

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Diamond Valley College (8746)



Submitted for review by Allison Bennett (School Principal) on 13 January, 2023 at 11:01 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

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	naplan atos sop
KIS 1 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	A 1 Document the whole school teaching and learning program to meet the individual learning needs of students with an emphasis on numeracy and literacy. A 2 Build student agency through understanding of their own learning data
Outcomes	At a whole school level leaders will: Action 1 Complete and implement a school wide numeracy plan Continue to implement school wide literacy plan Target support for year level teams to plan units that embed literacy and numeracy strategies Continue to review and improve the curriculum documentation in all teaching and learning areas Consistent implementation of DVC teaching model in all classrooms Support staff to produce evidence of differentiation Will identify students requiring individualised support through assessment data Organise staffing for IEP development and SSG meetings Operationalize PLC model Action 2 Support staff to provide structured feedback to students on their PAT data Organise time for whole school goal setting based on student's own data Develop a whole school assessment schedule

	<p>At a classroom level teachers will</p> <p>Action 1</p> <ul style="list-style-type: none"> Have a clear understanding of students numeracy attainment through accessing Edapt, PAT and NAPLAN data Plan for numeracy demands and opportunities in their units Continue to plan for and implement literacy strategies in their lessons, i.e Super 7 Reading strategies and writing strategies <p>Action 2</p> <ul style="list-style-type: none"> classroom teachers can access PAT data Classroom teachers will help students identify their current literacy and numeracy attainment from PAT data and set a goal for their learning <p>At an individual level students will</p> <p>Action 1</p> <ul style="list-style-type: none"> Be identified and receive targeted support for Numeracy and Literacy and will be supported by TLI/MYLNS/Classroom teacher Mandatory students and most at risk students will have IEPs documented on DET template Identified students will know that they are part of a targeted program and how it will support them In Maths identify a key numeracy goal to work on <p>Action 2</p> <ul style="list-style-type: none"> Understand their current level of achievement based on PAT/NAPLAN/classroom assessments and set a learning goal to improve
<p>Success Indicators</p>	<p>Action 1</p> <p>Early Indicators</p> <ul style="list-style-type: none"> Teaching and Learning Plans will show documentation of literacy strategies Individual Education Plans for targeted students (ATSI, OOH, PSD) developed in accordance with DET policy guidelines and available on COMPASS Teaching and Learning agendas to reflect discussion of DVC teaching model and assessment data <p>Late indicators</p> <ul style="list-style-type: none"> Teaching and Learning Plans will show documentation of literacy and numeracy strategies

	<p>DVC Numeracy Plan Begin to document differentiated learning and teaching strategies in curriculum documentation ATOS improvement - Domain - Effective Teaching Practice for Cognitive Engagement -Factor Differentiation/Stimulated Learning Visible growth in achievement data including pre and post PATR and PATM</p> <p>Action 2 Early Indicators Documented student goals developed from their data Year 7 student conferences Late indicators Students understand the data - measured through Student Focus group and surveys</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the assessment schedule for Literacy and Numeracy in alignment with goal setting	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Numeracy Project 22 - identification of goals/actions	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of IEP process for mandated and identified students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning in Differentiation and data analysis	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
To schedule opportunities for staff to review data	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To create a calm and orderly learning focused environment where students feel safe, supported and connected.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Create a structured approach to ATOSS analysis (Safety domain area) Establish programs to support students at their point of need in the safety domain. Prioritise preconditions for the implementation of behaviour management support plan Formalise a process to assess student attitude data and other relevant data (Year Level Leaders) Establish a documented weekly community bulletin to engage and organise students and staff across the College (Homegroup) Identify programs to support learners e.g. Tritactics, Raise etc Create a culture of a positive learning environment <p>Teachers will:</p> <ul style="list-style-type: none"> Analyse ATOSS data and know where our learners currently are in relation to the safety domain Make decisions for engaging learners in the classroom based on this data 			

	<p>Use the Weekly Community Bulletin in Homegroup every day</p> <p>Students will Have a clear understanding of the purpose, vision and mission of homegroup Attend homegroup Feel safe at school Know where to seek support if they don't feel safe at school Have access to engage in additional programs that support their wellbeing</p>			
Success Indicators	<p>Homegroup: Attendance at homegroup is improved Weekly Community Bulletin (Term 1 Leader driven, Term 2 student group to drive this)</p> <p>Professional Learning Communities: Use of ATOSS as data for PLC's - this will take place in Year Level Leaders meeting Year Level Leader meeting agenda will reflect PLCs by YLLs based on ATOSS data</p> <p>Major/Minor behaviour documentation Expected Behaviour Matrix</p> <p>Long Term These processes will be embedded in the culture of Diamond Valley College</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Additional program: RAISE Mentoring	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional program: Tritactics	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Community Bulletin	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

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SWPBS Training	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Incursion (2 half days)	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Calmer Classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teaching Unit (e.g. Heidelberg Teaching Unit)	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
targeted support for disadvantaged and high risk students	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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