

2022 Annual Implementation Plan

for improving student outcomes

Keilor Views Primary School (5539)



Submitted for review by Matthew Borg (School Principal) on 11 February, 2022 at 01:24 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 15 March, 2022 at 08:26 PM
Endorsed by Evstratios Kalaitzoglou (School Council President) on 27 April, 2022 at 01:21 PM

Self-evaluation Summary - 2022

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

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

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

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

Enter your reflective comments	Our School Strategic Plan and the evidence gleaned from the process with inform and steer future work in empowering learners at KVPS.
Considerations for 2022	As the school will undertake a School Review in term 1 2022, we will be direct by the outcome of this review in setting goals for the next four years.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning progress and outcomes for all learners in English and Mathematics.
Target 2.1	By 2022 confirmed teacher judgement will show at least 1.0 growth as measured by Vic Curriculum (Reading, Writing and Mathematics)
Target 2.2	By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.
Target 2.3	By 2022 increase matched cohort high growth as measured by NAPLAN in Reading, Writing and Numeracy by a minimum to 25% on the 2017 baseline. (School to determine if 2018 data is more appropriate)

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity in data literacy.
Key Improvement Strategy 2.b Curriculum planning and assessment	Introduce agreed guaranteed and viable curriculum and assessment practices.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity in research based practices.
Goal 3	To increase student engagement to enhance learning outcomes.
Target 3.1	By 2022 reduce the number of students who do not feel engaged as measured by Attitude to School Survey scores for resilience, student confidence, motivation and interest, decrease below the 2018 baseline. <i>(To be finalised)</i>
Target 3.2	By 2022 student voice and agency as measured by Attitude to School Survey will increase above the 2018 benchmark. (School to add %) Students Attitude to School Survey (Students feel connected)
Target 3.3	By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days
Key Improvement Strategy 3.a Empowering students and building school pride	Embed authentic student voice and agency to enhance and influence outcomes.
Key Improvement Strategy 3.b Evaluating impact on learning	Build teacher assessment capacity

Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Prioritise research projects that build a culture that values education (collective efficacy)
Goal 4	To increase student engagement and wellbeing.
Target 4.1	By 2022 parent response/participation in POS is increased to 50%.
Target 4.2	By 2022 trust will increase compared to 2018 baseline Teachers as measured Staff Opinion Survey (Trust in Students and Parents 80%, Trust in Colleagues 83%, Trust in Leadership) Parents as measured by Parent Opinion Survey (Satisfied in school overall 71%)
Key Improvement Strategy 4.a Instructional and shared leadership	Engage in Communities of Practice and Professional Learning Teams.
Key Improvement Strategy 4.b Building communities	Build a culture and strategies for reciprocal feedback and feedforward among all members of the community.
Key Improvement Strategy 4.c Parents and carers as partners	Partner with parents in learning.
Key Improvement Strategy 4.d Instructional and shared leadership	Develop and build capacity on Middle Level Leaders to support on going sustainability of improvement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase % of Year 3 students in top two bands in Reading from 42% (2021) (2019) to above 50% (2023).</p> <p>Increase % of Year 5 students in top two bands in Reading from 33% (2021) to 35%. (2023)</p> <p>Decrease % of Year 5 students in bottom two bands in Reading from 11% (2021) to Less than 10% (2023)</p>
To improve the learning progress and outcomes for all learners in English and Mathematics.	No	<p>By 2022 confirmed teacher judgement will show at least 1.0 growth as measured by Vic Curriculum (Reading, Writing and Mathematics)</p> <p>By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.</p>	

		By 2022 increase matched cohort high growth as measured by NAPLAN in Reading, Writing and Numeracy by a minimum to 25% on the 2017 baseline. (School to determine if 2018 data is more appropriate)	
To increase student engagement to enhance learning outcomes.	No	By 2022 reduce the number of students who do not feel engaged as measured by Attitude to School Survey scores for resilience, student confidence, motivation and interest, decrease below the 2018 baseline. (<i>To be finalised</i>)	
		By 2022 student voice and agency as measured by Attitude to School Survey will increase above the 2018 benchmark. (School to add %) Students Attitude to School Survey (Students feel connected)	
		By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days	
To increase student engagement and wellbeing.	No	By 2022 parent response/participation in POS is increased to 50%.	
		By 2022 trust will increase compared to 2018 baseline	

		Teachers as measured Staff Opinion Survey (Trust in Students and Parents 80%, Trust in Colleagues 83%, Trust in Leadership)	
		Parents as measured by Parent Opinion Survey (Satisfied in school overall 71%)	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>Increase % of Year 3 students in top two bands in Reading from 42% (2021) (2019) to above 50% (2023).</p> <p>Increase % of Year 5 students in top two bands in Reading from 33% (2021) to 35%. (2023)</p> <p>Decrease % of Year 5 students in bottom two bands in Reading from to 11% (2021) Less than 10% (2023)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Increase % of Year 3 students in top two bands in Reading from 42% (2021) (2019) to above 50% (2023). Increase % of Year 5 students in top two bands in Reading from 33% (2021) to 35%. (2023) Decrease % of Year 5 students in bottom two bands in Reading from to 11% (2021) Less than 10% (2023)
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Continued implementation of our Mastery of the Learning Initiative. Architecture of a progressive learning culture that is re-imagining the learning experience based on the most contemporary of learner needs steeped in proven peer reviewed research. (ie: doing the right work...) Building Teacher capacity is the thing most capable of changing the lives of students for the better. We believe that every teacher has the capacity to grow into the teacher their students need, under the right conditions. Those conditions are created through powerful professional learning. We will continue to co-design and leverage our PLC research teams.
Outcomes	clear focus on areas of practices that have the potential to improve student learning and outcomes. <ul style="list-style-type: none"> • rebuilding teacher autonomy, creativity and trust as trust has been eroded in recent decades in some educational settings and systems, by a drive toward compliance. • treating teachers like the professionals they are. • empowering educators become better is the most important responsibility we have as educational leaders, as it is the best way to help learners fulfil their potential. • empowering teacher autonomy, creativity and trust that have been eroded in recent decades in some educational systems, and settings, by a drive toward compliance.

	<ul style="list-style-type: none"> ensuring that feedback to teachers is as supportive and informative, as it should be to give them control and ownership over their professional development and practice. 			
Success Indicators	<p>Staff Opinion Survey: Maintain % positive responses for Collective Efficacy at or above 88%. (2021) Maintain % positive responses for Academic Emphasis at or above 83%. (2021)</p> <p>An infectious empowerment mindset that fuels our vocation as we harness emergent leadership practices that places the humanity of those we serve at the centre of our purpose. In short, we take radical responsibility in serving our people and the wider community.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continued PL with our empowerment partners	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Continue to cultivate a culture of wellbeing that empowers the Keilor Views community to thrive through the implementation of our KVPS WELLBEING POPE. Continue opportunities to engage in professional learning ?Create a wellbeing charter that identifies a definition and language of wellbeing			

	<p>?Coaching opportunities to build upon Wellbeing practices within teams and across teams</p> <p>?Self-determined opportunities to build professional knowledge about wellbeing activities (research based learnings on Social & Emotional Learning, Emotional Intelligence etc)</p> <p>?Celebration and reflecting on the learnings and change of practice</p>			
Outcomes	<p>Visible Wellbeing Charter</p> <p>? Check-in surveys</p> <p>? Feedback sessions across teams</p> <p>? Accessing student voice questionnaire (eg SASS)</p> <p>? Staff Opinion Surveys- formal and informal</p> <p>? Observations</p> <p>? Professional discourse (use of a common language indicating the presence of Wellbeing Literacy)</p>			
Success Indicators	<p>Student Attitudes Survey:</p> <p>Maintain % positive responses for Stimulating Learning at or above 90%</p> <p>Maintain % positive responses for Sense of Confidence at or above 80%</p> <p>Maintain % positive responses for Managing Bullying at or above 86%</p> <p>Maintain the absence rate of 20 or more days to 15% or less</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Consistent implementatin and whole school understanding of the schools wellbeing charter	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$249,587.78	\$249,587.78	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$249,587.78	\$249,587.78	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons – create opportunities for small group interventions within the classroom	\$20,000.00
Establish criteria for identifying students requiring individual and tailored support	\$10,000.00
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support	\$10,000.00
Middle-level/Teacher Leadership Professional Learning Program The design and delivery of a KVPS-specific middle-level, teacher leadership development Initiative involving 12 months of professional learning workshops sessions + individual coaching support on: i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices.	\$20,000.00
SSG timetabling for social disadvantage and support of students with additional needs (not PSD)	\$30,000.00

Equity to ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding	\$50,000.00
Literacy and numeracy programs, STEM specialist program, curriculum resources, learning and development resources and supplies, IT devices	\$109,587.78
Totals	\$249,587.78

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons – create opportunities for small group interventions within the classroom	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Establish criteria for identifying students requiring individual and tailored support	from: Term 1 to: Term 4	\$10,000.00	<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)
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Middle-level/Teacher Leadership Professional Learning Program The design and delivery of a KVPS-specific middle-level, teacher leadership development Initiative involving 12 months of professional learning workshops sessions + individual coaching support on: i)	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services

modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices.			
SSG timetabling for social disadvantage and support of students with additional needs (not PSD)	from: Term 1 to: Term 4	\$30,000.00	<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)
Equity to ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Assets
Literacy and numeracy programs, STEM specialist program, curriculum resources, learning and development resources and supplies, IT devices	from: Term 1 to: Term 4	\$109,587.78	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Totals		\$249,587.78	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons – create opportunities for small group interventions within the classroom	from: Term 1 to: Term 4		

Establish criteria for identifying students requiring individual and tailored support	from: Term 1 to: Term 4		
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support	from: Term 1 to: Term 4		
Middle-level/Teacher Leadership Professional Learning Program The design and delivery of a KVPS-specific middle-level, teacher leadership development Initiative involving 12 months of professional learning workshops sessions + individual coaching support on: i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices.	from: Term 1 to: Term 4		
SSG timetabling for social disadvantage and support of students with additional needs (not PSD)	from: Term 1 to: Term 4		
Equity to ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding	from: Term 1 to: Term 4		
Literacy and numeracy programs, STEM specialist program, curriculum resources, learning and	from: Term 1		

development resources and supplies, IT devices	to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons – create opportunities for small group interventions within the classroom	from: Term 1 to: Term 4		
Establish criteria for identifying students requiring individual and tailored support	from: Term 1 to: Term 4		
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support	from: Term 1 to: Term 4		
Middle-level/Teacher Leadership Professional Learning Program The design and delivery of a KVPS-specific middle-level, teacher leadership development Initiative involving 12 months of professional learning workshops sessions + individual coaching support on: i) modelling exemplary teaching practice and professional learning ii) Leading from the middle iii)	from: Term 1 to: Term 4		

Mentoring and coaching and; iv) Enriching data and evidence practices.			
SSG timetabling for social disadvantage and support of students with additional needs (not PSD)	from: Term 1 to: Term 4		
Equity to ensure every child has access to a device and the school is fully equipped to address the needs of students with equity funding	from: Term 1 to: Term 4		
Literacy and numeracy programs, STEM specialist program, curriculum resources, learning and development resources and supplies, IT devices	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continued PL with our empowerment partners	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Huddle Inspire Solutions <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Consistent implementatin and whole school understanding of the schools wellbeing charter	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Inspire Solutions	<input checked="" type="checkbox"/> On-site