

# 2021 Annual Implementation Plan

## for improving student outcomes

Tarneit Rise Primary School (8881)



Submitted for review by Melissa Kloss (School Principal) on 14 December, 2020 at 05:29 PM  
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 26 January, 2021 at 12:00 PM  
Endorsed by Jacky Rambridge (School Council President) on 04 February, 2021 at 10:19 AM

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

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

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

<b>Enter your reflective comments</b>	<p>This year the focus at TRPS has continued to be on excellence in teaching and learning. The school grew by another 30% and is expected to grow 40% next year. Employing teachers and focusing on teaching has had to be the priority. This year during COVID remote learning the executive leadership team focused on auditing the school's scope and sequence curriculum maps in English and mathematics and aligning this to Humanities (overview0.</p> <p>The scope and sequence curriculum maps have been modified to ensure a more viable curriculum. The EAL continuum has been overlaid and the learning Intentions developed.</p> <p>Unfortunately due to COVID remote learning and the continued rapid growth of the school, we have not been able to progress all dimensions along the continua.</p>
<b>Considerations for 2021</b>	<p>The school will be undertaking its review in term 1 2021 so will be developing its first SSP. It will be important to consider all data sources and gather other qualitative evidence to set goals.</p> <p>In 2019 the school had its first NAPLAN results .The grade 5 was from children who were all new to the school that year so it will be hard to use this data to set goals. The some of the grade 3 children included in this data set had been at the school</p>

	<p>the previous. No NAPLAN data was collected in 2019, nor AToSS.</p> <p>Helping identified children 'catch up' on learning as a result of remote learning will also need to be a consideration for 2021.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Students who were identified as having an interrupted year of learning in 2020 will have their learning gap reduced so that they are achieving at or above expected levels in reading and writing.
<b>Target 1.1</b>	Students will be performing at or above their expected literacy level by the end of their 26 weeks of tutoring.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Tutor Learning Initiative (Literacy)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Students who were identified as having an interrupted year of learning in 2020 will have their learning gap reduced so that they are achieving at or above expected levels in reading and writing.	Yes	Students will be performing at or above their expected literacy level by the end of their 26 weeks of tutoring.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  All students receiving Tier 2 and 3 literacy intervention will make at least 12 months learning gain in reading and writing.

<b>Goal 1</b>	Students who were identified as having an interrupted year of learning in 2020 will have their learning gap reduced so that they are achieving at or above expected levels in reading and writing.		
<b>12 Month Target 1.1</b>	All students receiving Tier 2 and 3 literacy intervention will make at least 12 months learning gain in reading and writing.		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Tutor Learning Initiative (Literacy)		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.

The Tutor Learning Initiative is designed to support students whose learning has been disrupted as a result of the coronavirus (COVID-19) pandemic. Schools are provided extra funding to engage tutors to provide targeted teaching to students identified as needing support.

Students will receive two or three 45-minute sessions each week in groups of no more than five students for 26 weeks.

Even with the very best of efforts of teachers in 2020, there have some students who have not been able to engage as fully in the remote learning program as they would have been able to in the usual classroom teaching program.

Students who may require additional support include those:

- with low levels of English
- with home environments not conducive to remote and flexible learning
- already at risk of disengaging from school
- enrolled in applied programs, and
- who need educational and health and wellbeing supports at school but were unable to access them at home

Teachers will collect data at the beginning of the year and identify students in need of tutoring support using existing classroom-based observations and assessments.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Students who were identified as having an interrupted year of learning in 2020 will have their learning gap reduced so that they are achieving at or above expected levels in reading and writing.
<b>12 Month Target 1.1</b>	All students receiving Tier 2 and 3 literacy intervention will make at least 12 months learning gain in reading and writing.
<b>KIS 1</b> Curriculum planning and assessment	Tutor Learning Initiative (Literacy)
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Recruitment of tutors through the Tutor Learning Initiative.</li> <li>- Professional Learning focusing on Multi-sensory Structured Language for tutors new to the school.</li> <li>- Tutors to be a part of the existing Intervention PLC.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- School leaders will:             <ul style="list-style-type: none"> <li>- develop clear roles and role descriptions for intervention team and ensure these are well understood across the school</li> <li>- ensure intervention PLC have time to meet</li> <li>- ensure intervention time is protected</li> <li>- provide staff with PL/mentoring and induction</li> <li>- develop timetables for collection of student data</li> <li>- use student data to prioritise students for intervention</li> <li>- provide time for observations and feedback</li> <li>- develop a professional learning calendar</li> </ul> </li> <li>Teachers/ES (tutors) will:             <ul style="list-style-type: none"> <li>- individually and collectively engage in PLC meetings</li> <li>- maintain current data for their students and a schedule that shows when each child will be seen for intervention</li> <li>- use data to identify the individual learning needs of every student and monitor and track data to ensure expected growth</li> <li>- observe and be observed, and provide feedback to colleagues, including specialist teachers</li> <li>- engage in professional reading/learning to build teaching capacity</li> <li>- ensure that all relevant documents are brought to all PLC meetings</li> <li>- ensure all students have a learning goal for reading and writing</li> <li>- provide ongoing feedback to students</li> </ul> </li> </ul>



<b>Success Indicators</b>	<p>Teachers/ES (tutors):</p> <ul style="list-style-type: none"> <li>• PLC notes/minutes</li> <li>• data used within PLC to evaluate impact of teaching on student outcomes using DIBELS, LLARS</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- Students to make at least 12 months learning gain against the VC (December 2020-December 2021) and to make constant progress using DIBELS progress monitoring (every three weeks).</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Recruit Tutors	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$189,000.00  <input type="checkbox"/> Equity funding will be used
Induction and Training of Tutors	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Identifying students at risk through data collection and continued monitoring of progress.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <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

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Induction and Training of Tutors	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site