

# Monitoring and Assessment - 2023

Diamond Valley Special Developmental School

(5161)



Submitted for review by Anthony Rosenthal (School Principal) on 16 March, 2023 at 04:30 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 19 March, 2023 at 03:45 PM  
Awaiting endorsement by School Council President

# Monitoring and Assessment - 2023

## Term 1 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Improve the positive endorsement for Promote student ownership of learning goals in the Staff Opinion Survey from 75 per cent in 2022 to 80 per cent by 2023.  Improve the positive endorsement of 'Monitor effectiveness using data' in the Staff Opinion Survey from 63% in 2022 to 67% in 2023 and 'understand formative assessment' from 25% to 58%  Improve the positive endorsement for Student voice and agency in the Parent Opinion Survey from 82 per cent in 2022 to 85 per cent by 2023.  Improve confidence and resiliency skills from 89% to 92% and student motivation and support from 69% to 72%
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop teacher capability to provide student-centered literacy and numeracy programs and activities at the point of student need
<b>Outcomes</b>	Teachers will utilise the numeracy assessment system developed by Numeracy LS Teachers will utilise 2023 literacy guidebook Teachers and students will utilise the literacy nook in the meeting room Teachers will implement differentiated learning based on individual student needs Students will be more engaged with numeracy as programs will reflect their point of need Students will have more access to literacy resources and interest based books to further their literacy skills and embed a love of books

	<p>Leaders will support teachers implementing literacy and numeracy programs through classroom engagement</p> <p>Leaders will provide a skill attainment online program that is accessible to all students on a daily basis</p>			
Success Indicators	<p>Early Indicators:</p> <p>Weekly planner will reflect individual student ability and how staff will address these learning needs</p> <p>Introduction of higher level academic programs such as reading eggs and MOI (Maths online interview)</p> <p>Classroom observation will indicate learning differentiated at point of need based on assessments</p> <p>Late Indicators:</p> <p>Curriculum documentation will show plans with differentiation in numeracy and literacy based on student ability.</p> <p>Literacy and Numeracy profiles will demonstrate student learning growth</p> <p>.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional learning provided to support staff in implementation of whole school numeracy assessment approach	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	Distribution of literacy guidebook to all staff that includes a range of literacy program examples. Professional learning led by Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Use of the included literacy assessment system in all classes to be supported Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	PLC enquiry cycles based on Numeracy, Literacy, and Life Skills led by the Leadership Team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Review and update individual education plans and use as an ongoing document as students reach different milestones led by Leadership Team	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Reviewing assessment data to better determine areas of need in numeracy and literacy led by Learning Specialists	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Improve whole school approach to sensory regulation in response to current student well-being needs and best practice Embed PBS processes school-wide Embed Respectful Relationships within the curriculum Increase staff capacity to support wellbeing needs individually at the point of student need			

Outcomes	<ul style="list-style-type: none"> <li>Students will be given agency and supported with sensory regulation skills to improve engagement</li> <li>Students will be supported with positive behaviour strategies</li> <li>Students will be supported to develop an understanding of respectful relationships</li> <li>Students will be supported with internal and external transitions to support wellbeing</li> <li>Teachers will plan for, implement and provide for sensory regulation for all students</li> <li>Teachers will support PBS strategies within the school and embed as part of classroom practice</li> <li>Teachers will implement Respectful Relationships within the classroom</li> <li>Teachers will plan for and support student transitions</li> <li>Leaders will support the continuous development, documentation and revision of whole school sensory regulation strategies</li> <li>Leaders will support the introduction of PBS school wide</li> <li>Leaders will support the embedding Respectful relationships within our curriculum and school community</li> <li>Leaders will support the embedding of transition teams and strategies</li> <li>Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>PD carried by OT's for all staff for sensory regulation</li> <li>New PBS team created and begin to embed practices within the school</li> <li>BSP processes to be shared in schoolwide PD</li> <li>Clear practices surrounding disclosures and staff to feel confident in using them</li> <li>Transition team meetings to be embedded in meeting schedule</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>Reduced incidents reported on Edusafe plus</li> <li>Students and staff are able to regulate and be connected to their community as evidenced through learning walks and survey results</li> <li>Staff to feel confident with regulation strategies and embed in practice evidenced through learning walks</li> <li>Staff to feel confident with PBS and embed within practice</li> <li>Staff to feel confident with BSP processes and embed as part of student wellbeing practices as evidenced through learning walks and reduced edusafe reports.</li> <li>Students are more engaged and ready to learn as indicated in focus area in SCL documentation</li> <li>Students, staff and the community engage with the respectful relationships curriculum</li> </ul>

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
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Activity 1	SRC to be embedded in meeting schedule to improve student voice and agency with learning led by Leading Teachers	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Utilize mental health menu to engage in relevant PD to support wellbeing of students	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	0%

	and staff		to: Term 4	
Activity 3	Recruit MHP for 2 days (3 days total) per week to support Wellbeing team to support students mental health and wellbeing school wide	✓ Principal	from: Term 1 to: Term 4	0%
Activity 4	Recruit MHP for 1 day (days total) per week to support Wellbeing team to support students mental health and wellbeing school wide	✓ Principal	from: Term 1 to: Term 4	0%
Activity 5	Professional development for regulation to be undertaken school wide and embedded in practice led by Allied Staff	✓ Allied Health ✓ All Staff	from: Term 1 to: Term 4	0%
Activity 6	Respectful Relationships team to be created led by Learning Specialists	✓ Leading Teacher(s) ✓ Wellbeing Team ✓ Teacher(s)	from: Term 1 to: Term 1	0%
Activity 7	Respectful Relationships training to undertaken by RR team led by Learning Specilaists	✓ Leading Teacher(s) ✓ Wellbeing Team ✓ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Respectful Relationships to feature in school communications (including website, newsletter) led by Leading Teacher	✓ Leading Teacher(s) ✓ Wellbeing Team	from: Term 1	0%

		☑ Teacher(s)	to: Term 4	
Activity 9	Develop a Professional Development plan reflective of staff need to increase capacity indicated through PDP and survey's	☑ Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 10	LMS created to support understanding behaviour	☑ Leading Teacher(s) ☑ Allied Health	from: Term 1 to: Term 4	0%
Activity 11	Transition working party meetings to be embedded in meeting timetable	☑ Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 12	Review role statements for teachers, ES, therapists and leadership to create clarity of responsibility	☑ Leadership Team	from: Term 1 to: Term 1	0%
<b>Goal 2</b>	Improve student learning outcomes			
<b>12 Month Target 2.1</b>	By 2023, 100 per cent of students will achieve the English goal in their Individual Education Plan.			
<b>12 Month Target 2.2</b>	<p>Improve the positive endorsement for the following factors in the School Leadership module of the Staff Opinion Survey</p> <p>Instructional leadership - from 65 per cent in 2022 to 70 per cent by 2023  Leaders support for change – from 81 per cent in 2022 to 85 per cent by 2023  Visibility – from 55 per cent in 2022 to 65 per cent by 2023.</p>			



<b>12 Month Target 2.3</b>	<p>Improve the positive endorsement for the following factors in the Parent Opinion Survey</p> <p>Effective teaching – from 79 per cent in 2022 to 85 per cent by 2023 General School improvement – from 75 per cent in 2022 to 80 per cent by 2023.</p>
<b>KIS 2.b</b> Building practice excellence	Implement and embed the PLC process.
Actions	<ul style="list-style-type: none"> <li>Build teacher capacity to implement PLC inquiry cycle effectively</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Students are engaged learners within their focus areas of SCL</li> <li>Teachers are confident with PLC processes and student learning growth is in evidence as a result</li> <li>Teachers use an improvement cycle collaboratively within the PLC cycle</li> <li>Leaders support PLC teams through attending meetings as critical friends</li> <li>Leaders consciously protect teacher collaboration time (NFF) for PLC planning</li> </ul>
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>Establish PLC middle leadership team</li> <li>Timetabled meetings embedded to support collaborative practice</li> <li>Staff understand data and its meaning through Evidence of data PD undertaken</li> <li>* PLC meeting minutes reflect discussion and analysis of data</li> <li>Data walls to be established throughout the school</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>Staff Opinion Survey and Parent Survey data</li> </ul>
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	PLC team structure embedded in sections led by Leading Teacher	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Audit PLC processes to ensure that strengths and growth	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule first inquiry cycle to be set in term 1 week 2	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 4	Schedule PLC sharing session in week 10 of term 1- incorporate learning into school improvement	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 5	Engage support from NEMA lead teacher for PLC structures	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
<b>KIS 2.c</b>		Review and adopt the relevant peer observation and feedback practices as presented in the DET guides for Peer Observation, Feedback and Reflection.		

Building practice excellence	
Actions	<ul style="list-style-type: none"> <li>• Develop and implement an agreed approach to peer observation at Diamond Valley SDS</li> <li>• Develop a shared vision and understanding of peer observation, outlining the cycle of peer observation.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Whole staff understands John Corrigan's work on building teacher authority.</li> <li>• Teachers continue to improve their practice in ways that better promote student learning.</li> <li>• Teachers will have greater awareness of one's teaching strategies and assumptions.</li> <li>• Teachers will contribute to deeper reflection and consideration of alternative methods.</li> <li>• Teacher will demonstrate a clear understanding of the cycle of peer observation.</li> <li>• Leaders will ensure that the whole staff have been consulted to develop peer observation expectations</li> <li>• Leaders will frequently monitor peer observations and observation paperwork such as feedback and observation forms.</li> <li>• Student will receive better quality teachers and classroom/behaviour management.</li> </ul>
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> <li>• Whole staff show a clear understanding of what peer observations are at DVSDS</li> <li>• Staff are able to express what an 'enlightened' teacher looks like at DVSDS</li> <li>• Challenging Student behaviours will begin to show a decrease</li> <li>• Teacher's will be better equipped to deal with challenging student behavior.</li> <li>• Peer observations forms are used correctly and stored in the correct place</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Adaptations are made by staff after completing peer observations, feedback and review</li> <li>• There will be a decrease in student behavior and incident reports from behaviours</li> <li>• Peer observations documentation are explicit, well documented and follow the expectations set.</li> </ul>
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> <li>Organise and schedule whole school professional learning to introduce John Corrigan's work on building teacher authority to the whole staff.</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> <li>Unpack as a whole staff what an 'enlightened' teacher looks like at DVSDS. What do they do? What don't they do? Why?</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> <li>Schedule and run teacher professional development to develop a set of expectations for peer observations for both the observer and the teacher being observed.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	<ul style="list-style-type: none"> <li>Schedule and run whole school consultation to inform the design of relevant peer observation forms, including feedback forms</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2023

## Mid-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Improve the positive endorsement for Promote student ownership of learning goals in the Staff Opinion Survey from 75 per cent in 2022 to 80 per cent by 2023.  Improve the positive endorsement of 'Monitor effectiveness using data' in the Staff Opinion Survey from 63% in 2022 to 67% in 2023 and 'understand formative assessment' from 25% to 58%  Improve the positive endorsement for Student voice and agency in the Parent Opinion Survey from 82 per cent in 2022 to 85 per cent by 2023.  Improve confidence and resiliency skills from 89% to 92% and student motivation and support from 69% to 72%
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop teacher capability to provide student-centered literacy and numeracy programs and activities at the point of student need
<b>Outcomes</b>	Teachers will utilise the numeracy assessment system developed by Numeracy LS Teachers will utilise 2023 literacy guidebook Teachers and students will utilise the literacy nook in the meeting room Teachers will implement differentiated learning based on individual student needs Students will be more engaged with numeracy as programs will reflect their point of need Students will have more access to literacy resources and interest based books to further their literacy skills and embed a love of books

	<p>Leaders will support teachers implementing literacy and numeracy programs through classroom engagement</p> <p>Leaders will provide a skill attainment online program that is accessible to all students on a daily basis</p>			
Success Indicators	<p>Early Indicators:</p> <p>Weekly planner will reflect individual student ability and how staff will address these learning needs</p> <p>Introduction of higher level academic programs such as reading eggs and MOI (Maths online interview)</p> <p>Classroom observation will indicate learning differentiated at point of need based on assessments</p> <p>Late Indicators:</p> <p>Curriculum documentation will show plans with differentiation in numeracy and literacy based on student ability.</p> <p>Literacy and Numeracy profiles will demonstrate student learning growth</p> <p>.</p>			
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Activity 3	Use of the included literacy assessment system in all classes to be supported Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
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<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Improve whole school approach to sensory regulation in response to current student well-being needs and best practice Embed PBS processes school-wide Embed Respectful Relationships within the curriculum Increase staff capacity to support wellbeing needs individually at the point of student need			

Outcomes	<ul style="list-style-type: none"> <li>Students will be given agency and supported with sensory regulation skills to improve engagement</li> <li>Students will be supported with positive behaviour strategies</li> <li>Students will be supported to develop an understanding of respectful relationships</li> <li>Students will be supported with internal and external transitions to support wellbeing</li> <li>Teachers will plan for, implement and provide for sensory regulation for all students</li> <li>Teachers will support PBS strategies within the school and embed as part of classroom practice</li> <li>Teachers will implement Respectful Relationships within the classroom</li> <li>Teachers will plan for and support student transitions</li> <li>Leaders will support the continuous development, documentation and revision of whole school sensory regulation strategies</li> <li>Leaders will support the introduction of PBS school wide</li> <li>Leaders will support the embedding Respectful relationships within our curriculum and school community</li> <li>Leaders will support the embedding of transition teams and strategies</li> <li>Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>PD carried by OT's for all staff for sensory regulation</li> <li>New PBS team created and begin to embed practices within the school</li> <li>BSP processes to be shared in schoolwide PD</li> <li>Clear practices surrounding disclosures and staff to feel confident in using them</li> <li>Transition team meetings to be embedded in meeting schedule</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>Reduced incidents reported on Edusafe plus</li> <li>Students and staff are able to regulate and be connected to their community as evidenced through learning walks and survey results</li> <li>Staff to feel confident with regulation strategies and embed in practice evidenced through learning walks</li> <li>Staff to feel confident with PBS and embed within practice</li> <li>Staff to feel confident with BSP processes and embed as part of student wellbeing practices as evidenced through learning walks and reduced edusafe reports.</li> <li>Students are more engaged and ready to learn as indicated in focus area in SCL documentation</li> <li>Students, staff and the community engage with the respectful relationships curriculum</li> </ul>



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<b>KIS 2.b</b> Building practice excellence	Implement and embed the PLC process.
Actions	<ul style="list-style-type: none"> <li>Build teacher capacity to implement PLC inquiry cycle effectively</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Students are engaged learners within their focus areas of SCL</li> <li>Teachers are confident with PLC processes and student learning growth is in evidence as a result</li> <li>Teachers use an improvement cycle collaboratively within the PLC cycle</li> <li>Leaders support PLC teams through attending meetings as critical friends</li> <li>Leaders consciously protect teacher collaboration time (NFF) for PLC planning</li> </ul>
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>Establish PLC middle leadership team</li> <li>Timetabled meetings embedded to support collaborative practice</li> <li>Staff understand data and its meaning through Evidence of data PD undertaken</li> <li>* PLC meeting minutes reflect discussion and analysis of data</li> <li>Data walls to be established throughout the school</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>Staff Opinion Survey and Parent Survey data</li> </ul>
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Building practice excellence	
Actions	<ul style="list-style-type: none"> <li>• Develop and implement an agreed approach to peer observation at Diamond Valley SDS</li> <li>• Develop a shared vision and understanding of peer observation, outlining the cycle of peer observation.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Whole staff understands John Corrigan's work on building teacher authority.</li> <li>• Teachers continue to improve their practice in ways that better promote student learning.</li> <li>• Teachers will have greater awareness of one's teaching strategies and assumptions.</li> <li>• Teachers will contribute to deeper reflection and consideration of alternative methods.</li> <li>• Teacher will demonstrate a clear understanding of the cycle of peer observation.</li> <li>• Leaders will ensure that the whole staff have been consulted to develop peer observation expectations</li> <li>• Leaders will frequently monitor peer observations and observation paperwork such as feedback and observation forms.</li> <li>• Student will receive better quality teachers and classroom/behaviour management.</li> </ul>
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> <li>• Whole staff show a clear understanding of what peer observations are at DVSDS</li> <li>• Staff are able to express what an 'enlightened' teacher looks like at DVSDS</li> <li>• Challenging Student behaviours will begin to show a decrease</li> <li>• Teacher's will be better equipped to deal with challenging student behavior.</li> <li>• Peer observations forms are used correctly and stored in the correct place</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Adaptations are made by staff after completing peer observations, feedback and review</li> <li>• There will be a decrease in student behavior and incident reports from behaviours</li> <li>• Peer observations documentation are explicit, well documented and follow the expectations set.</li> </ul>
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Activity 2	<ul style="list-style-type: none"> <li>Unpack as a whole staff what an 'enlightened' teacher looks like at DVSDS. What do they do? What don't they do? Why?</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> <li>Schedule and run teacher professional development to develop a set of expectations for peer observations for both the observer and the teacher being observed.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	<ul style="list-style-type: none"> <li>Schedule and run whole school consultation to inform the design of relevant peer observation forms, including feedback forms</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2023

## Term 3 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Improve the positive endorsement for Promote student ownership of learning goals in the Staff Opinion Survey from 75 per cent in 2022 to 80 per cent by 2023.  Improve the positive endorsement of 'Monitor effectiveness using data' in the Staff Opinion Survey from 63% in 2022 to 67% in 2023 and 'understand formative assessment' from 25% to 58%  Improve the positive endorsement for Student voice and agency in the Parent Opinion Survey from 82 per cent in 2022 to 85 per cent by 2023.  Improve confidence and resiliency skills from 89% to 92% and student motivation and support from 69% to 72%
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop teacher capability to provide student-centered literacy and numeracy programs and activities at the point of student need
<b>Outcomes</b>	Teachers will utilise the numeracy assessment system developed by Numeracy LS Teachers will utilise 2023 literacy guidebook Teachers and students will utilise the literacy nook in the meeting room Teachers will implement differentiated learning based on individual student needs Students will be more engaged with numeracy as programs will reflect their point of need Students will have more access to literacy resources and interest based books to further their literacy skills and embed a love of books



	<p>Leaders will support teachers implementing literacy and numeracy programs through classroom engagement</p> <p>Leaders will provide a skill attainment online program that is accessible to all students on a daily basis</p>			
Success Indicators	<p>Early Indicators:</p> <p>Weekly planner will reflect individual student ability and how staff will address these learning needs</p> <p>Introduction of higher level academic programs such as reading eggs and MOI (Maths online interview)</p> <p>Classroom observation will indicate learning differentiated at point of need based on assessments</p> <p>Late Indicators:</p> <p>Curriculum documentation will show plans with differentiation in numeracy and literacy based on student ability.</p> <p>Literacy and Numeracy profiles will demonstrate student learning growth</p> <p>.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional learning provided to support staff in implementation of whole school numeracy assessment approach	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	Distribution of literacy guidebook to all staff that includes a range of literacy program examples. Professional learning led by Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Use of the included literacy assessment system in all classes to be supported Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	PLC enquiry cycles based on Numeracy, Literacy, and Life Skills led by the Leadership Team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Review and update individual education plans and use as an ongoing document as students reach different milestones led by Leadership Team	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Reviewing assessment data to better determine areas of need in numeracy and literacy led by Learning Specialists	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Improve whole school approach to sensory regulation in response to current student well-being needs and best practice Embed PBS processes school-wide Embed Respectful Relationships within the curriculum Increase staff capacity to support wellbeing needs individually at the point of student need			

Outcomes	<ul style="list-style-type: none"> <li>• Students will be given agency and supported with sensory regulation skills to improve engagement</li> <li>• Students will be supported with positive behaviour strategies</li> </ul> <p>Students will be supported to develop an understanding of respectful relationships</p> <ul style="list-style-type: none"> <li>• Students will be supported with internal and external transitions to support wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• Teachers will plan for, implement and provide for sensory regulation for all students</li> <li>• Teachers will support PBS strategies within the school and embed as part of classroom practice</li> </ul> <p>Teachers will implement Respectful Relationships within the classroom</p> <p>Teachers will plan for and support student transitions</p> <ul style="list-style-type: none"> <li>• </li> </ul> <ul style="list-style-type: none"> <li>• Leaders will support the continuous development, documentation and revision of whole school sensory regulation strategies</li> </ul> <p>Leaders will support the introduction of PBS school wide</p> <p>Leaders will support the embedding Respectful relationships within our curriculum and school community</p> <p>Leaders will support the embedding of transition teams and strategies</p> <ul style="list-style-type: none"> <li>• Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>• PD carried by OT's for all staff for sensory regulation</li> <li>• New PBS team created and begin to embed practices within the school</li> </ul> <p>BSP processes to be shared in schoolwide PD</p> <ul style="list-style-type: none"> <li>• Clear practices surrounding disclosures and staff to feel confident in using them</li> <li>• Transition team meetings to be embedded in meeting schedule</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>• Reduced incidents reported on Edusafe plus</li> <li>• Students and staff are able to regulate and be connected to their community as evidenced through learning walks and survey results</li> <li>• Staff to feel confident with regulation strategies and embed in practice evidenced through learning walks</li> <li>• Staff to feel confident with PBS and embed within practice</li> <li>• Staff to feel confident with BSP processes and embed as part of student wellbeing practices as evidenced through learning walks and reduced edusafe reports.</li> <li>• Students are more engaged and ready to learn as indicated in focus area in SCL documentation</li> <li>• Students, staff and the community engage with the respectful relationships curriculum</li> </ul>

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	SRC to be embedded in meeting schedule to improve student voice and agency with learning led by Leading Teachers	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Utilize mental health menu to engage in relevant PD to support wellbeing of students	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	0%

	and staff		to: Term 4	
Activity 3	Recruit MHP for 2 days (3 days total) per week to support Wellbeing team to support students mental health and wellbeing school wide	✓ Principal	from: Term 1 to: Term 4	0%
Activity 4	Recruit MHP for 1 day (days total) per week to support Wellbeing team to support students mental health and wellbeing school wide	✓ Principal	from: Term 1 to: Term 4	0%
Activity 5	Professional development for regulation to be undertaken school wide and embedded in practice led by Allied Staff	✓ Allied Health ✓ All Staff	from: Term 1 to: Term 4	0%
Activity 6	Respectful Relationships team to be created led by Learning Specialists	✓ Leading Teacher(s) ✓ Wellbeing Team ✓ Teacher(s)	from: Term 1 to: Term 1	0%
Activity 7	Respectful Relationships training to undertaken by RR team led by Learning Specilaists	✓ Leading Teacher(s) ✓ Wellbeing Team ✓ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Respectful Relationships to feature in school communications (including website, newsletter) led by Leading Teacher	✓ Leading Teacher(s) ✓ Wellbeing Team	from: Term 1	0%

		☑ Teacher(s)	to: Term 4	
Activity 9	Develop a Professional Development plan reflective of staff need to increase capacity indicated through PDP and survey's	☑ Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 10	LMS created to support understanding behaviour	☑ Leading Teacher(s) ☑ Allied Health	from: Term 1 to: Term 4	0%
Activity 11	Transition working party meetings to be embedded in meeting timetable	☑ Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 12	Review role statements for teachers, ES, therapists and leadership to create clarity of responsibility	☑ Leadership Team	from: Term 1 to: Term 1	0%
<b>Goal 2</b>	Improve student learning outcomes			
<b>12 Month Target 2.1</b>	By 2023, 100 per cent of students will achieve the English goal in their Individual Education Plan.			
<b>12 Month Target 2.2</b>	<p>Improve the positive endorsement for the following factors in the School Leadership module of the Staff Opinion Survey</p> <p>Instructional leadership - from 65 per cent in 2022 to 70 per cent by 2023  Leaders support for change – from 81 per cent in 2022 to 85 per cent by 2023  Visibility – from 55 per cent in 2022 to 65 per cent by 2023.</p>			

<b>12 Month Target 2.3</b>	<p>Improve the positive endorsement for the following factors in the Parent Opinion Survey</p> <p>Effective teaching – from 79 per cent in 2022 to 85 per cent by 2023 General School improvement – from 75 per cent in 2022 to 80 per cent by 2023.</p>
<b>KIS 2.b</b> Building practice excellence	Implement and embed the PLC process.
Actions	<ul style="list-style-type: none"> <li>Build teacher capacity to implement PLC inquiry cycle effectively</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Students are engaged learners within their focus areas of SCL</li> <li>Teachers are confident with PLC processes and student learning growth is in evidence as a result</li> <li>Teachers use an improvement cycle collaboratively within the PLC cycle</li> <li>Leaders support PLC teams through attending meetings as critical friends</li> <li>Leaders consciously protect teacher collaboration time (NFF) for PLC planning</li> </ul>
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>Establish PLC middle leadership team</li> <li>Timetabled meetings embedded to support collaborative practice</li> <li>Staff understand data and its meaning through Evidence of data PD undertaken</li> <li>* PLC meeting minutes reflect discussion and analysis of data</li> <li>Data walls to be established throughout the school</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>Staff Opinion Survey and Parent Survey data</li> </ul>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	PLC team structure embedded in sections led by Leading Teacher	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Audit PLC processes to ensure that strengths and growth	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule first inquiry cycle to be set in term 1 week 2	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 4	Schedule PLC sharing session in week 10 of term 1- incorporate learning into school improvement	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 5	Engage support from NEMA lead teacher for PLC structures	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
<b>KIS 2.c</b>		Review and adopt the relevant peer observation and feedback practices as presented in the DET guides for Peer Observation, Feedback and Reflection.		



Building practice excellence	
Actions	<ul style="list-style-type: none"> <li>• Develop and implement an agreed approach to peer observation at Diamond Valley SDS</li> <li>• Develop a shared vision and understanding of peer observation, outlining the cycle of peer observation.</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Whole staff understands John Corrigan's work on building teacher authority.</li> <li>• Teachers continue to improve their practice in ways that better promote student learning.</li> <li>• Teachers will have greater awareness of one's teaching strategies and assumptions.</li> <li>• Teachers will contribute to deeper reflection and consideration of alternative methods.</li> <li>• Teacher will demonstrate a clear understanding of the cycle of peer observation.</li> <li>• Leaders will ensure that the whole staff have been consulted to develop peer observation expectations</li> <li>• Leaders will frequently monitor peer observations and observation paperwork such as feedback and observation forms.</li> <li>• Student will receive better quality teachers and classroom/behaviour management.</li> </ul>
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> <li>• Whole staff show a clear understanding of what peer observations are at DVSDS</li> <li>• Staff are able to express what an 'enlightened' teacher looks like at DVSDS</li> <li>• Challenging Student behaviours will begin to show a decrease</li> <li>• Teacher's will be better equipped to deal with challenging student behavior.</li> <li>• Peer observations forms are used correctly and stored in the correct place</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Adaptations are made by staff after completing peer observations, feedback and review</li> <li>• There will be a decrease in student behavior and incident reports from behaviours</li> <li>• Peer observations documentation are explicit, well documented and follow the expectations set.</li> </ul>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> <li>Organise and schedule whole school professional learning to introduce John Corrigan's work on building teacher authority to the whole staff.</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> <li>Unpack as a whole staff what an 'enlightened' teacher looks like at DVSDS. What do they do? What don't they do? Why?</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> <li>Schedule and run teacher professional development to develop a set of expectations for peer observations for both the observer and the teacher being observed.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	<ul style="list-style-type: none"> <li>Schedule and run whole school consultation to inform the design of relevant peer observation forms, including feedback forms</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2023

## End-of-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Improve the positive endorsement for Promote student ownership of learning goals in the Staff Opinion Survey from 75 per cent in 2022 to 80 per cent by 2023.  Improve the positive endorsement of 'Monitor effectiveness using data' in the Staff Opinion Survey from 63% in 2022 to 67% in 2023 and 'understand formative assessment' from 25% to 58%  Improve the positive endorsement for Student voice and agency in the Parent Opinion Survey from 82 per cent in 2022 to 85 per cent by 2023.  Improve confidence and resiliency skills from 89% to 92% and student motivation and support from 69% to 72%
<b>Has this 12 month target met</b>	Not Met
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop teacher capability to provide student-centered literacy and numeracy programs and activities at the point of student need
<b>Outcomes</b>	Teachers will utilise the numeracy assessment system developed by Numeracy LS Teachers will utilise 2023 literacy guidebook Teachers and students will utilise the literacy nook in the meeting room Teachers will implement differentiated learning based on individual student needs Students will be more engaged with numeracy as programs will reflect their point of need

	<p>Students will have more access to literacy resources and interest based books to further their literacy skills and embed a love of books</p> <p>Leaders will support teachers implementing literacy and numeracy programs through classroom engagement</p> <p>Leaders will provide a skill attainment online program that is accessible to all students on a daily basis</p>			
Success Indicators	<p>Early Indicators:</p> <p>Weekly planner will reflect individual student ability and how staff will address these learning needs</p> <p>Introduction of higher level academic programs such as reading eggs and MOI (Maths online interview)</p> <p>Classroom observation will indicate learning differentiated at point of need based on assessments</p> <p>Late Indicators:</p> <p>Curriculum documentation will show plans with differentiation in numeracy and literacy based on student ability.</p> <p>Literacy and Numeracy profiles will demonstrate student learning growth</p> <p>.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional learning provided to support staff in implementation of whole school	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	0%

	numeracy assessment approach		to: Term 4	
Activity 2	Distribution of literacy guidebook to all staff that includes a range of literacy program examples. Professional learning led by Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Use of the included literacy assessment system in all classes to be supported Learning Specialists	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	PLC enquiry cycles based on Numeracy, Literacy, and Life Skills led by the Leadership Team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Review and update individual education plans and use as an ongoing document as students reach different milestones led by Leadership Team	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Reviewing assessment data to better determine areas of need in numeracy and literacy led by Learning Specialists	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Priority 2023 Dimension		Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		
Actions		Improve whole school approach to sensory regulation in response to current student well-being needs and best practice Embed PBS processes school-wide		

	<p>Embed Respectful Relationships within the curriculum</p> <p>Increase staff capacity to support wellbeing needs individually at the point of student need</p>
Outcomes	<ul style="list-style-type: none"> <li>• Students will be given agency and supported with sensory regulation skills to improve engagement</li> <li>• Students will be supported with positive behaviour strategies</li> </ul> <p>Students will be supported to develop an understanding of respectful relationships</p> <ul style="list-style-type: none"> <li>• Students will be supported with internal and external transitions to support wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• Teachers will plan for, implement and provide for sensory regulation for all students</li> <li>• Teachers will support PBS strategies within the school and embed as part of classroom practice</li> </ul> <p>Teachers will implement Respectful Relationships within the classroom</p> <p>Teachers will plan for and support student transitions</p> <ul style="list-style-type: none"> <li>• </li> </ul> <ul style="list-style-type: none"> <li>• Leaders will support the continuous development, documentation and revision of whole school sensory regulation strategies</li> </ul> <p>Leaders will support the introduction of PBS school wide</p> <p>Leaders will support the embedding Respectful relationships within our curriculum and school community</p> <p>Leaders will support the embedding of transition teams and strategies</p> <ul style="list-style-type: none"> <li>• Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>• PD carried by OT's for all staff for sensory regulation</li> <li>• New PBS team created and begin to embed practices within the school</li> </ul> <p>BSP processes to be shared in schoolwide PD</p> <ul style="list-style-type: none"> <li>• Clear practices surrounding disclosures and staff to feel confident in using them</li> <li>• Transition team meetings to be embedded in meeting schedule</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>• Reduced incidents reported on Edusafe plus</li> <li>• Students and staff are able to regulate and be connected to their community as evidenced through learning walks and survey results</li> <li>• Staff to feel confident with regulation strategies and embed in practice evidenced through learning walks</li> <li>• Staff to feel confident with PBS and embed within practice</li> <li>• Staff to feel confident with BSP processes and embed as part of student wellbeing practices as evidenced through learning</li> </ul>

	walks and reduced edusafe reports. <ul style="list-style-type: none"> <li>Students are more engaged and ready to learn as indicated in focus area in SCL documentation</li> <li>Students, staff and the community engage with the respectful relationships curriculum</li> </ul>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	SRC to be embedded in meeting schedule to improve student voice and agency with learning led by Leading Teachers	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	Utilize mental health menu to engage in relevant PD to support wellbeing of students and staff	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Recruit MHP for 2 days (3 days total) per week to support Wellbeing team to support students mental health and wellbeing school wide	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Recruit MHP for 1 day (days total) per week to support Wellbeing team to support students mental health and wellbeing school wide	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Professional development for regulation to be undertaken school wide and embedded in practice led by Allied Staff	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Respectful Relationships team to be created led by Learning Specialists	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 7	Respectful Relationships training to undertaken by RR team led by Learning Specilaists	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%



Activity 8	Respectful Relationships to feature in school communications (including website, newsletter) led by Leading Teacher	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 9	Develop a Professional Development plan reflective of staff need to increase capacity indicated through PDP and survey's	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 10	LMS created to support understanding behaviour	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 11	Transition working party meetings to be embedded in meeting timetable	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 12	Review role statements for teachers, ES, therapists and leadership to create clarity of responsibility	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
<b>Goal 2</b>	Improve student learning outcomes			
<b>12 Month Target 2.1</b>	By 2023, 100 per cent of students will achieve the English goal in their Individual Education Plan.			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 2.2</b>	Improve the positive endorsement for the following factors in the School Leadership module of the Staff Opinion Survey			

	<p>Instructional leadership - from 65 per cent in 2022 to 70 per cent by 2023</p> <p>Leaders support for change – from 81 per cent in 2022 to 85 per cent by 2023</p> <p>Visibility – from 55 per cent in 2022 to 65 per cent by 2023.</p>
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 2.3</b>	<p>Improve the positive endorsement for the following factors in the Parent Opinion Survey</p> <p>Effective teaching – from 79 per cent in 2022 to 85 per cent by 2023</p> <p>General School improvement – from 75 per cent in 2022 to 80 per cent by 2023.</p>
<b>Has this 12 month target met</b>	Not Met
<b>KIS 2.b</b> Building practice excellence	Implement and embed the PLC process.
Actions	<ul style="list-style-type: none"> <li>Build teacher capacity to implement PLC inquiry cycle effectively</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Students are engaged learners within their focus areas of SCL</li> <li>Teachers are confident with PLC processes and student learning growth is in evidence as a result</li> <li>Teachers use an improvement cycle collaboratively within the PLC cycle</li> <li>Leaders support PLC teams through attending meetings as critical friends</li> <li>Leaders consciously protect teacher collaboration time (NFF) for PLC planning</li> </ul>
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>Establish PLC middle leadership team</li> <li>Timetabled meetings embedded to support collaborative practice</li> <li>Staff understand data and its meaning through Evidence of data PD undertaken</li> <li>* PLC meeting minutes reflect discussion and analysis of data</li> <li>Data walls to be established throughout the school</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>Staff Opinion Survey and Parent Survey data</li> </ul>

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	PLC team structure embedded in sections led by Leading Teacher	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Audit PLC processes to ensure that strengths and growth	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule first inquiry cycle to be set in term 1 week 2	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 4	Schedule PLC sharing session in week 10 of term 1- incorporate learning into school improvement	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%

Activity 5	Engage support from NEMA lead teacher for PLC structures	☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
<b>KIS 2.c</b> Building practice excellence	Review and adopt the relevant peer observation and feedback practices as presented in the DET guides for Peer Observation, Feedback and Reflection.			
Actions	<ul style="list-style-type: none"> <li>Develop and implement an agreed approach to peer observation at Diamond Valley SDS</li> <li>Develop a shared vision and understanding of peer observation, outlining the cycle of peer observation.</li> </ul>			
Outcomes	<ul style="list-style-type: none"> <li>Whole staff understands John Corrigan's work on building teacher authority.</li> <li>Teachers continue to improve their practice in ways that better promote student learning.</li> <li>Teachers will have greater awareness of one's teaching strategies and assumptions.</li> <li>Teachers will contribute to deeper reflection and consideration of alternative methods.</li> <li>Teacher will demonstrate a clear understanding of the cycle of peer observation.</li> <li>Leaders will ensure that the whole staff have been consulted to develop peer observation expectations</li> <li>Leaders will frequently monitor peer observations and observation paperwork such as feedback and observation forms.</li> <li>Student will receive better quality teachers and classroom/behaviour management.</li> </ul>			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> <li>Whole staff show a clear understanding of what peer observations are at DVSDS</li> <li>Staff are able to express what an 'enlightened' teacher looks like at DVSDS</li> <li>Challenging Student behaviours will begin to show a decrease</li> <li>Teacher's will be better equipped to deal with challenging student behavior.</li> <li>Peer observations forms are used correctly and stored in the correct place</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>Adaptations are made by staff after completing peer observations, feedback and review</li> <li>There will be a decrease in student behavior and incident reports from behaviours</li> <li>Peer observations documentation are explicit, well documented and follow the expectations set.</li> </ul>			

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> <li>Organise and schedule whole school professional learning to introduce John Corrigan's work on building teacher authority to the whole staff.</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> <li>Unpack as a whole staff what an 'enlightened' teacher looks like at DVSDS. What do they do? What don't they do? Why?</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> <li>Schedule and run teacher professional development to develop a set of expectations for peer observations for both the observer and the teacher being observed.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	<ul style="list-style-type: none"> <li>Schedule and run whole school consultation to inform the design of relevant</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	peer observation forms, including feedback forms	<input checked="" type="checkbox"/> All Staff	to: Term 4	
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# Monitoring and Self-assessment - 2023

SEIL Feedback