

Monitoring and Assessment - 2023

Frankston Special Developmental School

(5143)



Submitted for review by Kris Baker (School Principal) on 01 February, 2023 at 10:25 AM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 07 February, 2023 at 01:03 PM

Endorsed by Melissa Hockey (School Council President) on 08 March, 2023 at 05:31 PM

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial coversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	<p>LEADERS WILL:</p> <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

Mid-year monitoring

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial coversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial conversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

End-of-year monitoring

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
Has this 12 month target met	Not Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS

<p>Outcomes</p>	<p>LEADERS WILL:</p> <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school - prioritise time for teachers to engage in professional development - support staff to have professional conversations around numeracy during scheduled PLC meetings - support teachers to trial the Essential Assessments maths assessment (coaches to facilitate) - build capacity of staff through targeted coaching - continue training in the PLC process with DET facilitator <p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial Essential Assessments - engage in professional development - trial new mathematical approaches and feedback on their impact <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - engage in Essential Assesment with teacher support - engage in maths learning tasks <p>BLACKWOOD</p> <p>LEADERS WILL:</p> <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school - prioritise time for teachers to engage in professional development - build capacity of staff through professional development, coaching and collegial connections with like schools <p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - engage in professional development and coaching - trial and feedback on the learning program after each school visit <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - engage in a targeted learning experience - provide feedback on their Blackwood experience
-----------------	--

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial conversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	<p>LEADERS WILL:</p> <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

Mid Term 1 monitoring monitoring

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial coversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

Mid Term 2 monitoring monitoring

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial conversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

Mid Term 3 monitoring monitoring

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial coversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	<p>LEADERS WILL:</p> <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Assessment - 2023

Mid Term 4 monitoring monitoring

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	LEARNING TARGETS By the end of 2023, increase the percentage of positive endorsement for the school staff survey for the following measures: <ul style="list-style-type: none"> - maintain teacher collaboration at 83% or more - time to share pedagogical content knowledge from 65% (2022 data) to 70% - moderate assessment tasks together from 48% (2022 data) to 63% WELLBEING TARGETS By the end of 2023: <ul style="list-style-type: none"> -100% of students will have a FSDS student profile -100% of students identified as displaying persistent major infractions (tier 3 incidents) will have a current positive behaviour plan, resulting in a measureable reduction in major infractions (measured through SENTRAL behaviour data)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	FRANKSTON SDS INVESTIGATE INSTRUCTIONAL APPROACHES AND ASSESSMENT TOOLS IN NUMERACY BLACKWOOD DEVELOP, DOCUMENT & TRIAL A TEACHING AND LEARNING PROGRAM FOR THE BLACKWOOD CAMPUS
Outcomes	LEADERS WILL: <ul style="list-style-type: none"> - engage in professional learning and form partnerships with key stakeholders beyond the school

- prioritise time for teachers to engage in professional development
- support staff to have professional conversations around numeracy during scheduled PLC meetings
- support teachers to trial the Essential Assessments maths assessment (coaches to facilitate)
- build capacity of staff through targeted coaching
- continue training in the PLC process with DET facilitator

TEACHERS WILL:

- trial Essential Assessments
- engage in professional development
- trial new mathematical approaches and feedback on their impact

STUDENTS WILL:

- engage in Essential Assessment with teacher support
- engage in maths learning tasks

BLACKWOOD

LEADERS WILL:

- engage in professional learning and form partnerships with key stakeholders beyond the school
- prioritise time for teachers to engage in professional development
- build capacity of staff through professional development, coaching and collegial connections with like schools

TEACHERS WILL:

- engage in professional development and coaching
- trial and feedback on the learning program after each school visit

STUDENTS WILL:

- engage in a targeted learning experience
- provide feedback on their Blackwood experience

Success Indicators	<ul style="list-style-type: none"> - Essential Assessment data for students working at Level C and above will provide evidence that all staff are using the tool - ABLES data for students working at Level A & B - Weekly Teacher Task Breakdown will provide evidence of professional learning for teachers throughout 2023 - PLCs will be well attended and teachers will be confidently trialling new approaches and reflecting on their practice - Unit planners will reflect inclusion of AB instructional approach (Attention Autism) - A record of all professional development and attendees will maintained - Vertical planning team feedback session and professional learning feedback sessions will show evidence of collegial conversations and that adjustments are being made to improve practice - When visiting PLCs there is evidence that they are working with increasing autonomy, less reliant on explicit leadership - Performance on our 2023 staff survey will be in line with our 2023 targets (see above) <p>BLACKWOOD</p> <ul style="list-style-type: none"> - Consistency of practice across all teaching staff using the Blackwood curriculum document - Regular coaching schedule with teachers and learning specialists (timetable) - Regular feedback schedule post each school visit 			
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	Form and coach a leading maths team to undertake maths professional development, developing working partnerships with leading maths practitioners, with a focus on below Foundation learners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Weekly professional learning sessions, focusing on numeracy (starting with number)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Investigate different instructional approaches with a range of student cohorts	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Train teachers to conduct Essential Assessments with all students in their classroom working at Level C and above Teachers to perform ABLES assessment for maths for all students working below C in May and November	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
Activity 5	Assign time for all teachers to meet and showcase term unit planners and time to feedback to staff on how these are working with their students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop a training schedule with PLC facilitator (Ben) to assist leadership in the development of a structured, meaningful launch of the FSDS PLC process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	0%

Activity 7	BLACKWOOD Assign coaching roles to key staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 8	BLACKWOOD Form collegial partnerships with FSDS coaching team and set up a regular meeting time to share knowledge and build leadership capacity	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	BLACKWOOD Develop a whole school feedback system for teachers to reflect on their understanding of the curriculum and how to use this to deliver a targeted learning program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	0%
Activity 10	BLACKWOOD: Investigate relevant professional development opportunities and schedule these into a calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Support all students to maximise engagement in their learning program			
Outcomes	<p>LEADERS WILL:</p> <ul style="list-style-type: none"> - prioritise time for teachers to engage in professional development - support staff to embed AB teaching and learning strategies into their units of work - support teachers in the trial of Attention Autism with their AB students - facilitate professional feedback sessions with teacher/ES staff - ensure AAC is embedded across all classrooms with all teaching and ES staff through explicit coaching and consistent modelling of expected behaviour - manage the behaviour plan implementation process 			

	<p>TEACHERS WILL:</p> <ul style="list-style-type: none"> - trial AB teaching and learning strategies with their AB students - embed AB learning strategies in their units of work - engage in professional development: Attention Autism, AAC - use AAC with consistency with their students - work within their behaviour plan team to develop behaviour plans for nominated students <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> - AB learners will engage with targeted teaching strategies through the trial of the Attention Autism approach - have access to a communication device at all times - have access to the supports as stipulated in their profile and/or positive behaviour plan
Success Indicators	<ul style="list-style-type: none"> - All students who exhibit persistent major infractions will have an up to date behaviour plan - All teaching and ES staff will carry and have at the ready, a communication system such as visuals, iPad with AAC and/or key word sign that meets the communication needs of their students - There will be a decrease in the number of major infractions (measured by reportable incidents on SENTRAL) of those students who were nominated for a positive behaviour plan - AB learners will show an increase in engagement in learning measured by actual time on task and feedback from teachers observation
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	Allocate a pupil-free curriculum day to undergo training in how to develop a sensory program for students based on data obtained through a sensory profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Members of the leadership team will develop and deliver professional learning in the Attention Autism instructional approach Teachers will trial the instructional approach and feedback to leadership on outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule training and coaching for all staff in the effective use of AAC	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Create 2023 PBP teams and share these with all FSDS staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	0%
Activity 5	Explore and investigate ways of observing and tracking attention and engagement of AB learners with teaching staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 6	Leadership team will consistently model best practice in AAC access by having a communication system with them at all times (iPad and/or visuals)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Teachers and ES staff will complete a sensory profile on one of their students in preparation for curriculum planning day scheduled March 17	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
------------	--	--	----------------------------------	----

Monitoring and Self-assessment - 2023

SEIL Feedback

Submitted Feedback

Thankyou for meeting with me at the end of Term 1 along with your triad partners of Naranga and Nepean. From our conversation it appears your AIP is on track to achieve its goals and targets. It was good to hear about the Rapid Action plan approach being undertaken with SIT, the Numeracy Work being adopted, review of instructional approaches and exploring how to measure engagement with students in the school. I look forward to further discussion on progress of the AIP at the mid-year monitoring.

Submitted by Michael Devine (SEIL) on 14 April, 2023 at 01:28 PM