

2023 Annual Implementation Plan

for improving student outcomes

Reservoir Views Primary School (5523)



Submitted for review by Stephen Stafford (School Principal) on 02 December, 2022 at 11:51 AM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 20 December, 2022 at 02:19 PM
Endorsed by Bec Wood (School Council President) on 20 March, 2023 at 10:55 AM

Self-evaluation Summary - 2023

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	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	

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

Support	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	

Enter your reflective comments	We are incredibly pleased of the continual improvement we are achieving at Reservoir Views. We feel that we have a very clear direction with what we want to focus on in the 2023 AIP this will align with the 2023 statewide priorities.
Considerations for 2023	<ul style="list-style-type: none"> - embedding new school vision, mission and values across the school - continued use of MiniLitSAGE and introduction of MacLit - further development of visible learning in classrooms for students based on IEP goals

	<ul style="list-style-type: none"> - use of LS to focus on classroom instruction/curriculum delivery - introduction of peer observation - specific focus on numeracy across the school (planning/documentation/data use/engagement) and how we are catering for highly capable students - use of mental health toolkit to employ psychologist 2 days per week - focus on parent/caregiver/guardian information sessions ranging from cyber safety, human development, strategies to support wellbeing of students and IEP goals - school review preparation - engaging with community networks (Res Neighborhood House etc) - continued connection with Reservoir East Primary, focus on numeracy - feedback and challenging conversations focus
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve learning growth for all students
Target 2.1	<p>NAPLAN – Benchmark growth By 2023, the percentage of NAPLAN Benchmark Growth Year 3 to Year 5 will increase:</p> <ul style="list-style-type: none"> • 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	<p>NAPLAN – Band By 2023, increase the percentage of students achieving in the middle and top two bands of NAPLAN Year 3</p> <ul style="list-style-type: none"> • Reading from 70 percent (2019) to 95 percent:

	<ul style="list-style-type: none"> • Writing from 82 percent (2019) to 93 percent • Numeracy from 63 percent (2019) to 90 percent <p>Year 5</p> <ul style="list-style-type: none"> • 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	<p>English as an Additional Language (EAL)</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>
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	<p>By 2023, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • 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	<p>By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • 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	<p>By 2023, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • 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	Staff empower students to have a democratic voice in the running of their leaning communities

Setting expectations and promoting inclusion	
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	<p>By 2023, the positive percentage endorsement rate on AToSS will improve in the factors:</p> <ul style="list-style-type: none"> • 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	<p>By 2023, the positive percentage endorsement rate improvement in the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> • 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
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>- By 2023, increase the proportion of students assessed as working above and beyond the expected level in Number and Algebra from 79% (2022) to 85% - By 2023, increase the proportion of students achieving the top two bands of NAPLAN - Year 3 Numeracy from 35% (2022) to 45%- By 2023, increase the proportion of students achieving the top two bands of NAPLAN - Year 5 Numeracy from 13% (2022) to 25%- By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Teacher Concern' from 81% (2020-2022) to 90% 2023*By 2023, increase positive endorsement of the AtoSS factor 'Teacher Concern' from 53% (2022) to 70% 2023 for Year 4 boys- By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Student Voice and Agency' from 70% (2020-2022) to 80% 2023- By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Sense of Confidence' from 75% (2020-2022) to 80% 2023</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"> • 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 	
		<p>NAPLAN – Band</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"> • Reading from 70 percent (2019) to 95 percent: • Writing from 82 percent (2019) to 93 percent • Numeracy from 63 percent (2019) to 90 percent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 74 percent (2019) to 90 percent • Writing from 67 percent (2019) to 88 percent • Numeracy from 82 percent (2019) to 85 percent 	
		<p>English as an Additional Language (EAL)</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>	
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"> • 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 	
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<p>To improve the resilience, health and wellbeing of all students</p>	<p>No</p>	<p>By 2023, the positive percentage endorsement rate on AToSS will improve in the factors:</p> <ul style="list-style-type: none"> • 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 	

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Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>- By 2023, increase the proportion of students assessed as working above and beyond the expected level in Number and Algebra from 79% (2022) to 85%</p> <p>- By 2023, increase the proportion of students achieving the top two bands of NAPLAN - Year 3 Numeracy from 35% (2022) to 45%</p> <p>- By 2023, increase the proportion of students achieving the top two bands of NAPLAN - Year 5 Numeracy from 13% (2022) to 25%</p> <p>- By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Teacher Concern' from 81% (2020-2022) to 90% 2023</p> <p>*By 2023, increase positive endorsement of the AtoSS factor 'Teacher Concern' from 53% (2022) to 70% 2023 for Year 4 boys</p> <p>- By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Student Voice and Agency' from 70% (2020-2022) to 80% 2023</p> <p>- By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Sense of Confidence' from 75% (2020-2022) to 80% 2023</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<ul style="list-style-type: none"> - By 2023, increase the proportion of students assessed as working above and beyond the expected level in Number and Algebra from 79% (2022) to 85% - By 2023, increase the proportion of students achieving the top two bands of NAPLAN - Year 3 Numeracy from 35% (2022) to 45% - By 2023, increase the proportion of students achieving the top two bands of NAPLAN - Year 5 Numeracy from 13% (2022) to 25% - By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Teacher Concern' from 81% (2020-2022) to 90% 2023 *By 2023, increase positive endorsement of the AtoSS factor 'Teacher Concern' from 53% (2022) to 70% 2023 for Year 4 boys - By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Student Voice and Agency' from 70% (2020-2022) to 80% 2023 - By 2023, increase the school-wide positive endorsement of the AtoSS factor 'Sense of Confidence' from 75% (2020-2022) to 80% 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on identifying appropriate diagnostic assessments to collect student data; starting with students in Foundation. Continue our partnership with Reservoir East Primary School with a focus to develop an evidence-based model of best practice numeracy teaching and learning.
Outcomes	<ul style="list-style-type: none"> - Students regularly have opportunities to demonstrate their learning - Students in need of targeted Numeracy academic support or intervention will be identified and supported - Students will know what the next steps are to progress their learning in Numeracy - Teachers will identify student learning needs in Numeracy based on diagnostic assessment data - Teachers will plan for differentiation based on student learning Numeracy data - Teachers use diagnostic, formative and summative assessment

	<ul style="list-style-type: none"> - Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments - Teachers design their own assessment materials including task outlines and rubrics - Teachers and leaders collaborate on the development and use of assessment materials - Teachers will provide targeted academic support to students through Numeracy goals in IEPs - Teachers use agreed processes to record student learning and well-being data - Teachers conduct regular literacy and numeracy conferences with students, set learning goals that are reflected in IEPs, model strategies and provide feedback - Leaders refer to evidence and DET resources to support their decisions - Leaders support staff to improve their assessment practices by prioritising time and providing professional learning opportunities - Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning - Leaders express high expectations about the differentiation support being provided and the need for ongoing monitoring of student learning - Leaders provide professional development for staff focusing on data and evidence 			
Success Indicators	<ul style="list-style-type: none"> - Student IEPs will describe adjustments to meet their needs, and implementation, monitoring, and evaluation will be observed. - Assessment schedules demonstrate a variety of diagnostic, formative, and summative assessment - Working group minutes show evidence of research and implementation - Timetabling reflects TLI as a priority - Data walls tracking student learning growth - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - The numeracy improvement team meeting agenda and minutes show a review of the numeracy instructional model - The percentage of students in the top two NAPLAN bands for numeracy will increase - Victorian Curriculum teacher judgments will show increased learning growth in Number and Algebra - Increased consistency of teacher judgments against NAPLAN (Panorama and SPA) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
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 develop numeracy improvement teams that will explore current numeracy curriculum practices, processes and structures at both schools.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Audit current assessment practices with a particular focus on the use of data obtained from the early years Mathematics Online Interview	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	<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
Learning Specialist to work out of the classroom in 2023 to work with each PLT coaching within classrooms and meetings to ensure there is a 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"/> School Improvement Team	<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
Deepen our commitment with TLI and our direction with MiniLit SAGE and extend this intervention with the introduction of MacqLit	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
Professional learning for staff to write, review and regularly update IEPs each term; a specific focus on ensuring numeracy goals are alligned to growth points identified in assessment data	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
updating MiniLit and MacqLit resources throughout the year	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<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
Fortnightly meetings between numeracy improvement teams from RVPS and REPS	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <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
MimiLit / MacqLit assessment tracking spreadsheets are refined to ensure classroom teachers and school leaders can monitor student progress on an ongoing basis	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Investigate evidence-based numeracy enrichment / high ability programs	<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 2	\$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
Visit schools within our network to observe numeracy enrichment / high-ability programs	<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 3	\$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

Tutor to receive professional learning that supports the MiniLit / MacqLit program	<input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Review and refine the whole school processes for data-tracking and storage to ensure it aligns with TLI tracking spreadsheet	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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 and conduct a staff survey that will identify professional learning needs for numeracy teaching and learning	<input checked="" type="checkbox"/> Learning Specialist(s)	<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
Analyse survey results, and organise specific professional learning for staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Investigating and implementing a middle years assessment numeracy assessment at RVPS	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Engaging with EILS, DSSI staff and DET staff such as data coaches to assist with school growth	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <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
All students F-3 2022 to undertake MOLI by end of Feb 2023	<input checked="" type="checkbox"/> All Staff	<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
evaluation and audit of numeracy resources within the school	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Evaluating, redeveloping and implementing and trialing an evidence based numeracy instructional model at both schools	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <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
Exploring and implementing an evidence based middle-years numeracy assessment that can be used to track student growth and provide future growth points	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Developing a Mathematics Online Interview student profile and tracking document for all studnets in Foundation to Year 3	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Staff professional learning on the mathematics growth points within the MOI and how these link with numeracy learning progressions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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

<p>Focus on the use of formative numeracy data within PLT meetings to meet student learning needs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <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
<p>Numeracy Improvement Teams of RVPS and REPS evaluating, redesigning and implementing an evidence based mathematics instructional model for both schools</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <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
<p>Whole school audit of available numeracy resources and materials</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Possible use of pupil-free day for numeracy professional learning (use of formative assessment, elements of instructional model, use of resources and manipulative for increased engagement)	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
All students in Foundation to Year 3 to have undertaken the Mathematics Online Interview by the end of February 2023	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach to physical, social, emotional, cultural, and civic wellbeing.			
Outcomes	<ul style="list-style-type: none"> - Students with emerging or acute well-being needs remain connected to school and peers and experience learning success - At-risk students will be identified and receive targeted support in a timely manner - Teachers will implement a range of interventions in their classrooms to support student wellbeing - Teachers will be able to recognise, respond to, and refer mental health emergencies - Teachers will plan for and implement social and emotional learning within their class practice - Teachers will support students with emerging or acute well-being needs to remain engaged in learning and connected to their peers - Leadership / allied health staff will support teachers to make adjustments for students within their classrooms - Leaders will support the continuous development, documentation, and revision of whole school wellbeing approaches 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation and student IEPs will show adjustment plans for social and emotional learning - Community attendance at information sessions - Improved attendance data for at-risk students - Student perception data such as PIVOT - Lesson plans demonstrate Respectful relationships, consent and body safety focus across the school - Progress against students' IEP goals - Community support resources displayed around the school and communicated to families will show how families can access/seek a range of supports - AtoSS factors student voice and agency, sense of inclusion and emotional awareness and regulation show increased positive endorsement 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruiting a psychologist (0.4) to support at-risk students, support our well-being team and work with teachers in classrooms to ensure adjustments are being made to support IEP goals	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to implement eSmart bullying prevention and cyber safety program	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<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
Organising cyber safety information sessions for our community	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <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
Trial the use of the Pivot feedback platform in years 3-6 to gain ongoing and formative data for teacher effectiveness and student wellbeing	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <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
Ongoing professional learning on the Zones of Regulation curriculum throughout the year to ensure there is consistent implementation and use of resources across the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Developing a resource list of allied and mental health services and agencies that are available within the City of Darebin for our families	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
Reviewing Start-Up activities at the beginning of each term to ensure there is a deeper focus on student connection, relationships and advocacy	<input checked="" type="checkbox"/> All Staff	<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
Assistant Principal, Student Services Support Officer and Psychologist coming together for fortnightly liaison team meetings, creating an Allied Health team.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Whole school student tracker. PLT leaders to ensure students are being tracked via data and student academic/ wellbeing needs ensuring all students are being catered for and referred appropriately.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <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
Restorative practice training for all staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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

<p>Preparing for Disability Inclusion funding model rollout in 2024 for NEMA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <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
<p>Continue to review and refine our school tracking documents used for NCCD collection to ensure adjustments are listed and clearly linked to IEP goals</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Reciprocal school visits with Reservoir East Primary School to observe and provide feedback on Zones of Regulation practice</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$4,000.00</p> <ul style="list-style-type: none"> <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 strengthen our relationship with external psychologist to provide onsite counselling for students	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant 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
Focus on body safety, sexuality, respectful relationships, and consent education across our school	<input checked="" type="checkbox"/> All Staff	<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
Purchasing body safety and consent resources	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 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
Organising 'Talking the Talk ' parent/guardian/caregiver information evening	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Continuing to implement student-driven lunchtime clubs that promote healthy habits and positive relationships	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
Revising and strengthening our students as leaders program that includes peer support training	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
A whole school focus on ensuring our new school vision statement, mission statement, and values underpin our work as a school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <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
Subsidising information sessions and programs for students and families	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <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

