



Sts Peter and Paul, Garran

ANNUAL IMPROVEMENT PLAN 2025

Annual Improvement Plan

School Name: Sts Peter and Paul, Garran

Year: 2025

Key Improvement Goal 1

DATA AND ASSESSMENT

What do you want to achieve?

What change do you want to see?

Utilising and communicating data to support student growth.

Targets SMART Goals - must be measurable	Key Improvement Strategies Explicit strategies, Identify Professional Learning needs and opportunities, Resources	Actions People, budgets and timelines	Success Indicators How will success be identified	Monitoring & Progress Where are we up to? What has been done
<p>A: Aligning teaching and behaviour initiatives with data.</p> <p>B: Analysing system level and formative assessment and deciding what this means for us.</p> <p>C: Communication of data with parents, students and colleagues</p>	<p>TARGET A</p> <ul style="list-style-type: none"> A1: Accelerated learning program identifying opportunities for students achieving above grade level. A2: Semester meetings between CST, Principal and class teacher, for students who might need extra support but don't qualify for PP or similar. A3: Ongoing use of SWO and counsellor. A4: Ongoing refinement of SWPB initiatives. A5: An articulated Maths fluency program, or an explicit teaching of skills designed to raise Maths fluency. A6: Plan for and document the teaching of social skills each week in all classes. 	<ul style="list-style-type: none"> Accelerated Learning Coordinator released once a week to enable programs to extend students. (A1) CST and Principal to meet week 2 in Term 2 and week 7 in Term 3, regarding students who need particular attention. (A2) SWO and counsellor to meet regularly with Principal and LT to address social needs. (A3) Introduction of lunch and recess house sport competitions to put the teaching of explicit skills in sport (A4) AP to develop and implement a 2025 SWPB program. (A5 & 6) 	<ul style="list-style-type: none"> NAPLAN results and PAT assessments show x growth for high achieving students. (A1) Survey for all parents of students on PP show satisfaction with student progress. (A2) Teachers report in Term 3 growth of child in Term 2 meeting. (A2) Student wellbeing survey shows very good levels of wellbeing, according to 	

	<ul style="list-style-type: none"> A7: Staff to be upskilled in behavioural science in line with SWPB procedures. 	<ul style="list-style-type: none"> PD on behavioural science run by AP (A7) Time given for teachers to provide positive feedback to parents about their children's behaviour (A4) 	metric of assessment. (A3 - 6).	
	<p>TARGET B</p> <ul style="list-style-type: none"> B1: Specific planned moderation with grade partner. B2: Presenting school-wide assessment results to staff once per term and having a structured conversation around what this means for teaching and learning. 	<ul style="list-style-type: none"> Moderated meeting once a term with grade partner (B1). Staff are introduced to, and begin to use, Learning Continuums, as a way to measure and discuss moderation results (B1). One staff meeting a term presenting school-wide assessments - grade coordinators discuss with grade teams implications for teaching and learning (B2). 	<ul style="list-style-type: none"> Teachers are able to argue for and against why a piece of work is an A/B/C, against an objective metric (B1). All students show measurable progress on assessment scales, according to x amount (B2). 	
	<p>TARGET C</p> <ul style="list-style-type: none"> C1: Kinder to trial DIBELS and Cumulative Review communication to parents. C2: Presenting school-wide assessment results to staff once per term and having a structured conversation 	<ul style="list-style-type: none"> LT to work out a way to either communicate results to parents using a digital platform or use hard copy data. Assessment coordinator to liaise with CE Assessment Officer (C1). 	<ul style="list-style-type: none"> Data to be published to parents (C1). Parent survey indicates high levels of satisfaction re being informed of student progress (C2). 	

	around what this means for teaching and learning.	<ul style="list-style-type: none">● Assessment Coordinator to present school-wide assessment staff meeting and liaise with grades about implications for teaching and learning in Maths, English and RE (C2).	<ul style="list-style-type: none">● In Terms 2 and 3 staffing conversations, with Principal and Assessment Coordinator, teachers are able to identify changes made to teaching and learning, as a result of data (C2).● Teachers make one of their teacher goals for 2025 around the use of data. Meetings with principal speak to a growing confidence in the use of the data (C2).	
--	---------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Annual Improvement Plan

School Name: Sts Peter and Paul, Garran

Year: 2025

Key Improvement Goal 2

TEACHER PRACTICE

What do you want to achieve?

What change do you want to see?

All educators are empowered to enable high impact learning.

Targets SMART Goals - must be measurable	Key Improvement Strategies Explicit strategies, Identify Professional Learning needs and opportunities, Resources	Actions People, budgets and timelines	Success Indicators How will success be identified	Monitoring & Progress Where are we up to? What has been done
<p>A: A set of teaching protocols and a set of learning routines, and these are visible in all classrooms.</p> <p>B: Teachers enact their expertise in their teaching programs to meet the needs of their students.</p>	<ul style="list-style-type: none"> A1: Develop staff knowledge of a range of HITPs. A2: Teachers are exposed to good lessons of pace, with walkthroughs and coaching specifically focusing on pace. A3: 1 x staff meeting a semester is used to model and demonstrate pace of delivery. A LT member is videoed and staff invited to assess accordingly. A4: Transition procedures are explicitly stated and monitored. A5: Effective use of consistent timetabling across grades. 	<p>TARGET A</p> <ul style="list-style-type: none"> Principal walkthroughs and coaching specifically focuses on pace of lessons (A1). Coglearn coach models pace of lessons (A1). Principal and Assistant Principal are videoed teaching, with pace of lesson demonstrated. Staff invited to provide feedback. (A2) Staff are given a year overview, broken down into terms and weeks, that spells out transition expectations (A3). SWPB also makes clear transition procedures. (A4). A common and consistent hand signal is established for explicit teaching, with 	<p>TARGET A</p> <ul style="list-style-type: none"> Teachers deliver lessons at a rate of pace that is agreeable to Coglearn coach. Teachers are able to get through the bulk of the term curriculum. Staff are able to articulate expectations around transitions. Staff implement transition processes, as observed through walkthroughs and coaching. 	

		<p>CSAs to use as well as teachers.</p> <ul style="list-style-type: none"> A coaching program is developed for CSAs. 		
	<p>TARGET B</p> <ul style="list-style-type: none"> B1: Timetables reflect HITP expectations particularly in English and Maths. B2: Coaching - (peer) and instructional continues and builds upon 2024 coaching program. B3: PL regarding the importance of quality timetables (also including required RE minutes and making this a priority) B4: Continuing to ensure that assemblies are streamlined to fortnightly Thursdays at 2.30, with grades doing no more than two assemblies a year. 	<p>TARGET B</p> <ul style="list-style-type: none"> In PL week, teachers are told of criteria and expectations around timetables (B1). In PL week, coaching program is communicated to teachers (B2). 	<p>TARGET B</p> <ul style="list-style-type: none"> Class timetables reflect school and system priorities in curriculum delivery. Walkthroughs and coaching support teachers in curriculum delivery. 	
	<p>TARGET C</p> <ul style="list-style-type: none"> C1: PL is provided for RE, one staff meeting per term. C2: Teacher knowledge and adjustments of the CE curriculum 	<p>TARGET C</p> <ul style="list-style-type: none"> 4 lessons (staff meetings) are developed to address teacher knowledge. LT develops strategy in conversation, with perhaps CE personnel. 	<p>TARGET C</p> <ul style="list-style-type: none"> Through a process yet to be determined, teachers identify growth of content 	

	<ul style="list-style-type: none"> • C3: <i>SWPB</i> plan is developed and refined for 2025. 		<p>knowledge, after PL.</p> <ul style="list-style-type: none"> • In conversations with REC, teachers identify growth in knowledge in RE. 	
--	-------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------	--

Annual Improvement Plan

School Name: Sts Peter and Paul, Garran

Year: 2025

Key Improvement Goal 3

FAITH AND LEARNING

What do you want to achieve?

What change do you want to see?

Ensure learning and faith is at the centre of everything we do.

Targets SMART Goals - must be measurable	Key Improvement Strategies Explicit strategies, Identify Professional Learning needs and opportunities, Resources	Actions People, budgets and timelines	Success Indicators How will success be identified	Monitoring & Progress Where are we up to? What has been done
<p>A: Staff are emboldened to reflect on their own spirituality and to connect this to the teaching of RE.</p> <p>B. Staff are actively given permission to bring their inner spiritual life to the teaching of the curriculum.</p> <p>C: Greater confidence is reported in the teaching of the RE Curriculum.</p>	<p>TARGET A</p> <ul style="list-style-type: none"> A1: One staff meeting a year is devoted to a speaker who speaks to his or her faith journey and the way that it finds expression in their lives. Explicit connection to Church teaching/curriculum is given expression. A2: Staff prayer is restructured around the theme of 'Encounter', and is designed to give staff greater flexibility in how they present prayer. A3: LT team to develop their own thinking around spirituality and staff formation. 	<p>TARGET A</p> <ul style="list-style-type: none"> Principal/REC contacts and books in 4 speakers, one each term, to speak to staff about their faith journey and the way that it finds expression in their daily lives. (A1) Follow up grade meetings, led by REC, explore input from speaker and themes from presentation that find expression in RE curriculum. (A1) Led by REC, RE team meet early in Term 1 to redesign staff prayer around theme of 'Encounter'. LT to read and discuss two key texts: <i>Prayer</i>, by Joyce Rupp, and <i>Prayer: Our Deepest</i> 	<p>TARGET A</p> <ul style="list-style-type: none"> Staff are more actively and spontaneously involved in prayer. Staff and teachers report greater confidence in the use of the RE curriculum. A parent directed information session/s is run at school, with positive feedback from parents. LT design a PL course for teachers, to do with content in RE curriculum, 	

		<i>Longing</i> , by Ronald Rolheiser.	which leads to greater teacher confidence in RE curriculum.	
	<p>TARGET B</p> <ul style="list-style-type: none"> ● B1: Invite teams/grades to attend Sacramental occasions, have classes pray for the other students etc. ● B2: Adult faith formation opportunities for parents. 	<p>TARGET B</p> <ul style="list-style-type: none"> ● Principal/REC to outline at admin day desire from LT to have greater collaboration in Sacraments; grades are asked to volunteer their input and collaboration. (B1) ● REC to liaise with CE personnel about speakers to run possible faith formation sessions for parents, similar to 'Maths mornings' and 'English mornings', run by staff at school. 	<p>TARGET B</p> <ul style="list-style-type: none"> ● Staff are more actively and spontaneously involved in prayer. ● Staff and teachers report greater confidence in the use of the RE curriculum. ● A parent directed information session/s is run at school, with positive feedback from parents. ● LT design a PL course for teachers, to do with content in RE curriculum, which leads to greater teacher 	

			confidence in RE curriculum.	
	<ul style="list-style-type: none"> • C1: Teachers are surveyed to do with overall confidence level in the teaching of RE, and asked to identify 3 key areas they would like further PL. • C2: A PL program is developed accordingly - see C1. 	<p>TARGET C</p> <ul style="list-style-type: none"> • LT to write and deliver a survey around teacher confidence in RE, in Term 1. • LT, led by REC, to design a PL course for staff, based on survey results. 	<p>TARGET C</p> <ul style="list-style-type: none"> • Staff are more actively and spontaneously involved in prayer. • Staff and teachers report greater confidence in the use of the RE curriculum. • A parent directed information session/s is run at school, with positive feedback from parents. • LT design a PL course for teachers, to do with content in RE curriculum, which leads to greater teacher 	

			confidence in RE curriculum.	
--	--	--	---------------------------------	--

