on the School Staff Survey for the factor: • Teachers in this school use student feedback to improve practice from 89% (2019) to 95%.	
		By 2023, reduce the average absence days from 20 days (2019) to 15 days.	
Improve the wellbeing of all students.	No	By 2023, improve the positive endorsement on the AToSS for the factors: • Teacher concern from 72% (2019) to 80% • Effective classroom behaviour from 80% (2019) to 85% • Non–experience of bullying from 52% (2019) to 60% • Respect for diversity from 82% (2019) to 88%.	
		By 2023, improve levels of student resilience as measured against baseline data from a school-based survey established in 2020.	

	By 2023, improve the positive endorsement on the POS for the factor: • Promoting positive behaviour from 83% (2019) to 88%.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning, catch-up and extension priority Increase the percentage of Year 3 students in the top two NAPLAN bands in: Reading from 51% to 54% Writing from 36% to 47% Numeracy from 30% to 34%. Increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN: Reading from 78% to 81% Writing from 75% to 79% Numeracy from 76% to 79% Happy, active and healthy kids priority Improve the positive endorsement on the AToSS for the factors: Teacher concern from 72% (2019) to 80% Effective classroom behaviour from 80% (2019) to 85% Non–experience of bullying from 52% (2019) to 60% Respect for diversity from 82% (2019) to 88%

	Improve levels of student resilience as measured against baseline data from a school-based survey established in 2020
	Improve the positive endorsement on the POS for the factor: Promoting positive behaviour from 83% (2019) to 88%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 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

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning, catch-up and extension priority
	Increase the percentage of Year 3 students in the top two NAPLAN bands in:
	Reading from 51% to 54%
	Writing from 36% to 47%
	Numeracy from 30% to 34%.
	Increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN:
	Reading from 78% to 81%
	Writing from 75% to 79%
	Numeracy from 76% to 79%
	Happy, active and healthy kids priority
	Improve the positive endorsement on the AToSS for the factors:
	Teacher concern from 72% (2019) to 80%
	Effective classroom behaviour from 80% (2019) to 85%
	Non–experience of bullying from 52% (2019) to 60%
	Respect for diversity from 82% (2019) to 88%
	Improve levels of student resilience as measured against baseline data from a school-based survey established in 2020
	Improve the positive endorsement on the POS for the factor:
	Promoting positive behaviour from 83% (2019) to 88%.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority

Actions	1. Develop clarity between the curriculum, learning intentions, success criteria, worked examples, learning activities and assessment. 2. Establish opportunities for teachers to participate in structured coaching and peer observation in order to build teacher practice. 3. Establish a targeted tutoring program for students.
Outcomes	All teachers readily access and use the Victorian Curriculum and Learning Progressions. PLTs will plan for clarity of all aspects between curriculum and assessment Students will articulate the purpose of the learning, the learning intentions (what they are learning), and how they will know if they have learned it (success criteria). Teachers will identify and improve areas of their own teacher practice and share their expertise. The learning outcomes of tutored students show improvement.
Success Indicators	PLT minutes Curriculum team minutes Unit and lesson plans REAL documents Coaching records Peer observation notes Student survey Learning walk notes Data used to identify students for tailored supports Progress against Individual Education Plans

Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Collaborate in PLTs to explore the Victorian Curriculum in order to document essential learning for literacy, numeracy and other curriculum areas in inquiry units and REAL to show through-lines from curriculum to assessment.	☑ Curriculum Co-ordinator (s) ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

2. Strategic teams oversee the sequence and consistency of REAL documents.	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
3. Build a shared understanding of what is being taught and assessed with students so that they develop ownership over their learning.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
4. Leadership team to attend coaching professional learning.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$12,000.00 ☑ Equity funding will be used
5.Leaders establish processes and protocols for enabling regular coaching and classroom observations and providing feedback.	☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
6. Establish resourcing for individual and tailored support programs and establish criteria for identifying students requiring this support . 1.7 staff for 26 weeks - intense focus - 2 teaching staff 3 days a week Groups of 5 students to work in the classrooms with a small group Data sets to inform decisions Clear evidence required of growth Focus for Year 1&2 - phonological awareness and reading behaviours during reading sessions Focus Year 3-6 - maths area to be determined	☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority

Actions	1. Implement and monitor STRIVE program and the Classroom Behaviour Management approach.
Outcomes	• Teachers, students and the school community share a common understanding of STRIVE. • The language and actions of STRIVE are used daily by teachers and students. • The Classroom Behaviour Management approach is used consistently across the school. • Zones of Regulation are used by all teachers. • Classroom and yard behaviour will improve.
Success Indicators	• School-based Resilience survey data • Attitudes to school survey data • Parent Opinion Survey data • Student forums

Activities and Milestones	Who	Is this a PL Priority	When	Budget
STRIVE team to implement PL Staff on Classroom Behaviour Management approach	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Launch STRIVE at the beginning of the 2021 school year and offer an information night for parents.	☑ All Staff ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used

Build teacher capacity to understand self-regulation strategies for students. Hold whole school Professional Learning Zones of Regulation. Implement a 6-week program of Zones in 3/4 area.	☑ All Staff ☑ Allied Health ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Create Whole school Production based on STRIVE as the theme	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 3	$5,000.00 ☑ Equity funding will be used
Implement student, staff and parent information on the Resilience Project	☑ Assistant Principal	☑ PLP Priority	from: Term 3 to: Term 4	$1,000.00 ☑ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Further development and use of online platforms to engage parents and enable a deeper level of understanding about the academic growth of their child.
Outcomes	Teachers will have strong relationships with students and parents/carers/kin Parents will feel more informed about their children's progress through viewing work samples and enhanced communication with teacher
Success Indicators	Parent Opinion Survey Data Pulse checks with parents/carers/kin

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide a structure in Compass and allocate time for teachers to communicate with parents/carers.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Establish school wide processes and expectations for learning items to be added to Compass portal.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish year level timetable for content and frequency from Compass portal entries	☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$65,000.00	$58,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$65,000.00	$58,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
4. Leadership team to attend coaching professional learning.	from: Term 1 to: Term 2	☑ Professional development (excluding CRT costs and new FTE)	$12,000.00	$5,000.00
5.Leaders establish processes and protocols for enabling regular coaching and classroom observations and providing feedback.	from: Term 1 to: Term 4	☑ School-based staffing	$10,000.00	$10,000.00
6. Establish resourcing for individual and tailored support programs and establish criteria for identifying students requiring this support . 1.7 staff for 26 weeks - intense focus - 2 teaching staff 3 days a week Groups of 5 students to work in the classrooms with a small group Data sets to inform decisions	from: Term 1 to: Term 4	☑ School-based staffing	$35,000.00	$35,000.00

Clear evidence required of growth Focus for Year 1&2 - phonological awareness and reading behaviours during reading sessions Focus Year 3-6 - maths area to be determined				
Create Whole school Production based on STRIVE as the theme	from: Term 3 to: Term 3	☑ Other Production costs	$5,000.00	$5,000.00
Implement student, staff and parent information on the Resilience Project	from: Term 3 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$1,000.00	$1,000.00
Provide a structure in Compass and allocate time for teachers to communicate with parents/carers.	from: Term 1 to: Term 4	☑ Other Cost of Compass	$2,000.00	$2,000.00
Totals			$65,000.00	$58,000.00

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
1. Collaborate in PLTs to explore the Victorian Curriculum in order to document essential learning for literacy, numeracy and other curriculum areas in inquiry units and REAL to show through-lines from curriculum to assessment.	☑ Curriculum Co-ordinator (s) ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
2. Strategic teams oversee the sequence and consistency of REAL documents.	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning Specialist	☑ On-site
4. Leadership team to attend coaching professional learning.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection	☑ Network Professional Learning	☑ External consultants GCI	☑ Off-site Growth Coaching International (GCI)

5.Leaders establish processes and protocols for enabling regular coaching and classroom observations and providing feedback.	☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
STRIVE team to implement PL Staff on Classroom Behaviour Management approach	☑ Wellbeing Team	from: Term 1 to: Term 1	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Build teacher capacity to understand self-regulation strategies for students. Hold whole school Professional Learning Zones of Regulation. Implement a 6-week program of Zones in 3/4 area.	☑ All Staff ☑ Allied Health ☑ Wellbeing Team	from: Term 1 to: Term 1	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants SSS Psychologists	☑ On-site
Implement student, staff and parent information on the Resilience Project	☑ Assistant Principal	from: Term 3 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Resilience Project	☑ On-site
Provide a structure in Compass and allocate time for teachers to communicate with parents/carers.	☑ Principal	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Professional Practice Day	☑ Internal staff	☑ On-site