

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Step 2: Develop student learning goals and targets

Student learning goals		Targets	
Goal 1	To improve student achievement in Mathematics, particularly in <i>Number</i> in Years 3 and 4.	2025 target:	<p>By the end of the year, our Year 3 'General All' Number test in <i>Essential Assessment</i> will show, on average, 12 months growth. Students will move from 1.5 to 2.5 in the analysis of number for Essential Assessment.</p> <p>By the end of the year, our Year 4 Fraction & Decimal post test in <i>Essential Assessment</i> will show, on average, 12 months growth. Fractions & Decimals - 2.5 to 3.5 Subtraction - 1.5 to 2.5</p>
Goal 2	To improve student achievement in English in particular in the area of <i>Grammar & Punctuation</i> in Years 5 and 6.	2025 target:	<p>To increase our percentage of Years 3 and 5 students achieving 'Exceeding' in Grammar & Punctuation in NAPLAN. <i>Currently: Yr 3: 7.5% and Yr 5: 18.2%</i></p>
Goal 3	To improve student achievement in Writing in particular in the area of <i>Vocabulary</i> in Years 3 - 6.	2025 target:	<p><i>By the end of the year, our Year 3 - 6 students will be judged as at the expected standard for their age in the Victorian Curriculum F-10 in Writing as measured by teacher judgements.</i></p> <p><i>Resources: NAPLAN Marking Guide for Vocabulary & Vic Curriculum & Teacher Judgement</i></p>

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Other goals

Other goal(s)		Targets	
Goal 4	To improve student knowledge and understanding of Catholic scripture and traditions in Religious Education lessons.	2025 Evidence:	By the end of 2025, student responses to MACSIS item 10.4 will improve from 45% to 50% and 10.6 from 43% to 50%.
Goal 5	To improve instructional delivery of Daily Reviews and how to incorporate Full Participation Tactics.	2025 Evidence:	By the end of 2025, staff responses to MACSIS item 5.1 will improve from 21% to 32% and 5.2 from 17% up to 28%.
Goal 6	To improve student engagement in particular student excitement for learning in Years 5 and 6.	2025 Evidence:	<p>By the end of 2025, student responses to MACSIS Data in 2.1 - Student Engagement will increase from 2.1 - 32% up to 53%.</p> <p><i>By the end of 2025, student responses to improve by 5% in SEL survey by end of the year</i></p> <p>SEL Survey: "I love to learn" Yr 5: 32% and Yr 6: 40%</p> <p>SEL Survey: "I am curious about how things work" Yr 5: 22% and Yr 6: 30%</p>

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Step 3: Determine key improvement strategies

Key improvement strategies

Goal 1	If we implement daily review and an explicit instruction approach to the teaching of Number, then student fluency and understanding of number will improve.
Goal 2	If we implement an explicit instruction approach to the teaching of Grammar and Punctuation, then students will be able to identify and use grammatical features in texts.
Goal 3	If we implement targeted strategies to explicitly teach vocabulary development, then students will expand their vocabulary and effectively apply it in their writing.
Goal 4	If we plan opportunities for dialogue in Religious Education lessons, then students will deepen their knowledge of Catholic scripture and traditions and make meaningful connections.
Goal 5	If leaders develop routines and structures for providing instructional feedback about daily review and full participation tactics, then teachers will receive frequent and useful feedback to improve practice.
Goal 6	If we act on student voice regarding student engagement, then students will be more excited to go to class.

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Melbourne Archdiocese
Catholic Schools



HOLY SPIRIT
COMMUNITY
SCHOOL



Step 4: Plan actions for improvement

Goal 1:	To improve student achievement in Mathematics, particularly in <i>Number</i> in Years 3 and 4.	
Target:	<p>By the end of the year, our Year 3 'General All' Number test in <i>Essential Assessment</i> will show, on average, 12 months growth. Students will move from 1.5 to 2.5 in the analysis of number for Essential Assessment.</p> <p>By the end of the year, our Year 4 Fraction & Decimal post test in <i>Essential Assessment</i> will show, on average, 12 months growth.</p> <p><i>Fractions & Decimals</i> - 2.5 to 3.5 <i>Subtraction</i> - 1.5 to 2.5</p>	
Key improvement strategy	If we implement daily review and an explicit instruction approach to the teaching of Number, then student fluency and understanding of number will improve.	
Actions	Timeline	Responsibility
Administer and analyse the Essential Assessment 'General All' - Number data	End of T1, 2025	Maths Leader, Classroom Teachers
Identify areas and students of need and plan accordingly	Ongoing 2025	Maths Leader, Classroom Teachers
Facilitated planning - implement improvement sprints	Ongoing 2025	Maths Leader, Classroom Teachers
Audit existing planning - Daily Review and explicit teaching	End of T1, 2025	Maths Leader, Classroom Teachers
Review Number based homework and develop a consistent approach	End of T2, 2025	Maths Leader, Classroom Teachers
Parents in supporting the learning at home	End of 2025	Parents, Maths Leader, Classroom Teachers
Outcomes	<p>Teacher/leader practice outcome: Consistent daily review and explicit teaching implementation, three components of review are evident, effective use of the full participation tactics, consistent language</p> <p>Student learning outcome: Greater confidence, understanding and recall of number</p>	

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Goal 2:	To improve student achievement in English in particular in the area of <i>Grammar & Punctuation</i> in Years 5 and 6.	
Target:	To increase our percentage of Years 3 and 5 students achieving 'Exceeding' in Grammar & Punctuation in NAPLAN. <i>Currently: Yr 3: 7.5% and Yr 5: 18.2%</i>	
Key improvement strategy:	If we implement an explicit instruction approach to the teaching of Grammar and Punctuation, then students will be able to identify and use grammatical features in texts.	
Actions	Timeline	Responsibility
Unpack student data and identify areas of need	End of T1 and ongoing, 2025	English Leader, Classroom Teachers
Facilitated planning, ensuring that Grammar and Punctuation is evident and enacted in planning and teaching	Ongoing, 2025	English Leader, Classroom Teachers
Investigate OCHRE Grammar Project to supplement and enrich the teaching of G&P	End of T1	English Leader
Modelled explicit teaching of G&P	Ongoing, 2025	English Leader, Classroom Teachers
Outcomes	Teacher/leader practice outcome: Confidence and understanding will have improved, deepened understanding of grammatical terminology, consistent and explicit teaching G&P is evident in planning and in the classroom, third teacher visible	
	Student learning outcome: Greater confidence, identify and use grammatical features in texts	

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Goal 3:	To improve student achievement in Writing in particular in the area of <i>Vocabulary</i> in Years 3 - 6.	
Target:	<p><i>By the end of the year, our Year 3 - 6 students will be judged as at the expected standard for their age in the Victorian Curriculum F-10 in Writing as measured by teacher judgements.</i></p> <p><i>Resources: NAPLAN Marking Guide for Vocabulary & Vic Curriculum & VCOP & Teacher Judgement</i></p>	
Key improvement strategy	If we implement targeted strategies to explicitly teach vocabulary development, then students will expand their vocabulary and effectively apply it in their writing.	
Actions	Timeline	Responsibility
Unpack student data and identify areas of need to support all students (NAPLAN)	End of Semester 1 and ongoing, 2025	English Leader, Classroom Teachers
Facilitated planning, ensuring that vocabulary development is planned for and taught	Ongoing, 2025	English Leader, Classroom Teachers
Writing moderation with a lens specifically focused on vocabulary	End of Sem 1 and Sem 2, 2025	English Leader, Classroom Teachers
Modelled explicit teaching of vocabulary in writing	Ongoing, 2025	English Leader, Classroom Teachers
Outcomes	Teacher/leader practice outcome: Confidence and understanding will have improved, consistent and explicit teaching vocabulary is evident in planning and in the classroom, third teacher visible	
	Student learning outcome: Expanded vocabulary, effective application in writing	

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Goal 4:	To improve student knowledge and understanding of Catholic scripture and traditions in Religious Education lessons.	
Target:	By the end of 2025, student responses to MACSIS item 10.4 will improve from 45% to 50% and 10.6 from 43% to 50%.	
Key improvement strategy	If we plan opportunities for dialogue in Religious Education lessons, then students will deepen their knowledge of Catholic scripture and traditions and make meaningful connections.	
Actions	Timeline	
Explore examples of effective use of dialogue in RE	End of 2025	Religious Education Leader, Classroom Teachers
Facilitated planning - explicitly plan for and teach dialogue, using questions and provocations, in RE documentation	Ongoing 2025	Religious Education Leader, Classroom Teachers
Professional Learning and modelling for teaching staff	End of 2025	Religious Education Leader, Classroom Teachers
Outcomes	Teacher/leader practice outcome: Explicit use of questions and provocations to facilitate discussion in the classroom, increased frequency of dialogue	
	Student learning outcome: Articulating connections between faith and life	

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Melbourne Archdiocese
Catholic Schools



HOLY SPIRIT
COMMUNITY
SCHOOL



Goal 5:	To improve instructional delivery of Daily Reviews and how to incorporate Full Participation Tactics.	
Target:	By the end of 2025, staff responses to MACSIS item 5.1 will improve from 21% to 32% and 5.2 from 17% up to 28%.	
Key improvement strategy	If leaders develop routines and structures for providing instructional feedback about daily review and full participation tactics, then teachers will receive frequent and useful feedback to improve practice.	
Actions	Timeline	Responsibility
Unpack the purpose of Daily Reviews and full participation tactics and how these look at Holy Spirit	By the end of 2025	Leadership, Classroom Teachers
The practice of full Participation Tactics are evident in planning and being used in the classrooms	By the end of 2025	Leadership, Classroom Teachers
Leadership to develop a routine and timeline for giving instructional feedback	Term One, 2025	Leadership
Timetable classroom feedback visits to ensure they occur	By the end of 2025	Leadership
Unpack purpose of feedback routines with staff	By the end of 2025	Leadership
Outcomes	Teacher/leader practice outcome: Explicit use of daily reviews and full participation tactics, leadership present in classrooms, teacher confidence improves using DR & FPT, teachers receive ongoing feedback from leaders to improve practice	
	Student learning outcome: Students will be engaged and participating in learning, articulate answers to developed feedback routines	

2025 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Goal 6:	To improve student engagement in particular student excitement for learning in Years 5 and 6.	
Target:	<p>By the end of 2025, student responses to MACSIS Data in 2.1 - Student Engagement will increase from 2.1 - 32% up to 53%.</p> <p><i>By the end of 2025, student responses to improve by 5% in SEL survey by end of the year</i> SEL Survey: "I love to learn" Yr 5: 32% and Yr 6: 40% SEL Survey: "I am curious about how things work" Yr 5: 22% and Yr 6: 30%</p>	
Key improvement strategy	If we act on student voice regarding student engagement, then students will be more excited to go to class.	
Actions	Timeline	Responsibility
Create 5 & 6 student engagement team to create a regular routine to meet, gather and review student engagement concerns (Excitement to class).	End of T1, 2025	Wellbeing Leader, 5 & 6 Teachers
Create and implement an action in line with student voice and school leadership to impact student engagement	End of T2, 2025	Wellbeing Leader, 5 & 6 Teachers
Gather data on student engagement to gauge excitement and love of learning levels	End of T2, 2025	Wellbeing Leader, 5 & 6 Teachers
Outcomes	Teacher/leader practice outcome: Teacher's willingness, dedication, commitment to increasing student excitement about learning increases.	
	Student learning outcome: Students have increased excitement and curiosity about learning.	