

2025 Annual Action Plan

E1317 - Loyola College, Watsonia



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 (Learning)	Vision for Learning: <i>To ensure students are engaged, motivated and committed to becoming lifelong and independent learners through a Vision for Learning.</i>	2025 Target:	By the end of the year, in the MACSSIS survey, we will exceed the 2024 average in Domain 2 School Engagement (2024 MACSSIS average 27%, Loyola 28%)
		2026 Target:	By the end of the year, in the MACSSIS survey, we will close the gap in the gender-based average in Domain 2 School Engagement between boys and girls. (2024 male 32%, female 24%)
Goal 2 (Learning)	Numeracy: <i>To improve student achievement in numeracy in Years 7-9.</i>	2025 Target:	By the end of the year, the median achievement level in PAT Maths at Year 7 & 8 will improve against previous performance.
		2026 Target:	Median and 75th percentile for Year 9 girls' numeracy will meet or exceed state achievement in NAPLAN.
Goal 3 (Learning)	Literacy: <i>To improve student achievement in writing in Years 7-9.</i>	2025 Target:	By the end of the year, the median achievement level in PAT Writing at Year 7 & 8 will improve against previous performance.
		2026 Target:	By the end of the year, the median achievement level in PAT Writing at Year 8 and PAT Writing and NAPLAN at Year 9 will improve against previous performance.

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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 4 (Wellbeing)	Student Attendance: <i>To continue improving student engagement with a particular focus on student attendance at Years 9 and 10.</i>	2025 Target:	Continue to investigate cause for lower attendance rates (<90%) - targeting Year 9 & 10 female cohorts specifically, where attendance rates dropped in 2024 compared to other year levels. The College will continue to monitor attendance trends across all year levels via the annual 'Student Attendance Data Collections', evaluating the effectiveness of processes implemented in 2024 and adjusting as necessary The College target is to achieve a minimum 5% increase in the number of female students in Years 9 & 10 with attendance of 90% or greater. This equates to approximately 5 additional students across each cohort improving their attendance rates to above 90% within the designated reporting period.
		2026 Target:	Achieve an additional 5% increase with the designated cohort above and extend improvement goals to additional cohorts.
Goal 5 (Religious Education)	Faith Formation: <i>Enhance faith formation opportunities for students, staff, and families.</i>	2025 Target:	Evidence of growth in Catholic Identity domain (students, staff and families) in MACSSIS data. Increase in Catholic Identity staff data to 80% from 75% (2024) Increase in Catholic Identity student data to 40% from 35% (2024) Increase in Catholic Identity family data to 65% from 61% (2024)
		2026 Target:	Continue to enhance the RE program into a comprehensive one that engages students at all levels. Evidence of continued growth in Catholic Identity domain in MACSSIS data
Goal 6 (Leadership)	A Culture of Discernment: <i>To build a culture of discernment, ensuring:</i> - All stakeholders are heard. - Leaders are listening. - Decisions are made after considered reflection.	2025 Target:	Achieve Growth in 2025 MACSSIS Data: School Leadership increase to 55% from 52% (2024) Staff Leadership Relationships to 75% in MACSSIS from 73% (2024) Instructional Leadership increase to 53% from 50% (2024) Psychological Safety increase to 59% from 56% (2024)

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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 (Learning)	<i>If we develop an instructional model based on explicit teaching practices, then we will improve student engagement and motivation.</i>
Goal 2 (Learning)	<i>If we implement explicit teaching practices and a numeracy problem-solving strategy across Maths and Science, then we will see an improvement in numeracy in years 7-9.</i>
Goal 3 (Learning)	<i>If we establish writing instruction as a priority across English and Humanities, then we will see an improvement in writing in years 7-9</i>
Goal 4 (Wellbeing)	<p><i>If we:</i></p> <ul style="list-style-type: none"> - Continue to evaluate the effectiveness of existing processes (adjusting accordingly), - Develop a greater understanding of the reasons that lead to increased absenteeism (within the targeted cohorts), - Continue to promote the benefits of regular attendance and the adverse effects of poor attendance, <p><i>then, we will see an improvement in student attendance data, with increases in the number of students (within targeted cohorts) attending school at rates of 90% or higher.</i></p>
Goal 5 (Religious Education)	<p><i>If we</i></p> <ul style="list-style-type: none"> - offer contemporary faith formation sessions for students, staff and parents, - continue to develop a comprehensive religious education program that engages students at all levels, making explicit links to Gospel values, faith formation and outreach, - create resources and support for families to nurture faith, <p><i>then we will enhance faith formation opportunities for students, staff, and families, leading to increased participation, deeper engagement, and a stronger faith community within Loyola College.</i></p>
Goal 6 (Leadership)	<p><i>If the Principal undergoes training in discernment in decision making (leadership for mission course), then the experience can be shared with others in the community to build understanding of discernment as a distinctive characteristic of Ignatian leadership and decision-making.</i></p> <p><i>If Consult adopt Conversations in the spirit as a model for decision making, then they will listen actively, be open to all viewpoints, and will discern the best course of action through prayer, reflection, and open dialogue with others.</i></p> <p><i>If Consult model Conversations in the spirit to College Leadership, then middle leaders can adopt this method of communal discernment amongst their own teams.</i></p>

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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: (Learning)	Vision for Learning: To ensure students are engaged, motivated and committed to becoming lifelong and independent learners through a Vision for Learning	
Target:	By the end of the year, in the MACSSIS survey, we will exceed the MACS average in Domain 2 School Engagement (2024 MACS average 27%, Loyola 28%)	
Key improvement strategy:	If we develop an instructional model based on explicit teaching practices, then we will improve student engagement and motivation.	
Actions:	Timeline	Responsibility
Research possible models and frameworks for the school's instructional model.	Term 1	Director of Learning
Conduct learning walks to ascertain a baseline for teaching practices across the college.	Term 1 + 2	Director of Learning, Deputy Principal – Teaching & Learning, Heads of Learning.
Survey students and staff to understand perceptions of consistency in teaching and learning.	Term 2	Director of Learning
Conduct consultation with Heads of Learning, College Leadership, and staff to cocreate the instructional model.	Early Term 2	Heads of Learning, College Leadership, Consult, staff, students and community
Conduct professional learning for staff on explicit teaching practices which underpins the learning model.	Term 4	Director of Learning, Deputy Principal – Teaching & Learning, Heads of Learning.
Outcomes:	Teacher/leader practice outcome: When we observe lessons across all year levels we will see that all teachers are using the instructional model as outlined in the Vision for Instruction. When we survey teachers, we will see an improvement in their perceptions of student engagement and motivation.	
	Student learning outcome: When we survey students, we will see an improvement in their perceptions of their engagement and motivation in learning.	
	When we review attendance data, we will see an improvement in overall attendance figures.	

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Goal 2: (Learning)	Numeracy: To improve student achievement in numeracy in Years 7-9.	
Target:	By the end of the year, the median achievement level in PAT Maths at Year 7 & 8 will improve against previous performance.	
Key improvement strategy	If we implement an explicit numeracy problem-solving strategy across Maths and Science, then we will see an improvement in numeracy in years 7-9.	
Actions	Timeline	Responsibility
Consult with Maths and Science staff to co-create an explicit problem-solving strategy to be implemented across Maths and Science at Year 7 & 8	Term 1-2, 2025	Deputy Principal – Teaching & Learning, Heads of Learning.
PL staff in Maths and Science on: <ul style="list-style-type: none"> - explicit instruction when introducing new mathematics content - explicitly teaching the problem-solving strategy. 	Term 2, 2025	Director of Learning, Deputy Principal – Teaching & Learning, Heads of Learning.
Embed the problem-solving strategy and explicit instruction into curriculum documents at Year 7-9 in Maths and Science.	Term 3, 2025	Director of Learning, Deputy Principal – Teaching & Learning, Heads of Learning.
Develop the importance of students using precise mathematics language amongst staff.	Term 3, 2025	Director of Learning, Deputy Principal – Teaching & Learning, Heads of Learning.
Outcomes	Teacher/leader practice outcome: When we observe lessons in maths and science in years 7 and 8 we will see that all teachers are using consistent language and approaches to problem-solving in their lessons.	
	Student learning outcome: When we talk to students about problem solving, we will see that students are using common language and processes to solve complex numeracy problems.	

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Goal 3: (Learning)	Writing: To improve student achievement in writing in Years 7-9.	
Target:	By the end of the year, the median achievement level in PAT Writing at Year 7 & 8 will improve against previous performance.	
Key improvement strategy	If we establish writing instruction as a priority across English, Humanities and Science then we will see an improvement in writing in years 7-9.	
Actions	Timeline	Responsibility
Identify writing requirements for each faculty and the skills that are required.	Term 1, 2025	Director of Learning, Literacy Coordinator
Identify current practices in teaching writing skills across the English and Humanities Faculties.	Term 1 + 2, 2025	Director of Learning, Literacy Coordinator, Heads of Learning
Establish common structures and language for writing skills across English and Humanities Faculties at Year 9.	Term 2 2025	Director of Learning, Literacy Coordinator, Heads of Learning
PL staff on literacy structures across faculties so they are confident in teach writing skills for their subjects.	Term 2 + 3, 2025	Director of Learning, Literacy Coordinator
Create a Loyola College Writing Guide to support students and staff to embed writing skills in the teaching and learning sequence.	Term 4, 2025 > Term 1, 2026	Director of Learning, Literacy Coordinator, Heads of Learning
Monitor roll-out of structures and language through team meetings	Term 1, 2026	Deputy Principal Teaching & Learning, Director of Learning, Literacy Coordinator
Outcomes	Teacher/leader practice outcome: When we review curriculum documents and teaching resources, we will see that they explicitly embed common language and approaches to teaching writing across English and Humanities.	
	Student learning outcome: When we review student work samples in Year 9 English and Humanities, we will see students using coherent structures and nominalisation to achieve cogency.	

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Goal 4: (Wellbeing)	Student Attendance: To continue improving student engagement with a particular focus on student attendance at Years 9 and 10.	
Target:	The College target is to achieve a minimum 5% increase in the number of female students in Years 9 & 10 with attendance of 90% or greater. This equates to approximately 5 additional students across each cohort improving their attendance rates to above 90% within the designated reporting period.	
Key improvement strategy	<p>If we:</p> <ul style="list-style-type: none"> - Continue to evaluate the effectiveness of existing processes (adjusting accordingly), - Develop a greater understanding of the reasons that lead to increased absenteeism (within the targeted cohorts) - Continue to promote the benefits of regular attendance and the adverse effects of poor attendance <p>then, we will see a gradual improvement in student attendance data, with increases in the number of students (within targeted cohorts) attending school at rates of 90% or higher.</p>	
Actions	Timeline	Responsibility
Review 2025 Student Attendance Data Collection information to determine effectiveness of existing strategies implemented in 2024.	Semester 1, 2025 (Collection Period 1) Term 3, 2025 (Collection Period 2)	Deputy Principal Students; Director of Students; Heads of Houses
Ensure that any strategies deemed effective are continued in greater capacity across students and parents of targeted cohorts, and that strategies deemed ineffective are adjusted or replaced with new initiatives accordingly.	Term 3, 2025 (Collection Period 1) Term 4, 2025 (College Period 2)	Deputy Principal Students; Director of Students
Continue to develop and disseminate information across a range of communication mediums that speaks to the benefits of regular and consistent attendance whilst also discussing adverse effects of poor attendance. Ensure that all information is shared with students, parents and staff.	Regularly throughout 2025.	Deputy Principal Students; Director of Students, Director of College & Community Engagement
Outcomes	<p>Teacher/leader practice outcome: When we speak with Staff regarding student engagement, we will see that Teachers have experienced less follow-up requirements with students and their families in relation to missed work. With fewer students absent from classes, we should report greater engagement within the classroom environment where teachers are able to deliver their content and students become increasingly confident in their learning.</p> <p>When we speak with Wellbeing Leaders, we will see a decrease in the number of students requiring monitoring for non-attendance.</p> <p>Student learning outcome: With the increase in attendance, students should have a greater sense of belonging, which should translate to greater engagement in their learning (having a sense of accomplishment), leading to improved outcomes.</p>	

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Goal 5: (Religious Education)	Faith Formation: Enhance faith formation opportunities for students, staff, and families.	
Target:	Evidence of growth in Catholic Identity domain (students, staff and families) in MACSSIS data. Increase in Catholic Identity staff data to 77% from 75% (2024) Increase in Catholic Identity student data to 37% from 35% (2024) Increase in Catholic Identity family data to 63% from 61% (2024)	
Key improvement strategy	If we <ul style="list-style-type: none"> - offer contemporary faith formation sessions for students, staff and parents, - continue to develop a comprehensive religious education program that engages students at all levels, making explicit links to Gospel values, faith formation and outreach, - create resources and support for families to nurture faith, then we will enhance faith formation opportunities for students, staff, and families, leading to increased participation, deeper engagement, and a stronger faith community within Loyola College.	
Actions	Timeline	Responsibility
Continue to develop and implement the following contemporary faith formation programs: <ul style="list-style-type: none"> - Kairos Retreat - Parent Podcasts - Companion Exchange Accreditation sessions for Teaching Staff 	2025	DP – Ignatian Mission and Identity Youth Minister
Introduce a Certificate II in Active Volunteering for VCE VM Students as part of their Religious Education Program in Year 11 & 12	2025 – 2026	DP – Ignatian Mission and Identity Head of Ignatian Service
Outcomes	Teacher/leader practice outcome: When we implement a contemporary Faith Formation Program for Staff, coupled with enhancements to our religious education program, we will see Staff engage in teaching practices with a greater understanding of our curriculum and affiliation with our Catholic faith.	
	Student learning outcome: When we involve students in our Faith Formation Program we will see improved academic engagement within Religious Education classes and a positive affiliation with Catholic Identity within our school environment.	

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Melbourne Archdiocese
Catholic Schools



Goal 6: (Leadership)	A Culture of Discernment: To build a culture of discernment, ensuring all stakeholders are heard, leaders are listening and decisions are made after considered reflection.	
Target:	Evidence of growth in 2025 MACSSIS Data: School Leadership increase to 55% from 52% (2024) Staff Leadership Relationships to 75% from 73% (2024) Instructional Leadership increase to 53% from 50% (2024) Psychological Safety increase to 59% from 56% (2024)	
Key improvement strategy	<p>If the Principal undergoes training in discernment in decision making (leadership for mission course), then experience can be shared with others in the community to build understanding of discernment as a distinctive characteristic of Ignatian leadership and decision-making.</p> <p>If Consult adopt Conversations in the spirit as a model for decision making, then they will listen actively, be open to all viewpoints, and will discern the best course of action through prayer, reflection, and open dialogue with others.</p> <p>If Consult model Conversations in the spirit to middle leaders, then middle leaders can adopt this method of communal discernment amongst their own teams.</p>	
Actions	Timeline	Responsibility
Consult Team to use Conversations in Spirit on a regular basis as part of strategic decision-making discussions.	Commencing February 2025.	Principal Members of Consult
Principal to attend Ignatian Mission for Senior Leaders Session three to explore: <ul style="list-style-type: none"> Discernment and spiritual conversation Individual and communal discernment Opportunities for leadership to engage with spiritual conversation, individual and communal discernment. 	Thursday 20 and Friday 21 March	Principal
Consult Team to model Conversations in the Spirit at College Leadership, Heads of House, and Heads of Learning meetings.	Commencing Term Two 2025	Consult College Leadership Heads of House & Heads of Learning
Outcomes	<p>Teacher/leader practice outcome: When we adopt Conversations in the Spirit as a decision-making process, we will see the following changes in College Leadership:</p> <ol style="list-style-type: none"> Enhanced communication: Emphasis on attentive listening and intentional speaking, with can improved overall communication in the community. Deeper Awareness: Members of the community develop a better understanding of the community identity and mission. Stronger Community bonds: Process to foster a stronger sense of community, promoting understanding and unity. Increased Creativity: All voices to be heard, leading to more creative and diverse ideas. Visible changes: Increased inclusivity, better conflict resolution 	
	Student learning outcome: When our decisions are made after considered reflection, we will see an enhanced school culture with greater engagement in learning.	