

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

Reservoir High School (8708)



# **Reservoir High School**

Submitted for review by Katie Watmough (School Principal) on 15 November, 2024 at 12:52 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 18 November, 2024 at 08:34 PM

## Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

--	--	--

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student learning outcomes.	Yes	Increase the VCE median All study score from 27 in 2022 to 30 by 2027.	Increase the VCE median All study score from 27 in 2024 to 29 by 2025.
		Increase the percentage of Year 9 students achieving exceeding or strong proficiency levels in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 60% in 2023 to 67% in 2027</li> <li>• Writing from 52% in 2023 to 60% in 2027</li> <li>• Numeracy from 57% in 2023 to 63% in 2027</li> </ul>	Increase the percentage of Year 9 students achieving exceeding or strong proficiency levels in NAPLAN: <p>Reading from 63% in 2024 to 66% in 2025            Writing from 60% in 2024 to 63% in 2025            Numeracy from 61% in 2024 to 64% in 2025</p> By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024: <p>Reading from 17 students in 2024 to 10 in 2026            Numeracy from 18 students in 2024 to 10 in 2026</p>
		Increase the percentage of positive endorsement in AtoSS: <ul style="list-style-type: none"> <li>• Stimulating learning from 40% in 2023 to 55% in 2027</li> <li>• Differentiated learning challenge from 48% in 2023 to 57% in 2027</li> </ul>	Increase the percentage of positive endorsement in AtoSS: <p>Stimulating learning from 41% in 2024 to 43% in 2025            Differentiated learning challenge from 53% in 2024 to 55% in 2025</p>

Improve student wellbeing and engagement outcomes.	Yes	Reduce the percentage of students with 20+ days absent from 43% in 2022 to 30% in 2027	Reduce the percentage of students with 20+ days absent from 43% in 2022 to 40% in 2024
		Increase the percentage of positive endorsement in AtoSS: Sense of connectedness from 37% in 2022 to 45% in 2027 Teacher concern from 28% in 2022 to 35% in 2027 Advocate at school from 54% in 2022 to 62% in 2027	Increase the percentage of positive endorsement in AtoSS: Sense of connectedness from 35% in 2024 to 39% in 2025 Teacher concern from 32% in 2024 to 36% in 2025 Advocate at school from 59% in 2024 to 62% in 2025
		Increase the percentage of positive endorsement in AtoSS: <ul style="list-style-type: none"> <li>Student voice and agency from 35% in 2022 to 42% in 2027</li> </ul>	Increase the percentage of positive endorsement in AtoSS: Student voice and agency from 34% in 2024 to 38% in 2025

<b>Goal 1</b>	Improve student learning outcomes.
<b>12-month target 1.1</b>	Increase the VCE median All study score from 27 in 2024 to 29 by 2025.
<b>12-month target 1.2</b>	<p>Increase the percentage of Year 9 students achieving exceeding or strong proficiency levels in NAPLAN:</p> <p>Reading from 63% in 2024 to 66% in 2025  Writing from 60% in 2024 to 63% in 2025  Numeracy from 61% in 2024 to 64% in 2025</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024:</p> <p>Reading from 17 students in 2024 to 10 in 2026  Numeracy from 18 students in 2024 to 10 in 2026</p>

<b>12-month target 1.3</b>	Increase the percentage of positive endorsement in AtoSS:  Stimulating learning from 41% in 2024 to 43% in 2025 Differentiated learning challenge from 53% in 2024 to 55% in 2025	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1.a</b> Teaching and learning	Embed a whole school approach to professional learning and collaboration.	Yes
<b>KIS 1.b</b> Teaching and learning	Build a whole school understanding and implementation of high expectations.	Yes
<b>KIS 1.c</b> Teaching and learning	Embed a whole school pedagogical model.	Yes
<b>KIS 1.d</b> Teaching and learning	Deepen the ability of staff to use data and implement evidence-based 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.	<p>While significant progress has been made in the first year of the Strategic Plan and our achievements against the 2024 AIP Goals, Targets and Actions are commendable, there is still considerable work to do in embedding our improvement initiatives and ensure implementation integrity to move beyond "pockets of excellence" to excellent teaching in every classroom, maximise leadership impact and strengthen the whole-school understanding of what constitutes high quality, differentiated and engaging learning for every student.</p> <p>The introduction of our whole-school pedagogical approach, Learning By Design, has been well embraced and the first phase of Learning Sequences have been designed, however we are only in the initial stage of developing a viable and guaranteed "mapped" curriculum and implementing our Lesson model, articulating what explicit instruction and powerful teaching and learning looks like in the classroom, for every student, every day.</p> <p>While our Year 9 NAPLAN results are continuing to improve, with 63% achieving the exceeding or strong proficiency levels for Reading, 60% in Writing and 61% in Numeracy, a strong focus will be to significantly reduce the number of students in 'Needs Additional Support'. Furthermore, female students are out performing male</p>	

students in every NAPLAN measure, which conflicts with the trend state-wide and Nationally. Undertaking a deep analysis to understand why our female students outperform their male counterparts will form the work of the leadership team and teachers in Term 1.

The implementation of Maestro, our Data Dashboard, has provided an evidence-base to inform teacher planning, enable effective differentiation and measure the impact of their teaching. However, the Staff Opinion Survey has only a 42% positive endorsement by our teachers for 'Use of Data to Inform Curriculum Planning', with 53% giving a neutral response. This indicates that many teachers still lack confidence in using the learning growth and achievement data in a purposeful way. The work for the next 12 months will be to build a highly data literate teaching staff and ensure Maestro is used in every Domain-based and Sub-School session; it will continue to be used in the Learning Conversations to set "stretch" goals for every individual staff member; each PLC will use Maestro to understand the particular areas of need of a class or cohort, so as to identify an Inquiry focus or "Learning Sprint" that will improve individual teacher practice; and will inform all future strategic planning and improvement initiative.

A further area for improvement in 2025 will be to embed with fidelity our Moderation of Student Learning approach across Years 7-12, so as to ensure equity of teacher assessments, provide greater alignment between teacher judgement and external standardised assessment data and improve the provision of robust tiered assessment tasks. In 2025, the approach will also include the use of Developmental Rubrics to diagnose learning needs, aide in the differentiation of learning and effectively measure student progress and the development of 'Effective Feedback' model. There is a necessity to establish a culture of feedback between teacher and student, so as to give students a deeper understanding of what they have mastered in their learning and how they need to progress to the next level. Furthermore, having teachers regularly receive feedback from students as to the impact of their teaching will assist us in embedding student voice and agency in every classroom.

There is further work to fully implement with fidelity the VCE-VM, so as to create a culture of high expectations and excellence for all senior students. An extensive Review into the VCE-VM program at the school will be undertaken in Term 1 of 2025, with a number of short-term and longer-term recommendations to be made, which will include the creation of an Unscored Program, involving micro-credentialing and additional qualifications. Significant professional learning will also be provided to all senior teachers to ensure consistency of understanding as to what constitutes an 'S' in all VCE studies and a VCE Handbook will be developed which articulates the policies, practices and expectations for the VCE Program at Reservoir High School.

While we have seen an improvement in the number of positive responses in ATToS data Differentiated Learning Challenge (53% in 2024 up from 48% in 2023) Stimulating Learning continues to have low positive responses at

	41%. This indicates that teachers are beginning to differentiate their practice by using data to target the needs of each learner, which has been a school-wide focus in PLCs and in Domains in 2024 and will continue in 2025. The logical next step is to create opportunities to embed student agency in the learning, strengthen formative assessment design and provide regular feedback to every student. This will be supported by the introduction of the Reservoir High School Lesson Model, which articulates the role of the teacher in providing high-quality explicit instruction and the role of the student as an active and engaged member of the learning community. In addition, the further expansion and refinement of the PLC approach which will personalise and differentiate the learning opportunities for teachers and provide them with regular feedback on their teaching as well as the opportunity to observe their peers.	
<b>Goal 2</b>	Improve student wellbeing and engagement outcomes.	
<b>12-month target 2.1</b>	Reduce the percentage of students with 20+ days absent from 43% in 2022 to 40% in 2024	
<b>12-month target 2.2</b>	Increase the percentage of positive endorsement in AtoSS:  Sense of connectedness from 35% in 2024 to 39% in 2025  Teacher concern from 32% in 2024 to 36% in 2025  Advocate at school from 59% in 2024 to 62% in 2025	
<b>12-month target 2.3</b>	Increase the percentage of positive endorsement in AtoSS:  Student voice and agency from 34% in 2024 to 38% in 2025	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Activate student voice and learner agency to strengthen student ownership and engagement in their learning.	Yes
<b>KIS 2.b</b> Engagement	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	Yes

<p><b>KIS 2.c</b> Support and resources</p>	<p>Strengthen school climate by embedding practices and approaches which promote wellbeing and engagement.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>There is further work to do to actively foster a culture where we value student agency, student voice and we provide our students with the opportunity to genuinely engage with and actively shape the direction of their learning in partnership with their teachers and the school. The re-structured Student Leadership framework, which includes an elected Student Representative Council and a Year 12 Student Leadership Team will enable students to have greater opportunity to help shape the strategic direction of the school; however the greater challenge will be to re-conceptualise the relationship between the teacher and learner, so as to enable students to have greater agency in their learning. Building more independent, active and motivated learners through the explicit teaching of the Social and Emotional Learning capabilities will be a focus for 2025, complemented by the RHS Lesson Model and our whole-school focus on Positive Education.</p> <p>The focus for the next four years will be to further strengthen the relationship with our parent community and actively work to provide opportunities for genuine parent contribution and engagement with the school. In 2025, student feedback will be sought in order to improve teacher efficacy and student - teacher relationships through the implementation of a school-designed set of metrics to understand the emotions and self-efficacy experienced by students in their different subjects, which will provide highly effective and meaningful data to teachers as to their practice and inform how they can maximise the engagement of every student. The creation of a new Position of Responsibility for 2025, the Community and Partnership Leader, will have responsibility for strengthening the partnerships and links between the school and the community to support student learning, wellbeing and pathways. They work closely with the Principal to develop a whole school shared understanding of community, including our parents and families. They provide opportunities for our students to engage with the local and wider community to build their capacity as active global citizens.</p> <p>To ensure clarity for all staff as to the importance of "unrelenting positive regard" for our students and to support the synthesis of student learning, engagement and wellbeing being at the very centre of our work, we will build upon the strong foundations established by the School-Wide Positive Behaviours (SWPBS) framework to build a culture of Positive Education across the school. This approach, which will articulate the approaches, strategies, tools and programs available at to our staff, will include SWPBS and the explicit teaching of expected behaviours, the Social and Emotional Learning Capabilities, understanding Functional Behaviours, the High-Impact Wellbeing Strategies (HIWS), Positive Classroom Management Strategies, and the IMPACT program and Respectful Relationships.</p> <p>A key area of focus for the remaining three years of the Strategic Plan will be to improve the learning, engagement</p>	

	<p>and wellbeing outcomes of every Aboriginal and Torres Strait Islander student at Reservoir High School. This will include attendance, student growth and achievement data, NAPLAN results and VCE completion rates. The first phase of ATSIL Strategy will involve: the establishment of the Koorie Strategy Team; identifying the Terms of Reference for the strategy; undertaking an extensive analysis of data and evidence related to Aboriginal and Torres Strait Islander students' (current and former) experiences both in learning, wellbeing and culturally at the school; establishing focus groups with students, parents and community groups; and developing both short and longer-term recommendations to ensure every student achieves success at Reservoir High School. This strategy will also require further shaping and evolution of the Koorie Engagement Officer's role at Reservoir High School.</p>
--	---

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve student learning outcomes.
<b>12-month target 1.1</b>	Increase the VCE median All study score from 27 in 2024 to 29 by 2025.
<b>12-month target 1.2</b>	<p>Increase the percentage of Year 9 students achieving exceeding or strong proficiency levels in NAPLAN:</p> <p>Reading from 63% in 2024 to 66% in 2025            Writing from 60% in 2024 to 63% in 2025            Numeracy from 61% in 2024 to 64% in 2025</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024:</p> <p>Reading from 17 students in 2024 to 10 in 2026            Numeracy from 18 students in 2024 to 10 in 2026</p>
<b>12-month target 1.3</b>	<p>Increase the percentage of positive endorsement in AtoSS:</p> <p>Stimulating learning from 41% in 2024 to 43% in 2025            Differentiated learning challenge from 53% in 2024 to 55% in 2025</p>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school approach to professional learning and collaboration.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Further embed a Professional Learning approach that has clear through-lines to the AIP and the strategic direction of the school.</li> <li>- Build a culture of strong collective efficacy across the staff.</li> </ul>

<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>- Each teacher at the school has clarity regarding agreed strategic direction and initiatives within the AIP and can articulate what that looks like in action for them and for their students in the classroom. Clear through lines between an individual's Learning Conversation goals, those set at the Domain, Sub-School and whole-school level, ensure an understanding of "the work" and what the individual's contribution needs to be.</li> <li>- All teachers understand that "collaboration" time provided to staff through the PLCs, Staff Learning, Domain and Sub-School sessions focus on the areas of improvement identified in the AIP, rather than additional Teacher-directed Planning time.</li> <li>- 2025 will have been a pivotal year and one in which we have experienced further evolution and re-building of our school culture, focused on whole-school improvement and collective efficacy. The school has seen an increase in reflective practice among our staff and being intentional in building a positive growth mindset, to foster and sustain improvement, positivity, mindfulness and gratitude.</li> <li>- The PLCs are highly rigorous staff learning teams that are research-driven and evidence based, foster risk-taking and professional challenge, provoke questioning and reflection and provide highly effective feedback.</li> <li>- The embedding of the Peer Observation model ensures that all teachers receive feedback to promote critical reflection and build their capacity. There is greater accountability for implementation of initiatives across the school.</li> <li>- All Professional Learning sessions provide staff with the necessary skills and knowledge they need to differentiate their practice and implement with confidence and fidelity the 'Content Pedagogy' focus identified within their Domain.</li> <li>- Teachers have demonstrated improved use of differentiation strategies in the classroom, evidenced by an increase in learning growth and achievement in both the Victorian Curriculum and NAPLAN data.</li> <li>- The Reservoir High School Lesson Model is evident in every teacher's practice observable through planning conversations, Learning Walks, Peer Observations and Learning Conversations.</li> <li>- Through Learning Walks and Learning Conversations, the School Leadership Team and PLC Leaders have an accurate understanding of teacher practice and professional learning needs across the school.</li> <li>- The Leadership Team have greater alignment and shared purpose. Each member is using observation to ensure implementation integrity of the initiatives they are responsible for and we have increased confidence in providing critical feedback to staff and receiving feedback from others about our practice.</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- Improved Staff Opinion Survey data, particularly in 'Collective Efficacy', 'Applicability of Professional Learning', 'Collective Participation', 'Renewal of Knowledge and Skills' and 'Teacher Collaboration'.</li> <li>- Staff feedback from exit data following Professional Learning sessions, Domain-based and Sub-School sessions.</li> <li>- Observational data from Leadership Learning Walks and PLC Peer Observations.</li> <li>- Improved student growth and achievement data in NAPLAN and VCE.</li> <li>- Improved ATToS data.</li> <li>- Samples of teacher Learning Conversation goals and reflections which demonstrate greater sophistication in the use of</li> </ul>

	<p>learning data and evidence to improve their practice.  - Examples of teacher learning and reflections on improved practice from the PLC Showcase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Ensure every teacher understands their contribution to whole school improvement and how that impacts their practice in the classroom through the first Curriculum Day in January. The Keynote presentation will articulate the through-lines for teachers between the initiatives in the AIP and what this looks like for them in their day-to-day work. The aim is for teachers to understand their contribution to whole-school improvement, the significance of their influence on improving student learning and how a culture of strong collective efficacy and positivity is our greatest enabler.</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	\$0.00
<p>Ensure greater clarity of the school's strategic direction by:</p> <ul style="list-style-type: none"> <li>- Providing professional learning to school leaders and teachers to ensure a consistent understanding of the school's definition of "high quality" teaching practice and what effective differentiation looks like.</li> <li>- Providing targeted Staff Learning Sessions to ensure teachers have clarity regarding the school's pedagogical approach 'Learning By Design' and the Reservoir High School Lesson Model.</li> <li>- Clear communication of Professional Learning responsibilities for each key leadership team.</li> <li>- Strengthen staff resilience and ability to embrace further change and improvement initiatives.</li> </ul>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	\$0.00
<p>Further embed the Professional Learning Schedule to provide time for teachers to both meet in PLCs and in teaching/subject teams to implement 'Learning By Design'. This will include:</p>	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	\$0.00

<ul style="list-style-type: none"> <li>- Provide time for teachers to meet to plan collaboratively in Domain sessions.</li> <li>- Deliver high-quality Professional Learning that reflects the needs of teachers and ES as we embed our improvement foci throughout each term.</li> <li>- Build teachers understanding of high quality teaching, including Differentiation, Explicit Instruction and Dialogic Learning in their classrooms and utilise Learning Conversations, Domain and Sub-School sessions and the PLCs to monitor and evaluate the effective use of these approaches in their practice.</li> </ul>				
<p>Further embed the PLC model focused on Teaching Sprints and Peer Observation. The embedding of the PLC approach at the school will include:</p> <ul style="list-style-type: none"> <li>- Scheduled fortnightly PLC sessions to ensure teachers have time to implement and evaluate “Learning Sprints” in Terms 2 and 3.</li> <li>- Collect feedback from teachers regarding the impact of the PLCs and Peer Observation on their teaching practice in the classroom.</li> <li>- Evaluate the effectiveness of the PLC Learning Sprints and Peer Observation to inform the 2026 AIP.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Embed the Professional Learning suite offered to teachers, which will include:</p> <ul style="list-style-type: none"> <li>- Modelling and coaching delivered by Learning Leaders and Sub-School Leaders.</li> <li>- Embed regular Learning Walks with the Principal and individual School Leaders.</li> <li>- Further embed Peer Observation through the PLC teams.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Differentiate Domain sessions to provide Professional Learning which focuses on developing teacher understanding of 'Learning By Design' and the Reservoir High School Lesson Model and provides purposeful</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>collaboration among teachers. To further build Content Pedagogy within each of the core learning areas, each Domain will have a particular focus for next year:</p> <ul style="list-style-type: none"> <li>- English/EAL/Humanities/Languages: Writers Workshop Model (Year 7-10) and the Reading Program in Years 7-9</li> <li>- Maths/Science: Re-thinking the teaching of Mathematics in the secondary classroom.</li> <li>- Health/Physical Education: Full realisation of the Victorian Curriculum through an interconnected and integrated approach and re-visioning Sports Education across the school.</li> <li>- Arts/Design and Digital Technologies: Revisioning the STEM Program to ensure it is underpinned by Design Thinking Principles and reflects the Victorian Curriculum 'Digital Technologies' and build a strong Performing Arts culture across the school.</li> </ul>			<p>to: Term 4</p>	
<p><b>KIS 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build a whole school understanding and implementation of high expectations.</p>			
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Build a culture of active, self-regulated and motivated learners across Years 7-12.</li> <li>- Develop and fully embed the VCE-VM with rigour and fidelity to provide more pathway options and choice for students.</li> </ul>			
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>- Observations of classroom practice in Years 7-10 and VCE demonstrate greater agency for students in their learning and are less teacher directed and content-based in approach.</li> <li>- The Student/Teacher feedback cycle is fully embedded and students and teachers have regular conversations about learning progress.</li> <li>- Students across the school are demonstrating an increase in taking initiative for their own learning, evidenced by high-level attendance in IMPACT classes, Supported Study Hall and Homework Club. Senior students are demonstrating a greater understanding and use of self-regulation strategies to support their own learning and proactively seek feedback</li> </ul>			

	<p>from their teachers. The Exam Program was well attended with an increase in student practice-exam results.</p> <ul style="list-style-type: none"> <li>- Students are demonstrating more resilience and self-regulation in their learning, evidenced by students posing questions in classes, seeking feedback and support from teachers and showing initiative when they need support.</li> <li>- Students understand how important it is to build the necessary skills in resilience, self-motivation, self-regulation, agency and ownership over learning.</li> <li>- Students are setting meaningful and relevant goals for their learning, engagement and wellbeing.</li> <li>- Students are utilising a greater array of Study Skills across their different subjects and the results from the Exam Program have improved.</li> <li>- The revisioned Jumpstart program results in better preparing our VCE students for success in their following year of study.</li> <li>- The VCE-VM curriculum is rigorous, deeply engaging and has a high benchmark for student success.</li> <li>- The VCE-VM is seen as a valuable pathway by staff, students and parents.</li> <li>- Staff, students and parents understand the structure, purpose and opportunities that the VCE-VM provides and there has been a considerable increase in the number of students selecting the VCE-VM Pathway for 2026.</li> <li>- The existing community perception that the scored VCE is the only desirable pathway for all senior students has been challenged through re-framing careers conversations to focus on destinations. There is greater flexibility for students to move between VCE, VCE-VM and VET dependant on the students' progress and their identified destination. Students feel greater empowerment in their future learning choices and their ability to influence their own success. Within the Senior Studies culture, there is further emphasis on high-expectations and increased efficacy for staff and students.</li> <li>- Students are proactively choosing the Unscored Pathway and have identified further tertiary study options post Year 12.</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- There is a coherent and mapped Study Skills program from Year 7 to 12, incorporating lesson plans for teachers to use across different learning areas.</li> <li>- ATToS data demonstrates an increase in Student Agency.</li> <li>- The Self-Efficacy and Emotions Survey Data reflects an increase in student motivation, self-regulation and perseverance.</li> <li>- Reservoir High School VCE Guidelines document.</li> <li>- VCE Completion rates improve.</li> <li>- Re-visioned Jump Start Program which allows for greater depth of learning with hurdle task assessments to be completed over the summer break.</li> <li>- Increase in students choosing the VCE-VM Pathway.</li> <li>- Increase in students undertaking a VET subject.</li> <li>- VCE-VM Working Party Agendas/Minutes that demonstrates the auditing and planning for the revisioned VCE-VM curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>- VCE-VM Working Party Recommendations document.</li> <li>- Presentations from Professional Learning sessions explore what constitutes an “S” and the Unscored pathway.</li> <li>- Unscored Program with micro-credentialling.</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Develop an Unscored Program for all Year 12 VCE students who have chosen not to sit the VCAA Exams. The Unscored Program will include:</p> <ul style="list-style-type: none"> <li>- Targeted support to complete all SACs and work requirements to obtain an 'S' for all studies.</li> <li>- Micro-credentialling and certification in relevant 'job ready' qualifications.</li> <li>- Provide training and support in job seeking, resume writing and interview skills.</li> </ul>	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Establish the VCE-VM Working Party School Structures Team with representation across all learning areas. The VCE-VM Working Party is responsible for:</p> <ul style="list-style-type: none"> <li>- Audit and review of the current VCE-VM curriculum provision using the VCAA Continuum of Practice.</li> <li>- Audit and review of the current VCE-VM assessments.</li> <li>- Development of a VCE-VM Strategy document that considers the leadership of the VCE-VM program at Reservoir High School, the plan for targeted professional learning to build teacher capacity in providing highly engaging and excellent learning for all VCE-VM students and the introduction of the Unscored Program in Term 3 of each school year.</li> </ul>	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>In preparation for 2026, develop a Senior Learner Induction Program to build the skills to be an effective and self-regulated learner, including study skills and goal setting.</p>	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Introduce the Reservoir High School Lesson Model which creates a student-centred classroom incorporating dialogic learning, deep questioning and gradual mastery of independent learning.	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school pedagogical model.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement 'Learning By Design', an evidence-based pedagogical approach which will define clearly for all staff what powerful teaching and assessment looks like.</li> <li>- Build the capability of teachers to deeply understand the learning architecture intrinsic to 'Learning By Design' to enable them to begin the development of Learning Sequences, including tiered CATs.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- All Learning Sequences have been designed to ensure they have; greater rigour, fidelity, reflect the Victorian Standards and have the General Capabilities fully embedded.</li> <li>- The collaborative design process will both ensure an authentic and rich curriculum for students and further develop each teacher's understanding of the pedagogical approach itself. Building teacher skills in the design process will also enhance teacher capacity and promote confidence to implement the approach in their classroom. The introduction of all new staff to Learning Sequence design will ensure transitioning teachers understand all facets and practical elements of the Design for Learning and can embed the approach in their practice.</li> <li>- Leadership Learning Walks and a focus on excellence in practice, will be part of the school culture.</li> <li>- Teachers will be implementing Learning Sequences and the RHS Lesson Model in every classroom and leadership will use their observations to target professional learning at Sub-School, Domain and individual teacher level. The quality and consistency of teacher practice and implementation integrity of the agreed pedagogical approach will increase across the school.</li> <li>- Teachers will have greater capacity to analyse VCE and NAPLAN data to a more detailed level and use this evidence</li> </ul>			

	<p>to target their teaching to meet their individual student's needs.</p> <ul style="list-style-type: none"> <li>- Teacher confidence in using Tier One Interventions within the classroom will increase and all students will be able to articulate learning intentions and success criteria beyond the content of a lesson. Lessons will be less teacher driven and more student centred, with students demonstrating greater ownership of their learning.</li> <li>- Teachers effectively use learning data to differentiate their program and the feedback received from students to reflect their practice.</li> <li>- Maths teachers will embed the Learning Sequences in their classrooms and use Numeracy strategies to build positive and successful maths learners with a growth mindset.</li> <li>- Social and Emotional Learning (SEL) data will highlight a growth in a positive response to the experience of learning Maths across the school. The Self-Efficacy and Emotions data will reflect an increase in perseverance and resilience in Maths learning, even when students find it challenging.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Observational data from Leadership Learning Walks to measure; consistency of implementation of Learning Sequences and the "RHS Lesson Model", student engagement and ownership of their learning and student ability to articulate the learning purpose, "Big ideas and "Enduring Understandings".</li> <li>- Refined Learning Sequences that demonstrate deeper rigour, fidelity and a clear skills continuum embedded within them.</li> <li>- Curriculum maps on Microsoft Teams that demonstrates the curriculum as a learning continuum, with the General Capabilities embedded within.</li> <li>- Reduction in number of students who are achieving Needs Additional Support (NAS) in reading and writing.</li> <li>- Individual teacher Learning Conversation goals demonstrate a more strategic use of student learning data and how this is used to improve practice in the classroom.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop a Learning Sequence Auditing process.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Design Learning Sequences across all Learning Areas, using a collaborative design process: - The delivery of targeted professional learning to all teachers focused on the Learning Sequence Design Tool.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<ul style="list-style-type: none"> <li>- All teachers will be allocated a Learning Sequence to design in Term 2 and Term 3.</li> <li>- Support will be provided to staff in PLC sessions as well as through targeted professional learning workshops to design Learning Sequences.</li> <li>- Evaluation and refinement of all Phase 1 Learning Sequences will take place in Semester 2.</li> <li>- The Learning Development Team will lead this work and monitor progress.</li> <li>- Student feedback will be collected to assess the accessibility of Learning Sequences.</li> </ul>			to: Term 4	
<p>Develop a Reading Program from all students in Year 7 and 8 across the school. This is designed to improve reading confidence and build literacy skills. English teachers will work with individual students in classes to Reading Conference and develop Reading Logs.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Implement the General Capabilities across the Domains through a "phased in" approach which includes:</p> <ul style="list-style-type: none"> <li>- Mapping of the General Capabilities across the curriculum to explicitly communicate teacher responsibilities for teaching, assessing and reporting of the expected skills for each learning area.</li> <li>- Embedding the relevant General Capabilities within each learning progression so that teachers can effectively monitor a students' skill acquisition.</li> <li>- The delivery of targeted professional learning to all teachers.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Deepen the ability of staff to use data and implement evidence-based practices.			

incorporating extra-curricula programs				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Embed Maestro Data Dashboard and target professional learning in order for staff to be able to use it effectively to be responsive to the needs of the learner by analysing and using a range of evidence and data to plan and deliver learning at student point of need.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- All teachers are using data more effectively within their Learning Conversations to demonstrate the impact on their teaching and student outcomes in the classroom. They are able to measure the effectiveness of the strategies they are using and are more confident in targeting their practice to the point of student need.</li> <li>- Teachers are demonstrating greater capacity to analyse VCE and NAPLAN data to a more detailed level and are using this evidence of student learning to target their teaching to meet individual student need.</li> <li>- Teachers are making greater use of learning data to inform their practice through Maestro and there is an increase in the alignment between teacher judgement and high-stakes data.</li> <li>- Teachers are using Maestro in team planning sessions more effectively to collaborate, prepare for and moderate student learning and receive regular feedback on their practice.</li> <li>- Teachers are using Maestro with their teams in planning time, to design differentiated learning activities and experiences that target individual student need.</li> <li>- Leaders are using Maestro to identify cohort needs of students and design meaningful interventions in response.</li> <li>- Teachers are more aware of different types of student Wellbeing and Engagement data and are more confident in using the data to make informed decisions on strategies, processes and procedures that need to be used in each Sub-School.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Regular use of Maestro in all Domain-based and Sub-School sessions, evidenced by daily access to Maestro by teachers.</li> <li>- Exit Tickets/Feedback from staff Professional Learning that reflects how they are using Maestro to implement differentiation and Social and Emotional Learning (SEL) strategies in their classrooms.</li> <li>- VASS reports that highlight improvement in Moderation accuracy and an increase in teaching "value add".</li> <li>- More positive relationships between students and staff, evidenced in the ATToS Survey Data and there is an increase in parent participation in the Parent Opinion Survey.</li> <li>- Improved learning outcomes for students.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Develop professional learning to deepen teacher understanding a Maestro and how to use data to differentiate teaching practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver a whole-school Staff Learning Session on "Understanding VASS Data Trends" with workshops which enable all VCE teachers to analyse their data and set goals to improve their teaching practice in 2025.	<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
Further embed and monitor the whole-school approach to Moderating Student Learning, to improve individual teacher assessment design and provide greater alignment between teacher judgement and external standardised assessment data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use Maestro Data Dashboard to implement, with fidelity, Positive Education, Social and Emotional Learning (SEL) Capabilities and the School Wide Positive Behaviours (SWPBS) framework across the school. This will include: - Analysis of Student Engagement data by teachers to more responsively target individual student need and implement SEL and SWPBS strategies in every classroom. - Continue to build Maestro in order to provide the data that is needed to enable the Sub-Schools to make informed decisions on the strategies and approaches that needs to be implemented.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Introduce and embed the regular use of the 'Interventions Dashboard' on Maestro which provides comprehensive data for students receiving the following Interventions: - MYLNS - TLI - SEAL	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<ul style="list-style-type: none"> <li>- Disability Inclusion</li> <li>- EAL</li> <li>- IEPs</li> <li>- Behaviour Support Plans</li> </ul>				
<b>Goal 2</b>	Improve student wellbeing and engagement outcomes.			
<b>12-month target 2.1</b>	Reduce the percentage of students with 20+ days absent from 43% in 2022 to 40% in 2024			
<b>12-month target 2.2</b>	<p>Increase the percentage of positive endorsement in AtoSS:</p> <p>Sense of connectedness from 35% in 2024 to 39% in 2025</p> <p>Teacher concern from 32% in 2024 to 36% in 2025</p> <p>Advocate at school from 59% in 2024 to 62% in 2025</p>			
<b>12-month target 2.3</b>	<p>Increase the percentage of positive endorsement in AtoSS:</p> <p>Student voice and agency from 34% in 2024 to 38% in 2025</p>			
<p><b>KIS 2.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Activate student voice and learner agency to strengthen student ownership and engagement in their learning.			
<b>Actions</b>	- Introduce the Reservoir High School Lesson Model which articulates the role of the teacher in the delivery of high-quality explicit instruction and builds learner agency through a supported progression towards mastery of learning.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Our Lesson Model is evident in classrooms and observational data from Learning Walks suggests that there is less teacher-directed instruction and greater evidence of student-centred learning.</li> <li>- There is greater clarity among staff of the school's strategic intent and how that translates to improving practice in the</li> </ul>			

	<p>classroom. Teachers can clearly articulate a shared definition of what high-quality teaching looks like in action. In addition leadership observations obtained through Learning Walks demonstrate a more consistent implementation of the Lesson Model in every classroom.</p> <ul style="list-style-type: none"> <li>- Teachers are using team planning sessions more effectively to collaborate, prepare for and moderate student learning and receive regular feedback on their practice.</li> <li>- Teachers are designing differentiated learning activities and experiences that target individual student need.</li> <li>- Teachers are demonstrating their understanding of the whole-school Lesson Model and have built their confidence in using it appropriately in planning meetings and in designing differentiated learning activities.</li> <li>- All teachers are taking responsibility for developing curious, questioning, active and self-directed students by demonstrating an understanding of the necessity of explicit instruction, guided instruction, student-focused work time and learner agency in the learning.</li> <li>- Teachers are beginning to embed the Lesson Model in their classrooms and are using appropriate strategies to build positive and successful learners with a growth mindset.</li> <li>- The Self-Efficacy, Emotions and Cognitive Engagement Survey and ATToS data highlights a growth in a positive response to the experience of learning across the school.</li> <li>- Students are self-reporting an increase in perseverance and resilience in learning, even when they find it challenging.</li> <li>- All students are actively engaged in their learning and able to achieve a level of success due to the personalised and differentiated learning program.</li> <li>- There is an increase in students taking responsibility for their own learning and a growing awareness in their role in the learning process. This will be demonstrated by greater commitment to completing tasks on time, asking deeper questions and in their language and dialogue with their teachers. The use of Learning Schedules and targeted formative assessment will ensure that students begin to self-monitor their progress and have clear learning expectations before beginning a task. This will be reflected in the more thoughtful and strategic learning goals they set.</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- Exit Slips/Tickets from the Curriculum Day launch of the Reservoir High School Lesson Model.</li> <li>- There is an increase in positive responses in the Staff Opinion survey in Guaranteed and Viable Curriculum and Collective Efficacy.</li> <li>- Increase in student learning data, including NAPLAN and VCE.</li> <li>- Observational data from Learning Walks to measure differentiation approaches in classes across the school.</li> <li>- Staff feedback from exit data after Professional Learning sessions and Leadership Workshop sessions.</li> <li>- Improved School Climate data and Attitudes to School data as identified in AIP targets.</li> <li>- Samples of Learning Conversation goals from teachers and leaders across the school which demonstrate greater sophistication in the embedding of the Lesson Model in their daily teaching.</li> <li>- Excerpts from School Leaders where they evaluate the impact of the coaching experience on a teacher's practice.</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and facilitate the Curriculum Day in January focused on 'Introducing the Reservoir High School Lesson Model'.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Ensure the 'RHS Lesson Model', an evidence based pedagogical approach, is implemented in every classroom. - Continue to target teacher professional learning to build high-quality explicit instruction, dialogic learning and confidence in diagnosing student learning needs and differentiating learning.	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
School leaders will effectively model the implementation of the RHS Lesson Model in their own classrooms and support staff in the improvement of their practice, through delivery of targeted professional learning and by facilitating PLCs. All leaders will be focusing on improving instruction (pedagogy and leadership) and be more "visible" across the school, including Learning Walks and Instructional Coaching of teachers.	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Expand Leadership Learning Walks across the school to ensure implementation integrity of the 'RHS Lesson Model'.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The new pedagogical approach, the 'RHS Lesson Model' will be fully implemented in all learning areas across the school: - Teachers will set a goal in their Learning Conversations which will demonstrate they are implementing the RHS Lesson Model. Through discussions with their PLC Leader	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>they will provide evidence of their impact on improving student learning growth.</p> <ul style="list-style-type: none"> <li>- Professional learning, through targeted workshops delivered by the School Leadership Team will support this work. In Semester 1 the focus of key sessions will be the elements of the Lesson Model including 'Introducing the Learning', 'Explicit Instruction', 'Application and Mastery', 'Intervention' and 'Consolidation of the Learning'.</li> <li>- Teachers will self assess their growing understanding of the Lesson Model pedagogy at the end of each Semester.</li> <li>- Through the PLCs, all staff will be observing colleagues implementing the Lesson Model through the Peer Observation approach.</li> </ul>				
<p><b>KIS 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>			
<p><b>Actions</b></p>	<p>- Develop an Aboriginal and Torres Strait Islander strategy to improve the learning, engagement and wellbeing outcomes of every Koorie student at Reservoir High School. This will include attendance, student growth and achievement data, NAPLAN results and VCE completion rates.</p>			
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>- School Leaders can increasingly provide expert advice and support to staff regarding the use of Intervention strategies so as to proactively target Koorie student needs.</li> <li>- Staff have a clear understanding of the range of strategies available to Koorie students requiring interventions and their responsibility and accountability for enacting the Interventions Framework. Staff are increasingly confident in utilising a range of intervention strategies in line with their level of responsibility.</li> <li>- Staff understand the elements of Individual Education Plans (IEP) and Behaviour Support Plans (BSP) and are actively contributing to their development and regular review for relevant students.</li> <li>- The School Leadership Team, Sub-School Teams, the Wellbeing Team, Learning Support Officers (LSOs) and</li> </ul>			

	<p>Teaching staff regularly discuss and co-design Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs) to address student learning and engagement needs. These are regularly reviewed and updated in partnership with the student and parents.</p> <ul style="list-style-type: none"> <li>- All staff have an understanding of the Koorie Complex Cases in each year level and appropriately document and monitor the progress of these students.</li> <li>- The School Leadership Team have developed all of the necessary Interventions structures, processes and practices to effectively and proactively support students, including Koorie Complex Cases. There is an increase in the referrals and engagement with the Region and the SSSO Team.</li> <li>- Teachers communicate regularly with their Koorie students, parents/guardians and relevant Sub-School Team about the student's progress.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Aboriginal and Torres Strait Islander Strategy document.</li> <li>- Presentations developed that provide staff the necessary skills and knowledge to better support Koorie students.</li> <li>- Increase in student attendance, reduction in number of chronic absentee students, reduction in student lateness to school and reduction in Early Leavers data.</li> <li>- Improved student learning data for Koorie students.</li> <li>- Improved VCE completion data for all Koorie students.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establishment of the Koorie Strategy Team which will include members of the Principal Team, School Leadership Team, the Koorie Engagement Officer, the Community and Partnerships Leader and the Wellbeing Team.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Identify the Terms of Reference for the strategy and undertake an extensive analysis of data and evidence related to Aboriginal and Torres Strait Islander students' (current and	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

former) experiences both in learning, wellbeing and culturally at the school.			to: Term 1	
Establish focus groups with students, parents and community groups; and developing both short and longer-term recommendations to ensure every student achieves success at Reservoir High School. This strategy will also require further shaping and evolution of the Koorie Engagement Officer's role at Reservoir High School.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Develop and communicate the Aboriginal and Torres Strait Islander Strategy document, which will encapsulate both short-term and long-term recommendations to ensure all Koorie students achieve success in their learning at Reservoir High School.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Further shape and evolve the Koorie Engagement Officer's role at Reservoir High School.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen school climate by embedding practices and approaches which promote wellbeing and engagement.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build a culture of Positive Education across the school through the implementation and explicit teaching of the Social and Emotional Learning Capabilities.</li> <li>- Explicitly teach the expected SWPBS behaviours placing student learning, wellbeing and engagement at the centre.</li> </ul>			
<b>Outcomes</b>	- Throughout 2025 we will establish the necessary pre-conditions to further promote the building of positive relationships between students and ensure predictability into our learning environment.			

	<ul style="list-style-type: none"> <li>- The Self-Efficacy and Emotions survey data will be used intentionally and regularly by teachers. This will enable teachers to differentiate the Social and Emotional Learning strategies they are utilising with their students.</li> <li>- Our explicit teaching of the expected behaviours and wellbeing language through targeted Professional Learning will involve the expansion of the role of all teachers to incorporate engagement, wellbeing and learning.</li> <li>- Teachers have implemented the Social and Emotional Learning (SEL) strategies in their classrooms on a daily basis and are collecting evidence, including feedback from students, as to the impact of these strategies. Evidence of impact and reflections are shared with the PLC Leader through the Learning Conversation Process and with their colleagues to further refine the approaches used in the classroom.</li> <li>- The 2025 Self-Efficacy and Emotions data demonstrates an increase in students feeling engaged, happy and wanting to learn in all subject areas.</li> <li>- Students are aware of the SEL Capabilities and understand how each build the necessary skills in resilience, self-motivation, self-regulation, agency and ownership over learning. Students are setting meaningful and relevant goals for their learning, engagement and wellbeing.</li> <li>- Students are demonstrating an increased awareness of how to establish and maintain compassionate, positive and supportive relationships with their peers.</li> <li>- As a school we will ensure the School Wide Positive Behaviours (SWPBS) framework continues to be embedded across the school and is regularly used by teachers, to maintain relevance.</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- Staff Opinion Survey data.</li> <li>- Improvement in the 2025 Self-Efficacy, Emotions and Cognitive Engagement survey data across Years 7-12.</li> <li>- Observations through Learning Walks indicate a greater confidence in use of SEL strategies with every teacher.</li> <li>- The Learning Conversations process demonstrates the connection between Learning Walks, Learning Conversations and teacher reflection on the impact of SEL strategies within the classroom.</li> <li>- Compass data reflects an increase in students taking responsibility for enacting the SWPBS through positive behaviours and a reduction in negative interpersonal behaviours.</li> <li>- Social and Emotional Learning (SEL) data highlights a growth in a positive response to the experience of learners across the school. The Self-Efficacy, Emotions and Cognitive Engagement data will reflect an increase in perseverance, resilience and engagement in all subject areas, even when students find it challenging.</li> <li>- Increase in teacher use of Maestro, resulting in intentional planning and implementation of highly targeted SEL strategies and learning activities.</li> <li>- Increase Student Attitude to School Survey data, particularly in the Teacher Concern and Advocate at School measures.</li> <li>- Increase in student attendance, reduction in number of chronic absentee students, reduction in student lateness to school and reduction in Early Leavers data.</li> <li>- Increased activation and responsiveness of Attendance Plans for students identified as 'at-risk'.</li> </ul>

	<p>- Reduction in student altercations and number of detentions and suspensions administered across the school.</p> <p>- Course Counselling Conversations show a more prepared and realistic understanding of subject choices and pathway options for students.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver a Curriculum Day early in Term 2 to all staff to introduce Positive Education. This will be facilitated by the Principal and Middle School Leader, whose whole-school leadership responsibility is Positive Education.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Provide targeted professional learning to teachers to enable them to effectively use the Emotions, Self-Efficacy and Cognitive Engagement data.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Build teacher capability to embed student High Impact Wellbeing Strategies and Positive Classroom Management Strategies into their classroom practice.	<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 4	\$0.00
Introduce the Social and Emotional Learning Capabilities and the CASEL Framework to support teachers in explicitly teaching the strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Administer the Self-Efficacy, Emotions and Cognitive Engagement Survey to all students to seek feedback in order to improve teacher efficacy and student - teacher relationships and build self-regulated and motivated students.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Further embed SWPBS with fidelity and monitor the consistency of practice through Learning Walks and Instructional Coaching and re-evaluate the SWPBS Matrix.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
---	--	--	----------------------------------	--------

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$581,843.89	\$165,000.00	\$416,843.89
Disability Inclusion Tier 2 Funding	\$227,614.25	\$0.00	\$227,614.25
Schools Mental Health Fund and Menu	\$61,990.80	\$0.00	\$61,990.80
<b>Total</b>	<b>\$871,448.94</b>	<b>\$165,000.00</b>	<b>\$706,448.94</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Develop an Unscored Program for all Year 12 VCE students who have chosen not to sit the VCAA Exams. The Unscored Program will include: <ul style="list-style-type: none"> <li>- Targeted support to complete all SACs and work requirements to obtain an 'S' for all studies.</li> <li>- Micro-credentialing and certification in relevant 'job ready' qualifications.</li> <li>- Provide training and support in job seeking, resume writing and interview skills.</li> </ul>	\$10,000.00
In preparation for 2026, develop a Senior Learner Induction Program to build the skills to be an effective and self-regulated learner, including study skills and goal setting.	\$30,000.00
Use Maestro Data Dashboard to implement, with fidelity, Positive Education, Social and Emotional Learning (SEL) Capabilities and the School Wide	\$40,000.00

<p>Positive Behaviours (SWPBS) framework across the school. This will include:</p> <ul style="list-style-type: none"> <li>- Analysis of Student Engagement data by teachers to more responsively target individual student need and implement SEL and SWPBS strategies in every classroom.</li> <li>- Continue to build Maestro in order to provide the data that is needed to enable the Sub-Schools to make informed decisions on the strategies and approaches that needs to be implemented.</li> </ul>	
<p>Establishment of the Koorie Strategy Team which will include members of the Principal Team, School Leadership Team, the Koorie Engagement Officer, the Community and Partnerships Leader and the Wellbeing Team.</p>	\$10,000.00
<p>Further shape and evolve the Koorie Engagement Officer's role at Reservoir High School.</p>	\$60,000.00
<b>Totals</b>	\$150,000.00

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Develop an Unscored Program for all Year 12 VCE students who have chosen not to sit the VCAA Exams. The Unscored Program will include:</p> <ul style="list-style-type: none"> <li>- Targeted support to complete all SACs and work requirements to obtain an 'S' for all studies.</li> </ul>	<p>from: Term 1 to: Term 2</p>	\$10,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> </ul>

<ul style="list-style-type: none"> <li>- Micro-credentialing and certification in relevant 'job ready' qualifications.</li> <li>- Provide training and support in job seeking, resume writing and interview skills.</li> </ul>			
<p>In preparation for 2026, develop a Senior Learner Induction Program to build the skills to be an effective and self-regulated learner, including study skills and goal setting.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$30,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Other</li> </ul> <p>Elevate Education</p>
<p>Use Maestro Data Dashboard to implement, with fidelity, Positive Education, Social and Emotional Learning (SEL) Capabilities and the School Wide Positive Behaviours (SWPBS) framework across the school. This will include:</p> <ul style="list-style-type: none"> <li>- Analysis of Student Engagement data by teachers to more responsively target individual student need and implement SEL and SWPBS strategies in every classroom.</li> <li>- Continue to build Maestro in order to provide the data that is needed to enable the Sub-Schools to make informed decisions on the strategies and approaches that needs to be implemented.</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$35,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other</li> </ul> <p>Data Consultant - Dr Jesús Comacho-Morles from Data Analytics</p>

Establishment of the Koorie Strategy Team which will include members of the Principal Team, School Leadership Team, the Koorie Engagement Officer, the Community and Partnerships Leader and the Wellbeing Team.	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Further shape and evolve the Koorie Engagement Officer's role at Reservoir High School.	from: Term 4 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$165,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Establishment of the Koorie Strategy Team which will include members of the Principal Team, School Leadership Team, the Koorie Engagement Officer, the Community and Partnerships Leader and the Wellbeing Team.	from: Term 1 to: Term 1		
<b>Totals</b>		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

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

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
---------------------------	------	------------------------	----------

<b>Totals</b>		\$0.00	
---------------	--	--------	--

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Ensure every teacher understands their contribution to whole school improvement and how that impacts their practice in the classroom through the first Curriculum Day in January. The Keynote presentation will articulate the through-lines for teachers between the initiatives in the AIP and what this looks like for them in their day-to-day work. The aim is for teachers to understand their contribution to whole-school improvement, the significance of their influence on improving student learning and how a culture of strong collective efficacy and positivity is our greatest enabler.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Ensure greater clarity of the school's strategic direction by: - Providing professional	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

<p>learning to school leaders and teachers to ensure a consistent understanding of the school's definition of "high quality" teaching practice and what effective differentiation looks like.</p> <ul style="list-style-type: none"> <li>- Providing targeted Staff Learning Sessions to ensure teachers have clarity regarding the school's pedagogical approach 'Learning By Design' and the Reservoir High School Lesson Model.</li> <li>- Clear communication of Professional Learning responsibilities for each key leadership team.</li> <li>- Strengthen staff resilience and ability to embrace further change and improvement initiatives.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	
<p>Further embed the Professional Learning Schedule to provide time for teachers to both meet in PLCs and in teaching/subject teams to implement 'Learning By Design'. This will include:</p> <ul style="list-style-type: none"> <li>- Provide time for teachers</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <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"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>to meet to plan collaboratively in Domain sessions.</p> <ul style="list-style-type: none"> <li>- Deliver high-quality Professional Learning that reflects the needs of teachers and ES as we embed our improvement foci throughout each term.</li> <li>- Build teachers understanding of high quality teaching, including Differentiation, Explicit Instruction and Dialogic Learning in their classrooms and utilise Learning Conversations, Domain and Sub-School sessions and the PLCs to monitor and evaluate the effective use of these approaches in their practice.</li> </ul>					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Further embed the PLC model focused on Teaching Sprints and Peer Observation. The embedding of the PLC approach at the school will include:</p> <ul style="list-style-type: none"> <li>- Scheduled fortnightly PLC sessions to ensure teachers have time to implement and evaluate</li> </ul>	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

<p>“Learning Sprints” in Terms 2 and 3.</p> <ul style="list-style-type: none"> <li>- Collect feedback from teachers regarding the impact of the PLCs and Peer Observation on their teaching practice in the classroom.</li> <li>- Evaluate the effectiveness of the PLC Learning Sprints and Peer Observation to inform the 2026 AIP.</li> </ul>						
<p>Embed the Professional Learning suite offered to teachers, which will include:</p> <ul style="list-style-type: none"> <li>- Modelling and coaching delivered by Learning Leaders and Sub-School Leaders.</li> <li>- Embed regular Learning Walks with the Principal and individual School Leaders.</li> <li>- Further embed Peer Observation through the PLC teams.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <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"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce the Reservoir High School Lesson Model which creates a student-centred classroom incorporating dialogic</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

learning, deep questioning and gradual mastery of independent learning.						
<p>Design Learning Sequences across all Learning Areas, using a collaborative design process:</p> <ul style="list-style-type: none"> <li>- The delivery of targeted professional learning to all teachers focused on the Learning Sequence Design Tool.</li> <li>- All teachers will be allocated a Learning Sequence to design in Term 2 and Term 3.</li> <li>- Support will be provided to staff in PLC sessions as well as through targeted professional learning workshops to design Learning Sequences.</li> <li>- Evaluation and refinement of all Phase 1 Learning Sequences will take place in Semester 2.</li> <li>- The Learning Development Team will lead this work and monitor progress.</li> <li>- Student feedback will be collected to assess the</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <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"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

accessibility of Learning Sequences.						
Develop a Reading Program from all students in Year 7 and 8 across the school. This is designed to improve reading confidence and build literacy skills. English teachers will work with individual students in classes to Reading Conference and develop Reading Logs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Implement the General Capabilities across the Domains through a "phased in" approach which includes: - Mapping of the General Capabilities across the curriculum to explicitly communicate teacher responsibilities for teaching, assessing and reporting of the expected skills for each learning area. - Embedding the relevant General Capabilities within each learning progression so that teachers can effectively monitor a	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

students' skill acquisition. - The delivery of targeted professional learning to all teachers.						
Deliver a whole-school Staff Learning Session on "Understanding VASS Data Trends" with workshops which enable all VCE teachers to analyse their data and set goals to improve their teaching practice in 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Further embed and monitor the whole-school approach to Moderating Student Learning, to improve individual teacher assessment design and provide greater alignment between teacher judgement and external standardised assessment data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Use Maestro Data Dashboard to implement, with fidelity, Positive Education, Social and Emotional Learning (SEL) Capabilities and the School Wide Positive Behaviours (SWPBS) framework across the	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Dr Jesús Camacho-Morles of Data Analytics	<input checked="" type="checkbox"/> On-site

<p>school. This will include:</p> <ul style="list-style-type: none"> <li>- Analysis of Student Engagement data by teachers to more responsively target individual student need and implement SEL and SWPBS strategies in every classroom.</li> <li>- Continue to build Maestro in order to provide the data that is needed to enable the Sub-Schools to make informed decisions on the strategies and approaches that needs to be implemented.</li> </ul>						
<p>Introduce and embed the regular use of the 'Interventions Dashboard' on Maestro which provides comprehensive data for students receiving the following Interventions:</p> <ul style="list-style-type: none"> <li>- MYLNS</li> <li>- TLI</li> <li>- SEAL</li> <li>- Disability Inclusion</li> <li>- EAL</li> <li>- IEPs</li> <li>- Behaviour Support Plans</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants Dr Jesús Camacho-Morles of Data Analytics</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Develop and facilitate the Curriculum Day in January focused on 'Introducing the Reservoir High School Lesson Model'.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure the 'RHS Lesson Model', an evidence based pedagogical approach, is implemented in every classroom. - Continue to target teacher professional learning to build high-quality explicit instruction, dialogic learning and confidence in diagnosing student learning needs and differentiating learning.	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
School leaders will effectively model the implementation of the RHS Lesson Model in their own classrooms and support staff in the improvement of their practice, through delivery of targeted professional learning and	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>by facilitating PLCs. All leaders will be focusing on improving instruction (pedagogy and leadership) and be more "visible" across the school, including Learning Walks and Instructional Coaching of teachers.</p>						
<p>The new pedagogical approach, the 'RHS Lesson Model' will be fully implemented in all learning areas across the school:</p> <ul style="list-style-type: none"> <li>- Teachers will set a goal in their Learning Conversations which will demonstrate they are implementing the RHS Lesson Model. Through discussions with their PLC Leader they will provide evidence of their impact on improving student learning growth.</li> <li>- Professional learning, through targeted workshops delivered by the School Leadership Team will support this work. In Semester 1 the focus of key sessions will be the elements of the Lesson Model including</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>'Introducing the Learning', 'Explicit Instruction', 'Application and Mastery', 'Intervention' and 'Consolidation of the Learning'. - Teachers will self assess their growing understanding of the Lesson Model pedagogy at the end of each Semester. - Through the PLCs, all staff will be observing colleagues implementing the Lesson Model through the Peer Observation approach.</p>						
<p>Deliver a Curriculum Day early in Term 2 to all staff to introduce Positive Education. This will be facilitated by the Principal and Middle School Leader, whose whole-school leadership responsibility is Positive Education.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> </ul>	<p>from: Term 2 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources High Impact Wellbeing Strategies (HIWS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Provide targeted professional learning to teachers to enable them to effectively use the Emotions, Self-Efficacy and Cognitive Engagement data.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Data leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources High Impact Wellbeing Strategies (HIWS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

	<input checked="" type="checkbox"/> School leadership team				<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Build teacher capability to embed student High Impact Wellbeing Strategies and Positive Classroom Management Strategies into their classroom practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources High Impact Wellbeing Strategies (HIWS)	<input checked="" type="checkbox"/> On-site
Introduce the Social and Emotional Learning Capabilities and the CASEL Framework to support teachers in explicitly teaching the strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources High Impact Wellbeing Strategies (HIWS) <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site