

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Rollins Primary School (4867)



Submitted for review by Jennifer Hassett (School Principal) on 21 November, 2019 at 01:45 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 19 December, 2019 at 11:37 AM
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Define Actions, Outcomes and Activities

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 and numeracy.			
12 Month Target 1.1	>28% of students achieving in the Top 2 bands NAPLAN Reading Gr 5 (2017- 30%) >23% of students achieving in the Top 2 bands NAPLAN Numeracy Gr 5 (2017 24%)			
12 Month Target 1.2	<30% of students in Bottom 2 bands NAPLAN Reading Gr 5 (2017- 27%) <17% of students in Bottom 2 bands NAPLAN Numeracy Gr 5 (2017- 16%)			
12 Month Target 1.3	% of students achieving At Level Reading ability on Teacher Judgements: Prep- 75% (2017- 79%) Gr 1- 75% (2017- 79%) Gr 2- 63% (2017 61%) <30% achieving low NAPLAN Relative Growth in Numeracy (2017- 23%)			
KIS 1 Building practice excellence	Provide smaller grade sizes (Foundation- Grade 4) Teachers will have more time to concentrate on individual students to extend their reading skills			
Actions	Financially support and organise staffing to ensure F-2 classes are as small as possible. High expectations will be set, considering the support and lower numbers, in positive student outcomes. Allocate funding to sufficiently resource classroom libraries and Fountas and Pinnell Guided Reading texts. Investigate reading initiatives to promote and increase home reading levels Further embed PLC Initiative strategies P-6 (inc. termly reflections against PLC Maturity Matrix and consistent Inquiry Challenges)			
Outcomes	<p>If school leaders...</p> <ul style="list-style-type: none"> - provide time, resources and professional development to adequately support staff - promote staff collaboration and development - oversee, promote and resource for an improved reading culture within the community. <p>Then teachers...</p> <ul style="list-style-type: none"> - will accurately target student needs using data and strategies such as conferencing, guided reading and goal setting - adhere to 'Guaranteed Practice' elements of the Reading Instructional Model and provide input - collaboratively plan using the curriculum, data and evidence-based research (e.g. HITS) - access the Literacy Portal from the DET website for new and supportive initiatives and programs - work with the Learning Specialist to improve instructional practice and enhance learning growth opportunities for students - will willingly participate in peer observations/learning walks to improve student outcomes and their own professional practice. <p>So that students can...</p> <ul style="list-style-type: none"> - accurately set SMART goals based on teacher feedback - gain a greater sense of achievement when their goals are met - actively participate confidently in differentiated and scaffolded lessons/activities - increase their engagement in reading. 			
Success Indicators	Improve year on year growth using Fountas and Pinnel data, School Performance Report information, and accurate triangulation of assessment methods. In depth tracking of student data in PLCs (individually, level, cohort, and school wide) Meeting or exceeding the 12-month targets. Pivot survey data for 25. 'At the end of each lesson, this teacher reviews what we have just learned' improves upon 2019 school average of 3.56. Teachers show improvement when evaluating themselves against the Reading IM.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
F&P guided read texts for each unit area	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$17,250.00

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders		to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Increase classroom library resources	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Specialist	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$86,840.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint Numeracy Leader	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,997.04 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Provide Intervention teachers in Foundation, Grade 1 and Grade 2 to support with learning difficulties in reading- 4 days 2 hours per day			
Actions	Meeting schedules will allow for PLCs to analyse data and group students accordingly in the intervention groups. Employ an Literacy intervention staff to accommodate low attaining students in Prep-2 Utilise EdConnect volunteers to mentor students in need			
Outcomes	<p>If school leaders...</p> <ul style="list-style-type: none"> - dedicate staff meetings to professional development in reading - allocate appropriate funding and time to ensure the highest level of professional development is provided - allocate appropriate funding to provide intervention and literacy consultants - foster an environment that is open and supportive and conducive to learning - provide leadership professional development to curriculum leaders. <p>Then teachers...</p> <ul style="list-style-type: none"> - will actively seek out PD to support their teaching and enhance the learning opportunities of their students - pursue personal interests that will allow them to become the best practitioners they can be - will have the confidence to make accurate interpretations when reporting and analysing data - use evidence-based resources to improve teaching practices and student outcomes <p>So that students...</p> <ul style="list-style-type: none"> - improve learning outcomes - develop greater learning confidence and have an increased sense of achievement - become more engaged with the teaching methods and feel more connected to their learning - can inform teachers of their desired learning habits. 			
Success Indicators	Student reading data will continue to trend positively. Benchmarking targets will be met P-4			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Employ Literacy intervention staff	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning support staff	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,989.04 <input checked="" type="checkbox"/> Equity funding will be used
EdConnect membership	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$415.00 <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	Increase positive response rates from 2019 to 2020 in the areas of <ul style="list-style-type: none"> • Learning Confidence (2017- 79%) • School Connectedness (2017- 75%) • Student Voice (2017- 59%) 			
12 Month Target 2.2	Reduce the numbers of students missing 30+ days from 2019 to 2020. (2017 data 16%)			
KIS 1 Empowering students and building school pride	Activate student voice and agency in their own learning and in the options and opportunities for school improvement			
Actions	<p>Appropriate PD sought to provide intensive learning opportunities that will upskill all staff</p> <p>PLCs encouraged to invite students into planning time which will empower students and develop a sense of connectedness</p> <p>School leaders to provide ample collaborative time for all PLCs to analyse data, seek professional feedback, share resources, and celebrate successes</p> <p>Meet the needs of the students through targeted curriculum planning/differentiation as a result of assessment and moderation for teaching discussions based on student data.</p> <p>Conduct PIVOT surveys with all teaching staff</p> <p>Invite Curriculum Leaders to Area Forums (Lit Spec x1, Num Leader x1)</p> <p>Further embed PLC Initiative strategies</p>			
Outcomes	<p>If school leaders...</p> <ul style="list-style-type: none"> - support curriculum leaders to use their professional expertise to mentor all staff - schedule appropriate times for teachers to collaborate in curriculum PLCs and units - foster an environment that is supportive yet open to risk taking when required - surveyed all students in each cohort as to what topics they would most like to learn about, prior to our curriculum mapping PD. (Unit leaders) <p>Then teachers...</p> <ul style="list-style-type: none"> - will demonstrate high-level ability in the implementation of High Impact Teaching Strategies (HITS) and research-based teaching strategies - will collaborate further by sharing resources, analysing data and moderate student work as a PLC - feel confident to celebrate successes and critically analyse self-performance (adjusting when necessary) - will be confident using a range of assessment resources and analysing the data to address their students' learning needs - will curriculum map to ensure their inquiry topics are engaging for their students. Topics will be collaboratively planned with their students also. - will have the confidence to make accurate interpretations when reporting and analysing data <p>So that students...</p> <ul style="list-style-type: none"> - direct their own learning and goals - participate in real-life learning experiences through literacy and numeracy contexts - develop greater learning confidence and have an increased sense of achievement 			

	- will be more engaged, connected and have a greater sense of agency by being involved in a collaborative planning process.			
Success Indicators	<p>Staff survey shows an increase in believing peer feedback improves practice (2019 63%) Reduce the number of latecomers (2019 vs 2020) Increase the number of students in the top two bands (Grade 5 NAPLAN: Reading/Numeracy) Increase the percentage of students who are at or above benchmark growth (Grade 3-5) Pivot engagement rating (Question 3- This class keeps my attention – I don't get bored) will improve from survey 1 (Term 1) to survey 2 (Term 4). In 2019 our school avg was 3.8. Continua of Practice will show growth in the Excellence in teaching and learning>Evidence based high impact teaching strategies (2019 all evolving)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish and resource staff collaborating spaces	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,926.11 <input checked="" type="checkbox"/> Equity funding will be used
Pivot surveys	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,420.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum/Unit Leaders to attend an Area Forum each (Lit Spec x1, Num Leader x1)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,390.23 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Introduce STEM program at all levels in the school			
Actions	<p>Significant funding will be provided to further develop a successful culture of peer observations within our school community Literacy, Numeracy and STEM Leaders to work with staff in identifying specific areas of need Collaborative PLC time provided for teachers to openly discuss professional practice assessment data (inter/intra units) Introduce community observation walks to increase the connection between school-home and student/parent/teacher</p>			
Outcomes	<p>If school leaders...</p> <ul style="list-style-type: none"> - provide time for professional development opportunities - dedicate staff meetings to professional development - allocate appropriate funding to ensure the highest level professional development is provided - support staff to identify and set key foci for peer observations - foster an environment between school and home that is open and supportive and conducive to learning. <p>Then teachers...</p> <ul style="list-style-type: none"> - actively support students to promote their learning opportunities is eg -digital portfolios/student lead conferences - will understand the importance that feedback has on improving their performance - acknowledge the positive impact/importance that peer observation has on professional learning <p>So that the community members...</p> <ul style="list-style-type: none"> - feel a greater sense of connectedness to the school - have a greater appreciation/understanding of the school dynamics <p>For students to...</p>			

	<ul style="list-style-type: none"> - realise the link between home-school in their learning - receive a more engaging and higher level of education because of improved teacher practice. - exhibit a culture of pride for Rollins - students/parents/teachers/school leadership 			
Success Indicators	<p>Improved AtoSS in Grade 5/6 cohort in the areas of • Learning Confidence • School Connectedness • Student Voice In 2019, 63% of staff believed that peer feedback believed practice (32% neutral) 37% of staff felt positive about professional learning with peer observation To approve upon the Parent Survey (2019), where parent participation declined in 2019 (80-73%) To improve upon the Staff Survey (2019), where parent and community involvement (72%) and trusting parents and students (71%)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PAT Maths and Science	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,365.00 <input checked="" type="checkbox"/> Equity funding will be used
Essential Assessment	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,815.00 <input checked="" type="checkbox"/> Equity funding will be used
MAV (subscription and conferences)	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish and resource a dedicated maths/STEM learning area	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teaching Primary Mathematics - George Booker	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,340.00 <input checked="" type="checkbox"/> Equity funding will be used
Replenish maths resources	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Peer observation CRT release	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,800.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 3 Empowering students and building school pride	Identify COMPASS (absenteeism) leaders to monitor and report regularly to staff. Leaders to PD staff and parents.			
Actions	Incorporate specific strategies to counter lateness (motivate and give students information on the next day) Engage School Focused Youth Service to conduct programs to support students who are chronically absent, late, anxious or refuse school Participate in The Resilience Project 2020 (to develop stronger links between home, school and wider community) R.E.A.C.H Values Behaviour Matrix to be developed REACH Recognition opportunities for the entire school community Continue to celebrate school connectedness initiatives such as Stars of the Week and the REACH awards Introduce termly wellbeing initiatives A pulse check with the AP for selected students (2-3 times a term) JSC initiatives will be implemented throughout the year			
Outcomes	If school leaders... - have a greater sense of the wellbeing of students (from initiatives such as the Pulse Check) - oversee the implementation of The Resilience Project and its curriculum resources - have open communication with all community members in the implementation of the REACH Values Behaviour Matrix - oversee newsletter entries that promote a resilient culture within the school community - ensure the emotional wellbeing of all staff. Then teachers... - have a better understanding of how to address the complex social/emotional needs of children - will embed the REACH Values Behaviour Matrix in their restorative chats with children - will provide and promote a safe and inclusive learning environment. So that students... - have a resilient mindset for learning and daily events in their lives - want to be at school on time and as frequently as possible - have a greater awareness of negative social behaviour.			
Success Indicators	Late numbers will reduce in frequency from 2019 -2020 data Attendance rate (number of students attending 90% of the time) will improve from 2019 to 2020 data 27% of students (AtoSS) in 2019 stated they had been bullied (4 week period); in 2020 we are aiming for a decline in this rate Parent Survey showed that confidence and resilience skills had a slight decline in 2019 (to 88%); in 2020 we are aiming for over 90% We are aiming for an improvement in the AtoSS in the area of teacher concern (2019 - 69%) Pivot survey improves for 19. 'Our class is busy learning and doesn't waste time,' from 2019 school average of 3.7 and 17. 'In this class, the students are well behaved' 2019=school average 3.45			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Resilience Project	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Wellbeing consultant	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Therapy dog insurance	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$700.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>JSC initiatives classroom upgrade e.g shading, community seating areas and Gaga pit) (sensory garden, outdoor STEM room)</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$31,710.01</p> <input checked="" type="checkbox"/> Equity funding will be used
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