

# 2022 Annual Implementation Plan

for improving student outcomes

Reservoir Views Primary School (5523)



Submitted for review by Stephen Stafford (School Principal) on 09 March, 2022 at 01:28 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 20 March, 2022 at 10:00 AM

Endorsed by Bec Wood (School Council President) on 17 May, 2022 at 01:37 AM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>Despite the vast amount of remote teaching and learning that took place in 2020/2021, we have been able to implement a significant amount of practice change including:</p> <ul style="list-style-type: none"> <li>- consistency in documentation and teaching practice across F-6</li> <li>- tracking systems and scope and sequence documents in Literacy and Numeracy</li> <li>- maths fluency checklists and continuum documents</li> <li>- conferencing documents in Literacy</li> <li>- whole-school assessment schedule</li> <li>- regular formative assessments in literacy and numeracy to inform teaching and learning</li> </ul>
---------------------------------------	--

	<ul style="list-style-type: none"> <li>- 90min reading session including both word recognition and language comprehension</li> <li>- consistency in the teaching of phonics across F-2 and morphology in 3-6</li> <li>- IEPs for every student in the school</li> <li>- MiniLit intervention program through TLI funding program</li> </ul>
<p><b>Considerations for 2022</b></p>	<p>Continue to develop our evidence-based approach/understanding to teaching and learning, in particular, the science of reading, synthetic phonics instruction</p> <p>A focus on revisiting our current school vision and values with all stakeholders</p> <p>Continuing to focus on a response to intervention model for Reservoir Views</p> <p>A focus on engaging our community in the daily life of our school (subject to Covid-19 restrictions)</p> <p>Continuing to focus on strengthening relationships/partnerships between families/carers, students and the school (IEP process for every student).</p> <p>Continuing to focus on student growth through consistent and ongoing use of data within Professional Learning Teams.</p> <p>A focus on ongoing gathering, analysis and action with students wellbeing data.</p> <p>Continuing to focus on utilising student voice and building agency across the school.</p> <p>Developing a best practice partnership with Reservoir East Primary School</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	<b>Support for the 2022 Priorities</b>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve learning growth for all students
<b>Target 2.1</b>	<p><b>NAPLAN – Benchmark growth</b></p> <p>By 2023, the percentage of NAPLAN Benchmark Growth Year 3 to Year 5 will increase:</p> <ul style="list-style-type: none"> <li>● Year 3 to 5 Reading from 80 percent (2019) to 85 percent</li> <li>● Year 3 to 5 Writing from 60 percent (2019) to 77 percent</li> <li>● Year 3 to 5 Numeracy from 80 percent (2019) to 85 percent</li> </ul>
<b>Target 2.2</b>	<b>NAPLAN – Band</b>

	<p>By 2023, increase the percentage of students achieving in the middle and top two bands of NAPLAN</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 70 percent (2019) to 95 percent:</li> <li>• Writing from 82 percent (2019) to 93 percent</li> <li>• Numeracy from 63 percent (2019) to 90 percent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 74 percent (2019) to 90 percent</li> <li>• Writing from 67 percent (2019) to 88 percent</li> <li>• Numeracy from 82 percent (2019) to 85 percent</li> </ul>
<p><b>Target 2.3</b></p>	<p><b>English as an Additional Language (EAL)</b></p> <p>By 2023, EAL learning outcome will improve to <i>(insert measure once data has been accurately captured for this student cohort in 2020)</i></p>
<p><b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment</p>	<p>Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.</p>
<p><b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies</p>	<p>Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.</p>
<p><b>Key Improvement Strategy 2.c</b></p>	<p>Enhance data collection, analysis and evaluation of student learning growth over time.</p>

Evaluating impact on learning	
<b>Key Improvement Strategy 2.d</b> Instructional and shared leadership	Implement a whole school approach to English as an Additional Language (EAL)
<b>Goal 3</b>	To improve student engagement in learning
<b>Target 3.1</b>	By 2023, the number of students who have missed 20 plus days of school will decrease to 15 percent or below for each cohort (29% in 2019).
<b>Target 3.2</b>	By 2023, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors: <ul style="list-style-type: none"> <li>• Stimulated learning from 89 percent (2019) to 94 percent</li> <li>• Self-regulation and goal setting from 92 percent (2019) to 94 percent</li> <li>• Student voice and agency from 84 percent (2019) to 90 percent</li> </ul>
<b>Target 3.3</b>	By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors: <ul style="list-style-type: none"> <li>• Academic emphasis from 70 percent (2019) to 90 percent</li> <li>• Collective efficacy from 78 percent (2019) to 88 percent</li> <li>• Teacher collaboration from 72 percent (2019) to 85 percent</li> </ul>
<b>Target 3.4</b>	By 2023, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:

	<ul style="list-style-type: none"> <li>• Student connectedness 92 percent (2019) to 93 percent</li> <li>• School communication 89 percent (2019) to 92 percent</li> <li>• Teacher communication 81 percent (2019) to 90 percent</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Staff empower students to have a democratic voice in the running of their leaning communities
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Staff co-design opportunities for students to exercise authentic agency in their own learning
<b>Goal 4</b>	To improve the resilience, health and wellbeing of all students
<b>Target 4.1</b>	<p>By 2023, the positive percentage endorsement rate on AToSS will improve in the factors:</p> <ul style="list-style-type: none"> <li>• Resilience from 87 percent (2019) to 93 percent</li> <li>• School connectedness (sense of belonging) from 89 percent (2019) to 92 percent</li> <li>• Advocate at school from 97 percent (2019) to 98 percent</li> </ul>
<b>Target 4.2</b>	By 2023, the positive percentage endorsement rate in the SSS in the Trust in students and parents increases from 70 percent (2019) to 80 percent.



<b>Target 4.3</b>	<p>By 2023, the positive percentage endorsement rate improvement in the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills 87 percent (2019) to 92 percent</li> <li>• Managing bullying 81 percent (2019) to 92 percent</li> <li>• Respect for diversity 89 percent (2019) to 93 percent</li> <li>• Promoting positive behaviour 86 percent (2019) to 93 percent</li> </ul>
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	<p>Embed the school’s vision, values, culture and the priorities driving the school improvement agenda throughout the school community to embed a positive climate for learning.</p>
<b>Key Improvement Strategy 4.b</b> Instructional and shared leadership	<p>Further develop and embed a distributive instructional leadership model.</p>
<b>Key Improvement Strategy 4.c</b> Building communities	<p>Embed Professional Learning Communities to ensure continuous focus on an inquiry cycle for student learning outcome growth.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the overall percentage of students making above benchmark growth in NAPLAN writing from 16% to 24%</p> <p>Increase the school-wide positive endorsement of the AToSS sub-factor 'I know ways to calm myself down' from 78% to 85%</p> <p>- Increase the school-wide positive endorsement of the AToSS sub-factor 'I know ways to calm myself down' from 67% to 75% for year 5 students</p> <p>Increase the school-wide positive endorsement of the AToSS factor 'Normal Resilience' from 67% to 72%</p> <p>- Decrease the positive endorsement of the AToSS factor 'Low Resilience' from 33% to 25% for year 5 students</p> <p>Increase the school-wide positive endorsement of the Parent Opinion Survey factor 'This school provides diverse programs for my child's interests and abilities from 76% to 80%</p>
	No	NAPLAN – Benchmark growth	

To improve learning growth for all students	<p>By 2023, the percentage of NAPLAN Benchmark Growth Year 3 to Year 5 will increase:</p> <ul style="list-style-type: none"> <li>• Year 3 to 5 Reading from 80 percent (2019) to 85 percent</li> <li>• Year 3 to 5 Writing from 60 percent (2019) to 77 percent</li> <li>• Year 3 to 5 Numeracy from 80 percent (2019) to 85 percent</li> </ul>	
	<p><b>NAPLAN – Band</b></p> <p>By 2023, increase the percentage of students achieving in the middle and top two bands of NAPLAN</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 70 percent (2019) to 95 percent:</li> <li>• Writing from 82 percent (2019) to 93 percent</li> <li>• Numeracy from 63 percent (2019) to 90 percent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 74 percent (2019) to 90 percent</li> <li>• Writing from 67 percent (2019) to 88 percent</li> <li>• Numeracy from 82 percent (2019) to 85 percent</li> </ul>	
	<p><b>English as an Additional Language (EAL)</b></p>	

		By 2023, EAL learning outcome will improve to <i>(insert measure once data has been accurately captured for this student cohort in 2020)</i>	
To improve student engagement in learning	No	By 2023, the number of students who have missed 20 plus days of school will decrease to 15 percent or below for each cohort (29% in 2019).	
		<p>By 2023, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 89 percent (2019) to 94 percent</li> <li>• Self-regulation and goal setting from 92 percent (2019) to 94 percent</li> <li>• Student voice and agency from 84 percent (2019) to 90 percent</li> </ul>	
		<p>By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 70 percent (2019) to 90 percent</li> <li>• Collective efficacy from 78 percent (2019) to 88 percent</li> <li>• Teacher collaboration from 72 percent (2019) to 85 percent</li> </ul>	

		<p>By 2023, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Student connectedness 92 percent (2019) to 93 percent</li> <li>• School communication 89 percent (2019) to 92 percent</li> <li>• Teacher communication 81 percent (2019) to 90 percent</li> </ul>	
To improve the resilience, health and wellbeing of all students	No	<p>By 2023, the positive percentage endorsement rate on AToSS will improve in the factors:</p> <ul style="list-style-type: none"> <li>• Resilience from 87 percent (2019) to 93 percent</li> <li>• School connectedness (sense of belonging) from 89 percent (2019) to 92 percent</li> <li>• Advocate at school from 97 percent (2019) to 98 percent</li> </ul>	
		<p>By 2023, the positive percentage endorsement rate in the SSS in the Trust in students and parents increases from 70 percent (2019) to 80 percent.</p>	
		<p>By 2023, the positive percentage endorsement rate improvement in the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills 87 percent (2019) to 92 percent</li> <li>• Managing bullying 81 percent (2019) to 92 percent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Respect for diversity 89 percent (2019) to 93 percent</li> <li>• Promoting positive behaviour 86 percent (2019) to 93 percent</li> </ul>	
--	--	---	--

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
<b>12 Month Target 1.1</b>	<p>Increase the overall percentage of students making above benchmark growth in NAPLAN writing from 16% to 24%</p> <p>Increase the school-wide positive endorsement of the AToSS sub-factor 'I know ways to calm myself down' from 78% to 85%          - Increase the school-wide positive endorsement of the AToSS sub-factor 'I know ways to calm myself down' from 67% to 75% for year 5 students</p> <p>Increase the school-wide positive endorsement of the AToSS factor 'Normal Resilience' from 67% to 72%          - Decrease the positive endorsement of the AToSS factor 'Low Resilience' from 33% to 25% for year 5 students</p> <p>Increase the school-wide positive endorsement of the Parent Opinion Survey factor 'This school provides diverse programs for my child's interests and abilities from 76% to 80%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	Increase the overall percentage of students making above benchmark growth in NAPLAN writing from 16% to 24%  Increase the school-wide positive endorsement of the AToSS sub-factor 'I know ways to calm myself down' from 78% to 85% - Increase the school-wide positive endorsement of the AToSS sub-factor 'I know ways to calm myself down' from 67% to 75% for year 5 students  Increase the school-wide positive endorsement of the AToSS factor 'Normal Resilience' from 67% to 72% - Decrease the positive endorsement of the AToSS factor 'Low Resilience' from 33% to 25% for year 5 students  Increase the school-wide positive endorsement of the Parent Opinion Survey factor 'This school provides diverse programs for my child's interests and abilities from 76% to 80%
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs  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 through Individual Education Plans  Develop a partnership with Reservoir East Primary School to establish an evidence-based model of best practice teaching and learning
<b>Outcomes</b>	Students understand where they are at with their learning, and what they need to do next to improve Students participate in point of need learning tasks Students apply learning to complete formative assessment tasks Students provide feedback to teachers to inform planning



	<p>Students in need of targeted support or intervention will be identified and supported</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their learning needs</p> <p>Students will experience success and celebrate this during term based IEP meetings</p> <p>Teachers understand and explicitly use differentiated learning activities across subject areas</p> <p>Teachers will confidently and accurately identify student learning needs of all their students</p> <p>Teachers will provide regular feedback and monitor student progress using regular conferences and the use of whole school tracking documents</p> <p>Tutors will provide targeted academic support to students</p> <p>Teachers and tutors use data from formative assessments to engage in regular conversation about student learning, including developing new learning goals for students and identifying students for TLI support</p> <p>Leaders provide teachers and tutors with the resources to collaborate, including structures for data and curriculum sharing, and formal meeting times</p> <p>Leaders support teaching staff to build differentiation practices</p> <p>Leaders support staff from both Reservoir Views and Reservoir East Primary School with resources to collaborate, including structures for data and curriculum sharing</p>			
<p><b>Success Indicators</b></p>	<p>Lesson and unit plans reflect literacy intervention approach</p> <p>MiniLit SAGE successfully implemented across both Reservoir East and Reservoir Views Primary Schools</p> <p>Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/teacher collaboration time and tutor planning time timetabled</p> <p>Teacher Judgements / summative assessments reflect improved growth in students participating in intervention</p> <p>Curriculum documentation shows evidence of planning for learning at individual students' point of need</p> <p>Shared problem of practice and improvement partnership agreement developed for both schools</p> <p>Notes from TLI meetings will show plans to support individual student needs</p> <p>Student IEPs developed for every student in the school</p> <p>Student IEPs will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed</p> <p>Teacher judgements / summative assessments reflect improved growth for students</p> <p>Evidence-based teaching and learning model/guide developed for both schools</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Developing a shared problem of practice, long term commitment and partnership agreement between both schools. A commitment of the leadership teams of both schools to explore current curriculum practices and structures.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$8,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
TLI funding and equity money utilised to employ 0.8 teachers to run MiniLit sage program (sharing with REPS) to target Tier 2 student needs.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to develop data literacy of teachers to inform teaching and learning and improve the accuracy of their teacher judgment	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will

				be used which may include DET funded or free items
Continue to refine Professional Learning Team structures and processes to ensure consistency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduction student-led IEP meetings each term	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish/embed processes and protocols that refer/ensure at-risk students/students with specific learning needs receive support.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish/embed consistent approaches to formative assessment (assessment schedule, data storage platforms, accessibility)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use PLTs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish/support staff to embed the use of data walls and tracking documents to inform targeted planning	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use digital channels of communication to provide regular updates on weekly student learning programs (further explore SeeSaw family for F-2 and GoogleClassroom for 3-6)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will

				be used which may include DET funded or free items
Learning Specialist to work within each PLT coaching and modelling within classrooms and meetings to ensure consistent approach to teaching and learning at RVPS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of peer observation and classroom learning walks to ensure a consistent approach to teaching and learning (possible PPD use)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation of extended morning reading sessions of 90 minutes	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
MiniLit SAGE resources purchased	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
TLI staff trained in MiniLit SAGE	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,700.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Update school IEP document to align with DET template	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for staff to write, review and regularly update IEPs	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will



				be used which may include DET funded or free items
Support teacher collaboration and reflection to strengthen teaching practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Fortnightly meetings between the principal class of Reservoir Views and Reservoir East Primary Schools to establish partnership direction	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leaders will support teachers to differentiate within the curriculum through the analysis of regular formative and summative data	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> PLT Leaders		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to implement consistent evidence based literacy practices in the Science of Reading		<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
<b>Actions</b>	Implement a systematic, cognitive-behavioural approach such as the Zones of Regulation framework  Develop a multi-tiered response model to support students' mental health				

<b>Outcomes</b>	<p>Students able to recognise and respond to their behaviours, major and minor as outlined in the Zones of Regulation framework</p> <p>Teachers collaboratively develop social skills lessons to explicitly teach Zones of Regulation framework expected behaviours, weekly and through classroom/ cohort meetings</p> <p>Teachers collect and collaboratively analyse student behaviour data using the learning management system</p> <p>Teachers use consistent language to discuss positive behaviours, and major and minor behaviours</p> <p>Leaders ensure that the whole school community has been consulted to develop the Zones of Regulation framework mission statement and shared vision</p> <p>Leaders provide opportunity for the Zones of Regulation framework team to lead and sustain the implementation and monitoring of SWPBS</p> <p>Parents/carers/kin understand the desired school behaviours and the procedures for responding to major and minor behaviours</p> <p>Collaborative approach to wellbeing with Reservoir East PS in Allied health and data</p> <p>NCCD collection and alignment to students, ensuring adjustments are accurate and individual to students</p> <p>Tracking of NCCD students through IEP process ensuring goals are achievable and met</p>			
<b>Success Indicators</b>	<p>Expected behaviours are displayed prominently throughout the school</p> <p>Behaviour records in learning management system</p> <p>Lesson plans/ curriculum documents demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours</p> <p>Use of Zones of Regulation framework language evident in peer observations</p> <p>Focus groups responses reflect improved relationships between staff and students, students and students</p> <p>Successful completion of the Zones of Regulation framework</p> <p>Reduced exclusionary discipline recorded in learning management system</p> <p>Begin to achieve a baseline of data for exclusionary practices</p> <p>Staff have a better understanding of NCCD and how adjustments support student outcomes</p> <p>Students are accurately being identified for the NCCD</p> <p>Students on NCCD are reaching their goals through appropriate adjustments</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Devote a whole school curriculum day to introduce the Zones of Regulation curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to Implement bullying prevention and cyber safety programs such as the e-Smart schools framework	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan how ongoing whole-school professional learning on the Zones of Regulation will be implemented and revisited throughout the year	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will

				be used which may include DET funded or free items
Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes - employing a psychologist 0.2 a week	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 2	\$1,000.00

health and identify how to support student needs	<input checked="" type="checkbox"/> Assistant Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule opportunities for the Zones of Regulation team to audit/monitor consistency of implementation across the school	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support students to re-engage through the arts through the introduction of various lunchtime clubs including choir, rock band and ensemble	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a Zones of Regulation team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will

				be used which may include DET funded or free items
Organise Learning Walks to observe staff practice and collect data on student experiences of Zones of Regulation	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Present information sessions to parents/carers/kin on the Zones of Regulation curriculum	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine our whole school behaviour guide to ensure it incorporates the Zones of Regulation approaches/curriculum	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00



	<input checked="" type="checkbox"/> School Improvement Team		to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reciprocal school visits to observe and provide feedback on Zones of Regulation practice	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop/explore possible school-wide reflective tool/assessment to measure changes in student/teacher Zones of Regulation framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop documents for NCCD collection and use of Adjustments to drive Individual Education Plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student leaders to conduct observations and collect data on student experiences in Zones of Regulation and learning	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will

				be used which may include DET funded or free items
Implement a continual approach to sharing of mental health resources within the community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Holding parent information sessions regarding mental health	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$100,000.00	\$95,500.00	\$4,500.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$100,000.00</b>	<b>\$95,500.00</b>	<b>\$4,500.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Developing a shared problem of practice, long term commitment and partnership agreement between both schools. A commitment of the leadership teams of both schools to explore current curriculum practices and structures.	\$8,000.00
TLI funding and equity money utilised to employ 0.8 teachers to run MiniLit sage program (sharing with REPS) to target Tier 2 student needs.	\$40,000.00
Establish/embed processes and protocols that refer/ensure at-risk students/students with specific learning needs receive support.	\$1,000.00
Learning Specialist to work within each PLT coaching and modelling within classrooms and meetings to ensure consistent approach to teaching and learning at RVPS	\$20,000.00
MiniLit SAGE resources purchased	\$3,000.00

Continue to implement consistent evidence based literacy practices in the Science of Reading	\$3,000.00
Devote a whole school curriculum day to introduce the Zones of Regulation curriculum	\$1,500.00
Continue to Implement bullying prevention and cyber safety programs such as the e-Smart schools framework	\$3,000.00
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes - employing a psychologist 0.2 a week	\$17,000.00
Schedule opportunities for the Zones of Regulation team to audit/monitor consistency of implementation across the school	\$3,000.00
Present information sessions to parents/carers/kin on the Zones of Regulation curriculum	\$1,500.00
Reciprocal school visits to observe and provide feedback on Zones of Regulation practice	\$3,000.00
<b>Totals</b>	<b>\$104,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Developing a shared problem of practice, long term commitment and partnership agreement between both schools. A commitment of the leadership teams of both schools to explore current curriculum practices and structures.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
TLI funding and equity money utilised to employ 0.8 teachers to run MiniLit sage program (sharing with REPS) to target Tier 2 student needs.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing
Establish/embed processes and protocols that refer/ensure at-risk students/students with specific learning needs receive support.	from: Term 1 to: Term 2	\$0.00	
Learning Specialist to work within each PLT coaching and modelling within classrooms and meetings to ensure consistent approach to teaching and learning at RVPS	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
MiniLit SAGE resources purchased	from: Term 1 to: Term 1	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Continue to implement consistent evidence based literacy practices in the Science of Reading	from: Term 1 to: Term 4	\$0.00	
Devote a whole school curriculum day to introduce the Zones of Regulation curriculum	from: Term 2	\$0.00	

	to: Term 2		
Continue to Implement bullying prevention and cyber safety programs such as the e-Smart schools framework	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes - employing a psychologist 0.2 a week	from: Term 1 to: Term 4	\$17,000.00	<input checked="" type="checkbox"/> School-based staffing
Schedule opportunities for the Zones of Regulation team to audit/monitor consistency of implementation across the school	from: Term 3 to: Term 4	\$0.00	<input checked="" type="checkbox"/> CRT
Present information sessions to parents/carers/kin on the Zones of Regulation curriculum	from: Term 2 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Reciprocal school visits to observe and provide feedback on Zones of Regulation practice	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$95,500.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to develop data literacy of teachers to inform teaching and learning and improve the accuracy of their teacher judgment	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<input checked="" type="checkbox"/> On-site
Introduction student-led IEP meetings each term	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site
Establish/embed consistent approaches to formative assessment (assessment schedule, data storage platforms, accessibility)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site



Learning Specialist to work within each PLT coaching and modelling within classrooms and meetings to ensure consistent approach to teaching and learning at RVPS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning for staff to write, review and regularly update IEPs	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Continue to implement consistent evidence based literacy practices in the Science of Reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Devote a whole school curriculum day to introduce the Zones of Regulation curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Z.O.R staff	<input checked="" type="checkbox"/> On-site
Organise Learning Walks to observe staff practice and collect data on student experiences of Zones of Regulation	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site