

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Clayton North Primary School (0734)



Submitted for review by Susan McSweeney (School Principal) on 12 December, 2022 at 09:10 AM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 28 December, 2022 at 01:46 PM
Endorsed by Thierry Jarde (School Council President) on 25 February, 2023 at 06:02 AM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>By 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands in Reading will increase from 38% (2022) to 45%. (SSP target 45%) By 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands in Numeracy will increase from 24%(2022) to 28% (SSP target 32%) By 2023, the percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 20%(2021) to 25%(SSP target 25%)</p> <p>By 2023, the percentage of Year 5 students assessed in the top two NAPLAN bands in Reading will increase from 38%(2022) to 45% (SSP target 45%)</p> <p>By 2023, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above the age expected level in Number and Algebra will increase from 22% in 2021 to 29% (SSP target 29%)</p> <p>By 2023, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above the age expected level in Reading and Viewing will increase from 25 % in 2021 to 30% (SSP target 35 %)</p> <p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Teacher-student relations domain:</p> <p>Teacher concern factor from 87% in 2022 to 90 per cent.</p> <p>In the Social engagement domain:</p> <p>Sense of inclusion factor from 96% in 2022 to 96 per cent.</p> <p>In the Student safety domain:</p> <p>Advocate at school factor from 92% in 2022 to 94%.</p>

	<p>By 2023, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <p>in the School Climate factors domain.</p> <p>Collective efficacy from 88% in 2022 to 90%.</p> <p>Collective responsibility from 93% in 2022 to 95%.</p>
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	<ul style="list-style-type: none"> * Build the capability of teachers and Professional Learning Community Leaders to implement a consistent whole school approach to PLCs. * Refine whole school assessment and data management processes. * Build the capability of teachers to differentiate learning to meet the needs of all students, in particular students working below level and EAL students. * Review roles and responsibilities of all staff, to strengthen collective efficacy across the school.
Outcomes	<p>For community</p> <ul style="list-style-type: none"> - An overall increase in parent satisfaction. - Increased understanding of curriculum. <p>For leaders</p> <ul style="list-style-type: none"> - Increased understanding of whole school data. - Embed critical reflection to challenge teacher practice to improve student outcomes. <p>For staff</p> <ul style="list-style-type: none"> - Use student-level data and evidence to regularly evaluate curriculum and extra-curriculum programs including how to meet diverse learning goals and needs of students. - All classrooms will have evidence Learning Intentions, Selection Criteria and goals that are co-constructed and understood by students. - A stronger link between data collection, data analysis, planning and implementation will be evident. - Clear procedures, policies, and artefacts that provide direction for all stakeholders. <p>For Students:</p> <ul style="list-style-type: none"> - increased overall understanding of their learning outcomes and strategies in practice to improve. - Are able to articulate their learning goals and how they will achieve them.

Success Indicators	<p>For Community</p> <ul style="list-style-type: none"> - Parent Opinion Survey - Seesaw data tracking <p>For Leaders</p> <ul style="list-style-type: none"> - Learning Walks - whole school teacher judgements - external assessment - PLC inquiry cycle presentation - Parent Opinion Survey - Attitude to Schools Survey - visible artefacts e.g. LI, SC, SWPB charts, evident in planning <p>For Staff</p> <ul style="list-style-type: none"> - achievement of individual students - teacher judgements - Essential Assessments - Data Walls - meeting minutes - PLC meeting minutes <p>For students -</p> <ul style="list-style-type: none"> - Attitude to School Survey - individual student identified goals - improved student outcomes 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Establish and participate in regular PLC leader meetings for PLC leaders to establish PLC foci, build agendas, set norms and reflect on PLC progress.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
PLCs trial and embed PLC inquiry cycles (agendas, norms), including whole staff reflection on process.	<input checked="" type="checkbox"/> All Staff	<input checked="" 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
Refine and implement assessment schedule to include timings for data analysis, uploading data, purposes for assessment tools and analysis at SIT and PLCs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Data Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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

<p>Provide whole staff professional learning on key data sets, to inform PLC inquiry cycles. (e.g., Math Online Interview, English Online Interview, DAL)</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop documented and consistent data management processes for key assessments on the assessment schedule.</p>	<p><input checked="" type="checkbox"/> Data Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Investigate Data Management Systems for housing and analysis of key data sets.</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Data Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<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
Develop, implement and reflect upon a consistent whole school IEP proforma.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Develop, publish and implement guidelines and protocols for IEPs. (Including timeline, parent meeting expectations (SSGs), students who receive an IEP, data to inform IEPs).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Identify students not making expected progress using relevant data sets (TJ, NAPLAN, DAL, MOI) to select a cohort for the Tutor Learning Initiative and for intervention and support.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Develop and implement a process for tracking the growth of students on the TLI.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Provide opportunities for teachers to share and learn about evidence-based practices in differentiation, including for EAL students. (HITS)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<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
Continue to build professional knowledge and practice in the Big Ideas of Mathematics, including accessing high quality DET resources. (Monash-Manningham numeracy professional learning, Di Siemon videos, NEVR Big Ideas sequence).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Develop documentation and protocols outlining roles and responsibilities of all staff.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Develop and implement documentation outlining key CNPS non-negotiable procedures and expectations. (e.g., instructional models, planning templates, meeting protocols).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Track student progress and pinpoint next steps in learning. This includes: - planning tasks that meet the learning needs and goals of the students - use the data to identify children of concern, and develop IEP for these students - moderate student work against DET benchmarks - provide evidence of differentiation in weekly planners.	<input checked="" type="checkbox"/> All Staff	<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

Participate in regular peer observations to improve teacher practice.	<input checked="" type="checkbox"/> All Staff	<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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Develop structures and processes to support newly arrived EAL students. * Embed the School-wide Positive Behaviour Support program. (SWPBS)			
Outcomes	<p>Community</p> <ul style="list-style-type: none"> - families understand where to access support - families communicate their concerns to the school about any well being - has strategies to address their child's well being - increased visibility and understanding of SWPBS <p>Leaders</p> <ul style="list-style-type: none"> - vulnerable students identified, known and monitored - increased communications between teachers <p>Staff</p> <ul style="list-style-type: none"> - increased knowledge of SWPBS, Respectful Relationships and well-being programs tying in with Capabilities - increased explicit teaching of well being - increased understanding of how to support EAL and vulnerable students <p>Students</p> <ul style="list-style-type: none"> - understand procedures, support and people who can support them with well being - use the strategies taught to assist with well being 			

	<ul style="list-style-type: none"> - avenues to communicate their well-being (peer support) - active SRC (Student Representative Council) 			
Success Indicators	<p>Community</p> <ul style="list-style-type: none"> - Parent Opinion Survey <p>School</p> <ul style="list-style-type: none"> - Attitude to School survey - attendance data <p>Teachers</p> <ul style="list-style-type: none"> - Staff Opinion Survey - SWPBS survey - external data tracking program <p>Students</p> <ul style="list-style-type: none"> - Attitude to School Survey 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement formalised and documented structures and processes to support newly arrived EAL students, including checklists, buddy systems, assessment processes, student induction processes.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <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
Develop and share communication artefacts to share key messages about Clayton North and Australian schools with families of newly arrived EAL students.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)		to: Term 4	<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
Develop an action plan to ensure coherent, consistent implementation of SWPBS.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Develop and implement schoolwide strategies to embed the school values and the essential language and understandings that support the implementation of SWPBS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Refine and review the Whole School Wellbeing Curriculum Map and planning processes to support the delivery of the Personal and Social Capabilities Curriculum (using SWPBS and Respectful Relationships resources).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" 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
Continue key professional learning opportunities to build teacher capabilities in SWPBS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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

<p>Investigate and purchase data tracking system for wellbeing data. Use this data tracking system to evaluate student wellbeing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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
<p>Monitor and follow up absences of students within the class Implement 'Respectful Relationships' into weekly program planning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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