

# An education to **believe** in

## Annual Improvement Plan & Explicit Improvement Agenda 2025



### St Anthony's School, KEDRON

Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track progress towards your school's goal.	Consider what could happen that could help or hinder your efforts.	Actions required to drive progress of targets or manage risks identified.	Timeline for action.	Key stakeholders for actions.
Where do we need to go?	Where does it align?	Why do we need to go there? What will be the benefits and how does it align to the priorities?	How do we know we are getting there?	What could happen that will impact our goals or targets?	What will we do to get there?	When do we want to get there by?	Who is responsible for ensuring it happens?
<b>Goal 1</b> Enhanced support for students, staff and families to actively engage with the Religious Life of the School, to strengthen understanding of the Catholic Tradition in our community.  (Unified by the teachings of Jesus)	<input checked="" type="checkbox"/> Connecting communities <input type="checkbox"/> Delivering thriving Catholic schools <input checked="" type="checkbox"/> Maximising potential <input type="checkbox"/> Optimising conditions for success	'Tell Them from Me' survey results indicate a desire from students and families for increased opportunities to explore and develop faith.  This goal will benefit our school through developing a more united faith community, with a deeper understanding of the Catholic Tradition and how it enlightens our school's Franciscan Tradition.	<ul style="list-style-type: none"> <li>Tell Them From Me survey results will show 10% increase in positive responses in "Catholic Vision and Values".</li> <li>Staff, parents and students volunteer to be part of the FACT creation team.</li> <li>Evidence</li> </ul>	All staff members must fully engage in the strategies developed to enhance the understanding of the Catholic traditions of the community.  Parental apathy towards engaging in the Religious life of school.  Insufficient PD budget to release staff to work on FACTS.  Inability to engage students and families in a meaningful way.	1a. Collaborate with students, staff and families to create a resource book that can be used by all in the community to gain and live out their understanding of the Catholic Tradition. - Include Elizabeth Hayes and MFIC sisters in the book  Other aspects to consider - Brief School History  1b. Organisation of a Parent Engagement sessions facilitated by BCE Catholic Identity Team  1c. Creation of St Anthony's Book FACT (Franciscan's Articulating the Catholic Tradition. "As a matter of FACT"	1a. TERM 1 - Engage Staff (including Teachers, School Officers, Auxiliary Staff) TERM 2 - Engage Students and Parents TERM 3 - Finalise consultation by end of Week 5, Term 3  1b. Offer Parent Engagement Sessions (am and pm) in Week 3 followed up by Invitation to consult  1c. St Anthony's FACTs ready for printing by Week 3 of Term 4	1a. Assistant Principal-RE will establish a focus group of staff. Leadership team will allocate 1 twilight session and 4 staff meetings to progress goal.  1b. APRE and PLL  1c. Principal in collaboration with leadership team.
<b>Goal 2</b> Our students and staff develop resiliency to create positive interactions within our community.	<input checked="" type="checkbox"/> Connecting communities <input checked="" type="checkbox"/> Delivering thriving Catholic schools <input type="checkbox"/> Maximising potential <input checked="" type="checkbox"/> Optimising conditions for success	'Tell Them from Me' survey results for 'Students with moderate or high levels of anxiety' are higher than the TRFM Mean and the 'Advocacy at school' results are lower than the TTFM Mean	<ul style="list-style-type: none"> <li>TTFM survey results will show decreased levels of moderate or high anxiety and increased advocacy at school results.</li> <li>By the end of 2025 all classes will have completed each of TRP lessons.</li> <li>Use a FORMS to survey to parents regarding their understanding of TRP (List the things that are working well about TRP) each term.</li> <li>"Resilience Youth" survey results</li> </ul>	Staff not prioritising and implementing The Resilience Project lessons and resources.  Timetabling issues associated with the whole school approach for lesson delivery.  Student respond positively to the introduction of the programme  Year 6 Leadership groups deliver positive messages about the programme at School Assemblies at regular intervals during the year.	1a. Engage The Resilience Project and Schedule Professional Development sessions to upskill staff in its delivery.  1b.A concerted effort to focus on successful implementation of the Programme by all staff  1c. Leadership Term and Guidance Counsellor prioritise their active involvement and monitoring of the programme by their regular involvement in their designated class cohorts	1a. Professional Development January Staff Days  1b. Staff Meeting in Term 1 & Term 3 dedicated to the implementation phase of TRP with face-to-face training provided by TRP School Liaison person  1c. Whole School TRP time scheduled for Wellness Wednesdays (Wednesday 1:50 – 2:50pm)	1a. Leadership Team and TRP Ambassador (Guidance Counsellor)  1b. TRP Liaison person face to face visits  1c. TRP Checklists  1d. Completion of series of lessons for year level cohort

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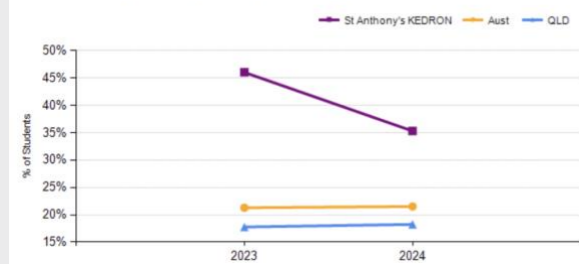
### Goal:

In response to Review Recommendations and analysis of data, and in line with the Australian Curriculum V.9, embed the explicit teaching of reading to improve student growth.

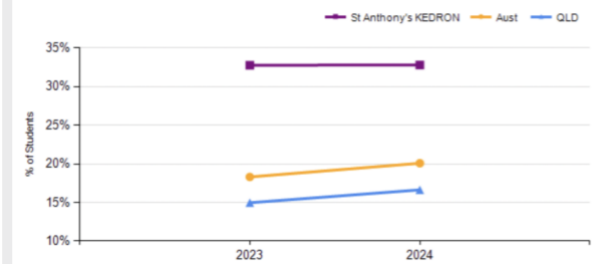
### Justification:

NAPLAN data indicates a drop off in achievements for the cohorts in reading moving through from Year 3 to Year 5 with less students in Year 5 in the Green Quadrant of Similar student data (which incorporates Above MSS and Above Similar Student backgrounds).

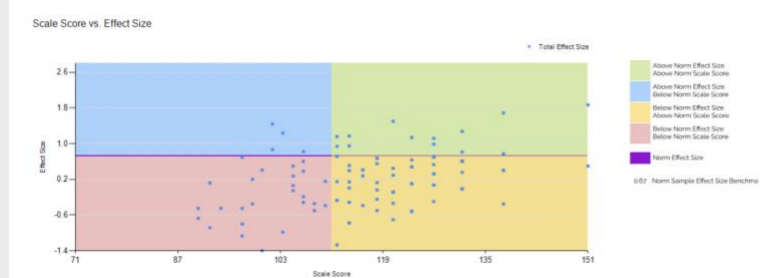
Year 5 Reading Exceeding Band NAPLAN Comparison



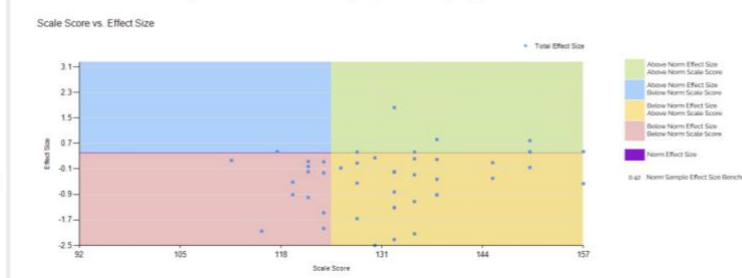
Year 3 Reading Exceeding Band NAPLAN Comparison



Year 4 ACER Effect Size: PAT-R Comprehension Fifth Edition Booklet 3 2024 and Booklet 2 2023

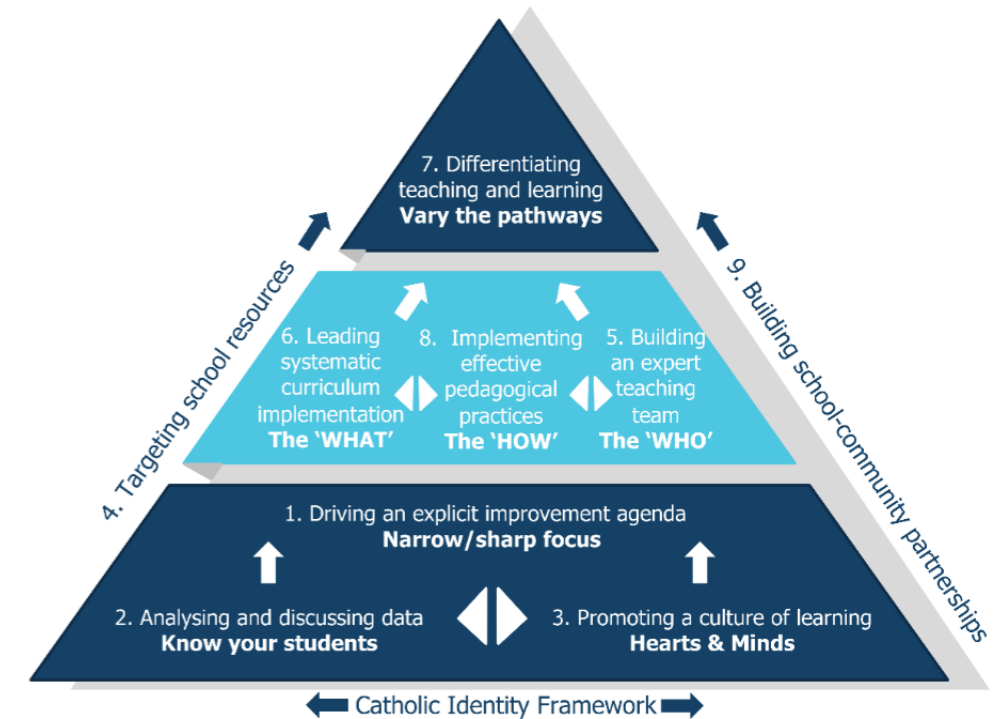


Year 6 ACER Effect Size: PAT-R Comprehension Fifth Edition Booklet 5 2024 and Booklet 4 2023



ACER (Pat R) data also suggests this drop off in achievements from Year 3 to Year 5.

Inconsistent approach to the teaching of Reading particularly in Years 3 to Year 6 cohorts



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## Success Criteria:

1. School leaders establish clear processes for Learning Walks & Talks (classroom visits with a specific focus to monitor the implantation of expected practices.)
2. All teachers follow the agreed processes and protocols for moderation and make informed and defensible judgements of student progress.
3. All teachers plan and embed signature practices for the teaching of reading.
4. All teachers engage in systematic data analysis processes during planning sessions to identify, document and enact targeted teaching responses.
5. All students can articulate their reading goal, progress and next steps in learning.

**Guided by the BCE Education Strategy:** (highlight one or two outcomes below that are targeted outcomes for this explicit improvement agenda)



### Learning and Wellbeing

Elevating students, staff and schools through voice and agency informed by our living Catholic tradition, beliefs and values.

- High potential progress and achievement for all learners
- Students engaged for excellence in learning
- Students feel a sense of belonging and safe at school



### Leading Learning and Wellbeing

Empowering students, staff and schools through inspirational leadership to foster inquiry and discernment.

- Staff empowered through inspiring contemporary leadership for excellence in learning and engagement



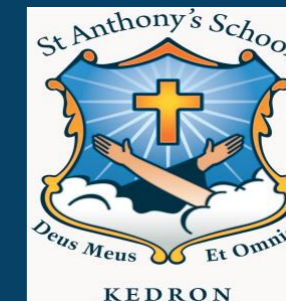
### Structures and Systems for Learning and Wellbeing

Enabling our students, staff, and schools to be passionate and purposeful in a collaboration that creates collective efficacy.

- Students engaged in purposeful learning
- Equity and excellence in teaching and learning practices
- School pilots influence innovation for equity and excellence

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<p><b>What are the student learning/engagement/wellbeing targets that the school/college will establish and rigorously monitor to measure the impact of the improvement agenda?</b></p>	<p><b>What are the key actions the school/college will implement to address the improvement focus?</b></p>	<p><b>How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.</b></p>	<p><b>Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.</b></p>	<p><b>What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.</b></p>
<p>100% of teaching staff participate and contribute to collaborative planning, moderation and professional learning.</p>	<p><b>SC2: All teachers follow the agreed processes and protocols for moderation and make informed and defensible judgements of student progress.</b></p> <p><b>SC4: All teachers engage in systematic data analysis processes during planning sessions to identify, document and enact targeted teaching responses.</b></p> <ol style="list-style-type: none"> <li>Leadership delivers a Planning Schedule for Term 1-4.</li> <li>Moderation sessions are scheduled once per term during a staff meeting time.</li> <li>Professional learning sessions to focus on teaching of reading including reading fluency, reading comprehension and responding to the data.</li> </ol>	<p>Term 1: Cohort Planning Session Term 2: Cohort Planning Session</p> <p>Selected Year 3-6 staff engagement in University of Melbourne Literacy Project – 6 x sessions through out year – focus on multi-modality, reading and writing.</p> <p>Selected P-2 staff engagement in 'Growing and Thriving in Early Year Literacy' PD – 7 x sessions throughout the year – focussing on using the professional learning model developed by the University of Melbourne and positioned within the Australian Curriculum, practices are centred around oral language development, elements of writing instruction and contemporary models of reading instruction.</p> <p>Days 1-2 – Oral language and phonics Days 3-4 – Writing Days 5-6 – Reading Day 7 – Culmination and Showcase Day</p> <p>Term 3: Cohort Planning Session Term 4: Cohort Planning Session</p>	<p>Primary Learning Leader to facilitate Planning Sessions with class teachers assisted by the other members of the Leadership team</p> <p>Class Teachers are tasked with the responsibility of collaboratively planning, moderating with their year level colleagues and engage in professional development</p>	<p>Development of a revised English Planning template to reflect Version 9 of the Australian Curriculum</p>

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<p>100% of teaching staff align their understanding of curriculum demands and achievement standard of their year levels into planning targeted learning experiences.</p>	<p><b>SC3: All teachers plan and embed signature practices for the teaching of reading.</b></p> <ol style="list-style-type: none"> <li>Leadership delivers a Planning Schedule for Term 1-4.</li> <li>Consistent English Planning across all year levels that aligns with the BCE Curriculum Compass.</li> <li>Planning documents include a teaching sequence that outlines explicit teaching of reading, specifically reading fluency and comprehension.</li> <li>All planning documentation is uploaded to the School Portal at regular intervals, e.g. by the end of each term.</li> <li>Create efficiencies and reduce workload by using emerging technologies e.g. AI Co-pilot to assist with planning and including differentiation strategies.</li> </ol>	<p>Pupil Free Day 2025 – share EIA and Planning Schedule</p> <p>Term 1</p> <p>Term 1 – Term 4</p> <p>Term 1 – Term 4</p> <p>Term 1 – Staff Meeting</p>	<p>Leadership Team to confirm with all staff PLL to implement planning document in first planning session.</p> <p>PLL to review planning documents to ensure explicit teaching sequences are outlined within the document.</p> <p>PLL to review School Portal to ensure Planning documents are uploaded. Timely follow-up with staff who have not completed this process.</p> <p>Leadership to lead an 'in the pit' Staff Meeting to create differentiation strategies to support the teaching sequence of an existing Unit of Work.</p>	<p>Complete Units of work in English reflective of our focus on reading strategies for all year levels;</p> <p>Prep to Year 6</p>
Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
<p><b>What are the student learning/engagement/wellbeing targets that the school/college will establish and rigorously monitor to measure the impact of the improvement agenda?</b></p>	<p><b>What are the key actions the school/college will implement to address the improvement focus?</b></p>	<p><b>How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.</b></p>	<p><b>Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.</b></p>	<p><b>What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.</b></p>
<p>The % of students achieving at exceeding or strong proficiency level in reading (NAPLAN) and above average or higher (ACER) increases by 10%, by end 2025.</p>	<p><b>SC4: All teachers engage in systematic data analysis processes during planning sessions to identify, document and enact targeted teaching responses.</b></p> <ol style="list-style-type: none"> <li>All teachers will review their monitoring tool data (DIBELS Fluency-LNF, PSF, NWF, WRF, ORF; Pat-R (Comprehension) and DIBELS (MAZE) identifying, documenting and enacting a targeted response.</li> <li>Review DIBELS (Middle test data) and NAPLAN reading data identifying targeted response.</li> <li>Review DIBELS (End test data) to identify student progress toward DIBELS EIA targets.</li> </ol>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Schedule (Week 5/6/8 staff meeting) to review DIBELS data and discuss whole school response (signature practices in the teaching of reading)</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>Moderation session to review DIBELS data across year levels and discuss whole school response.</li> </ul>	<p>PLL as facilitator</p> <p>All class teachers will be responsible for their own cohort and their reading data</p>	<p>BI data-in reference to the NAPLAN and ACER data</p>

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		<p>Term 4</p> <ul style="list-style-type: none"><li>- Review DIBELS (End test data) to review impact of targeted teaching responses. Recommendations for 2026?</li></ul>		
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<p>The % of students in the red and yellow range (DIBELS) will decrease by 10% at the mid-year point and again at the end of 2025.</p>	<p><b>SC4: All teachers engage in systematic data analysis processes during planning sessions to identify, document and enact targeted teaching responses.</b></p> <ol style="list-style-type: none"> <li>View class sets of DIBELS baseline data and relate to EIA goals. (DIBELS Fluency- LNF, PSF, NWF, WRF, ORF; Pat-R (Comprehension) and DIBELS (MAZE)</li> <li>Review progress toward EIA targets and identify and enact teaching response.</li> <li>All teachers will review their monitoring tool data (DIBELS Fluency- LNF, PSF, NWF, WRF, ORF; Pat-R (Comprehension) and DIBELS (MAZE) identifying, documenting and enacting a targeted response.</li> <li>Review DIBELS (Middle test data) and NAPLAN reading data identifying targeted response.</li> <li>Review DIBELS (End test data) to identify student progress toward DIBELS EIA targets.</li> <li></li> </ol>	<p>Term 1</p> <p>Term 1, 2, 3 and 4 – Week 10 Staff Meetings</p>	<p>All Teachers and supported by Leadership Staff</p> <p>Leadership Team to facilitate reflection upon EIA and discuss next steps.</p>	<p>DIBELS resources supplied by BCE</p> <p>Release time for staff to complete the DIBELS testing with students.</p>
<p>During Learning Walks and Talks students were able to clearly articulate their understanding of their current reading goal.</p>	<p><b>SC1: School leaders establish clear processes for Learning Walks &amp; Talks (classroom visits with a specific focus to monitor the implantation of expected practices.)</b></p> <p><b>SC5: All students can articulate their reading goal, progress and next steps in learning.</b></p> <ol style="list-style-type: none"> <li>Leadership Team schedule classroom visits (phase groupings) in consultation with staff.</li> <li>Leadership Team communicate clear processes for classrooms visits to include a focus on the teaching of reading.</li> <li>Select students provide feedback relating to their current reading goal.</li> </ol>	<p>Classroom visits scheduled in</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p>	<p>Members of the Leadership team will facilitate the Walks and Talks visit to each classroom each Term and will prepare a detail presentation of their findings at the last Staff Meeting of each term.</p>	<p>Walks and Talks Schedule</p>

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Staff engaging in rigorous clarifying conversations around A and B level students within post-moderation.

**SC2: All teachers follow the agreed processes and protocols for moderation and make informed and defensible judgements of student progress.**

1. Schedule Review and Response to discuss how to move B level students to A level students.

Leadership Team will facilitate time in Staff meeting for class teachers to discuss how to move B level students to A level students