

# 2025 Annual Implementation Plan

## for improving student outcomes

Templeton Primary School (5196)



Submitted for review by Marc Crilly (School Principal) on 31 July, 2025 at 10:25 AM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 01 August, 2025 at 02:47 PM

## 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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<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve literacy and numeracy outcomes for all students.	Yes	<p>By 2029, increase the percentage of Year 3 students assessed in the NAPLAN exceeding proficiency level in:</p> <ul style="list-style-type: none"> <li>i. Reading from 51% (2024) to 55%</li> <li>ii. Numeracy from 44% (2024) to 50%</li> <li>iii. Writing from 22% (2024) to 45%</li> </ul> <p>By 2029, increase the percentage of Year 5 students assessed in the NAPLAN exceeding proficiency level in:</p> <ul style="list-style-type: none"> <li>iv. Reading from 44% (2024) to 60%</li> <li>v. Numeracy from 47% (2024) to 55%</li> <li>vi. Writing from 33% (2024) to 50%</li> </ul>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of Year 3 students assessed in the NAPLAN exceeding proficiency level in:            Reading from 51% (2024) to 52% (2025)            Numeracy 44% (2024) to 45% (2025)            Writing 22% (2024) to 25% (2025)            Increase the percentage of Year 5 students assessed in the NAPLAN exceeding proficiency level in:            Reading from 44% (2024) to 46% (2025)            Numeracy 47% (2024) to 49% (2025)            Writing 33% (2024) to 35% (2025)</p>
		<p>By 2029, increase the percentage of Year 3 students assessed as being above expected learning growth according to Teacher Judgements, against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> <li>i. Reading and viewing from 49% (2024) to 60%</li> <li>ii. Mathematics 2.0 from XX% in 2026 to XX%*</li> <li>iii. Writing from 33% (2024) to 50%</li> </ul> <p>By 2029, increase the percentage of Year 5 students assessed as being above expected learning growth according to Teacher Judgements, against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> <li>iv. Reading and Viewing from 51% (2024) to 60%</li> </ul>	n/a

		<p>v. Mathematics 2.0 from XX% in 2026 to XX%*</p> <p>vi. Writing from 32% (2024) to 50%</p> <p>*Placeholder target to be updated when data available</p>	
		<p>By 2029, increase the percentage of students (Years 1 to 6) assessed as being above the expected level according to Teacher Judgements, against the Victorian Curriculum:</p> <p>i. Reading and Viewing from 49% (2024) to 60%</p> <p>ii. Writing from 30% (2024) to 40%</p> <p>iii. Mathematics 2.0 from XX% in 2026 to XX%*</p> <p>*Placeholder target to be updated when data available</p>	n/a
		<p>By 2029, increase the percentage of Year 5 students making [at or above] benchmark learning growth in NAPLAN:</p> <p>i. Reading from XX% (2025) to XX%</p> <p>ii. Numeracy from XX% (2025) to XX%</p> <p>iii. Writing from XX% (2025) to XX%</p> <p>Placeholder target to be updated when data available.</p>	n/a
		<p>By 2029, increase the percentage of positive responses to the following factors on the School Staff Survey:</p> <p>i. Teacher collaboration from 70% (2024) to 74%</p> <p>ii. Instructional leadership maintained at or above 95% (2024)</p>	n/a
To increase all students' social and emotional health.	No	<p>By 2029, the percentage of positive responses to the following factors on the student Attitudes to School Survey:</p> <p>i. Sense of Inclusion be maintained at or above 92% (2024)</p> <p>ii. Sense of connectedness be maintained at or above 91% (2024)</p>	

	<ul style="list-style-type: none"> <li>iii. Teacher concern increase from 82% (2024) to 90%</li> <li>iv. Sense of confidence increase from 81% (2024) to 90%</li> </ul>	
	By 2029, increase the percentage of positive responses to the Use student feedback to improve practice factor on the School Staff Survey from 72% (2024) to 85%.	
	<p>By 2029, the percentage of positive responses to the following factors on the Parent Carer Guardian Opinion Survey:</p> <ul style="list-style-type: none"> <li>i. Student Voice and Agency to increase from 85% (2024) to 90%</li> <li>ii. Confidence and Resiliency skills be maintained at or above 88% (2024)</li> </ul>	
	By 2029, maintain the percentage of students (P-6) with 95% or higher attendance at or above 41% (2024).	

<b>Goal 1</b>	<b>Improve literacy and numeracy outcomes for all students.</b>
<b>12-month target 1.1</b>	<p>Increase the percentage of Year 3 students assessed in the NAPLAN exceeding proficiency level in:</p> <p>Reading from 51% (2024) to 52% (2025)  Numeracy 44% (2024) to 45% (2025)  Writing 22% (2024) to 25% (2025)</p> <p>Increase the percentage of Year 5 students assessed in the NAPLAN exceeding proficiency level in:</p>

	Reading from 44% (2024) to 46% (2025) Numeracy 47% (2024) to 49% (2025) Writing 33% (2024) to 35% (2025)	
<b>12-month target 1.2</b>	n/a	
<b>12-month target 1.3</b>	n/a	
<b>12-month target 1.4</b>	n/a	
<b>12-month target 1.5</b>	n/a	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Leadership	Build staff capability to utilise the data and evidence to drive learning challenge for all students.	Yes
<b>KIS 1.b</b> Leadership	Strengthen consistent and collaborative processes to strengthen teaching 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.	Data analysis through PLCs is an area of focus over the next Strategic Plan. Although our PLCs are working at a high level, our School Review identified that true PLCs incorporate inquiry into specific data with small areas of focus. This is an area we are looking to improve over the next four years.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve literacy and numeracy outcomes for all students.
<b>12-month target 1.1</b>	<p>Increase the percentage of Year 3 students assessed in the NAPLAN exceeding proficiency level in:</p> <p>Reading from 51% (2024) to 52% (2025)            Numeracy 44% (2024) to 45% (2025)            Writing 22% (2024) to 25% (2025)</p> <p>Increase the percentage of Year 5 students assessed in the NAPLAN exceeding proficiency level in:</p> <p>Reading from 44% (2024) to 46% (2025)            Numeracy 47% (2024) to 49% (2025)            Writing 33% (2024) to 35% (2025)</p>
<b>12-month target 1.2</b>	n/a
<b>12-month target 1.3</b>	n/a
<b>12-month target 1.4</b>	n/a
<b>12-month target 1.5</b>	n/a
<b>KIS 1.a</b> 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	Build staff capability to utilise the data and evidence to drive learning challenge for all students.

<b>Actions</b>	Review the following areas of the school in preparation for NAPLAN:  1. Year 2 and Year 4 staffing 2. Curriculum focus in Term 3 and 4 3. Testlet question analysis to identify point of need for cohort and individual students
<b>Outcomes</b>	Students:  1. Adapt and achieve at or above targets in three areas of NAPLAN 2. Actively engage with areas of improvement through goal setting, learning intentions and success criteria  Teachers:  1. Administer and manage revised curriculum program in Term 3 and 4 2. Guide and reinforce goal setting, learning intentions and success criteria 3. Examine the specific data and questions within NAPLAN 4. Grammar and Punctuation Action Team - test classes developed 5. Development of NAPLAN specific resources for Year 2 and 4 6. Year 2 and 4 Teams in PLC prepared and shown key learning areas for student development 7. Grammar and Punctuation Scope and Sequence developed for 2026  Leaders:  1. Continue funding Learning Specialist to attend PLCs weekly (Rod) 2. Provide Professional Development in PLC Data Analysis (Aidan) 3. Lead Grammar and Punctuation Action Team (Aidan) 4. Oversee NAPLAN Resources for Year 2 and 4 (Aidan) 5. Oversee Grammar and Punctuation Scope and Sequence development (Aidan)
<b>Success Indicators</b>	1. NAPLAN Data for 2025 reflects progress in Reading, Numeracy and Writing 2. Teacher Judgements in Reading, Numeracy and Writing at or near parity with NAPLAN results 3. Essential Assessment, PROBE and PAT at or near parity with NAPLAN results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Fund Curriculum Director for a further 12 months	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Fund additional Education Support Staff in Year 2 and Year 4	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$108,178.70  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 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	\$17,105.30	\$0.00	\$17,105.30
Disability Inclusion Tier 2 Funding	\$228,178.70	\$228,178.70	\$0.00
Schools Mental Health Fund and Menu	\$73,919.50	\$73,919.50	\$0.00
<b>Total</b>	<b>\$319,203.50</b>	<b>\$302,098.20</b>	<b>\$17,105.30</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Fund Curriculum Director for a further 12 months	\$120,000.00
Fund additional Education Support Staff in Year 2 and Year 4	\$108,178.70
<b>Totals</b>	<b>\$228,178.70</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Fund Curriculum Director for a further 12 months	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Fund additional Education Support Staff in Year 2 and Year 4	from: Term 1 to: Term 4	\$108,178.70	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$228,178.70	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of two school nurses to support mental health	\$73,919.50
<b>Totals</b>	\$73,919.50

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of two school nurses to support mental health	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of two school nurses to support mental health	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of two school nurses to support mental health	from: Term 1 to: Term 4	\$73,919.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$73,919.50	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Fund Curriculum Director for a further 12 months	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Fund additional Education Support Staff in Year 2 and Year 4	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site