**Annual Implementation Plan - 2020**

**Define Actions, Outcomes and Activities**

Roberts McCubbin Primary School (5419)



Submitted for review by Peter Watson (School Principal) on 09 December, 2019 at 01:08 PM  
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Awaiting endorsement by School Council President

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve student learning growth in Literacy. | | | | |
| 12 Month Target 1.1 | -2020 NAPLAN relative high growth in Reading to be maintained at or above 38% (38.6% in 2019 up from 24.6% in 2018) -j2020 NAPLAN relative high growth in Writing from 29.5% to 32.5% | | | | |
| 12 Month Target 1.2 | -Percentage of students in the top two bands of 2020 NAPLAN in Year 3 Reading to increase from 56% in 2019 to 60% in 2020 -Percentage of students in the top two bands of 2020 NAPLAN in Year 3 Writing to increase from 62% in 2019 to 64% in 2020 -Percentage of students in the top two bands of 2020 NAPLAN in Year 5 Reading to increase from 44% in 2019 to 47% in 2020 -Percentage of students in the top two bands of 2020 NAPLAN in Year 5 Writing to increase from 16% in 2019 to 20% in 2020 | | | | |
| 12 Month Target 1.3 | Percentage of students assessed at above expected level in Speaking & Listening to increase from 27% in 2019 to 30% in 2020 | | | | |
| KIS 1 Building practice excellence | Build a Professional Learning Culture to develop leadership and teacher capability, responsibility and accountability. | | | | |
| **Actions** | Roberts McCubbin Primary School has chosen the following actions in order to enhance leadership and teacher capability, responsibility and accountability in reading: 1) Establish a Reading Team to drive evidence based best practice for the teaching of reading 2) Establish what evidence based best practice looks like in high performing schools and plan for the implementation of these practices into the teaching of reading/writing at Roberts McCubbin Primary School. | | | | |
| **Outcomes** | Leaders will: -provide professional learning that gives teachers the knowledge and skills to implement the readers workshop within the RMPS Instructional Model developed in 2019 -provide professional learning that gives teachers the skills to implement readers workshops where children are engaged in rich, purposeful reading at all times -monitor evidence based practice in planning documents and classroom practice via Learning Walks and feedback to teachers  Teachers will: -be implement the RMPS Instructional Model, facilitate readers workshops where children are engaged in rich, purposeful reading at all times -use the 6+1 Traits to guide the teaching of writing through the RMPS Instructional Model  Students will: -participate in readers workshops where they are engaged in rich, purposeful reading and are able to use language of success criteria indicators to see what they have a achieved -understand each element of the RMPS Instructional Model | | | | |
| **Success Indicators** | Leaders will -be able to observe consistency of language and approach to readers workshop, built around the RMPS Instructional Model  Teachers will -be able to demonstrate in planning documents, PLC minutes, observation notes and via learning walks that readers workshop has been implemented, guided by the RMPS Instructional Model.  Students Will -be able to articulate what each part of the instructional model looks like for them -be able to use common language when talking about reading and writing across the school -be able to articulate whole class learning goals for reading and writing | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| 1) Establish a Reading Team to drive evidence based best practice for the teaching of reading | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| 2) Establish what evidence based best practice looks like in high performing schools and plan for the implementation of these practices into the teaching of reading at Roberts McCubbin Primary School. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| KIS 2 Evaluating impact on learning | Refine and embed school wide practices to collect, analyse and use data to inform teaching practice. | | | | |
| **Actions** | 1) Monitor practice and progress of reading instruction within PLCs via a data focus. 2) Refine the approach to peer observation, coaching and learning walks | | | | |
| **Outcomes** | Leaders will -provide professional learning on how to use F&P benchmarking kits to monitor reading progress -undertake PL to broaden their knowledge of best practice related to peer observation, coaching and learning walks  Teachers will -co-construct learning goals with students based on assessment and evidence -use Fountas & Pinnell benchmarking kits and F&P literacy continuum to track reading achievement and co-construct (with students) student learning goals -use a variety of data sources to inform PLC discussions and weekly planning  Students will -be able to articulate their reading and writing learning goals, developed through conferring with the teacher | | | | |
| **Success Indicators** | - PLC minutes documenting the unpacking of data - Reading and writing goals visible in classrooms - Reading achievement to be tracked through moderation by PLCs | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| 1) Monitor practice and progress of reading instruction within PLCs via a data focus | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| 2) Refine the approach to peer observation, coaching and learning walks | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 School Improvement Team  🗹 Sub School Leader/s | 🗹 PLP Priority | from: Term 2  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Goal 2 | To improve student growth in Numeracy. | | | | |
| 12 Month Target 2.1 | 2020 NAPLAN relative high growth in Numeracy to be maintained at or above the 2019 result of 42% (up from 23% in 2018) | | | | |
| 12 Month Target 2.2 | -Percentage of students in the top two bands of 2020 NAPLAN in Year 3 Numeracy to increase from 42% in 2019 to 47% in 2020 -Percentage of students in the top two bands of 2020 NAPLAN in Year 5 Numeracy to increase from 43% in 2019 to 47% in 2020 | | | | |
| KIS 1 Instructional and shared leadership | Build a Professional Learning Culture to develop leadership and teacher capability, responsibility and accountability. | | | | |
| **Actions** | This year, Roberts McCubbin PS has chosen the following Actions in order to deepen our PLC culture and raise achievement in mathematics: 1) Through PLC teams, highlight some focus students from the middle and just above average achievement bands, monitoring achievement, extension and growth 2) All classroom teachers will have a PDP goal related to raising achievement of middle and above average students in mathematics 3) Specialists teachers, through their PLC, to undertake inquiry cycles, focusing on the HITS of explicit teaching and goal setting | | | | |
| **Outcomes** | Leaders will: - Refine the RMPS instructional model to suit mathematics teaching, with a particular focus on explicit teaching and differentiation - PLC Leaders to research, plan and lead PLC inquiries related to research based best practice in the explicit teaching and differentiation of mathematics  Teachers will: - Participate in PLC Inquiry Cycles related to lifting achievement of middle and just average achievement bands in numeracy - Implement and monitor, through PLCs, their PDP plan goal related to lifting numeracy achievement - Specialist teachers to research the HITS of explicit teaching and goal setting through regular PLC meetings and inquiry cycles, and implement associated strategies into teaching practice, documented through the PDP process  Students will:  - be able to articulate their numeracy goals, with an assessment driven understanding of the reason for these goals - demonstrate growth of the explicit skills in each specialist area | | | | |
| **Success Indicators** | Leaders will: - Implementation of the instructional model will be visible and being demonstrated during Learning Walks - PLC Leaders meeting minutes to reflect research and implementation of mathematics PLC inquiries  Teachers will: - Achieve their PDP goal related to mathematics achievement, monitored and presented through PLC teams - Ensure student achievement grows, particularly in the middle and just above average band, reflected in teacher judgements, backed up by multiple sources of evidence  Students will: - demonstrate growth in achievement, particularly students in the middle and just above average bands of achievement - have the growth in their specialist subject skills reflected in mid and end of year teacher judgements | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Monitor practice and progress of mathematics achievement through PLC and PDP process | | 🗹 Numeracy Leader  🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Specialist team to form a PLC, PLC Leader to provide PL on the Inquiry Cycle | | 🗹 PLC Leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $500.00  🗹 Equity funding will be used |