

Clayton North Primary School (0734) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Optimise the learning growth of every student in all areas of the curriculum.

Goal 2: Strengthen student agency, inclusion, and wellbeing.

KEY IMPROVEMENT STRATEGIES

KIS 1.b Teaching and learning	KIS 1.c Teaching and learning	KIS 2.b Engagement	KIS 2.c Teaching and learning
<p>Develop a consistent approach to planning against the VC 2.0 and EAL pathways that utilises diagnostic data to identify point of need.</p>	<p>Build teacher understanding and application of VC 2.0 and EAL pathways to extend student growth.</p>	<p>Embed a strong transition program that engages students, families, and staff.</p>	<p>Build teacher knowledge of the needs of vulnerable/priority cohorts.</p>
Actions	Actions	Actions	Actions
<p><u>THEORY OF ACTION:</u> IF we develop strong curriculum and data analysis skills in teachers, THEN they will be able to target point of need in students. SO that tasks will be inclusive for all students AND students will achieve learning growth. The key actions for this KIS are: * Further developing staff capacity in explicit teaching. * Enhanced teacher competency in using data to identify gaps in learning and develop differentiated learning programs. * Develop teachers' curriculum knowledge - VC 2.0 and EAL Pathways.</p>	<p><u>Theory of action:</u> IF we develop strong understanding of the VC2.0 & EAL Pathways, THEN teachers will be able to plan for learning activities that align with the curriculum. SO that all students are working with appropriate learning materials AND students will achieve learning growth. The key actions for this KIS are * Document and embed a scope and sequence for English and Mathematics. *Use the Victorian Curriculum 2.0 to embed Explicit Teaching, as part of VTLM 2.0. *Implement Positive Classroom Managements Strategies (PCMS) linked to SWPBS to create optimal conditions for learning. *Develop the PLC model with fidelity to practical and sustainable. *Develop learning walks/feedback processes and protocols.</p>	<p><u>Theory of action:</u> IF we establish a structured and collaborative Early Years to Primary transition framework aligned with the Victorian Curriculum and informed by developmental, wellbeing, and early learning data, THEN Foundation teachers, early childhood educators, and families will share a clear understanding of each child's strengths, interests, and learning needs, SO THAT children experience continuity of learning and a strong sense of belonging as they begin school, AND engagement, confidence, and early learning growth are strengthened. The key actions for this KIS are: * Design communication channels for incoming families that celebrate, share and provide information. * Strengthen partnerships with local early childhood services to support two-way information sharing (learning statements, developmental data, EAL needs, wellbeing insights). * Engage families through transition information sessions, classroom visits, and clear communication about learning expectations and wellbeing supports. * Incorporate student voice through transition activities, school readiness sessions, and orientation experiences. * Monitor impact using early attendance data, Foundation entry assessments, and parent feedback.</p>	<p><u>Theory of Action:</u> IF we optimise a positive, proactive approach to student wellbeing and inclusion. THEN staff will plan tasks considering interventions and adjustments SO that the needs and interests of students are met AND overall attendance, connectedness, and engagement improve. The key actions for this KIS are: * Staff skills and knowledge related to vulnerabilities such as disability, medical and trauma are enhanced through ongoing professional learning. * Staff confidence to meet the needs of students with vulnerabilities enhanced through support by key personnel within and outside of the school setting. * Develop a Multi-Tiered System of Supports (MTSS) across the school to cater for the needs of individual students (attendance processes, modified timetable etc). *Targeted support in place for staff, students and families.</p>
Tasks	Tasks	Tasks	Tasks
<p><u>Principal</u> * Monitor targets and overall data. * Support and monitor the EAL Team's progress in the new format 3-tier program delivery. * Ensure Literacy and Numeracy programs, including the teaching of reading, writing and Phonics, are adequately resourced. * Provide opportunities for extension and enrichment programs through the school budget. * Work with AP, LT and LS to PL staff on how our goals connect to the school's vision and values.</p>	<p><u>Principal</u> * Mobilise and maximise resources, including staff, to lead and implement priority areas. * Ensure implementation of VC2.0 and VTLM2.0. * Identify and communicate the expected outcomes for the Sub-school and Vertical teams. * Facilitate SIT meetings and ensure priorities are being met. * Work with AP and LS to develop staff PL. * Participate in Learning Walks to observe the CNPS Instructional Model.</p>	<p><u>Principal</u> * Set the vision and expectations for a whole-school Early Years to Foundation transition framework. * Monitor impact through attendance, entry assessment data, and parent feedback. * Oversee transition program design and evaluation. <u>Assistant Principal</u> * Manage the Insight Assessment platform to allow staff access to student profiles. * Coordinate data-sharing processes (Transition Learning and Development Statements, EAL data, wellbeing profiles).</p>	<p><u>Principal</u> * Monitor financial resources relating to Wellbeing and Disadvantaged Students. * Appoint a Mental Health & Wellbeing Leader and develop role clarity. * Develop a strong Wellbeing Team. * Source PL to support staff - dyslexia, dyscalculia, dysgraphia, ADHD, ASD * Review protocols for dealing with vulnerable students and families. * Engage community groups in wellbeing workshops. * Engage with EIL DL – provide guidance, support and PL for staff. <u>Assistant Principal</u></p>

Assistant Principal

- * Oversee the teaching and learning of Literacy and Numeracy in line with the VTLM 2.0.
- * Creation of whole school English and Mathematics scope and sequences in line with Victorian Curriculum 2.0.
- * Create and deliver professional learning on English and Mathematics scope and sequence development.
- * Create and deliver professional learning on using new planning documentation.
- * Support LS in building teacher understanding of and capacity to teach the new EAL 2.0 curriculum.
- * Supporting LS to implement the SOLAR program to strengthen EAL learners English language skills.

Learning Specialist

- * Embedding the 3-tier EAL Program at CNPS.
- * Leading the MEA to effectively support students during EAL lessons.
- * Implement OLA and RVEAL testing for newly arrived EAL students.
- * Continue to develop staff knowledge of the EAL Pathways through PL.
- * Attend team planning meetings to support curriculum planning and catering for EAL learners.

Literacy/Numeracy Leaders

- * Lead Literacy/Numeracy PL sessions for staff.
- * Co-lead the Vertical Team - Literacy/Numeracy.
- * Review school-based programs to improve consistency in curriculum planning.
- * Lead whole school literacy/numeracy moderation.
- * Monitor the whole school assessment schedule and ensure teams are following this.

Teachers

- * Maintain records of student learning progression.
- * Use DIBELS to screen students' literacy skills and identify next steps to support learning.
- * Document the adjustments made to cater for all learners, in planning documentation.
- * Liaise with EAL teacher and LS to ensure solid understanding of EAL students and their levels of needs/ knowledge.
- * Strengthen understanding of the EAL 2.0 curriculum by attending professional learning.
- * Prepare and conduct class surveys to obtain feedback from students re: attitudes towards subjects, content delivered and level of engagement.

Education Support

- * Support students' transition from one class to another.
- * Work with groups of students/ individuals at their point of need.
- * Maintain a record of the support provided.
- * Access and utilise students' IEPs.
- * Support students working in the EAL program (MEA).
- * Support students with identified needs and DI funding.

- * Communication of school priorities through actions, PL, community events, newsletters, School Council agendas and newsletters.

- * Monitor progress against the AIP.

Assistant Principal

- * Implement and oversee the development of a whole school scope and sequence for English and Mathematics using Victorian Curriculum 2.0.
- * Support LS, Literacy and Numeracy, and PLC leaders to lead their teams.
- * Establish process and schedule for Learning Walks and timetable SIT members for Learning Walks.
- * Schedule Peer Observation that target improvement in line with the VTLM 2.0.
- * Build teacher capacity to analyse data and plan using the data collected and Elastik as a tool, during PLC.
- * Support PLC Leaders during PLC inquiry cycles - short-term goals and success of implementation.
- * Lead PL on identified priorities for staff/school.

Learning Specialist

- * Co-lead the Literacy team.
- * Utilise timetabled opportunities to team teach/support teachers in building their instructional practice.
- * Mentor and coach new staff.
- * Support teams with curriculum planning to meet student needs.

- * Undertake learning walks to strengthen consistent practice in line with VTLM 2.0.

Literacy/Numeracy Leaders

- * Co-lead the Literacy and Numeracy teams.
- * Lead staff in developing scope & sequence for English and Mathematics using Victorian Curriculum 2.0.
- * Lead whole school moderation sessions each semester.
- * Lead whole school Literacy/Numeracy Inquiry Cycles in at least one term.

Teachers

- * Use the Victorian Curriculum 2.0 English and Mathematics scope and sequence to guide their curriculum planning.
- * Strengthen capacity to effectively deliver the DE F-2 Phonics Plus program to meet student needs.
- * Participate in Peer Observation to enhance evidence-based teaching practices.
- * Participate in PL, undertake professional readings and discuss strategies with colleagues to strengthen explicit teaching in the classroom.

- * Communicate with families regarding children with additional needs and those identified by early learning providers as 'at risk'.

Teachers

Foundation:

- * Design the CNPS transition program with leadership guidance.
- * Plan and deliver information to families (information packs, information sessions).
- * Coordinate transition visits (reciprocal educator visits, child visits, information sessions).

Education Support

- * Support staff and students during transition sessions.

- * Monitor 'at risk' students and engage with DE support eg. HWKS key contact, SSSO and external agencies.

- * Completion of NCCD.

- * Manage the IEP and SSG process.

- * Support the DI Leader and MHWL to implement these initiatives.

Mental Health & Wellbeing and Disability Inclusion Leader

- * Implement the new DI model and coordinate Disability Inclusion.
- * Develop and implement a clear and consistent referral pathway.
- * Implement preventative and proactive wellbeing programs for students - Tier 2
- * Source and deliver evidence-based PL from the School Mental Health Menu and relevant agencies.
- * Lead Professional Learning for staff related to wellbeing, DI, RRRR and Mental health literacy.
- * Utilise the School TV subscription for teacher PL and parent information.
- * Promote wellbeing programs and resources, such as School TV, on the school website/Compass/newsletter/Facebook.
- * Regularly communicate with staff regarding Wellbeing at CNPS.
- * Source classroom visuals and tools to support MH&W and DI adjustments.

Wellbeing Leader

- * Lead SWPBS and update the school behaviour matrix and a consistent behaviour response approach.
- * Lead Wellbeing Team.
- * Lead Professional Learning for staff related to wellbeing and SWPBS.
- * Lead implementation of HIWS & PCMS.

Teachers

- * Adopt and implement the strategies of SWPB into the management of classrooms and schoolyard.
- * Develop IEPs for funded and vulnerable students; include specific wellbeing goal/s.
- * Participate in and contribute to SSGs.
- * Embed the use of student diaries as an organisational tool for students.
- * Implement Respectful Relationships into weekly work program.
- * Implement HIWS & PCMS into classroom practice with support from Wellbeing team.

Education Support

- * MEA to work with individual and small groups under guidance of the EAL LS.
- * Engage in PL / Professional Readings.
- * Support funded students with SSGs and DI, where appropriate.
- * Provide strategies for students to communicate concerns, feelings and thoughts eg. pictures, stories, conversations.
- * Meet with the Assistant Principal/Principal regularly to discuss the support required for students with identified needs.