

2025 Annual Implementation Plan

for improving student outcomes

Reservoir West Primary School (4711)



Submitted for review by Barbara Balliro (School Principal) on 18 December, 2024 at 03:27 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 20 March, 2025 at 10:10 AM

Self-evaluation summary

| | FISO 2.0 outcomes | Self-evaluation level |
|------------------------------|---|-----------------------|
| Learning | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | Embedding |
| Wellbeing | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | Evolving |
| | FISO 2.0 Dimensions | Self-evaluation level |
| 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 | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |

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| | 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 | |
| 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 and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |

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| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |
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| Future planning | As a result of this evaluation, we believe our implementation efforts need to be on student learning improvement in Numeracy, an increase in student wellbeing and to decrease student absences. |
| Documents that support this plan | |

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
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| Improve student learning outcomes in literacy and numeracy | Yes | By 2027 increase the percentage of students in NAPLAN exceeding and strong proficiency levels: <ul style="list-style-type: none"> • Year 3 reading maintain at 79% • Year 5 reading to increase from 71% (2023) to 82% • Year 3 numeracy maintain at 81% • Year 5 numeracy to increase from 70% (2023) to 73% | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. By 2026 increase the percentage of students in NAPLAN exceeding and strong proficiency levels: Year 3 reading to increase to 79% Year 5 reading to increase to 77% Year 3 numeracy to increase to 76% Year 5 numeracy to increase to 66% |
| | | By 2027, increase the percentage of positive endorsement in the School Staff Survey to the factors: <ul style="list-style-type: none"> • Understand how to analyse data from 74% (2023) to 78% • Use evidence to inform teaching practice from 88% (2023) to 92% | By 2026, increase the percentage of positive endorsement in the School Staff Survey to the factors: Understand how to analyse data from 73% (2024) to 76% Use evidence to inform teaching practice to maintain at 91% |
| | | By 2027, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors: <ul style="list-style-type: none"> • Differentiated learning challenge maintain at 85% (2023) | By 2026, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors: Differentiated learning challenge to increase to 82% Self- |

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| | | <ul style="list-style-type: none"> Self-regulation and goal setting from 81% (2023) to 84% (2027). | regulation and goal setting to increase to 81% |
| Empower students to be confident, resilient, independent, engaged and active learners | Yes | Increase the percentage of positive endorsement in the School Staff Survey to the factors: <ul style="list-style-type: none"> Believe peer feedback improves practice from 71% (2023) to 78% (2027) Use data for curriculum planning from 83% (2023) to 87% (2027). | In 2026, increase the percentage of positive endorsement in the School Staff Survey to the factors: Believe peer feedback improves practice to maintain at 81% Use data for curriculum planning to increase to 84% |
| | | Increase the percentage of positive endorsement in the student Attitude to School Survey to the factors: <ul style="list-style-type: none"> Motivation and interest from 74% (2023) to 77% (2027) Learning confidence from 76% (2023) to 80% (2027) Sense of connectedness 74% (2023) to 78% (2027) Stimulated learning from 73% (2023) to 77% (2027). | In 2026, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors: Motivation and interest to increase to 72% Learning (Sense) confidence to increase to 76% Sense of connectedness to increase to 72% Stimulated learning to increase to 68% |
| | | Increase the percentage of positive endorsement in the Parent Opinion Survey to the factor: <ul style="list-style-type: none"> Stimulating learning from 76% (2023) to 78% (2027) Student agency and voice from 74% (2023) to 78% (2027). | In 2026, increase the percentage of positive endorsement in the Parent Opinion Survey to the factors: Stimulated Learning Environment to maintain at 78% Student agency and voice to increase to 74% |

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| Goal 1 | Improve student learning outcomes in literacy and numeracy |
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| 12-month target 1.1 | By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. | |
| | By 2026 increase the percentage of students in NAPLAN exceeding and strong proficiency levels: | |
| | Year 3 reading to increase to 79% | |
| | Year 5 reading to increase to 77% | |
| | Year 3 numeracy to increase to 76% | |
| | Year 5 numeracy to increase to 66% | |
| 12-month target 1.2 | By 2026, increase the percentage of positive endorsement in the School Staff Survey to the factors: | |
| | Understand how to analyse data from 73% (2024) to 76% | |
| | Use evidence to inform teaching practice to maintain at 91% | |
| 12-month target 1.3 | By 2026, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors: | |
| | Differentiated learning challenge to increase to 82% | |
| | Self-regulation and goal setting to increase to 81% | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Teaching and learning | Refine and embed consistent implementation of each phase of the school’s instructional model in all classrooms | No |
| KIS 1.b Assessment | Refine and embed a whole-school approach to the use of assessment. | Yes |
| KIS 1.c Teaching and learning | Enhance collaborative practices to challenge all students in their learning. | Yes |

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| 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. | <p>The school has selected these KISs as a focus for this year as we recently undertook PLC training to support and enhance collaborative practices, the use of assessment and to improve the process of the inquiry cycle for teaching, learning and assessment.</p> <p>NAPLAN results indicate Reading results need to be maintained and improving Numeracy results needs to be of increased focus.</p> | |
| Goal 2 | Empower students to be confident, resilient, independent, engaged and active learners | |
| 12-month target 2.1 | <p>In 2026, increase the percentage of positive endorsement in the School Staff Survey to the factors:</p> <p>Believe peer feedback improves practice to maintain at 81%</p> <p>Use data for curriculum planning to increase to 84%</p> | |
| 12-month target 2.2 | <p>In 2026, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors:</p> <p>Motivation and interest to increase to 72%</p> <p>Learning (Sense) confidence to increase to 76%</p> <p>Sense of connectedness to increase to 72%</p> <p>Stimulated learning to increase to 68%</p> | |
| 12-month target 2.3 | <p>In 2026, increase the percentage of positive endorsement in the Parent Opinion Survey to the factors:</p> <p>Stimulated Learning Environment to maintain at 78%</p> <p>Student agency and voice to increase to 74%</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Teaching and learning | Develop teacher knowledge of curriculum sequence to better support students to set goals and monitor own learning progress. | No |

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| KIS 2.b Engagement | Develop student learning opportunities that are challenging, engaging and promote curiosity. | Yes |
| KIS 2.c Engagement | Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing. | 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. | The school has selected these KISs as a focus for this year due to results from the Attitudes to School Survey and the need for improvement in student engagement. As evident in the Staff Opinion Survey, assessment data used to inform teaching requires improvement thus focusing on this area hopefully will work towards ensuring students are feeling confident, resilient, independent, engaged and active learners. | |

Define actions, outcomes, success indicators and activities

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| Goal 1 | Improve student learning outcomes in literacy and numeracy |
| 12-month target 1.1 | <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>By 2026 increase the percentage of students in NAPLAN exceeding and strong proficiency levels:</p> <p>Year 3 reading to increase to 79%</p> <p>Year 5 reading to increase to 77%</p> <p>Year 3 numeracy to increase to 76%</p> <p>Year 5 numeracy to increase to 66%</p> |
| 12-month target 1.2 | <p>By 2026, increase the percentage of positive endorsement in the School Staff Survey to the factors:</p> <p>Understand how to analyse data from 73% (2024) to 76%</p> <p>Use evidence to inform teaching practice to maintain at 91%</p> |
| 12-month target 1.3 | <p>By 2026, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors:</p> <p>Differentiated learning challenge to increase to 82%</p> <p>Self-regulation and goal setting to increase to 81%</p> |
| KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Refine and embed a whole-school approach to the use of assessment. |

| Actions | <ul style="list-style-type: none"> - Implementation of teacher professional learning and PLC focused on curriculum and assessment in Reading and Numeracy - Continuation of Explicit Instructional Leaders attending year level team planning blocks - Introduction of SPA platform and Elastik for data analysis to support planning, differentiation, goal setting and teacher judgement | | | | |
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| Outcomes | Increased understanding of the PLC Inquiry Cycle Increased consistency of assessment and data use Professional learning directed towards Numeracy and Reading assessment | | | | |
| Success Indicators | NAPLAN targets, as above Staff Survey results Planning documentation TPL presentations Data assessment platform use Whole School Assessment Schedule | | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams | |
| Continuation of Explicit Instructional Leaders attending year level team planning blocks | <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 | |
| Implementation of Teacher Professional Learning and PLC focused on curriculum and assessment in Reading and Numeracy | <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 | |
| Introduction of SPA platform and Elastik for data analysis to support planning, differentiation, goal setting and teacher judgement | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$14,281.50 <input checked="" type="checkbox"/> Other funding will be used | |

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| | | <input checked="" type="checkbox"/> Learning specialist(s) | | | |
| KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance collaborative practices to challenge all students in their learning. | | | | |
| Actions | <ul style="list-style-type: none"> - Implementation of teacher professional learning and PLC focused on curriculum and assessment in Reading and Numeracy - Continuation of Explicit Instructional Leaders attending year level team planning blocks | | | | |
| Outcomes | Increased collaboration and consistency across cohorts and year levels Staff at the school believe that all students can learn with sufficient time and support and expect the most from their students | | | | |
| Success Indicators | NAPLAN School Staff Survey Attitudes to School Survey Increases based on percentages above. | | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams | |
| Implementation of teacher professional learning and PLC focused on curriculum and assessment in Reading and Numeracy | <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 | |
| Continuation of Explicit Instructional Leaders attending year level team planning blocks | <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 | |

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| | | | to: Term 4 | |
| Goal 2 | Empower students to be confident, resilient, independent, engaged and active learners | | | |
| 12-month target 2.1 | <p>In 2026, increase the percentage of positive endorsement in the School Staff Survey to the factors:</p> <p>Believe peer feedback improves practice to maintain at 81%</p> <p>Use data for curriculum planning to increase to 84%</p> | | | |
| 12-month target 2.2 | <p>In 2026, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors:</p> <p>Motivation and interest to increase to 72%</p> <p>Learning (Sense) confidence to increase to 76%</p> <p>Sense of connectedness to increase to 72%</p> <p>Stimulated learning to increase to 68%</p> | | | |
| 12-month target 2.3 | <p>In 2026, increase the percentage of positive endorsement in the Parent Opinion Survey to the factors:</p> <p>Stimulated Learning Environment to maintain at 78%</p> <p>Student agency and voice to increase to 74%</p> | | | |
| KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop student learning opportunities that are challenging, engaging and promote curiosity. | | | |
| Actions | <p>-Introduction of full implementation of PLC with teachers focused on Reading and Maths</p> <p>-Use of SPA and Elastik to support data literacy and inform planning and teaching, working at students' point of need</p> <p>-Continuation of effective implementation of wellbeing support for students who have been identified as requiring</p> | | | |

| | additional support -Continuing to effectively implement Explicit Instruction practices across the school | | | | |
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| Outcomes | -Increased use and application of using data throughout weekly planning blocks, and the PLCs -Increased observed student engagement in learning opportunities as driven by the Explicit Instruction practices across the school -Improved outcomes for students who have been identified as requiring additional support | | | | |
| Success Indicators | AToSS POS Staff Opinion Survey Elastik and SPA data Teacher Judgements | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Use of SPA and Elastik to support data literacy and inform planning and teaching, working at students' point of need | | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$14,281.50 |
| Introduction of full implementation of PLC with teachers focused on Reading and Maths | | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 |
| Continuing to effectively implement Explicit Instruction practices across the school | | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

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| Continuation of effective implementation of wellbeing support for students who have been identified as requiring additional support | <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$257,523.81 <input checked="" 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 |
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Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$112,723.50 | \$0.00 | \$112,723.50 |
| Disability Inclusion Tier 2 Funding | \$244,427.50 | \$216,036.50 | \$28,391.00 |
| Schools Mental Health Fund and Menu | \$65,899.31 | \$41,487.31 | \$24,412.00 |
| Total | \$423,050.31 | \$257,523.81 | \$165,526.50 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---------------------|
| Continuation of effective implementation of wellbeing support for students who have been identified as requiring additional support | \$257,523.81 |
| Totals | \$257,523.81 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Continuation of effective implementation of wellbeing support for students who have been identified as requiring additional support | from: Term 1 to: Term 4 | \$216,036.50 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator Leading teacher |
| Totals | | \$216,036.50 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|--|
| Continuation of effective implementation of wellbeing support for students who have been identified as requiring additional support | from: Term 1 to: Term 4 | \$41,487.31 | <input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> Assign existing staff member to initiative (eduPay) |
| Totals | | \$41,487.31 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--|--|----------------------------|---|--|---|---|
| Implementation of Teacher Professional Learning and PLC focused on curriculum and assessment in Reading and Numeracy | <input checked="" type="checkbox"/> Leadership team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Implementation of teacher professional learning and PLC focused on curriculum and assessment in Reading and Numeracy | <input checked="" type="checkbox"/> Leadership team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Introduction of full implementation of PLC with teachers focused on Reading and Maths | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in | <input checked="" type="checkbox"/> On-site |

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| | | | | <input checked="" type="checkbox"/> PLC/PLT meeting | Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
|--|--|--|--|---|--|--|