

School Annual Implementation Plan for

5409 Roberts McCubbin PS 2015

Based on Strategic Plan 2015-2018



Endorsements

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| <p>Endorsement by School Principal</p> | <p>Signed.....</p> <p>Name...Margaret Pickburn.....</p> <p>Date.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed.....</p> <p>Name...Gary Layton.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |

Strategic Direction

| | Goals | Targets | One Year Targets |
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| Achievement | To improve the achievements of all students in literacy and numeracy | <p>Teacher Judgments Targets to be measured against 2014 outcomes</p> <p>85% of students in F-6 to show 12 months or more growth in literacy and numeracy</p> <p>60% of students to be above expected AusVELS levels (A & B) in Reading, Writing and Numeracy by 2017</p> <p>For there to be more alignment of achievement between Reading, and Writing and Speaking and Listening</p> <p>60% of students to be above expected AusVELS levels (A & B) in Speaking and Listening by 2017</p> <p>NAPLAN Relative Growth from Year 3 to Year 5</p> <p>For there to be a decrease in the number of students in the low growth to 15% and increase in the number of students in the high growth to above 40% in all areas</p> <p>80% of Year 3 students to be Bands 4-6 for Reading by 2017</p> <p>80% of Year 3 students to be Bands 4-6 for Writing by 2017</p> <p>80% of Year 3 students to be Bands 4-6 for Numeracy by 2017</p> <p>85% of Year 5 students to be Bands 6-8 for Reading by 2017</p> | |

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| | | <p>80% of Year 5 students to be Bands 6-8 for Writing by 2017</p> <p>80% of Year 5 students to be Bands 6-8 for Reading by 2017</p> <p>For Teacher Judgments and NAPLAN results to be more aligned by 2017</p> <p>Teacher Opinion survey means of student learning to trend upwards over the life of the plan</p> | |
| Engagement | To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community | <p>Increase in the Student Attitude to School Survey (SATS) means of:</p> <p>School Connectedness Teacher Effectiveness Stimulating learning Student Motivation Learning Confidence.</p> <p>Results in be in at least the third quartile throughout the life of the plan</p> <p>Increase in the Parent Opinion Survey means of:</p> <p>Approachability Communication</p> <p>Results to be in at least the third quartile through the life of the next strategic plan.</p> | |
| Wellbeing | To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community | <p>Increase in the Student Attitude to School Survey (SATS) means of:</p> <p>Connectedness to Peers Student Safety Classroom Behavior</p> | |

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| | <p>To build the school's capacity to provide seamless transition between all year levels, entry and graduation</p> | <p>Student Morale Student Distress</p> <p>Results to be in at least the third quartile throughout the life of the next strategic plan</p> | |
| <p>Productivity</p> | | <p>Increase in the Parent Opinion Survey means of :</p> <p>school improvement general satisfaction</p> <p>Results to be in at least the third quartile throughout the life of the next strategic plan</p> <p>Resources have been allocated to school priorities and government initiatives</p> <p>The school reported highly effective resource management in the following areas:</p> | |

Implementation

| Key Improvement Strategies | What the activities and programs required to progress the key improvement strategies | How the budget, equipment, IT, learning time, learning space | Who the individuals or teams responsible for implementation | When the date, week, month or term for completion | Achievement milestones the changes in practice or behaviours |
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| Achievement | Professional Learning that guides teachers understanding and knowledge of effective literacy and numeracy teaching and learning | <p>Engagement of consultants PL run by experts within school staff</p> <p>Refine staff understandings about best practice in literacy and numeracy so that learning is relevant and meaningful.</p> <p>Document and implement a whole school literacy and numeracy strategy</p> <p>A focus on building the knowledge and capacity of staff to come to a common understanding of their professional responsibilities in developing their professional growth.</p> <p>Formalise and implement a process of giving and receiving feedback throughout the school to further develop teaching pedagogy</p> | <p>literacy & numeracy leaders literacy & numeracy committees</p> <p>literacy & numeracy leaders literacy & numeracy committees</p> <p>literacy & numeracy leaders literacy & numeracy committees</p> <p>Curriculum Day facilitated by Tracey Ezard will focus on teachers as learners Follow up staff meeting PL with Tracey later in year</p> | <p>Terms 1-4</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 2/3</p> <p>Term 1-4</p> | <p>Evidence within teachers' work programs demonstrating agreed literacy and numeracy strategies within their classroom practice</p> <p>Evidence within teachers' work programs demonstrating agreed literacy and numeracy strategies within their classroom practice</p> <p>Documentation begun</p> <p>Evidence of greater understandings by staff of their professional responsibilities to achieve greater learning outcomes for students through access to PL & Professional Reading</p> <p>Developed process for Peer Observation throughout the school with staff providing evidence of at least four visits by the end of the year</p> |

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| | <p>Build teachers knowledge and capacity to utilize and understand how data informs planning leading to improved practice</p> | <p>Ensure teacher judgements are informed and accurate based on evidence gained from data collection and tracking of students.</p> <p>A dedicated leadership role that leads staff to more intense analysis of data to inform teaching practice</p> | <p>Leadership Team PLTs</p> <p>Principal</p> | <p>Term 1-4</p> <p>Term 1</p> | <p>Developed processes for uploading of agreed assessment data on to SPA in order to inform teacher practice</p> <p>A new leadership position based on data analysis be created early in 2015</p> |
| | <p>PLT leaders to drive teams based on agreed whole school practices that champion rigor, high expectations, clarity, evidence based decisions, challenge and support</p> | <p>Ensure all members of PLTs understand the purpose and processes of the PLT</p> <p>PLT's to champion rigor, high expectations, clarity, evidence based decisions, challenge and support</p> | <p>Leadership Team PLT leaders</p> <p>PLT leaders & members</p> | <p>Term 1-4</p> <p>Term 1-4</p> | <p>PLTs to have developed agreed protocols, goals and targets in place, with these reviewed regularly to ensure consistency of practice and achievement of goals. Leaders to give feedback to Leadership Team meetings.</p> <p>Evidence of regular discussions where PLT members keep each other to account and challenge each other professionally. Leaders to give feedback at Leadership Team meetings.</p> |

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| Engagement | Build teachers' knowledge of and capacity to deliver differentiated and challenging learning | Continue the use of consultants in Literacy, Numeracy and Inquiry with a focus on differentiation during professional learning workshops. | Leadership team PLT leaders Consultants | Term 1-4 | Evidence of team planning focussing on differentiation of work tasks particularly within literacy and numeracy. |
| | Prioritize the key curriculum areas to allow for engagement through core curriculum | PLT's to focus on engagement of students when planning for numeracy and literacy sessions/tasks | Leadership team PLT leaders Consultants | Term 1-4 | Evidence of team planning focussing on the use of authentic tasks that are engaging for the students. |
| | | PLT's to share their strategies for engagement in literacy and numeracy | | Term 1-4 | Staff meeting schedule to include PLT sharing of literacy and numeracy tasks |
| | Imbed innovative and effective use of technology based on Substitution, Augmentation, Modification, Redefinition (SAMR) model | The SAMR model to be a focus at ICT staff PL sessions to improve teacher knowledge and capacity | ICT leader | Terms 2-4 | Staff meeting schedule to include PLT sharing of ICT tasks that use the SAMR model effectively |
| | | Year 6 students to be offered a greater number of leadership opportunities with all specialist teachers having two captains for their curriculum area | Whole staff Year 5/6 staff Kids Matter Action Team | Term 1-4 | Year 6 students elected in to new leadership positions early in year and students to attend Young Leaders Day |
| | Increase student voice across the school through student leadership opportunities and engagement in curriculum. | All teaching staff to give greater opportunities for student voice In planning of some tasks and allowing feedback about content and enjoyment of curriculum | Whole staff PLT leaders Leadership Team | Term 1-4 | Evidence of student voice being a focus in teacher planning for curriculum tasks and assessment |
| | | PLTs to share the ways they are using increased student voice within their teaching practice | PLTs Principal Team | | Staff meeting schedule to include PLT sharing of use of student voice |

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| <p>Wellbeing</p> | <p>Develop a RMPS approach to building student wellbeing based on the implementation of key strategies from Kids Matter, Better Buddies program and Real Schools</p> | <p>New teachers to the school to be provided with Kids Matter sessions to build their understandings by the Kids Matter team</p> <p>The Kids Matter Action Team to revise and continue implementing Competency 1 Positive School Community and move on to Competency 2 Social and Emotional Learning for Students as part of the PL schedule each term for all staff. Staff and Parent surveys conducted according to Kids matter schedule</p> <p>The Better Buddy leader to continue to liaise with staff to ensure regular implementation of whole school buddy sessions Survey students to see how they are feeling about the Buddy Program.</p> <p>Commence our partnership with Real Schools with the title 'Building a Restorative School which includes: A whole staff Curriculum Day, Parent Information Night, staff and leadership mentoring.</p> <p>Begin documentation of strategies that underpin the approach to student wellbeing at RMPS to ensure consistency across the school.</p> | <p>Kids Matter leader & Action Team</p> <p>KM Action Team</p> <p>Principal</p> <p>Better Buddies leader</p> <p>All staff</p> <p>Principal</p> <p>Leadership Team</p> <p>Consultant</p> <p>Kids Matter Action Team and other interested staff</p> | <p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-3</p> | <p>Sessions implemented in the early part of the year</p> <p>Kids Matter to be a regular part of the Staff PL schedule.</p> <p>Staff using Kids Matter language routinely throughout the day. Evidence of Kids Matter strategies being used consistently in all classrooms.</p> <p>Data from surveys used to inform future PL sessions for teaching and ES staff.</p> <p>All classes participating consistently and effectively in Better Buddy sessions. Make adjustments to the program if needed.</p> <p>Curriculum Day held, Parent Information Night held. Agreed strategies demonstrated by all staff throughout the school, in classrooms and in the playground. Staff developing theoretical and working knowledge of Restorative Practices.</p> <p>Kids Matter Action Team and other interested staff to begin documentation. Staff and parents have opportunity to give feedback.</p> |
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| | Develop a clear and aligned transition program F to 6 | The school's new Stepping Up transition program to be further refined with monthly visits to the 3/4 and 5/6 areas by the current Year 2's & 4's. | Transition Leader & Committee | Term 1-4 | Feedback from the Year 2 & 4 students to indicate the program supported them in their transition to new areas of the school. |
| Productivity | To allocate resources according to DEECD and school priorities and evaluate their effect using a transparent and accountable annual budgeting process | <p>Resources to continue to be allocated to school priorities and government initiatives</p> <p>Develop annual short and long term budget priorities in association with the school's Strategic Plan curriculum focuses.</p> <p>Staff PL budget to reflect the school's priorities in literacy, numeracy, inquiry and development of leadership capacity.</p> <p>Continue to build teacher capacity for improved instructional practice through engaging a number of curriculum consultants and ensuring opportunities for teachers to share and learn together</p> <p>Ensuring time table privileges literacy and numeracy while supporting teachers with a 2 hour block for PLT's to meet</p> <p>Evaluate fund raising opportunities on a regular basis.</p> | | | <p>Budget documents</p> <p>Budget documents</p> <p>Budget document</p> <p>Enabling timetable</p> <p>Discussions with School Council, Finance Committee and PFA</p> |

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| | <p>To strengthen the partnership between parents and school through continuing to enhance communication strategies.</p> | <p>Well-resourced ICT program with clear vision for embedding e-learning tools to support pedagogy</p> <p>Introduce communication via email or phone between staff and the parents in their classes.</p> <p>Implementation of the Compass Student Management program</p> <p>Broad range of specialists programs for students including Visual Arts, Performing Arts, Physical Education, Library, Japanese (3 - 6) and Robotics</p> <p>Supporting an intervention program with Reading Recovery, Literacy support and support for PSD students</p> | | | <p>Well-resourced classrooms and evidence of effective inclusion of ICT in planning documents</p> <p>All staff making regular contact with families by end of year</p> <p>Effective implementation</p> <p>Effective implementation of broad range of specialist programs</p> <p>Children with needs being effectively supported</p> |
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