

An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025



Holy Spirit School Bray Park

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	<input checked="" type="checkbox"/> Connecting communities	<ul style="list-style-type: none"> Recommendation from the RE Validation in 2022 Tell Them Survey results indicate a desire from students and families to have a greater understanding of the Vision and Mission of the school This goal will benefit our school through developing a more united faith community, with a deeper understanding of the Catholic tradition 	<ul style="list-style-type: none"> In the next Tell Them from Me Survey 10% increase in Survey Results Increased clarity and understanding of the vision and mission within the school community 	<ul style="list-style-type: none"> Minimal engagement from school community Competing priorities may present a lack of action Safeguarding concerns or incident Staff blockers 	1a. Engage with staff through professional development to enhance understanding of the school charism and current school context. 1b. Form a working party to review and align the current documentation considering increased understanding 1c. Consult with wider community through the P and F advisory group and the school Newsletter.	1a. Term 1 1b. End of 2025 1c. End of 2025	1a. APRE and Beth Nolen to assist with PD and review process 1b. APRE, Principal and teachers 1c. Leadership team
Review and refine the Holy Spirit School Vision and Mission to enhance and promote the Catholic Identity of the school	<input type="checkbox"/> Delivering thriving Catholic schools						
	<input checked="" type="checkbox"/> Maximising potential						
	<input type="checkbox"/> Optimising conditions for success						
Goal 2	<input type="checkbox"/> Connecting communities	<ul style="list-style-type: none"> Increase in behaviours requiring Tier 2 supports Current use of the Behaviour Expectations Matrix is limited Lack of clarity around processes and expectations Staff understanding of PB4L framework. This goal will enhance the wellbeing and create a positive learning environment 	<ul style="list-style-type: none"> Revised Student Behaviour Support Plan. 100% of all teachers are using the 8 effective practices 100% of teachers using ENGAGE to accurately record behaviour incidents Increased use of ENGAGE and data analysis to inform areas of need and subsequent actions 	<ul style="list-style-type: none"> Safeguarding concerns or incident Competing priorities may present a lack of action Lack of engagement from staff Allocation of effective time Lack of parent understanding of PB4L which could be a barrier to this change process 	2a Review and communicate the revised Student Behaviour Support Plan including the Feedforward process for responding to unproductive behaviour 2b. Provide PD to clarify processes in the use of ENGAGE and review the current platform to ensure accuracy of behaviour data.	2a. End of Term 1 2b. End of 2025	2a. Tier 1 Team and Leadership Team 2b. All Teaching Staff
Enhance wellbeing at Holy Spirit through implementation and embedding of whole school PB4L and wellbeing practices	<input checked="" type="checkbox"/> Delivering thriving Catholic schools						
	<input type="checkbox"/> Maximising potential						

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	<input checked="" type="checkbox"/>	Optimising conditions for success	<ul style="list-style-type: none"> Clarity of PB4L processes and expectations to bring about increased student engagement and a decrease in unproductive behaviours 	<ul style="list-style-type: none"> Whole School participation in The Resilience Project through weekly Resilience Project lessons in each classroom. 		2c Provide PD to familiarise ourselves with The Resilience Project lessons and resources. 2d. Implementation of 8 effective practices, supported through PD and in class modelling by ST:EW. 2e Review implementation with staff each term.	2c. End of Term 1 2d. End of Term 1 2e. End of 2025	2c. Tier 1 Team 2d. Leadership Team and TRP Representative 2e. Leadership Team and all staff
Goal 3 Grow our enrolments to secure our school's sustainability into the future.	<input checked="" type="checkbox"/>	Connecting communities	<ul style="list-style-type: none"> Current enrolment data indicate the need for a whole school response to grow enrolments, Expand our extra-curricular offerings to remain competitive in our community. These activities will benefit our school through strengthened community connections Strengthened partnerships with our local kindergartens and feeder BCE Secondary Schools 	<ul style="list-style-type: none"> Increase enrolments by 5% across the school and 10% in Prep 2026 10% increase in new families registering to attend the Leadership Tours each Term. Students enrol in Instrumental program Whole school participation in Zing Active Shared practice between Year 6 and Year 7 teachers to ensure a more seamless transition into High School Maintain school presence at Kindergarten Information Nights 	<ul style="list-style-type: none"> Insufficient budget or time to hold or advertise school open day. Local kindergarten unwilling to establish a partnership. Safeguarding concerns or incident. 	3a. Increase marketing through regular social media presence and other marketing tools e.g. flyers, school merchandise, banners	3a. End of Term 1	3a. Leadership Team
	<input type="checkbox"/>	Delivering thriving Catholic schools				3b. Promote extra-curricular activities	3b. End of 2025	3b. Principal
	<input type="checkbox"/>	Maximising potential				3c. Establish a preferred pathway partnership with the local Kindergarten and BCE Secondary Schools	3c. End of 2025	3c. Leadership and learning Support Team
	<input type="checkbox"/>	Optimising conditions for success				3d. Participate in the BCE Schools Open Day	3d. Week 2 Term 2	3d. Leadership Team and Key staff

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Goal:

Develop a whole school pedagogical approach to Mathematics using LESR Instructional Model that promotes problem solving and reasoning to grow engagement and achievement against the Australian Curriculum Mathematics V9.0.

Justification:

- NAPLAN 2024 results show that in Year 3 - 41% not meeting minimum standards & Year 5 – 37% not meeting minimum standards
- Feedback from teaching staff that the focus has been on pedagogical practice in English for several years and are wanting professional learning in the area of mathematics. Most staff have indicated the desire to move away from the use of a textbook in 2025.
- There is a lack of consistency of pedagogy across the school
- The implementation of The Australian Curriculum: Mathematics Version 9.0 will be occurring in 2025.
- The goal will provide an opportunity for all teachers to understand the Australian Curriculum and be able to implement a pedagogical approach that promotes problem solving and reasoning. This will allow students to have a deeper understanding of mathematical concepts.

Success Criteria:

- Leaders will provide organizational structure and support to facilitate professional learning and collaborative capacity building of teachers.
- Teachers will develop their content knowledge for teaching Mathematics as they engage with the three dimensions of the Australian Curriculum.
- Teachers will participate in supported data analysis to inform collaborative planning processes that effectively prepare for student-centred learning and create compliant planning documentation.
- Teachers will build capacity in evidence based pedagogical practices and provide multiple learning opportunities that promote problem solving and reasoning.
- Students will develop deep understanding as they transfer and apply their mathematical knowledge to challenging, authentic and relevant contexts.
- Students will develop an engaged and positive disposition as well as a strong growth mindset towards this learning area.

2026:

- Leaders will promote, prioritise, and foster mathematics stretch and challenge across the school.

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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Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
<p>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?</p>	<p>What are the key actions the school/college will implement to address the improvement focus?</p>	<p>How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.</p>	<p>Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.</p>	<p>What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.</p>
<p>SRS Mathematics Data</p> <p>2024 BASELINE DATA</p> <p>Above Expected</p> <p>Whole School: 41.4%</p> <p>Prep: 53%</p> <p>Year 1: 48%</p> <p>Year 2: 38%</p> <p>Year 3: 27%</p> <p>Year 4: 44%</p> <p>Year 5: 37%</p> <p>Year 6: 43%</p> <p>2025 TARGET</p> <p>Above Expected</p> <p>Whole School: 43.4%</p> <p>Prep: 55%</p> <p>Year 1: 55%</p> <p>Year 2: 50%</p> <p>Year 3: 40%</p> <p>Year 4: 29%</p> <p>Year 5: 46%</p> <p>Year 6: 39%</p> <p>PAT M Adaptive Achievement</p> <p>Students will improve their scale score by at least the standardised norm improvement for their year level:</p> <p>Year 3: 7.1, Year 4: 5.7, Year 5: 4.4, Year 6: 3.4</p> <p>2024 BASELINE DATA</p> <p>Year 3: 53.6%</p> <p>Year 4: 71.6%</p> <p>Year 5: 72.1%</p> <p>Year 6: 55%</p> <p>2025 TARGETS</p>	<p>Data Analysis</p> <p>Develop staff data literacy so that pedagogy is responsive to student needs</p> <ul style="list-style-type: none"> Provide staff with professional learning in analysing PAT Maths and NAPLAN data and an item level. PLL to work collaboratively with staff to develop a NAPLAN response plan. <p>Curriculum Planning</p> <p>Build capacity of teachers in implementing the Australian Curriculum Mathematics – Vg.0.</p> <ul style="list-style-type: none"> Professional Learning provided for staff, developing their growth and to strengthen the understanding of the Australian Curriculum Mathematics applied to classroom planning, teaching and learning. Structure non-contact time to allow teaching teams to regularly attend a supported planning session to develop their subject teaching knowledge as they engage with the three dimensions of the Australian Curriculum Develop units of work aligned with Mathematics Vg.0 Curriculum <p>Pedagogy</p> <p>Develop whole school effective pedagogical practices to increase engagement in Mathematics and encourage growth in positive mindsets towards mathematics.</p> <ul style="list-style-type: none"> Review current pedagogical practices being used across the school Provide professional development for staff in the use of the LESR model. Nominate the Maths Implementation Team to attend professional development on the use of Challenging Tasks in the classroom MIT to report back and provide PD and opportunities to model for peers 	<p>Prior to Term 1, 2025</p> <p>Meet with EO Learning and Pedagogy and EO Numeracy to develop EIA key actions and targets</p> <p>Professional Development - Principal and PLL participate in Effective Mathematics</p> <p>Term 1 –</p> <ul style="list-style-type: none"> Pupil Free days - Staff attend Matt Sexton PD Principal, PLL and Maths Implementation Team attend James Russo Engage in conversations with St John Vianney – PLL 3x staff meetings planned by PLL with assistance of Maths Implementation Team Essential Assessment & PAT Maths Item Summary PD Learning Walks and Talks feedback to leadership Team – 5 questions Teachers begin using Learning Through Doing Resource – supported by PLL <p>Term 2 –</p> <ul style="list-style-type: none"> Introduction to LESR Model lesson structure and enabling/extending prompts Evidence of LESR Model in Planning 3 x Staff Meetings EO: Numeracy to reflect and plan with PLL and MIT Maths Implementation Team teachers video themselves teaching <p>Term 3 –</p> <ul style="list-style-type: none"> Introduce Spotlighting 3 x Staff Meetings MIT Model for other teachers <p>Term 4 –</p>	<p>Principal and Leadership Team</p> <ul style="list-style-type: none"> Launch EIA as part of AIP with staff Support Professional Development for staff through school budget and timetabling Identify teachers to form the Maths Implementation Team <p>PLL</p> <ul style="list-style-type: none"> Drive key tasks in EIA Facilitate planning sessions with teachers for Mathematics, including timetabling. Create or source resources for teachers as required Attend Professional Development on Challenging Tasks Support Maths Implementation Team in developing PD for staff. Monitor student data and progress on targets. Ensure Leadership team is provided regular updates on EIA. <p>Mathematics Implementation Team – “MIT”</p> <ul style="list-style-type: none"> Attend PL with James Russo on Challenging Tasks Facilitate professional development for staff. Model for peer teachers Observe and provide feedback for peer teachers. <p>Teachers</p> <ul style="list-style-type: none"> Align professional learning with their 2025 PDP Use data to inform planning – inclusive of PAT M and NAPLAN 	<p>Targeted Resources:</p> <ul style="list-style-type: none"> Professional Development day for all Staff facilitated by Matt Sexton Maths Implementation Team participating in PD with James Russo on Challenging Maths Tasks Additional Planning time for teachers with PLL to ensure maths planning is focused on whole school pedagogy <p>Strategic Partnerships:</p> <ul style="list-style-type: none"> Collaborate with BCE Education Officer: Numeracy for guidance and professional development opportunities. Working partnership with St Flannan's School Zillmere

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<div>Year 3: 58.6%</div> <div>Year 4: 76.6%</div> <div>Year 5: 77.1%</div> <div>Year 6: 60%</div> <div>NAPLAN Numeracy Achievement Data</div> <div>2024 BASELINE DATA</div> <div>Strong and Exceeding</div> <div>Year 3: 59%</div> <div>Year 5: 63%</div> <div>2025 TARGETS</div> <div>Year 3: 64%</div> <div>Year 5: 68%</div> <div>Teacher Reflection/confidence data</div> <div>Student disposition/mindset survey data</div>	<div><ul style="list-style-type: none">Create a Holy Spirit Signature Practices in Mathematics document.</div> <div>Assessment and Moderation</div> <div>Continue using Backward Design Methodology to develop quality assessment opportunities aligned with the curriculum.</div> <div><ul style="list-style-type: none">Create task sheets for Mathematics assessments with clear conditionsDevelop Teacher understanding of the QCAA Standard Elaborations in mathematics.Development of Assessment Clarity Tables inclusive of the use of QCAA Standards ElaborationsTeachers engage in moderation at planning, during teaching and at end of assessment.Refine assessment as required in response to student data</div>	<div><ul style="list-style-type: none">Maths Implementation Team teachers share tasks and reinforce the importance of doing the task before students and the benefits of this.Whole school shared Pedagogical identity and principles</div>	<div><ul style="list-style-type: none">Engage in planning in Mathematics V9.0 curriculumEngage in PD on the use of LESR modelImplement LESR in maths lessons</div>	

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