

2021 Annual Implementation Plan

for improving student outcomes

Keilor Views Primary School (5539)



Submitted for review by Matthew Borg (School Principal) on 11 December, 2020 at 08:36 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 17 December, 2020 at 06:45 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>We began the 2020 school year with a focus on reforming the culture within the school. We spent our first day collaboratively discussing what has worked well over the past 12 months and what needs some attention. During our all-in learning day, we are uncovered many cultural issues that came to the forefront. We discussed the good the bad and the ugly, we discussed what was working well and what teachers and other educators needed to come to school and be intrinsically motivated to improve the lives of students and learners here at KVPS. We explored the notion of self-efficacy and refined our school vision values and moral ethos that drives one's improvement in their own learning. We also spent time discussing what collective efficacy means and develop an understanding of the importance of trust as a collective.</p> <p>Over the first few weeks of term as a leadership team, we explored our school strategic plan, our AIP, and the overall vibe within the school. We developed a learning plan that focused on collective efficacy and building the notion of collective responsibility and trust.</p> <p>As we transitioned to remote learning we turbocharged our efforts in staff well-being and developed the social and emotional awareness of all staff. We ensured that staff took actions to bring their best self to work each (in-person and remotely) and</p>
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	<p>every day. We built the capacity of others by being vulnerable as leaders ourselves and leading from the front demonstrating a growth mindset, compassion, and love. During the transition to remote learning we also empowered our learners to leverage the best technology resources within the school to plan for learning and also to administer learning remotely. We encourage the staff to learn next to students and what the best way for our school and its community to tackle the challenges that remote learning presented.</p>
<p>Considerations for 2021</p>	<p>In 2021, we will regroup and celebrate the learning of 2020 by refining our cultural values and vision to empower our GVC, PLC, and excellent teaching practices. We will embrace the opportunity for the tutoring program to have a significant impact on at least 100 students. We will also prioritise our efforts and time in rebuilding our instructional model and further developing our GVC. We would re-establish an explicit intent in maintaining students in the top two bands of reading and top two bands of numeracy. We will continue to nurture and rebuild trust within our workforce and our community by strengthening our culture and celebrating our achievements and milestones. We will continue to focus on empowering every learner with the skills and dispositions they need to flourish.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Goal 1: to improve the learning progress and outcomes for all learners in English and Mathematics.</p> <p>Year 3 Top Two Bands / Bottom Two Bands Targets</p> <p>Increase % of Year 3 students in top two bands in Reading from 50% (2019) to maintained 50%. (2021) Decrease % of Year 3 students in bottom two bands in Reading from 10% (2019) to maintained 10%. (2021)</p> <p>Increase % of Year 3 students in top two bands in Numeracy from 38% (2019) to 40%. (2021) Decrease % of Year 3 students in bottom two bands in Numeracy from 15% (2019) to 12%. (2021)</p> <p>Goal 2: To increase student engagement to enhance learning outcomes.</p> <p>Goal 3: To increase student agency engagement and wellbeing.</p>

To improve the learning progress and outcomes for all learners in English and Mathematics.	Yes	By 2022 confirmed teacher judgement will show at least 1.0 growth as measured by Vic Curriculum (Reading, Writing and Mathematics)	Increase % of Year 5 students in top two bands in Numeracy from 18% (2019) to 25%. (2021) Decrease % of Year 5 students in bottom two bands in Numeracy from 16% (2019) to 12%. (2021)
		By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.	By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.
		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)	Increase % of high growth in Reading from 23% (2019) to 30%.(2021) Decrease % of low growth in Reading from 33% (2019) to 20%. (2021) Increase % of high growth in Numeracy from 14% (2019) to 25%. (2021) Decrease % of low growth in Numeracy 22% (2019) to 18%. (2021)
To increase student engagement to enhance learning outcomes.	Yes	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>	Student Attitudes Survey: Increase % positive responses for Stimulating Learning 88% (2019) to 90%. (2021)
		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)	Increase % positive responses for Learning Confidence 79% (2019) to 80%. (2021) Increase % positive responses for Managing Bullying 88% (2019) to 90%. (2021)

		By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days	By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days
To increase student engagement and wellbeing.	Yes	By 2022 parent response/participation in POS is increased to 50%.	By 2022 parent response/participation in POS is increased to 50%.
		<p>By 2022 trust will increase compared to 2018 baseline</p> <p>Teachers as measured Staff Opinion Survey (Trust in Students and Parents 80%, Trust in Colleagues 83%, Trust in Leadership)</p> <p>Parents as measured by Parent Opinion Survey (Satisfied in school overall 71%)</p>	<p>Staff Opinion Survey:</p> <p>Increase % positive responses for Collective Efficacy 67% (2019) to 80%. (2021)</p> <p>Increase % positive responses for Academic Emphasis 60% (2019) to 80%. (2021)</p>

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Goal 1: to improve the learning progress and outcomes for all learners in English and Mathematics.</p> <p>Year 3 Top Two Bands / Bottom Two Bands Targets</p> <p>Increase % of Year 3 students in top two bands in Reading from 50% (2019) to maintained 50%. (2021)</p> <p>Decrease % of Year 3 students in bottom two bands in Reading from 10% (2019) to maintained 10%. (2021)</p> <p>Increase % of Year 3 students in top two bands in Numeracy from 38% (2019) to 40%. (2021)</p> <p>Decrease % of Year 3 students in bottom two bands in Numeracy from 15% (2019) to 12%. (2021)</p> <p>Goal 2: To increase student engagement to enhance learning outcomes.</p>

	Goal 3: To increase student agency engagement and wellbeing.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	
Goal 2	To improve the learning progress and outcomes for all learners in English and Mathematics.	
12 Month Target 2.1	Increase % of Year 5 students in top two bands in Numeracy from 18% (2019) to 25%. (2021) Decrease % of Year 5 students in bottom two bands in Numeracy from 16% (2019) to 12%. (2021)	
12 Month Target 2.2	By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.	
12 Month Target 2.3	Increase % of high growth in Reading from 23% (2019) to 30%. (2021) Decrease % of low growth in Reading from 33% (2019) to 20%. (2021) Increase % of high growth in Numeracy from 14% (2019) to 25%. (2021)	

	Decrease % of low growth in Numeracy 22% (2019) to 18%. (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity in data literacy.	Yes
KIS 2 Curriculum planning and assessment	Introduce agreed guaranteed and viable curriculum and assessment practices.	Yes
KIS 3 Building practice excellence	Build teacher capacity in research based practices.	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.	Please refer to our attached document on the Review Evaluation Summary tab to view our outlined rationale for each of the priorities which are also still aligned to our SSP and our original 2021 AIP goals.	
Goal 3	To increase student engagement to enhance learning outcomes.	
12 Month Target 3.1	Student Attitudes Survey: Increase % positive responses for Stimulating Learning 88% (2019) to 90%. (2021)	
12 Month Target 3.2	Increase % positive responses for Learning Confidence 79% (2019) to 80%. (2021) Increase % positive responses for Managing Bullying 88% (2019) to 90%. (2021)	
12 Month Target 3.3	By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Embed authentic student voice and agency to enhance and influence outcomes.	No
KIS 2 Evaluating impact on learning	Build teacher assessment capacity	No
KIS 3 Setting expectations and promoting inclusion	Prioritise research projects that build a culture that values education (collective efficacy)	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 refer to our attached document on the Review Evaluation Summary tab to view our outlined rationale for each of the priorities which are also still aligned to our SSP and our original 2021 AIP goals.	
Goal 4	To increase student engagement and wellbeing.	
12 Month Target 4.1	By 2022 parent response/participation in POS is increased to 50%.	
12 Month Target 4.2	Staff Opinion Survey: Increase % positive responses for Collective Efficacy 67% (2019) to 80%. (2021) Increase % positive responses for Academic Emphasis 60% (2019) to 80%. (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Engage in Communities of Practice and Professional Learning Teams.	No

Instructional and shared leadership		
KIS 2 Building communities	Build a culture and strategies for reciprocal feedback and feedforward among all members of the community.	No
KIS 3 Parents and carers as partners	Partner with parents in learning.	No
KIS 4 Instructional and shared leadership	Develop and build capacity on Middle Level Leaders to support on going sustainability of improvement.	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.	There was evidence that implementing this KIS would have a sharper focus on curriculum planning and assessment so that there is positive impact on student outcomes. It fits in with DET 2021 Learning, catch up and extension priority.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Goal 1: to improve the learning progress and outcomes for all learners in English and Mathematics.</p> <p>Year 3 Top Two Bands / Bottom Two Bands Targets</p> <p>Increase % of Year 3 students in top two bands in Reading from 50% (2019) to maintained 50%. (2021) Decrease % of Year 3 students in bottom two bands in Reading from 10% (2019) to maintained 10%. (2021)</p> <p>Increase % of Year 3 students in top two bands in Numeracy from 38% (2019) to 40%. (2021) Decrease % of Year 3 students in bottom two bands in Numeracy from 15% (2019) to 12%. (2021)</p> <p>Goal 2: To increase student engagement to enhance learning outcomes.</p> <p>Goal 3: To increase student agency engagement and wellbeing.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Learning Intervention For Essentials (LIFE) Initiative Literacy/Numeracy/Social and emotional deliberate practice</p> <p>At KVPS, we empower every student with the skills and dispositions to flourish, our Learning Intervention For Essentials (LIFE) initiative is a response to the DET tutoring program and provides a research-based approach, to meeting the needs of missed learning and provide a scaffold to achieve maximum growth.</p> <p>Our LIFE initiative empowers the learning in Literacy, Numeracy and as well as Social-Emotional needs. The purpose is to ensure that every student has the opportunity to flourish.</p> <p>Whole school Co-design a learn Further, develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and</p>

	<p>identify students requiring additional support (knowing the faces, names, needs).</p> <p>Embed maintained PLC structures to support teacher collaboration and reflection to strengthen teaching practice and reduce instructional variance but elicit differentiation.</p> <p>Revisit and strengthen the use of HITS in all classrooms, with a focus on staff development of their collective efficacy.</p> <p>Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught efforts to support students' learning taught/revisited across wider curriculum subjects - audit the curriculum to ensure ownership from staff (e.g. GVC 2.0)</p> <p>Establish/embed consistent approaches to formative assessment and frequent low-stakes testing Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation Support staff to embed the use of data walls for reading and writing to inform targeted planning</p> <p>To continue to empower students' self-awareness and metacognitive skills to stretch their learning.</p>
<p>Outcomes</p>	<p>All educators will confidently and accurately identify student learning needs of their students PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of core-curriculum priority areas Students will verbalise how lessons are structured and how this supports their learning</p>
<p>Success Indicators</p>	<p>Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating by in of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student growth clearly with specific data sets. Engagement data from Learning Management Systems/virtual classrooms Progress against LIFE Plans- KVPS LIFE Initiative</p> <p>Year 3 Top Two Bands / Bottom Two Bands Targets Increase % of Year 3 students in top two bands in Reading from 50% (2019) to maintained 50%. (2021) Decrease % of Year 3 students in bottom two bands in Reading from 10% (2019) to maintained 10%. (2021)</p>

	<p>Increase % of Year 5 students in top two bands in Reading from 22% (2019) to 30%. (2021) Decrease % of Year 5 students in bottom two bands in Reading from 18% (2019) to 15%. (2021) Increase % of Year 5 students in top two bands in Numeracy from 18% (2019) to 25%. (2021) Decrease % of Year 5 students in bottom two bands in Numeracy from 16% (2019) to 12%. (2021) Increase % of high growth in Reading from 23% (2019) to 30%.(2021) Decrease % of low growth in Reading from 33% (2019) to 20%. (2021) Increase % of high growth in Numeracy from 14% (2019) to 25%. (2021) Decrease % of low growth in Numeracy 22% (2019) to 18%. (2021)</p> <p>Staff Opinion Survey: Increase % positive responses for Collective Efficacy 67% (2019) to 80%. (2021) Increase % positive responses for Academic Emphasis 60% (2019) to 80%. (2021)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	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	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support (Tutor Program)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Staffing for LIFE initiative.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$145,000.00 <input type="checkbox"/> Equity funding will be used
The design, facilitation, and reporting of a 12-month initiative of Principal Class leadership challenge partnering. Aspects include; whole school strategic improvement, professional learning design, and ongoing facilitated peer coaching sessions.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
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.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels</p> <p>Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts</p> <p>Build staff capacity to collect, analyse, monitor and respond to student engagement data using Xuno and our SWPB matrix</p> <p>Target counselling for individual students with acute needs (consider resourcing for the wellbeing team)</p> <p>Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills</p> <p>Build relationships and engage with families of at-risk students</p> <p>Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them</p>			
Outcomes	<p>Teachers will model and are consistent in agreed routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</p>			

	<p>Teachers and leaders will integrate social-emotional learning into school practice, policies and programs</p> <p>Students will feel supported and engaged in homegroups and contribute to a strong classroom culture</p> <p>At-risk students will be identified and receive targeted support in a timely manner</p> <p>Families of at-risk students will receive regular communication and support from the school</p> <p>Students will experience more success in classes</p> <p>Students and families will be connected to allied health and mental health services</p>			
Success Indicators	<p>Documentation of frameworks, policies or programs</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Shared PL goals documented in staff PDPs</p> <p>Students engagement in wellbeing programs (feedback, participation, classroom observations)</p> <p>Samples of student work</p> <p>Documentation of resources for wellbeing programs</p> <p>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</p> <p>Teacher surveys on effectiveness of programs, referral process</p> <p>Teacher reports of student wellbeing concerns</p> <p>Data used to identify students in need of targeted support</p> <p>Data of counselling services accessed by students and families</p> <p>Student Attitudes Survey:</p> <p>Increase % positive responses for Stimulating Learning 88% (2019) to 90%. (2021)</p> <p>Increase % positive responses for Learning Confidence 79% (2019) to 80%. (2021)</p> <p>Increase % positive responses for Managing Bullying 88% (2019) to 90%. (2021)</p> <p>Maintain the absence rate of 20 or more days to 28% or less. (2019, 28%)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions</p> <p>Develop curriculum units collaboratively with wellbeing team members</p> <p>Develop peer-observation process as agreed by staff</p> <p>Develop curriculum resources which reflect wellbeing and social-emotional learning focus</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Provide clarity of roles and responsibility of teachers, education support staff and middle leaders to support equity funded students	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop documentation for wellbeing programs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Build staff capability to integrate digital learning			
Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities			
Success Indicators	Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Document engagements with parents/carers/kin and follow up when difficult situations arise	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Positive Psychology Professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Co-construction of a school mascot, to build a sense of school pride and connection. And the review and update of the school logo and vision/values based artworks across the campus.	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the learning progress and outcomes for all learners in English and Mathematics.			
12 Month Target 2.1	Increase % of Year 5 students in top two bands in Numeracy from 18% (2019) to 25%. (2021) Decrease % of Year 5 students in bottom two bands in Numeracy from 16% (2019) to 12%. (2021)			
12 Month Target 2.2	By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.			
12 Month Target 2.3	Increase % of high growth in Reading from 23% (2019) to 30%.(2021) Decrease % of low growth in Reading from 33% (2019) to 20%. (2021) Increase % of high growth in Numeracy from 14% (2019) to 25%. (2021) Decrease % of low growth in Numeracy 22% (2019) to 18%. (2021)			

KIS 1 Curriculum planning and assessment	Build teacher capacity in data literacy.			
Actions	<p>Whole School Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthening teaching practice</p> <p>Classroom Level Prioritise curriculum 'essentials': mathematics, reading, writing, and science. Ensure these are taught efforts to support students' learning in taught/revisited across wider curriculum subjects -audit the curriculum to ensure ownership from staff (e.g. GVC 2.0) Establish/embed consistent approaches to formative assessment and frequent low-stakes testing Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation</p> <p>Individual 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</p>			
Outcomes	<p>Teachers will confidently and accurately identify student learning needs of their students</p> <p>PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Teachers will use HITS to plan lessons and units</p> <p>Teachers will consistently and explicitly implement the school's instructional model</p> <p>Teachers and support staff will have a consistent understanding of core-curriculum priority areas</p> <p>Students will verbalise how lessons are structured and how this supports their learning</p>			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Classroom observations and learning walks demonstrating take up of professional learning strategies</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Whole school session on the 'why' of the KVPS LIFE initiative. At KVPS, we empower every student with the skills and dispositions to flourish, our learning intervention for essentials (LIFE) initiative is a response to the DET tutoring program and provides a research-based approach to meeting the needs of missed learning and provide a scaffold to achieve maximum growth.</p> <p>Our LIFE initiative empowers the learning in literacy numeracy, as well as social-emotional needs. The purpose is to ensure that every student has the opportunity to flourish.</p> <p>Whole School Co-design a learning impact initiative 'LIFE' Further, develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support (Knowing the faces, names, needs)</p> <p>Embed maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice and reduce instructional variance but elicit differentiation.</p> <p>Revisit and strengthen the use of HITS in all classrooms, with a focus on staff development of their collective efficacy.</p> <p>Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught efforts to support students' learning taught /revisited across wider curriculum subjects -audit the curriculum to ensure ownership from staff (e.g. GVC 2.0)</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Introduce agreed guaranteed and viable curriculum and assessment practices.			
Actions	By the end of 2021 we will have revised our guaranteed and viable curriculum across the school and implemented innovative and purposeful assessment practices, that captures what counts most to attain student improvement.			

Outcomes	I revised the GVC that is KVPS owned and co-constructed, to ensure that staff and every learner in our school has connection to the content which is being taught and why it has been prioritised. Yeah come is that out how community will understand what it means to be a KVPS learner and what content and support will be in place to ensure every student reaches their milestone goals.				
Success Indicators	A schoolwide document that is owned by the KVPS community to provide the best quality learning outcomes for every student in our highly inclusive environment to be in empowered.				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Construction of GVC and assessment practices across the school.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used	
Goal 3	To increase student engagement to enhance learning outcomes.				
12 Month Target 3.1	Student Attitudes Survey: Increase % positive responses for Stimulating Learning 88% (2019) to 90%. (2021)				
12 Month Target 3.2	Increase % positive responses for Learning Confidence 79% (2019) to 80%. (2021) Increase % positive responses for Managing Bullying 88% (2019) to 90%. (2021)				
12 Month Target 3.3	By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days				
KIS 1 Setting expectations and promoting inclusion	Prioritise research projects that build a culture that values education (collective efficacy)				
Actions	At Keilor Views Primary School we are all empowered to lead from whatever position we hold. We endeavor to facilitate a flat leadership structure where all voices are heard and considered. We have the shared belief that no one voice is more powerful than that of the collective. And we all have each other's backs.				

	<p>We will continue to explore research and develop what collective efficacy means for the KVPS community and how we can harness it to empower each other.</p> <p>We will create diverse effective teams that believe that they can make a difference and create the conditions to get better in four key ways.</p> <ol style="list-style-type: none"> 1. We will use our plc cycle and teamwork in action to support high-quality professional learning opportunities to enhance collective efficacy. 2. We will facilitate mastery experiences that develop a firm sense of collective efficacy and highlight that each and every staff member can play a significant contribution to successful school improvement. 3. We will utilise our KVPS PLC inquiry cycle to learn together in a way that allows us to achieve quality implementation of our schoolwide goals. 4. We will then facilitate purposeful practice using our high-powered teams and develop an understanding that practice is the only way to become proficient in new skills. 			
Outcomes	<p>Improved collective efficacy across the whole school. A genuine understanding in what collective efficacy is and how we go about empowering others efficacy.</p>			
Success Indicators	SSData Collective efficacy			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Emedded collective efficacy training in all plc and whole school staff meetings	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To increase student engagement and wellbeing.			
12 Month Target 4.1	By 2022 parent response/participation in POS is increased to 50%.			
12 Month Target 4.2	<p>Staff Opinion Survey: Increase % positive responses for Collective Efficacy 67% (2019) to 80%. (2021) Increase % positive responses for Academic Emphasis 60% (2019) to 80%. (2021)</p>			

KIS 1 Instructional and shared leadership	Develop and build capacity on Middle Level Leaders to support on going sustainability of improvement.
Actions	<p>This initiative seeks to make explicit the professional practices, attitudes, and mindsets of highly-effective learning leadership across th school. It further supports the institutionalisation of the evidence-informed structures that already guide professional practice across the school; including pedagogic models, PLC function, student-learner experience and performance, staff and student wellbeing and of course, the impetus for all this, Learning Leadership development. Through the use of ‘Human-Centred Design’ methodology, teacher professional inquiry, and drawing from learning sciences; school leadership is endeavoring to develop and cultivate the KVPS Learning Leadership Model and Development Interventions to enhance the impact and consistency of their professional workforce and ‘Level-Up’ Leadership.</p> <p>At Keilor Views Primary School we are all empowered to lead form from whatever position we hold.</p> <p>Co-Design Summits- The architecture and facilitation of 3 co-designed strategic design sessions (Design Summits) with the guiding coalition i. Visioning, ii. Measurement and iii. Ideation (4 hours + design time)</p> <p>Executive Leadership Challenge- The design, facilitation, and reporting of a 12 month program of Principal Class leadership challenge partnering. Aspects include; whole school strategic improvement, professional learning design, and ongoing facilitated peer coaching sessions. (1.5 full days per term spread over the 10 weeks)</p> <p>Middle-level/Teacher Leadership Professional Learning Initiative-The design and delivery of a context-specific middle- level or teacher leadership development program for up to (x) number or participants for 12 months of professional learning workshops sessions + individual coaching support on i) modeling exemplary teaching practice and professional learning ii) Leading from the middle iii) Mentoring and coaching and; iv) Enriching data and evidence practices.</p>
Outcomes	<ul style="list-style-type: none"> -Timelines to monitor the implementation of leadership capabilities using the learning specialist skills and dispositions from DET. - All school staff see themselves as leaders of learning - Staff have a belief in using the KVPS Instructional Model with fidelity -Complete planning documents, PLC agenda/minutes & peer observation templates -Staff survey results show improvement for Academic Emphasis & Guaranteed & Viable Curriculum
Success Indicators	Leadership improved across the school, all staff take on roles of leadership in line with their interests,skills and dispositions.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>The Intersect of the Infinite Empowered Future Project.</p> <p>The partnering with global thought and learning leaders to make a better tomorrow for our students today.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$126,000.00	0.00
Additional Equity funding	\$260,000.00	\$260,000.00
Grand Total	\$386,000.00	\$260,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
Establish criteria for identifying students requiring individual and tailored support	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support (Tutor Program)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00
Middle-level/Teacher Leadership Professional Learning Program The design and delivery of a KVPS-specific middle-	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00

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.	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Develop curriculum units collaboratively with wellbeing team members Develop peer-observation process as agreed by staff Develop curriculum resources which reflect wellbeing and social-emotional learning focus	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders to support equity funded students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Plan for on-going professional development on integrating digital learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Document engagements with parents/carers/kin and follow up when difficult situations arise	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Positive Psychology Professional learning	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00

<p>Whole school session on the 'why' of the KVPS LIFE initiative. At KVPS, we empower every student with the skills and dispositions to flourish, our learning intervention for essentials (LIFE) initiative is a response to the DET tutoring program and provides a research-based approach to meeting the needs of missed learning and provide a scaffold to achieve maximum growth.</p> <p>Our LIFE initiative empowers the learning in literacy numeracy, as well as social-emotional needs. The purpose is to ensure that every student has the opportunity to flourish.</p> <p>Whole School Co-design a learning impact initiative 'LIFE' Further, develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support (Knowing the faces, names, needs)</p> <p>Embed maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice and reduce instructional variance but elicit differentiation.</p> <p>Revisit and strengthen the use of HITS in all classrooms, with a focus on staff development of their collective efficacy.</p> <p>Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught efforts to support students' learning taught /revisited across wider curriculum subjects -audit the curriculum to ensure ownership from staff (e.g. GVC 2.0)</p>	<p>from: Term 1 to: Term 2</p>		<p>\$5,000.00</p>	
Totals			\$126,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
SSG timetabling for social disadvantage and support of students with additional needs (not PSD)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$30,000.00
Differentiation time release for staff within PLC	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$120,000.00	\$120,000.00
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	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Assets	\$50,000.00	\$50,000.00
Continue to facilitate contemporary communication tools and support parents in its use, as well as attendance officer	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Additional assistance for parents to access all school-based activities and book packs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
LLI- Resources reboot and refresh with targeted professional learning for staff.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Totals			\$260,000.00	\$260,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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	✔ Leadership Team	from: Term 1 to: Term 4	✔ Design of formative assessments ✔ Curriculum development	✔ Whole School Pupil Free Day	✔ Pedagogical Model	✔ On-site
Establish criteria for identifying students requiring individual and tailored support	✔ Leadership Team	from: Term 1 to: Term 1	✔ Planning ✔ Preparation ✔ Moderated assessment of student learning	✔ Formal School Meeting / Internal Professional Learning Sessions ✔ Communities of Practice ✔ PLC/PLT Meeting	✔ Internal staff	✔ On-site
Engage with parents/carers to ensure appropriate supports are in place for learning intervention support (Tutor Program)	✔ Leadership Team	from: Term 1 to: Term 4	✔ Planning ✔ Collaborative Inquiry/Action Research team	✔ Professional Practice Day ✔ PLC/PLT Meeting	✔ Internal staff	✔ On-site
Staffing for LIFE initiative.	✔ Leadership Team	from: Term 1 to: Term 4	✔ Planning ✔ Preparation ✔ Design of formative assessments	✔ Whole School Pupil Free Day ✔ Timetabled Planning Day ✔ Communities of Practice	✔ External consultants Chris Egan- Positive Psyc Jarrad Cooney Horvath- learning Nuro science	✔ On-site

<p>The design, facilitation, and reporting of a 12-month initiative of Principal Class leadership challenge partnering. Aspects include; whole school strategic improvement, professional learning design, and ongoing facilitated peer coaching sessions.</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Andrew Jones- Huddle	<input checked="" type="checkbox"/> On-site
<p>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.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
<p>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Develop curriculum units collaboratively with wellbeing</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

team members Develop peer-observation process as agreed by staff Develop curriculum resources which reflect wellbeing and social-emotional learning focus						
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders to support equity funded students	☑ All Staff	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Principal and AP to facilitate	☑ On-site
Develop documentation for wellbeing programs	☑ Leadership Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day	☑ Internal staff	☑ On-site
Plan for on-going professional development on integrating digital learning	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Document engagements with parents/carers/kin and follow up when difficult situations arise	☑ Leadership Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site

Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Positive Psychology Professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Chris Egan - Cultural Health <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Co-construction of a school mascot, to build a sense of school pride and connection. And the review and update of the school logo and vision/values based artworks across the campus.	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants MAPS MARKETING	<input checked="" type="checkbox"/> On-site
Whole school session on the 'why' of the KVPS LIFE initiative. At KVPS, we empower every student with the skills and dispositions to flourish, our learning intervention for essentials (LIFE) initiative is a response to the DET tutoring program and provides a research-based approach to meeting the needs of missed learning and provide a scaffold to achieve maximum growth.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Our LIFE initiative empowers the learning in literacy numeracy, as well as social-emotional needs. The purpose is to ensure that every student has the opportunity to flourish.</p> <p>Whole School Co-design a learning impact initiative 'LIFE' Further, develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support (Knowing the faces, names, needs)</p> <p>Embed maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice and reduce instructional variance but elicit differentiation.</p> <p>Revisit and strengthen the use of HITS in all classrooms, with a focus on staff development of their collective efficacy.</p> <p>Prioritise curriculum 'essentials': mathematics,</p>						
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reading, writing and science. Ensure these are taught efforts to support students' learning taught /revisited across wider curriculum subjects -audit the curriculum to ensure ownership from staff (e.g. GVC 2.0)						
Construction of GVC and assessment practices across the school.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
The Intersect of the Infinite Empowered Future Project. The partnering with global thought and learning leaders to make a better tomorrow for our students today.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Huddle <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site