



Annual Improvement Plan 2025

Goal 1 (Explicit Improvement Agenda):	Goal 2:	Goal 3:									
<p>Consistent implementation of evidence-informed practices in spelling, aligned to Australian Curriculum English V9, to improve student progress.</p>	<p>Optimise and refine the connection between family and school community.</p>	<p>Embed a culture of learning growth language among staff, students and families while providing opportunities for students to actively participate in their own learning experiences so that they feel more motivated.</p>									
<p>To achieve this goal, we will:</p>	<p>To achieve this goal, we will:</p>	<p>To achieve this goal, we will:</p>									
<ul style="list-style-type: none"> Teachers will use data to identify students' spelling skills, diagnose gaps, identify strengths and weaknesses and monitor progress. Professional learning to develop our understanding of the current research in the teaching of spelling and how this aligns with what we already do. Develop a shared understanding of the principles of pedagogy in the teaching of spelling. Collaboratively refine St Bernardine's Whole School Approach to spelling. 	<ul style="list-style-type: none"> Change the timing of the Meet the Teacher session at the start of the year to optimise parent engagement. Have two Parent Collaborative meetings per term with incentives for families who attend. Implement a small committee model with groups of parents attached to events in the school calendar throughout the year. Work with the Parish to hold a designated family mass per term. Create more opportunities for family engagement. Support parents through information sessions to establish and maintain regular reading and home learning routines. 	<ul style="list-style-type: none"> Professional learning (Focus on Growth language and 5 Questions about Learning). Teachers allow students to set their own goals for some of their learning. Provision in planning to give students choice in how they demonstrate their learning where appropriate. Higher achieving students are challenged through group projects to explore topics of interest. Students in Years 3-6 to lead parent-teacher conferences, presenting their own work and discussing their progress and goals. Share information with parents at the Meet the Teacher session and via Newsletters and Seesaw. 									
<p>Our success in 2025 will be measure by:</p>	<p>Our success in 2025 will be measure by:</p>	<p>Our success in 2025 will be measure by:</p>									
<p>10% improvement in Semester 1 and 2 on ACER Spelling Skills data</p>	<p>Parent engagement at events such Parent Information sessions, Celebrations of learning & the Parent Collaborative.</p>	<p>All teaching staff embedding the learning language into their teaching and feedback. Students to use the language when describing their progress to staff and families.</p>									
<p>Connecting communities</p>	<p>Delivering thriving Catholic schools</p>	<p>Maximising potential</p>	<p>Optimising conditions for success</p>	<p>Connecting communities</p>	<p>Delivering thriving Catholic schools</p>	<p>Maximising potential</p>	<p>Optimising conditions for success</p>	<p>Connecting communities</p>	<p>Delivering thriving Catholic schools</p>	<p>Maximising potential</p>	<p>Optimising conditions for success</p>