2021 Annual Implementation Plan

for improving student outcomes

Reservoir Views Primary School (5523)

Submitted for review by Stephen Stafford (School Principal) on 04 December, 2020 at 09:13 AM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 28 April, 2021 at 12:09 PM
Endorsed by Jess Pitt (School Council President) on 29 April, 2021 at 01:35 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging
	Parents and carers as partners	Emerging

Enter your reflective comments	Reservoir Views Primary School undertook a school review in September 2019. A rigorous self-evaluation against all FISO improvement model dimensions took place involving all staff, student focus groups and parent focus groups. Due to the disruption caused by COVID-19 in 2020 and the limited time since our last self-evaluation, only the 6 High-impact Improvement Initiatives were reviewed annually. Changes were made in our evaluation against the FISO continua of practice in the areas of building practice excellence and building leadership teams.
Considerations for 2021	We will continue to develop the capacity of middle school leaders at Reservoir Views in 2021. This will include the development of instructional leaders (Professional Learning Team leaders) across all teaching teams. As well as focusing on the mandatory statewide priorities for 2021, we revisit and consolidate on 2020 AIP goals/targets and key improvement strategies that were interrupted due to COVID-19.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve learning growth for all students
Target 2.1	**NAPLAN – Benchmark growth** By 2023, the percentage of NAPLAN Benchmark Growth Year 3 to Year 5 will increase: • Year 3 to 5 Reading from 80 percent (2019) to 85 percent • Year 3 to 5 Writing from 60 percent (2019) to 77 percent • Year 3 to 5 Numeracy from 80 percent (2019) to 85 percent
Target 2.2	**NAPLAN – Band** By 2023, increase the percentage of students achieving in the middle and top two bands of NAPLAN Year 3

	• Reading from 70 percent (2019) to 95 percent: • Writing from 82 percent (2019) to 93 percent • Numeracy from 63 percent (2019) to 90 percent Year 5 • Reading from 74 percent (2019) to 90 percent • Writing from 67 percent (2019) to 88 percent • Numeracy from 82 percent (2019) to 85 percent
Target 2.3	**English as an Additional Language (EAL)** By 2023, EAL learning outcome will improve to *(insert measure once data has been accurately captured for this student cohort in 2020)*
Key Improvement Strategy 2.a Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.
Key Improvement Strategy 2.c Evaluating impact on learning	Enhance data collection, analysis and evaluation of student learning growth over time.
Key Improvement Strategy 2.d Instructional and shared leadership	Implement a whole school approach to English as an Additional Language (EAL)

Goal 3	To improve student engagement in learning
Target 3.1	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).
Target 3.2	By 2023, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors: • Stimulated learning from 89 percent (2019) to 94 percent • Self-regulation and goal setting from 92 percent (2019) to 94 percent • Student voice and agency from 84 percent (2019) to 90 percent
Target 3.3	By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors: • Academic emphasis from 70 percent (2019) to 90 percent • Collective efficacy from 78 percent (2019) to 88 percent • Teacher collaboration from 72 percent (2019) to 85 percent
Target 3.4	By 2023, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors: • Student connectedness 92 percent (2019) to 93 percent • School communication 89 percent (2019) to 92 percent • Teacher communication 81 percent (2019) to 90 percent

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Staff empower students to have a democratic voice in the running of their leaning communities
Key Improvement Strategy 3.b Empowering students and building school pride	Staff co-design opportunities for students to exercise authentic agency in their own learning
Goal 4	To improve the resilience, health and wellbeing of all students
Target 4.1	By 2023, the positive percentage endorsement rate on AToSS will improve in the factors: • Resilience from 87 percent (2019) to 93 percent • School connectedness (sense of belonging) from 89 percent (2019) to 92 percent • Advocate at school from 97 percent (2019) to 98 percent
Target 4.2	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.
Target 4.3	By 2023, the positive percentage endorsement rate improvement in the Parent Opinion Survey will be: • Confidence and resiliency skills 87 percent (2019) to 92 percent • Managing bullying 81 percent (2019) to 92 percent • Respect for diversity 89 percent (2019) to 93 percent • Promoting positive behaviour 86 percent (2019) to 93 percent

Key Improvement Strategy 4.a Intellectual engagement and self-awareness	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.
Key Improvement Strategy 4.b Instructional and shared leadership	Further develop and embed a distributive instructional leadership model.
Key Improvement Strategy 4.c Building communities	Embed Professional Learning Communities to ensure continuous focus on an inquiry cycle for student learning outcome growth.

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| --- | --- | --- | --- |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | The 6 to 12 month targets for the 3 2021 priorities will be developed with greater precision using baseline data gathered and further analysed at the beginning of 2021 |
| To improve learning growth for all students | Yes | **NAPLAN – Benchmark growth**
By 2023, the percentage of NAPLAN Benchmark Growth Year 3 to Year 5 will increase:

• Year 3 to 5 Reading from 80 percent (2019) to 85 percent
• Year 3 to 5 Writing from 60 percent (2019) to 77 percent
• Year 3 to 5 Numeracy from 80 percent (2019) to 85 percent | 2021 - Percentage of students meeting and exceeding NAPLAN Benchmark Growth
- Year 3 to 5 Reading, 60% meeting benchmark growth, 20% above
- Year 3 to 5 Writing, 40% meeting benchmark growth, 20% above
- Year 3 to 5 Numeracy, 60% meeting benchmark growth, 20% above |
| | | **NAPLAN – Band**
By 2023, increase the percentage of students achieving in the middle and top two bands of NAPLAN
Year 3

• Reading from 70 percent (2019) to 95 percent: | 2021 - Percentage of students achieving in the middle and top two bands of NAPLAN

Year 3
- Reading, 75%
- Writing, 85%
- Numeracy, 70% |

		• Writing from 82 percent (2019) to 93 percent • Numeracy from 63 percent (2019) to 90 percent Year 5 • Reading from 74 percent (2019) to 90 percent • Writing from 67 percent (2019) to 88 percent • Numeracy from 82 percent (2019) to 85 percent	Year 5 - Reading, 80% - Writing, 75% - Numeracy, 80%
		English as an Additional Language (EAL) By 2023, EAL learning outcome will improve to *(insert measure once data has been accurately captured for this student cohort in 2020)*	Baseline data for EAL students to be gathered throughout 2021
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).	
		By 2023, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors: • Stimulated learning from 89 percent (2019) to 94 percent • Self-regulation and goal setting from 92 percent (2019) to 94 percent • Student voice and agency from 84 percent (2019) to 90 percent	

		By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors: • Academic emphasis from 70 percent (2019) to 90 percent • Collective efficacy from 78 percent (2019) to 88 percent • Teacher collaboration from 72 percent (2019) to 85 percent	
		By 2023, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors: • Student connectedness 92 percent (2019) to 93 percent • School communication 89 percent (2019) to 92 percent • Teacher communication 81 percent (2019) to 90 percent	
To improve the resilience, health and wellbeing of all students	No	By 2023, the positive percentage endorsement rate on AToSS will improve in the factors: • Resilience from 87 percent (2019) to 93 percent • School connectedness (sense of belonging) from 89 percent (2019) to 92 percent • Advocate at school from 97 percent (2019) to 98 percent	

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.

By 2023, the positive percentage endorsement rate improvement in the Parent Opinion Survey will be:

- Confidence and resiliency skills 87 percent (2019) to 92 percent
- Managing bullying 81 percent (2019) to 92 percent
- Respect for diversity 89 percent (2019) to 93 percent
- Promoting positive behaviour 86 percent (2019) to 93 percent

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	The 6 to 12 month targets for the 3 2021 priorities will be developed with greater precision using baseline data gathered and further analysed at the beginning of 2021	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes

KIS 3 Building communities	Connected schools priority	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 2021.	

Goal 2	To improve learning growth for all students	
12 Month Target 2.1	2021 - Percentage of students meeting and exceeding NAPLAN Benchmark Growth - Year 3 to 5 Reading, 60% meeting benchmark growth, 20% above - Year 3 to 5 Writing, 40% meeting benchmark growth, 20% above - Year 3 to 5 Numeracy, 60% meeting benchmark growth, 20% above	
12 Month Target 2.2	2021 - Percentage of students achieving in the middle and top two bands of NAPLAN Year 3 - Reading, 75% - Writing, 85% - Numeracy, 70% Year 5 - Reading, 80% - Writing, 75% - Numeracy, 80%	
12 Month Target 2.3	Baseline data for EAL students to be gathered throughout 2021	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.	No
KIS 3 Evaluating impact on learning	Enhance data collection, analysis and evaluation of student learning growth over time.	No
KIS 4 Instructional and shared leadership	Implement a whole school approach to English as an Additional Language (EAL)	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.	These have been selected for 2021 as to consolidate/continue with work that was interrupted in 2021. Not having students on-site learning for the majority of 2020 affected the progress of these KIS in 2020.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	The 6 to 12 month targets for the 3 2021 priorities will be developed with greater precision using baseline data gathered and further analysed at the beginning of 2021
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	- Implementation of a modified approach to instruction of English and Mathematics curriculum at Reservoir Views Primary School. - Implementing a response to intervention model at Reservoir Views Primary School
Outcomes	Teachers will confidently identify student learning needs through consistent use of screening measures and diagnostic testing Teachers will confidently be implementing a two and a half-hour literacy block incorporating reading and writing with a focus on reading (in particular, phonics/phonemic awareness) Teachers will confidently and regularly collaborate with the response to intervention staff to monitor the progress of students Intervention staff will have consistently implemented MiniLit (F-2) and MacqLit (3-6) Leaders have implemented processes that allow for a clear line of sight and collaboration between SIT, classroom teachers and intervention staff Students will know how our instructional model is structured and how this supports their learning
Success Indicators	Teacher formative assessment data and teacher judgement data (F and P BAS, PAT reading, MiniLit and MacqLit data) Screening data (PAST, letter sound assessment) Classroom observations and learning walks show consistent language

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of an extended morning reading session of 90 minutes	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00

				☑ Equity funding will be used
Employing a classroom teacher 0.4 to run MiniLit program for students within F-2	☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Implementation of student learning plans / goals for every students in the school. Each student will have a learning plan including three goals for each term; reading, number and social capabilities.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Learning Specialist to work with intervention teachers to develop a consistent approach to implementation and tracking	☑ Learning Specialist(s) ☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Integration support staff to run MiniLit and MacqLit intervention program with Year 1 to 6 students.	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Using Tutor money to employ a classroom teacher 0.8 to run MiniLit program for students F-2	☑ Literacy Support ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$67,000.00 ☐ Equity funding will be used
Establishing a consistent approach to gathering diagnostic and screening data	☑ School Improvement Team	☑ PLP Priority	from: Term 1	$2,000.00

				to: Term 2	☑ Equity funding will be used
Ongoing professional learning and reflection on structure of 2 1/2 hour literacy block	☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Implementation of classroom observations and learning walks to ensure consistent approach to Literacy teaching and learning	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Developing protocols for classroom observations and learning walks	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Whole school professional learning on data literacy / using formative assessments/tools (PAST, letter sound, MultiLit data)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Engaging with SSS speech and allied health team to develop a consistent working model at Reservoir Views	☑ Allied Health ☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority				

Actions	- Build student capabilities to take ownership of their learning to support them to set, track and attain learning goals - Development of a whole-school behaviour management approach that utilises our whole-school communication system (Compass). - Develop our understanding of Student Voice and Agency through whole school and team professional learning - Develop collaborative practices and processes which support student voice and agency - Inclusion of student's voice in curriculum planning and decision making processes throughout the school
Outcomes	Students will: Develop their understanding of feedback through targeted lessons Engage in opportunities to give and receive feedback Apply feedback to enhance teaching and learning opportunities Participate in the development of an agreed set of expectations around feedback Be able to verbalise their Learning Intention and Success Criteria in each lesson Teachers will: - Unpack LI and SC with students and use consistent language such as 'how will I be successful today?' - Provide an opportunity for student voice in the classroom - Address what a 'culture of feedback' looks like at our school - Develop protocols to enhance a culture of feedback within classrooms - Conduct student surveys to collect student opinion data and feedback on teaching and learning in the classroom - Involve students in decision making through kitchen garden program, JSC, student leaders, classroom inquiry - Display student learning goals and have student learning goals available and visible to all students Leaders will: - Successfully implement and lead professional learning to ensure consistent understanding of how to deepen student voice and agency across the school - Monitor the implementation of strategies to develop authentic student voice and agency - Reflect and provide feedback to staff through learning walks, peer observation, coaching and performance review process - Promote a culture of feedback throughout the school
Success Indicators	Student Voice and Agency survey data analysed and acted upon by the Learning Communities Planning documents to reflect Student Voice and Agency survey responses Improved response in feedback based questions in student surveys and AtSS Evidence of student involvement in decision-making process Regular and focused grade level PLTs have occurred to ensure consistent implementation of student goal setting and feedback

	Student Leaders have developed their skills and knowledge of leadership and have lead targeted projects and celebrations throughout the year				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
A focus on the implementation/use of circle time across the school	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Equity funding will be used
Focus on cyber-safety across the school. Teacher, students and parent/family information sessions	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Further develop whole-school behaviour expectations, protocols and procedures.	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Equity funding will be used
Unpacking attendance data and developing whole-school approach to early identification and intervention of unexplained absence. Education and promotion in newsletters and celebrating in assemblies.	☑ All Staff ☑ PLC Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Development of student leadership policy and guidelines at RVPS. Student, staff and community involvement in this process; establishing a community vision.	☑ School Improvement Team ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Equity funding will be used

Students involved in providing feedback during staff term planning meetings.	☑ All Staff ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional Learning with staff using Amplify and developing student voice and agency through Curriculum Team	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used
Establishment of mid-term 'culture' audits within each Professional Learning Team to gauge student voice on an ongoing basis	☑ All Staff ☑ PLT Leaders ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student-led feedback/focus sessions with the School Improvement Team at least twice per term	☑ School Improvement Team ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Further development of roles of student leaders - House Captains, School Captains, Sustainability Champions etc	☑ PLT Leaders ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
The implementation of student led peer activities across the school to increase student engagement and well-being.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used

KIS 3 Building communities	Connected schools priority				
Actions	Build staff capability to integrate digital learning to enhance teaching and learning at Reservoir Views Strengthen and embed a school-wide approach to communication with parents/carers, incorporating the new ways in which we connected with our community during remote learning in 2020				
Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities				
Success Indicators	Observations and learning walks demonstrate use of digital learning Documentation of school digital policies Whole school surveys (SSS, AToSS, term audits)) Student/staff/parent/carers focus groups and interviews Consistent use of Seesaw (F-2) and Google Classroom (3-6) to connect learning at home and at school				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Creation of multiple open mornings each term	☑ Assistant Principal ☑ PLT Leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Ongoing professional learning on integrating digital learning across teaching and learning	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	☑ All Staff ☑ PLT Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Continue to initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Expand community access to school newsletters, social media, and information sessions on use of Compass	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Actively engaging parents in the IEP process for every student at Reservoir Views	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Providing parents/carers with information, strategies and resources to link school and home learning	☑ PLT Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional learning on using Seesaw to share, celebrate and engage with parents	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$1,000.00 ☑ Equity funding will be used
Parent/carer information sessions throughout the year on safe use of technology, how parents/carers can be involved at Reservoir Views, human development etc	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☐ Equity funding will be used

Goal 2	To improve learning growth for all students
12 Month Target 2.1	2021 - Percentage of students meeting and exceeding NAPLAN Benchmark Growth - Year 3 to 5 Reading, 60% meeting benchmark growth, 20% above - Year 3 to 5 Writing, 40% meeting benchmark growth, 20% above - Year 3 to 5 Numeracy, 60% meeting benchmark growth, 20% above
12 Month Target 2.2	2021 - Percentage of students achieving in the middle and top two bands of NAPLAN Year 3 - Reading, 75% - Writing, 85% - Numeracy, 70% Year 5 - Reading, 80% - Writing, 75% - Numeracy, 80%
12 Month Target 2.3	Baseline data for EAL students to be gathered throughout 2021
KIS 1	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.

Curriculum planning and assessment	
Actions	Continue the whole school approach to enhancing reading and writing learning and teaching
Outcomes	Students will: - know and be able to verbalise their progression along the literacy continuum - be able to identify and work towards their learning goals in literacy - understand the writing and reading instructional model and explain their roles and responsibilities within this - apply consistent vocabulary in Literacy including technical/subject-specific vocabulary such as narrative features/structure or guided/independent reading/reading journals. Teachers will: - use the literacy portal to develop planning documents - use student data/evidence in Professional Learning Team sessions to inform planning - implement the assessment schedule and document data using whole-school data templates - analyse and use data/evidence such as F+P, PAT and on-going formative assessments to inform planning and improve learning - use consistent language in Literacy and understand the progression across year levels - use whole-school planning templates consistently - ensure all students have achievable literacy goals which are constantly updated - develop scope and sequence documents to ensure consistency in the language and progression across year levels collecting writing samples and moderation across the school - implement sound and word walls across F-6 (F-4 sound wall, 5-6 word wall) Leaders will: - Develop teaching and learning manual documentation / instructional model linked to FISO - Model whole-school literacy strategies and practices to staff members - Coach/mentor staff members to develop their knowledge and practice in literacy practice/key improvement areas - Be available for support in PLT meetings to ensure a consistent approach to Literacy teaching and learning.
Success Indicators	Student growth as evidenced by- student writing samples, reading journal samples, data wall, F+P assessment, EOI, PAT Visible goal setting and targets in classrooms Use of data walls to track and monitor student growth in reading. Implementation of reading journals Implementation of Individual Education Plans (IEP) for each student

	Tracking of student goals and keeping conferencing notes on student progress

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Developing and implementing a whole school Fountas and Pinnell student tracking wall and tracking wall for intervention and MiniLit data	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$1,500.00 ☑ Equity funding will be used
Whole school implementation of writer's workshop at RVPS	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Learning Specialist to work with Professional Learning Teams coaching & modelling within classrooms and during weekly PLT meetings to ensure consistent approach to reading & writing at RVPS	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used
Use of whole school professional learning sessions to further explore Victorian Curriculum English and EAL curriculum to improve knowledge and build teacher capacity	☑ Learning Specialist(s) ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Staff Performance and Development goals form 2021 explicitly linked with our 2021 AIP key improvement strategies	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Further evaluation of and then implementation of a whole school assessment schedule	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
A focus of improving data literacy for all staff to improve accuracy between formative assessments and teacher judgement (F+P, BAS, PAT, MOI, EOI and NAPLAN)	☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Continued focus on creating a teaching and learning manual for Reservoir Views Primary School	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Continuing to renew literature resources within the school to implement classroom libraries	☑ All Staff ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$100,500.00	$100,500.00
Additional Equity funding	$0.00	$0.00
Grand Total	$100,500.00	$100,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Implementation of an extended morning reading session of 90 minutes	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$1,000.00	$1,000.00
Employing a classroom teacher 0.4 to run MiniLit program for students within F-2	from: Term 1 to: Term 4	☑ School-based staffing	$30,000.00	$30,000.00
Learning Specialist to work with intervention teachers to develop a consistent approach to implementation and tracking	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ CRT	$2,000.00	$2,000.00
Integration support staff to run MiniLit and MacqLit intervention program with Year 1 to 6 students.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Other	$3,000.00	$3,000.00

		MacLit resources		
Establishing a consistent approach to gathering diagnostic and screening data	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources ☑ CRT	$2,000.00	$2,000.00
Ongoing professional learning and reflection on structure of 2 1/2 hour literacy block	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00
A focus on the implementation/use of circle time across the school	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$500.00	$500.00
Focus on cyber-safety across the school. Teacher, students and parent/family information sessions	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$2,000.00	$2,000.00
Further develop whole-school behaviour expectations, protocols and procedures.	from: Term 1 to: Term 4	☑ CRT	$500.00	$500.00
Unpacking attendance data and developing whole-school approach to early identification and intervention of unexplained absence. Education and promotion in newsletters and celebrating in assemblies.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$1,000.00	$1,000.00
Development of student leadership policy and guidelines at RVPS. Student, staff and community involvement in this process; establishing a community vision.	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources	$1,000.00	$1,000.00

Professional Learning with staff using Amplify and developing student voice and agency through Curriculum Team	from: Term 2 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00
Further development of roles of student leaders - House Captains, School Captains, Sustainability Champions etc	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$1,000.00	$1,000.00
The implementation of student led peer activities across the school to increase student engagement and well-being.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$1,000.00	$1,000.00
Professional learning on using Seesaw to share, celebrate and engage with parents	from: Term 2 to: Term 3	☑ Professional development (excluding CRT costs and new FTE)	$1,000.00	$1,000.00
Developing and implementing a whole school Fountas and Pinnell student tracking wall and tracking wall for intervention and MiniLit data	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$1,500.00	$1,500.00
Learning Specialist to work with Professional Learning Teams coaching & modelling within classrooms and during weekly PLT meetings to ensure consistent approach to reading & writing at RVPS	from: Term 1 to: Term 4	☑ School-based staffing	$40,000.00	$40,000.00
Use of whole school professional learning sessions to further explore Victorian Curriculum English and EAL curriculum to improve knowledge and build teacher capacity	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00
Continued focus on creating a teaching and learning manual for Reservoir Views Primary School	from: Term 1	☑ Teaching and learning programs and resources	$1,000.00	$1,000.00

	to: Term 4			
Continuing to renew literature resources within the school to implement classroom libraries	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$6,000.00	$6,000.00
Totals			$100,500.00	$100,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation of an extended morning reading session of 90 minutes	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Implementation of student learning plans / goals for every students in the school. Each student will have a learning plan including three goals for each term; reading, number and social capabilities.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Departmental resources IEP templates to be modified	☑ On-site
Establishing a consistent approach to gathering diagnostic and screening data	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Ongoing professional learning and reflection on structure of 2 1/2 hour literacy block	☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Developing protocols for classroom observations and learning walks	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Whole school professional learning on data literacy / using formative assessments/tools (PAST, letter sound, MultiLit data)	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
A focus on the implementation/use of circle time across the school	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional Learning with staff using Amplify and developing student voice and agency through Curriculum Team	☑ All Staff	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Amplify	☑ On-site
Ongoing professional learning on integrating digital learning across teaching and learning	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Actively engaging parents in the IEP process for every student at Reservoir Views	☑ All Staff	from: Term 1	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

	☑ School Improvement Team	to: Term 4	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions		
Professional learning on using Seesaw to share, celebrate and engage with parents	☑ All Staff	from: Term 2 to: Term 3	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants possibly Seesaw staff	☑ On-site
Developing and implementing a whole school Fountas and Pinnell student tracking wall and tracking wall for intervention and MiniLit data	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Learning Specialist to work with Professional Learning Teams coaching & modelling within classrooms and during weekly PLT meetings to ensure consistent approach to reading & writing at RVPS	☑ All Staff ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site
Use of whole school professional learning sessions to further explore Victorian Curriculum English and EAL curriculum to improve knowledge and build teacher capacity	☑ Learning Specialist(s) ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site

Staff Performance and Development goals form 2021 explicitly linked with our 2021 AIP key improvement strategies	☑ All Staff	from: Term 1 to: Term 2	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Further evaluation of and then implementation of a whole school assessment schedule	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Lit and Num strategy and portal ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
A focus of improving data literacy for all staff to improve accuracy between formative assessments and teacher judgement (F+P, BAS, PAT, MOI, EOI and NAPLAN)	☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site