

# Annual Implementation Plan: for Improving Student Outcomes

School name: Rollins Primary School

Year: 2017

School number: 4867

Based on strategic plan: 2014-2017

Endorsement:

Principal: Steve McGarrigle - 30 November 2016

Senior Education Improvement Leader: Robyn Hollis

School Council President: Darrin McKiernan - 30 November 2016

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To improve student outcomes in Literacy and Numeracy.</li> <li>To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting student attitudes and behaviour that support academic excellence.</li> <li>To develop students' resilience and confidence to enable them to participate effectively in the community and the range of situations they may face.</li> <li>To ensure consistency and alignment of all aspects of school operations and resource allocations to optimize student outcomes.</li> </ul>	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:	
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p>	
<p><b>Curriculum planning and assessment:</b> Throughout 2016 we have worked hard to familiarise ourselves with the Victorian Curriculum after opting to do so in late 2015. We believe we have made good progress but with all schools required to fully implement the new curriculum in 2017 we feel we are well positioned to update documentation and support staff and plan highly effective classroom programs using the Victorian Curriculum. This will also provide us with an excellent opportunity to review, and where necessary, make adjustments to our Assessment Schedule.</p>	
<p><b>Building leadership teams:</b> At Rollins we have a relatively young staff all of whom are willing to take on significant responsibilities. Staff are highly skilled and enthusiastic about accepting leadership challenges. In 2017 there will be a number of staff members taking on Leadership roles, eg. PLC Leaders and Team Leaders, for the first time and as school we have a responsibility to support these teachers to develop their capacity to lead effectively.</p>	
Key improvement strategies (KIS)	
<p>List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ol style="list-style-type: none"> <li>Provide regular and ongoing opportunities for teachers to use the Victorian Curriculum as the basis of their planning.</li> <li>Assess the effectiveness of the current Assessment Schedule and make the necessary changes to align it with the Victorian Curriculum.</li> <li>Allocate resources to enable teachers to effectively implement the Victorian Curriculum and the revised Assessment Schedule.</li> </ol>
Building leadership teams	<ol style="list-style-type: none"> <li>Provide opportunities for staff to take on Leadership roles across the school.</li> <li>Source relevant Leadership PD and ensure access for the appropriate staff.</li> </ol>



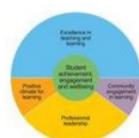
## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To improve student outcomes in Literacy and Numeracy.</li> <li>To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting student attitudes and behaviour that support academic excellence.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		Curriculum planning and assessment						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>Each child will achieve at least one year's growth in one year in all areas of Literacy and Numeracy.</li> <li>P-2 students to meet or exceed reading benchmarks by end of Term 4 (P – Level 5, Yr. 1 – Level 15 and Yr. 2 – Level 20).</li> <li>By 2017, the matched cohort growth of Year 5 students to exceed, or at least equal, the state mean growth in all Literacy and Numeracy domains.</li> <li>By 2017 Attitude to School survey variables to improve: <ul style="list-style-type: none"> <li>Stimulating Learning from 4.28 to 4.50</li> <li>Learning Confidence from 4.45 to 4.60</li> </ul> </li> <li>By 2017 Attitude to School survey variables to improve: <ul style="list-style-type: none"> <li>Classroom Behaviour from 4.01 to 4.30.</li> <li>Connectedness to Peers from 4.57 to 4.70.</li> <li>School Connectedness from 4.58 to 4.70</li> <li>Student Safety from 4.44 to 4.60.</li> </ul> </li> <li>To improve student attendance so that student absence rates remain below the state mean for all year levels.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>Each child will achieve at least one year's growth in one year in all areas of Literacy and Numeracy.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
						Estimate	YTD	
1. Provide regular and ongoing opportunities for teachers to use the Victorian Curriculum as the basis of their planning.	<ul style="list-style-type: none"> <li>Build high quality teaching teams taking into account the skills and expertise of each staff member.</li> <li>Engage Michael Ymer to work with teams with a focus on Curriculum planning and Mathematics delivery in classrooms.</li> <li>Review VC scope and sequence documents on a termly basis to ensure it is meeting the needs of the students.</li> <li>PLT teams create assessments aligned to the VC.</li> <li>Provide whole school moderation opportunities for staff against the VC.</li> </ul>	Leadership Team  Maths Coordinator (Lachie)	Term 1	6 months: - Planning documents to reflect elements of the VC and Michael Ymer PD	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: - Consistent teaching practice of Mathematics in every classroom - PLT focus on building capacity of Mathematics through professional readings.	● ● ●			
2. Assess the effectiveness of the current Assessment Schedule and make the necessary changes to align it with the Victorian Curriculum.	<ul style="list-style-type: none"> <li>Provide PD targeted towards data analysis and interpretation and consistent assessment practices across the school.</li> </ul>	Steve & PD Coordinator (Silvana)	Ongoing	6 months: - PLT agenda's reflect data discussions	● ● ●			
				12 months: - Whole school PD on developing data literacy skills - PLT team action plans around increasing student outcomes using specific pre and post data	● ● ●			
3. Allocate resources to enable teachers to effectively implement the Victorian Curriculum and the revised Assessment Schedule.	<ul style="list-style-type: none"> <li>Retain small class sizes eg. less than 25, across all year levels.</li> <li>Enhanced student access to intervention and extension programs for students performing both below and above expected levels.</li> </ul>	Steve  Intervention Coordinator (Chris)	Ongoing	6 months: - Planning documents reflect support and extension intervention strategies.	● ● ●			
				12 months: - Whole school PD on support and extension intervention strategies.	● ● ●			



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To ensure consistency and alignment of all aspects of school operations and resource allocations to optimize student outcomes.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Building leadership teams</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>The School Resource Package (SRP) funds Program Budgets to facilitate the acquisition of resources to support classroom teachers to improve student outcomes.</li> <li>The SRP remains in surplus with class sizes from P-2 at approximately 20 and Years 3-6 approximately 25.</li> <li>The number of 'likes' on the Facebook page from the RPS families increases over the review period.</li> <li>The number of families assisting in student related activities at RPS increases in the life of the review period.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>'Reflection of Practice' data to have increased for each teacher when comparing Term 1 with Term 4 results.</li> <li>The School Resource Package (SRP) funds Program Budgets to facilitate the acquisition of resources to support classroom teachers to improve student outcomes.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Provide opportunities for staff to take on Leadership roles across the school.	<ul style="list-style-type: none"> <li>Introduce PLC's for Literacy and STEAM.</li> <li>Provide comprehensive documentation to support leaders with their roles and responsibilities.</li> </ul>	Steve	Term 1	6 months: <ul style="list-style-type: none"> <li>Established PLC's for Literacy and STEAM.</li> <li>Each PLC has documented actions for areas of focus for 2017.</li> <li>Clear documentation reflecting roles and responsibilities of leaders</li> </ul>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
		Jenny	Term 1	12 months: <ul style="list-style-type: none"> <li>STEAM and Literacy PLC benchmark themselves against the 'PLC Matrix'</li> <li>Documented whole school understanding of STEAM.</li> <li>Whole school PD on planning with a STEAM focus.</li> </ul>	● ● ●			
2. Source relevant Leadership PD and ensure access for the appropriate staff.	<ul style="list-style-type: none"> <li>Ensure all teachers complete AITSL's 'Reflection on Practice' tool.</li> <li>Facilitate participation of key staff members in the Leading Mathematics and Leading Literacy programs at the Bastow Institute.</li> </ul>	Steve	Term 1	6 months: <ul style="list-style-type: none"> <li>Staff PDP reflects goals and areas of focus from the AITSL reflection on practice tool.</li> </ul>	● ● ●			
		Leadership Team & PD Coordinator (Silvana)	Ongoing	12 months: <ul style="list-style-type: none"> <li>Leaders participate in Bastow programs</li> <li>Leaders initiate a project within the school driven by the Bastow program work.</li> </ul>	● ● ●			



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		<p><b>ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>To improve student outcomes in Literacy and Numeracy.</li> </ul> <p><b>ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting student attitudes and behaviour that support academic excellence.</li> </ul> <p><b>WELL-BEING</b></p> <ul style="list-style-type: none"> <li>To develop students' resilience and confidence to enable them to participate effectively in the community and the range of situations they may face.</li> </ul> <p><b>PRODUCTIVITY</b></p> <ul style="list-style-type: none"> <li>To ensure consistency and alignment of all aspects of school operations and resource allocations to optimize student outcomes.</li> </ul>						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		<ul style="list-style-type: none"> <li>Peer Review.</li> </ul>						
<b>STRATEGIC PLAN TARGETS</b>		<p><b>ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>Each child will achieve at least one year's growth in one year in all areas of Literacy and Numeracy.</li> <li>P-2 students to meet or exceed reading benchmarks by end of Term 4 (P – Level 5, Yr. 1 – Level 15 and Yr. 2 – Level 20).</li> <li>By 2017, the matched cohort growth of Year 5 students to exceed, or at least equal, the state mean growth in all Literacy and Numeracy domains.</li> <li>By 2017 Attitude to School survey variables to improve:             <ul style="list-style-type: none"> <li>Stimulating Learning from 4.28 to 4.50</li> <li>Learning Confidence from 4.45 to 4.60</li> </ul> </li> </ul> <p><b>ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>By 2017 Attitude to School survey variables to improve:             <ul style="list-style-type: none"> <li>Classroom Behaviour from 4.01 to 4.30.</li> <li>Connectedness to Peers from 4.57 to 4.70.</li> <li>School Connectedness from 4.58 to 4.70</li> <li>Student Safety from 4.44 to 4.60.</li> </ul> </li> <li>To improve student attendance so that student absence rates remain below the state mean for all year levels.</li> </ul> <p><b>WELL-BEING</b></p> <ul style="list-style-type: none"> <li>By 2017 Attitude to School survey variables to improve:             <ul style="list-style-type: none"> <li>Student Distress from 5.78 to 6.20 (75<sup>th</sup> percentile in 2014).</li> <li>Student Morale from 5.91 to 6.30 (90<sup>th</sup> percentile in 2014).</li> </ul> </li> <li>The number of activities to develop student confidence and resilience increases over the life of the School Strategic Plan (SSP).</li> </ul> <p><b>PRODUCTIVITY</b></p> <ul style="list-style-type: none"> <li>The School Resource Package (SRP) funds Program Budgets to facilitate the acquisition of resources to support classroom teachers to improve student outcomes.</li> <li>The SRP remains in surplus with class sizes from P-2 at approximately 20 and Years 3-6 approximately 25.</li> <li>The number of 'likes' on the Facebook page from the RPS families increases over the review period.</li> <li>The number of families assisting in student related activities at RPS increases in the life of the review period.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>As this is the final year of the 2014-2017 Strategic Plan the aim would be to have achieved all targets detailed above.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
	<ul style="list-style-type: none"> <li>Complete Pre-Review Self Evaluation.</li> <li>Select 'Challenge Partners' and advise them of their responsibilities.</li> <li>Select and procure Reviewer.</li> <li>Plan and prepare for Panel Days.</li> <li>Complete VRQA requirements.</li> <li>Conduct two Panel Days with Principal, Reviewer, SEIL, School Council President, Challenge Partners and relevant staff members.</li> <li>Receive Reviewer's Report and communicate to the school community.</li> </ul>	Principal Reviewer SEIL SC President Challenge Partners Selected staff members	Terms 1-3	6 months: <ul style="list-style-type: none"> <li>Process established allowing for completion of Pre-Review Self-evaluation.</li> <li>Evidence of opportunities for school community input and collaboration into preparation of the Pre-Review Self-Evaluation.</li> </ul> 12 months: <ul style="list-style-type: none"> <li>Completion of Peer Review.</li> <li>Development and documentation of 2018-2022 Strategic Plan.</li> </ul>	● ● ●			



## Section 4: Annual Self-Evaluation

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	No	3 - Embedding	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	No	2 - Evolving	
	Evaluating impact on learning	No	2 - Evolving	
Professional leadership	<b>Building leadership teams</b>	Yes	2 - Evolving	
	Instructional and shared leadership	No	3 - Embedding	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	No	4 - Excelling	
Positive climate for learning	<b>Empowering students and building school pride</b>	No	3 - Embedding	
	<b>Setting expectations and promoting inclusion</b>	No	2 - Evolving	
	Health and wellbeing	No	3 - Embedding	
	Intellectual engagement and self-awareness	No	2 - Evolving	
Community engagement in learning	<b>Building communities</b>	No	3 - Embedding	
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	3 - Embedding	
	Parents and carers as partners	No	3 - Embedding	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

