


Annual Improvement Plan 2026



An education to **believe** in

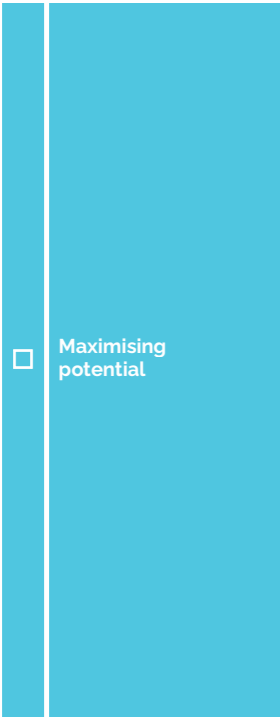
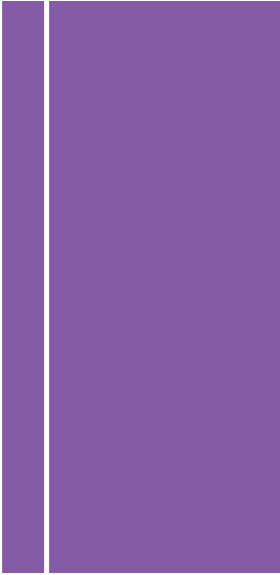


St Kevin's Primary School, Geebung

Goal	Strategic Priority	Key Actions	Measurable Targets	Implementation			
				T1	T2	T3	T4
<p>Goals that inspire and set your school's direction.</p> <p><i>Where do we need to go?</i></p>	<p>Alignment of goal to Strategic Plan 2025-2027 priorities.</p> <p><i>Where does it align?</i></p>	<p>High impact actions that will drive improvement</p>	<p>Measurable targets to track progress towards your school's goal.</p>	<p>A clear and precise roadmap of the key actions</p>			
<p>Goal 1</p>	<p>Connecting communities</p>	<p>Through collaboration between Classroom Teachers, APRE and PLL, redesign the Religion Education Program.</p> <p>Quality documentation evident across all 3 levels of planning reflecting the BCE Religious Education Curriculum.</p> <p>Detailed Year Level Band Plan – connecting Formation Plan with RLOS and Classroom T&L.</p> <p>Creation and adoption of common template for RE Planning across the school.</p> <p>Short cycle planning in RE reflecting best practice.</p>	<p>Redesign the Religion Education Program:</p> <p>Target: Achieve 100% alignment of the Religion Education Program with the BCE Religious Education Curriculum and Curriculum Compass by the end of the academic year.</p> <p>Measure: Conduct quarterly reviews to ensure all three levels of planning reflect the BCE Curriculum Compass requirements.</p>  <p>Increased student data in TTFM... Student deepen understanding of Catholic Tradition ...</p> <p>0% in disagree 10% decrease in neither agree or disagree.</p>	<p>PLL and APRE Review of Whole School Curriculum Plan for Religion.</p> <p>Draft Year Level Band Plan for Religion complete across all year levels.</p> <p>APRE and PLL create RE planning template aligned to other KLAs.</p> <p>100% of teachers adopt RE Planning Template.</p> <p>Collaborative planning with APRE of at least two short cycle units for the term featuring two High Impact Strategies.</p> <p>Implementation of 12 month Formation Plan strategically aligned with Year Level Band Plans, with a particular focus on enhancing the iconography around the school.</p>	<p>Collaborative planning with APRE of at least two short cycle units for the term featuring two High Impact Strategies.</p> <p>Feedback provided to staff on short cycle units for Term 2.</p> <p>Update Year Level Band Plan.</p> <p>Collation of a list of High Impact Strategies that have been effective in the teaching and learning of Religion during Term 2.</p>	<p>Collaborative planning with APRE of at least two short cycle units for the term featuring two High Impact Strategies.</p> <p>Feedback provided to staff on short cycle units for Term 2.</p> <p>Update Year Level Band Plan.</p> <p>Collation of a list of High Impact Strategies that have been effective in the teaching and learning of Religion during Term 3.</p>	<p>Collaborative planning with APRE of at least two short cycle units for the term featuring two High Impact Strategies.</p> <p>Feedback provided to staff on short cycle units for Term 2.</p> <p>Update Year Level Band Plan.</p> <p>Collation of a list of High Impact Strategies that have been effective in the teaching and learning of Religion during Term 4.</p>
<p><i>Teachers will apply high impact teaching strategies that demonstrate a strong knowledge of the Religion Curriculum content.</i></p> <p>Further notes:</p>	<p>Delivering thriving Catholic schools</p>	<p>Build Foundational Knowledge through Professional Learning.</p> <p>Provision of school based professional learning experiences and strategic promotion of BCE professional learning experiences relating to curriculum content and Catholic faith and tradition.</p>	<p>Facilitate Professional Learning Sessions:</p>	<p>Provision of Week 0 Formation Day incorporating elements of both the RLOS and the Teaching and Learning of Religion for all staff focused on the Year of Balance.</p> <p>Shape of the RE Curriculum and Connected Curriculum (alignment across KLAs) – Term 1 Staff Meeting.</p>	<p>Pedagogy of Encounter Twilight – core content reflective of curriculum.</p> <p>Catholic Social Teaching and High Impact Strategy Highlight Staff Professional Learning – Term 2 Staff Meeting.</p>	<p>Catechism and High Impact Strategy Highlight Staff Professional Learning – Term 3 Staff Meeting.</p>	<p>Gospel writers and High Impact Strategy Highlight Staff Professional Learning – Term 4 Staff Meeting.</p>

Staff expressed a desire to develop assessment in Religion. This will be a priority in 2027.

SIT ...
Build teacher capability in delivering expected pedagogies through purposeful collaboration, observations, and feedback on practice, to enable high levels of student engagement with the curriculum.



Ensure that the Religious Education Curriculum is integrated with other subjects to make learning more holistic and engaging. This can be done through interdisciplinary projects and thematic units.

Integrate Religious Education with Other Subjects:
Target: Implement at least 1 interdisciplinary project per term.
Measure: Evaluate student engagement and learning outcomes through project-based assessments.

Target: Conduct at least 1 professional learning session per term focused on the core content of the Religious Education Curriculum and high impact teaching strategies.

Measure: Track attendance and collect feedback from participants to assess the effectiveness of the sessions.

Local 2025 Result	Change from 2023
83%	2%
82%	4%
78%	3%
72%	2%

100% of staff agree in TTFM that the school provides opportunities for staff to deepen their understanding of Catholic Faith and Tradition.

100% of staff agree learning in Religion supports students to understand the centrality of Jesus, social justice and moral decision making.

Subject Judgements - Religious Education (RE)

Year Level Year Sem C % 48.94% (48.94%) n 47

Year	Sem.1	Sem.2
Year 4	19% A, 60% B, 21% C	27% A, 45% B, 27% C
Year 5	45% A, 41% B, 14% C	32% A, 36% B, 29% C
Year 6	31% A, 47% B, 22% C	28% A, 41% B, 30% C

(APRE and PLL)

Provision of time during Week 0 Formation Day to begin exploration of connected curriculum.

Shape of the RE Curriculum and Connected Curriculum (alignment across KLAS) – Term 1 Staff Meeting. (APRE and PLL)

Collaborative planning with APRE of at least one interdisciplinary unit integrating Religion with other KLAS.

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Collation of a list of resources required to support effective teaching and learning of Religion interdisciplinary units.

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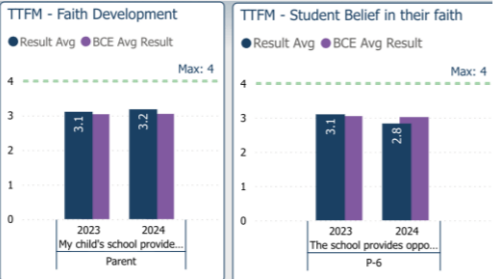
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	☒	Optimising conditions for success	<p>Reflective Practice - Encourage teachers to engage in reflective practice to continually improve their teaching strategies and better meet the needs of their students.</p> <p>Moderating Assessment tasks to show effectiveness of T&L of Religion.</p>	<p>Moderation of Student Engagement: Target: Conduct moderation sessions for student engagement in learning at least twice per term. Measure: Use student engagement data to identify trends and make necessary adjustments to teaching strategies.</p> 	<p>With APRE support, staff unpack end of 2025 data regarding student achievement and engagement in Religion.</p> <p>Semester 1 goals set per year level to improve student achievement in Religion.</p> <p>Reflective session built in to the end of each short cycle Religion unit where teachers collect feedback from students.</p> <p>Establish processes to enable APRE 'drop in' to Religion lessons at least twice a term to engage in Learning Talks.</p> <ol style="list-style-type: none"> 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? 	<p>Upper School student voice regarding reflections on learning in Religion collected in TLD.</p> <p>Collect and analyse staff and student data reflecting on the short cycle units for Term 2.</p> <p>Continue APRE 'drop in' to Religion lessons at least twice a term to engage in Learning Talks.</p> <ol style="list-style-type: none"> 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? 	<p>With APRE support, staff unpack Semester 1 data regarding student achievement and engagement in Religion.</p> <p>Semester 2 goals set per year level to improve student achievement in Religion.</p> <p>Collect and analyse staff and student data reflecting on the short cycle units for Term 3.</p> <p>Upper School student voice regarding reflections on learning in Religion collected in TLD.</p> <p>Continue APRE 'drop in' to Religion lessons at least twice a term to engage in Learning Talks.</p> <ol style="list-style-type: none"> 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? 	<p>Upper School student voice regarding reflections on learning in Religion collected in TLD.</p> <p>Collect and analyse staff and student data reflecting on the short cycle units for Term 4.</p> <p>Continue APRE 'drop in' to Religion lessons at least twice a term to engage in Learning Talks.</p> <ol style="list-style-type: none"> 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?
<p>Goal 2</p> <p>Create a self-reflective culture focused on staff feedback, to build trust and professional agency across all school staff.</p> <p>Further notes: Formalise structured forums for Opportunities are provided for</p>	☒	Connecting communities	<p>Establish Formal Forums</p> <ul style="list-style-type: none"> • Schedule termly staff PDP conversations with Principal and APRE. • Adopt time before each staff meeting/stand up meeting/SO meeting for open dialogue and solution-focused discussion. • Continue embedding feedback opportunities during Learning Walks and Talks <p>Collaborate Beyond the School</p> <ul style="list-style-type: none"> • Partner with other schools to share best practices (Learning 	<p>Culture Survey Results</p> <p>1. Strengthen Staff Feedback and Self-Reflection</p> <p>Targets:</p> <ul style="list-style-type: none"> • Increase "Feedback and Accountability" dimension from 69% to 75% by next survey • Raise "Trust and Psychological Safety" from 49% to 60% • Reduce "fear of retribution" responses from 22% to below 15% <p>Measures:</p> <ul style="list-style-type: none"> • Implement regular, structured feedback cycles (e.g., peer observations, LW&T's, staff meetings, planning sessions) • Facilitate reflective practice sessions (PDPs) at least once per term • Track participation within feedback activities • Culture Survey, TTFM 	<p>Develop a staff definition of feedback.</p> <p>Provision of Professional Learning with Tammy McCartney focused on key elements of feedback/feedforward, supporting staff to understand what feedback is, how it can be delivered and received and the difference between voice and noise when considering staff feedback in a coaching framework.</p> <p>Establish staff collaborative teams targeting 2026 goals</p> <ul style="list-style-type: none"> *Catholic Identity *Curriculum/Mathematics *Feedback 	<p>Schedule at least 1 staff meeting for collaborative teams during Term 2.</p> <p>Provide forum for collaborative groups to feedback to staff about their agenda, progress and examples of best practice.</p> <p>Schedule and conduct at least 2 Learning Walks and Talks in each classroom.</p> <p>Provide staff professional learning regarding ... **growth mindset</p> <p>Promote Tell Them from Me Survey and provide all staff with time in staff meeting/school officer meeting to complete</p>	<p>Schedule at least 1 staff meeting for collaborative teams during Term 3.</p> <p>Provide forum for collaborative groups to feedback to staff about their agenda, progress and examples of best practice.</p> <p>Schedule and conduct at least 2 Learning Walks and Talks in each classroom.</p> <p>Provide staff professional learning regarding ... **agency and distributive leadership</p> <p>Unpack Culture Survey with staff, identifying key areas of success and key area for growth.</p>	<p>Schedule at least 1 staff meeting for collaborative teams during Term 4.</p> <p>Provide forum for collaborative groups to feedback to staff about their agenda, progress and examples of best practice.</p> <p>Schedule and conduct at least 2 Learning Walks and Talks in each classroom.</p> <p>Provide staff professional learning regarding ... **effective communication</p> <p>Unpack Tell Them from Me Survey with staff, identifying key areas of success and key area for growth.</p> <p>Conduct at least 1 PDP meeting for all staff with</p>

		<p>Walks and Talks and STAR).</p> <ul style="list-style-type: none"> Facilitate inter-school feedback exchanges to broaden perspectives. <p>Professional Learning</p> <ul style="list-style-type: none"> Provide training on effective communication (growth mindset, voice and noise) and feedback and communication strategies. 	<p>2. Enhance Collaboration and Collegiality</p> <p>Targets:</p> <ul style="list-style-type: none"> Lift "Collaboration and Cohesion" from 75% to 80% Improve "Unified System" from 58% to 65% Increase "Empowered" dimension from 67% to 75% <p>Measures:</p> <ul style="list-style-type: none"> Establish staff collaborative teams for key initiatives Recognise and share examples of effective collaboration in staff meetings/newsletters Monitor and report on collaborative team project outcomes <p>3. Foster Professional Agency</p> <p>Targets:</p> <ul style="list-style-type: none"> Grow "Democratised" (decision-making) from 53% to 65% Increase "Empowered" (ownership, initiative) from 67% to 75% Reduce "micro-management" perception from 22% to below 10% <p>Measures:</p> <ul style="list-style-type: none"> Provide professional learning on agency and distributed leadership Offer staff opportunities to lead projects or initiatives Survey staff on perceived autonomy and agency annually <p>4. Support Wellbeing and Work-Life Balance</p> <p>Targets:</p> <ul style="list-style-type: none"> Raise "Employee Wellbeing" from 56% to 65% Reduce "sacrifice wellbeing for workload" from 39% to below 25% <p>Measures:</p> <ul style="list-style-type: none"> Promote and monitor uptake of wellbeing initiatives Regularly review workload and adjust expectations as needed Include wellbeing check-ins in team meetings <p>Further measures</p>	<p>Provide forum for collaborative groups to feedback to staff about their agenda, progress and examples of best practice.</p> <p>Redesign format of Staff Meetings/SO Meetings/Stand Up Meetings to enable time for an Open Forum at each meeting.</p> <p>Schedule and conduct at least 2 Learning Walks and Talks in each classroom per term.</p> <p>Promote Culture Survey and provide all staff with time in staff meeting/school officer meeting to complete.</p> <p>Conduct at least 1 PDP meeting for all staff with Principal and APRE during Term 1.</p> <p>Engage with other schools within the cluster that share an EIA goal to explore the feasibility of organising inter-school walks and talks in Term 2.</p> <p>Create a schedule of inter-school learning walks and talks in Term 2.</p> <p>TRP – Kris linking in next week in a Teams meeting to discuss resourcing available</p> <p>Gratitude Journal</p> <p>Engage with TRP</p>	<p>Conduct at least 1 PDP meeting for all staff with Principal and APRE during Term 2.</p> <p>Conduct at least 1 round of inter-school learning walks and talks at St Kevin's.</p> <p>Collect data from visiting teachers regarding examples of best practice identified in St Kevin's classrooms.</p>	<p>Conduct at least 1 PDP meeting for all staff with Principal and APRE during Term 3.</p> <p>Conduct at least 1 round of inter-school learning walks and talks offsite.</p> <p>Provide a forum for staff to share examples of best practice from inter-school learning walks and talks to partner school and to St Kevin's staff.</p>	<p>Principal and APRE during Term 4.</p> <p>Collect staff voice regarding the effectiveness of inter-school learning walks and talks and key learnings taken from the experience this year.</p>
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			<ul style="list-style-type: none">• Evidence of collaboration with partner schools.• Positive impact on staff retention and morale.					
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2026 Explicit Improvement Agenda



St Kevin's Primary School, Geebung

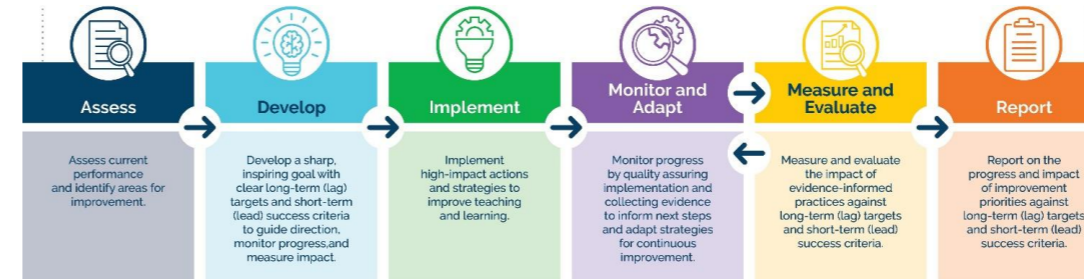
Assess current performance and identify areas of improvement

Analyse key data sets (academic, engagement, wellbeing) + **Consider** contextual insights + **Utilise** School Improvement Review recommendations to **identify improvement priorities**.

DEVELOP: a narrow and sharp goal to inspire excellence and set direction

Goal:

We aim to embed high-impact pedagogical strategies in Mathematics that enable differentiated assessment practices, ensuring learners experience growth in numeracy skills.



System Improvement Framework

DEVELOP: lag (longer term) targets & lead (shorter term) success criteria to guide direction, monitor progress & measure impact

Develop 5–6 observable indicators of success that represent the intended outcomes of your improvement goal. These criteria should be evidence-informed statements that describe the improvement practices and behaviours expected of leaders, teachers, and students. View these success criteria as a backwards-mapping tool to guide the design, implementation, and monitoring of your year-long improvement practices.

Consider how your success criteria reflect the principles of Growing & Thriving and the elements of Curriculum Compass to support consistent, evidence-informed practices that promote quality teaching and equitable outcomes for all learners.

Success Criteria	T1	T2	T3	T4
Planning Evidence <ul style="list-style-type: none"> All year-level planning documents include differentiated assessment tasks aligned with Version 9.0 ACARA Mathematics curriculum. 	70% of Year Level Mathematics unit plans contain differentiated assessment tasks.	80% of Year Level Mathematics unit plans contain differentiated assessment tasks.	90% of Year Level Mathematics unit plans contain differentiated assessment tasks.	100% of Year Level Mathematics unit plans contain differentiated assessment tasks.
Teacher Practice <ul style="list-style-type: none"> 100% of teachers implement at least two differentiated strategies per Mathematics unit verified through observation and planning audits. 	70% of Year Level Mathematics unit plans contain evidence of the use of 1 high impact pedagogical strategy.	80% of Year Level Mathematics unit plans show 1 embedded, high impact pedagogical strategy.	90% of Year Level Mathematics unit plans contain evidence of the use of 2 high impact pedagogical practices.	100% of Year Level Mathematics unit plans show 2 embedded, high impact pedagogical strategies.
Student Growth <ul style="list-style-type: none"> At least 70% of students demonstrate expected or above-expected growth in numeracy (school-based and system data). 	45% of students in Year 1 – Year 6 demonstrate expected or above-expected results in PAT-M and Essential Assessment data.	55% of students in Year 1 – Year 6 demonstrate expected or above-expected results in NAPLAN SSRS, Essential Assessment data.	65% of students in Year 1 – Year 6 demonstrate expected or above-expected results in NAPLAN SSRS and Essential Assessment data.	70% of students in Year 1 – Year 6 demonstrate expected or above-expected results in PAT-M and Essential Assessment data.

2026 Explicit Improvement Agenda



Collaboration

- Teachers engage in regular cycles of peer observation, feedback, and collaborative inquiry to build capacity and improve mathematical practice in their classrooms and across the school.

All teachers engage in 1 cycle of classroom learning walks and talks with leadership and provide feedback.

Mathematics Team (teachers, PLL) will lead 1 staff meeting based on Mathematics PD.

All teachers engage in 2 cycles of classroom learning walks and talks with leadership and provide feedback.

Mathematics Team (teachers, PLL) will lead 1 staff meeting on 1 Mathematics high impact pedagogy.

All teachers engage in 2 cycles of classroom learning walks and talks with leadership and provide feedback.

Teachers will engage in professional sharing staff meeting around implemented high impact pedagogies.

All Staff engage share feedback during staff 1 meeting about how capacity has been built throughout the year.

Professional Feedback

- Leaders conduct Learning Walks & Talks to monitor mathematic specific pedagogies and practices, provide feedback, and build collaborative capacity across the school.

Leaders conduct 1 cycle of classroom learning walks and talks to build capacity of teachers across the school.

Leaders conduct 2 cycles of classroom learning walks and talks to build capacity of teachers across the school.

Leaders conduct 2 cycles of classroom learning walks and talks to build capacity of teachers across the school.

All Staff engage share feedback during staff 1 meeting about how capacity has been built throughout the year.

End of term evaluation of progress

Not Started	Needs Attention	On Track	Achieved
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Use the descriptors to monitor and evaluate the progress of the Success Criteria each term

St Kevin's Primary School, Geebung

DEVELOP: lag (longer term) targets & lead (shorter term) success criteria to guide direction, monitor progress & measure impact

Student Outcome Targets:

Set contextually relevant student academic/engagement/wellbeing targets aligned to the EIA to serve as benchmarks for monitoring impact on student learning.

As part of the planning process, schools are asked to set both a NAPLAN and TLD Student Reporting Target (for Semester 1 and 2), aligned to their EIA, to help monitor impact and contribute to the 2025–2027 BCE Strategic Plan KPIs.

Measure (Assessment Tool)	Baseline	12 Month School Target
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2026 Explicit Improvement Agenda



NAPLAN Achievement

Year 3 student growth in Numeracy in strong > 5.62% by NAPLAN 2027

Year 3 student growth in Numeracy in exceeding > 7.24% by NAPLAN 2027

Year 5 student growth in Numeracy in strong > 5% by NAPLAN 2027

Year 5 student growth in Numeracy in exceeding > 6% by NAPLAN 2027

NAPLAN RESPONSE PLAN



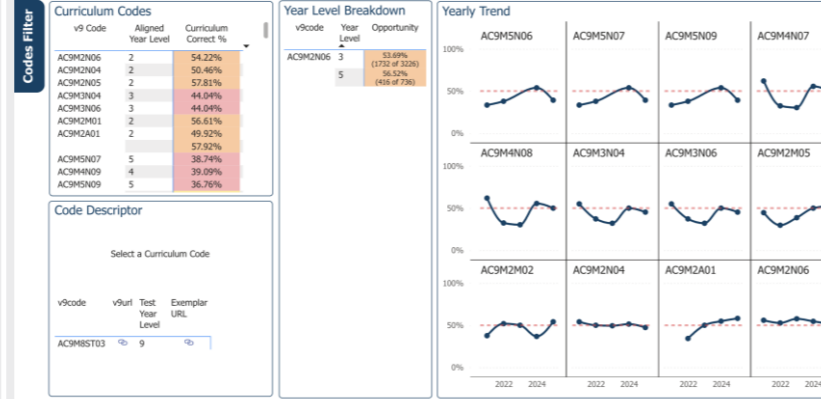
Current state
NAPLAN 2025 - % students in the strong and exceeding proficiency

	Year 3	Year 5
Reading	80.94%	97%
Writing	74.59%	77.77%
Grammar & punctuation	63.48%	85.7%
Spelling	63.48%	79.95%
Numeracy	66.14%	86%

Year 3 – Strong	55.38%
Year 3 – Exceeding	10.76%
Year 5 - Strong	75%
Year 5 – Exceeding	11%

Year 3 – Strong	58%	61%
Year 3 – Exceeding	14%	18%
Year 5 - Strong	77%	80%
Year 5 – Exceeding	14%	17%

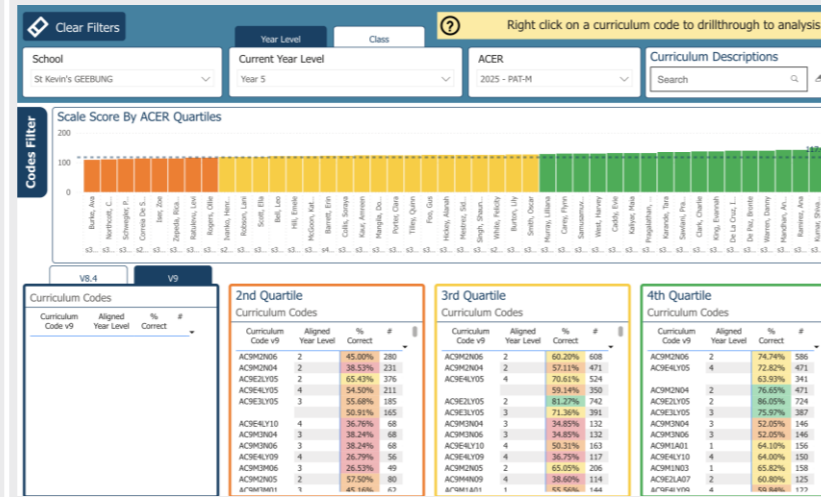
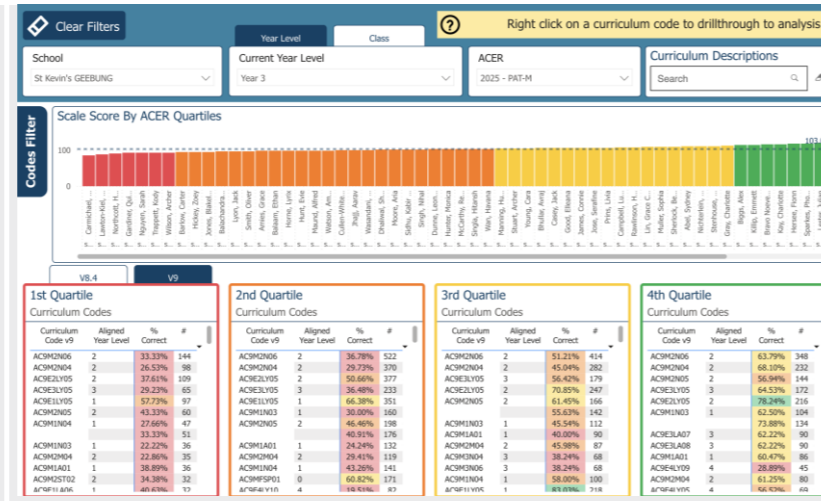
NAPLAN Trend Numeracy



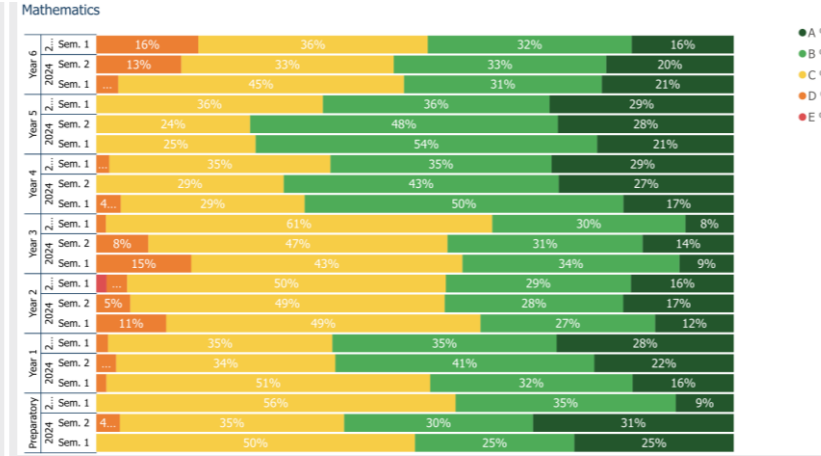
2026 Explicit Improvement Agenda



PAT Maths



TLD Student Reporting Target - Numeracy

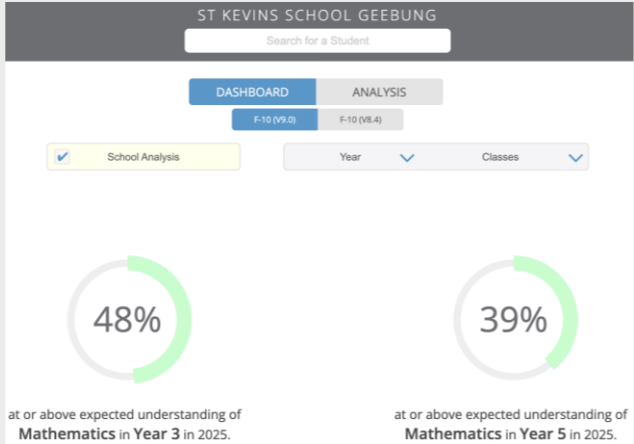


2026 Explicit Improvement Agenda



Essential Assessment Mathematics

Year Level	2025 Baseline
Year 3 – At or Above	48%
Year 5 – At or Above	39%



Year Level	2026 Target	2027 Target
Year 3 – At or Above	53%	58%
Year 3 – At or Above	44%	50%

2026 Explicit Improvement Agenda



IMPLEMENT plans enacting evidence-informed, high impact practices aligned to system priorities.

TERM 1 IMPROVEMENT CYCLE *"Schools enhance their capacity for change by breaking down broad improvement goals into focused, short-term cycles that promote purposeful action, timely feedback, and continuous refinement toward long-term aspirations" (Adapted from the work of Dr Simon Breakspear)*

Implementation Focus Identify the Success Criteria	Key Actions & Strategies What high-impact actions and strategies will drive improvement?		'Look Fors' What will success look like at the end of this cycle?	Monitor & Adapt Measure and Evaluate
"Resist the urge to over-plan each cycle—clarity beats complexity. Start small, learn fast, and adjust based on what works."	What are the deliberate, high-impact actions and strategies that will improve teaching and learning? These may include targeted professional learning, collaborative planning, curriculum and assessment alignment, data-informed decision-making, and classroom observation—implemented within a culture of modelling, coaching, feedback, and strong instructional leadership.		Start with the end in mind—define what you expect to see and hear if the improvement strategy is being implemented effectively. Keep look fors specific, observable, and measurable so they can serve as clear measures of impact, enabling meaningful feedback and reflection.	What quality assurance mechanisms and data sources (both qualitative and quantitative) will be used to monitor the implementation of improvement practices, verify that agreed 'look fors' are evident, and measure impact on student progress to inform next steps?
	Actions & Strategies	Led By		
All year-level planning documents include differentiated assessment tasks aligned with Version 9.0 ACARA Mathematics curriculum .	<ul style="list-style-type: none"> Redeliver summary and snapshot of differentiation within assessment professional development from 2025 as a review for all staff and new learning for new staff in 2026 Provide professional development on MTSS (Multi-Tiered systems of support) to support differentiation Facilitate collaborative planning sessions to ensure all teachers understand Version 9.0 ACARA requirements. Audit planning documents for curriculum alignment and differentiation. 	MTSS (Multi-Tiered systems of support) Professional development Leadership Team PLL/ST:IE/LET	<ul style="list-style-type: none"> Year levels use combined assessment task sheet/marketing guides within unit plans that show differentiation and are moderated using St Kevin's/QCAA Quality Assurance checklists 70% of Year Level Mathematics unit plans contain Challenging Maths Tasks Evidence of varied assessment formats Planning days have an agenda that allows time with PLL and ST:IE/LET 	<ul style="list-style-type: none"> Conduct regular planning audits and provide feedback. Collect samples of assessment tasks for review. Survey teachers on confidence and understanding of differentiation. Use student achievement data in PAT-M and Essential Assessment to evaluate effectiveness of differentiated assessments.
100% of teachers implement at least two differentiated strategies per Mathematics unit (verified through observation or planning audits)	<ul style="list-style-type: none"> Finalise and share St Kevin's Mathematics Block Structure for Prep – 2 and Year 3-6. Identify and share effective differentiation strategies for Mathematics from Growing and Thriving. Include differentiation as a standing agenda item in team and staff meetings. Use planning audits to verify inclusion of differentiated strategies. 	PLL Mathematics Team	<ul style="list-style-type: none"> Lesson plans include a differentiated strategy/strategies per unit. Observations show teachers adapting instruction for diverse learners. Teachers reflect on differentiation in professional conversations. Student work samples demonstrate varied approaches to learning. 	<ul style="list-style-type: none"> Track observation and audit data to ensure implementation. Gather feedback from teachers on challenges and successes. Determine which staff will attend professional learning for High Impact Pedagogical Practices (HIPP) Analyse student engagement and achievement data in Essential Assessment/Teams Insights for impact.
At least 70% of students demonstrate expected or above-expected growth in numeracy (school-based and system data).	<ul style="list-style-type: none"> Set clear growth targets for each student using baseline data. Implement targeted interventions for students below expected growth. Regularly review student progress in team meetings. Use formative and summative assessments to monitor growth. 	PLL Teachers ST:IE/LET	<ul style="list-style-type: none"> Growth data is tracked and discussed regularly. Intervention plans are documented and enacted for students needing support. Students articulate their learning goals and progress. 	<ul style="list-style-type: none"> Analyse school-based and system data each term. Review effectiveness of interventions and adjust as needed. Celebrate and share successful strategies. Report progress to leadership and community stakeholders.
Teachers engage in regular cycles of peer observation , feedback, and collaborative inquiry to build capacity and improve mathematical practice in their classrooms and across the school.	<ul style="list-style-type: none"> Provide professional development/training on giving and receiving constructive feedback. Establish a schedule for peer observations and feedback sessions. Document and share insights from collaborative inquiry. 	Tammy McCartney (coaching/feedback) Leadership Team	<ul style="list-style-type: none"> Observation schedules and feedback records are maintained. Changes in practice are evident following feedback. Shared resources and strategies are visible across classrooms. 	<ul style="list-style-type: none"> Lead staff chosen for Instructional coaching professional development from Foundations of Success opportunities Collect and review feedback from participants.

2026 Explicit Improvement Agenda



<p>Leaders conduct Learning Walks & Talks to monitor mathematic specific pedagogies and practices, provide feedback, and build collaborative capacity across the school.</p>	<ul style="list-style-type: none"> Schedule regular Learning Walks & Talks focused on MTSS within mathematics. Finalise observation process and protocols aligned to desired pedagogies and practices. Provide immediate, actionable feedback to teachers. Facilitate follow-up discussions to share findings and build capacity. 	<p>Leadership Team</p>	<ul style="list-style-type: none"> Leaders are visible in classrooms during mathematics lessons. Feedback is provided and documented after Learning Walks. Teachers implement suggested improvements. Collaborative discussions follow Learning Walks & Talks. 	<ul style="list-style-type: none"> Adjust observation and inquiry cycles based on teacher needs. Evaluate impact on student learning and teacher capacity. Track frequency and focus of Learning Walks & Talks. Review feedback records for trends and areas for growth. Survey teachers on the usefulness of feedback and support. Adjust focus areas based on observed needs and data.
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Term 1 Summative Evaluation

Use the following prompts to guide your end-of-term reflection and provide a concise summary of the school's progress in implementing its improvement agenda.

- Provide a summative evaluation whether you have reached your target and the evidence that 'look fors' are evident in practice.
- Which improvement practices had the greatest impact, and why? How can this inform the next improvement cycle?
- If enough progress hasn't been made towards goals and targets, identify why, so this can inform Key Actions and Strategies related to the next improvement cycle?

IMPLEMENT plans enacting evidence-informed, high impact practices aligned to system priorities.

TERM 2 IMPROVEMENT CYCLE <i>"Schools enhance their capacity for change by breaking down broad improvement goals into focused, short-term cycles that promote purposeful action, timely feedback, and continuous refinement toward long-term aspirations" (Adapted from the work of Dr Simon Breakspear)</i>				
Implementation Focus Identify the Success Criteria	Key Actions & Strategies What high-impact actions and strategies will drive improvement?		'Look Fors' What will success look like at the end of this cycle?	Monitor & Adapt Measure and Evaluate
<small>"Resist the urge to over-plan each cycle—clarity beats complexity. Start small, learn fast, and adjust based on what works."</small>	<small>What are the deliberate, high-impact actions and strategies that will improve teaching and learning? These may include targeted professional learning, collaborative planning, curriculum and assessment alignment, data-informed decision-making, and classroom observation—implemented within a culture of modelling, coaching, feedback, and strong instructional leadership.</small>		<small>Start with the end in mind—define what you expect to see and hear if the improvement strategy is being implemented effectively. Keep look fors specific, observable, and measurable so they can serve as clear measures of impact, enabling meaningful feedback and reflection.</small>	<small>What quality assurance mechanisms and data sources (both qualitative and quantitative) will be used to monitor the implementation of improvement practices, verify that agreed 'look fors' are evident, and measure impact on student progress to inform next steps?</small>
<p>All year-level planning documents include differentiated assessment tasks aligned with Version 9.0 ACARA Mathematics curriculum.</p>	<p>Actions & Strategies</p> <ul style="list-style-type: none"> Teachers refine differentiated assessment tasks based on feedback and student data from Term 1. Planning documents now show explicit links between assessment tasks and specific curriculum outcomes. Share exemplars of differentiated assessments and best practices from Term 1 across year levels. 	<p>Led By</p> <p>PLL Curriculum Delivery Team</p>	<ul style="list-style-type: none"> Planning documents show improved quality and more examples of differentiated assessments. Clear evidence of curriculum alignment and differentiation for diverse learners. Teachers articulate adjustments made to assessments based on Term 1 outcomes. 	<ul style="list-style-type: none"> Compare Term 1 and Term 2 planning audits for increased rigor and alignment. Collect and analyse student achievement data to assess impact of refined assessments. Use teacher feedback to further improve assessment design for Term 3.

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100% of teachers implement at least two differentiated strategies per Mathematics unit (verified through observation or planning audits)	<ul style="list-style-type: none"> Teachers select strategies that proved most effective in Term 1 and adapt them for greater impact. Schedule peer observations and coaching focused on differentiation. Teachers share successful strategies and reflect on student outcomes. 	<p>Mathematics Team</p> <p>Curriculum Delivery Team</p>	<ul style="list-style-type: none"> Unit plans show refined, targeted differentiation strategies. Observations reveal increased teacher confidence and skill in differentiation. Student work demonstrates deeper engagement and understanding. 	<ul style="list-style-type: none"> Track consistency and effectiveness of differentiation across all classes. Use student feedback and achievement data to evaluate impact. Adjust professional learning to address challenges identified in Term 1.
At least 70% of students demonstrate expected or above-expected growth in numeracy (school-based and system data) .	<ul style="list-style-type: none"> Interventions are refined based on Term 1 data and student needs. Teachers use formative assessment more strategically to track progress. Growth data is analysed for trends and shared with staff. 	<p>Teachers</p> <p>PLL</p> <p>ST:IE, LET</p>	<ul style="list-style-type: none"> Student growth data shows improvement over Term 1. Intervention plans are more targeted and responsive. Students can articulate their learning goals and progress. 	<ul style="list-style-type: none"> Compare Term 1 and Term 2 growth data for evidence of improvement. Review and adjust interventions for students not meeting targets. Celebrate successes and share effective practices school-wide.
Teachers engage in regular cycles of peer observation, feedback, and collaborative inquiry to build capacity and improve mathematical practice in their classrooms and across the school.	<ul style="list-style-type: none"> Peer observation cycles become more focused, with specific goals based on Term 1 findings. Use collaborative inquiry protocols to focus on mathematical practice. Teachers implement feedback and document changes in practice. 	<p>Instructional Coaching PD</p> <p>Leadership Team</p> <p>Teachers</p>	<ul style="list-style-type: none"> Observation records show targeted feedback and follow-up actions. Teachers participate actively in collaborative inquiry sessions. Evidence of improved mathematical practice in classrooms. 	<ul style="list-style-type: none"> Ryan and Mel undertake instructional coaching and lead staff PD. Review feedback and inquiry documentation for evidence of growth. Survey teachers on the impact of peer observation and collaboration. Adjust focus areas for Term 3 based on outcomes and teacher input.
Leaders conduct Learning Walks & Talks to monitor mathematic specific pedagogies and practices, provide feedback , and build collaborative capacity across the school.	<ul style="list-style-type: none"> Learning Walks & Talks target specific Mathematics pedagogies and practices identified in Term 1. Feedback becomes more actionable, with follow-up support and coaching. Leaders facilitate collaborative discussions to share findings and build capacity. 	<p>Leadership Team</p>	<ul style="list-style-type: none"> Leaders are consistently visible in mathematics classrooms. Feedback is specific, timely, and leads to observable changes in practice. Collaborative capacity is evident through shared goals and strategies. 	<ul style="list-style-type: none"> Track frequency, focus, and impact of Learning Walks & Talks. Review feedback records for evidence of improved practice. Use teacher and leader reflections to inform next steps for Term 3.

Term 2 Summative Evaluation

Use the following prompts to guide your end-of-term reflection and provide a concise summary of the school's progress in implementing its improvement agenda.

- Provide a summative evaluation whether you have reached your target and the evidence that 'look fors' are evident in practice.
- Which improvement practices had the greatest impact, and why? How can this inform the next improvement cycle?
- If enough progress hasn't been made towards goals and targets, identify why, so this can inform Key Actions and Strategies related to the next improvement cycle?

IMPLEMENT plans enacting evidence-informed, high impact practices aligned to system priorities.

TERM 3 IMPROVEMENT CYCLE

"Schools enhance their capacity for change by breaking down broad improvement goals into focused, short-term cycles that promote purposeful action, timely feedback, and continuous refinement toward long-term aspirations" (Adapted from the work of Dr Simon Breakspear)

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Implementation Focus Identify the Success Criteria	Key Actions & Strategies What high-impact actions and strategies will drive improvement?		'Look Fors' What will success look like at the end of this cycle?	Monitor & Adapt Measure and Evaluate
Resist the urge to over-plan each cycle—clarity beats complexity. Start small, learn fast, and adjust based on what works.	What are the deliberate, high-impact actions and strategies that will improve teaching and learning? These may include targeted professional learning, collaborative planning, curriculum and assessment alignment, data-informed decision-making, and classroom observation—implemented within a culture of modelling, coaching, feedback, and strong instructional leadership.		Start with the end in mind—define what you expect to see and hear if the improvement strategy is being implemented effectively. Keep look fors specific, observable, and measurable so they can serve as clear measures of impact, enabling meaningful feedback and reflection.	What quality assurance mechanisms and data sources (both qualitative and quantitative) will be used to monitor the implementation of improvement practices, verify that agreed 'look fors' are evident, and measure impact on student progress to inform next steps?
	Actions & Strategies	Led By		
All year-level planning documents include differentiated assessment tasks aligned with Version 9.0 ACARA Mathematics curriculum.	<ul style="list-style-type: none"> Exemplars and best practices from Semester 1 are shared and adopted across year levels. Teachers further refine differentiated assessment tasks using Term 2 feedback and student data. Planning documents explicitly link assessment tasks to curriculum outcomes and BCE/MTSS priorities. Embed MTSS tiered supports in planning. 	PLL Curriculum Delivery Team	<ul style="list-style-type: none"> Clear evidence of curriculum alignment, differentiation, and MTSS tiered supports. Teachers can articulate how assessments are differentiated for student needs. Planning documents show increased sophistication and variety of differentiated assessments. Teachers articulate adjustments based on Term 2 outcomes and BCE priorities. 	<ul style="list-style-type: none"> Collect and analyse student achievement data to assess impact of refined assessments. Compare Term 2 and Term 3 planning audits for rigor, alignment, and MTSS integration. Analyse student achievement data for impact. Use teacher feedback to improve assessment design for Term 4.
100% of teachers implement at least two differentiated strategies per Mathematics unit (verified through observation or planning audits)	<ul style="list-style-type: none"> Observations focus on quality and consistency of differentiation, not just quantity. Teachers adapt and extend strategies from Term 2 for greater impact. Peer observations and coaching focus on differentiation and MTSS. Teachers share successful strategies and reflect on student outcomes. Targeted professional learning on BCE Growing and Thriving (spaced, interleaved, retrieval) and MTSS. 	Mathematics Team Curriculum Delivery Team	<ul style="list-style-type: none"> Unit plans show advanced, targeted differentiation and MTSS strategies. Observations reveal increased teacher confidence and skill. Student work demonstrates deeper engagement and understanding. 	<ul style="list-style-type: none"> Track consistency and effectiveness of differentiation and MTSS across classes. Use student feedback and achievement data. Adjust professional learning to address Term 2 challenges.
At least 70% of students demonstrate expected or above-expected growth in numeracy (school-based and system data).	<ul style="list-style-type: none"> Analyse and unpack SSRS NAPLAN Data for continued areas of focus. Interventions and response aligned with this. Teachers continued to use assessment data (Essential Assessment, EAT etc) to track progress. Growth data analysed for trends and shared with staff. MTSS interventions targeted for students requiring additional support. 	Teachers PLL ST:IE, LET	<ul style="list-style-type: none"> Evidence of student growth data shows improvement in numeracy across cohorts within Essential Assessment Intervention plans are more targeted and responsive. Students articulate learning goals and progress. 	<ul style="list-style-type: none"> Compare Term 2 and Term 3 growth data. Review and adjust interventions for students not meeting targets. Celebrate successes and share effective practices.
Teachers engage in regular cycles of peer observation, feedback, and collaborative inquiry to build capacity and improve mathematical practice in their classrooms and across the school.	<ul style="list-style-type: none"> Collaborative inquiry deepens, targeting areas identified for improvement. Peer observation cycles focus on Term 2 findings and BCE/MTSS priorities. Collaborative inquiry protocols target mathematical practice and MTSS. Teachers implement feedback and document changes. 	Leadership Team Instructional Coaching Team Teachers	<ul style="list-style-type: none"> Collaborative inquiry sessions result in concrete changes to teaching practice. Observation records show targeted feedback and follow-up. Teachers participate actively in collaborative inquiry. Evidence of improved mathematical practice. 	<ul style="list-style-type: none"> Instructional Coaching lead staff deliver professional development through staff meetings Review feedback and inquiry documentation. Survey teachers on impact. Adjust focus areas for Term 4.
Leaders conduct Learning Walks & Talks to monitor mathematic specific pedagogies and practices, provide feedback, and build collaborative capacity across the school.	<ul style="list-style-type: none"> Learning Walks & Talks focus on gaining voice from staff around what they need feedback on: pedagogies/practices identified in Term 2 and BCE/MTSS priorities. 	Leadership Team Teachers	<ul style="list-style-type: none"> Leaders alongside teachers are visible in mathematics classrooms Teachers and leaders give feedback 	<ul style="list-style-type: none"> Track frequency, focus, and impact of Learning Walks & Talks. Review feedback records. Use reflections to inform Term 4.

2026 Explicit Improvement Agenda



- Feedback is actionable, with follow-up support.
- Leaders facilitate collaborative discussions.

- Feedback is specific, timely, and leads to observable changes.
- Collaborative capacity is evident.

Term 3 Summative Evaluation

Use the following prompts to guide your end-of-term reflection and provide a concise summary of the school's progress in implementing its improvement agenda.

- Provide a summative evaluation whether you have reached your target and the evidence that 'look fors' are evident in practice.
- Which improvement practices had the greatest impact, and why? How can this inform the next improvement cycle?
- If enough progress hasn't been made towards goals and targets, identify why, so this can inform Key Actions and Strategies related to the next improvement cycle?

IMPLEMENT plans enacting evidence-informed, high impact practices aligned to system priorities.

TERM 4 IMPROVEMENT CYCLE

"Schools enhance their capacity for change by breaking down broad improvement goals into focused, short-term cycles that promote purposeful action, timely feedback, and continuous refinement toward long-term aspirations" (Adapted from the work of Dr Simon Breakspear)

Implementation Focus	Key Actions & Strategies	'Look Fors'	Monitor & Adapt Measure and Evaluate
Identify the Success Criteria	What high-impact actions and strategies will drive improvement?	What will success look like at the end of this cycle?	
<small>"Resist the urge to over-plan each cycle—clarity beats complexity. Start small, learn fast, and adjust based on what works."</small>	<small>What are the deliberate, high-impact actions and strategies that will improve teaching and learning? These may include targeted professional learning, collaborative planning, curriculum and assessment alignment, data-informed decision-making, and classroom observation—implemented within a culture of modelling, coaching, feedback, and strong instructional leadership.</small>	<small>Start with the end in mind—define what you expect to see and hear if the improvement strategy is being implemented effectively. Keep look fors specific, observable, and measurable so they can serve as clear measures of impact, enabling meaningful feedback and reflection.</small>	<small>What quality assurance mechanisms and data sources (both qualitative and quantitative) will be used to monitor the implementation of improvement practices, verify that agreed 'look fors' are evident, and measure impact on student progress to inform next steps?</small>
	Actions & Strategies	Led By	
All year-level planning documents include differentiated assessment tasks aligned with Version 9.0 ACARA Mathematics curriculum.	<ul style="list-style-type: none"> • Teachers embed and refine differentiated assessment tasks using feedback and student data from Terms 2 and 3. • Planning documents explicitly link assessment tasks to curriculum outcomes, BCE priorities, and MTSS tiered supports. • Share new exemplars and best practices from Term 3 across year levels. • Continue to embed MTSS tiered supports in planning and assessment. 	PLL Curriculum Delivery Team	<ul style="list-style-type: none"> • Compare Term 3 and Term 4 planning audits for rigor, alignment, and MTSS integration. • Analyse student achievement data for impact. • Use teacher feedback to inform future planning cycles.
100% of teachers implement at least two differentiated strategies per Mathematics unit (verified through observation or planning audits)	<ul style="list-style-type: none"> • Teachers further refine and extend strategies trialled in Terms 2 and 3 for maximum impact. • Peer observations and coaching focus on advanced differentiation and MTSS. 	Mathematics Team Curriculum Delivery Team	<ul style="list-style-type: none"> • Track consistency and effectiveness of differentiation and MTSS across classes. • Use student feedback and achievement data.

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	<ul style="list-style-type: none"> Teachers share successful strategies and reflect on student outcomes. Professional learning targets sustaining BCE Growing and Thriving and MTSS practices. 		<ul style="list-style-type: none"> Student work demonstrates deep engagement and understanding. 	<ul style="list-style-type: none"> Adjust professional learning to address ongoing challenges.
<p>At least 70% of students demonstrate expected or above-expected growth in numeracy (school-based and system data).</p>	<ul style="list-style-type: none"> NAPLAN SSRS, PAT-M Adaptive and Essential Assessment data is analysed to support NAPLAN Readiness intervention for Year 2 and Year 4 in preparation for 2027. Growth data analysed for trends and shared with staff. MTSS interventions targeted for students requiring additional support. 	<p>Teachers PLL ST:IE, LET</p>	<ul style="list-style-type: none"> Student growth data shows continued improvement. Intervention plans are highly targeted and responsive. Students articulate learning goals and progress. 	<ul style="list-style-type: none"> Compare Term 3 and Term 4 growth data. Review and adjust interventions for students not meeting targets. Celebrate successes and share effective practices.
<p>Teachers engage in regular cycles of peer observation, feedback, and collaborative inquiry to build capacity and improve mathematical practice in their classrooms and across the school.</p>	<ul style="list-style-type: none"> Collaborative inquiry deepens, targeting areas identified for further improvement. Peer observation cycles focus on sustaining BCE/MTSS priorities. Teachers implement feedback and document changes. Professional learning communities reflect on impact and next steps. 	<p>Instructional Coaching Team Leadership Team Teachers</p>	<ul style="list-style-type: none"> Collaborative inquiry sessions result in sustained changes to teaching practice. Observation records show targeted feedback and follow-up. Teachers participate actively in collaborative inquiry. Evidence of improved mathematical practice. 	<ul style="list-style-type: none"> Review feedback and inquiry documentation Survey teachers on impact. Adjust focus areas for the next annual cycle.
<p>Leaders conduct Learning Walks & Talks to monitor mathematic specific pedagogies and practices, provide feedback, and build collaborative capacity across the school.</p>	<ul style="list-style-type: none"> Learning Walks & Talks target advanced pedagogies/practices identified in Terms 2 and 3 and BCE/MTSS priorities. Feedback is actionable, with follow-up support. Leaders facilitate collaborative discussions and celebrate growth. 	<p>Leadership Team Teachers</p>	<ul style="list-style-type: none"> Leaders and teachers are visible in mathematics classrooms. Feedback is specific, timely, and leads to observable changes. Collaborative capacity is evident. 	<ul style="list-style-type: none"> Track frequency, focus, and impact of Learning Walks & Talks. Review feedback records. Use reflections to inform the next improvement cycle.

Term 4 Summative Evaluation
Use the following prompts to guide your end-of-term reflection and provide a concise summary of the school's progress in implementing its improvement agenda.

- Provide a summative evaluation whether you have reached your target and the evidence that 'look fors' are evident in practice.
- Which improvement practices had the greatest impact, and why? How can this inform the next improvement cycle?
- If enough progress hasn't been made towards goals and targets, identify why, so this can inform Key Actions and Strategies related to the next improvement cycle?

Implementation Roadmap

Effective school improvement begins with a clear roadmap—anchored in purpose, focused on high-leverage change, and responsive to real-time evidence.

TERM 1

TERM 2

TERM 3

TERM 4

2026 Explicit Improvement Agenda



	January Professional Development Days <ul style="list-style-type: none"> MTSS (Thursday, January 22, 2026) Essential Assessment – Mathematics Assessment (Friday, January 23, 2026) 		Term 3 Pupil Free Day - Focus TBC CTJ Day – Focus TBC	
WEEK 1				
WEEK 2	PPT Collaborative Planning with ST:IE/LET – MTSS Focus	PPT Collaborative Planning with ST:IE/LET – MTSS Focus	PPT Collaborative Planning with ST:IE/LET – MTSS Focus	PPT Collaborative Planning with ST:IE/LET – MTSS Focus
WEEK 3	LWT – MTSS PDP Goal Setting – linked to school priorities	Cluster Planning Day LWT – Maths EIA PDP Meetings	Cluster Planning Day LWT – Maths EIA PDP Meetings	LWT – Staff Choice PDP Meetings
WEEK 4	Cluster Planning Day Mathematics Staff Meeting PPT Collaborative Planning with PLL – Math EIA Focus	PPT Collaborative Planning with PLL – Math EIA Focus	PPT Collaborative Planning with PLL – Math EIA Focus	Cluster Planning Days PPT Collaborative Planning with PLL – Math EIA Focus Moderation Staff Meeting
WEEK 5		LWT – Inter-School Project	LWT – Inter-School Project	
WEEK 6	LWT – MTSS	LWT – Maths EIA	LWT – Maths EIA	LWT – Staff Choice
WEEK 7	NAPLAN Universal Design for Learning Staff Meeting			
WEEK 8	NAPLAN Moderation Staff Meeting Collaborative Planning with PLL/ST:IE/LET	LWT – Inter-School Project Moderation Staff Meeting Collaborative Planning with PLL/ST:IE/LET	LWT – Inter-School Project Moderation Staff Meeting Collaborative Planning with PLL/ST:IE/LET	
WEEK 9	Mathematics Staff Meeting (TBC) Collaborative Planning with PLL/ ST:IE/LET Share LWT data, student data and teacher experiences. What worked? What is in and what is out?	Share LWT data, student data and teacher experiences. What worked? What is in and what is out? Collaborative Planning with PLL/ST:IE/LET	Share LWT data, student data and teacher experiences. What worked? What is in and what is out? Collaborative Planning with PLL/ST:IE/LET	Share LWT data, student data and teacher experiences. What worked? What is in and what is out?

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WEEK 10 Collaborative Staff Team Meeting Collaborative Staff Team Meeting Collaborative Staff Team Meeting Collaborative Staff Team Meeting

KEY: Collaborative consultation, Collaborative planning, Professional Learning, In-Class Mentoring, Learning Walks and Talks, Showcase and Evaluation, Moderation Practices, Teacher Enactments

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EIA Student Outcome Target Monitoring Tool

Measure (Assessment Tool) & Target	Baseline	Term 1	Term 2	Term 3	12 Month Target