

Self-evaluation Summary - 2018

Rollins Primary School (4867)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Embedding moving towards Excelling
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	Embedding
	Intellectual engagement and self-awareness	Embedding
Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	<p>All staff performance plans have clear line of sight to school's AIP and SP In 2017 teams of teachers (all units represented) participated in Bastow Literacy and Numeracy programs Weekly Team planning meetings- analysis of student data/learning PLC's - STEM and Literacy meet regularly- culture of "rigour" developed-minutes distributed to all staff</p>
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	<p>Google Team drives set up- Teacher PD conducted All staff participate in "Reflection" process at end of each term Detailed Assessment Schedule established Whole school approach to writing developed Whole school assessment rubrics (Mathematics) & Scope and Sequence documents(Writing, Maths, Science, Spelling) 2 year Planners aligned to Victorian Curriculum School based Intervention Program Shared responsibility for student learning developing Michael Ymer worked with units to develop maths planners Consistent practices agreed & understood across all levels-behaviour management, curriculum delivery and expectations Using a range of feedback sources Staff encouraged and supported to participate in high quality PD Strong focus on teamwork Roles and Responsibilities agreed upon, documented and provides accountability Small class sizes, supported by intervention 3 hours for units to plan together Rollins has developed a supportive, caring and nurturing environment supported by a range of external services REACH values well entrenched into daily activities and culture</p>
Considerations for 2019	<p>Over the past 2 years we have worked extremely hard to establish a whole school approach to writing with some very pleasing results. Unfortunately this improvement was not seen in our reading results. Development of a whole school reading approach will be our main focus in 2018 and beyond. We have invested heavily in staff professional development (Bastow) in this area in 2017 and hopefully this will put us in a positive position in 2018. We will continue to have a strong focus on the development of our Literacy PLC and a strong emphasis on staff working collaboratively to develop and implement an effective program.</p> <p>We also have discussed the need to continue to focus our efforts in the area of Mathematics. Again we have also invested heavily in professional development in this area. Our second PLC(STEM) will continue to operate in 2018 and will look at integrating Mathematics across a number of other curriculum areas in line with the Victorian Curriculum. We have again identified a Numeracy Co-ordinator who will work with teachers in areas of need.</p> <p>During our Strategic Review process we identified that 'Student Voice' was an area in need of review. In 2018 my Workforce planning has included the introduction of a STEM specialist who will work with all teachers and students from Prep - Grade 6.</p> <p>We look forward to a great year in 2018 in terms of student learning, teacher collaboration and parent and community involvement.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Rollins Primary School (4867)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Every year of the SP teachers will implement high impact and consistent assessment planning and teaching strategies to improve student outcomes in reading.	1. 20% or more of students will be working above the expected level of achievement in Reading.	Yes	10% or more of students will be working above the expected level of achievement in reading	Building practice excellence
	2. 20% or less of students will be working below the expected reading level.	Yes	Decrease by 5% the number of students in each year level cohort working below the expected level	Building practice excellence

	3. 20% increase in the number of students from Foundation – 2 to achieve reading benchmarks by the end of Term 4: • P – Level 5 • Yr.1 – level 15 • Yr.2 – Level 20	Yes	Introduce Fountas and Pinnell in all grades	Building practice excellence
Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students learning.	1. Students positive responses in the Attitudes To School Survey to improve in the following areas to 80 % or above : • Learning Confidence • School Connectedness • Student Voice	Yes	Achieve at or above 65% in students' positive responses in the Attitudes To School Survey in: • Student Voice	Empowering students and building school pride
	2. The intake adjusted data will maintain or improve compared to other like schools for student absence.	Yes	Reduce the P-6 student absence rate to 17 full time equivalent days.	Empowering students and building school pride
Continue to advance the status of each FISO initiative to a level consistently at or above the embedded level.	1. Achieve at or above the embedding status for 80% of the FISO dimensions of excellence in teaching and learning and positive climate for learning.	No		

Improvement Initiatives Rationale

The school is currently about to enter into a new strategic plan period for 2018-2021. A rigorous self-review process was completed during 2017 as part of the School Pre-Review process which identified many areas of success and areas needing improvement. Over the course of the School Review during 2017 and from the results of the full Peer Review Report, it has become evident the areas of need for Rollins to focus on for the next four years.

The curriculum area of English- in particular Reading has now become a main focus for the school and in particular lifting student achievements will be the main target. Based on the NAPLAN data as well as benchmarking levels throughout the whole school, Rollins will now look at making some changes and new additions to the Reading program from Foundation through to Grade 6. In particular, the addition of another source of data which will help teachers to evaluate and monitor their student's progress which will be Fountas and Pinnell. Rollins will also look at continuing to implement coaching and mentoring through the Literacy PLT within the school and they will lead the development of an new Instructional Model for the school as well as implementing HITS throughout the year.

Within the area of Positive climate for learning the data taken from the Students Attitudes to School Survey revealed that the trend was downward and needed attention. Within this was the result that student absences remained above similar school's average, 27% of students were identified with 20 or more absence days for 2016. This was highlighted as a big impacting agent towards the school's capacity to achieve meaningful improvement in student learning outcomes.

Embedding the FISO initiative is still a main focus for Rollins and is the foundation of all our improvement processes at the school. This has come as a direct result from the School Pre-Review which was carried out during 2017 by all the teaching staff at Rollins.

Goal 1	Every year of the SP teachers will implement high impact and consistent assessment planning and teaching strategies to improve student outcomes in reading.
12 month target 1.1	10% or more of students will be working above the expected level of achievement in reading
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Provide smaller grade sizes for reading blocks(Foundation- Grade 4) Teachers will have more time to concentrate on individual students to extend their reading skills
12 month target 1.2	Decrease by 5% the number of students in each year level cohort working below the expected level
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	Provide Intervention teachers in Foundation, Grade 1 and Grade 2 to support students with learning difficulties in reading- 4 days 2hours per day
12 month target 1.3	Introduce Fountas and Pinnell in all grades
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Provide professional development for all teachers so that quality baseline data can be established

Goal 2	Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students learning.
12 month target 2.1	Achieve at or above 65% in students' positive responses in the Attitudes To School Survey in: <ul style="list-style-type: none"> • Student Voice
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	<ul style="list-style-type: none"> • Activate student voice and agency in their own learning and in the options and opportunities for school improvement.
KIS 2	Introduce STEM program at all levels in the school
12 month target 2.2	Reduce the P-6 student absence rate to 17 full time equivalent days.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Identify COMPASS(absenteeism) leaders to monitor and report regularly to staff. Leaders to PD staff and parents

Define Evidence of Impact and Activities and Milestones - 2018

Rollins Primary School (4867)

Goal 1	Every year of the SP teachers will implement high impact and consistent assessment planning and teaching strategies to improve student outcomes in reading.
12 month target 1.1	10% or more of students will be working above the expected level of achievement in reading
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Provide smaller grade sizes for reading blocks(Foundation- Grade 4) Teachers will have more time to concentrate on individual students to extend their reading skills
Actions	Provide opportunities for staff to examine data and reflect on extending students both in their grade and across the whole school Provide opportunities for teachers to discuss growth of students and programs/activities that have provided the movement within Literacy PLT, PDPs Provide opportunities for Bastow participants (2016) to work with staff in their units re reading Purchase Literacy support consumables plant/equipment
Evidence of impact	Increase in the number of students exceeding the established benchmark

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Curriculum Co-ordinator, Literacy Leader ,Literacy PLC and Principal to regularly examine reading data and programs operating to extend students	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum Co-ordinator and Principal to examine planning documents to ensure "higher end" students in reading are being addressed	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Bastow trained teachers to work with individual staff re skill development	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff Professional Development Day (Reading)	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
CRT(Professional Development) Learning Walks	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase Literacy(Reading)Resources to support programs	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$13,703.86 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Every year of the SP teachers will implement high impact and consistent assessment planning and teaching strategies to improve student outcomes in reading.
12 month target 1.2	Decrease by 5% the number of students in each year level cohort working below the expected level
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Provide Intervention teachers in Foundation, Grade 1 and Grade 2 to support students with learning difficulties in reading- 4 days 2hours per day
Actions	Provide professional development for all Intervention teachers to ensure a sequential and supportive program is established Provide opportunities for Intervention teachers to meet together to discuss student progress and teaching and learning practice Allocate Intervention teacher for Foundation, Grade 1 and Grade 2
Evidence of impact	-Growth shown by individual students in reading data

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Curriculum Co-ordinator, Literacy Leader ,Literacy PLC and Principal to regularly examine reading data and programs operating to address students with reading difficulties	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum Co-ordinator and Principal to examine planning documents to ensure "lower end" students needs in reading are being addressed	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Intervention teachers to work in Foundation, Grade 1 and Grade 2 4 days a week 9-11am	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$161,858.14 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Every year of the SP teachers will implement high impact and consistent assessment planning and teaching strategies to improve student outcomes in reading.
12 month target 1.3	Introduce Fountas and Pinnell in all grades

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Provide professional development for all teachers so that quality baseline data can be established			
Actions	Provide inhouse professional development for all staff so that they are able to effectively and consistently baseline each student Provide external professional development to ensure a whole school support for the introduction of Fountas and Pinnell Provide opportunities for examination of data obtained Review introduction and first year of Fountas and Pinnell program			
Evidence of impact	Solid baseline data established throughout whole school Comprehensive knowledge of aspects of Fountas and Pinnell that relate to obtaining and interpreting data Planning documents to reflect improved teaching and learning practices			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Survey teachers to ensure confidence level using Fountas and Pinnell	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide review opportunities to reflect on introduction of Fountas and Pinnell-adjust for 2019	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide each grade teacher with 2 days time release to test students and become familiar with Fountas and Pinnell	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$14,296.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students learning.
12 month target 2.1	Achieve at or above 65% in students' positive responses in the Attitudes To School Survey in: • Student Voice
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	• Activate student voice and agency in their own learning and in the options and opportunities for school improvement.
Actions	Providing opportunities for students to contribute to the overall Term Planners in Levels 3-6. Give the Junior School Council the opportunity to develop new ideas and initiatives regarding student voice. This will lead into this team of students implementing their ideas within the whole school setting. Through the introduction of a formal STEM program within the school setting, students will be given the opportunity to manage, create and lead a project of their design over the course of the year. Students will be given the opportunity to present their projects to the school community. Provide new working space for the implementation of the STEM program that will build learning confidence for students in the relative areas of STEM. Year Levels to elect a leader for Junior School Council. Continue to award our REACH certificates each month presented by the year level leader. Peer Support program to continue to run in Term 2 at all levels within the school.
Evidence of impact	Students will: -Present the REACH awards to the recipients (from within their level) -Participate in planning meetings and contribute their input. Term planners will reflect this direction. -Students to lead the Peer Support Groups and participate in training. -present their STEM projects at a forum such as a Parent STEM evening. be given the opportunity to reflect and evaluate on their STEM learning program -Student leaders to contribute to fortnightly newsletters Teachers will: -Coordinate the Junior School Council and mentor selected Year Level Leaders.

<p>-A STEM teacher will be appointed and be responsible for overseeing the introduction of the program, including providing professional learning for all staff at the school. -Coach students when collaborating on term planners and projects and provide valuable feedback.</p> <p>Principal -provide opportunity for the STEM teacher to professionally develop all staff. -Enable funding for necessary resources for the Peer Support Program. -Ensure space and funding available for the STEM program to run effectively.</p>				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Allocation of funding for STEM to ensure effective running of the program.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,819.00 <input checked="" type="checkbox"/> Equity funding will be used
Junior School Council, REACH and Peer Support Programs to continue.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Introduction of 3 way conferences for teacher, parent and student	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduction of student participation in planning meetings	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students learning.			
12 month target 2.1	Achieve at or above 65% in students' positive responses in the Attitudes To School Survey in: • Student Voice			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	Introduce STEM program at all levels in the school			
Actions	Allocation of a suitable and specific STEM learning space Allocation of funding for STEM to ensure effective running of the program.			
Evidence of impact	Appeal and interest level of students to establishment of STEM lab- student survey Improvement in confidence to ability to work independently - sustained motivational level Greater understanding and application of HITS by individual staff members			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Set up STEM lab	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate 0.5 stem teacher- working all levels in the school	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$57,190.18 <input type="checkbox"/> Equity funding will be used
Provide Professional development for STEM Co-ordinator and staff	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students learning.				
12 month target 2.2	Reduce the P-6 student absence rate to 17 full time equivalent days.				
FISO Initiative	Empowering students and building school pride				
Key Improvement Strategy 1	Identify COMPASS(absenteeism) leaders to monitor and report regularly to staff. Leaders to PD staff and parents				
Actions	Identify COMPASS Co-ordinator to monitor absences				
Evidence of impact	Teachers parents and students made aware of individual data - more ownership				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget	
COMPASS co-ordinator to report reguarly to staff/ Leadership Team on current data	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
Co-ordinator to track high risk absenteeism students- Contact parents	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
Assembly information/ newsletter items for parents on effect of high absenteeism	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	

Professional Learning and Development Plan - 2018

Rollins Primary School (4867)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Co-ordinator, Literacy Leader ,Literacy PLC and Principal to reguarly examine reading data and programs operating to extend students	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff Professional Development Day (Reading)	PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
CRT(Professional Development) Learning Walks	Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Curriculum Co-ordinator, Literacy Leader ,Literacy PLC and Principal to reguarly examine reading	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

data and programs operating to address students with reading difficulties			<input checked="" type="checkbox"/> Moderated assessment of student learning			
Intervention teachers to work in Foundation, Grade 1 and Grade 2 4 days a week 9-11am	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Survey teachers to ensure confidence level using Fountas and Pinnell	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide review opportunities to reflect on introduction of Fountas and Pinnell- adjust for 2019	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide each grade teacher with 2 days time release to test students and become familiar with Fountas and Pinnell	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Allocation of funding for STEM to ensure effective running of the program.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Introduction of 3 way conferences for teacher, parent and student	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Set up STEM lab	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate 0.5 stem teacher- working all levels in the school	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide Professional development for STEM Co-ordinator and staff	KLA Leader	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site Unsure at this stage

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

2018 Annual Implementation Plan

[Rollins PS School Strategic Plan 2018-2021.docx \(0.06 MB\)](#)

Draft