

2024 Annual Implementation Plan

for improving student outcomes

Reservoir West Primary School (4711)



Submitted for review by Bruce Kearney (School Principal) on 26 March, 2024 at 12:06 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 08 May, 2024 at 12:01 PM
Endorsed by Jenn Waters (School Council President) on 09 May, 2024 at 09:49 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
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
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Improve student learning outcomes in literacy and numeracy</p>	Yes	<p>By 2027 increase the percentage of students in NAPLAN exceeding and strong proficiency levels:</p> <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% 	<p>Year 3 Reading to be at 79% or above Year 5 Reading to be at 74% or above Year 3 Numeracy to be at 81% or above Year 5 Numeracy to be at 71% or above</p>
		<p>By 2027, increase the percentage of positive endorsement in the School Staff Survey to the factors:</p> <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% 	<p>Understand how to analyse data to be at 75% or above Use evidence to inform teaching practice to be at 89% or above</p>
		<p>By 2027, increase the percentage of positive endorsement in the student Attitude to School Survey to the factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge maintain at 85% (2023) • Self-regulation and goal setting from 81% (2023) to 84% (2027). 	<p>Differentiated learning challenge to be at 85% or above Self-regulation and goal setting to be at 82% or above</p>

Empower students to be confident, resilient, independent, engaged and active learners	Yes	<p>Increase the percentage of positive endorsement in the School Staff Survey to the factors:</p> <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). 	<p>Believe peer feedback improves practice to be at 73% or above Use data for curriculum planning to be at 84% or above</p>
		<p>Increase the percentage of positive endorsement in the student Attitude to School Survey to the factors:</p> <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). 	<p>Motivation and interest to be at 75% or above Learning confidence to be at 77% or above Sense of connectedness to be at 75% or above Stimulated learning to be at 74% or above</p>
		<p>Increase the percentage of positive endorsement in the Parent Opinion Survey to the factor:</p> <ul style="list-style-type: none"> • Stimulating learning from 76% (2023) to 78% (2027) • Student agency and voice from 74% (2023) to 78% (2027). 	<p>Stimulating learning to be at 77% or above Student agency and voice to be at 75% or above</p>

Goal 2	Improve student learning outcomes in literacy and numeracy
12-month target 2.1-month target	<p>Year 3 Reading to be at 79% or above Year 5 Reading to be at 74% or above Year 3 Numeracy to be at 81% or above Year 5 Numeracy to be at 71% or above</p>
12-month target 2.2-month target	<p>Understand how to analyse data to be at 75% or above Use evidence to inform teaching practice to be at 89% or above</p>
12-month target 2.3-month target	<p>Differentiated learning challenge to be at 85% or above Self-regulation and goal setting to be at 82% or above</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Refine and embed consistent implementation of each phase of the school's instructional model in all classrooms	Yes
KIS 2.b Assessment	Refine and embed a whole-school approach to the use of assessment.	No
KIS 2.c Teaching and learning	Enhance collaborative practices to challenge all students in their learning.	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.	As identified in our School Review report, the impact of school's instruction model since 2022 has not had time to be fully embedded and reflected in student achievement data outcomes to date. The school wishes to build on the work done during the last two years of the RWPS Instructional model, which is based on the John Fleming Effective Teaching model - explicit instruction, focusing on consistency, high expectations and using data to inform planning.	
Goal 3	Empower students to be confident, resilient, independent, engaged and active learners	
12-month target 3.1-month target	Believe peer feedback improves practice to be at 73% or above Use data for curriculum planning to be at 84% or above	
12-month target 3.2-month target	Motivation and interest to be at 75% or above Learning confidence to be at 77% or above Sense of connectedness to be at 75% or above Stimulated learning to be at 74% or above	
12-month target 3.3-month target	Stimulating learning to be at 77% or above Student agency and voice to be at 75% or above	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Teaching and learning	Develop teacher knowledge of curriculum sequence to better support students to set goals and monitor own learning progress.	No
KIS 3.b Engagement	Develop student learning opportunities that are challenging, engaging and promote curiosity.	No
KIS 3.c Engagement	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.	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.	The School Review panel recommended student wellbeing to be an area of focus in the next School Strategic Plan. In our previous School's Strategic Plan, the goal related to social and emotional wellbeing of all students was only partially met. Our specific targets related to this goal in the student AToSS were not met in the focus area of resilience, managing bullying and classroom behaviour. Our specific targets related to this goal in the POS were not met in the focus areas of managing bullying, promoting positive behaviour and confidence and resiliency. It needs to be noted that in comparison to similar schools and the state average, our percentage endorsement was significantly higher in the area of managing bullying.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning outcomes in literacy and numeracy
12-month target 2.1 target	Year 3 Reading to be at 79% or above Year 5 Reading to be at 74% or above Year 3 Numeracy to be at 81% or above Year 5 Numeracy to be at 71% or above
12-month target 2.2 target	Understand how to analyse data to be at 75% or above Use evidence to inform teaching practice to be at 89% or above
12-month target 2.3 target	Differentiated learning challenge to be at 85% or above Self-regulation and goal setting to be at 82% or above
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed consistent implementation of each phase of the school's instructional model in all classrooms
Actions	<ul style="list-style-type: none"> Focused teacher professional learning sprints Explicit Instruction leaders leading PLC planning blocks Principal Class and Team Leaders to undertake PLC training Upskilling Learning Specialists and Principal Class in the John Fleming Effective Teaching Model, by visiting interstate schools that are using the model Teaching and Learning AP conducting regular classroom observations
Outcomes	<ul style="list-style-type: none"> Consistent implementation and delivery of the EI model Increased understanding of each phase of the RWPS Instructional model
Success Indicators	<ul style="list-style-type: none"> NAPLAN targets, as above Staff survey results

	Planning documentation TPL presentations Data literacy			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Focused teacher professional learning sprints	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Explicit Instruction leaders leading PLC planning blocks	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Principal Class and Team Leaders to undertake PLC training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Upskilling Learning Specialists and Principal Class in the John Fleming Effective Teaching Model, by visiting interstate schools that are using the model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Teaching and Learning AP conducting regular classroom observations	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 3	Empower students to be confident, resilient, independent, engaged and active learners
12-month target 3.1 target	Believe peer feedback improves practice to be at 73% or above Use data for curriculum planning to be at 84% or above
12-month target 3.2 target	Motivation and interest to be at 75% or above Learning confidence to be at 77% or above Sense of connectedness to be at 75% or above Stimulated learning to be at 74% or above
12-month target 3.3 target	Stimulating learning to be at 77% or above Student agency and voice to be at 75% or above
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.
Actions	Parent information/engagement sessions Increased opportunities for community engagement with student learning Improving student attendance and wellbeing
Outcomes	Improved attendance across all year levels Improved engagement by families and local community members
Success Indicators	AToSS POS Staff opinion survey Attendance and Compass PULSE data Attendance registration for information/engagement sessions

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Parent information/engagement sessions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Increased opportunities for community engagement with student learning	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Improving student attendance and wellbeing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$369,889.00 <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

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$105,735.00	\$0.00	\$105,735.00
Disability Inclusion Tier 2 Funding	\$243,609.56	\$290,676.00	-\$47,066.44
Schools Mental Health Fund and Menu	\$72,063.25	\$79,213.00	-\$7,149.75
Total	\$421,407.81	\$369,889.00	\$51,518.81

Activities and milestones – Total Budget

Activities and milestones	Budget
Improving student attendance and wellbeing	\$369,889.00
Totals	\$369,889.00

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
Improving student attendance and wellbeing	from: Term 1 to: Term 4	\$290,676.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher • Disability inclusion coordinator
Totals		\$290,676.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Improving student attendance and wellbeing	from: Term 1 to: Term 4	\$79,213.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$79,213.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Focused teacher professional learning sprints	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants John Fleming <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
Principal Class and Team Leaders to undertake PLC training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Upskilling Learning Specialists and Principal Class in the John Fleming Effective Teaching Model, by visiting interstate schools that are using the model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants John Fleming	<input checked="" type="checkbox"/> Off-site Interstate school visits

	<input checked="" type="checkbox"/> Principal					
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