



ROLLINS
PRIMARY SCHOOL
— REACH —

2023 ANNUAL IMPLEMENTATION PLAN (AIP)

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Percentage of Year 5 students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> o Reading - to increase baseline data from 24% in 2021 to 28% in 2023 o Writing - to increase baseline data from 17% in 2021 to 18.5% in 2023 o Numeracy – to increase baseline data from 22% in 2021 to 26% in 2023 <p>Percentage of F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being at or above age expected levels will increase:</p> <ul style="list-style-type: none"> o Reading and Viewing from baseline data 61% in 2020 to 65% 2023 o Writing from baseline data 61% in 2020 to 63% 2023 o Number and Algebra from baseline data 68% in 2020 to 69% 2023 o Statistics and Probability from baseline data 63% in 2020 to 65% 2023 <p>Learner Characteristics and Disposition domain</p> <ul style="list-style-type: none"> o Motivation and interest from baseline data 77% in 2021 to 78% 2023 o Sense of confidence from baseline data 80% in 2021 to 81% 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Whole school: Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported.</p> <p>Classroom: Consolidate PLC practices for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of all students, especially those students with additional needs and/or disabilities</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide opportunities for professional learning to further strengthen staff capacity - provide opportunities for community engagement in the learning process <p>Teachers will:</p> <ul style="list-style-type: none"> - confidently and accurately identify student learning needs of all of their students - will provide regular feedback and monitor student progress - engage in professional learning opportunities (e.g. learning walks, observations and coaching/mentoring)

	<p>ES staff will:</p> <ul style="list-style-type: none"> - provide targeted academic support and intervention of identified students <p>Students will:</p> <ul style="list-style-type: none"> - experience success and celebrate the acquisition of knowledge - know what their next steps are to progress their learning <p>Parents will:</p> <ul style="list-style-type: none"> - strengthen their involvement in their child's learning
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - PDP discussions focused on conferencing, feedback and collaborative goal setting methods - Differentiated curriculum documents and evidence of student learning at different levels - Progress against Individual Education Plans - Student perception and survey data such as PIVOT - All Weekly planners align with Rollins Instructional Models <p>Late:</p> <ul style="list-style-type: none"> - NAPLAN results e.g. Numeracy benchmark growth - Semester 2 teacher judgements - Students, staff and parent perception survey results - All classes will have evidence of the implementation of the Rollins Instructional Models
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen a whole school approach to physical/social/ emotional/cultural/civic wellbeing.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide opportunities for professional learning to further strengthen staff capacity. (Eg. Berry Street, RRRR, TRP, I-CAN) - create a multi-tiered system of support for all members of the community to ensure inclusive practices enable all students to participate in learning. <p>Teachers will:</p> <ul style="list-style-type: none"> - continue to embed and integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs

	<ul style="list-style-type: none"> - liaise with DI coordinator to continue a strong commitment to using inclusive practices in their classrooms with efficacy. <p>ES staff will:</p> <ul style="list-style-type: none"> - support all community members to provide a safe and inclusive environment for all students. - collaborate with DI coordinator and SSG to work towards achieving student goals. <p>Students will:</p> <ul style="list-style-type: none"> - feel supported and engaged, contributing to a strong whole school culture <p>Parents will:</p> <ul style="list-style-type: none"> - feel supported in the physical, social, emotional and cultural growth of their child.
<p>Success Indicators</p>	<p>Early indicators</p> <ul style="list-style-type: none"> Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes Student/staff/parent/carer/kin focus groups and interviews Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Ongoing attendance data tracking <p>Late indicators</p> <ul style="list-style-type: none"> Students, staff and parent perception survey results Attendance data Health and wellbeing dashboards