

2019 Annual Implementation Plan

for improving student outcomes

Clayton North Primary School (0734)



Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments	<p>Reflective comments:</p> <p>Outcomes data continues to indicate the need to further increase levels of relative high growth and reduce levels of relative low growth. Student and parent surveys show positive for all domains. There remains a concentration on professional development and maintaining consistency in classroom and instructional practice. Student voice continues to be enhanced</p>
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	<p>resulting in high levels of engagement and decreasing absence. Student attitudes to school survey percentiles do indicate areas for improvement and analysis has been undertaken to highlight and prioritize areas. The school has developed and implemented highly effective programs in the STEAM (Science, Technology, Engineering, Art and Mathematics) and "Challenging Learning" areas. Triads have not been as effective as envisaged and are being revamped and modified for 2019. Instructional practice coaches are used in the school and a coaching culture has developed.</p>
<p>Considerations for 2020</p>	<p>Considerations for 2019: Literacy targets to be continued related to reading and writing Mathematics target to be developed Leading Teacher for mathematics appointed Targets related to high and low growth to be continued Numeracy targets to continue. School to be part of Melbourne University Mathematics initiative Continue to embed STEAM in all Levels. Science being supported within Levels. School continues being part of PMSS initiative Science room to be developed Triads to be revamped and modified Challenging Learning implementation to continue to be embedded Coaching to continue School Review (internal) every 6 months to continue. Targets around results from student attitudes to school survey need to be developed. Consistency of instructional practice to remain a target. Embedding of student voice and agency strategies from "Amplify"</p>
<p>Documents that support this plan</p>	<p>Clayton North Primary School (0734) - 2018 - Annual Implementation Plan (1).docx (0.14 MB) Clayton North Primary School (0734) - 2018 - Define Evidence and Activities.docx (0.15 MB) Clayton North Primary School (0734) - 2018 - Monitoring and Self-assessment Semester 1 and Semester 2.docx (0.18 MB) Clayton North Primary School (0734) - 2018 - Self-evaluation Summary.docx (0.14 MB)</p>

SSP Goals Targets and KIS

Goal 1	To develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and are able to contribute to and benefit from a stimulating 21st century learning environment.																														
Target 1.1	<p>Increase the percentage of students, years Foundation to 6, performing above the expected AusVELS level in the dimensions of Writing and Mathematics to 95%.</p> <p>Increase the percentage of year 5 students deemed capable achieving in the top two bands in Writing and Mathematics to 50% by 2020.</p>																														
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																								
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Applicability of Professional Learning from 84.84% to 95%

Goal 1	To develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and are able to contribute to and benefit from a stimulating 21st century learning environment.	
12 Month Target 1.1	<p>Increase the percentage of students, years Foundation to 6, performing at and above the expected Victorian Curriculum level in the dimensions of Writing , Mathematics , Spelling and Reading to 95%.</p> <p>Increase the percentage of year 5 students deemed capable achieving in the top two bands to 50% in Writing and Mathematics</p> <p>Decrease the percentage of students performing in the bottom two bands in Reading and Mathematics to 15% and 8% respectively</p> <p>Increase high relative growth to 25% in Writing and Spelling and 30% in Mathematics and Reading</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Use and analyse data to establish a consistency of focus on increasing student achievement in Mathematics, Reading, Writing and Spelling Build the whole school approach and consistent classroom instructional practices in relation to a research-based student centred methodology	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Following the self - evaluation undertaken by the school improvement team the school finds that we are at the embedding level for FISO initiatives against the continua of practice. We therefore wish to continue these improvement initiatives which continue to align with our School Strategic Plan . In regards to our school data we have amended targets in line with School Performance and Panorama reports to continue to work towards the achievement of Strategic Plan 2020 targets. Due to changes in which the way data is measured it was difficult to realign our targets with regard to improvement achievements and future targets particularly with regard to the initiative of empowering students and building school pride. We would therefore like to improve these targets and FISO initiatives to give us comparable data in 2019. School data shows some improvement towards Strategic Plan 2020 targets but issues requiring attention are the performance of Writing and Mathematics within the two top bands and an increasing number of children in the bottom two bands. We have therefore set new targets for 2019 based upon this data together with a target to improve performance in regards to high relative growth.	
Goal 2	To increase the active engagement of each student in their learning. Creation of stimulating and exciting learning environments and school programs Development of highly motivated, inspired and engaged students. Increasing family and community engagement in the school.	
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KIS 1 Empowering students and building school pride	Further develop and implement student voice and student choice to increase student responsibility for their learning (enhanced goal setting, tracking, monitoring of learning, feedback and reflection) and increase student understanding of highly effective learning behaviours	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has made significant changes to curriculum, programs and the school environment to enhance and improve student voice and agency. We have been part of a challenging learning project for 3 years which has concluded in 2018 and we now wish to embed the learning from this project in terms of children setting their own goals, monitoring their learning and the use of feedback and reflection. We have embedded the "learning pit" and the maxim "easy is boring, challenge is interesting" across all that we do. We also wish to further embed strategies from "amplify" within this goal. School data indicates student attitudes to school data is increasing as is parent survey data with regard to the variables of student voice and agency.	
Goal 3	To develop empowered, well-rounded and resilient learners who have the capacity to reach their full potential.	
12 Month Target 3.1	Reduce the average days absent per student to 12 or below at each year level Foundation to Year 6 2017 Foundation: 17.24 Year 1: 20.33 Year 2 : 15.13 Year 3: 13.25 Year 4: 14.82 Year 5: 15.85 Year 6: 15.89 Prep - Year 6 - 16.37	
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KIS 1 Empowering students and building school pride	Continue to plan for highly exciting and stimulating learning environments and highly motivating school programs (eg Café, Discovery Centre, innovative use of ICT) to increase engagement and improve attendance/punctuality.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school data shows that we continue to be variable across the years with our absence data. Trends are erratic and we wish to further embed strategies to become more consistent with regard to absence data. Much of the data can be attributed to the multicultural nature of our school, our affinity to Monash University and parents returning to their home countries either on holidays or finishing study but the school still wishes to further refine its strategies to increase student attendance.	
Goal 4	To improve the allocation and performance of resources (human, financial, space and materials) to meet the priorities identified in the 2016–2020 SSP to maximise leadership, teamwork, professional learning and learning outcomes for students.	
12 Month Target 4.1	Improve the following variables in the staff survey: Collective Efficacy from 82.08% to 95% Collective Responsibility from 85.45% to 95% Academic Emphasis from 77.50% to 90% Teacher Collaboration from 71.22% to 90% Parent and Community Involvement from 85.31% to 90% Applicability of Professional Learning from 84.84% to 95%	

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KIS 1 Building practice excellence	Share examples of the most effective teaching and best practice across triads (and, wherever possible, across schools) by: supporting teachers to collaborate, model and share effective practice through professional learning and the use of learning specialists and professional practice days.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Anecdotal evidence indicates triads are not as effective as they could be and these will be revamped and modified for 2019. Coaching, modelling through learning specialists and the use of professional practice days are in the early stages of implementation and further work needs to be undertaken to embed a culture of shared best practice and coaching across the school.	

Define Actions, Outcomes and Activities

Goal 1	To develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and are able to contribute to and benefit from a stimulating 21st century learning environment.
12 Month Target 1.1	Increase the percentage of students, years Foundation to 6, performing at and above the expected Victorian Curriculum level in the dimensions of Writing , Mathematics , Spelling and Reading to 95%. Increase the percentage of year 5 students deemed capable achieving in the top two bands to 50% in Writing and Mathematics Decrease the percentage of students performing in the bottom two bands in Reading and Mathematics to 15% and 8% respectively Increase high relative growth to 25% in Writing and Spelling and 30% in Mathematics and Reading
KIS 1 Building practice excellence	Use and analyse data to establish a consistency of focus on increasing student achievement in Mathematics, Reading, Writing and Spelling Build the whole school approach and consistent classroom instructional practices in relation to a research-based student centred methodology
Actions	<ul style="list-style-type: none"> • Ensuring Rich questioning techniques are used by teachers • Ensuring S.T.E.A.M implementation is evidenced in planners and classroom practice across the school through use of scope and sequence document • Team and classroom planning documents will show evidence of data analysis to develop differentiation within learning • Build teacher capacity to improve Writing and Reading • “Words their Way” effectively implemented in all classrooms and evident in classroom practice • Learning Specialists to assist in developing and modelling exemplary classroom practice • Professional practice days and professional learning aligned to school based priorities especially Reading, Writing and Numeracy • Triads to develop SMART goals related to observation, reflection and feedback focused on exemplary classroom practice • Ensuring school based Instructional models are evidenced in classroom practice • Further developing an understanding and use of growth mindset in classroom practice • Ensure that classroom practices are reflective in regards to data gathered . • Ensure Modification and review of” Handbook of Instructional Practice” to reflect instructional model • Ensure modification and review of school based curriculum documentation • Monitor “Learning Pit” and Solo Taxonomy being used in planning documents and ensure classroom practice shows evidence of SOLO taxonomy and “The Learning Pit” • Ensure implementation of high impact teaching strategies (HITS) and Reading and Reviewing Teaching Strategies • Ensure professional development planned and undertaken is reflective of school priorities and targets • Ensure that development of Triads processes shows effective use of time, “Challenging Learning” coaches and Learning Specialists. • Ensure Mathematics Coach is working in classrooms and classroom practice shows evidence of change and "Big Ideas in Mathematics" • Ensure Performance and Development plans include and reflect effective modelling
Outcomes	Students <ul style="list-style-type: none"> • Data shows 12 month targets are achieved and/or show progression towards achievement of targets in Strategic Plan • All children have their own learning goals, are provided with feedback and set their own learning goals and assume responsibility for their own learning • The percentage of students, years Foundation to 6, performing at and above the expected levels in the dimensions of Writing, Mathematics, Spelling and Reading is increased to 95%. • The percentage of year 5 students deemed capable achieving in the top two bands is increased to 50% for 2019 • Students performing in the bottom two bands in Reading and Mathematics is decreased to 15% and 8% respectively for 2018 • High Relative growth has improved to 25% in Writing and spelling and 30% in reading and mathematics Teachers <ul style="list-style-type: none"> • High Impact Teaching Strategies are reflected in classroom teaching practice • Modelling , reflection and feedback is reflective of the work of "Learning Specialists" • Performance and Development plans include and reflect effective modelling and sharing best practice

	<ul style="list-style-type: none"> “Learning Pit” and Solo Taxonomy used in planning documents and classroom practice shows evidence of use” <p>Leaders</p> <ul style="list-style-type: none"> Professional development undertaken is reflected in classroom practice Teachers are participating in ongoing coaching sessions and Triads. The school has an established coaching culture. Mathematics Coach working in classrooms and classroom practice shows evidence of change Handbook of Instructional Practice” reflects school based instructional models Reading and Reviewing Teaching Strategies are reflected in classroom practice 			
Success Indicators	<ul style="list-style-type: none"> Central Curriculum Continuums show evidence of ongoing growth Further collection of evidence gathering in relation to "Challenging Learning" shows evidence of progression in instructional practice from baseline evidence gathered Classroom evaluations using “essential assessments” show growth “Effect Size” is used to calculate success as one measure NAPLAN data Teacher judgements against Victorian Curriculum Online interview data Early Years Evaluation 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mathematics Planning and Classroom Practice is reflective of Mathematics Coach Mathematics Coach working with staff Moderation of assessment tasks being undertaken in Numeracy	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leadership Team <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Instructional Practice Coaching Curriculum Days 1 and 3 Challenging Learning Coaches Focus of "Triads" Bastow Giving and Receiving Constructive Feedback - Team Leaders Professional Practice Days Leading Teacher - Mathematics appointed	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Embedding Of Writing Program Moderation of assessment tasks	<input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Digital skills New Pedagogies in Deep Learning Communities of Practice STEAM SOLO Taxonomy for Teachers F.I.S.O Initiatives and development in the community PST PEP induction development and monitoring Coaching Model for Newly Qualified teachers, Mentoring support	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<p>Reading and Writing Strategies Reading Strategies and Analysis of Data Mathematics Strategies and Analysis of Data - Big Ideas in Mathematics High Impact Teaching Strategies Bastow Leading Literacy Course (Team Leaders) Bastow Data Literacy (Learning Specialists and Team Leaders (online course) Bastow Leading Pedagogy (Team Leaders) Moderation of assessment tasks</p>	<p><input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Leadership Team <input type="checkbox"/> Team Leader(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,500.00 <input type="checkbox"/> Equity funding will be used</p>
<p>EAL (English as an Additional Language) Training Refresher Course and Course for new teachers not yet trained Ensuring all teachers are trained as EAL teachers</p>	<p><input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leadership Team <input type="checkbox"/> PLT Leaders <input type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Goal 2</p>	<p>To increase the active engagement of each student in their learning. Creation of stimulating and exciting learning environments and school programs Development of highly motivated, inspired and engaged students. Increasing family and community engagement in the school.</p>			
<p>12 Month Target 2.1</p>	<p>Increase percentiles for the following factors in the Student Attitudes to School Survey</p> <p>High expectations for success from 10.4 to 20.0 Differentiated learning challenge from 16.6 to 25.0 Stimulated Learning from 17.4 to 30.0 Teacher Concern from 23.0 to 35.0 Student Voice and Agency from 20.6 to 40.0 Non - experience of bullying from 44.5 to 60.0</p> <p>Increase the following factors in the Parent Opinion Survey</p> <p>Teacher Communication from 91% to 95% Parent Participation and Involvement from 87% to 95% Non - experience of bullying from 78% to 90%</p>			
<p>KIS 1 Empowering students and building school pride</p>	<p>Further develop and implement student voice and student choice to increase student responsibility for their learning (enhanced goal setting, tracking, monitoring of learning, feedback and reflection) and increase student understanding of highly effective learning behaviours</p>			
<p>Actions</p>	<ul style="list-style-type: none"> • Ensure ongoing provision of student leadership opportunities • Further enhancement of student run "Daily Echo" television program • Ensure ongoing Student Representative Council (Junior school Council) for 2019 • Clayton North involvement in multicultural champions project • Ensure Mindfulness (Smiling Minds) continued implementation across classrooms • Clayton North involvement in PMSS program (Science Specialists) • Student Voice strategies are improved and embedded • Student goal setting and responsibility for their own learning is further embedded • Student leadership opportunities provided and documented in Sentral • Highly exciting and stimulating learning environments and highly motivating school programs (eg Café, Discovery Centre, innovative use of ICT, Creative Play Space all operating effectively) • "Clayton North Village" constructed 			

	<ul style="list-style-type: none"> Absence Strategy implemented Kids Matter program, with welfare staff at each level responsible for leading the program operating effectively Circle Time, Bounce Back operating in all classrooms ES staff employed to coordinate parent room, playgroup Plan and timeline for parent engagement developed Development of information pamphlets and DVD's More consistent induction processes developed Parent forums held Transition plan developed and implemented Pre-service teacher program operating and records of placements kept Records of school visits by other schools Partnerships with other schools documented Saudi immersion program to continue Contact with Japanese and Cambodian sister school on a consistent basis and some exchange activities undertaken (Possible use of Visual Learning Network) and Polycom Clayton North staff undertake work in Indonesia Participation in FISO S.T.E.(A).M network throughout 2019 and "New Pedagogies in Deep Learning" Communities of Practice Community networks working within school environment
Outcomes	<p>Students</p> <ul style="list-style-type: none"> "Daily Echo" functioning Student representative council (Junior School Council) meeting regularly and having input - minutes of meetings Student voice is evident in all aspects of school operations Student Leadership Opportunities are made available and appropriate training is undertaken to furnish student leadership team with appropriate skill sets Peer learning teams established for the effective use of multimedia and technology Development and enhancement of cross age and peer to peer tutoring opportunities All children in Years 3-6 establishing digital portfolios with appropriate assessments entered by students, classroom teachers and specialist teachers <p>Teachers</p> <ul style="list-style-type: none"> Classroom planning shows evidence of implementation of programs including Circle Time and Bounce Back Smiling Minds operating in classrooms and reflected in planning documents Classroom agreements documented in conjunction with home and parent and displayed in classrooms Home learning challenges further refined <p>Leadership</p> <ul style="list-style-type: none"> Playgroup established and monitoring of attendance rates Pamphlets and DVD's available for parents Records of parent forums and attendance Induction plan developed Transition plan developed Tertiary institutions placements documented Clayton North work with other schools documented Activities with Japanese Sister School documented Influence of Clayton North and documentation of activities in Indonesia Records of FISO network meetings Initiation through FISO network Records of community participation in school
Success Indicators	<ul style="list-style-type: none"> Targets with regard to Student Attitudes to School Survey (SATS) achieved Targets with regard to Parent Opinion Survey achieved Monitoring of school attendance rates and school absence rates decreasing

	<ul style="list-style-type: none"> Monitoring of playground incident rates decreasing Parent Room Usage monitored and increasing Playgroup established and monitoring of attendance rates Students setting their own goals, monitoring their own learning and acting upon feedback from teachers All children in Years 3-6 establishing digital portfolios with appropriate assessments entered by students, classroom teachers and specialist teachers 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mindfulness embedded across classrooms Kidsmatter leaders nominated at all levels Student leadership teams trained "Student Voice" professional development undertaken by selected staff	<input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Parent Room to become centre of school participation and involvement with community DVD's and pamphlets developed (translated into other languages) Playgroup further developed Parent forums developed Community networks enhanced Monash Children's Hospital connection enhanced	<input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used
Pre-service training continues to be expanded in school and tertiary connections expanded Saudi immersion programs continue Chinese and Indonesian delegations continue to visit school Japanese sister school maintained and Cambodian sister school relationship established Indonesian Project continues and Clayton North staff continue to work and build networks with Indonesia Intercultural Champions Project involvement	<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop empowered, well-rounded and resilient learners who have the capacity to reach their full potential.			
12 Month Target 3.1	Reduce the average days absent per student to 12 or below at each year level Foundation to Year 6			
	2017 Foundation: 17.24 Year 1: 20.33 Year 2 : 15.13 Year 3: 13.25 Year 4: 14.82 Year 5: 15.85 Year 6: 15.89 Prep - Year 6 - 16.37			
KIS 1 Empowering students and building school pride	Continue to plan for highly exciting and stimulating learning environments and highly motivating school programs (eg Café, Discovery Centre, innovative use of ICT) to increase engagement and improve attendance/punctuality.			

Actions	<ul style="list-style-type: none"> • Ensure ongoing provision of student leadership opportunities • Further enhancement of student run "Daily Echo" television program • Ensure ongoing Student Representative Council (Junior school Council) for 2018 • Clayton North Village constructed • Ensure Mindfulness (Smiling Minds) continued implementation across classrooms • Ensure badge system is fully implemented • Student Voice strategies are improved and embedded • Student goal setting and responsibility for their own learning is further embedded • Student leadership opportunities provided and documented in Sentral • Highly exciting and stimulating learning environments and highly motivating school programs (e.g. Café, Discovery Centre, innovative use of ICT, Creative Play Space all operating effectively) • Preptown usage increasing and having an effect on attendance/punctuality and "Clayton North Village" constructed • Absence Strategy implemented • Kids Matter program, with welfare staff at each level responsible for leading the program operating effectively • Circle Time, Bounce Back operating in all classrooms • Ensure ongoing provision of challenge in learning • Ensure ongoing expansion of "Discovery Centre" and ICT 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> • Daily Echo functioning • Student representative council (Junior School Council) meeting regularly and having input- minutes of meetings • Student voice is evident in all aspects of school operations • Student Leadership Opportunities are made available and appropriate training is undertaken to furnish student leadership team with appropriate skill sets • Peer learning teams established for the effective use of multimedia and technology • Development and enhancement of cross age and peer to peer tutoring opportunities <p>Teachers</p> <ul style="list-style-type: none"> • Students setting their own goals, monitoring their own learning and acting upon feedback from teachers • Classroom planning shows evidence of implementation of programs including Circle Time and Bounce Back • Smiling Minds operating in classrooms and reflected in planning documents • Classroom agreements documented in conjunction with home and parent and displayed in classrooms • Home learning challenges further refined • All children in Years 3-6 establishing digital portfolios with appropriate assessments entered by students, classroom teachers and specialist teachers <p>Leadership</p> <ul style="list-style-type: none"> • Further development of "Discovery centre" and expansion of ICT • Records of FISO network meetings • Initiation of new ideas through FISO network 			
Success Indicators	<ul style="list-style-type: none"> • Targets with regard to Student Attitudes to School Survey (SATS) achieved • Targets with regard to Parent Opinion Survey achieved • Monitoring of school attendance rates and school absence rates decreasing • Monitoring of playground incidents and playground incident rates decreasing • All children in Years 3-6 establishing digital portfolios with appropriate assessments entered by students, classroom teachers and specialist teachers 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further expansion of "exciting environments" Further development of creative play space Construction of "Clayton North Village"	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

<p>Further expansion of junior bike track Further expansion of Bike Education Implementation of "Hands on Learning" program for children at risk Expansion of Music and Performing Arts programs</p>	<p><input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s) <input type="checkbox"/> PLT Leaders <input type="checkbox"/> Wellbeing Team</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p>
<p>Goal 4</p>	<p>To improve the allocation and performance of resources (human, financial, space and materials) to meet the priorities identified in the 2016–2020 SSP to maximise leadership, teamwork, professional learning and learning outcomes for students.</p>			
<p>12 Month Target 4.1</p>	<p>Improve the following variables in the staff survey: Collective Efficacy from 82.08% to 95% Collective Responsibility from 85.45% to 95% Academic Emphasis from 77.50% to 90% Teacher Collaboration from 71.22% to 90% Parent and Community Involvement from 85.31% to 90% Applicability of Professional Learning from 84.84% to 95%</p>			
<p>KIS 1 Building practice excellence</p>	<p>Share examples of the most effective teaching and best practice across triads (and, wherever possible, across schools) by: supporting teachers to collaborate, model and share effective practice through professional learning and the use of learning specialists and professional practice days.</p>			
<p>Actions</p>	<ul style="list-style-type: none"> • Build staff capacity through professional learning, coaching, and peer observation through triads • Enhance teacher collaboration/collective efficacy. • Engage high quality presenters of professional development in line with school priorities. • Continue employment of numeracy coach • Build capacity of "Challenging Learning" Coaches to develop a "Growth Mindset" across the school • Seek out further opportunities for staff to network locally and internationally • Build ES staff capabilities through in – school professional development by Speech Therapist and Coaching • Continue to develop a management structure based on distributed leadership • Embed effective coaching practices (through TRIADS), with a focus on the classroom (modelling, observation, feedback). and challenging learning concepts using "Challenging Learning" coaches and Learning Specialists. • Expand and further develop the use of data to inform planning (assessment for learning) and the use of "Sentral" as a student tracking tool • Enhance the use of data to plan and implement classroom-based interventions. • Build teacher capacity to facilitate learning at "point of need". • Continue implementation of EYE (Early Years Evaluation) both DA 0 Direct Assessment and TA – Teacher assessment • Build capacity of teachers to differentiate the curriculum. • Plan for more effective use of flexible learning spaces, both within the classroom and in the outside environment. • Team Leaders to undertake Program of Professional Learning related to Data • Enhance and improve the use of ICT, particularly the school's website, email, blogs, skoolbag See Saw ,communication strategies and upskill staff in their use • Enhance the way students use digital resources to engage in learning about and communicating with the world around them including using the planetarium, robotics, technology, Invent to Learn, animation, • Continue to document school strategies and curriculum in areas of Literacy, Numeracy and NAPLAN 			
<p>Outcomes</p>	<ul style="list-style-type: none"> • Professional Learning Teams aligning work to New pedagogies matrices • School Improvement team meetings minutes reflect ongoing school priorities • Challenging Learning concepts and a growth mindset evident in classroom practice • Triad discussions reflect concept of challenging learning • Coaching embedded across the school • Distributive Leadership model embedded especially within PDP process 			

	<ul style="list-style-type: none"> Feedback strategies evident in classrooms Interactive classroom displays as a concept of challenging learning evident Differentiation evident in planning Clinics in operation as a part of classroom practice Data reflects consistency of judgements Early Years evaluation interventions implemented Team Leaders have undertaken professional learning in data analysis and are effectively using it in planning ICT strategy documented and operating “New Pedagogies in Deep Learning” strategies embedded across the curriculum and ICT and technology plans and strategies Provision of ICT, Multimedia and Technology enhanced “Discovery Centre” in full operation Website, email, blogs and other communication strategies operating as an effective communication tool to parents Literacy, Numeracy and NAPLAN strategies implemented and documented Literacy and Numeracy curriculum documented High Impact Teaching Strategies evident in classrooms Literacy and numeracy project teams established and influencing classroom practice STEAM team re-established and influencing classroom practice Build teacher expertise and confidence in the school’s developmental (investigations) (I.D.E.A) and inquiry approaches through professional development Enhance and articulate the whole school approach and classroom instructional practices in relation to a research-based student centred methodology for a differentiated approach to learning, specifically for literacy and numeracy A critical friend is appointed to work with leadership each 6 months to ensure alignment 			
Success Indicators	<ul style="list-style-type: none"> High Impact Teaching Strategies evident in classrooms Coaching embedded across the school Distributive Leadership model embedded especially within PDP process Differentiation evident in planning Data reflects consistency of judgements Website, email, See Saw, blogs and other communication strategies operating as an effective communication tool to parents Staff Survey targets achieved 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Modification and revamp of "Triads" with SMART goals Appointment of challenging learning coaches Continued development of role of Learning Specialists Literacy and Numeracy curriculum reviewed and documented Leading Teacher Mathematics appointed Handbook of Instructional Practice reviewed and modified Refine and enhance the agreed Clayton North lesson structure, with clearly expressed learning intentions, success criteria, differentiated work and powerful plenary as key features Professional Learning in Reading, Writing, STEAM and Moderation as a focus at Staff professional development sessions on Tuesday afternoons Use of professional practice days focused on school priorities Half Yearly review days to evaluate ongoing achievement of Annual Implementation Plan	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Leadership Development Leaders in the Making Leadership Professional Development and Conferences as appropriate	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00

				<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$38,000.00	\$14,973.91
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$38,000.00	\$14,973.91

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Mathematics Planning and Classroom Practice is reflective of Mathematics Coach Mathematics Coach working with staff Moderation of assessment tasks being undertaken in Numeracy	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$25,000.00	\$7,000.00
Embedding Of Writing Program Moderation of assessment tasks	from: Term 1 to: Term 4	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$2,500.00
Reading and Writing Strategies Reading Strategies and Analysis of Data Mathematics Strategies and Analysis of Data - Big Ideas in Mathematics High Impact Teaching Strategies Bastow Leading Literacy Course (Team Leaders) Bastow Data Literacy (Learning Specialists and Team Leaders (online course) Bastow Leading Pedagogy (Team Leaders) Moderation of assessment tasks	from: Term 1 to: Term 4		\$10,500.00	\$5,473.91
Totals			\$38,000.00	\$14,973.91

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mathematics Planning and Classroom Practice is reflective of Mathematics Coach Mathematics Coach working with staff Moderation of assessment tasks being undertaken in Numeracy	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leadership Team <input type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist	<input type="checkbox"/> On-site
Instructional Practice Coaching Curriculum Days 1 and 3 Challenging Learning Coaches Focus of "Triads" Bastow Giving and Receiving Constructive Feedback - Team Leaders Professional Practice Days Leading Teacher - Mathematics appointed	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist	<input type="checkbox"/> On-site
Embedding Of Writing Program Moderation of assessment tasks	<input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist	<input type="checkbox"/> On-site
Digital skills New Pedagogies in Deep Learning Communities of Practice	<input type="checkbox"/> Assistant Principal	from: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Professional Practice Day	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise	<input type="checkbox"/> On-site

<p>STEAM SOLO Taxonomy for Teachers F.I.S.O Initiatives and development in the community PST PEP induction development and monitoring Coaching Model for Newly Qualified teachers, Mentoring support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> School Improvement Team 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist 	
<p>Reading and Writing Strategies Reading Strategies and Analysis of Data Mathematics Strategies and Analysis of Data - Big Ideas in Mathematics High Impact Teaching Strategies Bastow Leading Literacy Course (Team Leaders) Bastow Data Literacy (Learning Specialists and Team Leaders (online course)) Bastow Leading Pedagogy (Team Leaders) Moderation of assessment tasks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Leadership Team <input type="checkbox"/> Team Leader(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site
<p>EAL (English as an Additional Language) Training Refresher Course and Course for new teachers not yet trained Ensuring all teachers are trained as EAL teachers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leadership Team <input type="checkbox"/> PLT Leaders <input type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants <p>Sandra San Martin</p>	<ul style="list-style-type: none"> <input type="checkbox"/> On-site
<p>Mindfulness embedded across classrooms Kidsmatter leaders nominated at all levels Student leadership teams trained "Student Voice" professional development undertaken by selected staff</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum development <input type="checkbox"/> Student voice, including input and feedback <input type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site

				<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> PLC/PLT Meeting		
Parent Room to become centre of school participation and involvement with community DVD's and pamphlets developed (translated into other languages) Playgroup further developed Parent forums developed Community networks enhanced Monash Children's Hospital connection enhanced	<input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Pre-service training continues to be expanded in school and tertiary connections expanded Saudi immersion programs continue Chinese and Indonesian delegations continue to visit school Japanese sister school maintained and Cambodian sister school relationship established Indonesian Project continues and Clayton North staff continue to work and build networks with Indonesia Intercultural Champions Project involvement	<input type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Monash University Tertiary Institutions <input type="checkbox"/> Departmental resources Intercultural Champions project	<input type="checkbox"/> On-site
Further expansion of "exciting environments" Further development of creative play space Construction of "Clayton North Village" Further expansion of junior bike track Further expansion of Bike Education Implementation of "Hands on Learning" program for children at risk Expansion of Music and Performing Arts programs	<input type="checkbox"/> Principal <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s) <input type="checkbox"/> PLT Leaders <input type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association	<input type="checkbox"/> On-site

<p>Modification and revamp of "Triads" with SMART goals Appointment of challenging learning coaches Continued development of role of Learning Specialists Literacy and Numeracy curriculum reviewed and documented Leading Teacher Mathematics appointed Handbook of Instructional Practice reviewed and modified Refine and enhance the agreed Clayton North lesson structure, with clearly expressed learning intentions, success criteria, differentiated work and powerful plenary as key features Professional Learning in Reading, Writing, STEAM and Moderation as a focus at Staff professional development sessions on Tuesday afternoons Use of professional practice days focused on school priorities Half Yearly review days to evaluate ongoing achievement of Annual Implementation Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site
<p>Leadership Development Leaders in the Making Leadership Professional Development and Conferences as appropriate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Preparation <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Internal staff <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site