

Rollins Primary School -4867 Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jenny Hassett[name] [date][name] [date]
School council: Erin McGill[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Rollins we provide a safe, welcoming and compassion environment which develops children's potential for intellectual, emotional, social and physical learning and encourages positive action within the school and wider community.</p> <p>At Rollins PS our vision is to provide our children with an innovative learning environment and a caring, nurturing approach to student wellbeing. We do this by:</p> <ol style="list-style-type: none"> 1. Focusing on our five agreed REACH values 2. Continuing to build a positive, supportive school culture 3. Building a learning community that strives for continuous improvement 4. Encouraging all to reach their potential 5. Providing a comprehensive, inclusive curriculum, where all students have access and the opportunity to experience success 6. Modelling cooperative learning strategies in classrooms 7. Encouraging teachers and students to be 'risk takers', to experiment, to evaluate and support one another in a non-judgmental, non-threatening way 8. Providing practical, experimental and 'hands on' learning styles and experiences for the students 9. Communicating openly between teacher-to-teacher, teacher-to-student and teacher-to-parent 10. Ensuring all children can feel safe and secure knowing that they are cared for and valued as individual people. 	<p>Our school values represent the needs and aspirations of the whole school community and we acknowledge the need for the school values to be reinforced. Our REACH (Respect, Encouragement, Ambition, Consideration and Honesty) values are entrenched in all school documentation, are displayed visually in high traffic and readily accessible areas of our school and pervade our daily interactions with all members of the school community.</p> <p>These values were developed and adopted through consultation with all stakeholders: students, staff and parents in 2011. Subsequently, these values are embedded in the manner in which all community members interact within our school. It is part of a common language to reinforce particular actions and communication in our school community. Teachers use this shared and common language to promote positive, supportive and respectful interactions. It provides a simple, clear and consistent message. All school community members are familiar with and supportive of our values.</p> <p>Each month a child from each year level is presented with a REACH Award at our whole school assembly. The recipients of this monthly award are selected for demonstrating the school values and typifying the behaviours and attitudes expected of the entire student population.</p> <p>The school has established a student leadership program to engage as many of our Year 5 and 6 students as possible in leadership roles. The roles include School Captains, House Captains and Peer Support Leaders. The student leaders all endeavour to uphold and demonstrate our school values as role models across the school.</p>	<p>Rollins Primary School is a multi-campus school situated in the quiet residential suburb of Bell Post Hill north-west of the Geelong city centre with a second campus for Year 3/4 students located 4 kilometres away in Batesford.</p> <p>Currently the school operates fifteen classrooms and is organised into three straight classes in Prep, two in Year 1, two in Year 2 with the remaining eight classes being multi-age Year 3/4 and Year 5/6. Two of the five Year 3/4 classes are located at the Batesford campus. Specialist programs operate in the areas of Visual Arts, Physical Education, Music, LOTE (Indonesian) and ICT. Literacy and Numeracy intervention programs support students from Foundation to Year 6. Students attending Batesford attend the Rollins campus Friday of each week for specialist program sessions and opportunities to meet with other students and staff. Students from Rollins visit the Batesford campus regularly and there are shared events and excursions.</p> <p>Both campuses have large playground areas for both active and passive activities with areas of shade and asphalt and grassed ovals providing ample space for active play. Enrolments, which in recent years have been increasing, are currently 293 with most students from the local neighbourhood. The Bell Post Hill kindergarten is located across the road from the school however, a growing number of Prep students are being enrolled from beyond our historical boundaries. The SFO (0.5780 in 2017) and SFOE (0.5180 in 2017) indicate a low to mid socio-economic demographic with a low-medium proportion of students with a language background other than English and there are also a small number of Koorie students at the school. A well supported program operates for the 7 students currently resourced through the Program for Students with Disabilities.</p> <p>There is a bi-annual school concert held at local venue 'The Arena', an Art Show each alternate year, sport and fitness programs and a range of other opportunities for students to participate in. There is a commitment to fostering student wellbeing through use of the school developed motto 'REACH' which reflects the school values of Respect, Encouragement, Ambition, Consideration and Honesty. A Buddy program between Prep and Year 5/6 students provides important opportunities for students to build healthy relationships and feel supported within the school environment. In 2016 the school introduced the Peer Support program which has provided opportunities for development of student leadership capabilities and positive student relationships throughout the school. Information and Communication Technology is prominent in the school with iPads located in Prep to Year 2 classrooms, a modern computer lab, BYOD iPads from Years 3 to 6 and either large screen televisions or interactive whiteboards in all classrooms.</p> <p>The school workforce comprises Principal, Assistant Principal and 17.87 EFT teaching staff supported by four part time Education Support staff and two full time Administration staff. Significant staffing changes in recent years has enabled the school to appoint a number of Graduate teachers to provide a well-balanced staffing profile with 6 Classroom Teachers Level 1 and 10.6 Classroom Teachers Level 2. Strategic recruitment and financial management has ensured that the school has operated with a healthy staffing surplus for a number of years.</p> <p>Teaching staff meet regularly in both whole staff meetings and Professional Learning Teams to focus on curriculum, data and student assessment. Staff plan together in teams during Planning Week each term and also meet on a weekly basis to share planning ideas and reflect on their teaching practice. The school is part of the Geelong North Central Network and where possible, staff are involved in local network sharing and a range professional learning opportunities.</p> <p>There is a very supportive School Council and parents are encouraged to be involved, with parents volunteering to assist with support programs, school events and maintaining equipment and resources.</p>	<p>Goal 1- Intent: To improve students outcomes in Reading which falls in the Excellence in Teaching and Learning component of the FISO model. Rationale: There has been major improvements in student learning in English- in particular, with Writing over the course of the last strategic plan, however there is some room for focus and attention in regards to Reading. This strategic plan will address the need review, plan, monitor and reflect on current teaching pedagogies within the realm of reading. Focus: Excellence In teaching and learning- Curriculum Planning and Assessment</p> <p>Goal 2- Intent: To provide a safe, engaging and inclusive learning environment for students where student voice is a focus. Rationale: Although there are a great number of strategies already in place at Rollins PS with regards to providing a safe, engaging and inclusive learning environment as documented in the pre-school review, it has become evident from the results of the Attitude to Schools survey, that student voice is an area that is unfinished and needs focus. Focus: Positive Climate for Learning- Empowering Students and Building School Pride</p> <p>Goal 3- Intent: To continue to embed the FISO framework at Rollins PS with all staff. Rationale: Embed the FISO model into many areas across the school. Focus: Student Achievement, Engagement and Wellbeing (whole model).</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students learning.	<i>Positive Climate for Learning</i> Empowering Students and Building School Pride	Panel suggested key improvement strategies: <ul style="list-style-type: none"> ● Chaplaincy Program ● Psych services ● Peer support program ● Student welfare programs- seasons ● Child safe requirements are reflected in student language and visible to the school community ● Student engagement policy ● Allowing student input into planning and implementation of tasks across the school ● Incorporating student feedback to direct future learning and engagement (reflections, surveys-Attitudes to school) ● REACH ● Utilising the Batesford campus as part of the engagement focus 	<ul style="list-style-type: none"> ● Achieving at or above 80% in Attitudes to school survey to improve from baseline data (from 2017) in the following: <ul style="list-style-type: none"> ❖ Learning Confidence ❖ School Connectedness ❖ Student Voice ● The intake adjusted data will maintain or improve compared to other like schools for student absence
To implement high quality planning, assessment and pedagogical practices to improve student outcomes in reading.	<i>Excellence In teaching and learning</i> Curriculum Planning and Assessment Element 1	Panel suggested key improvement strategies: <ul style="list-style-type: none"> ● Review, Plan, monitor and reflect on reading practices within the school ● Investigate Learning Walks and collaborative coaching/student shadowing plans as a way to review and develop current practices ● Develop and implement consistent language for data literacy utilising the improvement cycle from FISO (refer to Literacy and Numeracy Strategy Version 1, p.9) ● Develop and implement a continuum to develop proficiency in reading ● Enhancing, aligning and documenting whole school assessment practices ● Build teacher capacity with regards to pedagogical practices ● Develop a Rollins whole school Reading Structures for Foundation -2 and Level 3-6. ● Continue to build the capacity of staff utilising expertise within and beyond the school. 	<ul style="list-style-type: none"> ● 20% more students will be working above their expected level of achievement for reading. ● 20% less students working below the expected reading level. ● 20% increase in the number of students from Foundation-2 to achieve reading benchmarks by the end of Term 4 (P-Level 5, Year 1- Level 15 & Year 2 Level 20).
Embed FISO	<i>Student Achievement, Engagement and Wellbeing</i>	Panel suggested key improvement Strategies: <ul style="list-style-type: none"> ● The strategic plan and subsequent AIP's for the period 2017-2021 will be structured around the FISO model. 	<ul style="list-style-type: none"> ● Embed all FISO priorities