

2022 Annual Implementation Plan

for improving student outcomes

Reservoir High School (8708)



Submitted for review by Andrew Mcneil (School Principal) on 10 March, 2022 at 04:30 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 23 March, 2022 at 03:38 PM
Endorsed by Vaughn Koops (School Council President) on 12 April, 2022 at 02:53 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritization, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualized approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organizations to provide responsive support to students	

Enter your reflective comments	<p>The attainment and outcomes of students at Reservoir High continue to improve, including VCE, VCAL and pathways. The school focuses on ensuring that all students receive value add in the core skills of Literacy and Numeracy while in the Junior and Middle School. However, 2021 has seen an increase in inequitable outcomes based on NAPLAN achievement, when evaluated against benchmark growth. A re-focus on supporting learners impacted by extended periods of remote learning is required in 2021.</p> <p>The PLC approach at Reservoir High school is maturing. The processes and approaches of staff working collaboratively to</p>
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	<p>identify the learning needs of all students and then develop point of need curriculum and learning tasks is embedding, with teams of teachers also exploring pedagogical approaches to support students to achieve at their best.</p>
<p>Considerations for 2022</p>	<p>As the school continues to embed the approaches as outlined in FISO 2.0, a key consideration in 2022 is to explore approaches to assessment. Work has occurred in the school in developing assessment not just of learning, but also 'for' and 'as' learning. Key to this is to explore how the development of Learning Continua and Developmental Rubrics will re-focus point of need teaching and learning and develop student agency in learning.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilize available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Improve student achievement and outcomes</p>
Target 2.1	<p>NAPLAN per cent in the top two bands in Year 9 in the following domains:</p> <ul style="list-style-type: none"> • Reading - increase from 18 per cent in 2019 to 25 per cent by 2023 • Writing - increase from 11 per cent in 2019 to 15 per cent by 2023 • Numeracy - increase from 25 per cent in 2019 to 28 per cent by 2023
Target 2.2	<p>NAPLAN Year 9 benchmark growth to increase in the following domains:</p> <ul style="list-style-type: none"> • Reading - at and above benchmark growth to increase from 78 per cent in 2019 to 85 per cent by 2023 • Writing - at and above benchmark growth to increase from 77 per cent in 2019 to 85 per cent by 2023

	<ul style="list-style-type: none"> Numeracy - at and above benchmark growth to increase from 76 per cent in 2019 to 90 per cent by 2023
Target 2.3	<p>VCE achievement:</p> <ul style="list-style-type: none"> Increase the median All Study score from 27 in 2018 to 30 by 2023 Increase the percentage of students with a Study score greater than 40 from 4.7 per cent in 2018 to 6 per cent in 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed a culture where teachers place student needs at the centre of program planning and delivery
Key Improvement Strategy 2.b Curriculum planning and assessment	Build the capacity of teachers to implement whole school approaches to reading and writing
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build the instructional capacity of teachers to design learning programs to explicitly deliver deep levels of thinking and application
Goal 3	Improve student engagement
Target 3.1	<p>Attitudes to School Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> Increase Teacher Concern from 37 per cent positive endorsement in 2019 to 60 per cent by 2023 Increase Stimulating learning from 48 per cent positive endorsement in 2019 to 65 per cent by 2023 Increase Differentiated learning challenge from 56 per cent positive endorsement in 2019 to 70 per cent by 2023

Target 3.2	<p>Attendance – reduce the per cent of students with greater than 30 days for the following cohorts:</p> <ul style="list-style-type: none"> • All students Year 7 to 12 from 16 per cent in 2018 to 12 per cent by 2023 • Koorie students from Year 7 to 12 from 51 per cent in 2018 to 30 per cent by 2023
Target 3.3	Real retention rates: increase from 51.7 per cent in 2018 to 55 per cent by 2023
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and self-awareness
Key Improvement Strategy 3.b Empowering students and building school pride	Develop teacher capacity to co-design opportunities for students to exercise authentic agency in their own learning
Key Improvement Strategy 3.c Evaluating impact on learning	Provide regular feedback to students on their progress against individual learning goals and curriculum standards, through rigorous assessment practices.
Goal 4	Empower students and promote wellbeing
Target 4.1	<p>Attitudes to School Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent positive endorsement in 2019 to 70 per cent by 2023 • Student voice and agency from 44 per cent positive endorsement in 2019 to 65 per cent by 2023 • Respect for diversity from 50 per cent positive endorsement in 2019 to 75 per cent by 2023

<p>Target 4.2</p>	<p>Parent Opinion Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2018 baseline:</p> <ul style="list-style-type: none"> • Parent community engagement measures: Parent participation and involvement from 62 per cent in 2018 to 80 per cent by 2023, Teacher communication from 59 per cent in 2018 to 75 per cent by 2023 • Safety measures: Managing bullying from 79 per cent in 2018 to 90 per cent by 2023, Not-experience of bullying from 62 per cent in 2018 to 80 per cent by 2023, Promoting positive behavior from 67 per cent in 2018 to 80 per cent by 2023, Respect for diversity from 84 per cent in 2018 to 95 per cent by 2023.
<p>Target 4.3</p>	<p>Staff Opinion Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Parents and community involvement: increase from 53 per cent in 2019 to 75 per cent by 2023 • Trust in students and parents: increase from 44 per cent in 2019 to 75 per cent by 2023
<p>Key Improvement Strategy 4.a Building communities</p>	<p>Develop a whole community approach to wellbeing</p>
<p>Key Improvement Strategy 4.b Parents and carers as partners</p>	<p>Enhance teacher capacity to facilitate parent/carer involvement in education within the school and beyond</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Implement an Intervention and support program to focus on Literacy and Numeracy improvement in Years 7 to 9.</p>
Improve student achievement and outcomes	Yes	<p>NAPLAN per cent in the top two bands in Year 9 n the following domains:</p> <ul style="list-style-type: none"> • Reading - increase from 18 per cent in 2019 to 25 per cent by 2023 • Writing - increase from 11 per cent in 2019 to 15 per cent by 2023 	<p>Numeracy- 25% of students in Top 2 Bands Reading- 20% of students in Top 2 Bands Writing- 13% in Top 2 bands</p>

		<ul style="list-style-type: none"> Numeracy - increase from 25 per cent in 2019 to 28 per cent by 2023 	
		<p>NAPLAN Year 9 benchmark growth to increase in the following domains:</p> <ul style="list-style-type: none"> Reading - at and above benchmark growth to increase from 78 per cent in 2019 to 85 per cent by 2023 Writing - at and above benchmark growth to increase from 77 per cent in 2019 to 85 per cent by 2023 Numeracy - at and above benchmark growth to increase from 76 per cent in 2019 to 90 per cent by 2023 	Benchmark growth to improve from 2021 levels by 5% in Reading, Writing and Numeracy.
		<p>VCE achievement:</p> <ul style="list-style-type: none"> Increase the median All Study score from 27 in 2018 to 30 by 2023 Increase the percentage of students with a Study score greater than 40 from 4.7 per cent in 2018 to 6 per cent in 2023 	Median Study Score of 30 Percentage of students with study score above 40 at 5.5%
Improve student engagement	Yes	<p>Attitudes to School Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> Increase Teacher Concern from 37 per cent positive endorsement in 2019 to 60 per cent by 2023 Increase Stimulating learning from 48 per cent positive endorsement in 2019 to 65 per cent by 2023 	Improve teacher concern to 55% Improve stimulated learning to 55% Improve Differentiated Learning Challenge to

		<ul style="list-style-type: none"> • Increase Differentiated learning challenge from 56 per cent positive endorsement in 2019 to 70 per cent by 2023 	
		<p>Attendance – reduce the per cent of students with greater than 30 days for the following cohorts:</p> <ul style="list-style-type: none"> • All students Year 7 to 12 from 16 per cent in 2018 to 12 per cent by 2023 • Koorie students from Year 7 to 12 from 51 per cent in 2018 to 30 per cent by 2023 	<p>All students to 15% in 2022 Koorie Students to 38% in 2022</p>
		<p>Real retention rates: increase from 51.7 per cent in 2018 to 55 per cent by 2023</p>	<p>Above 55% for Yr. 7 to 12 in 2022</p>
Empower students and promote wellbeing	Yes	<p>Attitudes to School Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent positive endorsement in 2019 to 70 per cent by 2023 • Student voice and agency from 44 per cent positive endorsement in 2019 to 65 per cent by 2023 • Respect for diversity from 50 per cent positive endorsement in 2019 to 75 per cent by 2023 	<p>Connectedness to 55% Student Voice and Agency to 55% Respect for Diversity to 60%</p>
		<p>Parent Opinion Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2018 baseline:</p>	<p>Parent Participation to 75% Teacher communication to 75% Managing bullying to 90%</p>

		<ul style="list-style-type: none"> • Parent community engagement measures: Parent participation and involvement from 62 per cent in 2018 to 80 per cent by 2023, Teacher communication from 59 per cent in 2018 to 75 per cent by 2023 • Safety measures: Managing bullying from 79 per cent in 2018 to 90 per cent by 2023, Not-experience of bullying from 62 per cent in 2018 to 80 per cent by 2023, Promoting positive behavior from 67 per cent in 2018 to 80 per cent by 2023, Respect for diversity from 84 per cent in 2018 to 95 per cent by 2023. 	
		<p>Staff Opinion Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Parents and community involvement: increase from 53 per cent in 2019 to 75 per cent by 2023 • Trust in students and parents: increase from 44 per cent in 2019 to 75 per cent by 2023 	<p>Parent and Community involvement to 70% Trust in students and parents to 60%</p>

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>Implement an Intervention and support program to focus on Literacy and Numeracy improvement in Years 7 to 9.</p>	
Key Improvement Strategies		<p>Is this KIS selected for focus this year?</p>

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilize available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student achievement and outcomes	
12 Month Target 2.1	Numeracy- 25% of students in Top 2 Bands Reading- 20% of students in Top 2 Bands Writing- 13% in Top 2 bands	
12 Month Target 2.2	Benchmark growth to improve from 2021 levels by 5% in Reading, Writing and Numeracy.	
12 Month Target 2.3	Median Study Score of 30 Percentage of students with study score above 40 at 5.5%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed a culture where teachers place student needs at the centre of program planning and delivery	Yes
KIS 2 Curriculum planning and assessment	Build the capacity of teachers to implement whole school approaches to reading and writing	Yes

KIS 3 Intellectual engagement and self-awareness	Build the instructional capacity of teachers to design learning programs to explicitly deliver deep levels of thinking and application	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.	There will be a focus on better assessment practices to reflect accurate learning growth and plan learning programs accordingly. By doing this we will shift the focus of learning and assessment to growth as opposed to grades and we will improve student agency. This will better align teacher judgement to student achievement levels, aid in differentiation practices and to cater for mixed abilities within the classroom. Data that supports this is: discrepancies between VC judgements and student achievement levels,	
Goal 3	Improve student engagement	
12 Month Target 3.1	Improve teacher concern to 55% Improve stimulated learning to 55% Improve Differentiated Learning Challenge to	
12 Month Target 3.2	All students to 15% in 2022 Koorie Students to 38% in 2022	
12 Month Target 3.3	Above 55% for Yr. 7 to 12 in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and self-awareness	Yes
KIS 2 Empowering students and building school pride	Develop teacher capacity to co-design opportunities for students to exercise authentic agency in their own learning	No

KIS 3 Evaluating impact on learning	Provide regular feedback to students on their progress against individual learning goals and curriculum standards, through rigorous assessment practices.	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.	As schools (hopefully) return to 'normal' face to face teaching for all of 2022, there needs to be a concerted focus on maintaining the well-being focus of 2021, but also re-introducing a focus on teaching and learning and on student achievement. The work at Reservoir High School is to build all aspects of engagement; relational engagement, social engagement, behavioral engagement and cognitive engagement.	
Goal 4	Empower students and promote wellbeing	
12 Month Target 4.1	Connectedness to 55% Student Voice and Agency to 55% Respect for Diversity to 60%	
12 Month Target 4.2	Parent Participation to 75% Teacher communication to 75% Managing bullying to 90%	
12 Month Target 4.3	Parent and Community involvement to 70% Trust in students and parents to 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Develop a whole community approach to wellbeing	Yes
KIS 2 Parents and carers as partners	Enhance teacher capacity to facilitate parent/carers involvement in education within the school and beyond	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 a system, we have learnt that connection and well-being is pivotal in developing happy, healthy and engaged students. Reservoir High School will implement a Indigenous perspective, strengths based, restorative practice system in order to promote well-being and connection.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Implement an Intervention and support program to focus on Literacy and Numeracy improvement in Years 7 to 9.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	With staff and parent input, expand targeted support programs in Literacy and Numeracy for students in year 7-9. Implement additional supports for students in VCE Implement a tutoring program to support the catch up and extension learning of students. Every student involved in the Intervention/tutoring program to have a literacy or numeracy focused IEP on Compass. Document literacy intervention curriculum on a common OneNote. Improve the range of intervention pedagogical approaches used by tutors - mini lessons, reading conferences, mentor texts, literature circles digital content (Ed Perfect)
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Students will attend scheduled sessions. Students will improve literacy and numeracy skills and confidence. Nominated teachers and tutors will establish intervention/small group or in class tutoring.
Success Indicators	Teacher Feedback and Learning Data used to identify students for tailored supports Tutoring support attendance data Average literacy reading growth in PAT term 1-4 data above expected. Assessment data and student surveys/interviews from intervention groups Progress against Individual Education Plan Goals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish staffing and resourcing for tutoring/intervention program Numeracy and Literacy. This includes Administration, Numeracy Coaching, ES staff in Reading Recovery and Critical Literacy, staffing for Reading Conferences, staffing for EAL support and staffing for GRIN.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$410,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify and communicate with students requiring individual or tailored support throughout 2022	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an Individual Education Plan for students involved and schedule times for tutoring	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide small group and individual support for students - in and out of class	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor and evaluate student progress in tutoring program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilize available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Use the systems developed during COVID period at Reservoir High to provide Well-being supports at three Tiers in the school- Tier 1- In the classroom and Sub Schools, Tier 2- In the Well-being Team and Tier 3- Targeted individual support. This will include more supports at Tier 2 with a Youth Worker, and development of a coaching/mentoring program to support both VCE students and students at risk.			
Outcomes	Provide supports for students as they return from the disruption of remote learning			
Success Indicators	Life Satisfaction and Emotional Regulation and Awareness in the Attitudes to School Survey.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement class meeting discussions as part of the PLC sessions.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Support the Wellbeing Team with the addition of a School based Youth Worker.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$40,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Conduct individual short term counselling, case management and family consultations through the Mental Health Practitioners program.</p>	<p><input checked="" type="checkbox"/> Allied Health</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Planning for a model of building capacity in students in their own well-being.</p>	<p><input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

		<input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Construct a 'Well Being Plan and Processes' document outlining both the supports and interventions available at Reservoir high and a document outlining the wellbeing processes to support student well-being.		<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-Ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student achievement and outcomes				
12 Month Target 2.1	Numeracy- 25% of students in Top 2 Bands Reading- 20% of students in Top 2 Bands Writing- 13% in Top 2 bands				
12 Month Target 2.2	Benchmark growth to improve from 2021 levels by 5% in Reading, Writing and Numeracy.				
12 Month Target 2.3	Median Study Score of 30 Percentage of students with study score above 40 at 5.5%				

KIS 1 Curriculum planning and assessment	Embed a culture where teachers place student needs at the centre of program planning and delivery			
Actions	<p>Teachers and support staff will collaborate in PLC Teams to use literacy and numeracy learning data to identify differentiated learning needs in their classes and use this data to plan and deliver teaching and learning programs.</p> <p>PLC leaders will work with Learning and Teaching team to coordinate and lead the PLC inquiry cycle into developmental assessment.</p> <p>Teachers will collaborate in PLC's to develop learning continua for all strands in their domain - aligned to the Victorian curriculum. PLC's will collaborate to create a developmental rubric for a unit of work in term 3 and they will trial using this rubric to activate student learning, improve learner agency, provide targeted teaching and formative assessment.</p> <p>Teacher to support students to understand and use the developmental rubric to set individual learning goals.</p>			
Outcomes	<p>Increased practice of using evidence of learning, through tools such as SPA as well as formative assessment tools developed as cycles of inquiry.</p> <p>Improved data literacy of staff through professional development.</p> <p>The development of differentiated curriculum and assessment for all students</p> <p>Learning continua written for all VC strands level 5 to VCE level using the RHS templates</p> <p>Developmental rubrics created for specific units to trial in inquiry cycle.</p> <p>Basic and consistent unit plan details to be documented with each developmental rubrics</p> <p>Evaluation of the inquiry cycle through students focus groups and teachers feedback</p>			
Success Indicators	<p>Evidence of documented differentiated curriculum and assessment tools in PLC Microsoft Teams files</p> <p>Observations of professional conversations in PLC's</p> <p>Visible, viable, consistent, and quality Developmental Rubrics and Learning continua through Microsoft Teams.</p> <p>Teacher feedback to indicate improved understanding of Vic Curriculum content descriptors and achievement standards, increase confidence in formative assessment.</p> <p>Evidence of students engaging in self-assessment and creating learning goals to improve skills.</p> <p>Recommendations for improvements to reporting and assessment processes for implementation in 2023.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Complete Cycles of Inquiry in use of learning data to support the identification of student learning needs and the development of engaging and differentiated curriculum and assessment	☑ Assistant Principal	☑ PLP Priority	from: Term 1	\$4,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning and teaching team to work with PLC leaders to build capacity to lead inquiry cycle and develop	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-Ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC inquiry Cycle professional learning activities led by PLC leaders and Learning and teaching leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-Ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reporting and Assessment Review during term 4	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Curriculum planning and assessment	Build the capacity of teachers to implement whole school approaches to reading and writing			
Actions	In 2022, Reservoir High will employ a Learning Specialist for Whole School Literacy. The Learning Specialist establish a literacy improvement team and develop a whole school literacy improvement plan. Learning specialist will lead the term 4 cycle of inquiry into literacy improvement Teachers will engage in a Literacy Cycle of Inquiry - whole school - John Munroe reading strategies, vocab and substantive conversations focused - supporting the literacy needs of all students across the curriculum.			
Outcomes	The key shift in mindset is to embed the understanding and develop strategies that all teachers are teachers of Literacy. Teachers employ reading strategies with confidence and impact in classes. Student's report increase use of literacy instruction in all subjects. Teachers create videos of practices and shares with staff.			

Success Indicators	Key data sources include PAT data, NAPLAN data and Teacher judgements in Literacy. Data for the Staff Opinion survey on implementation of whole strategies will also measure success of the implementation of whole school literacy strategies.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Using data from NAPLAN, PAT testing and Teacher judgements, identify students at need for Literacy support	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct a writing audit of all domain areas in Years 7-12	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Conduct a Cycle of Inquiry into whole school approaches to reading and vocabulary	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve student engagement			
12 Month Target 3.1	Improve teacher concern to 55% Improve stimulated learning to 55% Improve Differentiated Learning Challenge to			
12 Month Target 3.2	All students to 15% in 2022 Koorie Students to 38% in 2022			
12 Month Target 3.3	Above 55% for Yr. 7 to 12 in 2022			
KIS 1 Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and self-awareness			
Actions	School will apply to be part of the DET SWPBS program. A team will be formed whose responsibility will be to implement the program across the school. Staff will receive PL on Engoorie which is based on Strengths based restorative conversations. This will also form part of SWPBS Develop and implement the IMPACT program from Year 7 to 12 which includes Goal Setting, Study Skills, Respectful Relationships and other programs that will enhance student engagement.			

Outcomes	SWPBS and Engoorie implemented across the school. All staff, students and parents are aware of the program and are using it. Once implemented there will be an increase in student engagement and student agency. Which means attendance data will improve and teacher concern on the ATToS will improve.			
Success Indicators	Attendance Data Exits from class Data ATToS data especially Teacher concern and Stimulating Learning Suspension Data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Apply for SWPBS program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement SWPBS Program and Engoorie	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Year Level Co-Ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and Implement IMPACT Program from Year 7 - 12	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Student Wellbeing Co-Ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-Ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed attendance officers across all three sub schools and implement Attendance Improvement Plans	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$210,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
In IMPACT, students will identify their learning needs and construct goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Using Engoorie as the framework, staff will identify key values of the school, ideal behaviour and explore the norms of staff practice to promote collaboration and build staff trust	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evaluating impact on learning	Provide regular feedback to students on their progress against individual learning goals and curriculum standards, through rigorous assessment practices.			

Actions	<p>PLC leaders will coordinate the development of learning continua and developmental rubrics for each subject to chart the expected knowledge and skills across the developmental levels</p> <p>Teachers/PLCs will trial using a developmental approach to pedagogy and assessment in their classrooms - as part of inquiry cycle</p> <p>Teachers and support staff will collaborate in PLC Teams to use a range of data to identify learning needs of individuals and student cohorts and plan differentiated learning programs</p> <p>Teachers/PLCs will trial using a developmental approach to pedagogy and assessment in their classrooms for intellectual engagement and improved self-efficacy - as part of inquiry cycle</p>			
Outcomes	<p>Teachers will have improved understanding developmental steps in learning and links to curriculum.</p> <p>Teachers will have a clear understanding of the range of abilities their classes to develop differentiated curriculum and assessment for all students.</p> <p>Students will engage with developmental rubrics in classes to improve their agency and engagement in learning</p> <p>Students will be able to self-assess and set their own learning goals.</p> <p>Teachers will have better understanding of Victorian Curriculum content and VCE Study Designs.</p> <p>Teachers will design assessments linked to learning progressions.</p> <p>Teacher feedback will be more specific and actionable</p>			
Success Indicators	<p>Teacher judgements that align with standardized testing data.</p> <p>Improved learning growth in subject using developmental approaches.</p> <p>Student Agency data - AtoSS and Focus Group</p> <p>Peer observations and Learning Walks</p> <p>Visible, Viable and Differentiated Documented curriculum</p> <p>Documented learning continua and developmental rubrics for each subject year 7-10</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement Cycle of Inquiry in use of Instructional Model and Lesson Sequence.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Empower students and promote wellbeing			
12 Month Target 4.1	Connectedness to 55% Student Voice and Agency to 55% Respect for Diversity to 60%			
12 Month Target 4.2	Parent Participation to 75% Teacher communication to 75% Managing bullying to 90%			
12 Month Target 4.3	Parent and Community involvement to 70% Trust in students and parents to 60%			
KIS 1 Building communities	Develop a whole community approach to wellbeing			
Actions	Embed Respectful Relationships into the Curriculum and school wide Develop the resilience and confidence of all students Develop a leadership program for our student leaders			
Outcomes	Improved staff and student relationships.			
Success Indicators	The key data sources are teacher concern, advocate at school, respect for diversity and school connectedness as part of the Attitudes to School survey.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Map out Respectful Relationships across the school including IMPACT classes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver the Youth Mental Health Toolkit to the Years and possibly other year levels	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-Ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an ATSI staff team and develop and implement an action plan for our ATSI students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in a Cycle of Inquiry in building better relationships and connections. (as part of the RHS Lesson Sequence)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$700,723.00	\$700,000.00	\$723.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$60,000.00	-\$60,000.00
Total	\$700,723.00	\$760,000.00	-\$59,277.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish staffing and resourcing for tutoring/intervention program Numeracy and Literacy. This includes Administration, Numeracy Coaching, ES staff in Reading Recovery and Critical Literacy, staffing for Reading Conferences, staffing for EAL support and staffing for GRIN.	\$410,000.00
Support the Wellbeing Team with the addition of a School based Youth Worker.	\$40,000.00
Embed attendance officers across all three sub schools and implement Attendance Improvement Plans	\$210,000.00
Using Engoorie as the framework, staff will identify key values of the school, ideal behaviour and explore the norms of staff practice to promote collaboration and build staff trust	\$10,000.00
Deliver the Youth Mental Health Toolkit to the Years and possibly other year levels	\$20,000.00

Develop an ATSI staff team and develop and implement an action plan for our ATSI students	\$70,000.00
Totals	\$760,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish staffing and resourcing for tutoring/intervention program Numeracy and Literacy. This includes Administration, Numeracy Coaching, ES staff in Reading Recovery and Critical Literacy, staffing for Reading Conferences, staffing for EAL support and staffing for GRIN.	from: Term 1 to: Term 1	\$410,000.00	<input checked="" type="checkbox"/> School-based staffing
Embed attendance officers across all three sub schools and implement Attendance Improvement Plans	from: Term 1 to: Term 4	\$210,000.00	<input checked="" type="checkbox"/> School-based staffing
Using Engoorie as the framework, staff will identify key values of the school, ideal behaviour and explore the norms of staff practice to promote collaboration and build staff trust	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Support services
Develop an ATSI staff team and develop and implement an action plan for our ATSI students	from: Term 1 to: Term 3	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing

Totals		\$700,000.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Support the Wellbeing Team with the addition of a School based Youth Worker.	from: Term 1 to: Term 2	\$40,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Youth Worker
Deliver the Youth Mental Health Toolkit to the Years and possibly other year levels	from: Term 2 to: Term 3	\$20,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Youth Mental Health First Aide
Totals		\$60,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organizational Structure	Expertise Accessed	Where
Establish staffing and resourcing for tutoring/intervention program Numeracy and Literacy. This includes Administration, Numeracy Coaching, ES staff in Reading Recovery and Critical Literacy, staffing for Reading Conferences, staffing for EAL support and staffing for GRIN.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Provide small group and individual support for students - in and out of class	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Complete Cycles of Inquiry in use of learning data to support the identification of student learning needs and the development of engaging and differentiated curriculum and assessment	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalized 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"/> On-site

Learning and teaching team to work with PLC leaders to build capacity to lead inquiry cycle and develop	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-Ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct a Cycle of Inquiry into whole school approaches to reading and vocabulary	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalized PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Apply for SWPBS program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPB	<input checked="" type="checkbox"/> On-site
Implement SWPBS Program and Engoorie	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Year Level Co-Ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Leading With Strength	<input checked="" type="checkbox"/> On-site

Using Engoorie as the framework, staff will identify key values of the school, ideal behaviour and explore the norms of staff practice to promote collaboration and build staff trust	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Leading With Strength	<input checked="" type="checkbox"/> On-site
Implement Cycle of Inquiry in use of Instructional Model and Lesson Sequence.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Leading With Strength	<input checked="" type="checkbox"/> On-site