

Annual Improvement Plan 2025

St Thomas the Apostle Primary School Kambah

Pillars for Teaching and Learning	CURRICULUM
Goal 1	Have a whole school approach to teaching and learning, with a reduced variation in resources and pedagogy.

Targets	Key Improvement Strategies	Actions	Monitoring & Progress	Success Indicators
SMART Goals - must be measurable	Explicit strategies, Identify Professional Learning needs and opportunities, Resources	People, budgets and timelines	Where are we up to? What has been done?	How will success be identified
From the start of 2025, Leadership will implement structures, processes and systems to create conditions that prioritise learning	High Ambition - Align school calendar, class timetables, RFF and support timetables to ensure core instruction time is at a maximum. Term 4 2025 - Staff meeting to address needs/gaps across the school - Leadership and teachers to identify distractions to teaching and learning.	AP All leadership and staff All staff Late Term 4	Calendar is set and has been adhered to throughout 2025.	
By the end of Semester 1, 2025, all classes from	Prioritise Literacy and Numeracy	InitialLit Teacher implementation	Monitoring and Feedback	- All classrooms have a visible and consistent

Kindergarten to Year 6 will implement a consistent and structured English block that aligns with best practices in literacy instruction, ensuring equity and quality across all year levels.	1. Establish Clear Frameworks Develop and implement a consistent K–6 English block structure that incorporates reading, InitialLit (K–2), spelling, comprehension, writing, vocabulary, and handwriting. 2. Explicit Teaching Strategies EDI for phonics, spelling, and writing, focusing on gradual skill development. Integrate comprehension strategies and vocabulary building into reading activities. Incorporate targeted small-group instruction to address individual learning needs. 3. Professional Learning and Collaboration Provide targeted professional development support on InitialLit (K–2), reading, and assessment practices. Use CogLearn coaching to provide coaching and model effective instructional strategies. 4. Resource Allocation Ensure classrooms are equipped with decodable texts, age-appropriate readers, writing tools for TWR, and Spelling Mastery (years TRW and handwriting resources (commercial and teacher made) Provide access to digital platforms and programs to support literacy development.	<u>CECG 3- 6 English Curriculum Teacher Implementation Guide</u> Implement and monitor a three-tiered intervention system to support literacy growth for all students: Tier 1: Quality Classroom Instruction K-2 InitialLit. Year 3-6 Ochre Program. Differentia teaching to meet the needs of all learners. Tier 2: Targeted Small-Group Support Implement MiniLit and MacqLit programs to provide structured intervention for students identified through screening and ongoing assessment. Allocate CSA. to run targeted sessions during and outside English blocks. Tier 3: Intensive Individualised Support Utilize the Reading Tutor program for students requiring one-on-one intervention to address	Conduct regular classroom observations to ensure fidelity to the structured English block. Use formative and summative assessments to monitor student progress and inform teaching. Provide teachers with ongoing feedback and support through coaching and peer observation. CogLearn visits successful throughout 2025. Infants classes have decodable readers – after visit from MultiLit team, need to be used more. Susan met with Infants teachers and went through recommendations and next steps for InitialLit.	structure for English blocks, including allocated time for reading, writing, speaking, and listening activities. -Teachers collaboratively plan and implement evidence-based strategies to support diverse learner needs. -Classroom observations and feedback demonstrate consistency in the delivery of English blocks across year levels. -Student engagement and outcomes in literacy improve as evidenced by internal assessments and feedback. Assessment tools, including Initialit’s regular progress
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		significant gaps in literacy skills. Monitor progress weekly to ensure interventions are effective and responsive.		checks, will provide quantitative evidence of improved phonemic awareness, decoding, and reading fluency across all student groups. By using differentiated strategies, there will be a narrowing of achievement gaps for students who have traditionally struggled with literacy.
By the end of Term 1, K-2 teachers have a deep understanding of the Implementation Checklist for Initialit. Teachers in 3-6 have a deep understanding of the English Curriculum.	Low Variation ◆ Staff meetings in Term 1 to break apart these documents ◆ Identify gaps in understanding and practice – leadership to then look at these and provide learning opportunities moving forward. ◆ 3-6 English programs aligned with the CE suggested book list and accompanying units.	All teaching staff Use the <u>CECG Initialit Leader implementation Checklist</u> for this	• K-2 Staff have completed Initialit training. • Check-ins required to ensure smooth implementation	English programs reflect Initialit (K-2) and 3-6 English Curriculum. Checklist followed and completed. Change in teacher practice is evident through instructional coaching.

By the end of 2025, a Knowledge Rich Curriculum will be evident, with a scope and sequence developed and implemented for HaSS, Science and Religious Education.	◆ Using the Catalyst online units, staff participate in PL to strengthen their knowledge of KRC. ◆ Revisit previous PL delivered in staff meetings. ◆ Collaboration between leadership and teachers to ensure that units are what they need and are changed to meet the needs of the class. ◆ Collaboration with Ochre to trial HaSS units in Years 3 and 5 in Term 1 ◆ Engagement with the Communities of Collaboration. Developing units that match the scope and sequence. By the end of 2025 there will be a full set of units from K-6: ➤ Two Year cycle for 3-6 (Year B in 2025) ➤ K-2 – Same program each year (Revisit in 2025)	All teaching staff Religious Education coordinator and teachers	Progress will be tracked through Week 5 Year Coordinator meetings (more regularly if required) with each teaching team, ensuring at least 80% of units across all year levels are knowledge-rich by end of Semester 1, with 100% implementation by end of Semester 2. Feedback given to Ochre from Year 3 and 5 teachers.	Teacher feedback and student outcomes will be assessed each term to monitor impact and identify areas for improvement
Evaluation Post implementation-achievements, future recommendations				

Pillars for Teaching and Learning	PEDAGOGY
Goal 2	Prioritise High Impact Teaching Practice that is backed by cognitive science

Targets	Key Improvement Strategies	Actions	Monitoring & Progress	Success Indicators
SMART Goals - must be measurable	Explicit strategies, Identify Professional Learning needs and opportunities, Resources	People, budgets and timelines	Where are we up to? What has been done?	How will success be identified
By the end of Term 1, St Thomas the Apostle will have a clear schedule for coaching and mentoring which will be followed throughout 2025. Coaching and Mentoring TAP	Leadership will develop a schedule and timetables for coaching and mentoring that will focus on the following without being overwhelming: ➤ Instructional Coaching by Leadership Team around HITP (Responsive Coaching) ○ 3x per semester ➤ Classroom Mastery Coaching ○ 3x per semester ➤ Walkthroughs ➤ Mentoring of ECT Scheduling coaching ahead of time and give teachers the timetable for coaching Work with Cog Learn to assist Instructional Coaching	Leadership to create schedule before beginning of term 1 All staff implement during term 1 Leadership evaluate coaching and mentoring during term 1 and make necessary changes for term 2-4 Cog Learn	Coaching has begun in 2024 in a few ways. Refine the process and consolidate schedules for 2025. Identify what areas will be targeted with coaching and mentoring.	Schedules are adhered to for coaching and mentoring

		Use 'Responsive Coaching' as resource		
By the end of 2025, all teachers will effectively use Checking for Understanding and Daily Review strategies to adjust teaching and enhance student learning, demonstrating a clear understanding of their purpose and the use of provided resources.	Coaching PL at FLEX – Daily Review, CFU, Adjustments Focused Professional Learning and Coaching Provide targeted professional learning sessions on the purpose and effective use of Checking for Understanding (CFU) and Daily Review strategies, including practical examples and techniques for various subjects. Implement regular coaching cycles, where teachers receive in-class support and feedback from instructional leaders or peers to refine their practice. Include follow-up workshops and professional discussions to reinforce learning and address challenges. Integration of Strategies into Lesson Design Embed CFU and Daily Review practices into lesson planning templates, ensuring they are a core part of lesson preparation and delivery. Provide access to resources such as question banks, data-tracking tools, and video exemplars to support teachers in seamlessly integrating these strategies into their routines. Encourage teachers to reflect on and adjust their lesson plans based on formative assessment data gathered through CFU and Daily Review.		Regularly monitor the use of CFU and Daily Review through classroom observations, lesson reviews, and student outcome data. Create structured opportunities for teachers to receive feedback, share successes, and collaboratively problem-solve challenges.	

Teachers will gain confidence and develop a deeper understanding of Worlds of the Text and unpacking scripture. Unpacking scripture and understanding the 3 Worlds of the Text	Engagement with the Communities of Collaboration in Religious Education. REL to spend time in these meetings unpacking specific scripture and exploring the 3 Worlds of the Text with teaching staff. 2 staff meetings in the year focussed on the 3 worlds of the Text and unpacking scripture.	RE Leader All teaching staff Continuing to engage Youth Minister with RE lessons	Staff have engaged with CoCRE in 2024 and 2025. REC to work with staff to refine units and pedagogy in RE.	More detail in RE programs about how scripture is unpacked and the 3 Worlds of the Text.
All Classroom Mastery Routines implemented	- Coaching 2 x per term - Scheduling ahead of time – align Leadership and staff calendars for coaching	Leadership Team	Walkthrus show where improvement is needed	- Student Behaviours on Compass decrease - Learning Behaviour on Reports show improve between semesters
Evaluation Post implementation-achievements, future recommendations				

Pillars for Teaching and Learning	ASSESSMENT
Goal 3	Assessment is used to inform practice at the classroom and school level

Targets	Key Improvement Strategies	Actions	Monitoring & Progress	Success Indicators
SMART Goals - must be measurable	Explicit strategies, Identify Professional Learning needs and opportunities, Resources	People, budgets and timeline	Where are we up to? What has been done?	How will success be identified
Have the students learnt what was taught?	Formative Assessment – Using the Multi Tiered System of Support. InitialLit in K-2 Using assessment throughout lessons taught.	Infants teachers Leadership		
By the end of Semester 1, teachers have a clear understanding of diagnostic, formative and summative assessment.	- Using the Catalyst online units and targeted meetings on assessment, leadership facilitate PL for staff to strengthen their knowledge of assessment - Teachers know when scaled assessment is administered using an easily accessible and readable assessment schedule - FLEX meetings targeted at assessment design	FLEX meetings AP HITP Leaders Day Term 4 2024	Exit ticket – Microsoft Form. See HITP Leaders Day PP from Term 4 2024.	Change in teacher practice around formative assessment

Using data to inform teaching <i>Whole school and cohort patterns – identifying strengths and areas of need</i> Class teacher – Looking at individual results and targeting needs accordingly	Summative Assessment - analysis of DIBELS, PAT, NAPLAN and class data asap after administration School has an updated assessment schedule, based on Chris de Britt's template Staff meetings used to explore data and moderate student achievement.	All teachers Leadership meet with teachers to discuss data (geoff and Luke released from class)		See teachers use PowerBI in planning Teachers follow the implementation guidelines for diagnostic assessments
By the end of Semester 1 all classes provide evidence of engagement with MTSS	Learning Support staff engage in PL with MiniLit, MacqLit and RTP where needed.	Teachers and support staff		
Evaluation Post implementation-achievements, future recommendations				