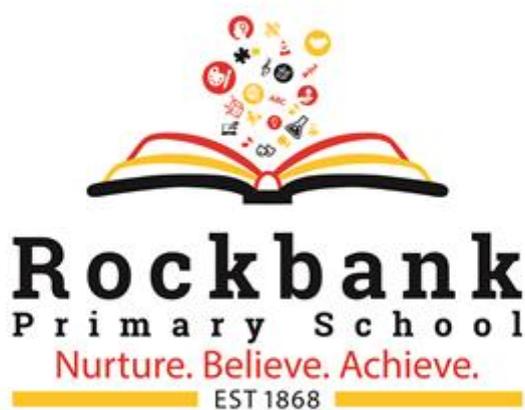


# 2019 Annual Implementation Plan

## for improving student outcomes

Rockbank Primary School (0919)



Submitted for review by Darryl Spiteri (School Principal) on 14 December, 2018 at 01:17 PM  
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 14 December, 2018 at 05:00 PM  
Endorsed by Lyn Courtice (School Council President) on 23 April, 2019 at 04:30 PM

# Self-evaluation Summary - 2019

Rockbank Primary School (0919)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- Informal structure in place .</li> <li>- Graduates given mentor to aid VIT registration.</li> <li>- Assessment schedule has been reviewed. There is yet to be a shared collection space.</li> <li>- New assessments aid improvement and data collection &amp; analysis</li> <li>- Teachers given time to collaborate</li> <li>- Teachers access coaching from Learning Specialist and consultant</li> <li>- Instructional Model created</li> <li>- PL linked to FISO and teacher need</li> </ul>
	Curriculum planning and assessment	Evolving	<ul style="list-style-type: none"> <li>- Teachers have a clear scope and sequence of learning in all curriculum areas, which needs to be reviewed as new staff have arrived</li> <li>- Teachers use a clear Assessment Schedule that is reviewed based on need</li> <li>- Introduction this of PAT-R, PAT-M and Essential assessment</li> <li>- PLTs focus work with the assistance of a coach</li> <li>- Professional Learning has begun using HITS</li> <li>- Pre and Post testing completed regularly</li> <li>- Teachers sharing planning and identifying specific student needs</li> <li>- Curriculum is regularly audited to reflect 2 year cycle of completion</li> <li>- student work is highly differentiated</li> </ul>
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- Formative and Summative assessment is part of regular PLT meetings and planning</li> <li>- Teachers are often discussing ways to improve practice and will seek feedback from each other or the Principal. A more formalised process is desirable to enable observations based on team goals.</li> <li>- Teachers believe that evidence is important for differentiated planning and practice</li> </ul>

	Evaluating impact on learning	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- School assessment schedule created and implemented</li> <li>- Data collection based on assessment schedule</li> <li>- shared planning based on data</li> <li>- Analysis of data through PLTs and coaching</li> <li>- Shared practice with the use of the Instructional Model</li> <li>- Refinement of assessment schedule as teachers become more familiar with it</li> <li>- Progression to a data wall</li> <li>- Changes in classroom practice such as team teaching for mathematics to allow for a wider scope from P-2 and 3-6</li> <li>- Sharing of practice through formal and informal conversations</li> <li>- Professional Learning in the use of data and FISO</li> </ul>
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<b>Professional leadership</b>		Building leadership teams	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- This is difficult as all teachers are considered part of leadership</li> <li>- The same work needs to be done with limited staff</li> <li>- Teachers are good at challenging the way they do things and creating ways to do it better</li> <li>- There is a need for observations and feedback on practice in relation to the Instructional Model</li> </ul>
		Instructional and shared leadership	Emerging moving towards Evolving	<ul style="list-style-type: none"> <li>- This is an area that needs to be developed further. We have limited resources to implement whole school observation, coaching and feedback, so our future focus may include a consultant to pursue this work.</li> <li>- The only opportunities for collaboration are our after school meetings and coaching sessions with Kororoit Creek PS</li> </ul>
		Strategic resource management	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- With the potential growth of our school this work is highly important</li> <li>- Teachers are employed with growth in mind</li> <li>- There are strategies in place to ensure that teachers who are employed have varying levels of experience to enable wider improvement</li> <li>- Every teacher has clear roles and responsibilities</li> </ul>
		Vision, values and culture	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- Parents are given opportunities to contribute in Parent Forums</li> <li>- Student voice is heard through monthly student forums</li> <li>- Teachers are aligned to school goals</li> <li>- Whole school data is shared and analysed with teachers, who in turn are able to determine areas for improvement</li> <li>- Teachers have input into the AIP and SSP</li> <li>- School council is involved in all policy making decisions</li> </ul>



<b>Positive climate for learning</b>		Empowering students and building school pride	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- Our student leadership program is well-developed and is something that students aspire to</li> <li>- There are a range of roles that students can access</li> <li>- There is a formal interview and presentation process with all leaders receiving a badge</li> <li>- There are other leadership roles built into the school program such as peer mediation</li> <li>- Student forums are held regularly</li> <li>- The next stage is to involve more student voice into teaching and learning, although some of this is present, it is probably not enough for students to identify that they are setting goals and negotiating learning topics</li> </ul>
		Setting expectations and promoting inclusion	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- Student safety has improved significantly in the last year</li> <li>- Students are clear about their expectations and our SWPB matrix is taught regularly</li> <li>- We are currently implementing the CASEA program</li> <li>- Student time on learning has increased dramatically this year</li> <li>- Parent meetings about student behaviour and inclusion are regular</li> <li>- Wellbeing team ensures all students are connected</li> <li>- Regular meetings with the SSS key contact are fruitful</li> <li>- School reputation has improved recently, but there is still a long way to go as many students who come to our school have anger management and social skills issues</li> </ul>
		Health and wellbeing	Embedding moving towards Excelling	<ul style="list-style-type: none"> <li>- This is a particularly strong part of this school</li> <li>- Our wellbeing team and Education Support staff ensure all students with special needs and others who require assistance are catered for</li> <li>- Student are very tolerant of different students and their varying needs</li> </ul>

	Intellectual engagement and self-awareness	Evolving moving towards Embedding	<ul style="list-style-type: none"><li>- Teachers differentiate well and provide programs for a diverse range of student needs</li><li>- More time needs to go into developing some of these strategies</li></ul>
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<b>Community engagement in learning</b>		Building communities	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- There are a range of programs offered at RPS including partnerships with local community agencies and the Melton Council</li> <li>- Parent engagement is difficult, but the CASEA program has broken down some of these barriers</li> <li>- Attendance is a major issue that is our current focus</li> </ul>
		Global citizenship	Evolving	<ul style="list-style-type: none"> <li>- Harmony Day</li> <li>- Participation and local and community commemorations of ANZAC day and Remembrance Day</li> <li>- Students are taught to develop a sense of National Pride and inclusion</li> </ul>
		Networks with schools, services and agencies	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- We access sporting grants each term and promote student participation in local sporting clubs and groups such as Dancing</li> <li>- Students have been connected with external camping programs for disadvantaged students</li> <li>- The dance school provides a scholarship for a student who would like to participate and cannot afford it</li> <li>- Links with Kororoit Creek and Brookside enable us to actively participate in programs such as the Respectful Relationships program</li> </ul>
		Parents and carers as partners	Evolving moving towards Embedding	<ul style="list-style-type: none"> <li>- Our parent involvement is good, but it is always the same people</li> <li>- The parent forums enables us to engage a new set of parents and families</li> <li>- A new type of reporting is required to better inform our community of ongoing student progress</li> <li>- Parent opinion surveys indicate that parents would like greater communication from teachers about their children</li> </ul>

<p><b>Enter your reflective comments</b></p>	<p>We have made good gains in many areas at this school. There has been a clear shift towards improved curriculum focus in classrooms and students are more able to cope with outdoor play. We have employed the services of a literacy Consultant to support our reading structure and we will continue this next year with a focus on writing. Our staff, parent and student surveys reflect a drop in most areas, although it is still improved over 2015 and 2016. There has been a quite a few unexpected changes over the course of this year that may have lead to a decline in these results. We have identified attendance and socialisation as the tow main areas of need in Wellbeing. Our attendance is supported by a number of incentive based programs including a BBQ with the Principal and an attendance mascot. Each have had a substantial effect on attendance. Student engagement has also helped with attendance. About 40 of our students have participated in a range of Social Skills programs this year. This ranges from the puppet program for our junior students to Zones of Regulation for some of our students who need help with emotions. We will expand and increase this program next year to include more students and we will also reintroduce SWPBS to highlight desired behaviours.</p>
<p><b>Considerations for «Year1»</b></p>	<p>There are a number of things to consider for 2019 including</p> <ul style="list-style-type: none"> <li>- development of the play area near the new relocatables</li> <li>- growth of the school (155 currently - possibly up to 180 by the end of the year)</li> <li>- providing time for peer observations, SIT meetings, mentoring of grads, etc..</li> <li>- structures for play times including yard supervision and play spaces and organised activities</li> <li>- use of Education Support staff</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve and maximise student learning outcomes for all students in literacy and numeracy.																							
<b>Target 1.1</b>	<p><b>NAPLAN Relative Growth</b></p> <ul style="list-style-type: none"> <li>Achieve at least similar to similar schools in all domains reported through panorama</li> </ul> <p><b>NAPLAN top 2 bands</b></p> <ul style="list-style-type: none"> <li>Improve percentage of students achieving in the top two bands of NAPLAN Reading, Numeracy and Writing to above state levels.</li> </ul> <p><b>Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>Students at Victorian Curriculum level C (middle NAPLAN band) in numeracy and literacy are to achieve a minimum of 12 months growth in 12 months</li> <li>At minimum, maintain the percentage of students achieving Victorian Curriculum levels A &amp; B (upper NAPLAN band) in numeracy and literacy.</li> <li>Students at Victorian Curriculum levels D &amp; E (bottom two NAPLAN bands) in numeracy are to achieve 18 months growth in 12 months</li> </ul> <table border="1" data-bbox="562 1075 1928 1289"> <thead> <tr> <th data-bbox="562 1075 1055 1174"><b>School Staff Survey</b></th> <th data-bbox="1055 1075 1225 1174"><b>2016</b></th> <th data-bbox="1225 1075 1395 1174"><b>2017</b></th> <th data-bbox="1395 1075 1565 1174"><b>2018</b></th> <th data-bbox="1565 1075 1758 1174"><b>2019 targets</b></th> <th data-bbox="1758 1075 1928 1174"><b>2020</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="562 1174 1055 1230"><b>Academic emphasis</b></td> <td data-bbox="1055 1174 1225 1230">43%</td> <td data-bbox="1225 1174 1395 1230">72%</td> <td data-bbox="1395 1174 1565 1230">75%</td> <td data-bbox="1565 1174 1758 1230">85%</td> <td data-bbox="1758 1174 1928 1230">75%</td> </tr> <tr> <td data-bbox="562 1230 1055 1289"><b>Teacher Collaboration</b></td> <td data-bbox="1055 1230 1225 1289">49%</td> <td data-bbox="1225 1230 1395 1289">91%</td> <td data-bbox="1395 1230 1565 1289">76%</td> <td data-bbox="1565 1230 1758 1289">85%</td> <td data-bbox="1758 1230 1928 1289">75%</td> </tr> </tbody> </table>						<b>School Staff Survey</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>	<b>Academic emphasis</b>	43%	72%	75%	85%	75%	<b>Teacher Collaboration</b>	49%	91%	76%	85%	75%
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	<b>Collective focus on Student Learning</b>	67%	90%	86%	85%	75%
	<b>Attitudes to School Survey</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>
	<b>Stimulating Learning</b>	24%	70%	91%	85%	75%
	<b>Teacher Effectiveness/Effective Teaching Time</b>	59%	85%	88%	90%	75%
	<b>Parent Opinion</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>
	<b>Stimulating Learning</b>	5.09	83% (Positive)	64%	80%	6.5
<b>Learning Focus - Effective Teaching</b>	4.96	79% (Positive)	68%	80%	6.0	
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	To use data to inform practice that will enable teachers to identify point of need and work towards targeted, individualised improvements.					
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Further implement and embed the Rockbank Primary School Instructional Model and provide coaching supports to enable reduced in-school variability.					
<b>Key Improvement Strategy 1.c</b>	Improve whole school practice and NAPLAN outcomes in writing.					

Building practice excellence						
<b>Goal 2</b>	To strengthen and develop student engagement, whilst continuing to provide individualised programs for students with additional needs.					
Target 2.1	<b>Attitudes to School Survey</b>					
		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>
	<b>Stimulating Learning</b>	24%	87%	83%	85%	75%
	<b>Teacher Effectiveness - Effective Teaching time</b>	59%	94%	56%	85%	75%
	<b>Teacher Empathy</b>	59%	86%	83%	85%	75%
	<b>Managing Bullying (Student Safety)</b>		51%	31%	85%	90%
	<b>Non-Experience of Bullying (Student Safety)</b>		6%	7%	75%	90%
	<b>Learning Confidence/Sense of Confidence</b>	25%	78%	69%	85%	95%
	<b>Parent Opinion</b>					
		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 target</b>	<b>2020</b>
<b>General Satisfaction</b>	59%	86%	2%	85%	75%	

	<b>School Staff Survey</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 target</b>	<b>2020</b>
	<b>Positive Climate</b>	41%	79%	66%	85%	80%
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	To improve student engagement through development of inclusion programs. To define and introduce various strategies to assist students to feel safe and develop resilience					
<b>Key Improvement Strategy 2.b</b> Building communities	To reduce the perception of bullying and better inform the community of strategies used to support students.					
<b>Goal 3</b>	To reduce the level of absenteeism					
<b>Target 3.1</b>	<b>Student absenteeism</b> Students with over 20 days absence reduced to 15%.					
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To increase student engagement through well constructed and differentiated programs that cater for a wider range of students.					
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	To provide incentives for students to attend school through whole school competitions and programs that promote the need to be at school.					
<b>Goal 4</b>	School Alignment with FISO That over the period of the next strategic plan the school fully implements FISO initiatives of: - Building practice excellence - Curriculum planning and assessment - Building communities					

<b>Target 4.1</b>	<p>That the school's self-evaluation on the FISO continuum for the initiatives of Excellence in Teaching &amp; Learning and Community Engagement in Learning be assessed at Excelling by 2020.</p>
<b>Key Improvement Strategy 4.a</b> Building leadership teams	<p>To create a School Improvement Team that can drive curriculum decisions and enable consistent approaches to teaching.</p>
<b>Key Improvement Strategy 4.b</b> Evidence-based high-impact teaching strategies	<p>To develop teacher practice in High Impact Teaching Strategies.</p>
<b>Key Improvement Strategy 4.c</b> Building practice excellence	<p>To establish clear peer observation, coaching and mentoring programs within the school to promote whole school improvement.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve and maximise student learning outcomes for all students in literacy and numeracy.	Yes	<p><b>NAPLAN Relative Growth</b></p> <ul style="list-style-type: none"> <li>Achieve at least similar to similar schools in all domains reported through panorama</li> </ul> <p><b>NAPLAN top 2 bands</b></p> <ul style="list-style-type: none"> <li>Improve percentage of students achieving in the top two bands of NAPLAN Reading, Numeracy and Writing to above state levels.</li> </ul> <p><b>Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>Students at Victorian Curriculum level C (middle NAPLAN band) in numeracy and literacy are to achieve a minimum of 12 months growth in 12 months</li> <li>At minimum, maintain the percentage of students achieving Victorian Curriculum levels A &amp; B (upper NAPLAN band) in numeracy and literacy.</li> <li>Students at Victorian Curriculum levels D &amp; E (bottom two NAPLAN bands) in numeracy are to achieve 18 months growth in 12 months</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>60% of Year 5 students to achieve High Growth in writing in NAPLAN in Year 5.</p> <p>Have at least 25% of students in the top 2 bands in all areas of NAPLAN.</p> <p>Achieve 12 months growth in 12 months for 90% of students.</p>

<b>School Staff Survey</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>
<b>Academic emphasis</b>	43%	72%	75%	85%	75%
<b>Teacher Collaboration</b>	49%	91%	76%	85%	75%
<b>Collective focus on Student Learning</b>	67%	90%	86%	85%	75%

<b>Attitudes to School Survey</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>
<b>Stimulating Learning</b>	24%	70%	91%	85%	75%
<b>Teacher Effectiveness/Effective Teaching Time</b>	59%	85%	88%	90%	75%

<b>Parent Opinion</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>
<b>Stimulating Learning</b>	5.09	83% (Positive)	64%	80%	6.5
<b>Learning Focus - Effective Teaching</b>	4.96	79% (Positive)	68%	80%	6.0

To strengthen and develop student engagement, whilst continuing to provide individualised programs for students with additional needs.	Yes	<b>Attitudes to School Survey</b>					<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 targets</b>	<b>2020</b>	To achieve a target of at least 75% for Non-experience of bullying.  To achieve a target of 85% for stimulating learning.  To achieve a target of 85% in learning confidence.
		<b>Stimulating Learning</b>	24%	87%	83%	85%	75%					
		<b>Teacher Effectiveness - Effective Teaching time</b>	59%	94%	56%	85%	75%					
		<b>Teacher Empathy</b>	59%	86%	83%	85%	75%					
		<b>Managing Bullying (Student Safety)</b>		51%	31%	85%	90%					
		<b>Non-Experience of Bullying (Student Safety)</b>		6%	7%	75%	90%					
		<b>Learning Confidence/Sense of Confidence</b>	25%	78%	69%	85%	95%					
	<b>Parent Opinion</b>					<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 target</b>	<b>2020</b>		
	<b>General Satisfaction</b>	59%	86%	2%	85%	75%						
	<b>School Staff Survey</b>					<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 target</b>	<b>2020</b>		
	<b>Positive Climate</b>	41%	79%	66%	85%	80%						

To reduce the level of absenteeism	No	<p><b>Student absenteeism</b></p> <p>Students with over 20 days absence reduced to 15%.</p>	
<p>School Alignment with FISO</p> <p>That over the period of the next strategic plan the school fully implements FISO initiatives of:</p> <ul style="list-style-type: none"> <li>- Building practice excellence</li> <li>- Curriculum planning and assessment</li> <li>- Building communities</li> </ul>	Yes	<p>That the school's self-evaluation on the FISO continuum for the initiatives of Excellence in Teaching &amp; Learning and Community Engagement in Learning be assessed at Excelling by 2020.</p>	<p>To establish a clear academic focus for Rockbank Primary School with the establishment of a School Improvement Team to drive significant improvement in planning, documentation and teacher collaboration.</p>

<b>Goal 1</b>	To improve and maximise student learning outcomes for all students in literacy and numeracy.
<b>12 Month Target 1.1</b>	<p>60% of Year 5 students to achieve High Growth in writing in NAPLAN in Year 5.</p> <p>Have at least 25% of students in the top 2 bands in all areas of NAPLAN.</p> <p>Achieve 12 months growth in 12 months for 90% of students.</p>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	To use data to inform practice that will enable teachers to identify point of need and work towards targeted, individualised improvements.	Yes
<b>KIS 2</b> Building practice excellence	Further implement and embed the Rockbank Primary School Instructional Model and provide coaching supports to enable reduced in-school variability.	No
<b>KIS 3</b> Building practice excellence	Improve whole school practice and NAPLAN outcomes in writing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Using data is an area that needs constant focus at our school. An Assessment Schedule has been introduced in 2018 and has been reviewed and refined for 2019. Data collection will be in a central location and analysis of this data will take place through team planning and with the School Improvement Team (SIT). Extension and support will be provided for students based on data and there will be constant connection between our learning leaders, consultants and the SIT to create a coherent approach to improving student outcomes. Our NAPLAN data has shown that writing is our main area of deficiency as a school, so we will focus our attention to this area in literacy by providing Consultant support, opportunities for peer observation and coaching, data walls and targeted improvements. There will also be a focus on ensuring that students who performed well in NAPLAN in Year 3 will continue to aim for the top two bands in Year 5. Our focus for numeracy will be to consolidate our learning in 2018, which focused on lessons structure, planning and differentiation of numeracy tasks.	
<b>Goal 2</b>	To strengthen and develop student engagement, whilst continuing to provide individualised programs for students with additional needs.	
<b>12 Month Target 2.1</b>	To achieve a target of at least 75% for Non-experience of bullying.  To achieve a target of 85% for stimulating learning.  To achieve a target of 85% in learning confidence.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Setting expectations and promoting inclusion	To improve student engagement through development of inclusion programs.  To define and introduce various strategies to assist students to feel safe and develop resilience	No
<b>KIS 2</b> Building communities	To reduce the perception of bullying and better inform the community of strategies used to support students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Students and parents perceive that the school experiences quite a significant amount of bullying. This is not actually accurate. There are occasions where bullying behaviour needs to be addressed, but these instances have become a lot less frequent. Disruptions still occur in the classroom, which effects learning, so we are rewriting our SWPBS Matrix in 2019 and focusing on values education in classrooms. We ran whole-school multiage values sessions in 2018, but it may be more effective to have the classroom teacher provide these as they set classroom expectations and enable values to be enacted in classroom situations. We will also continue to run our Respectful Relationships sessions in 2019. Rockbank Primary School has a strong wellbeing program, which consists of a teacher/counsellor working 3 days per week to connect with students and families, and an Education Support Staff Member operating as a Student Welfare Officer. We would like to see a reduction in student perception of 'bullying' and ensure that non-experience of bullying increases.	
<b>Goal 3</b>	School Alignment with FISO  That over the period of the next strategic plan the school fully implements FISO initiatives of: - Building practice excellence - Curriculum planning and assessment - Building communities	
<b>12 Month Target 3.1</b>	To establish a clear academic focus for Rockbank Primary School with the establishment of a School Improvement Team to drive significant improvement in planning, documentation and teacher collaboration.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building leadership teams	To create a School Improvement Team that can drive curriculum decisions and enable consistent approaches to teaching.	Yes
<b>KIS 2</b>	To develop teacher practice in High Impact Teaching Strategies.	No

Evidence-based high-impact teaching strategies		
<b>KIS 3</b> Building practice excellence	To establish clear peer observation, coaching and mentoring programs within the school to promote whole school improvement.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our School Improvement Team for 2019 consists of the Principal, a Learning Specialist, Literacy Leader and Numeracy Leader. Both the Literacy and Numeracy Leaders have completed respective leadership courses at Bastow, so they are well positioned to drive whole-school improvement. The team will meet weekly and analyse data, whilst also working directly with teachers to identify and support students who need to make improvements or need to be extended. A teacher has been employed to supplement this program and to provide Learning Literacy Intervention in conjunction with the classroom teacher.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve and maximise student learning outcomes for all students in literacy and numeracy.
<b>12 Month Target 1.1</b>	60% of Year 5 students to achieve High Growth in writing in NAPLAN in Year 5.  Have at least 25% of students in the top 2 bands in all areas of NAPLAN.  Achieve 12 months growth in 12 months for 90% of students.
<b>KIS 1</b> Evaluating impact on learning	To use data to inform practice that will enable teachers to identify point of need and work towards targeted, individualised improvements.
<b>Actions</b>	Implement a whole school approach to data collection and provide support with analysis. Teachers will continue to use ongoing reporting to parents through termly Individual Learning Plans and mid-year Victorian Curriculum Indicators. They will also implement online sharing platforms such as SeeSaw and Class Dojo to provide parents with greater insights into their child's academic progress.  Literacy and Numeracy Consultants will provide support in analysing data and assisting teachers in developing differentiated programs that cater for individual student needs.
<b>Outcomes</b>	Students <ul style="list-style-type: none"> <li>- aware of their growth and are able to articulate progression and goals</li> <li>- targeted support and extension for those who need it</li> </ul> Teachers <ul style="list-style-type: none"> <li>- using data to differentiate learning</li> <li>- School Improvement Team overseeing data analysis and identifying areas of improvement</li> <li>- plan using data</li> <li>- greater collaboration and more efficient PLTs</li> </ul> Leaders <ul style="list-style-type: none"> <li>- participate in PLC training</li> <li>- teachers supported through Consultants in Literacy and Numeracy</li> </ul>
<b>Success Indicators</b>	- increased number of students in top two bands in NAPLAN

	<ul style="list-style-type: none"> <li>- all students achieve 12 months growth as per reporting process</li> <li>- increased number of students achieving high growth in NAPLAN</li> <li>- maintaining students who are above standard in all areas of the school and ensuring they translate to achieve the top two bands in NAPLAN</li> <li>- Improved Attitudes to School Survey Data in Stimulating Learning and Teacher Effectiveness</li> <li>- Students engaging with and articulating personal goals</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Numeracy Consultant hired to support implementation of cohesive and differentiated numeracy program	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>- Professional Learning provided to staff in High Impact Teaching Strategies</li> <li>- PL in implementation of a shared literacy program</li> <li>- PL in effective PLCs</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>- Use of XUNO/Accelerus for data collection</li> <li>- Essential Assessment and PAT-R &amp; PAT-M tests purchased</li> <li>- Google Sheets used for data collection and analysis</li> </ul>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide time to complete PLTs by hiring a teacher for an extra day per week	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	Improve whole school practice and NAPLAN outcomes in writing.			

<b>Building practice excellence</b>					
<b>Actions</b>		<ul style="list-style-type: none"> <li>- Common approach to teaching writing using the assistance of a literacy consultant</li> <li>- Develop goal setting strategies for students</li> <li>- shared practice and reduced variability across all classes</li> <li>- students clear on expectations for learning by being part of Individual Learning Plan creation</li> <li>- implementation of a strong peer observation and coaching model at Rockbank PS</li> <li>- Improvement led by School Improvement Team</li> </ul>			
<b>Outcomes</b>		<p>Students</p> <ul style="list-style-type: none"> <li>- able to articulate learning outcomes and set new targets</li> <li>- development of student voice to increase engagement</li> <li>- understand their role in the instructional model</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- use the instructional model to guide practice</li> <li>- data collected and analysed in teams to inform teaching</li> <li>- observe each other using the Instructional Model</li> <li>- PLTs focused on student learning and differentiation</li> <li>- real-time reports are able to be written using data to inform parents of student progress</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- taking part in observations</li> <li>- contributing to PLTs and data analysis</li> </ul>			
<b>Success Indicators</b>		<ul style="list-style-type: none"> <li>- moderated writing samples will reflect appropriate levels of development</li> <li>- students achieve scores in the top 2 bands of NAPLAN</li> <li>- Students in Year 5 achieve high growth in NAPLAN</li> </ul>			
<b>Activities and Milestones</b>		<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>- Literacy consultant hired to implement a literacy program in line with High Impact Teaching Strategies</li> <li>- Data collected in line with assessment schedule</li> <li>- Data analysed in teams and with the assistance of a coach or consultant</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$25,000.00

- Planning for individualised success based on goals and targets related to the Victorian Curriculum				<input checked="" type="checkbox"/> Equity funding will be used
Provide a teacher for 3 days per week to support extension and intervention programs as well as peer observations and coaching	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To strengthen and develop student engagement, whilst continuing to provide individualised programs for students with additional needs.			
<b>12 Month Target 2.1</b>	To achieve a target of at least 75% for Non-experience of bullying.  To achieve a target of 85% for stimulating learning.  To achieve a target of 85% in learning confidence.			
<b>KIS 1</b> Building communities	To reduce the perception of bullying and better inform the community of strategies used to support students.			
<b>Actions</b>	<p>Students and parents will have a greater understanding of what bullying looks like and how they can navigate through this as they move through school. We will invite external agencies to speak with our students and run workshops, but also raise our expectations for students in all areas. We will have a renewed push for the implementation of SWPBS and there will be social skills programs run again to cater for students with a range of challenges with their behaviour or for those who might find it difficult to build resilience. These programs operated at the end of 2018 and were highly successful. More of the school's successes will be posted to parents via social media. Our social media presence this year shows all the great things that happen at our school.</p> <ul style="list-style-type: none"> <li>- to provide lunch time programs that are negotiated with students</li> <li>- continue to hold student-led activities for house points</li> <li>- provide opportunities for students to display leadership</li> <li>- continue to implement social skills programs that were introduced in mid-2018</li> <li>- hold parent forums and information nights to inform the community of what the school does to combat bullying</li> <li>- actively ensure students are at school through daily communication</li> </ul>			

<b>Outcomes</b>	<p>Students</p> <ul style="list-style-type: none"> <li>- can articulate what it means to be more resilient</li> <li>- continue to minimise in-class and yard incidents as recorded on XUNO</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- greater focus on student learning outcomes</li> <li>- use student voice more effectively to negotiate activities with students to promote engagement</li> <li>- students are more willing to engage in school activities</li> <li>- students feel that all situations are dealt with fairly</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- students more engaged</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- return to high results in the Student Attitudes to School Survey. Results have dipped significantly this year due to a number of factors.</li> <li>- reduce the perceived instances of bullying</li> <li>- improved attendance</li> <li>- less time spent on behaviour management</li> <li>- parents more connected to school and there are less complaints</li> <li>- less students needing to access social skills programs</li> <li>- SWPBS language part of school culture</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Primary Welfare Officer employed	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Wellbeing Coordinator employed 3 days per week. She is a teacher and counsellor.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Purchase of equipment to support play time programs	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase programs such as You Can Do It! to support our Social Skills Programs	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage with local services to provide Information to parents on bullying, cyber safety and other common concerns	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	School Alignment with FISO  That over the period of the next strategic plan the school fully implements FISO initiatives of: - Building practice excellence - Curriculum planning and assessment - Building communities			
<b>12 Month Target 3.1</b>	To establish a clear academic focus for Rockbank Primary School with the establishment of a School Improvement Team to drive significant improvement in planning, documentation and teacher collaboration.			
<b>KIS 1</b> Building leadership teams	To create a School Improvement Team that can drive curriculum decisions and enable consistent approaches to teaching.			
<b>Actions</b>	- Enable teachers trained in Leadership of Literacy and Numeracy to utilise these skills - Create a team that includes a whole school approach to literacy and numeracy consisting of the Principal, Learning Specialist,			

	<p>Literacy Leader and Numeracy Leader</p> <ul style="list-style-type: none"> <li>- Regular meetings to discuss progress of individual students through a data wall and data analysis</li> <li>- Guided and targeted approaches to improvement by identifying students in need of support and extension and providing timelines and strategies to ensure improvement</li> </ul>			
<b>Outcomes</b>	<p>Teachers will have to be in on the process to ensure it is not about taking students away to be 'fixed.' All improvements and extensions should be part of a wider strategy linked into a student's Individual Learning Plan. The SIT will discuss ways to use staff employed for this purpose to carry out sessions in LLI, numeracy support and writing support or extension. All decisions will be data led and data based. Students will be part of the process for improvement and they will be made aware of the program they are part of and their role in it.</p> <p>Students</p> <ul style="list-style-type: none"> <li>- more able to engage with classroom activities</li> <li>- targeted support will increase differentiation</li> <li>- data will drive decision making</li> <li>- students more involved in the process</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- feeling more supported</li> <li>- ability to provide targeted assistance to some students</li> <li>- ability to extend those who need it</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- more able to track student progress</li> <li>- there will be a leadership team</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- greater engagement in class</li> <li>- greater focus on student learning outcomes</li> <li>- less time spent on behaviour management due to engagement</li> <li>- data wall will provide clear knowledge of student progress</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teacher hired one day per week to cover Learning Specialist to support teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
Participation in PLC Professional Learning program at Bastow	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$140,000.00	\$140,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$140,000.00</b>	<b>\$140,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Numeracy Consultant hired to support implementation of cohesive and differentiated numeracy program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
- Use of XUNO/Accelerus for data collection - Essential Assessment and PAT-R & PAT-M tests purchased - Google Sheets used for data collection and analysis	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Provide time to complete PLTs by hiring a teacher for an extra day per week	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
- Literacy consultant hired to implement a literacy program in line with High Impact Teaching Strategies - Data collected in line with assessment schedule - Data analysed in teams and with the assistance of a	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00

coach or consultant - Planning for individualised success based on goals and targets related to the Victorian Curriculum				
Provide a teacher for 3 days per week to support extension and intervention programs as well as peer observations and coaching	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$35,000.00	\$35,000.00
Wellbeing Coordinator employed 3 days per week. She is a teacher and counsellor.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
Purchase of equipment to support play time programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Purchase programs such as You Can Do It! to support our Social Skills Programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Engage with local services to provide Information to parents on bullying, cyber safety and other common concerns	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
<b>Totals</b>			\$140,000.00	\$140,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Numeracy Consultant hired to support implementation of cohesive and differentiated numeracy program	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Numeracy consultant	<input checked="" type="checkbox"/> On-site
- Professional Learning provided to staff in High Impact Teaching Strategies - PL in implementation of a shared literacy program - PL in effective PLCs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide time to complete PLTs by hiring a teacher for an extra day per week	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Literacy consultant hired to implement a literacy program in line with High Impact Teaching Strategies - Data collected in line with assessment schedule - Data analysed in teams and with the assistance of a coach or consultant	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Literacy Consultant	<input checked="" type="checkbox"/> On-site

- Planning for individualised success based on goals and targets related to the Victorian Curriculum						
Engage with local services to provide Information to parents on bullying, cyber safety and other common concerns	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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
Participation in PLC Professional Learning program at Bastow	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow