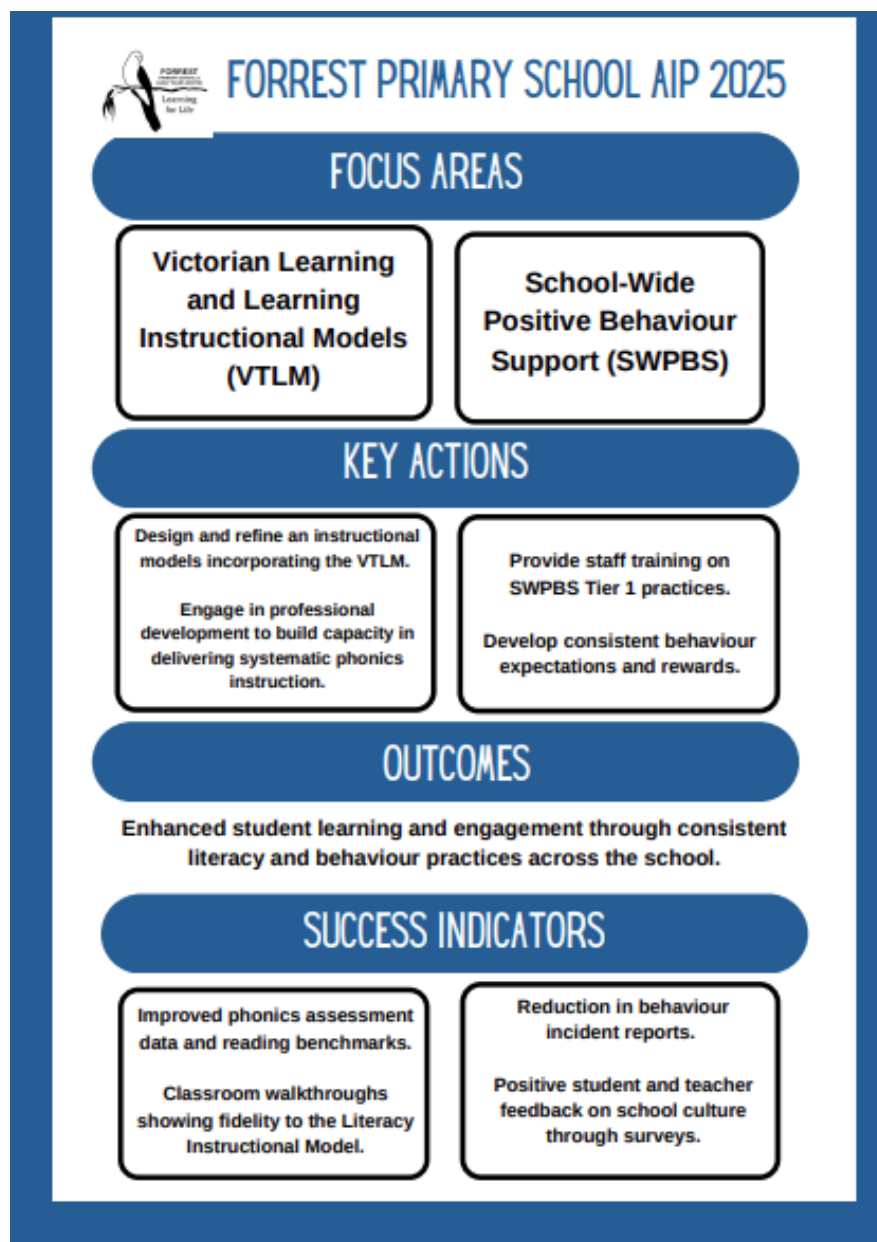# 2025 Annual Implementation Plan

for improving student outcomes

Forrest Primary School (2708)

Submitted for review by Megan Murfitt (School Principal) on 20 December, 2024 at 08:12 AM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 04 February, 2025 at 03:15 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.	Evolving

	FISO 2.0 outcomes	Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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.	Evolving
	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	Evolving
	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	Evolving

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<tr>
<td style="background-color:#c896c8;"></td>
<td>Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students</td>
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Future planning	In 2024, Forrest Primary School made meaningful progress toward our long-term goals, though there are areas that require continued attention moving forward. We have remained dedicated to fostering an inclusive, student-centered environment, where both staff and students are consistently engaged in learning and development. While the actions outlined in our School Strategic Plan (SSP) were largely implemented, the importance of refining and embedding certain practices to create an even greater impact is acknowledged. Staff focused on ensuring that students' needs were met through personalised teaching strategies, a commitment to wellbeing, and enhancing student engagement. Through initiatives like the Stephanie Alexander Kitchen Garden program, introducing a Wellbeing Dog, continuing to strengthen the Forrest Kids Go Bush program and the integration of the Berry Street Education Model, we have built stronger relationships within our school community. This has laid the foundation for the progress we have made in student wellbeing and engagement, which is vital to our broader goals of student learning and achievement. While we made strides in the refinement of assessment schedules and empowering student agency, we did not yet fully reach all late indicators such as AtoSS targets or increased student attendance. We showed clear evidence of progress—particularly with student engagement in programs like the Forrest Kids Go Bush and the Kitchen Garden—the expected outcomes, such as a marked increase in student attendance, were not fully realised this year. The development of focus plans in the Senior Room contributed positively to student self-regulation and provided an important foundation for extending these practices to other year levels next year. In 2025, our focus will remain on continuing to build on the foundations we've established in 2024. We plan to continuing focusing on empowering students through self-regulation strategies, and maximizing student wellbeing through the use of our natural environment, as key focus areas for next year. The Forrest Kids Go Bush program and the Kitchen Garden will continue to be central to our approach, as we expand these programs across other year levels to ensure that every student can benefit from them. We've also made important strides in creating stronger connections between the school and the Early Years Centre, ensuring a smoother transition for Kinder students into the Junior Room. This collaborative approach has fostered positive relationships and eased the transition process for both students and staff. In addition, we will focus on refining the consistency and application of the assessment schedule to ensure it is effectively implemented across all classrooms. The use of student data to inform planning will be another priority, as we continue to improve how we analyse and act on this data to enhance student outcomes. Collaboration among staff will remain at the heart of our efforts to ensure these strategies are effectively

	implemented and embedded in everyday practice. Regular opportunities for reflection and professional growth will support the ongoing development of our teaching and learning environment.
	By maintaining focus on these key areas, I am confident that we can build on our achievements and continue to drive stronger student outcomes in 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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes in literacy and numeracy.	Yes	Student learning - NAPLAN Benchmark growth 2-year moving average For the 2-year moving average percentage of students meeting or above benchmark growth in: • reading - maintain at 100% 2021 to 2025 • writing - increase from 67% in 2021 to 83% in 2025 • numeracy - increase from 67% in 2021 to 83% in 2025.	By the end of 2025, reduce the number of Needing Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needing Additional Support students in 2024.
		Student learning - NAPLAN Students by bands 3-year moving average Decrease the 3-year moving average number of students in the bottom two bands in: • Year 3 reading from 37% in 2021 to 20% in 2025 • Year 5 reading from 19.5% in 2021 to 16.6% in 2025 • Year 5 writing from 25% in 2021 to 16.6% in 2025 Increase the 3-year moving average number of students in the top two bands in: • Year 3 writing from 28% in 2021 to 40% in 2025 • Year 5 numeracy from 33.6% in 2021 to 50% in 2025.	By the end of 2025, to reduce the number of students showing low growth in each of reading and numeracy in Year 3 and 5 compared to the number of students showing low growth in 2024.
		Victorian Curriculum Teacher Judgement Year 1-6 (semester 2 to semester 2)	To increase the number of students achieving expected growth in reading

		• Increase the number of students achieving 12 months growth each year in reading and viewing to at or above 85% (66% 2019/20) • Increase the number of students achieving 12 months growth each year in writing to at or above 85% (69% 2019/20) • Increase the number of students achieving 12 months growth each year in number and algebra to at or above 85% (74% 2019/20).	and viewing to at or above 85%.To increase the number of students achieving expected growth in writing to at or above 85%.To increase the number of students achieving expected growth in numeracy to at or above 85%.
		School Staff Survey Increase the percentage of positive responses to factors: • Moderate assessment tasks together - from 50% (2019) to 100% (2025) • Understand how to analyse data – from 50% (2019) to 100% (2025) • Collaborate to scaffold student learning - from 50% (2019) to 100% (2025) • Professional learning through peer observation - from 50% (2019) to 100% (2025).	To increase the percentage of positive responses to factors:Collective focus on student learning from 64% in 2025 to 75% in 2025.Teacher Collaboration from 50% in 2024 to 75% in 2025.
		Parent Opinion Survey Increase the percentage of positive responses to the factor Effective teaching from 81% (2019) to 90% (2025).	Increase the percentage of positive responses to the factor Effective teaching from 82% (2024) to 90% (2025).
Empower students to engage with all aspects of their learning.	No	Student Attitudes to School Survey Increase the percentage of positive responses to factors: • Student voice and agency – from 75% (2019) to 85% (2025) • Sense of confidence – from 75% (2019) to 85% (2025) • Effort – from 88% (2019) to 95% (2025).	

		Parent Opinion Survey Increase the percentage of positive responses to factors: • Student motivation and support - from 79% (2019) to 90% (2025) • Student agency and voice - from 83% (2019) to 90% (2025) • General school improvement – from 67% (2019) to 80% (2025) • Parent participation and involvement – from 89% (2019) to 95% (2025) • Promoting positive behaviour – from 79% (2019) to 90% (2025).	

Goal 1	**Improve student learning outcomes in literacy and numeracy.**
12-month target 1.1	By the end of 2025, reduce the number of Needing Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needing Additional Support students in 2024.
12-month target 1.2	By the end of 2025, to reduce the number of students showing low growth in each of reading and numeracy in Year 3 and 5 compared to the number of students showing low growth in 2024.
12-month target 1.3	To increase the number of students achieving expected growth in reading and viewing to at or above 85%. To increase the number of students achieving expected growth in writing to at or above 85%. To increase the number of students achieving expected growth in numeracy to at or above 85%.
12-month target 1.4	To increase the percentage of positive responses to factors: Collective focus on student learning from 64% in 2025 to 75% in 2025. Teacher Collaboration from 50% in 2024 to 75% in 2025.
12-month target 1.5	Increase the percentage of positive responses to the factor Effective teaching from 82% (2024) to 90% (2025).

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Embed an evidence-based instructional model across the school.	Yes
KIS 1.b Excellence in teaching and learning	Improve the collection and use of data to ensure students learning needs are met.	No
KIS 1.c Professional leadership	Embed the PLC inquiry cycle to drive continual improvement.	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.	With the introduction of the new Victorian Teaching and Learning Model (VTLM) and the expectation to implement systematic phonics for 25 minutes every day, it is essential that we embed a cohesive and evidence-based instructional models across the school. This approach will ensure that our teaching practices align with the new expectations while remaining focused on the needs of our students. By establishing clear, research-backed instructional models, we aim to improve consistency in teaching, enhance student outcomes, and provide a more structured framework for educators to work within. The integration of explicit phonics instruction alongside other key literacy and numeracy practices will support our students in developing strong foundational skills, which are critical for their long-term success. Through professional learning, collaboration, and a continued commitment to high-impact teaching strategies, we will ensure that our instructional model is responsive to student needs and fosters a positive learning environment for all.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning outcomes in literacy and numeracy.
12-month target 1.1	By the end of 2025, reduce the number of Needing Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needing Additional Support students in 2024.
12-month target 1.2	By the end of 2025, to reduce the number of students showing low growth in each of reading and numeracy in Year 3 and 5 compared to the number of students showing low growth in 2024.
12-month target 1.3	To increase the number of students achieving expected growth in reading and viewing to at or above 85%. To increase the number of students achieving expected growth in writing to at or above 85%. To increase the number of students achieving expected growth in numeracy to at or above 85%.
12-month target 1.4	To increase the percentage of positive responses to factors: Collective focus on student learning from 64% in 2025 to 75% in 2025. Teacher Collaboration from 50% in 2024 to 75% in 2025.
12-month target 1.5	Increase the percentage of positive responses to the factor Effective teaching from 82% (2024) to 90% (2025).
KIS 1.a Evidence-based high-impact teaching strategies	Embed an evidence-based instructional model across the school.
Actions	- Develop a Literacy Instructional Model Aligned with the Victorian Teaching and Learning Model (VTLM) - Establish the Essential Features of Tier 1 in the School-Wide Positive Behaviour Support (SWPBS) Framework.
Outcomes	- Improved Literacy Outcomes: Students will develop stronger foundational literacy skills, particularly in phonics and reading fluency, due to the consistent application of the new Literacy Instructional Model, aligned with the VTLM. This will result in improved student performance in literacy assessments such as DIBELS. - Enhanced Instructional Practice: Teachers will gain a deeper understanding of the VTLM and will be able to effectively apply systematic phonics and other evidence-based instructional practices in their classrooms, leading to more consistent and effective teaching across the school.

	- Improved student understanding of Expected Behaviours: Students articulate the expected behaviours and major and minor behaviours. - Improved parents and carers understanding of Expected Behaviours: Parents understand the desired school behaviours and the procedures for responding to major and minor behaviors.
Success Indicators	LITERACY INSTRUCTIONAL MODEL Early indicators Data used to identify students in need of targeted support Internal and external professional learning attendance and shared videos/readings for staff are documented Observations of changes to classroom practice Late indicators Semester 2 teacher judgements DIBELS end of year assessments Literacy Instructional Models developed and implemented SWPBS Early Indicators At least 80% progress of SWPBS Universal Prevention Part A Action Plan. SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place'. Tiered Fidelity inventory score of at least 70% Late Indicators Reductions in exclusionary discipline as measured though: Staff behaviour referrals Student suspensions

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage in Literacy coaching with Jocelyn Seamer Education.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$3,992.70 ☑ Other funding will be used

Ensure informal and formal assessment of phonics knowledge occurs across the school.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,594.39 ☑ Disability Inclusion Tier 2 Funding will be used
Attend Literacy Professional Development sessions with local and network schools.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Employ Education Support Staff to support Tier 2 disability inclusion by explicitly teaching phonics to small groups and individuals.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$22,729.71 ☑ Disability Inclusion Tier 2 Funding will be used
Plan for and document the teaching of social skills each week in all classes.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$11,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Display SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings.	☑ All staff	☑ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	☑ Equity funding will be used
Employ a Wellbeing Leader	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$19,362.75 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Release teachers from classrooms to spend time planning.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,006.20 ☑ Equity funding will be used
Employ Education Support Staff to support students who are below expected level.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$3,128.00 ☑ 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	$6,134.20	$6,134.20	$0.00
Disability Inclusion Tier 2 Funding	$25,324.10	$25,324.10	$0.00
Schools Mental Health Fund and Menu	$30,362.75	$30,362.75	$0.00
Total	**$61,821.05**	**$61,821.05**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Ensure informal and formal assessment of phonics knowledge occurs across the school.	$1,594.39
Attend Literacy Professional Development sessions with local and network schools.	$1,000.00
Employ Education Support Staff to support Tier 2 disability inclusion by explicitly teaching phonics to small groups and individuals.	$22,729.71
Plan for and document the teaching of social skills each week in all classes.	$11,000.00
Display SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings.	$1,000.00
Employ a Wellbeing Leader	$19,362.75

Release teachers from classrooms to spend time planning.	$2,006.20
Employ Education Support Staff to support students who are below expected level.	$3,128.00
Totals	**$61,821.05**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Display SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings.	from: Term 1 to: Term 4	$1,000.00	☑ Other Supporting visual representations of SWPBS.
Release teachers from classrooms to spend time planning.	from: Term 1 to: Term 4	$2,006.20	☑ CRT
Employ Education Support Staff to support students who are below expected level.	from: Term 1 to: Term 4	$3,128.00	☑ School-based staffing
Totals		**$6,134.20**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Ensure informal and formal assessment of phonics knowledge occurs across the school.	from: Term 1 to: Term 4	$1,594.39	☑ CRT •
Attend Literacy Professional Development sessions with local and network schools.	from: Term 1 to: Term 4	$1,000.00	☑ Professional learning for school-based staff • ☑ CRT •
Employ Education Support Staff to support Tier 2 disability inclusion by explicitly teaching phonics to small groups and individuals.	from: Term 1 to: Term 4	$22,729.71	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		**$25,324.10**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Plan for and document the teaching of social skills each week in all classes.	from: Term 1 to: Term 4	$11,000.00	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member
Employ a Wellbeing Leader	from: Term 1	$19,362.75	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing**

	to: Term 4		○ Assign existing staff member to initiative (eduPay)
Totals		$30,362.75	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage in Literacy coaching with Jocelyn Seamer Education.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Departmental resources Phonics Plus ☑ Pedagogical Model	☑ On-site
Ensure informal and formal assessment of phonics knowledge occurs across the school.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Literacy expertise	☑ On-site
Attend Literacy Professional Development sessions with local and network schools.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole school pupil free day ☑ Network professional learning ☑ Communities of practice	☑ Literacy expertise ☑ External consultants Emina McLean	☑ Off-site Network Curriculum Day
Employ Education Support Staff to support Tier 2	☑ Principal	from: Term 1	☑ Planning ☑ Demonstration lessons	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

disability inclusion by explicitly teaching phonics to small groups and individuals.		to: Term 4				
Plan for and document the teaching of social skills each week in all classes.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ School improvement partnerships ☑ Departmental resources SWPBS	☑ On-site
Display SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings.	☑ All staff	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships	☑ On-site
Employ a Wellbeing Leader	☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Release teachers from classrooms to spend time planning.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

| Employ Education Support Staff to support students who are below expected level. | ☑ Principal | from: Term 1 to: Term 4 | ☑ Demonstration lessons | ☑ Formal school meeting / internal professional learning sessions | ☑ Teaching partners ☑ Internal staff | ☑ On-site |