

2025 Annual Implementation Plan

for improving student outcomes

Tarneit Rise Primary School (8881)



Submitted for review by Nadia Bettio (School Principal) on 04 July, 2025 at 01:52 PM

Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 08 July, 2025 at 10:46 AM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	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	
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
Optimise the learning achievement and growth of every student.	Yes	By 2029, increase the percentage of students achieving Strong or Exceeding proficiency on NAPLAN for: Year 3 <ul style="list-style-type: none"> • reading from 67% in 2024 to 70% • writing from 79% in 2024 to 80% • numeracy from 61% in 2024 to 65% Year 5 <ul style="list-style-type: none"> • reading from 75% in 2024 to 79% • writing from 78% in 2024 to 80% • numeracy from 70% in 2024 to 74% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By 2025, increase the percentage of students achieving Strong or Exceeding proficiency on NAPLAN for: Year 3 • reading 69% • writing 79% • numeracy 62% Year 5 • reading 78% • writing 79% • numeracy 73%
		By 2029, reduce the percentage of students achieving the Needs Additional Support proficiency on NAPLAN for: Year 3 <ul style="list-style-type: none"> • reading from 7% in 2024 to 5% • numeracy from 10% in 2024 to 8% Year 5 <ul style="list-style-type: none"> • reading from 5% in 2024 to 4% • numeracy from 9% in 2024 to 8% 	By 2025, reduce the percentage of students achieving the Needs Additional Support proficiency on NAPLAN for: Year 3 • reading 6% • numeracy 9% Year 5 • reading 5% • numeracy 8%
		By 2029, increase the percentage of Year 5 students achieving medium and high benchmark growth for NAPLAN reading, writing and numeracy (Placeholder Target).	xxx

		<p>By 2029 increase the percentage of students achieving at or above expected growth, against the Victorian Curriculum, using teacher judgements for:</p> <ul style="list-style-type: none"> Mathematics from xx% in 2025 to yy% <p><i>Placeholder target - to be updated when data becomes available</i></p>	xxx
		<p>By 2029, increase the percentage positive endorsement on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> Guaranteed and viable curriculum (principal and teacher class) from 71% in 2024 to 79% Staff trust in colleagues from 68% in 2024 to 72% Understand formative assessment from 66% in 2024 to 80%. 	<p>By 2025, increase the percentage positive endorsement on the School Staff Survey (SSS) for: * Staff trust in colleagues 70% * Understand formative assessment 70% * Guaranteed and viable curriculum (principal and teacher class) 73%</p>
Enhance student engagement and wellbeing.	Yes	<p>By 2029, increase the percentage positive endorsement to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> Stimulating learning from 80% in 2024 to 85% Effective classroom behaviour from 78% in 2024 to 80% Emotional awareness and regulation from 77% in 2024 to 80%. 	<p>By 2025, increase the percentage positive endorsement to the Attitudes to School Survey factors: Stimulating learning from 82% Effective classroom behaviour from 79% Emotional awareness and regulation from 78%</p>
		<p>By 2029, increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> Collective efficacy (principal and teacher class) from 82% in 2024 to 85% Collective efficacy (education support class) from 79% in 2024 to 85% 	<p>By 2025, increase the percentage positive endorsement to the School Staff Survey factors: Collective efficacy (principal and teacher class) from 83% Collective efficacy (education support class) from 80%</p>
		<p>By 2029, increase the attendance rate from 88.8% in 2024 to 91%.</p>	<p>Increase attendance from 88.8% to 89%</p>

Goal 1	Optimise the learning achievement and growth of every student.	
12-month target 1.1	<p>By 2025, increase the percentage of students achieving Strong or Exceeding proficiency on NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none"> • reading 69% • writing 79% • numeracy 62% <p>Year 5</p> <ul style="list-style-type: none"> • reading 78% • writing 79% • numeracy 73% 	
12-month target 1.2	<p>By 2025, reduce the percentage of students achieving the Needs Additional Support proficiency on NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none"> • reading 6% • numeracy 9% <p>Year 5</p> <ul style="list-style-type: none"> • reading 5% • numeracy 8% 	
12-month target 1.3	xxx	
12-month target 1.4	xxx	
12-month target 1.5	<p>By 2025, increase the percentage positive endorsement on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> * Staff trust in colleagues 70% * Understand formative assessment 70% * Guaranteed and viable curriculum (principal and teacher class) 73% 	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Leadership	Deepen staff knowledge and practice of the science of learning.	Yes
KIS 1.b Teaching and learning	Strengthen staff knowledge and practice to use assessment formatively.	No
KIS 1.c Teaching and learning	Create and embed the instructional framework.	No
KIS 1.d Leadership	Enhance the knowledge and skills of leaders to drive best practice.	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.	TRPS has always delivered synthetic phonics in Prep - 2 through explicit instruction and has followed the science of learning research to inform our synthetic phonics program. This year the school has introduced new teaching programs; OCHRE Maths, InitaLit English in P-2, and Explicit Maths Program P-2 all of which are underpinned by the science of learning research. Building knowledge is important in any implementation strategy and is particularly important at TRPS to support the 30 (plus) new teachers that are employed each year.	
Goal 2	Enhance student engagement and wellbeing.	
12-month target 2.1	By 2025, increase the percentage positive endorsement to the Attitudes to School Survey factors: Stimulating learning from 82% Effective classroom behaviour from 79% Emotional awareness and regulation from 78%	
12-month target 2.2	By 2025, increase the percentage positive endorsement to the School Staff Survey factors: Collective efficacy (principal and teacher class) from 83% Collective efficacy (education support class) from 80%	
12-month target 2.3	Increase attendance from 88.8% to 89%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Deepen staff knowledge and consistency of practice to implement a tiered system of support.	No
KIS 2.b Engagement	Deepen family and community partnerships for learning and wellbeing to improve student access to learning.	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>To ensure our parents are well informed of their child's learning growth, we will transition from Student Lead Conferences, which have traditionally been a celebration of students' best work, to Parent Teacher Interviews, lead by the teacher to provide an objective and expert perspective on their child's academic performance and learning behaviour. Reports will be simplified to have a five point rating scale that communicates to families if their child is well above the expected level, above the expected level, at the expected level, below the expected level, or well below the expected level.</p> <p>Before Parent Teacher Interviews, leadership will schedule meetings with the families of children who are performing below or well below the expected level to alert them of this and to establish a plan for future development that shares the responsibility between the school and the family.</p> <p>To ensure children still have the opportunity to advocate for their own learning, parents will be invited to PLC Open Days each term.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Optimise the learning achievement and growth of every student.
12-month target 1.1	<p>By 2025, increase the percentage of students achieving Strong or Exceeding proficiency on NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none"> • reading 69% • writing 79% • numeracy 62% <p>Year 5</p> <ul style="list-style-type: none"> • reading 78% • writing 79% • numeracy 73%
12-month target 1.2	<p>By 2025, reduce the percentage of students achieving the Needs Additional Support proficiency on NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none"> • reading 6% • numeracy 9% <p>Year 5</p> <ul style="list-style-type: none"> • reading 5% • numeracy 8%
12-month target 1.3	xxx
12-month target 1.4	xxx
12-month target 1.5	<p>By 2025, increase the percentage positive endorsement on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> * Staff trust in colleagues 70% * Understand formative assessment 70% * Guaranteed and viable curriculum (principal and teacher class) 73%
KIS 1.a The strategic direction and deployment of resources to	Deepen staff knowledge and practice of the science of learning.

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Build the capacity of all teachers to implement Explicit Direct Instruction</p> <p>Build the capacity of P-2 teachers and intervention staff to implement Direct Instruction programs</p> <p>Deepen teacher knowledge of how learning occurs</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a robust knowledge of Rosenshine's Principles of Instruction, EDI, InitialLit, EMP and/or the OCHRE Maths resource - develop an improved knowledge of evidence based reading instruction for low progress older readers (Intervention PLC) - collaborate with Implementation Team to devise mechanisms that will support 'the' what and how of the implementation - collaborate with Implementation Team to respond to barriers whilst maintaining program fidelity - monitor implementation by responding to and actioning findings from learning walks to improve program implementation - support staff with implementation through formal coaching, and implementation support for those not showing success through learning walks - reinforce effective execution of the program through feedback, prompts, reminders, and professional learning at the PLC level - ensure that as new priorities emerge, sufficient support is in place to protect and maintain the implementation - consistently review the implementation effort and the outcomes achieved <p>Teachers will:</p> <ul style="list-style-type: none"> - develop a robust knowledge of Rosenshine's Principles of Instruction, EDI, InitialLit, EMP and/or the OCHRE Maths resource - implement InitialLit and EMP (P-2) with fidelity - use the OCHRE Maths resource to instruct in mathematics - embed academic student engagement norms - provide effective feedback for incorrect answers - implement the components of an Explicit Direct Instruction Lesson - develop an improved knowledge of evidence based reading instruction for low progress older readers (Intervention

	<p>PLC)</p> <p>Students will:</p> <ul style="list-style-type: none"> - execute the expectations associated with each engagement norm - know how feedback will be delivered and how to respond - demonstrate an improved knowledge of mathematics and English
Success Indicators	<p>Learning Walk data for InitialLit and EDI to show an 80% success rate for each criterion before moving to the next phase of implementation</p> <p>Data from InitialLit Cumulative Reviews to show that 80% of children have demonstrated between 80-100% mastery of content</p> <p>All low progress readers from years 3-6 with a deficit in decoding to receive MacqLit intervention</p> <p>By the end of 2025, increase or maintain the percentage of Grade 1 to 6 students achieving 12 months or more of learning growth in reading as judged by the Victorian Curriculum Teacher Judgments:</p> <p>Year 1 94% to 94% (maintain) Year 2 94% to 94% (maintain) Year 3 91% to 92% Year 4 87 % to 88% Year 5 88% to 89% Year 6 86% to 87%</p> <p>By March 2025, increase the percentage of students in the Exceeding and Strong proficiency levels in NAPLAN:</p> <p>Year 3 Numeracy from 61% to 62% Year 5 Numeracy from 70% to 71%</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage Dataworks to facilitate whole school Explicit Direct Instruction professional learning	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Other funding will be used
Engage MultiLit to facilitate InitialLit professional learning for P-2 teachers and leaders	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$15,900.00 <input checked="" type="checkbox"/> Other funding will be used
Facilitate whole school professional learning on Rosehshine's Principles of Instruction	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Implement InitialLit and EMP (P-2), OCHRE Maths (3-6)	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$168,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Create Executive Teams for the implementation of InitialLit and Explicit Direct Instruction, including appointing a lead implementer for each team.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Implement MacqLit across years 3-6	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Increase Education Support hours of 8 hours per week to develop resources for Tier 1 and Tier 2 Maths and English programs	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 2	Enhance student engagement and wellbeing.			
12-month target 2.1	By 2025, increase the percentage positive endorsement to the Attitudes to School Survey factors: Stimulating learning from 82% Effective classroom behaviour from 79% Emotional awareness and regulation from 78%			
12-month target 2.2	By 2025, increase the percentage positive endorsement to the School Staff Survey factors: Collective efficacy (principal and teacher class) from 83% Collective efficacy (education support class) from 80%			
12-month target 2.3	Increase attendance from 88.8% to 89%			
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Deepen family and community partnerships for learning and wellbeing to improve student access to learning.			

Actions	Improve parent understanding of student achievement Increase opportunities for parents to be involved in their child's learning			
Outcomes	Leaders will: - openly communicate student achievement with families - share community supports with families Teachers will: - openly communicate student achievement with families - plan for shared opportunities for families to be involved in their child's learning Students will: - accurately know their level of achievement - share and celebrate their learning with their families Community: - accurately know their child's level of achievement - be more connected to their child's classroom learning program			
Success Indicators	Parent Opinion Data Open Day celebrations - parent sign in sheets, photos Comparison between 2024 reports and 2025 reports Meeting minutes PTI attendance			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Simplify reports	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00

				<input checked="" type="checkbox"/> Other funding will be used
Transition from Student Lead Conferences to Parent Teacher Interviews	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule family meetings and parent teacher interviews	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
PLC Open Days	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other 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	\$294,488.69	\$330,654.00	-\$36,165.31
Disability Inclusion Tier 2 Funding	\$576,737.16	\$576,085.00	\$652.16
Schools Mental Health Fund and Menu	\$159,685.98	\$121,833.00	\$37,852.98
Total	\$1,030,911.83	\$1,028,572.00	\$2,339.83

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement InitialLit and EMP (P-2), OCHRE Maths (3-6)	\$168,500.00
Implement MacqLit across years 3-6	\$12,000.00
Increase Education Support hours of 8 hours per week to develop resources for Tier 1 and Tier 2 Maths and English programs	\$10,000.00
Totals	\$190,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Implement InitialLit and EMP (P-2), OCHRE Maths (3-6)	from: Term 1 to: Term 4	\$168,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement MacqLit across years 3-6	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$180,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Increase Education Support hours of 8 hours per week to develop resources for Tier 1 and Tier 2 Maths and English programs	from: Term 3 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Totals		\$10,000.00	

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
Employment of staff - AP -Diability Inclusion Officer - Speech pathologists - portion of LT	
Casual Staffing	
Staffing - social worker and community liasion worker	
Staffing educational Psychologist	
Berry Street Training	
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of staff - AP -Diability Inclusion Officer - Speech pathologists - portion of LT	from: Term 1 to: Term 4		
Casual Staffing			
Staffing - social worker and community liasion worker	from: Term 1	\$150,154.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Staffing educational Psychologist			
Berry Street Training	from: Term 2 to: Term 3		
Totals		\$150,154.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of staff - AP - Disability Inclusion Officer - Speech pathologists - portion of LT	from: Term 1 to: Term 4	\$517,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •
Casual Staffing		\$49,085.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •

Staffing - social worker and community liasion worker	from: Term 1 to: Term 4		
Staffing educational Psychologist			
Berry Street Training	from: Term 2 to: Term 3		
Totals		\$566,085.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of staff - AP -Diability Inclusion Officer - Speech pathologists - portion of LT	from: Term 1 to: Term 4		
Casual Staffing			
Staffing - social worker and community liasion worker	from: Term 1 to: Term 4		
Staffing educational Psychologist		\$101,833.00	

Berry Street Training	from: Term 2 to: Term 3	\$20,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$121,833.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage Dataworks to facilitate whole school Explicit Direct Instruction professional learning	✔ Assistant principal	from: Term 2 to: Term 4	✔ Demonstration lessons	✔ Whole school pupil free day ✔ Formal school meeting / internal professional learning sessions	✔ External consultants Dataworks	✔ On-site
Engage MultiLit to facilitate InitialLit professional learning for P-2 teachers and leaders	✔ Assistant principal	from: Term 1 to: Term 1	✔ Curriculum development	✔ Timetabled planning day	✔ External consultants MultiLit	✔ Off-site 2 days of professional learning run by MultiLit at the Werribee Racecourse
Facilitate whole school professional learning on Rosehshine's Principles of Instruction	✔ Assistant principal	from: Term 1 to: Term 2	✔ Curriculum development	✔ Formal school meeting / internal professional learning sessions	✔ Internal staff	✔ On-site