

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Step 1: Review and evaluation of 2024 Annual Action Plan (AAP) student learning goals

Given the changes to the school planning process, this step relates to goals from your Annual Action Plan that are related to student learning. For each student learning goal in your 2024 AAP, review the evidence of how you have progressed towards the goal. In this step, answer the questions: 'have we met our improvement goals? What have we learned? What are our next steps?'. The [Annual Action Plan User Guide](#) contains advice on how to do this.

For any goals in your 2024 AAP not related to student learning data, skip this step and move straight to **Step 2**.

Goal 1

Enter student learning goal from 2024 AAP

To achieve consistency of practice across key learning areas.

Enter 2024 target

Was the 2024 target met?

Enter evidence of impact on student learning for this target

Implementation (have we done what we said we would do?)

Evidence of impact (have we observed evidence of impact?)

Action

Completed?

List each action from the 2024 AAP

'Yes', 'partial' or 'no'

Impact on teacher/leader practice

Impact on student learning

Write here evidence of relevant changes in teacher/leader practice and compare to 2024 AAP if relevant

Write here evidence of relevant changes in student learning and compare to 2024 AAP if relevant

Add more rows as required

What have we learned and what are our next steps?

Enter your next steps.

Will you keep this goal for the 2025 AAP?

[If yes, insert this goal into Goal 1 of 2025 AAP]

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Melbourne Archdiocese
Catholic Schools



Goal 2

Enter student learning goal from 2024 AAP
To provide increased opportunities for parents to partner in students' learning

Enter 2024 target

Was the 2024 target met?
Enter evidence of impact on student learning for this target

Implementation (have we done what we said we would do?)

Evidence of impact (have we observed evidence of impact?)

Action

Completed?

List each action from the 2024 AAP

'Yes', 'partial' or 'no'



Impact on teacher/leader practice

Impact on student learning

Write here evidence of relevant changes in teacher/leader practice and compare to 2024 AAP if relevant

Write here evidence of relevant changes in student learning and compare to 2024 AAP if relevant

Add more rows as required

What have we learned and what are our next steps?

Enter your next steps.

Will you keep this goal for the 2025 AAP?

[If yes, insert this goal into Goal 1 of 2025 AAP]

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Melbourne Archdiocese
Catholic Schools



Goal 3

Enter student learning goal from 2024 AAP
To develop student agency and voice.

Enter 2024 target

Was the 2024 target met?
Enter evidence of impact on student learning for this target

Implementation (have we done what we said we would do?)		Evidence of impact (have we observed evidence of impact?)	
Action	Completed?		
List each action from the 2024 AAP	‘Yes’, ‘partial’ or ‘no’ <div style="display: flex; justify-content: center; gap: 10px;"> ● ● ● </div>	Impact on teacher/leader practice	Impact on student learning
		Write here evidence of relevant changes in teacher/leader practice and compare to 2024 AAP if relevant	Write here evidence of relevant changes in student learning and compare to 2024 AAP if relevant
Add more rows as required			

What have we learned and what are our next steps?

Enter your next steps.

Will you keep this goal for the 2025 AAP?

[If yes, insert this goal into Goal 1 of 2025 AAP]

[Replicate this table for additional Goal 4 and Goal 5 if required]

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Step 2: Develop student learning goals and targets

Some of your goals may have been identified in **Step 1** and some new ones may need to be developed in **Step 2**.

Analyse student learning data and other relevant data, and answer the questions: **‘What are our goals for improvement? What are our targets for 2025 and beyond?’**. The [Annual Action Plan User Guide](#) contains advice on how to do this. You may want to enter targets for years beyond the 2025 AAP. This is optional.

Student learning goals		Targets	
Goal 1	<i>Writing: To improve student achievement in Writing, embedding simple to complex sentence level development in genre writing across year levels.</i>	2025 target:	<i>By the end of the year, 80% Yr 3 students will achieve a score of 3 and above and 80% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.</i>
		2026 Target:	<i>By the end of the year, 85% Yr 3 students will achieve a score of 3 and above and 85% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.</i>
		2027 target:	<i>By the end of the year, 90% Yr 3 students will achieve a score of 3 and above and 90% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.</i>
		2028 target:	<i>By the end of the year, 95% Yr 3 students will achieve a score of 3 and above and 95% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.</i>
Goal 2	<i>Maths: To improve student Mathematics achievement, particularly in place value and number fluency in all year levels.</i>	2025 target:	<i>By the end of the year, 80% all students will achieve within the normal range in the Westwood Assessment.</i>
		2026 target:	<i>By the end of the year, 85% all students will achieve within the normal range in the Westwood Assessment.</i>
		2027 target:	<i>By the end of the year, 90% all students will achieve within the normal range in the Westwood Assessment.</i>
		2028 target:	<i>By the end of the year, 95% all students will achieve within the normal range in the Westwood Assessment.</i>
Goal 3	<i>Reading: To improve student achievement in Reading comprehension, building student background knowledge and vocabulary.</i>	2025 target:	<i>By the end of the year, 80% of all students will achieve the 50th percentile or higher for PAT-R.</i>
		2026 target:	<i>By the end of the year, 85% of all students will achieve the 50th percentile or higher for PAT-R.</i>
		2027 target:	<i>By the end of the year, 90% of all students will achieve the 50th percentile or higher for PAT-R.</i>

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



2028 target:

By the end of the year, 95% of all students will achieve the 50th percentile or higher for PAT-R.

Other goals

Your school may need to set a goal from another sphere within the School Improvement Framework (SIF) that is broader than learning and teaching alone. For example, in relation to the Religious Dimension of a Catholic school or in other areas such as the future sustainability of student enrolments or leadership and management. These goals should still form part of your AAP and will require explicit identification of evidence and data that enables the school to best monitor progress towards a target. The [Annual Action Plan User Guide](#) contains advice on how to do this. Record those goals below. You may want to enter targets for years beyond the 2025 AAP. This is optional.

Other goal(s)		Targets	
Goal	<i>RELIGIOUS EDUCATION: To improve the connection students make between faith, learning and life through the Religious Dimension.</i>	2025 target:	<i>By Term 4, Year 4-6 student responses to MACSSIS Catholic Identity 10.6 will increase from 55% to 60%.</i>
		2026 Target:	<i>By Term 4, Year 4-6 student responses to MACSSIS Catholic Identity 10.6 will increase from 60% to 65%.</i>
		2027 target:	<i>By Term 4, Year 4-6 student responses to MACSSIS Catholic Identity 10.6 will increase from 65% to 70%.</i>
		2028 target:	<i>By Term 4, Year 4-6 student responses to MACSSIS Catholic Identity 10.6 will increase from 70% to 75%.</i>
Goal	<i>LEADERSHIP: To build the coaching and mentoring of staff so that the leadership capacity is increased.</i>	2025 target:	<i>By Term 4, Staff response to MACSSIS Instructional Leadership 4.3 will increase from 55% to 60%.</i>
		2026 Target:	<i>By Term 4, Staff response to MACSSIS Instructional Leadership 4.3 will increase from 60% to 65%.</i>
		2027 target:	<i>By Term 4, Staff response to MACSSIS Instructional Leadership 4.3 will increase from 65% to 70%.</i>
		2028 target:	<i>By Term 4, Staff response to MACSSIS Instructional Leadership 4.3 will increase from 70% to 75%.</i>
Goal	<i>To build staff capacity, leadership and confidence to effectively implement wellbeing initiatives.</i>	2025 target:	<i>By Term 4, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 73% to 75%.</i>
		2026 Target:	<i>By Term 4, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 75% to 80%.</i>

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



2027 target:	<i>By Term 4, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 80% to 85%.</i>
2028 target:	<i>By Term 4, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 85% to 90%.</i>

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Melbourne Archdiocese
Catholic Schools



Step 3: Determine key improvement strategies

For each goal, identify the current practices that need to change to achieve the goal. Use this to formulate the key improvement strategy for each goal, which will answer the question: '**what practices should we improve to reach our goals?**'. The [Annual Action Plan User Guide](#) contains advice on how to do this.

A **key improvement strategy** is an area of teacher/leader practice that is likely to have an impact on the student learning described in the goal. The goal responds to a need in student learning, and the key improvement strategy describes the practice that will improve teaching in that area of need. The key improvement strategy should be phrased as an 'if... then...' statement that connects it to the goal.

For example: *If we use an explicit instruction approach to build fluency and number sense, then we will improve the proficiency of students in counting and place value in Year 1.*

Key improvement strategies

Goal 1 *If we develop essential writing skills by implementing a consistent approach to explicitly teach sentence level writing*

Goal 2 *If we systematically plan spaced and interleaved retrieval in Mathematics, then all students will be able to recall number facts.*

Goal 3 *If we explicitly teach vocabulary and build background knowledge, then we will build students' comprehension.*

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Step 4: Plan actions for improvement

For each key improvement strategy, plan the actions for improvement to answer the question: ‘what actions should we take to improve our practice and reach our goals?’. The [Annual Action Plan User Guide](#) contains advice on how to do this.

Goal 1:	<i>To improve student achievement in Writing, embedding simple to complex sentence level development in genre writing across year levels.</i>	
Key improvement strategy	<i>If we develop essential writing skills by implementing a consistent approach to explicitly teach sentence level writing then all students' writing quality will improve.</i>	
Target	<i>By the end of the year, 80% Yr 3 students will achieve a score of 3 and above and 80% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.</i>	
Actions	Timeline	Responsibility
Conduct an audit of current teaching practice of genre writing.	End of Term 1 2025	Leadership Team and classroom teachers
Develop a plan for internal and external Literacy coaching and modelling based on audit data.	End of Term 2 2025	Leadership Team & Coaches
Collect writing samples across P-6 using Elastik to analyse data.	By week 6 of term 2025	Leadership Team and classroom teachers
Analyse strengths and opportunities within the data.	By week 8 of each term 2025	Classroom teachers & Leadership team
Individualise teacher monitoring and coaching	End of Term 3 2025	Leadership Team and classroom teachers
Outcomes	Teacher/leader practice outcome: Enter the predicted evidence of changes in teacher/leader practice	
	Student learning outcome: Enter the predicted evidence of changes in student learning	

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Melbourne Archdiocese
Catholic Schools



Goal 2:	<i>Maths: To improve student Mathematics achievement, particularly in place value and number fluency in all year levels.</i>	
Key improvement strategy	<i>If we systematically plan spaced and interleaved retrieval in Mathematics, then all students will be able to recall number facts.</i>	
Target	<i>By the end of the year, 80% all students will achieve within the normal range in the Westwood Assessment.</i>	
Actions	Timeline	Responsibility
Structured and dedicated PLTs to plan for spaced and interleaved retrieval drawing on the Mathematics scope and sequence	By the end of the year	Staff and Leadership team
Collect, monitor and evaluate student learning data - utilize Elastik platform	By the end of Term One	Staff and Leadership team
Outcomes	Teacher/leader practice outcome: Greater teacher confidence, Consistent planning and gathering of data across the school by teachers and leaders, Teachers working together, Documented systematic planning for retrieval	
	Student learning outcome: Increased number fluency, increased confidence, Ability to transfer to mathematical problems	

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Goal 3:	To improve student achievement in Reading comprehension, building student background knowledge and vocabulary.	
Key improvement strategy	If we explicitly teach vocabulary and build background knowledge, then we will build students' comprehension.	
Target	By the end of the year, 80% of all students will achieve the 50th percentile or higher for PAT-R.	
Actions	Timeline	Responsibility
Analyse student beginning of year data.	Term 1 2025	Staff and Leadership team
Reviewing Inquiry	End of 2025	Staff and Leadership team
Building a knowledge rich curriculum	End of 2028	Staff and Leadership team
Professional development for leadership and staff	End of 2028	Leadership team and staff
Outcomes	Teacher/leader practice outcome: Documented and enacted knowledge rich curriculum, increase confidence and capacity, high engagement of student achievement data	
	Student learning outcome: Increased knowledge, improved confidence and agency, improved reading comprehension	

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Goal 4:	To improve the connection students make between faith, learning and life through the Religious Dimension.	
Key improvement strategy	If we explicitly make links between Catholic traditions, customs and teaching, then students will have a clear connection between their faith, learning and contemporary society.	
Target	By Term 4, Year 4-6 student responses to MACSSIS Catholic Identity 10.6 will increase from 55% to 60%.	
Actions	Timeline	
Professional development - Explicit teaching	End of 2028	Staff and Leadership team
Analyse and review ECSI data	End of Term One, 2025	Staff and Leadership team
Link knowledge rich curriculum to Religious Education	End of 2028	Staff and Leadership team
Outcomes	Teacher/leader practice outcome: Improved confidence, capacity and knowledge of traditions and scripture, Explicitly make links between Catholic traditions, customs, teachings and the way they live their life.	
	Student learning outcome: Students articulate the connection clearly between what they do and their faith	

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Goal 5:	To build staff capacity, leadership and confidence to effectively implement wellbeing initiatives.	
Key improvement strategy	If we implement professional learning in teaching the Resilience Project and other wellbeing initiatives, then staff confidence and capacity will increase and make a positive impact.	
Target	By Term 4, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 73% to 75%.	
Actions	Timeline	
Ongoing staff professional learning to deliver the Resilience Project	End of 2025	Staff and Leadership team
Plan for implementation of the Resilience Project	End of 2025	Staff and Leadership team
Investigate assessments for whole school data collection	End of 2025	Staff and Leadership team
Outcomes	<p>Teacher/leader practice outcome: Improved confidence for staff and leaders, Consistent delivery of the Resilience Project in the classroom and across the school</p> <p>Student learning outcome: Increased resilience around learning and being at school, improved student safety responses - in particular the 5/6 male cohort in reporting concerns to adults and the reported self worth of year 5 girls.</p>	

2025 Annual Action Plan

E1232 Our Lady of the Way Primary School Kingsbury



Goal 6:	To build the coaching and mentoring of staff so that the leadership capacity is increased.	
Key improvement strategy	If we implement cycles of mentoring, coaching and feedback, then staff will be empowered to take on shared responsibility and leadership.	
Target	By Term 4, Staff response to MACSSIS Instructional Leadership 4.3 will increase from 55% to 60%.	
Actions	Timeline	
Structure and schedule regular coaching cycles.	End of 2025	Staff and Leadership team
Relationship building with the new leadership team	End of 2028	Staff and Leadership team
Investigate coaching approaches	End of 2026	Leadership
Professional Learning in coaching	End of 2028	Staff and Leadership team
Outcomes	<p>Teacher/leader practice outcome: Engaging with regular feedback and coaching, increased leadership capacity, increased familiarity with the school leaders, Leadership will have positive influence on the quality of staff work, Teachers view themselves as lead learners</p> <p>Student learning outcome: Improved learning experience and community, improved learning culture amongst students, that students view all teachers as leaders, students view all staff as leading the school and learning</p>	