

Reservoir West Primary School (4711) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Improve student learning outcomes in literacy and numeracy

Goal 2: Empower students to be confident, resilient, independent, engaged and active learners

KEY IMPROVEMENT STRATEGIES

KIS 1.a Teaching and learning	KIS 1.b Assessment	KIS 1.c Teaching and learning	KIS 2.b Engagement	KIS 2.c Engagement
Refine and embed consistent implementation of each phase of the school's instructional model in all classrooms	Refine and embed a whole-school approach to the use of assessment.	Enhance collaborative practices to challenge all students in their learning.	Develop student learning opportunities that are challenging, engaging and promote curiosity.	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.
Actions	Actions	Actions	Actions	Actions
<ol style="list-style-type: none"> Strengthen instructional practice through structured peer observation: <ul style="list-style-type: none"> Implement a whole-school peer observation model aligned to the school's instructional model, with a clear focus on literacy and numeracy. This will include establishing agreed processes and protocols, building staff confidence through supported observation and feedback cycles, and providing opportunities for teachers to share learnings and effective practices across teams. Embed Learning Specialists in curriculum planning and instructional decision-making: <ul style="list-style-type: none"> Ensure Learning Specialists regularly attend team planning sessions to support the consistent planning and implementation of the school's instructional model. Learning Specialists will provide targeted coaching, feedback and modelling to strengthen lesson design, differentiation and alignment to agreed literacy and numeracy practices outlined within the Teaching and Learning Handbook. Build teacher capability through targeted professional learning: <ul style="list-style-type: none"> Deliver ongoing, evidence-based professional learning focused on refining teacher understanding and consistent implementation of each phase of the school's instructional model. Professional learning will explicitly connect to literacy and numeracy instruction and be reinforced through classroom practice, observation and feedback. Strengthen leadership capacity through networked learning: <ul style="list-style-type: none"> Support members of the leadership team to attend DAYS Network Middle Years meetings 	<ol style="list-style-type: none"> Strengthen consistent assessment and planning practices across the school: <ul style="list-style-type: none"> Refine and embed a whole-school approach to assessment by ensuring consistent use of agreed assessment tools, up-to-date assessment schedules and common planning processes. This will include regular use of Friday Book assessments to inform planning, structured data discussions within teams, and alignment of assessment practices across year levels to support consistent instructional decision-making in literacy and numeracy. Improve data literacy through systematic use of assessment platforms and tools: <ul style="list-style-type: none"> Build staff capability to analyse and use assessment data by implementing the Literacy Foundation Assessment and strengthening consistent use of SPA and Elastik to identify student strengths, learning needs and next steps. Assessment data will be used to inform differentiation, targeted teaching and monitoring of student progress in literacy and numeracy. 	<ol style="list-style-type: none"> Strengthen collaborative instructional practice through shared observation, planning and professional learning: <ul style="list-style-type: none"> Enhance collaborative practices by embedding structured peer observation, collaborative scheduled planning and targeted professional learning focused on challenging all learners in literacy and numeracy. These practices will support teachers to reflect on and refine their instructional approaches, share effective strategies and strengthen consistency in high-quality teaching across classrooms. Build a shared, responsive approach to teaching through common instructional tools and frameworks: <ul style="list-style-type: none"> Develop and embed a shared understanding and consistent approach to the school's instructional model through the use of student feedback from PIVOT surveys for responsive teaching and the development of a school instructional "playbook". This will support teachers to use evidence of student engagement and learning to collaboratively adjust practice and provide appropriate challenge for all students. The school will commence work with a Diverse Learners Education Improvement Leader from the School Improvement Practice Branch to further implement differentiation in teaching and learning to cater for all student learning needs. 	<ol style="list-style-type: none"> Strengthen collaborative teaching practices to design challenging and engaging learning experiences: <ul style="list-style-type: none"> Embed collaborative practices, including peer observation, scheduled team planning and targeted professional learning, to support teachers to design and deliver learning experiences that are challenging, engaging and promote curiosity. These practices will enable teachers to reflect on instructional approaches, share effective strategies and refine practice to better meet the learning and engagement needs of all students. Embed a shared, responsive instructional approach that promotes student engagement and agency: <ul style="list-style-type: none"> Develop and embed a shared understanding and consistent implementation of the school's instructional model through the use of PIVOT for responsive teaching and the development of a school instructional "playbook". This will support teachers to respond to student voice and feedback, strengthen engagement, and promote student confidence, independence and curiosity in learning. 	<ol style="list-style-type: none"> Establish a whole-school approach to wellbeing through the implementation of School-Wide Positive Behaviour Support (SWPBS): <ul style="list-style-type: none"> Introduce and embed School-Wide Positive Behaviour Support (SWPBS) to create a shared, consistent approach to student wellbeing, behaviour and engagement. This will include establishing and implementing the essential features of Tier 1 with fidelity, building a common language and shared expectations for wellbeing across staff, students and families. Strengthen family and student partnerships through consistent communication, voice and engagement opportunities: <ul style="list-style-type: none"> Enhance partnerships between staff, students and parents/families by providing regular, purposeful opportunities for communication, feedback and shared decision-making related to student wellbeing. This will include the use of PIVOT Wellbeing Survey data, Parent-Student-Teacher Conferences, community events and forums, curriculum communication, and student and family voice through structures such as the SRC and School Council subcommittees.

with Dr Ryan Dunn to deepen shared understanding of the following:

- VTLM 2.0 Elements of Learning (Attention, focus, regulation, knowledge & memory)
- VTLM 2.0 Elements of Learning (Retention & Recall. Mastery & Application.)
- VTLM 2.0 Elements of Teaching (Planning. Enabling Learning)
- - VTLM 2.0 Elements of Teaching (Explicit teaching. Supported application.)

Tasks

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Develop and document a whole-school peer observation framework aligned to the instructional model and Literacy and Numeracy priorities.

Establish a peer observation cycle including pre-observation discussion, observation focus, feedback and reflection.

Provide professional learning for staff on observation, feedback and reflective practice to support effective peer observation.

Schedule peer observation cycles within team planning structures across the school.

Embed Learning Specialists in team planning meetings to support lesson design, modelling and coaching aligned to the instructional model.

Provide targeted coaching and modelling from Learning Specialists to strengthen explicit instruction, supported practice and differentiation.

Deliver whole-staff professional learning on the instructional model and high-impact Literacy and Numeracy practices.

Support members of the leadership team to attend DAYS network professional learning with Dr Ryan Dunn and share key learning on VTLM 2.0 with staff.

Review and update the whole-school assessment schedule to ensure clarity, currency and alignment to literacy and numeracy priorities.

Establish clear expectations for the regular use of Friday Book assessments and how evidence informs weekly and fortnightly planning.

Implement the Literacy Foundation Assessment with clear timelines and administration processes.

Develop and implement consistent planning templates that reference assessment evidence and next steps for learning.

Implement structured data discussion protocols within team meetings to support analysis of student learning.

Provide professional learning to build staff capability in using SPA and ElastiK to analyse student learning data.

Support teachers to use assessment data to identify learning needs, plan differentiation and monitor student progress.

Review and evaluate the quality and consistency of assessment data use through data audits, team discussions and leadership feedback.

Strengthen team planning inquiry cycles focused on improving student learning outcomes.

Schedule regular collaborative planning meetings where teams analyse student work and identify next teaching steps.

Support teachers to plan differentiated learning tasks that provide appropriate challenge and extension for all students.

Work with the Diverse Learners Education Improvement Leader to strengthen differentiation practices across classrooms.

Develop a whole-school instructional playbook outlining agreed teaching practices and expectations for differentiation.

Embed strategies that promote curiosity, inquiry and active participation in learning across curriculum areas.

Establish regular opportunities for student feedback on teaching and learning, including the use of PIVOT surveys.

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Support teachers to analyse PIVOT feedback within PLC cycles and adjust teaching practices accordingly.

Strengthen student leadership and voice structures, including SRC consultation and classroom voice opportunities.

Establish a School-Wide Positive Behaviour Support (SWPBS) leadership team to guide implementation and monitoring.

Develop and communicate clear whole-school behavioural expectations aligned to school values and implement SWPBS Tier 1 practices.

Provide professional learning for staff on SWPBS principles and proactive positive behaviour support strategies.

Use Parent–Student–Teacher Conferences and school communication channels to strengthen partnerships around student wellbeing and learning.

Engage parents and carers through the implementation of the following subcommittees of School Council:

- Finance
- Education and Policy
- Wellbeing and Inclusion
- Buildings and Grounds
- Grants and Funding