School Strategic Plan for Rollins PS 4867 2014-2017

ROLLINS PRIMARY SCHOOL
REACH

Endorsements

Endorsement by School Principal	Signed: Name: Steve McGarrigle Date: 24 November 2014
Endorsement by School Council	Signed Name: Darrin McKiernan Date: 24 November 2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name...Matt Dunkley..... Date.....3/2/15.....

School Profile

Purpose	At Rollins we provide a safe, welcoming and compassionate environment which develops children's potential for intellectual, emotional, social and physical learning and encourages positive action within the school and wider community.
Values	The school places a strong emphasis on student welfare with a highlight being a caring and supportive learning community with the motto "REACH" representing the school's five agreed values of Respect, Encouragement, Ambition, Consideration and Honesty.
Environmental Context	Rollins Primary School is a dual campus school situated to the north west of the Geelong city centre. The main campus is located in the residential suburb of Bell Post Hill and the Batesford campus is four kilometres away on the Old Ballarat Road. The main campus caters for students from Years Prep-6. The Batesford campus, situated in a beautiful rural setting, has a limit of 30 student enrolments each year and the curriculum emphasis is on an environmental and ICT program for Year 3 and 4 students. At Rollins Primary School, students experience a broad curriculum inclusive of a range of extracurricular activities with the playground space including both active and passive play areas in tree lined areas. The school offers a comprehensive curriculum and teachers plan their classroom programs with reference to AusVELS. Classroom programs are supported and complemented by specialist programs in the areas of Physical Education, ICT, Music and Visual Arts. At the time of the August 2014 census 270 students were enrolled in 14 classes ranging in size from 13 to 24 students. The school has 1 Principal, 1 Assistant Principal, 16.6 EFT Teachers and 4.6 ES staff.
Service Standards	**The school is committed to providing high-quality service standards to meet the needs of its diverse community. In summary the school will:** • Foster close links with parents and the broader school community through its commitment to open and regular communications. • Commit to the active sharing of its vision and goals to ensure school community engagement in the school's Strategic Plan. • Provide all students with access to a broad, balanced and flexible curriculum including skills for learning and life. • Deliver instruction that is adapted to the individual needs of each student. • Publicly acknowledge student achievement and positive behaviours. • Engage parents appropriately when their child does not behave in a socially acceptable manner or when attendance and punctuality does not meet acceptable standards. • Involve students in the development and review of the school's behaviour and student well-being policies. • Ensure that all staff provide timely and targeted feedback to students on their work standards, effort and behaviour.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To improve student outcomes in Literacy and Numeracy.	• Each child will achieve at least one year's growth in one year in all areas of Literacy and Numeracy. • 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). • 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. • By 2017 Attitude to School survey variables to improve: - Stimulating Learning from 4.28 to 4.50 - Learning Confidence from 4.45 to 4.60	• Build staff capacity in: - Using data to differentiate the teaching and learning so that it is at point of need for each student. - Developing a consistency in classroom structures and practices, including assessment across the school. - Developing a shared understanding and agreement of high academic expectations of a student at RPS. • Enhance RPS as a Learning Community engaging all key stakeholders.
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	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.	• By 2017 Attitude to School survey variables to improve: - Classroom Behaviour from 4.01 to 4.30. - Connectedness to Peers from 4.57 to 4.70. - School Connectedness from 4.58 to 4.70 - Student Safety from 4.44 to 4.60. • To improve student attendance so that student absence rates remain below the state mean for all year	• Enhance the engagement of students as members of the school and broader community.

		levels.	

Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	To develop students' resilience and confidence to enable them to participate effectively in the community and the range of situations they may face.	• By 2017 Attitude to School survey variables to improve: - Student Distress from 5.78 to 6.20 (75th percentile in 2014). - Student Morale from 5.91 to 6.30 (90th percentile in 2014). • The number of activities to develop student confidence and resilience increases over the life of the School Strategic Plan (SSP).	• Investigate and implement whole school strategies to support the development of student confidence and resilience.
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	To ensure consistency and alignment of all aspects of school operations and resource allocations to optimize student outcomes.	• The School Resource Package (SRP) funds Program Budgets to facilitate the acquisition of resources to support classroom teachers to improve student outcomes. • The SRP remains in surplus with class sizes from P-2 at approximately 20 and Years 3-6 approximately 25. • The number of 'likes' on the Facebook page from the RPS families increases over the review period. • The number of families assisting in student related activities at RPS increases in the life of the review period.	• Allocate resources to build staff capacity. • Partner with families to maximise student learning, engagement, resilience and wellbeing. • Utilise staff expertise when structuring teaching teams and support programs.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	2014	▪ Strategic Plan to be developed.	▪ Strategic Plan documented and approved by December 2014.
	2015	▪ Provide time for teachers to work together in their teams to moderate work samples and share pedagogical practice. ▪ Continue to explore opportunities for the leadership team and teaching staff to observe classroom practice. ▪ Professional learning with an initial focus on Writing and then expand to all other curriculum areas. ▪ Exposing students to external experiences: Tournament of Minds, Geelong College Challenge, public speaking/debating to allow them to expand their skills, knowledge and experiences. ▪ Provide students with further Leadership opportunities in collaboration with local secondary schools. ▪ Utilising the Facebook page to improve communication and engagement with the school. ▪ Maintain the structure and rigour of PLTs. ▪ Develop a shared and consistent understanding and clarity of high expectations of staff, students and parents/guardians. ▪ Research and implement a LOTE at Foundation level as a minimum.	▪ By the end of term 1 all teams to have their meeting schedules in place with opportunities for moderation included. ▪ Principal and Assistant Principal to incorporate classroom visits into their weekly timetables. ▪ All staff to have Professional Development Plans which incorporate 'Writing' as a focus for the 2015/16 cycle. ▪ By the end of Term 1 identify a range of experiences beyond the school which will allow students to challenge their learning. ▪ By the end of Term 1 establish links with local secondary schools which will allow students to participate in a broad range of leadership experiences. ▪ Incorporate regular communication (2-3 times per week) with parents and community members through the school Facebook page. ▪ By the end of Term 1 document agreed structure, protocols and expectations for PLT's and incorporate these learning opportunities into the meeting schedule. ▪ By the end of Term 2 provide professional learning opportunities around high expectations. ▪ Meet DEECD requirements for implementation of a LOTE.

	2016	▪ Consolidate and enhance meeting practices incorporating multiple opportunities for analysis of student data and moderation. ▪ Prioritise staff PD to with a sharp focus on Reading and Number. ▪ Continue to seek opportunities for students to participate in activities and events in the broader community. ▪ Review whole school communication practices.	▪ PLT meetings a minimum of 3 times per term. ▪ Reading and Number PD to be assigned to 'Pupil Free Days'. ▪ Staff participation in school visits with a focus on Reading and Number. ▪ Increasing numbers of students taking part in community based activities. ▪ Evidence of enhanced communication practices.
	2017	▪ Consolidate, modify and further develop above actions. ▪ Identify further actions in alignment with school data for 2015 and 2016 then documented in the Annual Implementation Plan.	▪ Process to review the effectiveness of actions of the previous three years to be agreed and in place. ▪ Involvement of all stakeholders in School Self Evaluation and development of a new Strategic Plan.
Engagement	2014	▪ Strategic Plan to be developed.	▪ Strategic Plan documented and approved by December 2014.
	2015	▪ Build on the existing structures of documenting curriculum choices so students have curriculum breadth. ▪ Utilise and involve the expertise of the wider community at RPS. For example, local identities and organisations. ▪ Introduce Compass as the tool for recording and managing student attendance and punctuality. ▪ Follow up the 2014 ATS to identify issues impacting on Student Safety	▪ By the end of Term 4 have a school values program, based on the schools REACH values, documented for each year level. ▪ By the end of term 2 establish a list of community agencies with whom we have an association and throughout the remainder of 2015 add to this list by making direct contact. ▪ By the end of term 1 document and distribute to parents an updated absence policy which details the process to be followed by the school in the event of significant absences. ▪ By the end of Term 1 implement a rewards and recognition program for students with exemplary attendance. ▪ By the end of Term 3 convene and meet with a student focus group, from Years 5

			and 6, to identify and discuss issues in relation to Student Safety.
	2016	▪ Review curriculum documentation for its relevance to 'real-life' experience particularly for Literacy and Numeracy. ▪ Further develop community connections. ▪ Maintain focus on student attendance and punctuality across the school. ▪ Utilise whole staff meetings and PLT's to carry out a detailed analysis of the Attitudes to School Survey.	▪ Documented Literacy and Numeracy curriculum with specific reference to 'real-life' activities and learning. ▪ Improved student attendance data. ▪ Documented 'action plan' to address issues identified in the Attitudes to School Survey.
	2017	▪ Consolidate, modify and further develop above actions. ▪ Identify further actions in alignment with school data for 2015 and 2016 then documented in the Annual Implementation Plan.	▪ Process to review the effectiveness of actions of the previous three years to be agreed and in place. ▪ Involvement of all stakeholders in School Self Evaluation and development of a new Strategic Plan.
Wellbeing	2014	▪ Strategic Plan to be developed.	▪ Strategic Plan documented and approved by December 2014.
	2015	▪ Follow up the 2014 ATS to identify issues impacting on Student Distress. ▪ Investigate and implement strategies for students to develop confidence and take calculated risks in their learning. For example, Maths competitions, story writing, human powered vehicles, Tournament of the Minds. ▪ Investigate and implement new challenges which involve problem solving skills. ▪ Explore peer support programs for students. ▪ Explore opportunities for using REACH values to develop student resilience and high expectations. ▪ Increase the number of activities where students are not guaranteed success	▪ By the end of Term 3 convene and meet with a student focus group, from Years 5 and 6, to identify and discuss issues in relation to Student Distress. ▪ Regularly schedule into staff meetings professional conversations with staff around building student resilience using the DEECD resources and materials http://www.education.vic.gov.au/school/parents/health/Pages/resilience.aspx ▪ By the end of term 1 routinely include problem solving into team planners for each topic. ▪ By the end of Term 2 establish the programs available for student peer support and identify one program for adoption across all year levels. ▪ By the end of Term 4 document student

		and utilize the challenge as a learning opportunity.	resilience activities and strategies into the school's REACH values program. ▪ By the end of Term 4 identify and introduce activities that develop an understanding that occasional failure is seen as a learning opportunity. ▪ Student well-being routinely discussed in staff meetings.
	2016	▪ Utilise whole staff meetings and PLT's to carry out a detailed analysis of the Attitudes to School Survey with a particular focus on Student Distress and Student Morale. ▪ Develop an annual schedule of events and activities that enable students to take measured risks in their learning. ▪ Implement a formal peer support program for students. ▪ Reflect, review and evaluate the success of the above actions in relation to student wellbeing.	▪ Analysis of the Attitudes to School Survey incorporated into the Staff Meeting schedule. ▪ Team Planning to routinely include opportunities for students to participate in activities which focus on risk taking in their learning. ▪ Senior students trained to support their peers as part of a whole school peer support program.
	2017	▪ Consolidate, modify and further develop above actions. ▪ Identify further actions in alignment with school data for 2015 and 2016 then documented in the Annual Implementation Plan.	▪ Process to review the effectiveness of actions of the previous three years to be agreed and in place. ▪ Involvement of all stakeholders in School Self Evaluation and development of a new Strategic Plan.
Productivity	2014	▪ Strategic Plan to be developed.	▪ Strategic Plan documented and approved by December 2014.
	2015	▪ Investigate funding from external sources. ▪ Investigate a LOTE and engage a teacher to implement the program at Foundation level in 2015. ▪ Provision of targeted PD for all staff around data analysis and interpretation and consistent practices across the	▪ By the end of term 3 identify agencies that provide grants to schools and establish protocols and processes to access these grants. ▪ By the start of term 2 fully implement DEECD policy in relation to LOTE. ▪ Routinely provide opportunities for analysis and interpretation of data in staff

		school. ▪ Investigate and cultivate external opportunities for community connections. ▪ Maintain current intervention programs and further expand extension programs to meet student individual needs. ▪ Continue to enhance the physical environment at RPS. ▪ Canvas parent support of Year 2 students for 1:1 BYOD iPad program. ▪ Build on existing communication strategies with Parents: - Facebook - Newsletter - Information sessions - Social events - Year level newsletters - Other	meetings and PLT's. ▪ By the end of term 2 establish a list of community agencies with whom we have an association and throughout the remainder of 2015 add to this list by making direct contact. ▪ From the commencement of the school year have a Literacy intervention program in place in Year 1 with support programs for literacy and Numeracy across other grade levels. ▪ Employment of a Grounds maintenance person to ensure the high quality presentation of Rollins buildings and grounds. ▪ During Term 2 conduct a parent survey to establish the level of support for introduction of iPads for Year 2 in 2016. ▪ By the end of Term 2 document a communication policy that will allow for full implementation of coordinated strategies and processes to build high levels of connection with the school community.
	2016	▪ Develop an 'action plan' for accessing funding from outside the SRP. ▪ Enhance existing practices in relation to data analysis and interpretation. ▪ Implement a program to further extend talented students. ▪ Extend the BYOD iPad program to include Year 2 students. ▪ Continue to review whole school communication practices and make changes for improvement where necessary.	▪ Established processes documented to maximise external funding. ▪ Data analysis and interpretation provide a regular and significant focus for PLT's. ▪ Every Year 2 student participating in the BYOD iPad program. ▪ Evidence of enhanced communication practices.

	2017	▪ Consolidate, modify and further develop above actions. ▪ Identify further actions in alignment with school data for 2015 and 2016 then documented in the Annual Implementation Plan.	▪ Process to review the effectiveness of actions of the previous three years to be agreed and in place. ▪ Involvement of all stakeholders in School Self Evaluation and development of a new Strategic Plan.