An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025

St Anthony's Catholic Primary School, Alexandra Hills

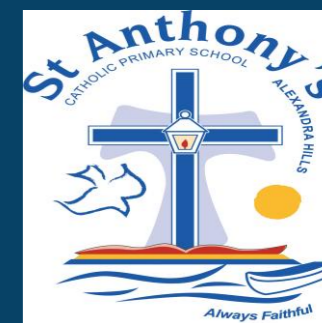| Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track 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?*
Goal 1 By the end of 2025, there will be a consistent approach to the teaching and data response of English, particularly reading, at St Anthony's.	☐ Connecting communities ☒ **Delivering thriving Catholic schools** ☒ **Maximising potential** ☒ **Optimising conditions for success**	NAPLAN, PAT-R and PM data indicate a declining trend in reading progress, particularly in Year 3 – 6. Lack of a consistent approach to the teaching and structure of an English block. A need for clarity on up-to-date pedagogical practices PM data indicates our students are not making the expected growth Inconsistencies in data collection and analysis which intervenes with our ability to respond appropriately in teaching and learning cycles. **NSIT Review Recommendations:** Need for consistent pedagogical practice • identify a need to better position and communicate improvement priorities, including the development of documented 'non-negotiables' to promote clarity and coherence for staff thus reducing inconsistent and ad hoc implementation. A need for consistent differentiated learning • school leaders to develop a whole school yearly overview for the systematic implementation of the curriculum, with the support of expert partners to guide the work required to ensure over time that all aspects of the V9 AC are planned, taught, assessed, and moderated with fidelity. • Communicating with and supporting all teachers to implement this plan and quality-assuring its enactment in classrooms will strengthen its effectiveness. adjustments to be put in place to support student learning in English, as they do not	**Measurable Reading Targets** **Dibels** **Prep-Year 6:** 90% of students reach Dibels Benchmarks for their year level 0.6 effect size across the school year (reading achievement) - Middle of the year 0.5. **NAPLAN** NAPLAN 2024 Baseline Data Year 3 Reading: Exceeding: 20% Strong 59% Developing 14% Needs additional support 6% **NAPLAN 2025** **Year 3 Reading** **Exceeding: 35%** **Strong 55%** Developing 7% Needs additional support 3% NAPLAN 2024 Baseline Data Year 5 Reading: Exceeding 11% Strong 60% Developing 18% Needs additional support 12% **NAPLAN 2025** **Year 5 Reading:** **Exceeding 30%** **Strong 50**% Developing 12% Needs additional support 8%	Undertrained staff of data collection tools (including Dibels) Time allocation for rich conversations about data collection, response and differentiation in the teaching and learning. Consistency of pedagogy and understanding of signature practices of reading (Gradual Release of Responsibility including guided reading) Year level teams working collaboratively, reflecting the ways of working under supportive and challenging times.	1. **ENGLISH STRUCTURE & PEDAGOGY** 1a. Develop a consistent English Block for all classes (Prep – 2 and Year 3 – 6), including reading structure that is co-constructed with teachers 1b. Work with external educational consultants to support leadership and staff through a reading vision and maintain accountability to targets 1c. Documentation creation and review: Formulate our reading vision and review the NAPLAN response for learning. Update the Curriculum Delivery document for 2025 to support our EIA focus and encompassing the Curriculum Compass and Growing and Thriving areas. 1d. Create non-negotiables and targets for 2025. Create posters that highlight the EIA, that is co-constructed with Teachers. Conduct staff meetings with specific focus on the EIA and professional learning, at least 2 meetings per term. 1e. Identify and implement a whole school consistent use of metalanguage of reading and practice using Gradual Release of Responsibility. Define and demonstrate instructional practices to support ongoing reading professional learning for instructional practices and content knowledge. ~~2a. Focus on a comprehensive understanding of student improvement in reading – data will be triangulated between SRS, NAPLAN, Dibels & PAT-R.~~ 2. **Evidence**: 2a. Teachers will complete DIbels professional learning to support the	**Term 4 2024** **Documentation and Training** • Leadership to develop whole school timetable for English blocks to be shared with staff in Jan 2025 PD Days • Dibels training Week 8, 2024: ST:IE, Literacy Coach, and Prep to Year 2, 1 chosen teacher per year level • Formulate our Reading vision and review the NAPLAN response for learning and the Dibels implementation plan. Update the Curriculum Delivery document for 2025 to support our EIA focus. • Create non-negotiables and targets for 2025. Create posters that link to the EIA **Educational Consultants** • Contact educational consultants with the view of supporting staff to create a collaborative work environment and consistent literacy focus on reading. **2025** **Term 1** **January PD Days** • External educational consultants and ongoing support throughout the year: Facilitate a session regarding our EIA. Illicit responses from Teachers regarding ongoing professional learning linked to consistent practices, reading metalanguage and reading environment in the classroom. • Introduce the Curriculum Delivery Document 2025; Incl. English planning 'flow chart' shared with teachers; Introduce the Reading Vision for St Anthony's and 'non-negotiables'. • Brief outline of the Why that informs our EIA focus, using system data and have teacher input into knowledge of teaching reading and English Blocks (teachers look at examples for reference TBC).	1a. Leadership Team, PLL, Education Consultant, Teachers 1b. Leadership Team, PLL, Teachers, Literacy Coaches 1c. PLL, Leadership Team 1d. PLL, Teachers 1e. Teachers 2a. PLL, Teachers 2b. PLL, Teachers 2c. PLL, Teachers .

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?*
		transfer into very similar reading and writing expectations in other areas such as Science or HASS. • Similarly, when Units of work are dissected and learning activities and or resources are placed in OneNote for student access, adjustments for learning are often not included or supported. Data response needed on a deeper level • Interrogating data at a deeper level to build a more comprehensive profile of students, particularly those who may need extension or support is an area for further focus to lead to more precise adjustments for learning. There are inconsistencies between our SRS data and Monitoring Tools • Need for ongoing PD for staff and input from specialists, networking with other like schools, and changes to our LWT and data collection schedule.	**SRS** **SRS S1 2025:** Prep 80% A-C; 50% A-B Yr 1 85% A-C; 40% A-B Yr 2: 85% A-C; 40% A-B Yr 3: 85% A-C; 40% A-B Yr 4: 85% A-C; 40% A-B Yr 5: 85% A-C; 40% A-B Yr 6: 90% A-C; 50% A-B **PAT R** **PAT R Year 6: Norm Scale 124.5 Baseline Data** Above Benchmark (37%): 130-150 and above bands At Benchmark (38%): 120-129 band Below Benchmark (25%) 90-119 bands **2025 Year 6 Norm Scales** **Above Benchmark (45%):** **At Benchmark (30%)** **PAT R Year 5: Norm Scale 118 Baseline Data** Above Benchmark (26%): 120-150 and above bands At Benchmark (28%): 120-129 band Below Benchmark (43%) 90-119 bands **2025 Year 5 Norm Scales** **Above Benchmark (40%):** **At Benchmark (35%)** **Year 4 2024: Norm Scale 110.9 Baseline Data** Above Benchmark (29%): 120-150 and above bands At Benchmark (31%)		collection and analysis of Dibels data Prep to Year 6. 2b. focused evidence collection is tracked and responded to for student improvement in reading – data will be triangulated between SRS, NAPLAN, Dibels & PAT-R (TBC). 2c. Ongoing response to reading evidence, through anecdotal observations and formative assessments making informed decisions to be implemented into planning for differentiation, feedback, goal setting, teaching and instructional practice as a response. 2d. Implement specific, ongoing, and consistent whole-school moderation practices during staff meetings and Review and Response in Student Support Meetings. **3, Staff Learning Wall**: 3a. Create a Staff Learning Wall – "Where are we on the Reading Journey?". Specific and intentional practices will be added to the wall, discussed and monitored for embeddedness. 3b. During Planning, discussions will include the level of embeddedness of the specific actions on the Reading journey and response to targets. 3c. Leadership Team will conduct regular Learning Walks and Talks that will give teachers feedback on the focus areas on the Reading journey learning wall and non-negotiables.	• Discuss and explain the Dibels Implementation Plan for Prep to Year 6 2025 at St Anthony's. **Evidence / Data** • Create a Reading Learning Wall related to our EIA connected with focus areas, targets to achieve per class to show progress from term to term This will be monitored for embedding E&E Practices / Gradual Release of Responsibility and non-negotiables • Data Analysis and Discussion - Leadership will lead End of Term Data Analysis and Discuss Staff Meetings to monitor progress with the teaching staff. **Monitoring Tool T1 2025 (upload to BI)** **FLMT: P-Yr 1:** **Prep**: *Concepts About Print* Week 3 All students **Prep**: *Phonological Awareness* Week 5 All students **Prep**: *Oral Language* Week 7 All students **Year 1:** All identified components Ongoing - further monitoring and support for identified FLMT components **Dibels: P-2** **Prep**: Beginning of Year (as required). **Year 1 + 2:** Beginning of Year Week 4 - All students ***Identified students:*** *Students who have successfully demonstrated all components of FLMT in Term 1 and would benefit from monitoring using DIBELS prior to the Middle of Yea* **Year 3-6** Evidence gathered and monitored through an Excel Spreadsheet **PAT-R and PAT-M: Years 3-6**	

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.
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			110-119 band Below Benchmark (40%) 80-109 bands **2025 Year 4 Norm Scales** **Above Benchmark (45%)**: **At Benchmark (35%)** **Year 3: Norm Scale 100.5 Baseline Data** Above Benchmark (39%): 120-150 and above bands At Benchmark (27%) 90-109 band Below Benchmark (34%) 60-99 bands **2025 Year 3 Norm Scales** **Above Benchmark (45%)**: **At Benchmark (30%)**			**Weeks 3-4:** PAT Linear tests All students **PAT Adaptive: Year 2** **Week 3-4:** All students **Writing Analysis: Year 3-6** Writing Analysis Criteria sheet will be adapted to the NAPLAN Writing criteria and marking **Monitoring Tool Dates T1 2025 (not updated on BI)** **Dibels: 3-6:** Beginning of Year Week 4 - By Friday 21st February All students **High Yield Strategies** LW&T (Pop-ins) - Reading Goals, LI and SC evident in alignment with reading **Staff Meetings:** Review current status and reflect on student data (effective size and growth) in regular staff meetings - Teachers have planned and timetable regular consistent collection of data for students not all students - Week 4 and 8 each term staff meeting data reviews and tracking, identifying and celebrating students meeting benchmark and students who require close monitoring and support Twilight - Reading??? PD Focus (Staff Meeting x 2) ?????, Moderation of Reading **Term 2** **Term 3** **Term 4**	
Goal 2	☒				1a. T4 2024	1a. T4 2024	1a. T4 2024

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?*
By the end of 2025, St Anthony's will cultivate a positive and collaborative environment among staff teams that drives student learning and contributes effectively to a positive school culture and wellbeing that builds teacher capacity and drives improvement in student learning and wellbeing.	☐ Connecting communities ☐ Delivering thriving Catholic schools ☐ Maximising potential ☒ Optimising conditions for success		Limited opportunities for moderation of curriculum across year levels Professional learning committees not evident or consistent in their approach. Building and maintaining professional working relationships among year levels that involve professional dialogue and feedback to ensure consistency across year levels and drive student engagement and performance. Ensuring staff morale is high, and teacher work and cognitive load is considered.	Development of staff charter that drives professional behaviour Engagement with external professional to support school culture and build strong professional teams Incentives and recognition for meeting benchmarks Offering ongoing opportunities for staff to share thoughts and feelings about progress in multiple modes (in staff meetings, surveys, 1:1 conversations) Survey results from staff - TTFM: Collaboration meets region mean - School initiated survey results Data from external partners feedback and input Consistent and ongoing performance reflection against the AITSL standards.	External partnership not 'right' fit for community Keys for collaboration not put into practice or process followed for difficulties	– school to meet with possible external partners for discernment and finalise external partners to work with - staff to be surveyed regarding key behaviours they believe are important for collaboration and how problems are solved when difficulties arise - begin to create school display for keys to collaboration 1b. Consistent and ongoing performance reflection against the AITSL standards. 1c.	- contact Leopard Tree Consultancy for partnership - begin to develop and consider whole school staff charter for behaviour and engagement 1b. Staff meetings structured to allow for staff sharing and feedback 1c.	- Leadership Team - School staff with Leadership Team 1b. 1c.
Goal 3 By 2025, St Anthony's will continue to deepen their understanding of the Franciscan traditions and ethos, recognising human dignity through our relationships with each other, families and students	☒ Connecting communities ☒ Delivering thriving Catholic schools ☐ Maximising potential ☐ Optimising conditions for success		Anecdotally students still not able to identify key pillars and symbols of our Catholic tradition 2024 - Depth understanding of the Franciscan story - Introduction of whole school Christian meditation at 12pm each day	Students able to articulate some aspects of the Franciscan story appropriate for their year level. All students able to identify: - Tau cross - Image of St Anthony/St Francis - Key words 'words teach, actions speak' Engagement with families increases through active participation in classroom and school event volunteering.		1a. Planned professional development of FSA 1b. 1c.	1a. Term 4 2024 - Contact FSA for PD opportunities in 2025 - 1b. 1c.	1a. 1b. 1c.

St Anthony's Primary School, Alexandra Hills

Goal:

By the end of 2025, there will be a consistent approach to the teaching and data response of English, particularly reading, at St Anthony's.

Justification:

What data/evidence and information was utilised to inform choosing this goal?

- NAPLAN, PAT-R and PM data indicate a declining trend in reading progress
- An inconsistentInconsistent approach to the teaching and structure of an English block.
- Clarity on up-to-date research-based content and pedagogical practices.
- PM data indicates our students are not making the expected growth
- Inconsistencies in data/evidence collection and analysis which intervenes with our ability to respond appropriately in teaching and learning cycles.

NSIT Review Recommendations:
- Need for consistent pedagogical practice, and communicate improvement priorities including 'non-negotiables'
- A need for consistent differentiated learning through systematic implementation of AC V9 is planned, taught, assessed and moderated with fidelity.
- Communicate with and support all teachers to implement the plan and quality-assuring its enactment in classrooms will strengthen its effectiveness
- Evidence response needed on a deeper level, particularly those students who may need extension or support
- Consistency needed between SRS data and Monitoring Tools and implementation of LWT and data collection schedule

Success Criteria:

Clearly define and describe the expectations of what leaders, teachers and students will be doing once the improvement agenda has been embedded. Ensure that the school/college leaders consider strategies for measuring and monitoring the progress of the success criteria.

Leaders can/will:
- build partnerships with expert consultants to collaboratively engage in professional learning and the sharing of evidence informed practices; regularly analyse evidence at school level, ~~year level~~yea, class and individual student level in line with the defined targets
- (The leadership team will) provide regular progress and achievement updates to the staff community, consistently linking these to the 2025 EIA
- implement processes and documentation for St Anthony's Vision of Reading in planning and enactment of the Australian Curriculum, including moderation processes and ongoing use of evidence to inform student progress and achievement
- collaboratively identify and articulate the St Anthony's instructional practices and provision of professional learning to support teachers to develop their capabilities

Teachers can/will:
- model good reading practices
- embed reading instructional practices, including gradual release of responsibility, and content knowledge for reading and evidenced in classrooms through LWT
- ~~possess~~attain increased knowledge, understanding and delivery of the Australian Curriculum, including the General Capabilities in English and specifically reading
- collaboratively design units of work using the English V9 Australian Curriculum aligned to the requirements of the St Anthony's Whole School Curriculum Delivery Plan.
- develop increased ownership through regular responses to class data /evidence to support student engagement and learning success. This will include the improvement of NAPLAN Reading outcomes, Dibels, PAT-R and SRS English A-E alignment in Assessment across the school, and teacher capacity for gathering data by implementing and responding to anecdotal observations, formative assessment and feedback.

Students can/will:
- articulate their thinking when reading using a whole school consistent reading metalanguage
- engage in a wide range of rich texts
- develop a love of reading by the end of 2025

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.

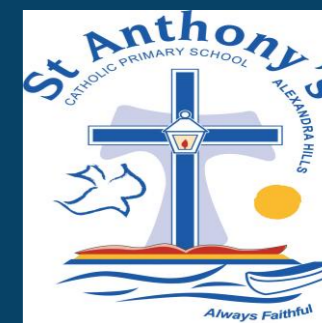☒ Staff empowered through inspiring contemporary leadership for excellence in learning and engagement

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

St Anthony'sAnthony's Catholic Primary School, Alexandra HillHills

Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
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?	What are the key actions the school/college will implement to address the improvement focus?	How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.	Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.	What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.
Measurable Reading Targets **Dibels** **Prep-Year 6:** 90% of students reach Dibels Benchmarks for their year level 0.6 effect size across the school year (reading achievement) - Middle of the year 0.5. **NAPLAN** **NAPLAN 2025** **Year 3 Reading** **Exceeding: 35%** **Strong 55%** Developing 7% Needs additional support 3% **NAPLAN 2025** **Year 5 Reading:** **Exceeding 30%** **Strong 50**% Developing 12% Needs additional support 8%	1. **ENGLISH STRUCTURE & PEDAGOGY** 1a. Develop a consistent English Block for all classes (Prep – 2 and Year 3 – 6), including reading structure that is co-constructed with teachers 1b. Work with external educational consultants to support leadership and staff through a reading vision and maintain accountability to targets 1c. Documentation creation and review: Formulate our reading vision and review the NAPLAN response for learning. Update the Curriculum Delivery document for 2025 to support our EIA focus and encompassing the Curriculum Compass and Growing and Thriving areas. 1d. Create non-negotiables and targets for 2025. Create posters that highlight the EIA, that is co-constructed with Teachers. Conduct staff meetings with specific focus on the EIA and professional learning, at least 2 meetings per term. 1e. Identify and implement a whole school consistent use of metalanguage of reading and practice using Gradual Release of Responsibility. Define and demonstrate instructional practices to support ongoing reading professional learning for instructional practices and content knowledge.	**Term 4 2024** **Documentation and Training** • Leadership to develop whole school timetable for English blocks to be shared with staff in Jan 2025 PD Days • Dibels training Week 8, 2024: ST:IE, Literacy Coach, and Prep to Year 2, 1 chosen teacher per year level • Formulate our Reading vision and review the NAPLAN response for learning and the Dibels implementation plan. Update the Curriculum Delivery document for 2025 to support our EIA focus. • Create non-negotiables and targets for 2025. Create posters that link to the EIA **Educational Consultants** • Contact educational consultants with the view of supporting staff to create a collaborative work environment and consistent literacy focus on reading.	Leadership Team, Leadership Team, Literacy Coach, ST:IE, Teachers Principal, PLL Leadership Team Leadership Team, Education Consultants	Dibels face-to-face training at Northside Centre Educational Consultant – Terri Campbell TEAMS meeting
SRS **SRS S1 2025:** Prep 80% A-C; 50% A-B Yr 1 85% A-C; 40% A-B Yr 2: 85% A-C; 40% A-B Yr 3: 85% A-C; 40% A-B Yr 4: 85% A-C; 40% A-B Yr 5: 85% A-C; 40% A-B Yr 6: 90% A-C; 50% A-B **PAT R** **2025 Year 6 Norm Scales** **Above Benchmark (45%):** **At Benchmark (30%)** **2025 Year 5 Norm Scales**	3. **Evidence**: 2a. Teachers will complete DIbels professional learning to support the collection and analysis of Dibels data Prep to Year 6. 2b. focused evidence collection is tracked and responded to for student improvement in reading – data will be triangulated between SRS, NAPLAN, Dibels & PAT-R (TBC). 2c. Ongoing response to reading evidence, through anecdotal observations and formative assessments making informed decisions to be implemented into planning for differentiation, feedback, goal setting, teaching and instructional practice as a response. 2d. Implement specific, ongoing, and consistent whole-school moderation practices during staff meetings and Review and Response in Student Support Meetings.	**2025** **Term 1** **January PD Days** • External educational consultants and ongoing support throughout the year: Facilitate a session regarding our EIA. Illicit responses from Teachers regarding ongoing professional learning linked to consistent practices, reading metalanguage and reading environment in the classroom. • Introduce the Curriculum Delivery Document 2025: Incl. English planning 'flow chart' shared with teachers; Introduce the Reading Vision for St Anthony's and 'non-negotiables'. • Brief outline of the Why that informs our EIA focus, using system data and have teacher input into knowledge of teaching reading and English Blocks (teachers look at examples for reference TBC). • Discuss and explain the Dibels Implementation Plan for Prep to Year 6 2025 at St Anthony's.	Leadership Team, Educational Consultants, Teachers Principal, PLL Principal, PLL PLL, Leadership Team, Teachers, Literacy Support Teachers	Educational Consultants – Terri Campbell and Mardi Gorman face-to-face professional learning for all teaching staff 2025 Whole School Curriculum Delivery Document updated 2025 EIA unpacking 2025 Dibels Implementation Plan

Above Benchmark (40%):

At Benchmark (35%)

2025 Year 4 Norm Scales

Above Benchmark (45%):

At Benchmark (35%)

2025 Year 3 Norm Scales

Above Benchmark (45%):

At Benchmark (30%).

3, Staff Learning Wall:

3a. Create a Staff Learning Wall – "Where are we on the Reading Journey?". Specific and intentional practices will be added to the wall, discussed and monitored for embeddedness.

3b. During Planning, discussions will include the level of embeddedness of the specific actions on the Reading journey and response to targets.

3c. Leadership Team will conduct regular Learning Walks and Talks that will give teachers feedback on the focus areas on the Reading journey learning wall and non-negotiables.

Evidence / Data

- Create a Reading Learning Wall related to our EIA connected with focus areas, targets to achieve per class to show progress from term to term
  This will be monitored for embedding E&E Practices / Gradual Release of Responsibility and non-negotiables
- Data Analysis and Discussion - Leadership will lead End of Term Data Analysis and Discuss Staff Meetings to monitor progress with the teaching staff.

Monitoring Tool T1 2025 (upload to BI)

FLMT: P-Yr 1:

Prep: *Concepts About Print*
Week 3 All students

Prep: *Phonological Awareness* Week 5 All students

Prep: *Oral Language*
Week 7 All students

Year 1: All identified components Ongoing - further monitoring and support for identified FLMT components

Dibels: P-2

Prep: Beginning of Year (as required).

Year 1 + 2: Beginning of Year Week 4 - All students

Identified students: *Students who have successfully demonstrated all components of FLMT in Term 1 and would benefit from monitoring using DIBELS prior to the Middle of Yea*

Year 3-6 Evidence gathered and monitored through an Excel Spreadsheet

PAT-R and PAT-M: Years 3-6

Weeks 3-4: PAT Linear tests All students

PAT Adaptive: Year 2

Week 3-4: All students

Writing Analysis: Year 3-6

Writing Analysis Criteria sheet will be adapted to the NAPLAN Writing criteria and marking

High Yield Strategies

LW&T (Pop-ins) – Reading Metalanguage, LI and SC, Reading Environment evident in alignment with reading

Staff Meetings:

Review current status and reflect on student data (effective size and growth) in regular staff meetings

- Teachers have planned and timetable regular consistent collection of data for students
- Week 4 and 8 each term staff meeting data reviews and tracking, identifying and celebrating students meeting benchmark and students who require close monitoring and support

Follow up consultant review and implementation of the Reading journey

Moderation of Reading

Leadership Team; PLL, Teachers

Leadership Team, Teachers, Literacy Coach

PLL, APA, Teachers

Staff Reading Learning Wall, non-negotiables, areas of focus for embeddedness

Data Moderation Sheets

Staff Meeting opportunities (2 x term)

2025 Monitoring Tool Plan and BI uploading

Dibels Training and Analysis Professional learning

An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025

[insert school name here]

[Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
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?	What are the key actions the school/ college will implement to address the improvement focus?	How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.	Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.	What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.
In establishing targets to measure student progress, consider utilising relevant learning/engagement/wellbeing data sets aligned to the improvement agenda e.g. NAPLAN, SRS, PAT, Attendance, TTFM, Dibels, eWrite, other etc.				