

# Annual Implementation Plan - 2024

## Select annual goals and KIS

Clayton South Primary School (4384)



Submitted for review by Craig Pauwels (School Principal) on 04 March, 2024 at 04:12 PM

Endorsed by Tim Wilson (Senior Education Improvement Leader) on 27 March, 2024 at 11:51 AM

Endorsed by Sandra Tirtahardja (School Council President) on 28 March, 2024 at 11:33 AM

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Improve student learning outcomes in literacy and numeracy</p>	Yes	<p>By 2027 increase the proportion of students assessed as achieving strong or exceeding level at Year 5 NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 75% in 2023 to 85%</li> <li>• Numeracy from 50% in 2023 to 75%</li> </ul>	<p>- 2024 Reading Target: 78% achieving strong or exceeding in Year 5 NAPLAN.- 2024 Numeracy Target: 60% achieving strong or exceeding in Year 5 NAPLAN.</p>
		<p>By 2027 increase the proportion of students assessed as achieving strong or exceeding level at Year 3 NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 53% in 2023 to 60%</li> <li>• Numeracy 60% in 2023 to 70%</li> </ul>	<p>- 2024 Reading Target: 55% achieving strong or exceeding in Year 3 NAPLAN.- 2024 Numeracy Target: 63% achieving strong or exceeding in Year 3 NAPLAN.</p>
		<p>Increase student growth in the PAT-R and PAT-M assessments as measured through achievement bands in a target cohort:</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>The break down target for this goal is a two year target and may be unable to be measured at the end of this year. - 80% of students improving one or more achievement bands in PAT Reading and Maths during 2024 and 2025.</p>

		<ul style="list-style-type: none"> <li>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)</li> </ul>	
		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	- Decrease the percentage of students In Years 1-6 requiring intensive support using Dibels to 25% (based on end of year assessment).
To improve student wellbeing, voice and agency.	Yes	By 2027, increase the percent positive response score on the Attitudes to School Survey (AtoSS) for Years 4–6 in the factor: <ul style="list-style-type: none"> <li>student voice and agency from 54% (2023) to 65% (2027).</li> </ul>	- In 2024 improve the percent positive response score in the AtoSS in Student Voice and Agency to 58%.
		By 2027, increase the percent positive responses score on the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> <li>Use student feedback to improve practice from 44% (2022) to 70% (2027).</li> <li>Promote ownership of learning goals from 56% (2022) to 70% (2027).</li> </ul>	Improve the percent positive responses utilising the School Staff Surveys:- Use student feedback to improve practice to 55%- Promote ownership of learning goals to 60%
		Maintain the positive endorsement by parents of student voice and agency in the Parent Opinion Survey (POS) above 80% (88% in 2022/state 78%).	Maintain the positive endorsement by parents of student voice and agency in the Parent Opinion Survey (POS) above 80%

<b>Goal 2</b>	<b>Improve student learning outcomes in literacy and numeracy</b>
<b>12-month target 2.1-month target</b>	- 2024 Reading Target: 78% achieving strong or exceeding in Year 5 NAPLAN. - 2024 Numeracy Target: 60% achieving strong or exceeding in Year 5 NAPLAN.
<b>12-month target 2.2-month target</b>	- 2024 Reading Target: 55% achieving strong or exceeding in Year 3 NAPLAN. - 2024 Numeracy Target: 63% achieving strong or exceeding in Year 3 NAPLAN.

<b>12-month target 2.3-month target</b>	The break down target for this goal is a two year target and may be unable to be measured at the end of this year. - 80% of students improving one or more achievement bands in PAT Reading and Maths during 2024 and 2025.	
<b>12-month target 2.4-month target</b>	- Decrease the percentage of students In Years 1-6 requiring intensive support using Dibels to 25% (based on end of year assessment).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Assessment	Build teacher capability to use student data to inform differentiation and intervention.	No
<b>KIS 2.b</b> Leadership	Establish and embed agreed instructional model in literacy and numeracy.	Yes
<b>KIS 2.c</b> Teaching and learning	Build teacher capacity around implementation of instructional model and routines in literacy and numeracy.	No
<b>KIS 2.d</b> Support and resources	Continue to strengthen the PLC model to promote collective efficacy and collaboration.	No
<b>KIS 2.e</b> Leadership	Develop a viable and documented curriculum in literacy and numeracy.	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.	<p>Whilst intensive work has occurred in the school over the past years to improve teacher capacity to deliver literacy and the approaches used, this work needs to be refined, simplified and documented to enable greater consistency across the school. The previous heavy focus on literacy has meant that the focus and in turn results for maths have suffered.</p> <p>2023 staff survey positive endorsement results that demonstrate the need for improvement are:</p> <ul style="list-style-type: none"> <li>- Academic emphasis 55%</li> <li>- Guaranteed and viable curriculum 50%</li> </ul> <p>This is also evident in the work that occurred as a staff with the Self Evaluation - intensive work occurred here in the lead up to the 2023 School Review and the review outcomes.</p>	
<b>Goal 3</b>	<b>To improve student wellbeing, voice and agency.</b>	

<b>12-month target 3.1-month target</b>	- In 2024 improve the percent positive response score in the AtoSS in Student Voice and Agency to 58%.	
<b>12-month target 3.2-month target</b>	Improve the percent positive responses utilising the School Staff Surveys: - Use student feedback to improve practice to 55% - Promote ownership of learning goals to 60%	
<b>12-month target 3.3-month target</b>	Maintain the positive endorsement by parents of student voice and agency in the Parent Opinion Survey (POS) above 80%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Leadership	Develop staff understanding and approach to student voice and agency.	No
<b>KIS 3.b</b> Engagement	Provide opportunities for student input into school improvement.	Yes
<b>KIS 3.c</b> Assessment	Develop practices for students to provide feedback on teaching and learning	No
<b>KIS 3.d</b> Teaching and learning	Develop processes for student self-monitoring and regulation of emotions and learning.	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.	<p>Our current overall school results in relation to Student Voice and Agency has been low. This is especially evident in the Student Attitudes to School Survey. This is also evident in the Staff Survey results and the work that occurred as a staff with the Self Evaluation - intensive work occurred here in the lead up to the 2023 School Review.</p> <p>Whilst there are basic steps already implemented (student leaders and a basic SRC), work needs to begin with staff understanding the importance of Student Voice and Agency and the ways which they can incorporate this more into their classes / lessons, and also students having more input into school improvement.</p> <p>The two major steps that we want to begin with these Key Improvement Strategies are:</p> <ul style="list-style-type: none"> <li>- Beginning to develop staff understanding to student voice and agency and its importance.</li> <li>- Beginning to provide opportunities for student input towards school improvement.</li> </ul>	

