

# 2018 Annual Implementation Plan

## for improving student outcomes

Reservoir Views Primary School (5523)



Submitted for review by Karen Rush (School Principal) on 21 December, 2017 at 03:17 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2018

Reservoir Views Primary School (5523)

|  | <b>FISO Improvement Model Dimensions</b><br>The 6 High-impact Improvement Initiatives are highlighted below in red. | <b>Self-evaluation Level</b> | <b>Evidence and Analysis</b> |
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Excellence in teaching and learning

Building practice excellence

Evolving moving towards Embedding

In 2017, we focused on this dimension through the activities planned in our AIP. We collaboratively developed an instructional model for teaching reading, with enhanced assessment processes including student goal-setting and feedback. This will be developed further in 2018. We collaboratively developed teacher understanding of assessing and moderating Writing. Student Attitude to School Survey data was analysed and the results acted upon, and feedback gained from students. School Staff survey data indicates strong support for the professional learning throughout 2017 (81%, higher than All primary schools); and improved collaboration 37% in 2016 to 60% in 2017; collective efficacy 35% 2016 to 64% 2017. Professional Learning Teams sharpened the focus on using data effectively, eg. using pre-test data to plan for targeted teaching in maths. We will continue to focus on data protocols, analysis and moderation in 2018.

Our professional learning schedule was collaboratively planned and focused on student improvement in our AIP improvement areas. Teacher Judgements for Number and Algebra indicate increased levels of student achievement spread. This could be due to enhanced teacher assessment against the standard required - more work needs to be undertaken re moderation and assessment. Our NAPLAN results show less Year 3 students achieving reading and numeracy below Band 3 than in 2016, and more Year 5 (33%) students achieved above Band 7-8. Our

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|  | Curriculum planning and assessment | Evolving | <p>The end of 2016 review of Victorian Curriculum resulted in new scope and sequence document P-6, which was adopted in 2017. Aspects have changed to meet the needs of students and in response to our improved understanding of the curriculum. Adaptations will continue in 2018 when we introduce the Respectful Relationships initiative.</p> <p>The school has begun to develop a scope and sequence for the teaching and assessment of Reading, to complement our pedagogical approach. A whole school assessment plan was drafted and refinements will be made in light of end of year student data.</p> <p>PLTS meet formally each week to review teaching and assessment, and ensure consistent teaching strategies are in place.</p> |
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|  | Evidence-based high-impact teaching strategies | Evolving                          | <p>Observations of practice target whole school agreed high impact teaching strategies.</p> <p>PLTs provide a forum for data analysis and adjustments to teaching programs.</p> <p>Explicit teaching of reading using an instructional model commenced in term 3, with teachers developing capacity through professional learning. This included Fountas and Pinnell Levelled Literacy Intervention training; professional practice visits to Preston South PS to observe demonstration lessons; school-based PD on teaching comprehension strategies from the F and P Literacy Continuum.</p> |
|  | Evaluating impact on learning                  | Evolving moving towards Embedding | <p>Teams plan for assessment together using programs such as Essential Maths, moderation, and F and P Reading Benchmark System. Teachers are developing greater confidence in using highly effective reading assessments regularly, such as 1:1 conferencing, and running records.</p> <p>Teacher PL using assessment is scheduled annually, eg Essential maths. A draft whole school assessment schedule is in place for feedback and adjustment in response to 2018 goals and targets.</p>   |

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| <b>Professional leadership</b> | Building leadership teams           | Embedding | <p>School Improvement established, with a schedule of meetings and foci published.</p> <p>All actions and decisions are aligned with the AIP.</p> <p>Opportunities for leadership development are identified, eg STEM IT cluster initiative, and teachers invited and/or nominated to begin to lead in the school.</p> <p>School has been involved in 2 C o Practice in 2017 - BSEM, and Inquiry. All teachers have participated and contributed to CoP improvement areas - eg we developed a Writing Assessment Moderation Guide as a result.</p> <p>Meetings are scheduled and APT aligned in order to facilitate teacher teams to collaborate frequently.</p> |
|                                | Instructional and shared leadership | Embedding | <p>All school leaders have a teaching role.</p> <p>Professional learning is led by all teachers at different times, referencing the AIP and identified areas for improvement.</p> <p>Coaching and mentoring occurs for all staff.</p> <p>Observations of practice occur formally and informally throughout the school.</p> <p>Students' views are sought through the Junior School Council, and through feedback eg surveys.</p>   |

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|  | Strategic resource management | Embedding moving towards Excelling | <p>Weekly feedback gathered by the Principal at L'ship and Staff meetings to inform decisions. Data is gained through a range of sources, eg local government, DET, and trends identified to provide input into decisions re the future of the school.</p> <p>All AIP goals are supported with resources to ensure success. Staff with potential and experience are recruited to meet the needs of students. Teachers have key personnel to mentor and support their development. Induction processes are embedded and clear for new staff.</p> |
|  | Vision, values and culture    | Embedding                          | <p>School Vision and Values are articulated and communicated through dox, website, T and L programs, and actions undertaken through AIP. Data is reviewed at scheduled meetings and a Strategic Plan has been developed involving all stakeholders. Parents and students were surveyed. Parent engagement is promoted through student learning expos, whole school events, eg concert. ILPs are developed and parent meetings regularly held</p>  |

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| <b>Positive climate for learning</b> | Empowering students and building school pride | Emerging moving towards Evolving  | <p>SATTS data shows that Year 4-6 students are positively connected to school (86%)</p> <p>SATTS data shows that 94% of Year 4-6 students believe that they have voice and responsibility.</p> <p>Some goal-setting occurs particularly in Year 3-6, and understanding of learning progress is shown through thumbs up, thumbs down (P-2), and using scales in Y3-4.</p>  |
|                                      | Setting expectations and promoting inclusion  | Evolving moving towards Embedding | <p>The school has introduced the Berry Street Education Model as a whole school approach to teaching resilience, and social and emotional self-regulation strategies. All staff are expected to understand and use the processes and protocols in developing positive relationships and inclusion with students. Training is provided through the BSEM staff delivering four full days covering the 5 domains. New staff have the opportunity to attend off-site training, and in-school PL sessions. Wellbeing is a consistent agenda item at all staff meetings. The school has experienced reduced high level incidents eg suspensions in 2017, compared to previous years.</p> <p>All staff implement BSEM, explicitly teaching self-regulation strategies to students.</p> <p>SATTS data re bullying informed changes in playground supervision, and is explicitly revisited and regularly informed by student feedback to teachers.</p> <p>T&amp;L plans include daily and weekly explicit social and emotional learning lessons and experiences. Students with high level needs are supported with additional planning and resources, allocated through the development and implementation of ILPs.</p> <p>The EAL needs of students were supported with specialist teaching during term 1 and 2. Intensive English language lessons were provided for students P-6.</p> |



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|  | Health and wellbeing                       | Embedding                        | BSEM<br>Breakfast Program and Smooth Start<br>Lunch time wellbeing clubs |
|  | Intellectual engagement and self-awareness | Emerging moving towards Evolving | Teachers know about having a growth mindset.                             |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community engagement in learning</p> | <p>Building communities</p> | <p>Evolving moving towards Embedding</p> | <p>Annual Parent Information Forums<br/> Monthly parent forums after assembly 'Drop in for coffee'<br/> Established new SC Community sub-committee<br/> Increased parent participation in student learning celebrations, eg. Learning Expos; Monday morning assemblies<br/> Term overviews for all curriculum levels and specialist areas distributed to parents and published on website<br/> Policies reviewed and developed as required, eg Inclusive Schools Policy<br/> Increased opportunities for non-English speaking parents to work with teachers through interpreters<br/> Member of Darebin Education Committee - linking into community services and other schools<br/> Links with DHS to support students and families in crisis and with ongoing needs<br/> Links with Darebin Community Services to provide support for at risk students, eg financial support for clothing, therapy<br/> Small Talk Play Group operating at school<br/> PRACE - provision of English language lessons for parents at the school with PRACE tutor<br/> Childcare provided by school to enable mothers to attend lessons<br/> La Trobe University partnership bringing OT students into the school for 12 weeks annually<br/> Links with VACCA and VAHS to reach ATSI families<br/> Links with Kinders and early intervention services to provide informed and relevant support for students</p> |
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|  | Global citizenship | Emerging moving towards Evolving | <p>Curriculum 2 year scope and sequenced developed and reviewed annually</p> <p>Increased teaching of cultural diversity and richness (see above)</p> <p>BSEM introduced and embedded throughout the school. Teachers explicitly teach resilience and respect and conflict resolution.</p> <p>Community garden developed and students are involved in gardening (planting and harvesting vegetables), and caring for the worm farm.</p> |
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|  | Networks with schools, services and agencies | Evolving  | <p>Links with Baltara School re advice for specific families and students.</p> <p>On-Psych psychology services provided for students and parents on site at school</p> <p>Dental health services provided on site at school</p> <p>Worked with Distance Education, DHS and Berry Street Childhood Institute for specific students</p> <p>Football Star Academy operated after school lessons</p> <p>Hosted Artist in School to promote student engagement and success in the Arts</p> <p>Sex Education for staff, students and parents</p>   |
|  | Parents and carers as partners               | Embedding | <p>Parents involved in school events, such as Welcome Picnic - parents play key role in running the event</p> <p>New SC sub-committee, Community, has seen more parents finding ways to be involved in school life</p> <p>Monthly after assembly informal coffee and chat with the Principal and Assistant Principal</p> <p>Parents invited to provide feedback on POS</p> <p>Teachers run Parent Information Sessions annually to promote partnership with parents</p> <p>ILPs and relevant home learning activities are provided to support parents develop learning at home</p> <p>Regular meetings between teachers and parents to support students with particular needs</p> <p>Regular communication through informal check ins and phone calls encouraged</p> |

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| <b>Enter your reflective comments</b> | <p>Our self-evaluation indicates Excellence in T and L: improved teacher effectiveness to teach and assess reading</p> <p>Professional Leadership: improved collective efficacy</p> <p>Positive Climate for Learning: BSEM embedded and alive throughout the school</p> <p>Community engagement: strengthened links with essential services and agencies, and provided more frequent opportunities for parents to provide feedback</p> |
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| <b>Considerations for 2019</b>          | Continue with focus on improving Teacher capabilities in teaching Reading and Maths, and further embed the BSEM<br>Build Teacher skills in data protocols and analysis, and greater moderation of learning, particularly maths and writing.<br>Build teacher capacities to use the HITS. |
| <b>Documents that support this plan</b> | AIP - targets and statements 2017 evidence to support goals achieved.docx (0.02 MB)<br>EAL Prep-6 S2 2016.xlsx (0.01 MB)<br>LLI Results S2 2017.xlsx (0.01 MB)<br>NAPLAN 2017 analysis brief.docx (0.01 MB)  |

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Reservoir Views Primary School (5523)

| <b>Four Year Strategic Goals</b>   | <b>Four Year Strategic Targets</b>  | <b>Is this selected for focus this year?</b> | <b>12 month target</b>  | <b>FISO initiative</b>       |
|--|---|--|---|------------------------------|
| Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. | Every student to achieve at least one year's growth in learning as measured by the Victorian Curriculum during each school year.<br><br>Increased % of students in the top 2 bands in all literacy and numeracy | Yes  | Outline what you want achieve in the next 12 months against your Strategic Plan target.<br><br>Reading, and Number & Algebra<br>Teacher Judgement - Victorian Curriculum<br>At and above expected levels to 90% (89% and 88% 2017).<br><br>Writing<br>Teacher Judgement - | Building practice excellence |

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|  | <p>domains in NAPLAN from previous year.</p> <p>Increase the proportion of students making high relative NAPLAN gain from Year 3 to Year 5.</p> <p>The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean.</p> |            | <p>Victorian Curriculum<br/>At and above expected levels to 90% (85% 2017)</p> <p>NAPLAN Reading Year 3:<br/>Top two bands 30% (20% Panorama Report 2017).</p> <p>NAPLAN Reading Year 5:<br/>Top two bands 35% (28% Panorama Report 2017).</p> <p>NAPLAN Number &amp; Algebra Year 3: Top two bands 34% (32% 2017).</p> <p>NAPLAN Number &amp; Algebra Year 5: Top two bands 30% (28% 2017).</p> <p>NAPLAN Relative Growth higher gain Year 3 - 5 (Reading, Numeracy, and Writing).</p> |   |
| <p>To ensure that students are engaged in their learning and feel connected to their school.</p> | <p>Student Attitude to School Survey Scores to be at or above state mean for learning confidence, stimulating learning, teacher empathy, and teacher effectiveness.</p> <p>Parent Opinion Survey (POS)</p>  | <p>Yes</p> | <p>Increase all levels of the Year 4-5 SATTs Social Engagement, and Learner Characteristics and Disposition factors to 95%.</p> <p>Increase POS factor General Satisfaction with School to 80%.</p> <p>Decrease the percentage of</p>   | <p>Evidence-based high-impact teaching strategies</p> |

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|  | <p>General satisfaction, social skills, and transition to be at or above the state mean</p> <p>Attendance<br/>Improve student attendance to be at or above the state mean</p>  |            | <p>students with 20 or more absence days from the 2017 level of 25%.</p> <p>Increase the percentage of positive responses to the questions within the SSS Collective Efficacy factor (2017 64%).</p> <p>Increase the percent endorsement for SSS Professional Learning (2017 77%).</p>  |  |
| <p>Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing.</p> | <p>Student Attitude to School Survey (SATSS)<br/>Scores to be at or above state mean for classroom behaviour, student safety, student distress, student morale, school connectedness, and connectedness to peers.</p> <p>Parent Opinion Survey (POS)<br/>General satisfaction, student safety, and school connectedness to be at or above the state mean</p> <p>Attendance<br/>Improve student attendance to be at or above the state mean</p> | <p>Yes</p> | <p>Increase all levels of the Year 4-6 SATTs Social Engagement, and Learner Characteristics and Disposition factors to 95%.</p> <p>Increase SATTs Not Experiencing Bullying factor to 70%.</p> <p>Increase POS factor General Satisfaction with School to 80%.</p> <p>Decrease the percentage of students with 20 or more absence days from the 2017 level of 25%</p> | <p>Empowering students and building school pride</p> |

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| <p>To ensure consistency and alignment of all aspects of school operations and resource allocation that result in sustained improvement in student learning and well being</p> | <p>The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean.</p> <p>Successful allocation and expenditure of program budgets.</p> <p>Parent Opinion (PO) Survey General satisfaction to be at or above the state mean.</p> | <p>No</p> | <p>Increase the percentage of positive responses to the questions within the SSS Collective Efficacy factor (2017 64%).</p> <p>Increase the percent endorsement for SSS Professional Learning (2017 77%).</p> <p>Increase POS factor General Satisfaction with School to 80%.</p> |  |
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| <p><b>Improvement Initiatives Rationale</b></p>  |
| <p>Our self-evaluation and analysis of school data demonstrates the need for improvement in all areas of the school. Staff School Climate factors have improved considerably from 2016. Professional Learning targeting Maths, Reading and Writing will be our core focus in 2018. We will deepen teacher understanding of the instructional practices introduced for Reading, and extend this to Maths and Writing. Generally, the school is performing below or well below schools with similar characteristics, apart from Year 5 NAPLAN Reading and Numeracy. The school has identified inconsistencies in teacher judgements and NAPLAN scores, which indicates the need to build teacher capacity to effectively teach the content and moderate student learning accurately. We will continue to work in this area and therefore have selected the FISO improvement initiative Building Practice Excellence. Extra-curricular activities may be reduced in order to provide adequate time for teaching and measuring our impact of the core curriculum priorities.</p> <p>Student attendance has increased slightly and this will continue to be an area to focus on in 2018. We will be participating in the DET School Improvement Partnership with a partner school to improve maths in 2018. This supports the professional learning already undertaken through the Bastow Leading Maths Program in 2017. We believe our SIP will support changes to our pedagogy, assessment, use of assessment data, feedback and collaboration.</p> |

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| <p><b>Goal 1</b></p>              | <p>Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy.</p>                               |
| <p><b>12 month target 1.1</b></p> | <p>Reading, and Number &amp; Algebra<br/>Teacher Judgement - Victorian Curriculum<br/>At and above expected levels to 90% (89% and 88% 2017).</p> |



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|                                   | <p>Writing<br/>Teacher Judgement - Victorian Curriculum<br/>At and above expected levels to 90% (85% 2017)</p> <p>NAPLAN Reading Year 3: Top two bands 30% (20% Panorama Report 2017).</p> <p>NAPLAN Reading Year 5: Top two bands 35% (28% Panorama Report 2017).</p> <p>NAPLAN Number &amp; Algebra Year 3: Top two bands 34% (32% 2017).</p> <p>NAPLAN Number &amp; Algebra Year 5: Top two bands 30% (28% 2017).</p> <p>NAPLAN Relative Growth higher gain Year 3 - 5 (Reading, Numeracy, and Writing).</p> |
| <b>FISO Initiative</b>            | Building practice excellence  |
| <b>Key Improvement Strategies</b> |   |
| KIS 1                             | Build teacher capacity to effectively teach reading, maths and writing using HITS.  |

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| <b>Goal 2</b>              | To ensure that students are engaged in their learning and feel connected to their school.   |
| <b>12 month target 2.1</b> | <p>Increase all levels of the Year 4-5 SATTs Social Engagement, and Learner Characteristics and Disposition factors to 95%.</p> <p>Increase POS factor General Satisfaction with School to 80%.</p> <p>Decrease the percentage of students with 20 or more absence days from the 2017 level of 25%.</p> <p>Increase the percentage of positive responses to the questions within the SSS Collective Efficacy factor (2017 64%).</p> <p>Increase the percent endorsement for SSS Professional Learning (2017 77%).</p> |

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| <b>FISO Initiative</b>            | Evidence-based high-impact teaching strategies  |
| <b>Key Improvement Strategies</b> |   |
| KIS 1                             | Develop capabilities of teachers in teams in using HITS and evidence-based data to improve student learning growth. |

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| <b>Goal 3</b>                     | Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing.  |
| <b>12 month target 3.1</b>        | Increase all levels of the Year 4-6 SATTs Social Engagement, and Learner Characteristics and Disposition factors to 95%.<br>Increase SATTs Not Experiencing Bullying factor to 70%.<br>Increase POS factor General Satisfaction with School to 80%.<br>Decrease the percentage of students with 20 or more absence days from the 2017 level of 25% |
| <b>FISO Initiative</b>            | Empowering students and building school pride  |
| <b>Key Improvement Strategies</b> |  |
| KIS 1                             | Develop consistent whole school protocols and processes to support highly effective teaching.  |

## Define Evidence of Impact and Activities and Milestones - 2018

Reservoir Views Primary School (5523)

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| <b>Goal 1</b>              | Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy.                         |
| <b>12 month target 1.1</b> | Reading, and Number & Algebra<br>Teacher Judgement - Victorian Curriculum<br>At and above expected levels to 90% (89% and 88% 2017). |

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|                                   | <p>Writing<br/>Teacher Judgement - Victorian Curriculum<br/>At and above expected levels to 90% (85% 2017)</p> <p>NAPLAN Reading Year 3: Top two bands 30% (20% Panorama Report 2017).</p> <p>NAPLAN Reading Year 5: Top two bands 35% (28% Panorama Report 2017).</p> <p>NAPLAN Number &amp; Algebra Year 3: Top two bands 34% (32% 2017).</p> <p>NAPLAN Number &amp; Algebra Year 5: Top two bands 30% (28% 2017).</p> <p>NAPLAN Relative Growth higher gain Year 3 - 5 (Reading, Numeracy, and Writing).</p>                                    |   |             |               |
| <b>FISO Initiative</b>            | Building practice excellence   |   |             |               |
| <b>Key Improvement Strategy 1</b> | Build teacher capacity to effectively teach reading, maths and writing using HITS.   |   |             |               |
| Actions                           | <p>Develop and implement consistent instructional models and expectations for the teaching of reading, maths and writing.</p> <p>Establish schedule for frequent assessment and moderation in teacher teams.</p> <p>Develop a comprehensive professional learning plan that targets the school improvement priorities.</p> <p>Establish Improvement Teams - English and Maths, with responsibilities and tasks to achieve.</p> <p>Establish School Improvement Partnership protocols, goals and outcomes with partner school, Preston West PS.</p> |   |             |               |
| Evidence of impact                | <p>Observations of Practice show that teachers are consistently using reading, maths and writing instructional models and HITS.</p> <p>Teachers use a specific set of assessments to measure student learning progress and use this information to plan the next cycle of learning.</p> <p>Rigorous data analysis techniques ensure accurate and reliable interpretation of data.</p>  |   |             |               |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a Professional Learning Priority</b> | <b>When</b> | <b>Budget</b> |

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| <p>All staff confidently and effectively teach and assess reading using the Fountas and Pinnell Literacy Continuum, and HITS.<br/> All staff confidently and effectively teach and assess writing using evidence-based practices, including phonological awareness.<br/> Increased distributive and instructional leadership evidenced in Improvement Team professional learning, discussion, and student learning improvement.<br/> Observations of Practice demonstrate 100% of staff effectively implementing the instructional models and HITS.<br/> Staff P and D goals achieved.</p> | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$30,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| <p>All staff confidently and effectively teach and assess maths referencing the Maths Continuum, and HITS.<br/> Increased distributive and instructional leadership evidenced in Improvement Team professional learning, discussion, and student learning improvement.<br/> Observations of Practice demonstrate 100% of staff implementing the instructional models and HITS.<br/> Staff P and D goals achieved.<br/> All staff have gained in capacity through professional learning, coaching and mentoring.</p>  | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$30,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| <p>Moderation of student assessment occurs regularly across all learning areas and year levels and explores a range of data sets.<br/> Rigorous data analysis techniques ensure accurate and reliable interpretation of data.</p>  | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$10,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| <p>Investigate COMPASS or other program, and IT devices, to house all student achievement data and information.</p>  | Principal  | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$14,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |

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| <b>Goal 2</b> | To ensure that students are engaged in their learning and feel connected to their school. |
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| <b>12 month target 2.1</b>   | <p>Increase all levels of the Year 4-5 SATTs Social Engagement, and Learner Characteristics and Disposition factors to 95%.</p> <p>Increase POS factor General Satisfaction with School to 80%.</p> <p>Decrease the percentage of students with 20 or more absence days from the 2017 level of 25%.</p> <p>Increase the percentage of positive responses to the questions within the SSS Collective Efficacy factor (2017 64%).</p> <p>Increase the percent endorsement for SSS Professional Learning (2017 77%).</p>   |   |                            |   |
| <b>FISO Initiative</b>   | Evidence-based high-impact teaching strategies  |   |                            |   |
| <b>Key Improvement Strategy 1</b>  | Develop capabilities of teachers in teams in using HITS and evidence-based data to improve student learning growth.   |   |                            |   |
| Actions  | <p>Facilitate professional learning in the High Impact Teaching Strategies.</p> <p>Teachers have opportunities to observe experienced colleagues, trial new strategies, get feedback and focused coaching to support changes to their practice.</p> <p>Building knowledge and skills in the use of agreed HITS is referenced in all teacher PDPs, connecting teachers with shared goals and learning needs.</p> <p>Coaches and mentors facilitate fortnightly professional learning conversations with teachers about quality teaching, analysing impact through data</p> |   |                            |   |
| Evidence of impact   | <p>All teachers expect that every student will make at least 12 months growth in a school year, regardless of their starting point.</p> <p>All teachers are skilled at using HITS to engage, challenge and support student learning, evidenced in observations of practice and documented in teaching and learning plans.</p> <p>Teachers engage students in learning and develop students' self-regulation, enhanced self-efficacy, and self-esteem as learners.</p> <p>Increased levels of engagement in learning leading to decreased non-attendance.</p>              |   |                            |   |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>   |
| Strengthen BSEM Community of Practice by facilitating regular meetings for teachers with other BSEM schools to moderate and share effective teaching strategies. | Principal   | <input checked="" type="checkbox"/> Yes         | from: Term 1<br>to: Term 3 | \$1,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |

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| Investigate successful approaches to engaging high-risk students and families regarding engagement and attendance. | Assistant Principal    | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$2,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| All teachers undertake observations of practice.   | Teacher(s)             | <input checked="" type="checkbox"/> Yes | from: Term 2<br>to: Term 3 | \$4,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| Participation in the School Improvement Partnership initiative.  | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$20,000.00<br><input type="checkbox"/> Equity funding will be used           |

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| <b>Goal 3</b>                     | Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing.   |
| <b>12 month target 3.1</b>        | Increase all levels of the Year 4-6 SATTs Social Engagement, and Learner Characteristics and Disposition factors to 95%.<br><br>Increase SATTs Not Experiencing Bullying factor to 70%.<br><br>Increase POS factor General Satisfaction with School to 80%.<br><br>Decrease the percentage of students with 20 or more absence days from the 2017 level of 25%  |
| <b>FISO Initiative</b>            | Empowering students and building school pride   |
| <b>Key Improvement Strategy 1</b> | Develop consistent whole school protocols and processes to support highly effective teaching.   |
| <b>Actions</b>                    | Facilitate professional learning in the Berry Street Education Model.<br>Teachers have opportunities to observe experienced colleagues, trial new strategies, get feedback and focused coaching to support changes to their practice.<br>Building knowledge and skills in the use of the BSEM domains is referenced in all teacher PDPs, connecting teachers with shared goals and learning needs.<br>Implement formal and informal processes for teachers and students to collaborate on school planning and improvement, and include students in decision-making. |

| Evidence of impact   | Teachers engage students in learning and develop students' self-regulation, enhanced self-efficacy, and self-esteem as learners. Increased levels of engagement in learning leading to decreased non-attendance. Teachers seek to build student motivation and confidence by having discussions about their progress, and recognising their achievements. Teachers use assessment data to help students to see the progress they are making. |  |                            |  |
|--|--|--|----------------------------|--|
| Activities and Milestones  | Who  | Is this a Professional Learning Priority | When                       | Budget   |
| Strengthen BSEM Community of Practice by facilitating regular meetings for teachers with other BSEM schools to moderate and share effective teaching strategies. | Teacher(s)   | <input checked="" type="checkbox"/> Yes  | from: Term 2<br>to:        | \$300.00<br><input type="checkbox"/> Equity funding will be used   |
| Survey students to identify impact of school actions to reduce perceptions of bullying.  | Teacher(s)   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 3 | \$450.00<br><input type="checkbox"/> Equity funding will be used   |
| Student work and effort is recognised through learning area displays that are described and changed frequently.  | Teacher(s)   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used     |
| Teachers conference with students frequently to gain progress data and to provide feedback for student goal-setting.   | Teacher(s)   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | \$400.00<br><input type="checkbox"/> Equity funding will be used   |
| All teachers undertake Observations of Practice.   | Teacher(s)   | <input checked="" type="checkbox"/> Yes  | from: Term 2<br>to: Term 4 | \$2,000.00<br><input type="checkbox"/> Equity funding will be used |

## Professional Learning and Development Plan - 2018

Reservoir Views Primary School (5523)

| Professional Learning Priority   | Who        | When                       | Key Professional Learning Strategies  | Organisational Structure  | Expertise Accessed  | Where   |
|--|------------|----------------------------|---|---|---|---|
| <p>All staff confidently and effectively teach and assess reading using the Fountas and Pinnell Literacy Continuum, and HITS.</p> <p>All staff confidently and effectively teach and assess writing using evidence-based practices, including phonological awareness.</p> <p>Increased distributive and instructional leadership evidenced in Improvement Team professional learning, discussion, and student learning improvement.</p> <p>Observations of Practice demonstrate 100% of staff effectively implementing the instructional models and HITS.</p> <p>Staff P and D goals achieved.</p> | Teacher(s) | from: Term 1<br>to: Term 4 | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>              | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul>            | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>school visits</p>   |
| <p>All staff confidently and effectively teach and assess maths referencing the Maths Continuum, and HITS.</p> <p>Increased distributive and instructional leadership evidenced in Improvement Team professional learning, discussion, and student</p>   | Teacher(s) | from: Term 1<br>to: Term 4 | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Student Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>Preston West PS</p> |



|   |            |                            |  |   |  |   |
|---|------------|----------------------------|--|---|--|---|
| learning improvement. Observations of Practice demonstrate 100% of staff implementing the instructional models and HITS. Staff P and D goals achieved. All staff have gained in capacity through professional learning, coaching and mentoring. |            |                            |  |   |  |   |
| Moderation of student assessment occurs regularly across all learning areas and year levels and explores a range of data sets. Rigorous data analysis techniques ensure accurate and reliable interpretation of data.                           | Teacher(s) | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Internal staff                      | <input checked="" type="checkbox"/> Off-site<br><br>Preston West PS     |
| Investigate COMPASS or other program, and IT devices, to house all student achievement data and information.  | Principal  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Design of formative assessments   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions   | <input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> External consultants<br><br>COMPASS | <input checked="" type="checkbox"/> On-site                             |
| Strengthen BSEM Community of Practice by facilitating regular meetings for teachers with other BSEM schools to moderate and share effective teaching strategies.  | Principal  | from: Term 1<br>to: Term 3 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection  | <input checked="" type="checkbox"/> Whole School Student Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Internal staff                                    | <input checked="" type="checkbox"/> Off-site<br><br>various CoP schools |

|  |                        |                            |  |   |   |   |
|--|------------------------|----------------------------|--|---|---|---|
| Investigate successful approaches to engaging high-risk students and families regarding engagement and attendance.   | Assistant Principal    | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Individualised Reflection                | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants<br>unknown   | <input checked="" type="checkbox"/> Off-site<br>unknown |
| All teachers undertake observations of practice.   | Teacher(s)             | from: Term 2<br>to: Term 3 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection                      | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site             |
| Participation in the School Improvement Partnership initiative.  | School Leadership Team | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> School improvement partnerships   | <input checked="" type="checkbox"/> Off-site<br>PWPS    |
| Strengthen BSEM Community of Practice by facilitating regular meetings for teachers with other BSEM schools to moderate and share effective teaching strategies. | Teacher(s)             | from: Term 2               | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Individualised Reflection   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site             |
| Survey students to identify impact of school actions to reduce perceptions of bullying.  | Teacher(s)             | from: Term 1<br>to: Term 3 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><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"/> On-site             |

|  |            |                            |   |  |  |   |
|--|------------|----------------------------|---|--|--|---|
| Student work and effort is recognised through learning area displays that are described and changed frequently.      | Teacher(s) | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Teachers conference with students frequently to gain progress data and to provide feedback for student goal-setting. | Teacher(s) | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection                         | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| All teachers undertake Observations of Practice.   | Teacher(s) | from: Term 2<br>to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection  | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

- [Leading Maths 2017.docx \(0.02 MB\)](#)
- [Professional Development Schedule Term 3.docx \(0.02 MB\)](#)
- [Professional Development Schedule Term 4.docx \(0.02 MB\)](#)
- [School Staff Survey – Module Component Scores.pdf \(0.16 MB\)](#)

### Dimension 2

- [2017 Whole School Scope and Sequence.docx \(0.02 MB\)](#)

### Dimension 5

- [Inquiry CoP.docx \(0.01 MB\)](#)
- [Inquiry Learning Curriculum Day 2.docx \(0.01 MB\)](#)
- [Professional Development Schedule Term 3.docx \(0.02 MB\)](#)
- [Professional Development Schedule Term 4.docx \(0.02 MB\)](#)

[Writing Moderation CoP 30 August 2017.docx \(0.01 MB\)](#)

Dimension 6

[AIP - targets and statements 2017 evidence to support goals achieved.docx \(0.02 MB\)](#)

[End S1 review.docx \(0.01 MB\)](#)

Dimension 7

[2018 - Term 1 - Staff List.docx \(0.04 MB\)](#)

[2018 Staff operational handbook.docx \(0.12 MB\)](#)

[OHS Staff Induction 2018.docx \(0.09 MB\)](#)

[Roles and Responsibilities 2018.docx \(0.05 MB\)](#)

Dimension 8

[Kindergarten-Prep Transition -2017 \(002\) 3 session outline.docx \(0.03 MB\)](#)

Dimension 13

[1-2 Overview - Term 1.docx \(0.06 MB\)](#)

[3-4 Overview - Term 1.docx \(0.06 MB\)](#)

[5-6 Overview - Term 1.docx \(0.06 MB\)](#)

[Confirmation of Placement 2018.pdf \(0.36 MB\)](#)

[Inclusive Education Policy.pdf \(0.43 MB\)](#)

[Newsletter Dec 14 2017 Interpreters.pdf \(2.43 MB\)](#)

[Prep Overview - Term 1.docx \(0.06 MB\)](#)

Dimension 14

[2017 Whole School Scope and Sequence.docx \(0.02 MB\)](#)

[esmart cybersafety scope seq VIC 2016\\_V1.pdf \(0.87 MB\)](#)

[July reflection.docx \(0.01 MB\)](#)

[RVPS 2018 Scope and Sequence for Social and Emotional Learning.docx \(0.01 MB\)](#)

[RVPS start up program 2018.doc \(0.09 MB\)](#)

Dimension 15

[Baltara Secondary Consultation Form.docx \(0.01 MB\)](#)

[Family Support Program Flyer - Arabic.pdf \(0.54 MB\)](#)

[Handout to Parents PDF.pdf \(0.15 MB\)](#)

[QOWEH Program Flyer - Arabic.pdf \(0.57 MB\)](#)

[The Cabin! Workshop outline.pdf \(0.93 MB\)](#)

[TTT Parents Res Views PS 26042017.pdf \(0.47 MB\)](#)

Self-evaluation Summary

[AIP - targets and statements 2017 evidence to support goals achieved.docx \(0.02 MB\)](#)

[EAL Prep-6 S2 2016.xlsx \(0.01 MB\)](#)

[LLI Results S2 2017.xlsx \(0.01 MB\)](#)

[NAPLAN 2017 analysis brief.docx \(0.01 MB\)](#)

Draft