**2018 Annual Implementation Plan**

Submitted for review by Jennifer Hassett (School Principal) on 31 October, 2017 at 12:42 PM  
Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 24 January, 2018 at 10:01 AM  
Endorsed by Erin McGill (School Council President) on 01 February, 2018 at 11:43 AM

**for improving student outcomes**

Rollins Primary School (4867)



**Self-evaluation Summary - 2018**

Rollins Primary School (4867)

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|  | 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 |

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| **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 |

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| **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 |

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| **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 |

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| **Enter your reflective comments** | 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 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 |
| **Considerations for 2019** | 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. 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. 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. We look forward to a great year in 2018 in terms of student learning, teacher collaboration and parent and community involvement. |
| **Documents that support this plan** |  |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Rollins Primary School (4867)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan 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 |  |  |

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| 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. |

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| 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 |

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| 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 Strategies |  |
| KIS 1 | • 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)

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| 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 opportinities for teachers to discuss growth of students and programs/activities that have provided the movement within Literacy PLT, PDPs Provide opprtunities 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, Litearcy Leader ,Literacy PLC and Principal to reguarly examine reading data and programs operating to extend students | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 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 | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Bastow trained teachers to work with individual staff re skill development | | PLC Leaders | 🞎 No | from: Term 1  to: Term 4 | $4,000.00 🗹 Equity funding will be used |
| Staff Professional Development Day (Reading) | | PLC Leaders | 🗹 Yes | from: Term 1  to: Term 1 | $1,000.00 🗹 Equity funding will be used |
| CRT(Professional Development) Learning Walks | | Assistant Principal | 🗹 Yes | from: Term 2  to: Term 4 | $10,000.00 🗹 Equity funding will be used |
| Purchase Literacy(Reading)Resources to support programs | | PLC Leaders | 🞎 No | from: Term 1  to: Term 4 | $13,703.86 🗹 Equity funding will be used |

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| 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 reguarly examine reading data and programs operating to address students with reading difficulties | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $4,000.00 🗹 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 | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Intervention teachers to work in Foundation, Grade 1 and Grade 2 4 days a week 9-11am | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $161,858.14 🗹 Equity funding will be used |

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| 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 Comrehensive 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 | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Provide review opportunities to reflect on introduction of Fountas and Pinnell- adjust for 2019 | | Assistant Principal | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 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 | 🗹 Yes | from: Term 1  to: Term 4 | $14,296.00 🗹 Equity funding will be used |

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| 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. -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.   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. | | | | |
| 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 | 🗹 Yes | from: Term 1  to: Term 4 | $15,819.00 🗹 Equity funding will be used |
| Junior School Council, REACH and Peer Support Programs to continue. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $500.00 🞎 Equity funding will be used |
| Introduction of 3 way conferences for teacher. parent and student | | Principal | 🗹 Yes | from: Term 2  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Introduction of student participation in planning meetings | | Assistant Principal | 🞎 No | from: Term 2  to: Term 4 | $0.00 🞎 Equity funding will be used |

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| 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 independemtly - 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 | 🗹 Yes | from: Term 1  to: Term 4 | $10,000.00 🗹 Equity funding will be used |
| Allocate 0.5 stem teacher- working all levels in the school | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $57,190.18 🞎 Equity funding will be used |
| Provide Professional development for STEM Co-ordinator and staff | | KLA Leader | 🗹 Yes | from: Term 2  to: Term 3 | $500.00 🞎 Equity funding will be used |

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| 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 | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Co-ordinator to track high risk absenteeism students- Contact parents | | School Improvement Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Assembly information/ newsletter items for parents on effect of high absenteeism | | Principal | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Rollins Primary School (4867)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Curriculum Co-ordinator, Litearcy Leader ,Literacy PLC and Principal to reguarly examine reading data and programs operating to extend students | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Internal staff  🗹 Bastow program/course  🗹 Literacy Leaders | 🗹 On-site |
| Staff Professional Development Day (Reading) | PLC Leaders | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 Literacy expertise  🗹 Internal staff | 🗹 On-site |
| CRT(Professional Development) Learning Walks | Assistant Principal | from: Term 2  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise | 🗹 On-site |
| Curriculum Co-ordinator, Literacy Leader ,Literacy PLC and Principal to reguarly examine reading data and programs operating to address students with reading difficulties | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Intervention teachers to work in Foundation, Grade 1 and Grade 2 4 days a week 9-11am | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Survey teachers to ensure confidence level using Fountas and Pinnell | Assistant Principal | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Curriculum development  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Provide review opportunities to reflect on introduction of Fountas and Pinnell- adjust for 2019 | Assistant Principal | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Design of formative assessments  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders | 🗹 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 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Allocation of funding for STEM to ensure effective running of the program. | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Maths/Sci Specialist | 🗹 On-site |
| Introduction of 3 way conferences for teacher. parent and student | Principal | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Individualised Reflection | 🗹 Whole School Pupil Free Day | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Set up STEM lab | KLA Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Timetabled Planning Day | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |
| Allocate 0.5 stem teacher- working all levels in the school | Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide Professional development for STEM Co-ordinator and staff | KLA Leader | from: Term 2  to: Term 3 | 🗹 Design of formative assessments  🗹 Curriculum development | 🗹 Professional Practice Day | 🗹 Subject association | 🗹 Off-site  Unsure at this stage |

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| 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)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/4867/126/review/Rollins%20PS%20School%20Strategic%20Plan%202018-2021.docx) |