

2025 Annual Implementation Plan

for improving student outcomes

Clayton South Primary School (4384)



Submitted for review by Craig Pauwels (School Principal) on 15 December, 2024 at 02:07 PM
Endorsed by David Caughey (Senior Education Improvement Leader) on 03 April, 2025 at 11:02 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
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% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. 2025 Reading Target: 80% achieving strong or exceeding in Year 5 NAPLAN.2025 Numeracy Target: 65% achieving strong or exceeding in Year 5 NAPLAN
		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% 	2025 Reading Target: 60% achieving strong or exceeding in Year 3 NAPLAN.2025 Numeracy Target: 70% achieving strong or exceeding in Year 3 NAPLAN
		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) 	80% of students improving one or more achievement bands in Reading from Year 3-6 across 2024-2025.80% of students improving one or more achievement bands in Maths from Year 3-6 across 2024-2025.

		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"> • student voice and agency from 54% (2023) to 65% (2027). 	Maintain the percent positive response school on the AtoSS in Student Voice and Agency at 80%
		By 2027, increase the percent positive responses score on the School Staff Survey (SSS) in the factors: <ul style="list-style-type: none"> • Use student feedback to improve practice from 44% (2022) to 70% (2027). • Promote ownership of learning goals from 56% (2022) to 70% (2027). 	Improve the percent positive responses utilising the School Staff Surveys:- Maintain - use student feedback to improve practice at 70%- 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 85%.

Goal 1	Improve student learning outcomes in literacy and numeracy
12-month target 1.1	2025 Reading Target: 80% achieving strong or exceeding in Year 5 NAPLAN. 2025 Numeracy Target: 65% achieving strong or exceeding in Year 5 NAPLAN
12-month target 1.2	2025 Reading Target: 60% achieving strong or exceeding in Year 3 NAPLAN. 2025 Numeracy Target: 70% achieving strong or exceeding in Year 3 NAPLAN

12-month target 1.3	80% of students improving one or more achievement bands in Reading from Year 3-6 across 2024-2025. 80% of students improving one or more achievement bands in Maths from Year 3-6 across 2024-2025.	
12-month target 1.4	Decrease the percentage of students in Years 1-6 requiring intensive support using Dibels to 25% (based on end of year assessment)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Assessment	Build teacher capability to use student data to inform differentiation and intervention.	No
KIS 1.b Leadership	Establish and embed agreed instructional model in literacy and numeracy.	No
KIS 1.c Teaching and learning	Build teacher capacity around implementation of instructional model and routines in literacy and numeracy.	Yes
KIS 1.d Support and resources	Continue to strengthen the PLC model to promote collective efficacy and collaboration.	Yes
KIS 1.e Leadership	Develop a viable and documented curriculum in literacy and numeracy.	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>Whilst intensive work occurred in 2024 to improve teacher capacity to deliver literacy and the approaches used, this work needs to be refined, simplified and documented to embed greater teacher confidence and consistency across the school. Areas of focus will be:</p> <p>PLC occurring during planning times in area teams (more level focussed) Teachers attending community of practices / school visits with Learning Specialist Coaching modelling observations peer observations PLC community of practice involvement Ochre modification - building on resources Multi Tiered levels of support</p>	

Goal 2	To improve student wellbeing, voice and agency.	
12-month target 2.1	Maintain the percent positive response school on the AtoSS in Student Voice and Agency at 80%	
12-month target 2.2	Improve the percent positive responses utilising the School Staff Surveys: - Maintain - use student feedback to improve practice at 70% - Promote ownership of learning goals to 60%	
12-month target 2.3	Maintain the positive endorsement by parents of student voice and agency in the Parent Opinion Survey (POS) above 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop staff understanding and approach to student voice and agency.	Yes
KIS 2.b Engagement	Provide opportunities for student input into school improvement.	No
KIS 2.c Assessment	Develop practices for students to provide feedback on teaching and learning	No
KIS 2.d 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>In 2024, great work occurred in the development (constructed by students and teachers) of the behaviour matrix and positive behaviour rewards. 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 three major steps that we want to begin with these Key Improvement Strategies are: - Embed the positive behaviour rewards and behaviour matrix use for teaching</p>	

	<ul style="list-style-type: none">- Beginning to develop staff understanding to student voice and agency and its importance.- Teachers beginning to find ways and incorporate student voice and agency in their classrooms.
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Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning outcomes in literacy and numeracy
12-month target 1.1	2025 Reading Target: 80% achieving strong or exceeding in Year 5 NAPLAN. 2025 Numeracy Target: 65% achieving strong or exceeding in Year 5 NAPLAN
12-month target 1.2	2025 Reading Target: 60% achieving strong or exceeding in Year 3 NAPLAN. 2025 Numeracy Target: 70% achieving strong or exceeding in Year 3 NAPLAN
12-month target 1.3	80% of students improving one or more achievement bands in Reading from Year 3-6 across 2024-2025. 80% of students improving one or more achievement bands in Maths from Year 3-6 across 2024-2025.
12-month target 1.4	Decrease the percentage of students in Years 1-6 requiring intensive support using Dibels to 25% (based on end of year assessment)
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity around implementation of instructional model and routines in literacy and numeracy.
Actions	<ul style="list-style-type: none"> - Embed a consistent approach to the teaching of literacy and numeracy within the school. - Continue to build teacher capacity in the delivery of literacy and numeracy programs.
Outcomes	<ul style="list-style-type: none"> - Consistent pedagogy demonstrated by all teachers - Consistent language and instruction being demonstrated by all teachers - Collaborative planning and assessments occurring across the school
Success Indicators	Success indicators will include: <ul style="list-style-type: none"> - Improved NAPLAN results as per set targets - Improved PAT results as per set targets

	<ul style="list-style-type: none"> - Improved Dibels assessment results as per set targets - Improved staff survey results as per set targets - Evidence of consistent planning demonstrating the use of the agreed instructional model 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Development for Staff in Literacy and Numeracy curriculum design and resources	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Leadership modelling and coaching for literacy and numeracy lessons.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Peer observations to occur with specific Literacy and Numeracy focusses. This will occur both in school and through the Network Community of Practice sessions.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to strengthen the PLC model to promote collective efficacy and collaboration.			

Actions	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.			
Outcomes	<ul style="list-style-type: none"> - Timetabled, focussed PLC meetings occurring throughout the year - Consistent use of data and evidence used to focus on student improvement - Use whole school planning documents for consistent planning and lessons across the school 			
Success Indicators	Success indicators will include: <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 to 85% positive endorsement (improved from 78% 2024 result) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Timetable weekly PLC team meetings	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Scheduled team planning sessions weekly and term planning days supported by school leadership.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

					<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 2	To improve student wellbeing, voice and agency.				
12-month target 2.1	Maintain the percent positive response school on the AtoSS in Student Voice and Agency at 80%				
12-month target 2.2	Improve the percent positive responses utilising the School Staff Surveys: - Maintain - use student feedback to improve practice at 70% - Promote ownership of learning goals to 60%				
12-month target 2.3	Maintain the positive endorsement by parents of student voice and agency in the Parent Opinion Survey (POS) above 85%.				
KIS 2.a 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	Develop staff understanding and approach to student voice and agency.				
Actions	- Develop staff understanding of Student Voice and ways in which it can be incorporated towards creating school improvement.				
Outcomes	- All classes having input towards school behaviour expectations and school wide positive behaviours to be implemented. - Students demonstrated great choice in their classes. - Further development of Student Representative Council. - Student Representative Council planning activities and events for the students.				

Success Indicators	Success indicators will include: <ul style="list-style-type: none"> - Students being able to articulate ways in which they have had a say about school improvement - Teachers being able to articulate how students have contributed towards school improvement - Student AtoSS results maintained at minimum 80% positive endorsement for Student Voice and Agency - Parent Opinion survey results maintained at minimum 85% positive endorsement for student voice and agency - SRC and student ideas being put into action 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Hold professional learning for staff to develop a common understanding of Student Voice within the school.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Student Leaders / SRC meeting to come up with ideas and organising activities.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$135,754.91	\$136,000.00	-\$245.09
Disability Inclusion Tier 2 Funding	\$78,303.25	\$79,000.00	-\$696.75
Schools Mental Health Fund and Menu	\$27,602.50	\$27,000.00	\$602.50
Total	\$241,660.66	\$242,000.00	-\$339.34

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional Development for Staff in Literacy and Numeracy curriculum design and resources	\$10,000.00
Leadership modelling and coaching for literacy and numeracy lessons.	\$8,000.00
Peer observations to occur with specific Literacy and Numeracy focusses. This will occur both in school and through the Network Community of Practice sessions.	\$5,000.00
Timetable weekly PLC team meetings	\$5,000.00
Scheduled team planning sessions weekly and term planning days supported by school leadership.	\$5,000.00
Hold professional learning for staff to develop a common understanding of Student Voice within the school.	\$5,000.00

Student Leaders / SRC meeting to come up with ideas and organising activities.	\$2,000.00
Totals	\$40,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Development for Staff in Literacy and Numeracy curriculum design and resources	from: Term 1 to: Term 2	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Leadership modelling and coaching for literacy and numeracy lessons.	from: Term 2 to: Term 3	\$8,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Peer observations to occur with specific Literacy and Numeracy focusses. This will occur both in school and through the Network Community of Practice sessions.	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Timetable weekly PLC team meetings	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Scheduled team planning sessions weekly and term	from: Term 1	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

planning days supported by school leadership.	to: Term 4		
Hold professional learning for staff to develop a common understanding of Student Voice within the school.	from: Term 2 to: Term 3	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Student Leaders / SRC meeting to come up with ideas and organising activities.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$31,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Development for Staff in Literacy and Numeracy curriculum design and resources	from: Term 1 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Timetable weekly PLC team meetings	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Scheduled team planning sessions weekly and term	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

planning days supported by school leadership.	to: Term 4		•
Hold professional learning for staff to develop a common understanding of Student Voice within the school.	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Totals		\$9,000.00	

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
Additional Staffing: - Teachers to provide smaller class sizes - ES staff to provide greater support access to students	\$105,000.00
Totals	\$105,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Additional Staffing: - Teachers to provide smaller class sizes - ES staff to provide greater support access to students	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$105,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional Staffing: - Teachers to provide smaller class sizes - ES staff to provide greater support access to students	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Totals		\$70,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Additional Staffing: - Teachers to provide smaller class sizes - ES staff to provide greater support access to students	from: Term 1 to: Term 4	\$27,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$27,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Peer observations to occur with specific Literacy and Numeracy focusses. This will occur both in school and through the Network Community of Practice sessions.	✓ All staff	from: Term 2 to: Term 3	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Demonstration lessons 	✓ Communities of practice	<ul style="list-style-type: none"> ✓ Learning specialist ✓ Literacy leaders ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ Off-site COP School Visits and Network Meetings
Hold professional learning for staff to develop a common understanding of Student Voice within the school.	✓ Leadership team	from: Term 2 to: Term 3	<ul style="list-style-type: none"> ✓ Student voice, including input and feedback 	✓ Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> ✓ Internal staff ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site