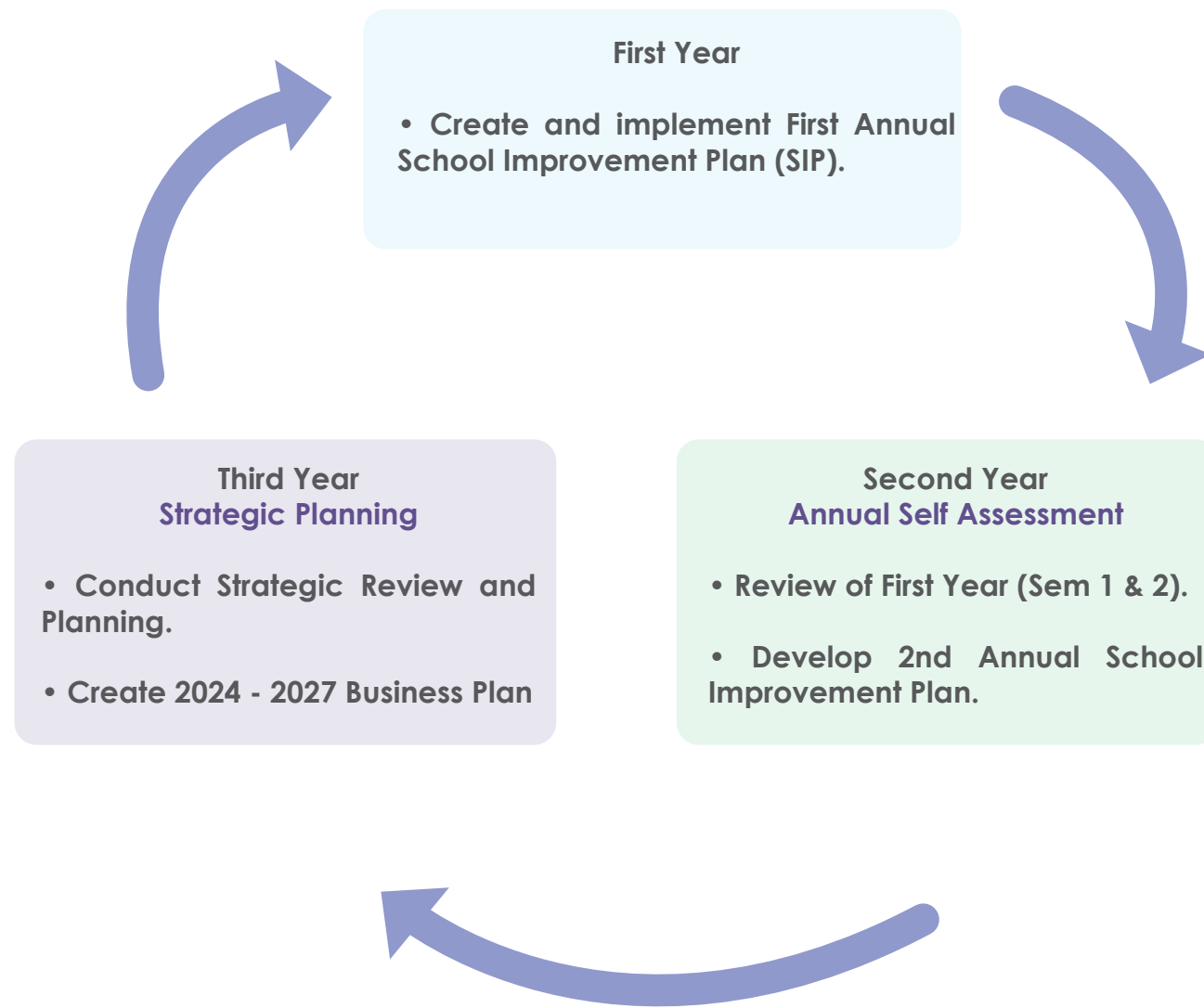


SELF REVIEW AND IMPROVEMENT PROCESS

A three year cycle



2021 - 2023 Business Plan

Ratified on 10/12/2020 by the School Board

OUR PURPOSE

At Clifton Hills we aim to provide an education that caters for the requirements for each individual child.

- Since becoming an independent public school in 2011, we have achieved greater flexibility to accommodate the needs of our ever changing community. Our excellent reputation rests in our strong sense of partnership with the parents and community. The values we celebrate, our commitment to realising the potential of all students; and the provision of a balanced education to address the academic, social, emotional and physical aspects of our students' lives. Clifton Hills Independent Public School provides a place where students have access to evidence based, innovative programs.
- Our professional staff delivers a broad and challenging curriculum offering opportunities for students to explore and develop their talents whilst acknowledging they all learn at different rates and in different ways. We work together, adopting an inclusive whole school approach where all are accountable and responsible for the growth and development of every child; providing opportunities for them to learn to their best potential.
- A key link with the school is the School Board, which contributes significantly to school decision-making. Our Parents and Citizens Association is an active organisation which continues to provide ongoing support to the school.

Advance in Knowledge

Ratified by the School Board on 10/12/2020

This document addresses the following National Quality Standards	
Q 1	Education Program and Practice
Q 2	Children's Health and Safety
Q 3	Physical Environment
Q 4	Staffing Arrangements
Q 5	Relationships With Children
Q 6	Collaborative Partnerships with Families and Communities
Q 7	Leadership and Service Management

GLOSSARY

SMART Goals - is an acronym whereby goals are s.trategic and specific; Specific, Measurable, Achievable, Relevant and Realistic and Time bound.

SNEA - Special Needs Education Assistant (Paraprofessionals) employed in schools to work with special needs students in small groups or one to one under teacher directions.

Soundwaves - a synthetic phonics and word study program. Synthetic phonics is recognised as one of the most effective ways to teach spelling and reading skills.

SSEN - School of Special Education Needs. This is a branch of the Education Department that provides support for schools with children who have special needs- Medical, Behaviour, Attendance and Engagement.

Stakeholders - A person, group or organisation that has an interest or concern in an individual student.

STEM - Science, Technology, Engineering and Mathematics.

Suspension - cases of repeated, ongoing, dangerous or highly inappropriate behaviour in the classroom, playground or our school community, students may be suspended from attending school.

TAC-K – Teacher Assessment Communication – Kindergarten. The TAC-K assesses the essential and basic oral language concepts a child should present with in early kindergarten entry. This test investigates how easily a child has established their oral language system in terms of concepts and ability to express themselves.

TIB – This is because; provides structure for cause and effect discussion.

Tracking Sheet – classroom recording / monitoring system for low level classroom behaviours. (see Behaviour and Engagement Policy).

T4W- Talk For Writing; the process of "Imitation – Innovation – Invention" is explored. Students learn to orally recite and act out popular stories through listening and reading Students are then taught to use the underlying structure of the original text to create their own version on a different topic.

WALT - We Are Learning To; explicit highlighting of the learning intention for a lesson.

Withdrawal - Withdrawal of students means that they have been removed from class to work in administration or with another teacher. This is completely at the discretion of the administration staff and may also be called in school suspension.

WILF – What I'm looking For; explicit highlighting of the success criteria.



GLOSSARY

On Entry – all students in Pre-primary IN WA Schools are assessed on their skills and understanding in Literacy and Numeracy.

Orange Slip - An orange slip is issued by staff for breaches of the Code of Conduct and behaviour that is usually more serious than the low key classroom.

PAT testing – Progressive Achievement Tests are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.

PEAC – Primary Extension Academic Program; is a part time withdrawal program for upper primary school Year 5 and Year 6 students in public schools.

PL – Professional learning.

POLT - Phase of Learning Teams – collaborative teams of staff based around a phase of learning.

Red Slip – A red slip is issued for serious breaches of the Behaviour and Engagement Policy. It also means the students automatically has lost their “Good Standing” status for the next 10 weeks.

RTP – Reporting to Parents.

SAER - Students at Educational Risk - those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to achieve their potential.

SAIS – Student Achievement Information System.

SAMR - term used in conjunction with the use of IT- Substitution, Augmentation, Modification, and Redefinition. The SAMR model was created to share a common language across disciplines as teachers strive to help students visualize complex concepts.

SDD - School Development Day- Schools are permitted 6 SDD per year. They are used for planning, professional development and review of planning.

SOCS - Screen Of Communication Skills - The Screen of Communication Skills (SOCS) is a language assessment developed by speech pathologists for children aged 3;6 to 6;6.

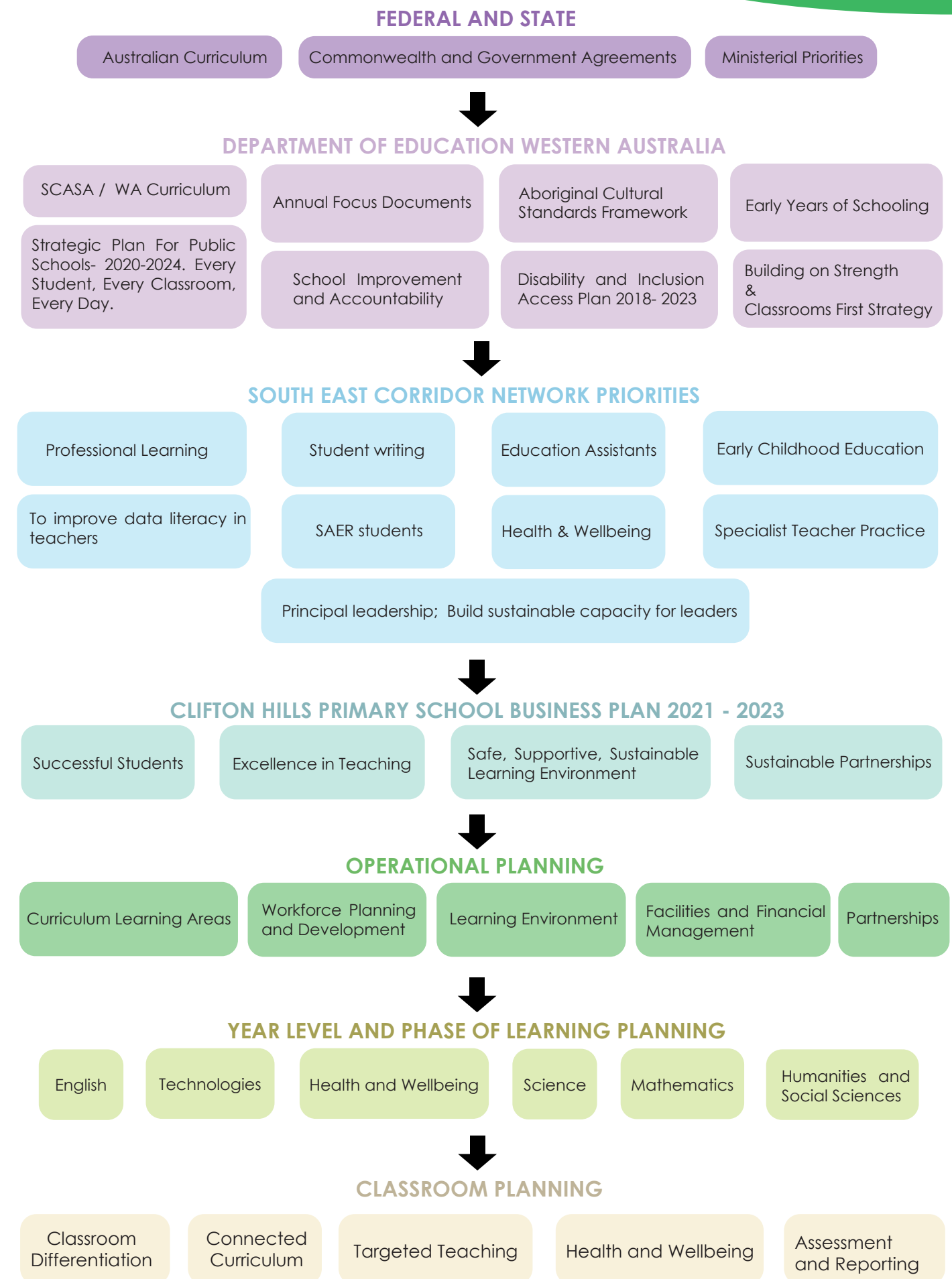
SEC Network – South East Corridor Network. A network of 23 schools that our school engages with professionally.

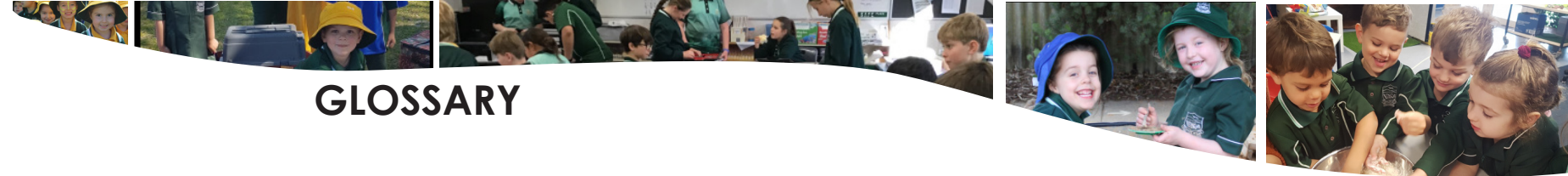
SEL Matrix – Social and Emotional is the process through which children manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our school has a matrix for staff to follow.

SIS – Schools Information System- this is stored on Integris.

SIP - School Improvement plan. School improvement plan makes explicit the changes in practice a school intends to make. The plan also identifies what resources will be required to implement the strategy.

SCSA – School Curriculum and Standards Authority, responsible for the Kindergarten – Year 12 curriculum, assessment and reporting for all WA schools.





GLOSSARY

EYLF - Early Years Learning Framework- describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.

Explicit Teaching – clear articulation of learning intentions and goals to the students with a plenary/ review process at the conclusion of the lesson.

GATE - Gifted and Talented (GATE) programs provide opportunities for gifted and talented secondary students to participate in elite academic, arts or languages programs.

Good Standing - 'Good Standing' is restored after ten (school) weeks of 'good' behaviour, or by meeting goals set in an Individual Behaviour Plan. Children in leadership roles may also lose their position as a result of their poor choices and/or behaviour. The status of 'Good Standing' can be altered for any student, at any time, at the discretion of the Principal or their delegate.

'Good standing' status can also be gained or revoked based on a student's attendance. This will be negotiated between students, their families and the attendance officer (85% is the base line).

HASS - Humanities and Social Sciences. This area of the curriculum comprises of 4 strands; History, Geography, Civics and Citizenship and Economics and Business.

IBP – Individualised Behaviour Plan; a documented plan targeting and individual student's behavioural needs.

ICT – Information and Communication Technology.

ICSEA - Index of Community Socio-Educational Advantage. ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA isn't a school rating.

Integris - a world-class suite of data analysis and reporting tools to schools used to store pertinent contact information about students.

IT- Information Technologies.

KEP – Kelmscott Extension Program. An invitation based extension program run by Kelmscott Senior High School for year 5 and year 6 students.

Letters and Sounds – a synthetic phonics program that sets out a detailed and systematic program for teaching phonics skills for children.

LBOTE – Language Background Other Than English.

Loss of Privilege - is the term used for the withdrawal of students from recess or lunch play. Students are given the opportunity to eat during this time.

LSC – Learning Support Coordinator; liaison for student services team for all SAER students.

Multi Lit / Mini Lit - Mini Lit is a Tier 2 small group program (up to four students per session) Multi Lit is a Tier 2 program (1:1 instruction).

NAIDOC – National Aborigines and Islanders Observance Committee held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life.

NAPLAN - National Assessment Program Literacy and Numeracy, undertaken in years 3, 5, 7 and 10.

NQS – National Quality Standards- national benchmark for early childhood education and care and outside school hours services in Australia.

OUR VISION

As a learning community, our vision is to provide the best possible education program for all of its children, encouraging them to achieve academic excellence and become responsible citizens.

OUR VALUES

Learning

We have a positive approach to learning & encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence

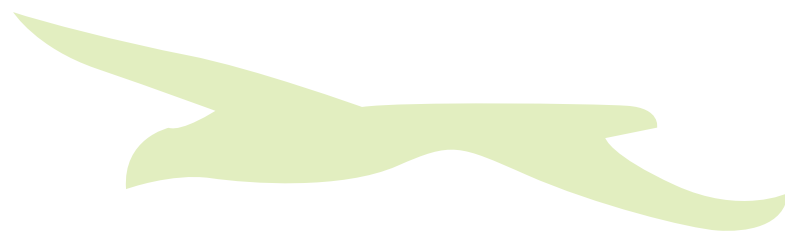
We have high expectations of our students & ourselves. We set standards of excellence & strive to achieve them. The standards & expectations challenge all of us to give of our best.

Equity

We have a right to an environment that is free of discrimination, abuse or exploitation. We recognize the differing circumstances & needs of our students & are dedicated to achieving the best possible outcomes for all.

Care

We treat all individuals with care. Our relationships are based on trust, mutual respect & the acceptance of responsibility. We recognise the value of working in partnership with parents/carers & the wider community in providing a quality education for our students.



GLOSSARY

AIEO - Aboriginal Islander Education Officer.

AITSL - Australian Professional Standards for Teachers and Leaders.

Be You - a mental Health and Wellbeing Framework. Formerly known as Kids Matter.

BrightPath - formative assessment software based on over a decade of pioneering research enabling reliable teacher judgements in writing.

BMIS – Behaviour Management Information Systems- ability to analyse and interpret Behaviour management data.

Bullying - Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Connect - Department of Education communication platform.

CMS – Classroom Management Systems.

CMIS – Classroom Management Instructional Strategies.

DoE – Department of Education WA.

Direct Instruction (DI) – is a general term of the explicit teaching of a skill set using lectures or demonstrations of the concept to students.

Documented Plans - An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including: Individual Education Plan(IEP); Individual Behaviour Plans (IBP); Individual Transition Plans (ITP); Toileting Plans; Group Education Plans (GEP); Risk Management Plans (RMP), Attendance Improvement Plans and student Health Care Plans.

DOTT – Duties Other Than Teaching- non contact time for teachers to undertake other tasks including; parent meetings, collegial meetings, planning and review.

DPA - the agreement between the Director General, the Principal of the school and the Chair of the School Board that outlines the performance and accountability requirements of the school and the resources and support that will be provided.

EA - Education Assistant (paraprofessionals) employed in schools to work with students in small groups or one on one under teacher directions.

EAL/D – English as an Additional Language / Dialect.

EBI - Even Better IF; a term used to get people to consider constructive feedback.

ESAT – Electronic Self-Assessment Tool- an online tool used by the school to upload our self-assessment in preparation for the Public School Review.

FOCUS AREAS

Excellence in Teaching

Clifton Hills Primary School staff will continue to work as a team to enhance the existing environment and encourage, support and build staff capacity for teaching excellence, adopting a personal approach to ensure each student strives to achieve their potential.

Sustainable Partnerships

Clifton Hills Primary School will work to improve and further develop strong and sustainable community partnerships that aspire to advance the outcomes for all students at the school now and in the future.

Successful Students

Foster a caring and inclusive learning environment which encourages all students to strive for their personal best. In doing this they will be able to positively contribute to their community and will be equipped for the future.

Safe, Supportive, Sustainable Learning Environment

The whole school community, through its students and their actions, will continue to support, develop and enhance a commitment to care and respect. We will nurture a safe, healthy, sustainable physical and natural environment. These concepts will be embedded in all areas of the curriculum.

Excellence in Teaching

Success Indicator: Improvement in overall student rate of academic progress.

- T1 Increase consistency of school wide practices among teachers in the use of evidence based pedagogy and methods to effectively implement the teaching, learning and assessing cycle.
- T2 High expectations and standards of teacher performance through induction, performance management, leadership opportunities, professional learning and evaluation based on AITSL.
- T3 Maintain quality, evidence based intervention programs across all years. A strong focus on the explicit teaching of synthetic phonics, grammar and punctuation as the foundations for literacy learning; in balance with an emphasis on the role of oral language, and play based learning for K-2.
- T4 Embed and consolidate collaborative whole school approaches to continue to deliver improvement in curriculum and assessment, teacher quality and student learning.
- T5 Support and develop staff skills and leadership to ensure sustainability of programs and systems.
- T6 High quality instructional skills and curriculum delivery to enhance the outcomes for all students across a range of abilities; socially, emotionally and academically.
- T7 Increase consistency of practice among teachers through collaboration, agreed curriculum scope & sequences, and classroom observation.
- T8 Staff gain knowledge to effectively embed the Aboriginal Cultural Framework within the classroom.
- T9 Analyse student data to inform planning that includes targeted teaching, appropriate interventions and resourcing allocations based on student needs.
- T10 Strategic implementation of National Quality Standards, Early Years Learning Framework, WA Kindergarten Guidelines, WA Curriculum, Aboriginal Cultural Framework and School Improvement Plans.

Sustainable Partnerships

Success Indicator: To be perceived by the wider community as a school of choice.

- P1 The wider community positively engages with the Clifton Hills learning community in a sustainable, timely and inclusive manner with a variety of resources to enhance teaching and learning.
- P2 Leaders and staff maintain a positive, inclusive and collaborative learning community.
- P3 Promote respectful, positive and inclusive relationships between staff, students and parents that respects and values cultural diversity in our learning community.
- P4 Enhance professional relationships through collaboration with the Clifton Hills learning community and other educational institutions.
- P5 Enhance learning opportunities through new and existing external partnerships by accessing outside agencies to assist staff and students.

Monitoring

- Excursions to venues that support the WA Curriculum.
- Students participating in Kelmscott Extension program.
- Year 6 Transition programs.
- School of Instrumental Music (SIM) students join Kelmscott SHS band.
- Choir performances.
- Displays in the local community celebrating Visual Arts (Kelmscott Show).
- Likes on Static Facebook page and "Hits" on schools online and website.
- Parents use of Qkr.
- National Opinion Survey.
- Participation in board meetings and P&C meetings by businesses and community members.
- Meeting minutes from POLT, Staff, P&C, Finance, Committee and Board meetings.
- National Opinion Survey.
- Participation in board meetings and P&C meetings by businesses and community members.
- Meeting minutes from POLT, Staff, P&C, Finance, Committee and Board meetings.
- Use of a variety of platforms including Website, and Connect.
- Number of likes on Facebook page.
- Number of families attending Open Night.
- Acknowledgement of Country is visible in classrooms and at shared events and gatherings.
- Positive progress of staff in the implementation of Aboriginal Cultural Framework.
- Students from TAFE and Universities undertaking their practicums.
- Care network.
- Lighthouse leaders for SEC Network.
- Early Childhood Focus Group for SE Corridor Network.
- Community feedback through National Opinion Survey.

Targets/Milestones

- Successful liaisons with outside agencies resulting in positive outcomes for students and families.
- Positive interactions with Kelmscott SHS, Armadale SHS and Cecil Andrews College.
- All students engage in tree Planting and In Term Swimming lessons.
- School Board and staff develop relationships with businesses and community members by co-opting them onto the board to access their expertise as required.
- Use a Static Facebook page to improve communication with the community and parents.
- Seek and act on feedback from the community through a school survey.
- Maintain community engagement in non-academic areas such as Choir and Animal Warriors.
- National Opinion Survey feedback is predominantly positive.
- Feedback; solicited and unsolicited from the community is positive.
- Cultural events of significance are acknowledged through morning announcements.



Sustainable Partnerships

Clifton Hills Primary School will work to improve and further develop strong and sustainable community partnership that aspire to advance the outcomes for all students at the school now and in the future.
Success Indicator: to be perceived by the wider community as a school of choice.

Initiative Statements	Strategies
P1 The wider community positively engages with the Clifton Hills learning community in a sustainable, timely and inclusive manner with a variety of resources to enhance teaching and learning.	<ul style="list-style-type: none">• Kelmscott Agricultural Society, Dalefest organisers, Various local Childcare providers, Kelmscott SHS, City of Armadale, and Community organised events.• Participate in Tree planting, Foothills Sports Association.• Engage with Universities and TAFE to assist in the development of future teachers and education assistants.• Family involvement in; the classrooms, Fathering Project, Better Beginnings, Play Cafe, Cultural Forum, host meetings/forums and parent awareness information and education sessions.• Keeping parents informed of relevant issues or events via the following: newsletter inserts/articles, Annual Report, assembly announcements, notes home, meetings, phone calls, Qkr, and Connect.• Maintain static School Facebook Page and website.
P2 Leaders and staff maintain a positive, inclusive and collaborative learning community.	<ul style="list-style-type: none">• School assemblies, written communications via newsletters, email, Connect, Facebook and Website.• POLT, Staff, Committee, P&C and Board meetings.• Cultural Forum.• RAP and use of AIEO.
P3 Promote respectful, positive and inclusive relationships between staff, students and parents that respects and values cultural diversity in our learning community.	<ul style="list-style-type: none">• Cultural Forum.• RAP and use of AIEO.• Parent Open Night.• Facebook, assemblies and newsletters to keep the community informed.• Acknowledge and celebrate the range of cultures that exists within the school and community in formal and informal ways.• Focus on annual events such as Harmony Day, NAIDOC Week and ANZAC Day.• Incorporate cultural understandings/perspectives and cross curricular priorities in learning programs.• Annual reflection of staff against Aboriginal Cultural Framework.
P4 Enhance professional relationships through collaboration with the Clifton Hills learning community and other educational institutions.	<ul style="list-style-type: none">• Including Universities, Secondary Schools, Child Care centres and Primary Schools through engagement in the SEC network and PLIS.• Attend SEC Network meetings and contribute as members of the Executive and with Lighthouse Leaders.• Continue work with the Office of Early Childhood.• State wide services, School of Instrumental Music, Primary Extension And Challenge (PEAC), Visiting Teachers, Student Ed Connect, Story Dogs Program, Autism Association and Dyslexia (SPecific LEarning Difficulties) SPELD foundation.
P5 Enhance learning opportunities through new and existing external partnerships by accessing outside agencies to assist staff and student	

Safe, Supportive, Sustainable Learning Environment

Success Indicator: Student demonstrating sustained engagement and participation to develop the whole child.

- E1** Use and review Behaviour & Engagement, and attendance tools to enhance student engagement and employ intervention strategies to manage student attendance, engagement and learning outcomes.
- E2** Enhance and maintain safe, aesthetically functional learning spaces and the external environment to engage and support students and families.
- E3** Staff collaborate to foster a culture of positive social-emotional health to support and maximise the health and wellbeing of staff and students.
- E4** Staff collaborate with students services team to support and monitor Students at Educational Risk.
- E5** Develop student voice, ownership and accountability for learning, and support the development of the whole child.

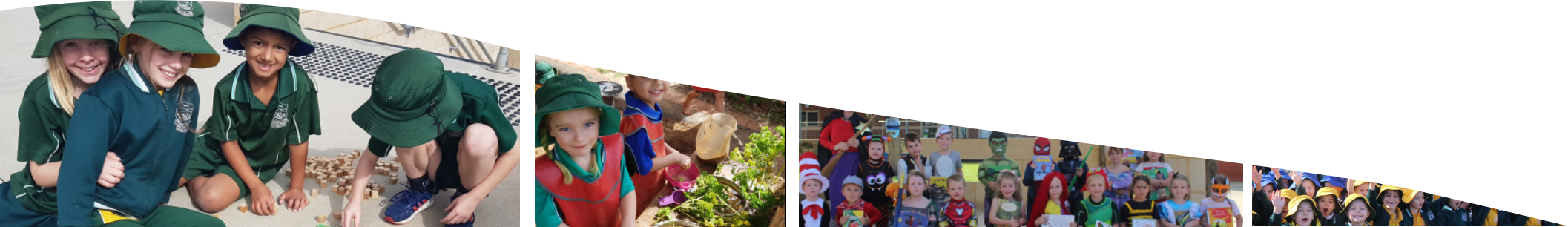
Successful Students

Success indicator: All students working towards making moderate to high progress in On Entry, PAT and NAPLAN testing.

- S1** Use a variety of mediums and purposeful play to engage, practice, explore, and consolidate concepts.
- S2** Identify and target children who are educationally, socially and / or emotionally at risk using evidenced based programs and school based data.
- S3** Employ evidence based strategies to accelerate and improve progress for students in order to show good progress from PP-Year 3, and Year 3 -5 comparable with like schools in all learning areas.
- S4** Analyse data to inform planning and reporting; to provide a differentiated curriculum that includes targeted teaching, appropriate interventions and resourcing allocations to meet student needs and characteristics.
- S5** Employ flexible use of physical, human and financial resources to support all learning programs and maximise the learning opportunities for all students.
- S6** Individual attendance is tracked and targeted intervention plans are developed for students where attendance is of concern.
- S7** Spending and resourcing is demonstrably linked to school priorities and systemic directions.
- S8** Implement School Improvement Plan, Focus and Classroom First documents in conjunction with the "Building on Strength", Funding Agreement for Schools and Aboriginal Cultural Framework.

This document addresses the following National Quality Standards

Q 1	Education Program and Practice
Q 2	Children's Health and Safety
Q 3	Physical Environment
Q 4	Staffing Arrangements
Q 5	Relationships With Children
Q 6	Collaborative Partnerships with Families and Communities
Q 7	Leadership and Service Management



Successful Students

Objective: Foster a caring and inclusive learning environment which encourages all students to strive for their personal best. In doing this they will be able to positively contribute to their community and will be equipped for the future.

Success indicator: All students working towards making moderate to high progress in On Entry, PAT and NAPLAN testing.

Initiative Statements
S1 Use a variety of mediums and purposeful play to engage, practice, explore, and consolidate concepts.
S2 Identify and target children who are educationally, socially and / or emotionally at risk using evidenced based programs and school based data.
S3 Employ evidence based strategies to accelerate and improve progress for students in order to show good progress from PP-Year 3, and Year 3 -5 comparable with like schools in all learning areas.
S4 Analyse data to inform planning and reporting; to provide a differentiated curriculum that includes targeted teaching, appropriate interventions and resourcing allocations to meet student needs and characteristics.
S5 Employ flexible use of physical, human and financial resources to support all learning programs and maximise the learning opportunities for all students.
S6 Individual attendance is tracked and targeted intervention plans are developed for students where attendance is of concern.
S7 Spending and resourcing is demonstrably linked to school priorities and systemic direction.
S8 Implement School Improvement Plan, Focus and Classroom First documents in conjunction with the "Building on Strength", Funding Agreement for Schools and Aboriginal Cultural Framework.

Strategies
<ul style="list-style-type: none">• ICT, Outdoor Classroom, experiential learning, play based learning, explicit teaching, cooperative learning strategies, direct instruction, the highlighting and celebration of students' achievements, leadership teams modelling quality instructional strategies.
<ul style="list-style-type: none">• ICT, Outdoor Classroom, experiential learning, play based learning, explicit teaching, cooperative learning strategies, direct instruction, the highlighting and celebration of students' achievements, leadership teams modelling quality instructional strategies.• Use support educators for targeted students.• Provide specialist support for identified students through quality teaching, EA's and specific evidence based programs such as Multi and Mini Lit.
<ul style="list-style-type: none">• Whole School approaches: Sound Waves, Letters and Sounds, Talk 4 Writing, Literacy Blocks and Numeracy Blocks, Phase of Learning and whole school planning.• CUBES for mathematics.
<ul style="list-style-type: none">• Moderation using BrightPath rulers and rubrics of Common Assessment tasks.• Use of Data hub to analyse and plan for improvement.• School Improvement Planning reflects budget and identified areas for improvement.• Development of curriculum folders with scope and sequence documents.
<ul style="list-style-type: none">• Resources purchased to support SIP.• Curriculum leaders.
<ul style="list-style-type: none">• Case conferences for students with attendance issues, and support for families at point of need.• Student Attendance Records(SAR) data.
<ul style="list-style-type: none">• Case conferences for students with attendance issues, and support for families at point of need.• Student Attendance Records(SAR) data.
<ul style="list-style-type: none">• Peer observations.• POLT meetings where Plans are discussed and reviewed.

Monitoring
<ul style="list-style-type: none">• Performance Management processes, evidence of documented plans and case conferences.• Student Attendance Monitoring and Integris.• Peer Observations and constructive feedback.• Data from Behaviour Management Module in Integris and Tracking sheet data.• Reward days - participation data collated and analysed.
<ul style="list-style-type: none">• National Opinion Survey.• Daily work pads, assessment, student self-reflection, peer observation and feedback of staff.• OHS termly inspections with OHS officer and Principal.• Staff report maintenance and safety issues as observed.
<ul style="list-style-type: none">• Observation / feedback by peers. Class displays and use of spaces, reading books, class libraries, science word walls, maths posters, literacy posters.• Number of students participating in extracurricular activities.• Be You committee minutes.
<ul style="list-style-type: none">• SAER Files, Class Profiles, hand over meetings and Student Service Team meeting minutes.• BMIS data.
<ul style="list-style-type: none">• Student Councillor meetings.

- Targets/Milestones
- All teachers plan for individual needs of students by implementing differentiated learning programs for identified students.
 - The School Average for attendance to surpass the State Average and maintain 94%.
 - Individual attendance plans are negotiated to improve attendance.
 - All staff to use, review and refine behaviour management tools.
 - Maintain 95% or more participation in the reward days.
 - All teachers to provide a language enriched classroom environment in line with Australian Institute for Teachers and School Leaders Standards (AITSL) with a particular focus on the three priority areas of Literacy, Numeracy and Science.
 - National Opinion Surveys from parents have satisfactory or better ratings.
 - National Opinion Surveys from students and staff are predominantly positive.
 - Students At Educational Risk (SAER) have documented plans through support from the Student Services Team.

Safe, Supportive and Sustainable Learning Environment

The whole school community, through its students and their actions, will continue to support, develop and enhance a commitment to care and respect. We will nurture a safe, healthy, sustainable physical and natural environment. These concepts will be embedded in all areas of the curriculum.

Success Indicator: Students demonstrating sustained engagement and participation to ensure the development of the whole child.

Initiative Statements	Strategies
E1 Use and review Behaviour & Engagement, and attendance tools to enhance student engagement and employ intervention strategies to manage student attendance, engagement and learning outcomes.	<ul style="list-style-type: none">• Use of student services team expertise, policies, safe environment, resilience training, positive reward system, behaviour management processes and pastoral care, attendance award at assembly.• Use of whole school Behaviour and Engagement policy – Tracking book.• All school planning is informed by the Business Plan.• Behaviour and Engagement policy utilises PBS strategies.• Introduce SWIVL to assist with peer observations.• Employ intervention strategies for students whose attendance places them at risk.• Use of SMS Outreach.
E2 Enhance and maintain safe, aesthetically functional learning spaces and the external environment to engage and support students and families.	<ul style="list-style-type: none">• Nature Play/ Sustainability Committee, Loose Parts, Frog Pond, Vegetable gardens , sustainability projects and actively seek input and engagement of parents for grounds improvement and work collaboratively with the Community.• Environmental print, well-resourced classrooms, safe environment, effective teachers, and accessibility and visible celebrations of children’s achievements.• Continue to improve undercover area and playgrounds.• Innovative and changing play spaces,.e.g. mud pits and nature play.• Engage with community to install security fencing around school.
E3 Staff collaborate to foster a culture of positive social-emotional health to support and maximise the health and wellbeing of staff and students.	<ul style="list-style-type: none">• Peer Mediators, Buddy Program, Student Councillors, Recycling Program, Buddy Bench, AIEO, Sun Smart, Waste Wise, Crunch and Sip, and Be You.• All students to be exposed to resiliency lessons through formal and informal lessons and Be You.• Zones of Regulation, Highway Heroes, Rainbows, Be You and Rock & Water. Students to have an awareness of the language of Zones of Regulation.
E4 Staff collaborate with students services team to support and monitor Students at Educational Risk.	<ul style="list-style-type: none">• Case conferences and support with writing, implementation and review of documented plans using SSEN planning.• Use of paraprofessionals and Visiting Teachers skills and expertise.• SAER folders and progress files are updated regularly.
E5 Develop student voice, ownership and accountability for learning and support the development of the whole child.	<ul style="list-style-type: none">• Student leader’s views and opinions sought to inform decision making where appropriate.• Student Councillors meet every month with principal.• Every term student councillors and principal meet with one representative from years 1-6.

Monitoring
<ul style="list-style-type: none">• NAPLAN, On Entry, TAC-K, SOC’s and PAT tests, Brightpath results and SAIS data.• Peer observations .
<ul style="list-style-type: none">• Documented Plans on SSEN.• POLT.• Multi and Mini Lit progress reports.
<ul style="list-style-type: none">• NAPLAN, On Entry, TAC-K and PAT tests results, Bright Path and SAIS data.
<ul style="list-style-type: none">• Budget and SIP correlate.• Financial decisions reflect identified needs and characteristics of students.• Annual resourcing spreadsheet demonstrates how funds have been expended to cater for student needs and characteristics.
<ul style="list-style-type: none">• Purchased resources matched to curriculum initiatives driven by research and data interrogation to increase student outcomes.• Finance Committee minutes.• Budget.
<ul style="list-style-type: none">• School Attendance Module.• SAR data.
<ul style="list-style-type: none">• Finance Committee minutes.• Budget.• School Improvement Plan.
<ul style="list-style-type: none">• Programs, class observations Self Review process.



Targets/Milestones

- NAPLAN will be comparable with Like-schools in Year 3 and Year 5.
- Progress made by Year 5 students in NAPLAN will be comparable to that of Like-schools.
- Progress made by Year 3 students in NAPLAN compared to On Entry data will be comparable to that of Like-schools.
- Yearly average stanines for PAT-R, PAT-N and PAT-S will increase or remain constant for each cohort as it progresses through the school.
- Students are confident and competent users of technology in the classroom.
- Students in early childhood are developing attitudes, skills and knowledge through play-based opportunities.
- Student attendance is comparable to like schools.

Excellence in Teaching

Clifton Hills Primary School staff will continue to work as a team to enhance the existing environment and encourage, support and build staff capacity for teaching excellence, adopting a personal approach to ensure each student strives to achieve their potential. **Success Indicator:** Improvement in overall student rate of academic progress.

Initiative Statements	Strategies	Monitoring
T1 Increase consistency of school wide practices among teachers in the use of evidence based pedagogy and methods to effectively implement the teaching, learning and assessing cycle.	<ul style="list-style-type: none">• Consistent use of Whole school programs including; Letters and Sounds, Sound Waves, Talk 4 Writing, Athletics and Inquisitive.• Use data and moderation to guide and enhance both classroom and school planning, play based learning, multi modal lessons, and cooperative learning strategies.•Phase of Learning meetings.•Introduce SWIVL to assist with peer observations.	<ul style="list-style-type: none">• NAPLAN, On Entry, TAC-K and PAT tests results and SAIS data - Analysis of progress points in PP-Year 1 from On-Entry. Analysis of progress in NAPLAN from Year 3 to Year 5.• Datahub & Brightpath & MIS data sheets.
T2 High expectations and standards of teacher performance through induction,performance management, leadership opportunities, professional learning and evaluation based on AITSL.	<ul style="list-style-type: none">• Encourage high quality to apply for L3 Classroom teacher status.• Mentoring of aspirants by admin.• Identify and support staff to achieve greater qualifications or pursue leadership opportunities.• Implement regular moderation and sharing practices to assist in driving improved teacher performance.• Maintain high quality induction and mentor process for our new teachers to the school.• Staff handbook is reviewed annually and available to all staff in their Administrivia file.• Professional learning provided to all staff to address individual needs as identified through performance management and that are reflective of school and system initiatives.• Graduate POLT.• Introduce SWIVL to assist with peer observations.	<ul style="list-style-type: none">• Annual Professional Learning Plan based on identified Performance Management, school and system needs.• Feedback from new staff on Induction process.• Peer Observations undertaken regularly.
T3 Maintain quality, evidence based intervention programs across all years. A strong focus on the explicit teaching of synthetic phonics, grammar and punctuation as the foundations for literacy learning; in balance with an emphasis on the role of oral language, and play based learning for K-2.	<ul style="list-style-type: none">• Phase of Learning meetings.• Scope and Sequence document for Grammar.• Letters and Sounds.	<ul style="list-style-type: none">• TAC-K, SOCs, On Entry.• Letters and Sounds.• NAPLAN, On Entry, TAC-K and PAT tests results and SAIS data - Analysis of progress points in PP-Year 1 from On-Entry. Analysis of progress in NAPLAN from Year 3 to Year 5.• Datahub / Brightpath / MIS data sheets.
T4 Embed and consolidate collaborative whole school approaches to continue to deliver improvement in curriculum and assessment, teacher quality and student learning.	<ul style="list-style-type: none">• Review effectiveness of whole school programs in POLT.• Maintain a team oriented environment in which staff collaboratively plan to deliver curriculum and student learning.• Use strategic approach to embed STEM across the school.• Utilise IWB's, iPads, PC's and robotic hardware to support and enhance and support student learning.• Develop and implement an ICT policy.•Peer observations and feedback, professional learning, collaborative planning, sharing of professional learning school wide, moderation tasks, professional discourse at staff and POLT meetings.	<ul style="list-style-type: none">• POLT meetings agendas & minutes.• Collaboration across schools using the SEC Network and Connect.• NAPLAN, On Entry, TAC-K and PAT tests results and SAIS data - Analysis of progress points in PP-Year 1 from On-Entry. Analysis of progress in NAPLAN from Year 3 to Year 5.
T5 Support and develop staff skills and leadership to ensure sustainability of programs and systems.	<ul style="list-style-type: none">• All staff demonstrate commitment to our school distributed leadership.• Mentoring of aspirants by admin.• Identify and support staff to achieve greater qualifications or pursue leadership opportunities.• Review Performance Management Process.• Provide professional learning that caters for a range of ICT skills and knowledge among staff.	<ul style="list-style-type: none">• Committees all have a lead teacher that will collaborate with admin.• Aspirants provided opportunities.• Develop an aspirant identification process.
T6 High quality instructional skills and differentiated curriculum delivery to enhance the outcomes for all students across a range of abilities; socially, emotionally and academically.	<ul style="list-style-type: none">• Maintain a team oriented environment in which staff collaboratively plan to deliver curriculum and student learning.• Implement regular moderation and sharing practices to assist in driving improved teacher performance.• Professional learning provided to all staff to address individual needs as identified through performance management and that are reflective of school and system initiatives.• Whole school approaches; direct instruction, explicit teaching using of scope and sequence documents, SoundWaves, Letters and Sounds, Talk 4 Writing, Guided Reading, Literacy and Numeracy Blocks, and Athletics.• Student Services team to comprise of Student Services Deputy, Learning Support Coordinator, Early Childhood Interventions Coordinator, having weekly team meetings with school psychologist to discuss individual testing and documented plan needs with teaching staff and SNEA input as required.	<ul style="list-style-type: none">• Meeting minutes and agendas.• Annual Professional Learning Plan.• Performance Management.
T7 Increase consistency of practice among teachers through collaboration, moderation, agreed curriculum scope & sequences, and classroom observation.	<ul style="list-style-type: none">• Maintain a team oriented environment in which staff collaboratively plan to deliver curriculum and student learning.• Implement regular moderation and sharing practices to assist in driving improved teacher performance.• Professional learning committees for learning areas.	<ul style="list-style-type: none">• POLT and staff meetings, collaborative DOTT and SDD.• Peer observations and mentor feedback.
T8 Staff gain knowledge to effectively embed the Aboriginal Cultural Framework within the classroom.	<ul style="list-style-type: none">• Professional learning provided to all staff to address Aboriginal Cultural Framework.• Committee to develop Restorative Action Plan collaboratively with the learning community.	<ul style="list-style-type: none">• Staff progress on the Continuum for Aboriginal Cultural Framework implementation.
T9 Analyse student data to inform planning that includes targeted teaching, appropriate interventions and resourcing allocations based on student needs.	<ul style="list-style-type: none">• Phase of Learning , Staff and Committee meetings.• Utilise Data Hub to analyse data and inform teaching and interventions based on common assessment tasks and standardised tests.• Student Resources Excel Spreadsheet.• Use diagnostic assessments to identify gaps in Numeracy and Literacy.	<ul style="list-style-type: none">• Meeting minutes and agendas.• Data hub usage monitored by committee leaders.
T10 Strategic implementation of National Quality Standards, Early Years Learning Framework, WA Kindergarten Guidelines, WA Curriculum, Aboriginal Cultural Framework and School Improvement Plans.	<ul style="list-style-type: none">• Utilising staff and POLT meetings, School Development days to discuss the implementation plans and the reviews with staff. Refreshing NQS display.	<ul style="list-style-type: none">• Planning Documents.• Self-Review Process.

- Targets/Milestones
- All staff to plan and implement inclusive and differentiated teaching and learning programs based on the Western Australian Curriculum, EYLF and Kindergarten Guidelines using scope and sequence documents.
 - Staff members to access professional learning to meet individual and / or school needs linked to School Improvement Plans, System Initiatives and Performance Management Plans.
 - Development of Annual Professional Learning Plan for all staff.
 - Staff working towards/ achieved L3 Classroom Teacher status.
 - Number of staff engaged in distributed leadership opportunities.
 - Utilise On – Entry, TAC-K and NAPLAN data to plan and implement targeted programs in Literacy and Numeracy.
 - All staff to receive equal opportunities to work towards career goals and improve professional knowledge and skills.
 - Staff are to engage in peer observation and reflection to improve their professional practice as per Performance Management Policy.
 - Staff are implementing targeted professional learning.
 - RAP developed and implemented.
 - All students with an IEP are monitored and supported in their learning.
 - A students at educational risk Register is reviewed regularly and maintained.
 - All staff to engage in evidence based pedagogy.
 - Staff are to engage in peer observation and reflection to improve their professional practice as per Performance Management Policy.
 - NQS Verification and validation.