

# 2025 Annual Implementation Plan

## for improving student outcomes

Reservoir Primary School (3960)

Reservoir  
*Primary School*



Submitted for review by Carolyn Bamberg (School Principal) on 01 December, 2024 at 05:55 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 31 January, 2025 at 08:03 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Future planning</b>	<p>This year we have mostly completed out building works, had a large changeover of staff, and a change of Principal. This has facilitated a sense of renewal and rejuvenation in the school, and there is a sense of optimism amongst the staff and wider community. These changes have also meant a change of focus, and an opportunity to examine our vision, mission and values as a school, and what we'd like to achieve in the future.</p> <p>Whilst we are making significant inroads in some areas of the SSP, some areas have proven to not be a priority. Through data analysis and training in PLC and Respectful Relationships, the SIT have focused on planning, collaboration and instructional practice for Goal 1, and Respectful Relationships and Disability Inclusion for Goal 2. SIT plans to continue this focus in 2025, with later improvements in data literacy, coaching and feedback in 2026 and beyond.</p>
<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
To improve the learning outcomes of every student.	Yes	NAPLAN target TBA	The 2025 NAPLAN results will show an improvement in the % of students in Strong or Exceeding (Similar Schools measure) in comparison with 2024. This target will focus on Reading and Numeracy in Year 3 and 5.
		By 2027, increase the percentage of Year P–6 students assessed as being at or above Victorian Curriculum (VC) levels F–10 in all subjects from XX% in 2023 to 83%.	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. 2024 Year 3 Reading - 2 (5%) Numeracy - 3 (8%) Year 5 Reading - 1 (3%) Numeracy - 3 (10%)
To increase student engagement and wellbeing by empowering students to be active agents in their learning	Yes	By 2027, increase the percentage of staff reporting positive endorsement in the School Staff Survey measures: <ul style="list-style-type: none"> <li>• Collective efficacy will increase from 68% in 2022 to 70%</li> <li>• Academic emphasis will increase from 71% in 2022 to 73%.</li> </ul>	By the end of 2025, staff will report positive endorsement in the School Staff Survey for the following: <ul style="list-style-type: none"> <li>- Collective Efficacy: maintain or improve upon 2024 results (79%)</li> <li>- Academic Emphasis: improve upon 2024 results (65%) to equal or above 70%.</li> </ul>

		<p>By 2027 increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 81% in 2022 to 83%</li> <li>• Stimulated learning from 76% in 2022 to 80%</li> <li>• Student voice and agency from 59% in 2022 to 70%</li> </ul>	<p>By the end of 2025, students will report positive endorsement in the AtSS survey for the following:- Sense of connectedness: equal or above 78%- Stimulated learning: equal or above 70%- Student Voice and Agency: equal to or above 60%</p>
		<p>By 2027 increase the percentage of parents reporting positive endorsement in the Parent Opinion Survey measure Parent community engagement from 75% in 2022 to 80%.</p>	<p>By the end of 2025, 78% of parents will report positive endorsement in the Parent Opinion Survey measure of community engagement.</p>

<b>Goal 1</b>	<b>To improve the learning outcomes of every student.</b>
<b>12-month target 1.1</b>	<p>The 2025 NAPLAN results will show an improvement in the % of students in Strong or Exceeding (Similar Schools measure) in comparison with 2024.</p> <p>This target will focus on Reading and Numeracy in Year 3 and 5.</p>
<b>12-month target 1.2</b>	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>2024</p> <p>Year 3</p> <p>Reading - 2 (5%)</p> <p>Numeracy - 3 (8%)</p> <p>Year 5</p> <p>Reading - 1 (3%)</p> <p>Numeracy - 3 (10%)</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Assessment	Strengthen teacher capacity to analyse and use learning data to teach to student's point of need.	No
<b>KIS 1.b</b> Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning.	Yes
<b>KIS 1.c</b> Teaching and learning	Embed the school's instructional model in all learning areas.	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.	Using the Macklin and Zbar (2021) model of school improvement, the SIT agreed that collaborative planning and pedagogy must be a focus of 2025, with the systematic, inquiry-based model of drilling down into practice through PLC to come in 2026. Through data analysis and learning walks, SIT noticed inconsistencies in how teams plan, the level and detail of planning, and the delivery of literacy and numeracy area of focus. With the advent of VTLM 2.0 and P-2 approach to reading, these two KIS are vital to focus on in 2025.	
<b>Goal 2</b>	<b>To increase student engagement and wellbeing by empowering students to be active agents in their learning</b>	
<b>12-month target 2.1</b>	By the end of 2025, staff will report positive endorsement in the School Staff Survey for the following: - Collective Efficacy: maintain or improve upon 2024 results (79%) - Academic Emphasis: improve upon 2024 results (65%) to equal or above 70%.	
<b>12-month target 2.2</b>	By the end of 2025, students will report positive endorsement in the AtSS survey for the following: - Sense of connectedness: equal or above 78% - Stimulated learning: equal or above 70% - Student Voice and Agency: equal to or above 60%	
<b>12-month target 2.3</b>	By the end of 2025, 78% of parents will report positive endorsement in the Parent Opinion Survey measure of community engagement.	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Engagement	Implement a School Wide Positive Behaviours (SWPB) program	Yes
<b>KIS 2.b</b> Leadership	Strengthen student voice and agency and leadership to embed student participation and engagement in learning	No
<b>KIS 2.c</b> Leadership	Build teacher capacity to plan engaging learning tasks	No
<b>KIS 2.d</b> Support and resources	Increase school and family partnerships to improve student learning and wellbeing	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Whilst RPS has not engaged in the formal SWPBS training and coaching, AtOS data and Staff Survey point at a need to strengthen existing structures, using the Positive Classroom Management Strategies. The school also looks to implement Respectful Relationships as a core Tier 1 strategy to promote inclusivity and improve relationships between students and teachers, and students and their peers, having completed training in 2024. Therefore, the two foci for 2025 are the first two steps in the VTLM 2.0 - Planning and Enabling Learning.	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve the learning outcomes of every student.
<b>12-month target 1.1</b>	The 2025 NAPLAN results will show an improvement in the % of students in Strong or Exceeding (Similar Schools measure) in comparison with 2024.  This target will focus on Reading and Numeracy in Year 3 and 5.
<b>12-month target 1.2</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. 2024 Year 3 Reading - 2 (5%) Numeracy - 3 (8%) Year 5 Reading - 1 (3%) Numeracy - 3 (10%)
<b>KIS 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning.
<b>Actions</b>	Build and strengthen our whole school approach to literacy, numeracy and collaborative planning.
<b>Outcomes</b>	Leaders will establish an agreed approach to literacy, numeracy and collaborative planning. Leaders will provide professional learning, coaching and support for teachers in literacy, numeracy and collaborative planning.

	<p>Teachers and leaders will share an understanding of the whole school approach to literacy, numeracy and collaborative planning.  Teachers will feel confident in implementing the agreed approach to literacy, numeracy and collaborative planning.</p> <p>Students will articulate what they are learning and why they are learning it.</p>			
<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Teachers will use curriculum documentation in planning meetings</li> <li>- Planners will reflect the agreed approach</li> <li>- Meeting minutes will reflect collaborative planning</li> <li>- Learning Walks will demonstrate the implementation of the agreed approach.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- NAPLAN target indicators</li> <li>- Reading and Numeracy assessments</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>
Provide professional learning on the Simple View of Reading and the Science of Reading	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Lead the implementation of Maths 2.0 across all year levels	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage and implement learning from the Momentum Schools Project	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

Develop consistent planning protocols and documentation to support sequencing of learning.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Reestablish the Data, Curriculum, Pedagogy approach to PLCs	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Prepare for implementation of English 2.0	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model in all learning areas.			
<b>Actions</b>	Review and develop school instructional model, based on VTLM 2.0.			
<b>Outcomes</b>	Leaders will establish an agreed Instructional Model. Leaders will provide professional learning, coaching and support for teachers in VTLM 2.0, in particular, Planning and Enabling Learning.  Teachers and leaders will share an understanding of the VTLM 2.0 and how it applies to the RPS Instructional Model. Teachers will feel confident in implementing the agreed instructional model. Teachers will implement a Daily Review to their literacy and numeracy teaching.  Students will identify routines in the classroom and next steps in their learning.			

<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Teachers will use consistent planning tools that are sequenced</li> <li>- Evidence of the Daily Review in Learning Walks</li> <li>- Meeting minutes will reflect collaborative planning</li> <li>- Evidence of Literacy Block in P-2 classes</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- NAPLAN target indicators</li> <li>- Reading and Numeracy assessments</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>
Provide professional learning on VTLM 2.0 and application to RPS.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Develop and document agreed instructional model for RPS	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement Daily Review across the school for literacy and numeracy	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Implement literacy block in all year levels	☑ Literacy leader ☑ PLC leaders	☑ PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Develop professional learning schedule for 2025.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<b>Goal 2</b>	To increase student engagement and wellbeing by empowering students to be active agents in their learning			
<b>12-month target 2.1</b>	By the end of 2025, staff will report positive endorsement in the School Staff Survey for the following: - Collective Efficacy: maintain or improve upon 2024 results (79%) - Academic Emphasis: improve upon 2024 results (65%) to equal or above 70%.			
<b>12-month target 2.2</b>	By the end of 2025, students will report positive endorsement in the AtSS survey for the following: - Sense of connectedness: equal or above 78% - Stimulated learning: equal or above 70% - Student Voice and Agency: equal to or above 60%			
<b>12-month target 2.3</b>	By the end of 2025, 78% of parents will report positive endorsement in the Parent Opinion Survey measure of community engagement.			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement a School Wide Positive Behaviours (SWPB) program			
<b>Actions</b>	Implement the Respectful Relationships curriculum across all year levels. Build staff capacity to use the Positive Classroom Management Strategies and Disability Inclusion.			

<b>Outcomes</b>	<p>Leaders will establish a Respectful Relationships (RR) scope and sequence.  Leaders will provide professional learning, coaching and support for teachers in Respectful Relationships, PCMS.  Leaders will continue DIP process for students identified.</p> <p>Teachers and leaders will implement RR curriculum and PCMS in the classroom.  Teachers will make reasonable adjustments for students with a disability.</p> <p>Students will be able to access curriculum through reasonable adjustments and tired supports  Students will engage in the RR curriculum.  Students will articulate expectations and routines in the classroom.</p>			
<b>Success Indicators</b>	<p>Early Indicators  Learning Walks will demonstrate clear expectations and routines in classrooms  Scope and sequence and RR curriculum documentation  DIP process documentation</p> <p>Late Indicators  Success in DIP process  NAPLAN and other assessment show improved outcomes for students with a disability  AtOS data</p>			
<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 scope and sequence for Respectful Relationships curriculum	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide professional learning on the whole school approach to Respectful Relationships	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00

Strengthen processes for positive classroom management strategies across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen processes for Disability Inclusion Profiles	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator  <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Build staff capacity in developing IEP and BSPs as required	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop whole school pledge for Respectful Relationships	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Promote Respectful Relationships in school community	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$60,539.90	\$60,539.90	\$0.00
Disability Inclusion Tier 2 Funding	\$148,568.15	\$148,568.15	\$0.00
Schools Mental Health Fund and Menu	\$35,206.44	\$35,206.44	\$0.00
<b>Total</b>	<b>\$244,314.49</b>	<b>\$244,314.49</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Strengthen processes for positive classroom management strategies across the school.	\$30,000.00
Strengthen processes for Disability Inclusion Profiles	\$100,000.00
Build staff capacity in developing IEP and BSPs as required	\$5,000.00
Develop whole school pledge for Respectful Relationships	\$2,000.00
Promote Respectful Relationships in school community	\$5,000.00
<b>Totals</b>	<b>\$142,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Strengthen processes for positive classroom management strategies across the school.	from: Term 1 to: Term 4	\$20,000.50	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Strengthen processes for Disability Inclusion Profiles	from: Term 1 to: Term 4	\$40,539.40	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$60,539.90	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Strengthen processes for Disability Inclusion Profiles	from: Term 1 to: Term 4	\$110,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading teacher</li> </ul>
Build staff capacity in developing IEP and BSPs as required	from: Term 1 to: Term 4	\$38,568.15	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning               <ul style="list-style-type: none"> <li>• Sensory resources</li> <li>• Literacy aids</li> </ul> </li> </ul>

<b>Totals</b>		\$148,568.15	
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### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Strengthen processes for positive classroom management strategies across the school.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Community Understanding and Safety Training (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> </ul>
Develop whole school pledge for Respectful Relationships	from: Term 1 to: Term 1	\$5,206.44	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Activity-based non-consumables (equipment hire, etc)</li> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
Promote Respectful Relationships in school community	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ additional teacher to release staff member (eduPay)</li> </ul>
<b>Totals</b>		\$35,206.44	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide professional learning on the Simple View of Reading and the Science of Reading	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Lead the implementation of Maths 2.0 across all year levels	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Departmental resources Maths 2.0 <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Engage and implement learning from the Momentum Schools Project	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> External consultants La Trobe SOLAR Lab	<input checked="" type="checkbox"/> Off-site Other Primary schools

Provide professional learning on VTLM 2.0 and application to RPS.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources  VTLM 2.0	<input checked="" type="checkbox"/> On-site
Implement Daily Review across the school for literacy and numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Implement literacy block in all year levels	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Provide professional learning on the whole school approach to Respectful Relationships	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

	implementation team	to: Term 4		professional learning sessions	Respectful Relationships	
Strengthen processes for positive classroom management strategies across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PCMS	<input checked="" type="checkbox"/> On-site
Build staff capacity in developing IEP and BSPs as required	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Inclusion	<input checked="" type="checkbox"/> On-site