

Annual Implementation Plan - 2025

Select annual goals and KIS

Tyers Primary School (2182)



Submitted for review by Karen Lanyon (School Principal) on 16 December, 2024 at 12:03 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 16 May, 2025 at 02:16 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve students' learning growth and achievement in literacy and numeracy.	Yes	By 2028, improve the percentage of Year 5 students achieving the Strong and Exceeding NAPLAN proficiency levels in: <i>* Targets to be finalised in negotiation with SEIL once data available.</i>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2028, increase the percentage of students making high (normal/high) benchmark growth in: <i>* Targets to be finalised in negotiation with SEIL once data available.</i>	
		By 2028, improve or maintain the average percentage of students in Years 1 to 6 making the expected or above-expected learning growth, against the Victorian Curriculum, according to teacher judgements, in a 12-month period, as shown: <ul style="list-style-type: none"> • Reading and viewing from 75% (S2, 2022 – S2, 2023) to 85% • Writing maintained at 85% (S2, 2022 – S2, 2023) • Number from 62% (S2, 2022 – S2, 2023), to 80%. 	Reading and viewing from 75% to 77% Writing maintained at 85% Number from 62% to 65%.

		<p>By 2028, increase the levels of positive endorsement to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 70% in 2023, to 85% • Effective teaching time from 81% in 2023, to 85%. 	<p>Sense of confidence from 70% to 73% Effective teaching time from 81% to 82%.</p>
		<p>By 2028, increase the levels of positive endorsement to the following School Staff Survey factors:</p> <p>Professional learning module</p> <ul style="list-style-type: none"> • Feedback from 51% in 2023 to 70% • Active participation from 59% in 2023 to 75%. 	<p>Feedback from 51% to 55% Active participation from 59% to 63%</p>
		<p>By 2028, increase the levels of positive endorsement to the Parent Opinion Survey – Effective teaching factor, from 78% in 2023 to 85%.</p>	<p>Effective teaching factor, from 78% to 81%.</p>
Improve students' engagement and resilience.	Yes	<p>By 2028, improve the level of positive endorsement to the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Emotional self-awareness and regulation, <i>maintain</i> at 76% (2023) • Student voice and agency <i>increase</i> from 65% in 2023 to 80% • Low resilience <i>decrease</i> from 45% in 2023 to 30%. 	<p>Emotional self-awareness and regulation, maintain at 76% Student voice and agency increase from 65% to 69% Low resilience decrease from 45% to 42%.</p>
		<p>By 2028, increase the level of positive endorsement to the Parent Opinion Survey - Teacher communication factor from 65% in 2023, to 80%.</p>	<p>Teacher communication factor from 65% to 69%.</p>

		By 2028, increase the level of positive endorsement to the Parent Opinion Survey - Parent community engagement factor from 76% in 2023, to 85%	Parent community engagement factor from 76% to 79%
		By 2028, maintain the average number of absence days per student at 20 days (2023).	maintain the average number of absence days per student at 20 days

Goal 1	Improve students' learning growth and achievement in literacy and numeracy.		
12-month target 1.1	eading from a 2-year average of XX% (2023/2024) to XX% Writing from a 2-year average of XX% (2023/2024) to XX% Numeracy from a 2-year average of XX% (2023/2024) to XX%		
12-month target 1.2	Reading from XX% (2025) to XX% Writing from XX% (2025) to XX% Numeracy XX% (2025) to XX%.		
12-month target 1.3	Reading and viewing from 75% to 77% Writing maintained at 85% Number from 62% to 65%.		
12-month target 1.4	Sense of confidence from 70% to 73% Effective teaching time from 81% to 82%.		
12-month target 1.5	Feedback from 51% to 55% Active participation from 59% to 63%		
12-month target 1.6	Effective teaching factor, from 78% to 81%.		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1.a Teaching and learning	Strengthen a culture of high expectations, shared accountability and feedback for continuous improvement.	Yes
KIS 1.b Assessment	Build teachers' capacity to collect and use formative assessment.	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.	Review indicated that the school required agreement amongst all staff around the use of common practices and approaches to capture student learning and for staff to make professional judgements based on this evidence using a range of formative and summative practice. Staff will require support to further develop their capacity to use this information to inform future learning through professional learning and feedback processes.	
Goal 2	Improve students' engagement and resilience.	
12-month target 2.1	Emotional self-awareness and regulation, maintain at 76% Student voice and agency increase from 65% to 69% Low resilience decrease from 45% to 42%.	
12-month target 2.2	Teacher communication factor from 65% to 69%.	
12-month target 2.3	Parent community engagement factor from 76% to 79%	
12-month target 2.4	maintain the average number of absence days per student at 20 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Engage parents as partners in their children's learning and wellbeing.	No
KIS 2.b Teaching and learning	Build and embed whole school feedback, goal-setting and reflection processes to support student agency.	No

KIS 2.c Support and resources	Strengthen and embed multi-tiered systems of support to respond to students' individual learning and wellbeing needs.	Yes
KIS 2.d Teaching and learning	Build staff capacity to differentiate learning within the school's instructional approach	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.	The review panel recommended the school needs to further strengthen whole school well-being practices to support the range of students at the school. Staff would benefit from some intense professional learning to support their current practices, by building their capacity to have a repertoire of strategies to enable them to be pro-active in working with all students. It has been identified that the school requires a designated well-being leader role to support teacher capacity building to support students with Tier 2 and 3 needs.	