

Reservoir Views Primary School (5523) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Optimise learning growth for every student.

Goal 2: Enhance the wellbeing of all students.

KEY IMPROVEMENT STRATEGIES

KIS 1.b Assessment	KIS 2.a Engagement	KIS 2.b Engagement
Strengthening the approach to diagnostic, formative, and summative assessment in Numeracy and Literacy.	Develop and embed a holistic approach to wellbeing, including curriculum, that supports students to thrive.	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
Actions	Actions	Actions
- Build staff capacity in collecting and analysing formative assessment data in Numeracy and Literacy to better understand student achievement- Build teacher capability in moderating assessments to ensure consistency in teacher judgement across cohorts	- Strengthen a whole school consistent approach to wellbeing and behaviour through continued implementation of SWPBS structures, common expectations and clear processes.- Build staff capacity to plan for and deliver a cohesive SEL curriculum that integrates SWPBS, RRRR, ZOR, Celebration days and digital technology.- Develop an MHIPS system and processes to support student mental health, including documentation, personal learning and referral pathways.	- Strengthen and expand opportunities for student leadership and student-led initiatives across the school.- Build teacher capacity to use student feedback, PIVOT data, ATOSS data, and student-led reflection to shape learning experiences and classroom practices.
Tasks	Tasks	Tasks
Use Literacy and Numeracy teams to develop and implement instructional models	SWPBS- Consolidate whole-school SWPBS practices to ensure consistency.	Continue to implement and grow student-led leadership groups within the 5/6 area, ensuring regular meeting times, clear roles and authentic decision-making opportunities.
Unpack each year level's achievement standard, identifying core elements to support understanding of student progression	SWPBS- Monitor and analyse student behaviour using Pulse data and Compass Chronicles.	Implement regular student feedback routines across all cohorts, using PIVOT/ATOSS insights and reflection prompts to help students see how their feedback influences learning.
Undertake Whole school PL on responsive teaching and the role of formative assessment in the classroom	SWPBS- Develop a logical consequences referral document to support a shared approach.	Facilitate fortnightly cohort meetings to celebrate successes, including student-chosen values award recipients.
Embed consistent anecdotal note taking to support formative and summative assessment, as well as teacher judgement for planning and reporting	SWPBS- Provide coaching and support to staff to strengthen consistency and understanding of practices.	Implement the MALPA Young Doctors program across Years 3–6 to grow student confidence, wellbeing skills and leadership capacity.
Unpack VTLM 2.0 Element of Teaching: Supported Application with staff	SWPBS- Communicate behaviour expectations and wellbeing information to families through a Student Handbook.	Implement Sustainability Leaders (Year 4) and classroom environment leaders, representatives from each class to take ongoing action within the school.
Upskill teachers in understanding the Victorian Curriculum to support the development of common assessment tasks in literacy and numeracy	SWPBS- Increase the use of positive Compass Chronicles to recognise student success and regularly share positive behaviour with families.	Continue the Stand Up Project to strengthen students' sense of empowerment, inclusion and contribution.
Undertake whole school moderations in literacy and numeracy each term to ensure consistent teacher judgement	SEL- Develop a cohesive SEL Scope and Sequence incorporating SWPBS, RRRR, Zones, Celebration days and Digital Technology.	Embed opportunities for student choice and agency within units of work across curriculum areas, including options for task design.
Align assessment practices across the school	SEL- Combine and align wellbeing programs so they link clearly and support one another.	Implement the PLAY program for Year 5 to build leadership skills and promote positive peer interactions.
	SEL- Deliver HIW in-depth professional learning with staff to strengthen implementation.	
	MHIPS- Begin documentation for MHIPS continuum.	
	MHIPS- Establish a clear referral process for mental health support.	
	MHIPS- Provide professional learning for staff to build understanding of mental health, supports and pathways.	