2022 Annual Implementation Plan

for improving student outcomes

Clayton South Primary School (4384)

Submitted for review by Greg Clement (School Principal) on 24 November, 2021 at 11:19 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 28 January, 2022 at 02:34 PM
Endorsed by Tiffany Backhaus (School Council President) on 05 April, 2022 at 03:32 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	It became very clear to us as a leadership team that we need to shift our focus from literacy to numeracy. Through extensive research and professional readings, we have discovered what best practice in reading and writing looks like, and implemented these in the school, with great success. Our numeracy data, however, shows that we have a long way to go in improving our mathematics teaching. We will research best practice in numeracy, visit like-schools whose numeracy data is where we would like ours to be, and learn from them and their practices.

	Our engagement levels at the school are incredibly high and our students are very interested in their leanring. but we would like to learn how to engage the students more in agency and how they can contribute to curriculum design.
Considerations for 2022	We will be employing a speech pathologist (0.2), an Occupational Therapist (0.1) and a counsellor (0.2) in 2022 to further support our students with additional needs. With a full Allied Health team, we endeavour to provide as much support for the students through targeted interventions, 1:1 assistance, teacher professional learning and extra resources. Our Tutor will continue to provide targeted support for our most at-risk students, whilst an external tutor engaged through a tutoring company, will support our gifted and talented students in numeracy and reading. We will continue to embed our reading and writing programs which have had great success over the past 2 years, and implement best practice in numeracy to improve the learning outcomes for all students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve achievement outcomes in literacy and numeracy for every student
Target 2.1	- By 2023, the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN **reading** will increase from 64% (2018) to 75% - By 2023 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN **numeracy** will increase from 72% (2018) to 80% - By 2023 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN **writing** will increase from 66% (2018) to 75%
Target 2.2	By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in reading will increase from 53% (2019) to at least 75% as measured by NAPLAN results

	By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in writing will increase from 81% (2019) to at least 90% as measured by NAPLAN results By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in numeracy will increase from 72% (2019) to at least 90% as measured by NAPLAN results
Target 2.3	Every student will achieve at least one year's growth in English and Maths in teacher judgements. Student achievement will be tracked and measured through the use of a whole school data tracking program
Key Improvement Strategy 2.a Building practice excellence	Monitor and evaluate practice through the implementation of PLCs with an emphasis on data literacy to drive student achievement
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed the Clayton South Primary School Model for Learning and Assessment, targeting the use of high impact teaching strategies
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build teacher capability to use data and a range of assessment strategies to appropriately challenge students and meet their needs
Goal 3	To build student voice and agency in learning across the school

Target 3.1	By 2023, improve positive student endorsement of *student voice and agency* from 91% to 95% (AtoSS)
Target 3.2	By 2023, improve positive parent endorsement of *student voice and agency* from 89% to 95% (Parent Opinion Survey)
Target 3.3	By 2023, improve positive teacher endorsement of *collective efficacy* from 81% to 90% (Teacher Opinion Survey)
Key Improvement Strategy 3.a Empowering students and building school pride	To develop a common understanding of student voice and agency in learning
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide opportunities for students to actively contribute to curriculum design, planning and implementation
Key Improvement Strategy 3.c Empowering students and building school pride	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	To increase the number of students at or above level on Essential Assessment Numeracy from 48% to 70% from Year 2 - 6. To reduce the number of at risk students on the Dibels assesssment from 28% to 22% from Year 1 - 6. Individual social and emotional wellbeing score on the AToSS survey will increase from 73% positive to 85% positive Emotional awareness and regulation score on the AToSS survey will increase from 68% positive to 80% positive
To improve achievement outcomes in literacy and numeracy for every student	Yes	• By 2023, the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN **reading** will increase from 64% (2018) to 75% • By 2023 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN **numeracy** will increase from 72% (2018) to 80%	By end of 2022, the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN reading will increase to 73% By end of 2022 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN numeracy will increase to 78%

	• By 2023 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN **writing** will increase from 66% (2018) to 75%	By end of 2022 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN writing will increase to 73%
	By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in reading will increase from 53% (2019) to at least 75% as measured by NAPLAN results By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in writing will increase from 81% (2019) to at least 90% as measured by NAPLAN results By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in numeracy will increase from 72% (2019) to at least 90% as measured by NAPLAN results	By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in reading will increase from 53% (2019) to at least 70% as measured by NAPLAN results By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in writing will increase from 81% (2019) to at least 88% as measured by NAPLAN results By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in numeracy will increase from 72% (2019) to at least 85% as measured by NAPLAN results
	Every student will achieve at least one year's growth in English and Maths in teacher judgements. Student achievement will be tracked and measured through the use of a whole school data tracking program	Every student will achieve at least one year's growth in English and Maths in teacher judgements. Student achievement will be tracked and measured through the use of a whole school data tracking program

To build student voice and agency in learning across the school	Yes	By 2023, improve positive student endorsement of *student voice and agency* from 91% to 95% (AtoSS)	By the end of 2022, improve positive student endorsement of student voice and agency from 91% to 94%
		By 2023, improve positive parent endorsement of *student voice and agency* from 89% to 95% (Parent Opinion Survey)	By the end of 2022, improve positive parent endorsement of student voice and agency from 89% to 93%
		By 2023, improve positive teacher endorsement of *collective efficacy* from 81% to 90% (Teacher Opinion Survey)	By the end of 2022, improve positive teacher endorsement of collective efficacy from 81% to 88% (Staff Opinion Survey)

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	To increase the number of students at or above level on Essential Assessment Numeracy from 48% to 70% from Year 2 - 6. To reduce the number of at risk students on the Dibels assesssment from 28% to 22% from Year 1 - 6. Individual social and emotional wellbeing score on the AToSS survey will increase from 73% positive to 85% positive

	Emotional awareness and regulation score on the AToSS survey will increase from 68% positive to 80% positive

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Goal 2	To improve achievement outcomes in literacy and numeracy for every student
12 Month Target 2.1	By end of 2022, the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN reading will increase to 73% By end of 2022 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN numeracy will increase to 78% By end of 2022 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN writing will increase to 73%
12 Month Target 2.2	By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in reading will increase from 53% (2019) to at least 70% as measured by NAPLAN results By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in writing will increase from 81% (2019) to at least 88% as measured by NAPLAN results

	By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in numeracy will increase from 72% (2019) to at least 85% as measured by NAPLAN results
12 Month Target 2.3	Every student will achieve at least one year's growth in English and Maths in teacher judgements. Student achievement will be tracked and measured through the use of a whole school data tracking program

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Monitor and evaluate practice through the implementation of PLCs with an emphasis on data literacy to drive student achievement	Yes
KIS 2 Evidence-based high-impact teaching strategies	Embed the Clayton South Primary School Model for Learning and Assessment, targeting the use of high impact teaching strategies	No
KIS 3 Intellectual engagement and self-awareness	Build teacher capability to use data and a range of assessment strategies to appropriately challenge students and meet their needs	No
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.	With remote and flexible learning and the cancelling of one staff meeting each week due to AEU directives, we have not put in the time and effort required with PLCs in order to improve student outcomes. We will have 2 staff next year trained in PLCs, Lana and Kayla, who will look after the senior school and junior school respectively. This will help to improve consistency in practice and move us quickly towards achieving our targets on our SSP and AIP. Staff have improved in their capacity to use data and assessment strategies to appropriately challenge and differentiate teaching to meet their students' needs.Our Teaching and Learning model has been established in all classrooms, but we feel that by implementing a successful PLC program, we can address the needs of all students and improve student outcomes.	
Goal 3	To build student voice and agency in learning across the school	
12 Month Target 3.1	By the end of 2022, improve positive student endorsement of student voice and agency from 91% to 94%	
12 Month Target 3.2	By the end of 2022, improve positive parent endorsement of student voice and agency from 89% to 93%	

12 Month Target 3.3	By the end of 2022, improve positive teacher endorsement of collective efficacy from 81% to 88% (Staff Opinion Survey)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To develop a common understanding of student voice and agency in learning	Yes
KIS 2 Intellectual engagement and self-awareness	Provide opportunities for students to actively contribute to curriculum design, planning and implementation	Yes
KIS 3 Empowering students and building school pride	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered	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.	We will spend time developing a common understanding across all staff and students around student voice and agency and already have ideas in order to provide opportunities for students to actively contribute to curriculum design, planning and implementation. We have not had a focus on agency in the school and feel that by including the students in the planning process, we can improve overall engagement in our units of work. We are implementing a new program called the Core Knowledge Curriculum which incorporates vocabulary, reading and comprehension and combines this with background knowledge to improve understanding. Students will be able to select topics based on their interests, therefore improving engagement and agency. We will be having Student Voice Teams in 2022 who will meet at lunch times and discuss school improvement strategies.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	To increase the number of students at or above level on Essential Assessment Numeracy from 48% to 70% from Year 2 - 6. To reduce the number of at risk students on the Dibels assesssment from 28% to 22% from Year 1 - 6. Individual social and emotional wellbeing score on the AToSS survey will increase from 73% positive to 85% positive Emotional awareness and regulation score on the AToSS survey will increase from 68% positive to 80% positive
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity for assessment options and differentiation in order to identify and meet students' learning needs Develop a multi-tiered response to meet all students' learning needs Continue targeted professional learning for all staff in Curriculum areas of focus (in particular, numeracy) Engage in the Teaching Partners Initiative in Semester 2 2022
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning

Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	☑ Education Support ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise end-of-term focus groups with students, particularly those with disabilities and/or additional needs, to gather feedback on the school multi-tiered response model so that this can be modified for greater impact	☑ Allied Health ☑ Education Support ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with speech pathologist to support groups of students with disabilities and additional needs	☑ Allied Health ☑ Education Support ☑ School Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$17,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Purchase equipment and adaptive technology to support teaching and learning of students with disabilities	☑ Allied Health ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in the Teaching Partners Initiative	☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 4	$400.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches into staff professional practice			

Outcomes	Student leaders will able to recognise, respond to and refer mental heath emergencies Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing team will directly support students' mental health and/or provide referrals
Success Indicators	Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Late indicators: Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	☑ All Staff ☑ Allied Health	☑ PLP Priority	from: Term 1 to: Term 3	$8,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Employ and induct a wellbeing coordinator to lead wellbeing projects across the school	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 3	$13,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Diagnose and evaluate students to create SMART goals and modify accordingly	☑ Allied Health ☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Review IEPs regularly and assess their effectiveness with staff, students and families	☑ Allied Health ☑ Assistant Principal ☑ Education Support ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

	☑ Teacher(s)			☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes	☑ Allied Health	☑ PLP Priority	from: Term 1 to: Term 4	$13,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the multi-tiered response model at the end of each term using wellbeing data and student feedback, and modify for greater impact	☑ Allied Health ☑ Assistant Principal ☑ Education Support ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	☑ Allied Health ☑ Assistant Principal ☑ Education Support ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule time for relevant staff to review and manage student wellbeing entries in the learning management system	☑ All Staff ☑ Allied Health	☐ PLP Priority	from: Term 1	$0.00

	☑ Assistant Principal		to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	☑ Allied Health ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	☑ Allied Health ☑ Assistant Principal ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 3	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Hire additional Education Support Staff to work with and support students with additional needs in the Tier 2 model	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$42,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Goal 2	To improve achievement outcomes in literacy and numeracy for every student
12 Month Target 2.1	By end of 2022, the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN reading will increase to 73% By end of 2022 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN numeracy will increase to 78% By end of 2022 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN writing will increase to 73%
12 Month Target 2.2	By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in reading will increase from 53% (2019) to at least 70% as measured by NAPLAN results By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in writing will increase from 81% (2019) to at least 88% as measured by NAPLAN results By end of 2022, the percentage of Year 5 students assessed at achieving medium and high relative growth in numeracy will increase from 72% (2019) to at least 85% as measured by NAPLAN results
12 Month Target 2.3	Every student will achieve at least one year's growth in English and Maths in teacher judgements. Student achievement will be tracked and measured through the use of a whole school data tracking program
KIS 1 Building practice excellence	Monitor and evaluate practice through the implementation of PLCs with an emphasis on data literacy to drive student achievement
Actions	Establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice
Outcomes	PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will confidently and accurately identify student learning needs of all of their students Teachers will modify their teaching and share knowledge with their peers to improve student outcomes
Success Indicators	Early indicators Student feedback on differentiation, the instructional model, and use of common strategies Teachers' formative assessment data and summative judgements against the curriculum

	Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning Late indicators: NAPLAN results e.g. Numeracy benchmark growth Students, staff and parent perception survey results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ All Staff ☑ Allied Health ☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Document plans for coaching/mentoring/observation	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Assistant Principal ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes/structures for collecting and monitoring school-wide data	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	☑ Numeracy Leader	☑ PLP Priority	from: Term 1	$0.00

				to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To build student voice and agency in learning across the school
12 Month Target 3.1	By the end of 2022, improve positive student endorsement of student voice and agency from 91% to 94%
12 Month Target 3.2	By the end of 2022, improve positive parent endorsement of student voice and agency from 89% to 93%
12 Month Target 3.3	By the end of 2022, improve positive teacher endorsement of collective efficacy from 81% to 88% (Staff Opinion Survey)
KIS 1 Empowering students and building school pride	To develop a common understanding of student voice and agency in learning
Actions	Conduct Professional Learning for all staff centred on student voice and agency in learning Hold focus groups to establish a school policy on wellbeing Establish a shared vision for what student voice and agency looks like at Clayton South Primary School
Outcomes	Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will have strong relationships with peers/staff

Success Indicators	Early indicators Student pre and post support surveys Student engagement and assessment data Documentation of strategies students will use in classes and at school Engagement data from learning management system (Sentral) Late indicators Attendance data Health and wellbeing dashboards AtoSS data relating to Student Voice and Agency				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with students to develop strategies to embed our positive behaviour strategies and values	☑ Allied Health ☑ Assistant Principal ☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes/structures for collecting and monitoring school-wide data	☑ Allied Health ☑ Assistant Principal ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Intellectual engagement and self-awareness	Provide opportunities for students to actively contribute to curriculum design, planning and implementation
Actions	Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Establish an SRC/Student Voice Team to speak on behalf of the student body on all matters relating to curriculum and wellbeing Enable student input into curriculum design through multiple choice options provided to them linking their interests to the content taught
Outcomes	Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and

	programs Students will have strong relationships with peers/staff
Success Indicators	Early indicators Student pre and post support surveys Student engagement and assessment data Documentation of strategies students will use in classes and at school Engagement data from learning management system (Sentral) Late indicators Attendance data Health and wellbeing dashboards AtoSS data relating to Student Voice and Agency

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish routines in the classroom that allow for student input into curriculum design and content taught	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish Student Voice Teams across the school with representatives from each class	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Empowering students and building school pride	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered
Actions	Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Establish an SRC/Student Voice Team to speak on behalf of the student body on all matters relating to curriculum and wellbeing
Outcomes	Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will have strong relationships with peers/staff
Success Indicators	Early indicators Student pre and post support surveys Student engagement and assessment data Documentation of strategies students will use in classes and at school Engagement data from learning management system (Sentral) Late indicators Attendance data Health and wellbeing dashboards AtoSS data relating to Student Voice and Agency

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Hold Professional Learning for all staff around the teaching of explicit strategies to enable student voice and agency in every classroom	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$70,000.00	$25,400.00	$44,600.00
Disability Inclusion Tier 2 Funding	$72,000.00	$72,000.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$142,000.00**	**$97,400.00**	**$44,600.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Engage with speech pathologist to support groups of students with disabilities and additional needs	$17,000.00
Purchase equipment and adaptive technology to support teaching and learning of students with disabilities	$2,000.00
Engage in the Teaching Partners Initiative	$400.00
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	$8,000.00
Employ and induct a wellbeing coordinator to lead wellbeing projects across the school	$13,000.00
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes	$13,000.00
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	$1,000.00

Hire additional Education Support Staff to work with and support students with additional needs in the Tier 2 model	$42,000.00
Hold Professional Learning for all staff around the teaching of explicit strategies to enable student voice and agency in every classroom	$1,000.00
Totals	**$97,400.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Purchase equipment and adaptive technology to support teaching and learning of students with disabilities	from: Term 1 to: Term 2	$2,000.00	☑ Teaching and learning programs and resources
Engage in the Teaching Partners Initiative	from: Term 3 to: Term 4	$400.00	☑ CRT
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	from: Term 1 to: Term 3	$8,000.00	☑ Professional development (excluding CRT costs and new FTE)
Employ and induct a wellbeing coordinator to lead wellbeing projects across the school	from: Term 1 to: Term 3	$13,000.00	☑ School-based staffing
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-	from: Term 1	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)

tiered responses to support student mental health	to: Term 3		
Hold Professional Learning for all staff around the teaching of explicit strategies to enable student voice and agency in every classroom	from: Term 1 to: Term 2	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		**$25,400.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Engage with speech pathologist to support groups of students with disabilities and additional needs	from: Term 1 to: Term 4	$17,000.00	☑ Other workforces to support students with disability • Speech pathologists
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes	from: Term 1 to: Term 4	$13,000.00	☑ Other workforces to support students with disability • Occupational therapy
Hire additional Education Support Staff to work with and support students with additional needs in the Tier 2 model	from: Term 1 to: Term 4	$42,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Totals		**$72,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage with speech pathologist to support groups of students with disabilities and additional needs	☑ Allied Health ☑ Education Support ☑ School Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Demonstration lessons	☑ Communities of Practice	☑ Literacy expertise ☑ Internal staff	☑ On-site
Engage in the Teaching Partners Initiative	☑ Leadership Team	from: Term 3 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice	☑ Teaching partners	☑ On-site
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	☑ All Staff ☑ Allied Health	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Subject association ☑ External consultants Speech pathologist	☑ On-site
Employ and induct a wellbeing coordinator to lead	☑ Assistant Principal	from: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

wellbeing projects across the school		to: Term 3	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback			
Diagnose and evaluate students to create SMART goals and modify accordingly	☑ Allied Health ☑ Education Support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes	☑ Allied Health	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	☑ Allied Health ☑ Assistant Principal ☑ Education Support ☑ Student(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability	☑ All Staff	from: Term 1	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

		to: Term 2	☑ Curriculum development			
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	☑ Allied Health ☑ Assistant Principal ☑ Student(s)	from: Term 1 to: Term 3	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ All Staff ☑ Allied Health ☑ Assistant Principal	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Assistant Principal ☑ PLC Leaders	from: Term 1 to: Term 3	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff	☑ On-site

Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	☑ Numeracy Leader	from: Term 1 to: Term 3	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Maths/Sci Specialist	☑ On-site
Hold Professional Learning for all staff around the teaching of explicit strategies to enable student voice and agency in every classroom	☑ All Staff	from: Term 1 to: Term 2	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site