

2026 Annual Implementation Plan

for improving student outcomes

Clayton South Primary School (4384)



Submitted for review by Craig Pauwels (School Principal) on 05 February, 2026 at 12:04 PM
Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 06 February, 2026 at 02:59 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Evolving	Evolving

Future planning for 2026	2026 Focusses for Continued Development- Continued team planning sessions and planning days- Utilising resources, but adapting to suit (not just using as produced)- Continued refinement of our curriculum (Maths in particular)- Refine school assessments- Continued moderation- Peer observations and feedback- Learning Specialist observations, modelling and coaching- More focussed PLC enquiry cycles in teams- More formalised intervention- More formalised EAL support- Exploring more ways to incorporate Student Voice- DIP applications & increased ES support- Maintaining SWPBS rewards
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Improve student learning outcomes in literacy and numeracy	Yes	By 2027 increase the proportion of students assessed as achieving strong or exceeding level at Year 5 NAPLAN in: <ul style="list-style-type: none"> • Reading from 75% in 2023 to 85% • Numeracy from 50% in 2023 to 75% 	Build teacher capability to use student data to inform differentiation and intervention.	Yes
		By 2027 increase the proportion of students assessed as achieving strong or exceeding level at Year 3 NAPLAN in: <ul style="list-style-type: none"> • Reading from 53% in 2023 to 60% • Numeracy 60% in 2023 to 70% 	Establish and embed agreed instructional model in literacy and numeracy.	No
		Increase student growth in the PAT-R and PAT-M assessments as measured through achievement bands in a target cohort: <ul style="list-style-type: none"> • 80% of students have improved two or more achievement bands in Reading from Year 3 to Year 6 across 2024-2027 (from 33% in 2018-2022) • 80% of students have improved two or more achievement bands in Maths from Year 3 to Year 6 across 2024-2027 (from 76% in 2018-2022) 	Build teacher capacity around implementation of instructional model and routines in literacy and numeracy.	No
		Decrease the percentage of students in Years 1-6 requiring intensive support using Dibels composite score at the end of the year assessment from 27% (2022) to 20% in 2027	Continue to strengthen the PLC model to promote collective efficacy and collaboration.	Yes

			Develop a viable and documented curriculum in literacy and numeracy.	No
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Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes in literacy and numeracy	
KIS 1.a	Build teacher capability to use student data to inform differentiation and intervention.	
Actions	Strengthen teacher practice in the use of data to inform differentiation and intervention in classrooms and schoolwide: <ul style="list-style-type: none"> - Professional Learning on analysing data (PAT and Naplan) - PLC Inquiry Cycles for focus on analysing and using student data for improvement and teaching - Intervention program to operate utilising student data to identify students and point of need 	
Evidence of change	Evidence of Change indicators will include: <ul style="list-style-type: none"> - Evidence of teacher including their understanding of data in planning (planning adjustments) - Successful PLC cycles - Successful implementation of Intervention Program - Improved Staff Opinion Survey Results (Use data for curriculum planning - 2025 = 63%) - Maintained student growth data 	
Tasks	People responsible	
Professional Learning in understanding, interpreting and using data: <ul style="list-style-type: none"> - Staff work to establish key data sets and refine assessments - Clear and consistent assessment schedule / data sets - Professional Learning in interpreting, understanding and utilising PAT data - Professional Learning in interpreting, understanding and utilising NAPLAN data - Focus on monitoring individual student growth data - Aligning teacher judgments with student data results 	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School leadership team	
Implementation of Intervention Program: <ul style="list-style-type: none"> - Define data used to inform student access to and tracking in intervention programs - Utilising data to determine students in need - Grouping students for targeted support - Employment of Intervention Tutor - Learning Specialist to provide program guidance 	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School leadership team	

<ul style="list-style-type: none"> - Further investigation of appropriate programs / support - Monitoring of student progress / success 	
<p>Implementation of Learning Goals for Students:</p> <ul style="list-style-type: none"> - Utilising data to produce achievable learning goals - Students being able to articulate their learning goals - Use data to differentiate individual learning activities - Monitoring of student progress / achievement of goals 	<input checked="" type="checkbox"/> Teacher(s)
KIS 1.d	Continue to strengthen the PLC model to promote collective efficacy and collaboration.
Actions	<p>Strengthen the schools PLC and team planning procedures to develop a consistent teaching approach across the school. The updated PLC will be held in teaching teams (as opposed to previous whole school approach) for a more targeted approach:</p> <ul style="list-style-type: none"> - Timetabled PLC cycles occurring in learning teams - Develop a consistent approach to assessment, interpreting results and planning
Evidence of change	<p>Evidence of Change indicators will include:</p> <ul style="list-style-type: none"> - PLC Meeting Agenda and Minutes - Consistent planning documents being used by teachers - Evidence of student data being used to drive PLC focusses - Timetabled time for teachers to plan together / collaborate - Staff Surveys, teacher collaboration results to improve (improved from 77% 2025 result)
Tasks	People responsible
<p>Timetable weekly PLC team meetings:</p> <ul style="list-style-type: none"> - Timetable teaching teams to be able to work together in PLC's - Learning Specialist / Section Leaders to lead the PLC inquiry cycles - Use student data as PLC inquiry cycle focusses - Reduce the interruption to combined PLC sessions - Plan, implement and minute PLC meetings 	<input checked="" type="checkbox"/> Learning specialist(s)
<p>Scheduled team planning sessions weekly and term planning days supported by school leadership:</p> <ul style="list-style-type: none"> - Timetable weekly combined planning sessions for teams and teachers sharing grade levels - Timetable termly planning days for teaching teams 	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)

<ul style="list-style-type: none"> - Learning Specialist / Section Leaders to lead the planning days - Ensure teachers are using consistent planning documents / formats / details - Edit and modify resources as required (particularly Ochre slides) - Ensure links to VTLM 2.0 - Investigate the use of Victorian Lesson Plans 	
<p>Coaching, Modelling, Mentoring and Peer Observations:</p> <ul style="list-style-type: none"> - Identify targeted areas from coaching, modelling, mentoring and peer observations (short and short focusses) - Utilise school observation and feedback protocols and forms - Have Learning Specialist conduct lessons observations & feedback - Have teachers conduct peer observations and feedback - Have Learning Specialist model lessons to teachers - Ensure sufficient time is allocated for feedback - Look at common misconceptions / areas of development for future PLC inquiry cycles 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)