

# Annual Improvement Plan 2026



An education to **believe** in



## Good Shepherd Catholic Primary School

Goal	Strategic Priority	Key Actions	Measurable Targets	Implementation			
Goals that inspire and set your school's direction. <i>Where do we need to go?</i>	Alignment of goal to Strategic Plan 2025-2027 priorities. <i>Where does it align?</i>	High impact actions that will drive improvement	Measurable targets to track progress towards your school's goal.	A clear and precise roadmap of the key actions			
				T1	T2	T3	T4
<b>Goal 1</b> Establish and embed a consistent, school-wide behaviour management approach that promotes positive behaviours, enhances wellbeing, and supports a safe and respectful learning environment.	<input checked="" type="checkbox"/> Connecting communities	<ul style="list-style-type: none"> <li>Embed a whole school behaviour curriculum (consistent language, script, clear processes, school rules etc)</li> <li>Relationship focused (Berry St, CRRE)</li> <li>Professional learning and staff capability building</li> <li>Consistency in classroom practices</li> <li>Regular use of data to monitor behaviour</li> <li>Whole school focus on manners</li> <li>Student voice</li> <li>Parent partnership</li> </ul>	<ul style="list-style-type: none"> <li>School behaviour data- monthly monitoring</li> <li>Teacher wellbeing (surveys)</li> <li>Student voice</li> <li>Parent partnership- measured attendance at parent meetings</li> <li>Student attendance data – through cohort planning</li> <li>Staff attendance data</li> </ul>	<b>Term 4 2025</b> <ul style="list-style-type: none"> <li>Leadership team to do school visits- behaviour processes (STAC, St Francis Xavier, St Peter's)</li> <li>Professional learning- Tom Bennett</li> <li>Meeting with Stephen Muller</li> <li>Staff survey- current state</li> <li>Staff voice about current behaviour matrix</li> <li>Staff voice about 10 school rules</li> <li>Leadership team to draft behaviour management flowchart</li> <li>Leadership team to draft behaviour curriculum</li> <li>Leadership team to draft updated behaviour matrix</li> <li>Define Support Teacher Engagement and Behaviour role</li> <li>Produce visuals for classrooms and learning spaces</li> <li>Staff to read The Classroom Management Handbook by Mark Dowley and Oliver Lovell and Classroom Management by Tim McDonald and Tom</li> </ul>	<b>Term 2 2026</b> <ul style="list-style-type: none"> <li>STEB to model management strategies in the classroom for teachers</li> <li>Leadership team to observe classroom management and provide feedback- model management strategies where required</li> <li>Staff feedback at the end of each term</li> <li>Karen to present behaviour data comparisons to staff at the end of each term, and to leadership each month.</li> <li>Data to be shared with parents each term</li> <li>Leadership and STEB to regularly monitor and track behaviour incidents on Leadership behaviour board.</li> <li>Leadership to carefully monitor behaviour trends</li> <li>Monitor attendance data</li> </ul>	<b>Term 3 2026</b> <ul style="list-style-type: none"> <li>Staff feedback at the end of each term</li> <li>Karen to present behaviour data comparisons to staff at the end of each term, and to leadership each month.</li> <li>Data to be shared with parents each term</li> <li>Leadership and STEB to regularly monitor and track behaviour incidents on Leadership behaviour board.</li> <li>Leadership to carefully monitor behaviour trends</li> <li>Monitor attendance data</li> </ul>	<b>Term 4 2026</b> <ul style="list-style-type: none"> <li>Staff feedback at the end of each term</li> <li>Karen to present behaviour data comparisons to staff at the end of each term, and to leadership each month.</li> <li>Data to be shared with parents each term</li> <li>Leadership and STEB to regularly monitor and track behaviour incidents on Leadership behaviour board.</li> <li>Leadership to carefully monitor behaviour trends</li> <li>Monitor attendance data</li> </ul>
	<input checked="" type="checkbox"/> Delivering thriving Catholic schools						
	<input checked="" type="checkbox"/> Maximising potential						
	<input checked="" type="checkbox"/> Optimising conditions for success						

Bennett books –  
Leadership to purchase  
these

- Document new behaviour curriculum
- Gather staff voice about manners- which will we focus on first etc

**Term 1 2026**

- Professional learning for all staff on pupil free day about behaviour curriculum, first two weeks of teaching (routines, rules, consequences)
- Teachers to explicitly teach the learners the behaviour curriculum for first two weeks of school, including whole school routines (including use of calm corners) and rules
- Leadership to email parents new behaviour process including expected consequences
- Whole school focus on rules and manners at assemblies
- Focus on behaviour curriculum in term overviews for parents
- STEB to model management strategies in the classroom for teachers
- Focus on behaviour curriculum and manners in newsletters
- Guidance counsellor to provide parenting behaviour supports/tips/resources in fortnightly newsletters (eg 1, 2,3 Magic, Be You etc, Triple P program, ParentWorks)

					<ul style="list-style-type: none"> <li>• Shepherd Awards focused on positive behaviours and manners</li> <li>• Set up behaviour support room</li> <li>• Staff given professional development in behaviour management (10 Essential Skills, Tom Bennett, Berry St training)</li> <li>• Provide staff with evidence of best practice-professional readings</li> <li>• Form a guiding coalition- behaviour committee (work on Behaviour matrix)</li> <li>• STEB to present behaviour data comparisons to staff at the end of each term, and to leadership each month.</li> <li>• Staff feedback at the end of each term</li> <li>• Data to be shared with parents each term (parent info night and newsletters)</li> <li>• Leadership and STEB to regularly monitor and track behaviour incidents on Leadership behaviour board.</li> <li>• Monitor attendance data</li> </ul>			
<p><b>Goal 2</b></p> <p>Establish a consistent, authentic and responsive feedback system across the school that empowers learners, supports staff development, and engages parents in the learning journey.</p>	<input checked="" type="checkbox"/>	<p>Connecting communities</p>	<ul style="list-style-type: none"> <li>• Student goal setting using the Learning Dashboard.</li> <li>• Provide written feedback following Walks and Talks.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% learners using the Learning Dashboard.</li> <li>• 100% staff using AITSL tracking to develop their PLP.</li> <li>• Walks and Talks feedback forms for teachers- written by leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Alison Lalieu to deliver professional learning sessions to staff on difficult conversations and “rumbling”</li> <li>• BCE staff to assist us with professional learning around setting up configuration of student goals on The Learning Dashboard</li> <li>• Leadership team to schedule Learning Walks and Talks each week to</li> </ul>	<ul style="list-style-type: none"> <li>• Alison Lalieu to deliver follow up professional learning session (1hr) to staff on difficult conversations and “rumbling”</li> <li>• Teachers to work with learners on setting student goals for writing</li> <li>• Students add their goals into the Learning Dashboard and these are shared with parents</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to discuss the progress of their PDPs with leadership team.</li> <li>• Leadership team to schedule Learning Walks and Talks each week to monitor the engagement of stipulated writing strategies.</li> <li>• Principal to meet with Year 6 leaders to gain feedback.</li> <li>• Staff to complete term feedback survey for</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to finalise their PDPs with leadership team.</li> <li>• Leadership team to schedule Learning Walks and Talks each week to monitor the engagement of stipulated writing strategies.</li> <li>• Teachers to conference with learners 5 times during the term to give constructive and</li> </ul>
	<input checked="" type="checkbox"/>	<p>Delivering thriving Catholic schools</p>	<ul style="list-style-type: none"> <li>• Learning support team offer feedback during booked in Review and Response cycles.</li> </ul>					
	<input checked="" type="checkbox"/>	<p>Maximising potential</p>	<ul style="list-style-type: none"> <li>• Ask for feedback from parents via surveys.</li> <li>• Teachers conference with learners to inform them as</li> </ul>					

Optimising conditions for success

- to the next steps in their learning.
- Leadership provides professional development on the different ways to provide meaningful feedback.
- Leadership provides feedback to all staff members during professional development plan coaching conversations. Staff will be asked to map themselves using the AITSL assessment tool to develop yearly goals.
- Principal to meet with Year 6 leaders each term to gain feedback.

- monitor Author's Chair strategy Learning Support team to document feedback in Review and Response meetings and make accessible to teachers and leadership
- Principal to meet with Year 6 leaders to gain feedback.
- Staff to complete term feedback survey for Leadership team on the impact of their roles

- Provide professional development session for parents on The Learning Dashboard.
- Leadership team to schedule Learning Walks and Talks each week to monitor the engagement of stipulated writing strategies.
- Principal to meet with Year 6 leaders to gain feedback.
- Staff to complete term feedback survey for Leadership team on the impact of their roles
- Parents to complete semester feedback survey on school improvement
- Learners to provide feedback to each other via editing in their writing samples.

- Leadership team on the impact of their roles
- Teachers to conference with learners 5 times during the term to give constructive and productive feedback on writing goals.
- Learners to provide feedback to each other via editing in their writing samples.

- productive feedback on writing goals.
- Principal to meet with Year 6 leaders to gain feedback.
- Staff to complete term feedback survey for Leadership team on the impact of their roles
- Parents to complete semester feedback survey on school improvement
- Learners to provide feedback to each other via editing in their writing samples.

# 2026 Explicit Improvement Agenda

Good Shepherd Catholic Primary School



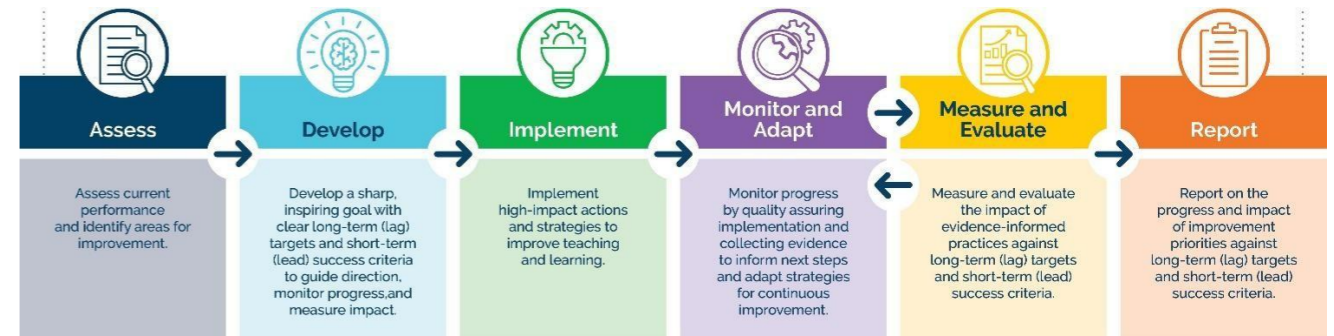
## Assess current performance and identify areas of improvement

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:

To improve student outcomes and engagement in writing through the explicit teaching of identified strategies across Prep to Year 6, targeting grammar and punctuation in alignment with V9 Australian Curriculum: English.



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
1. Leaders provide targeted <b>professional learning</b> to support all teachers in implementing identified writing strategies to build teacher capacity. (G&T 1, 2, 3, 6)				
2. All teachers plan, teach, and assess purposeful writing opportunities in alignment with <b>V9 Australian Curriculum</b> ensuring tasks support students' progression towards identified writing goals. (G&T 1, 2, 6)				
3. All teachers and leaders engage in regular, evidence-informed cycles of improvement for the explicit teaching of writing, using triangulated <b>data</b> to collaboratively refine practice, monitor impact and make targeted instructional adjustments. (G&T 1, 2, 6)				
4. Teachers provide timely and specific <b>written feedback</b> that aligns with student writing goals and V9 Australian Curriculum: English expectations. Feedback will have a focus on grammar and punctuation, providing explicit guidance that helps students apply targeted strategies in future writing, improving writing outcomes. (G&T 2, 5, 6)				

# 2026 Explicit Improvement Agenda



5. All students demonstrate <b>improved</b> sentence structure and punctuation within their writing. (G&T 5, 6)				
6. All students confidently <b>engage in writing</b> showing enthusiasm and participation. This will be achieved by fostering a culture where learners identify as writers. (G&T 4, 5, 6)				
End of term <b>evaluation of progress</b>	Not Started	Needs Attention	On Track	Achieved

Use the descriptors to monitor and evaluate the progress of the Success Criteria each term

## Good Shepherd Catholic Primary School

**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 Data	12 Month School Target 2026	12 Month School Target 2027
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# 2026 Explicit Improvement Agenda

## NAPLAN WRITING 2025

### NAPLAN WRITING 2025 Proficiency Bands

Year Level	Needs Additional Support	Developing	Strong	Exceeding	Strong and Exceeding
3	7.69%	30.76%	50.54%	10.98%	61.52%
5	2.89%	13.04%	57.97%	26.08%	84.05%

**Writing**

Exceeding – 10.98%	Exceeding – 26.08%
Strong – 50.54%	Strong – 57.97%
<b>Total – 61.52%</b>	<b>Total – 84.05%</b>



## NAPLAN GRAMMAR AND PUNCTUATION 2025

### NAPLAN GRAMMAR AND PUNCTUATION 2025 Proficiency Bands

Year Level	Needs Additional Support	Developing	Strong	Exceeding	Strong and Exceeding
3	16.48%	30.76%	45.05%	7.69%	52.74%
5	7.24%	14.49%	49.27%	28.98%	78.25%

**Grammar & punctuation**

Exceeding – 7.69%	Exceeding – 28.98%
Strong – 45.05%	Strong – 49.27%
<b>Total – 52.74%</b>	<b>Total – 78.25%</b>



NAPLAN

## NAPLAN WRITING 2026 Proficiency Bands

Year Level	Strong and Exceeding
3	68%
5	90%

## NAPLAN WRITING 2027 Proficiency Bands

Year Level	Strong and Exceeding
3	75%
5	95%

## NAPLAN GRAMMAR AND PUNCTUATION 2026 Proficiency Bands

Year Level	Strong and Exceeding
3	60%
5	82.5%

## NAPLAN GRAMMAR AND PUNCTUATION 2027 Proficiency Bands

Year Level	Strong and Exceeding
3	66%
5	90%

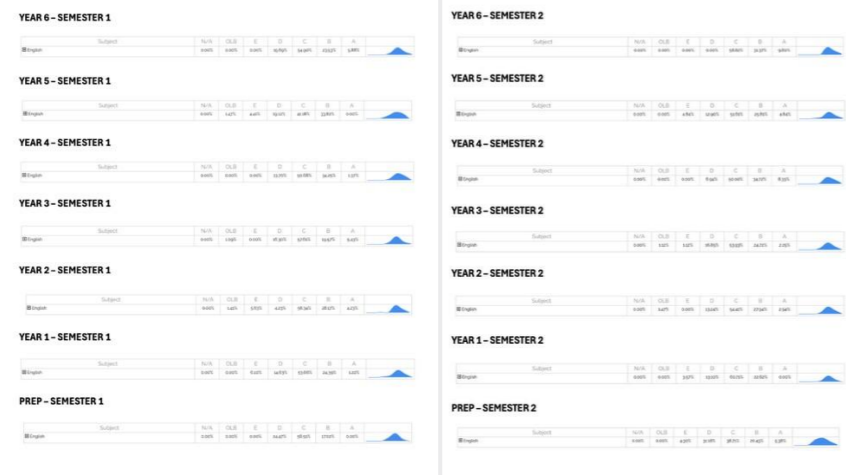
# 2026 Explicit Improvement Agenda



NAPLAN Achievement



# 2026 Explicit Improvement Agenda



## STUDENT JUDGEMENT IN ENGLISH 2025

Judgement	Semester 1	Semester 2
<b>A</b>	2.59%	4.79%
<b>B</b>	25.82%	26.80%
<b>C</b>	53.26%	52.59%
<b>D</b>	15.44%	13.45%
<b>E</b>	2.30%	1.97%

TLD STUDENT REPORTING TARGET

Increase A–B achievement and reduce D–E, while shifting the large C cohort upward.

### A–B Achievement

- 2025 Semester 1: 28.41%
- 2025 Semester 2: 31.59%
- **Target 2026** Semester 2: 39.00% 7–8% uplift in high achievement.

### D–E Achievement

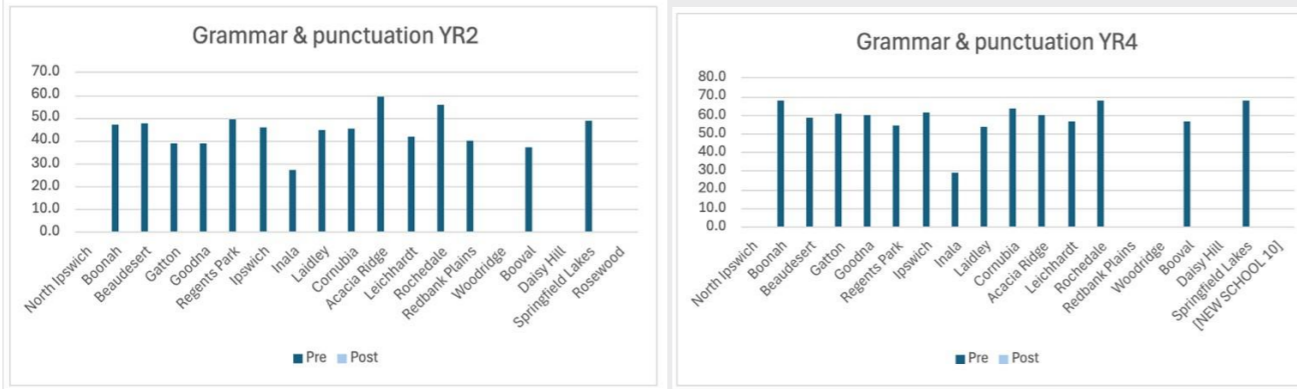
- 2025 Semester 1: 17.74%
- 2025 Semester 2: 15.42%
- **Target 2026** Semester 2: 11% 4–5% reduction in low achievement.

## STUDENT JUDGEMENT IN ENGLISH 2026

Judgement	Semester 1	Semester 2
<b>A</b>	6%	7%
<b>B</b>	30%	32%
<b>C</b>	50%	48%
<b>D</b>	11%	10%
<b>E</b>	<1.5%	1%

# 2026 Explicit Improvement Agenda

## Cluster 5 Project Data

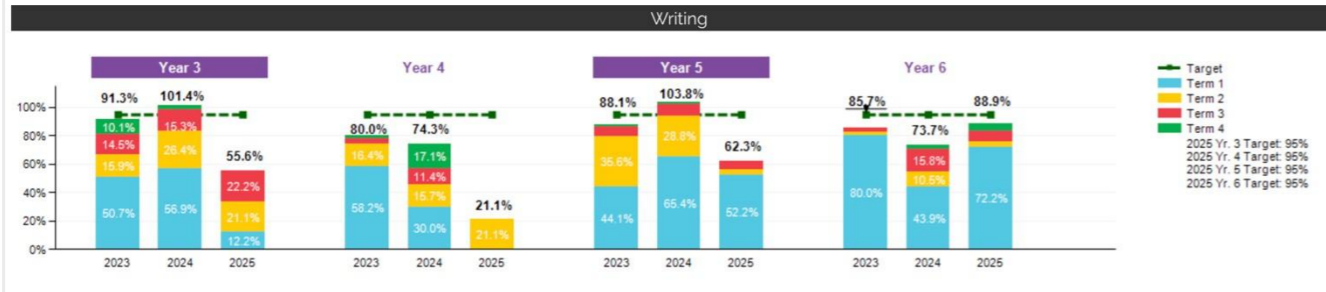


2025 Baseline – 60%

2026 Target – 67%

2027 Target – 74%

## Writing Analysis Data



2025 Baseline  
Teachers in Years 3-6 were not using the writing analysis tool consistently each term.

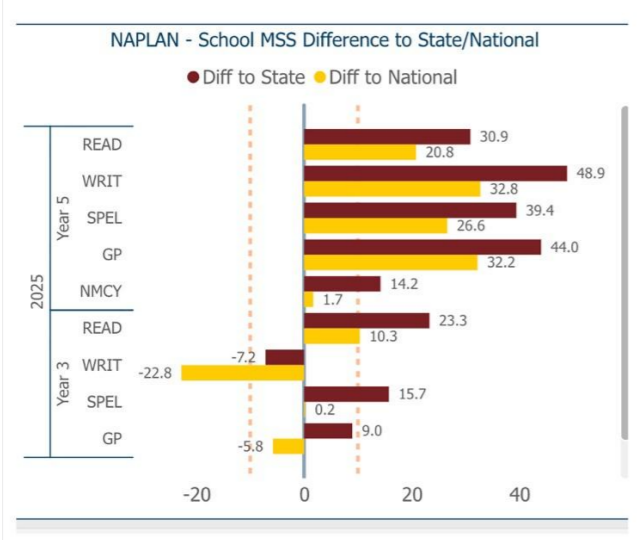
2026 Target  
Build consistency of moderation and analysis tool  
Students in Years 3-6  
85% of students reach the 20-24 target by end of 2026.

2027 Target  
Students in Years 3-6  
85% of students reach the 20-24 target by end of 2026.

# 2026 Explicit Improvement Agenda



## NAPLAN – MSS DIFFERENCE TO STATE/ NATIONAL



2025 Naplan MSS Difference Writing – Baseline 10 pts  
 2025 Naplan MSS Difference Grammar – Baseline -8 pts

2026 Naplan MSS Difference Writing – Target -5 pts  
 2026 Naplan MSS Difference Grammar – Target -4 pts

2027 Naplan MSS Difference Writing – Target 0 pts  
 2026 Naplan MSS Difference Grammar – Target 0 pts

## 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, shortrefinement toward long-term aspirations” (Adapted from the work of Dr Simon Breakspear) -term cycles that promote purposeful action, timely feedback, and continuous

<b>Implementation Focus</b> Identify the Success Criteria  “Resist the urge to over-plan each cycle—clarity beats complexity. Start small, learn fast, and adjust based on what works.”	<b>Key Actions &amp; Strategies</b> What high-impact actions and strategies will drive improvement?  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.	<b>‘Look Fors’</b> What will success look like at the end of this cycle?  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.	<b>Monitor &amp; Adapt Measure and Evaluate</b>  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?
<b>Actions &amp; Strategies</b>		<b>Led By</b>	

# 2026 Explicit Improvement Agenda

<p><b>Success Criteria 1</b></p> <p>Leaders provide targeted <b>professional learning</b> to support all teachers in implementing identified writing strategies to build teacher capacity.</p> <p>(<b>Growing and Thriving:</b> #1 System Wide Monitoring, #2 Multi-Tiered System of Supports, #3 Quality Teacher Professional Learning, # 6 Key Conditions for Excellence)</p>	<p><b>1. January PD – Full Day with Rachael Hill</b></p> <p><b>Proposed Focus</b> Writing in the Australian Curriculum English V9.0 – curriculum clarity. Identifying where writing demands sit in the Australian Curriculum and the Metalanguage.</p> <p>Staff beliefs and values about writing (briefly to identify what they think teaching writing is) This will provide pre data.</p> <p>The Writing Process in the classroom: The teaching and learning cycle.</p> <p><b>2. Foundations for Success Professional Learning Term 1</b></p> <p>Grammar and Punctuation in Writing – Unpacking the composing process</p> <p><b>3. Identified Writing Strategies – Author’s Chair, Draw/Talk/Write (Share) and Writer’s Notebook</b></p> <p>Provide PL on specific identified writing strategies.</p> <p><b>PETAA Professional Learning Subscription</b> – Staff will have access and be directed to professional readings throughout the improvement cycle.</p>	<p>1. Rachael Hill (PETAA) and PLL</p> <p>2. PLL to attend</p> <p>3. PLL and AP to provide PL</p>	<p>1. All teachers from Prep-6 engage in January Professional Learning Day with Rachael Hill.</p> <p>2. PLL to share with Leadership Team takeaways from Professional Learning Day – Foundations for Success.</p> <p>3. Teacher impact is monitored through teacher reflection, walkthroughs, Walk and Talks and sharing of Practice at the end of the term.</p> <p>100% of teachers use of the ‘Authors Chair’ Strategy in their classrooms to showcase student writing. Leadership to monitor the use of this strategy and provide feedback to teachers after walkthroughs and Walk and Talks with students.</p>	<p>1. Attendance list kept for PL and follow up for those not present.</p> <p>2. Foundations for Success PL to be used in improvement cycle 3 and 4.</p> <p>3. Walk and Talk Data (Via a Microsoft Form) completed by Leadership team to monitor use of Author’s Chair Strategy in Prep -6 classrooms. PLL to create this form for Leadership Staff to scan and complete during Walk and Talks.</p> <p><b>Performance and Progress Meetings</b> – EIA Focus Will be scheduled twice a term – see implementation road map. Meetings will include:</p> <ul style="list-style-type: none"> <li>• Reviewing key actions in our EIA plan</li> <li>• Assessing actions in the classroom – Data collection associated with ‘Look fors’ from Walks and Talks</li> <li>• Data discussions</li> <li>• Deciding on the next PL to progress improvement</li> </ul>
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# 2026 Explicit Improvement Agenda



PLL will provide extra PL to new and/or ECT as needed. This will happen at the planning table or at designated times during the term.

# 2026 Explicit Improvement Agenda



<p style="text-align: center;"><b>Success Criteria 2</b></p> <p>All teachers plan, teach, and assess purposeful writing opportunities in alignment with <b>V9 Australian Curriculum</b> ensuring tasks support students’ progression towards identified writing goals.</p> <p><b>(Growing and Thriving: #2 Multi-Tiered System of Supports, #6 Key Conditions for Excellence)</b></p>	<p><b>1. Establish Identified Writing Strategies across P-6 – Author’s Chair, Draw Talk Write (Share) and Writer’s Notebook</b></p> <p>Prep – 6 all students will use the Author’s chair strategy to share their writing.</p> <p>Students in Prep – 3 will use Draw/Talk/Write/Share and Years 3-6 will use Writer’s Notebook</p>	<p>1. PLL and AP deliver PL during staff meetings throughout Term 1.</p>	<p>Evidence of Identified Writing Strategies (Author’s Chair P-6, Draw/Talk/Write/Share – P-2 and Writer’s Notebook 3-6) in English planning documents for Prep-6 in alignment with V9 Australian Curriculum.</p> <p>80% of students to explain the different writing strategies they are using in the classroom – Evidenced during scheduled Walk and Talk and walkthrough opportunities and recorded on Microsoft Form.</p> <p>PLL to co-teach writing strategies in classrooms from Prep-6 as necessary – new staff and ECT may require PLL to model the writing strategies.</p>	<p>Leadership will conduct walkthroughs and Walk and Talks across year levels throughout the term to monitor teacher capability and gather evidence of writing strategy implementation in action. Term 1 focus is on the practice of the Author’s Chair Strategy.</p> <p>Use a Microsoft Form to gather reflections from teachers regarding their level of confidence in using the identified writing strategies at the end of the term. Feedback from staff survey and collaborative cohort planning sessions will inform the design of professional learning that is relevant and responsive to teacher needs moving into Term 2. Data will highlight needs of new vs. experienced teachers, ensuring sessions are tailored.</p> <p>Consider coaching opportunities for staff in Term 2 based on data from teacher survey and from Walkthroughs and Walk and Talks.</p>
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# 2026 Explicit Improvement Agenda

## Success Criteria 3

All teachers and leaders engage in regular, evidence-informed cycles of improvement for the explicit teaching of writing, using triangulated **data** to collaboratively refine practice, monitor impact and make targeted instructional adjustments.

(**Growing and Thriving:** #1 System Wide Monitoring # 2 Multi-Tiered System of Supports)

<p><b>1. Writing Analysis Tool</b> Pre and post term writing samples are moderated during planning using the writing analysis tool (Years 3-6) – Week 3 and Week 8.</p> <p><b>2. Short Term Planning Cycles (5 weeks)</b> During short cycle planning teachers explicitly plan for identified writing strategies in the English planning document.</p> <p><b>3. Administering Standardised Tests</b> Teachers in 2-6 administer PAT R, PAT Grammar and Punctuation Tests in Week 5. NAPLAN administer for Years 3 and 5 in Week 7 and 8.</p> <p><b>4. Writing Moderation</b> Staff engage in Writing Moderation against year level achievement standard with cohort teachers in Week 8 during staff meeting in preparation for Parent Teacher interviews at the end of term.</p>	<p>1. PLL to deliver PL in the Writing Analysis Tool to all staff during staff meeting in Week 3.</p> <p>2. PLL to plan with teachers weekly.</p> <p>3. PLL to ensure teachers have administered standardized testing in Term 1.</p> <p>4. PLL to lead writing moderation at staff meeting.</p>	<p>1. Teachers consistently apply the writing analysis tool to moderate student samples in Week 3 and Week 8. Evidence of calibration and consistency in judgments across year levels (Years 3–6). Growth in student writing is documented and discussed using pre/post samples. Samples show improvement in targeted writing elements (e.g., sentence structure, grammar, vocabulary).</p> <p>2. Planning documents will show evidence of writing goals for pod groups and evidence of planned writing strategies.</p> <p>3. Data results from Standardised tests (PAT-Grammar and Punctuation) to be discussed during planning meeting and responsive planning to occur.</p> <p>4. Teachers engage in structured cohort moderation sessions with clear protocols which will be discussed before moderation session.</p>	<p>1. PLL to check that all classes have moderated samples using the agreed tool. Review moderation outcomes for alignment with achievement standards. Data in Week 8 from writing analysis tool (Years 3-6) to show growth. Ensure each student has two samples (start and end of term) for pre and post data. PLL to record scores for targeted elements and calculate percentage improvement.</p> <p>2. PLL to check planning documents fortnightly to ensure writing strategies are explicitly planned for.</p> <p>3. PLL to analyse PAT data and highlight children in Years 2-6 not performing above the 95-100 band. Response plan to outline a response to this data. During planning meetings discuss response plan with classroom teachers.</p> <p>4. Moderation occurs each term. Teachers should be consistent in their judgements, aligned with the achievement standards and student writing samples should show improvement.</p>
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# 2026 Explicit Improvement Agenda



# 2026 Explicit Improvement Agenda

## Success Criteria 6

All students confidently **engage in writing** showing enthusiasm and participation. This will be achieved by fostering a culture where learners identify as writers.

(**Growing and Thriving:** #4 Proactive Community Engagement #5 Successful Student Achievement)

<p><b>1. Student Voice on Self-Efficacy as a Writer.</b></p> <p>Microsoft Form for all students in P-6 to gather pre-data about students' attitude and enthusiasm to writing. Teachers to administer this is Week 2.</p> <p><b>2. Staff Voice on Beliefs and Values about Writing.</b></p> <p>Staff to complete self – efficacy form with Rachael on January Pupil Free Day about their beliefs and values about writing.</p> <p>Encourage all staff to actively model curiosity and joy in all written tasks.</p> <p><b>3. Writing Celebrations, Showcases Walks and Talks.</b></p> <p>School newsletter to inform parents and community about our 2026 EIA goal, staff professional learning, school writing initiatives (author visits) and whole school writing strategies.</p> <p>Each fortnight in the school newsletter celebrate writing achievements from different year levels to share with parents and community.</p> <p>Students in all year levels engage in Author's Chair Strategy each week.</p> <p>Author visit each term to engage with students.</p> <p>Engagement in Walkthroughs (Leadership Team).</p>	<p>1. PLL to create and administer to/with teachers and students in Week 2.</p> <p>2. Rachael Hill to create and teachers to complete during Professional Learning Day on 21<sup>st</sup> January.</p> <p>3. PLL to lead Professional Learning in the Authors Chair Strategy in Week 3 at staff meeting.</p> <p>PLL to communicate with parents via newsletter.</p> <p>PLL to organise author visit.</p> <p>1. During Performance and Progress Meeting in Week 5, Leadership team to analyse data from forms on student's attitude and enthusiasm to writing. Record as pre data.</p> <p>2. 100% of teachers to complete survey – baseline data of teacher beliefs, knowledge and confidence with teaching writing.</p> <p>During Performance and Progress Meeting in Week 5, Leadership team to analyse data from forms on teacher's attitude and writing practices. Record as pre data.</p> <p>3. The classroom environment visibly celebrates writing (e.g., Author's Chair).</p> <p>Leadership provide feedback to teachers about the use of the Author's Chair Strategy after walkthroughs and Walk and Talks.</p> <p>Newsletter items to focus on celebration of writing in the classrooms, information about EIA goal and whole school writing strategies.</p>	<p>1. Track participation and enthusiasm through student self-efficacy responses and reflections, and classroom observations during walkthroughs and Walk and Talks.</p> <p>Student Self –Efficacy Form Post data (Term 4) to demonstrate attitude, learning and impact throughout the year.</p> <p>2. Staff voice recorded on beliefs and values about writing. Post Data (End of Term 2) to monitor growth and confidence in the teaching of writing.</p> <p>Consider teacher responses about their level of knowledge and understanding of the identified writing strategies to determine Professional Learning focus on teaching writing in future terms.</p> <p>Data from student reflections (self -efficacy form) and staff feedback should feed into each improvement cycle, informing next steps.</p> <p>3. Feedback to stakeholders about insights from walkthroughs and Walk and Talks and next actions so that staff have ownership.</p>
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# 2026 Explicit Improvement Agenda

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# 2026 Explicit Improvement Agenda

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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?

# 2026 Explicit Improvement Agenda



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

**TERM 2 IMPROVEMENT CYCLE** *“Schools enhance their capacity for change by breaking down broad improvement goals into focused, shortrefinement toward long-term aspirations” (Adapted from the work of Dr Simon Breakspear) -term cycles that promote purposeful action, timely feedback, and continuous*

<b>Implementation Focus</b> Identify the Success Criteria	<b>Key Actions &amp; Strategies</b> What high-impact actions and strategies will drive improvement?	<b>‘Look Fors’</b> What will success look like at the end of this cycle?	<b>Monitor &amp; Adapt Measure and Evaluate</b>
<p>“Resist the urge to over-plan each cycle—clarity beats complexity. Start small, learn fast, and adjust based on what works.”</p>	<p>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.</p>	<p>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.</p>	<p>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?</p>
	<b>Actions &amp; Strategies</b>	<b>Led By</b>	

# 2026 Explicit Improvement Agenda



<p style="text-align: center;"><b>Success Criteria 1</b></p> <p>Leaders provide targeted <b>professional learning</b> to support all teachers in implementing identified writing strategies to build teacher capacity.</p> <p>(<b>Growing and Thriving:</b> #1 System Wide Monitoring, #2 Multi-Tiered System of Supports, #3 Quality Teacher Professional Learning, # 6 Key Conditions for Excellence)</p>	<p><b>1. Foundations for Success Professional Learning Term 2</b></p> <p>Grammar and Punctuation in Writing Improvement Sprint 1: Deepening functional grammar knowledge</p> <p>Task design - Structuring the writing program (Composing process, talk for writing, backwards design)</p> <p><b>2. Identified Writing Strategies – Interactive Writing, Guided and Daily Writing</b></p> <p>Provide PL on specific identified writing strategies during staff meetings – see roadmap.</p> <p><b>3. Student Goal Setting and Feedback</b></p> <p>Provide PL on how to set student goals and give feedback – see roadmap.</p>	<p>1. PLL to attend Foundations for Success.</p> <p>2. PLL and AP to provide PL in writing strategies.</p> <p>3. PLL to provide PL in goal setting and feedback.</p>	<p>1. PLL to share with Leadership Team the takeaways from Foundations for Success Professional Learning Day.</p> <p>2. Teacher impact is monitored through teacher reflection, walkthroughs and sharing of Practice.</p> <p>100% of teachers use the identified writing strategies in their classrooms. Leadership to monitor the use of these strategies through walkthroughs and Walk and Talks.</p> <p>3. Teachers set student goals and provide feedback regularly to students about their writing.</p> <p>Teacher impact is monitored through teacher reflection, walkthroughs, Walk and Talks and sharing of Practice at the end of the term.</p> <p>Leadership to monitor the use of writing strategies and provide feedback to teachers after walkthroughs and Walk and Talks with students.</p>	<p>1. Foundations for Success PL to be used in improvement cycle 3.</p> <p>2. Attendance list kept for PL and follow up for those not present.</p> <p>3. Walk and Talk Data (Via a Microsoft Form) completed by Leadership team to monitor use of identified writing strategies in Prep -6 classrooms. PLL to create this form for Leadership Staff to scan and complete during Walk and Talks.</p> <p><b>Performance and Progress Meetings</b> – EIA Focus Will be scheduled twice a term – see implementation road map. Meetings will include:</p> <ul style="list-style-type: none"> <li>• Reviewing key actions in our EIA plan</li> <li>• Assessing actions in the classroom – Data collection associated with ‘Look fors’ from Walks and Talks</li> <li>• Data discussions</li> <li>• Deciding on the next PL to progress improvement</li> </ul>
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# 2026 Explicit Improvement Agenda

## Success Criteria 2

All teachers plan, teach, and assess purposeful writing opportunities in alignment with **V9 Australian Curriculum** ensuring tasks support students' progression towards identified writing goals.

(**Growing and Thriving**: #2 Multi-Tiered System of Supports, #6 Key Conditions for Excellence)

## Success Criteria 4

Teachers provide timely and specific **written feedback** that aligns with student writing goals and curriculum expectations. Feedback will have a focus on grammar and punctuation, providing explicit guidance that helps students apply targeted strategies in future writing, improving writing outcomes. (G&T 2, 5, 6)

(**Growing and Thriving**: #2 Multi-Tiered System of Supports, #5 Successful Student Achievement, #6 Key Conditions for Excellence)

### 1. Establish Writing Strategies across P-6

Across Prep – 6 all students will use guided writing and daily writing.

Students in Prep – 2 will use Interactive Writing.

Teachers continue to embed the writing strategies from Term 1 – Author's Chairs, Draw/Write/Talk (Share) and Writer's Notebook.

### 2. Goal Setting

Students set personal writing goals based on their writing in consultation with the classroom teacher.

Teachers use conferencing in writing to support goal setting and celebrate growth.

### 3. Feedback

Teachers engage in feedback processes to support student goal setting in writing.

Students record writing goals.

Teachers celebrate and acknowledge student progress.

1. PLL and AP to model writing strategies during staff meetings.

2. Teachers work with students on setting writing goals. PLL to give PL on goal setting.

3. PLL and AP to give PL on giving effective feedback to students in writing and connecting this feedback to writing goals.

1. Evidence of newly Identified Writing Strategies (Prep –2 Interactive Writing, Prep – 6 guided writing and daily writing) in English planning documents for Prep-6 in alignment with V9 Australian Curriculum.

Author's Chair P-6, Draw/Talk/Write/Share – P-2 and Writer's Notebook 3-6 to continue to be purposely planned for in planning documents.

PLL to co-teach writing strategies from Prep-6 as necessary. 80% of students can explain the different writing strategies they are using in the classroom.

2. Teachers hold individual or small group writing conferences with students focused on goal setting.

Student writing goals are evident in planning and practice.

Writing goals are displayed in classroom and celebrated when achieved.

3. Feedback to students is timely, specific, and linked to their individual writing goals.

Students are provided with written feedback 5 times within the term about their writing and how they can improve.

Teachers create and acknowledge student progress in their writing goals through visual displays.

Students have clear, specific writing goals displayed in books, and on the Learning Dashboards.

Similar processes and language for goal setting and feedback visible school wide.

Feedback is evident in planning and practice.

1. Conduct termly audits of planning documents using a checklist aligned to V9 Australian Curriculum.

100% of year-level plans show at least two planned writing strategies.

Leadership will conduct walkthroughs and Walk and Talks across year levels throughout the term to monitor teacher capability and gather evidence of writing strategy implementation in action. Term 2 focus is on the practice of the interactive writing P-2 and guided writing in 3-6.

Use a Microsoft Form to gather reflections from teachers regarding their level of confidence in using the identified writing strategies at the end of the term. Feedback from staff survey and collaborative cohort planning sessions will inform the design of professional learning that is relevant and responsive to teacher needs moving into Term 3. Data will highlight needs of new vs. experienced teachers, ensuring sessions are tailored.

Consider coaching opportunities for staff in Term 3 based on data from teacher survey and from Walkthroughs and Walk and Talks.

2. Teachers keep conference logs recording dates, student names, and goals discussed.

Walkthrough Look Fors – Visual displays of student writing goals – capture evidence through photographs.

Student Voice – ask students if they know their current goal and how they celebrate success— quick interviews or exit slips.

# 2026 Explicit Improvement Agenda

Review English planning documents for explicit inclusion of student writing goals.

# 2026 Explicit Improvement Agenda



			<p>3.</p> <p>Student writing books have written feedback alignment with goals. Students use feedback to revise their work.</p> <p>Feedback on student writing provided each fortnight.</p> <p>Celebration of student goal achievement with a certificate of recognition.</p> <p>Look for goal progress charts, celebration boards or visual trackers in classrooms on walkthroughs. Capture evidence through photographs.</p>
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# 2026 Explicit Improvement Agenda



# 2026 Explicit Improvement Agenda

## Success Criteria 3

All teachers and leaders engage in regular, evidence-informed cycles of improvement for the explicit teaching of writing, using triangulated **data** to collaboratively refine practice, monitor impact and make targeted instructional adjustments.

(**Growing and Thriving:** #1 System Wide Monitoring # 2 Multi-Tiered System of Supports,)

## Success Criteria 5

All students demonstrate **improved** sentence structure and punctuation within their writing.

(**Growing and Thriving:** #5 Successful Student Achievement #6 Key Conditions for Excellence)

### 1. Writing Analysis Tool

End of term writing sample analysis using the writing analysis tool (Years 3-6) – Week 8

### 2. Short Term Planning Cycles (5 weeks)

During short cycle planning teachers set writing goals with PLL for differentiated groups and Term 1 and Term 2 writing strategies are explicitly planned for in the English planning documents.

### 3. NAPLAN DATA

Year 3 and 5 teachers use Naplan SSSR data to monitor teaching impact. Responsive planning to occur. Teachers use formative data to monitor teaching impact. Responsive planning to occur.

### 4. Writing Moderation

Staff engage in Writing Moderation with cohort teachers in Week 8 during staff meeting.

1. PLL to ensure writing analysis occurs.

2. PLL to plan with teachers weekly.

3. PLL to provide SSSR data.

4. PLL to lead writing moderation at staff meeting.

1. Teachers consistently apply the writing analysis tool to moderate student samples in Week 8.

Evidence of calibration and consistency in judgments across year levels (Years 3–6).

Growth in student writing is documented and discussed using pre/post samples.

Samples show improvement in targeted writing elements (e.g., sentence structure, grammar, vocabulary).

2. Planning documents will show evidence of writing goals for pod groups and evidence of planned teaching and writing strategies.

3. Monitor student outcomes through NAPLAN, SRS, Writing Analysis and Formative/Summative Data.

Data results from NAPLAN to be discussed during planning meeting and responsive planning to occur.

4. Teachers engage in structured cohort moderation sessions with clear protocols.

1. PLL to check that all classes have moderated samples using the agreed tool.

Review moderation outcomes for alignment with achievement standards.

Data in Week 8 from writing analysis tool (Years 36) to show growth.

PLL to record scores for targeted elements and calculate percentage improvement.

2. PLL to check planning documents fortnightly to ensure pod writing goals and writing strategies are explicitly planned for.

3. Schedule NAPLAN discussion for planning meetings with teachers.

PLL to analyse NAPLAN data and create a response plan.

NAPLAN writing results will reflect an increase in Strong and Exceeding.

#### NAPLAN WRITING 2026 Proficiency Bands

Year Level	Strong and Exceeding
3	68%
5	90%

4. Moderation occurs each term. Teachers should be consistent in their judgements, aligned with the achievement standards and student writing samples should show improvement.

# 2026 Explicit Improvement Agenda

# 2026 Explicit Improvement Agenda



# 2026 Explicit Improvement Agenda

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# 2026 Explicit Improvement Agenda

<p><b>Success Criteria 6</b></p> <p>All students confidently <b>engage in writing</b> showing enthusiasm and participation. This will be achieved by fostering a culture where learners identify as writers.</p> <p>(<b>Growing and Thriving:</b> #4 Proactive Community Engagement #5 Successful Student Achievement)</p>	<p><b>1. Staff Voice on Beliefs and Values about Writing.</b></p> <p>Staff voice on beliefs and values and confidence in teaching writing. (Post Data)</p> <p><b>2. Writing Celebrations, Showcases Walks and Talks.</b></p> <p>School newsletter to inform parents and community about our staff professional learning, school writing initiatives (author visit) and whole school writing strategies.</p>	<p>1. PLL to create a post Microsoft form for staff to complete in Week 9.</p> <p>2. PLL to communicate with parents via newsletter.</p>	<p>1. 100% of teachers to complete Microsoft Form – post data of teacher beliefs, values and confidence in teaching writing.</p> <p>During Performance and Progress Meeting Leadership team to analyse data from forms on teacher’s attitude and writing practices. Record as post data.</p> <p>2. The classroom environment visibly celebrates writing.</p>	<p>1. Track staff-efficacy – Post Data end of Term 2. Staff reflection/form to monitor growth in confidence teaching writing. Observations during Walkthroughs.</p> <p>Consider teacher responses about their level of knowledge and understanding of the identified writing strategies to determine Professional Learning focus on teaching writing in Term 3 and Term 4.</p> <p>2.</p>
	<p>Each fortnight in the school newsletter celebrate writing achievements from different year levels to share with parents and community.</p> <p>Celebration of Learning in Week 10 – Focus - Writing Showcase.</p> <p>Author visit to engage with students.</p> <p>Engagement in walkthroughs and Walk and Talks (Leadership Team).</p>	<p>PLL to organise author visit.</p>	<p>Leadership provide feedback to teachers about the use of the writing strategies during walkthroughs and Walk and Talks.</p> <p>Newsletter items to focus on celebration of writing in the classrooms and the use of whole school writing strategies.</p>	<p>Walkthrough Checklist - Record evidence of writing displays (e.g., student work samples, goal walls, Author’s Chair photos).</p> <p>Collect images of classroom displays.</p> <p>Student Voice - Ask students if they feel their writing is celebrated (quick interviews or surveys).</p>

## 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?

# 2026 Explicit Improvement Agenda



## 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 refinement toward long-term aspirations” (Adapted from the work of Dr Simon Breakspear) -term cycles that promote purposeful action, timely feedback, and continuous*

<b>Implementation Focus</b> Identify the Success Criteria	<b>Key Actions &amp; Strategies</b> What high-impact actions and strategies will drive improvement?		<b>‘Look Fors’</b> What will success look like at the end of this cycle?	<b>Monitor &amp; Adapt Measure and Evaluate</b>
“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?
	<b>Actions &amp; Strategies</b>	<b>Led By</b>		

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# 2026 Explicit Improvement Agenda

<p><b>Success Criteria 1</b></p> <p>Leaders provide targeted <b>professional learning</b> to support all teachers in implementing identified writing strategies to build teacher capacity.</p> <p>(<b>Growing and Thriving:</b> #1 System Wide Monitoring, #2 Multi-Tiered System of Supports, #3 Quality Teacher Professional Learning, # 6 Key Conditions for Excellence)</p>	<p><b>1. Staff Professional Learning on Grammar Improvement Sprints</b></p> <p>All Staff participate in Professional Learning on how to improve grammar in writing through an improvement sprint.</p> <p><b>2. Pupil Free Day 13<sup>th</sup> July</b></p> <p>Professional Learning with Trish Tedford (BCE) – Grammar and Punctuation</p> <p><b>3. Pupil Free Day 4<sup>th</sup> September</b> Misty Adoniou – Grammar in Writing</p>	<p>1. PLL to provide PL on Grammar Improvement Sprint.</p> <p>2/3. Trish Tedford and Misty Adoniou to provided PL in Grammar and Punctuation.</p>	<p>Teacher impact from PL is monitored through teacher reflection, walkthroughs and sharing of Practice at the end of term.</p> <p>100% of teachers will engage in a short 4-week grammar improvement sprint. Leadership to monitor through walkthroughs and Walk and Talks with students.</p>	<p>1. Attendance list kept for PL and follow up for those not present.</p> <p>2/3. Walk and Talk Data (Via a Microsoft Form) completed by Leadership team to monitor grammar sprints in Prep -6 classrooms. PLL to create this form for Leadership Staff to scan and complete during Walk and Talks.</p> <p><b>Performance and Progress Meetings</b> – EIA Focus Will be scheduled twice a term – see implementation road map. Meetings will include:</p> <ul style="list-style-type: none"> <li>Reviewing key actions in our EIA plan</li> <li>Assessing actions in the classroom – Data collection associated with ‘Look fors’ from Walks and Talks</li> <li>Data discussions</li> <li>Deciding on the next PL to progress improvement</li> </ul>
<p><b>Success Criteria 2</b></p> <p>All teachers plan, teach, and assess purposeful writing opportunities in alignment with <b>V9 Australian Curriculum</b> ensuring tasks support students’ progression towards identified writing goals.</p> <p>(<b>Growing and Thriving:</b> #2 Multi-Tiered System of Supports, #6 Key Conditions for Excellence)</p> <p><b>Success Criteria 5</b></p>	<p><b>1. Grammar Improvement Sprints</b></p> <p>Teachers engage in a short 4-week grammar sprint in Weeks 4-7.</p> <p><b>2. Grammar Metalanguage Charts</b></p> <p>Teachers create and use grammar metalanguage charts to support teaching in alignment with Version 9 Achievement Standards and Content Descriptions.</p> <p><b>3. Establish Writing Strategies across P-6</b></p>	<p>1. PLL to deliver PL on Grammar Improvement Sprints.</p> <p>2. Teachers to create grammar metalanguage charts.</p> <p>3.</p>	<p>1. Evidence of grammar sprint aligned with V9 Year Level Australian Curriculum requirements.</p> <p>Grammar instruction is embedded in writing lessons (not isolated) and aligned to the V9 English curriculum in planning documents.</p> <p>Students apply grammar concepts in their writing (e.g., sentence types, punctuation).</p> <p>2.</p>	<p>Conduct termly audits of planning documents using a checklist aligned to V9 Australian Curriculum.</p> <p>100% of year level plans show planned writing strategies and grammar improvement sprint.</p> <p>Leadership will conduct walkthroughs and Walk and Talks across year levels throughout the term to monitor teacher capability and gather evidence of writing strategy implementation and grammar improvement sprint in action. Term 3 focus is grammar improvement sprint.</p>

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<p>All students demonstrate <b>improved</b> sentence structure and punctuation within their writing.</p> <p><b>(Growing and Thriving: #5 Successful Student Achievement #6 Key Conditions for Excellence)</b></p>	<p>Teachers continue to embed the writing strategies from Semester 1.</p> <p>Prep – 6 – Author’s Chair, guided writing, daily writing</p> <p>Prep – 2 – Interactive Writing, Draw/Write/Talk (Share)</p> <p>Years 3-6 – Writer’s Notebook</p>	<p>PLL to check planning documents to ensure writing strategies are being planned and implemented.</p>	<p>Teachers use mentor texts and exemplars (anchor charts) to model high-level writing. Metalanguage charts are visible in classrooms so children can use these independently.</p> <p>70% of students are using the metalanguage associated with grammar – evidenced during scheduled Walk and Talk and Walkthrough opportunities and recorded on Microsoft Form.</p> <p>3. Evidence of Identified Writing Strategies in English planning documents for Prep-6 in alignment with V9 Australian Curriculum.</p> <p>80% of students explain the different writing strategies they are using in the classroom – evidenced during scheduled Walk and Talk and Walkthrough opportunities and recorded on Microsoft Form.</p> <p>PLL to co-teach writing strategies in classrooms from Prep-6 as necessary – new staff and ECT may require PLL to</p>	<p>Use a Microsoft Form to gather reflections from teachers regarding their level of confidence in implementing the grammar sprint at the end of the term. Feedback from staff survey and collaborative cohort planning sessions will inform the design of professional learning that is relevant and responsive to teacher needs moving into Term 4.</p> <p>Consider coaching opportunities for staff in Term 4 based on data from teacher survey and from walkthroughs and Walk and Talks.</p>
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# 2026 Explicit Improvement Agenda



		<p>model the writing strategies or assist with grammar sprint lessons.</p>
<p><b>Success Criteria 3</b></p> <p>All teachers and leaders engage in regular, evidence-informed cycles of improvement for the explicit teaching of writing, using triangulated <b>data</b> to collaboratively refine practice, monitor impact and make targeted instructional adjustments.</p> <p>(<b>Growing and Thriving</b>: #1 System Wide Monitoring # 2 Multi-Tiered System of Supports)</p>	<p><b>1. Writing Analysis Tool</b> End of term writing sample analysis using the writing analysis tool (Years 3-6) – Week 8</p> <p><b>2. Short Term Planning Cycles (5 weeks)</b> During short cycle planning teachers set writing goals with PLL for differentiated groups and writing strategies are explicitly planned for in the English planning documents.</p> <p><b>3. DATA Analysis</b> Teachers use formative data to monitor teaching impact. Responsive planning to occur.</p> <p><b>4. Writing Moderation</b> Staff engage in Writing Moderation with cohort teachers in Week 8 during staff meeting.</p>	<p>1. PLL to ensure writing analysis occurs.</p> <p>1. Teachers consistently apply the writing analysis tool to moderate student samples in Week 8.</p> <p>2. PLL to plan with teachers weekly.</p> <p>Evidence of calibration and consistency in judgments across year levels (Years 3–6).</p> <p>3. PLL to provide SSSR data.</p> <p>Growth in student writing is documented and discussed using pre/post samples.</p> <p>75% of students in Years 3 – 6 are achieving in the 20-24 target range on the writing analysis tool.</p> <p>4. PLL to lead writing moderation at staff meeting.</p> <p>2. Samples show improvement in targeted writing elements (e.g., sentence structure, grammar, and vocabulary).</p> <p>1. PLL to check that all classes have moderated samples using the agreed tool.</p> <p>Review moderation outcomes for alignment with achievement standards.</p> <p>Data in Week 8 from writing analysis tool (Years 3-6) to show growth.</p> <p>PLL to record scores for targeted elements and calculate percentage improvement.</p> <p>2. PLL to check planning documents fortnightly to ensure writing pod goals, writing strategies and grammar are explicitly planned for.</p> <p>3. Schedule DATA discussion for planning meetings with teachers. Teachers to analyse data and respond accordingly.</p>

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		<p>Planning documents will show evidence of writing goals for pod groups and evidence of planned teaching for grammar sprint and writing strategies.</p> <p>4.</p> <p>Moderation occurs each term. Teachers should be consistent in their judgements, aligned with the achievement standards and student writing samples should show improvement.</p> <p>3.</p> <p>Monitor student outcomes through NAPLAN, SRS, Writing Analysis, and Formative/Summative Data. Responsive planning to occur.</p> <p>4.</p> <p>Teachers engage in structured cohort moderation sessions with clear protocols.</p>
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# 2026 Explicit Improvement Agenda

<p><b>Success Criteria 4</b></p> <p>Teachers provide timely and specific <b>written feedback</b> that aligns with student writing goals and curriculum expectations. Feedback will have a focus on grammar and punctuation, providing explicit guidance that helps students apply targeted strategies in future writing, improving writing outcomes. (G&amp;T 2, 5, 6)</p> <p><b>(Growing and Thriving: #2 Multi-Tiered System of Supports, #5 Successful Student Achievement, #6 Key Conditions for Excellence)</b></p>	<p><b>1. Goal Setting</b></p> <p>Students set personal writing goals based on their writing in consultation with the classroom teacher.</p> <p>Teachers use conferencing in writing to support goal setting and celebrate growth.</p> <p><b>2. Feedback</b></p> <p>Teachers engage in feedback processes to support student goal setting in writing.</p> <p>Students record writing goals.</p> <p>Teachers celebrate and acknowledge student progress.</p>	<p>1. Teachers work with students on setting writing goals.</p> <p>3. Teachers engage in giving students feedback about their writing.</p>	<p>1. Teachers hold individual or small group writing conferences with students focused on goal setting.</p> <p>Student writing goals are evident in planning and practice.</p> <p>Writing goals are displayed in classroom and celebrated when achieved.</p> <p>2. Feedback to students is timely, specific, and linked to their individual writing goals.</p> <p>Students are provided with written feedback 5 times within the term about their writing and how they can improve.</p> <p>Teachers create and acknowledge student progress in their writing goals through visual displays.</p> <p>Students have clear, specific writing goals displayed in books, and on the Learning Dashboards.</p> <p>Similar processes and language for goal setting and feedback visible school wide.</p> <p>Feedback is evident in planning and practice.</p>	<p>1. Teachers keep conference logs recording dates, student names, and goals discussed.</p> <p>Walkthrough Look Fors – Visual displays of student writing goals – capture evidence through photographs.</p> <p>Student Voice – ask students if they know their current goal and how they celebrate success— quick interviews or exit slips.</p> <p>Review English planning documents for explicit inclusion of student writing goals.</p> <p>2. Student writing books have written feedback alignment with goals. Students use feedback to revise their work.</p> <p>Feedback on student writing provided each fortnight.</p> <p>Celebration of student goal achievement with a certificate of recognition.</p> <p>Look for goal progress charts, celebration boards, or visual trackers in classrooms on walkthroughs. Capture evidence through photographs.</p>
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# 2026 Explicit Improvement Agenda

<p><b>Success Criteria 6</b></p> <p>All students confidently <b>engage in writing</b> showing enthusiasm and participation. This will be achieved by fostering a culture where learners identify as writers.</p> <p><b>(Growing and Thriving: #4 Proactive Community Engagement #5 Successful Student Achievement)</b></p>	<p><b>1. Staff Voice on Beliefs and Values about Writing.</b></p> <p>Staff voice on beliefs and values and confidence in teaching writing. (Post Data)</p> <p><b>2. Writing Celebrations, Showcases Walks and Talks.</b></p> <p>School newsletter to inform parents and community about our staff professional learning, school writing initiatives (author visit) and whole school writing strategies.</p> <p>Each fortnight in the school newsletter celebrate writing achievements from different year levels to share with parents and community.</p> <p>Celebration of Learning in Week 10 – Focus - Writing Showcase.</p> <p>Author visit to engage with students.</p> <p>Engagement in walkthroughs and Walk and Talks (Leadership Team).</p>	<p>1. PLL to create a post Microsoft form for staff to complete in Week 9.</p> <p>2. PLL to communicate with parents via newsletter.</p> <p>PLL to organise author visit.</p>	<p>1. 100% of teachers complete Microsoft Form – post data of teacher beliefs, values and confidence in teaching writing.</p> <p>During Performance and Progress Meeting, the Leadership team to analyse data from forms on teacher’s attitude and writing practices. Record as post data.</p> <p>2. The classroom environment visibly celebrates writing.</p> <p>Leadership provide feedback to teachers after walkthroughs and Walk and Talks about the writing culture in classrooms.</p> <p>Newsletter items to focus on celebration of writing in the classrooms and the use of whole school writing strategies.</p>	<p>1. Track staff-efficacy – Post Data end of Term 3. Staff reflection/form to monitor growth in confidence teaching writing. Observations during Walkthroughs.</p> <p>Consider teacher responses about their level of knowledge and understanding of the identified writing strategies to determine Professional Learning focus in Term 4.</p> <p>2. Walkthrough Checklist - Record evidence of writing displays (e.g., student work samples, goal walls, Author’s Chair photos).</p> <p>Collect images of classroom displays.</p> <p>Student Voice - Ask students if they feel their writing is celebrated (quick interviews or surveys).</p>
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## 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?

# 2026 Explicit Improvement Agenda



**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 refinement toward long-term aspirations” (Adapted from the work of Dr Simon Breakspear)* *-term cycles that promote purposeful action, timely feedback, and continuous*

<b>Implementation Focus</b> Identify the Success Criteria	<b>Key Actions &amp; Strategies</b> What high-impact actions and strategies will drive improvement?	<b>‘Look Fors’</b> What will success look like at the end of this cycle?	<b>Monitor &amp; Adapt Measure and Evaluate</b>
“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?
	<b>Actions &amp; Strategies</b>	<b>Led By</b>	

# 2026 Explicit Improvement Agenda

## Success Criteria 2

All teachers plan, teach, and assess purposeful writing opportunities in alignment with **V9 Australian Curriculum** ensuring tasks support students' progression towards identified writing goals.

**(Growing and Thriving: #2 Multi-Tiered System of Supports, #6 Key Conditions for Excellence)**

## Success Criteria 5

All students demonstrate **improved** sentence structure and punctuation within their writing.

**(Growing and Thriving: #5 Successful Student Achievement #6 Key Conditions for Excellence)**

**1. Grammar Improvement Sprints**  
Teachers engage in a short 4-week grammar sprint in Weeks 2-5.

**2. Grammar Metalanguage Charts**  
Teachers create and use grammar metalanguage charts to support teaching in alignment with Version 9 Achievement Standards and Content Descriptions.

**3. Establish Writing Strategies across P-6**  
Teachers continue to embed the writing strategies from Semester 1.  
Prep – 6 – Author’s Chair, guided writing, daily writing  
Prep – 2 – Interactive Writing, Draw/Write/Talk (Share)  
Years 3-6 – Writer’s Notebook

1. PLL to revisit PLL on Grammar Improvement Sprints during planning.

2. Teachers to create grammar metalanguage charts.

3. PLL to check planning documents to ensure writing strategies are being planned and implemented.

1. Evidence of grammar sprint aligned with V9 Year Level Australian Curriculum requirements.

Grammar instruction is embedded in writing lessons (not isolated) and aligned to the V9 English curriculum in planning documents.

Students apply grammar concepts in their writing (e.g., sentence types, punctuation).

2. Teachers use mentor texts and exemplars (anchor charts) to model high-level writing. Metalanguage charts are visible in classrooms so children can use these independently.

70% of students are using the metalanguage associated with grammar – evidenced during scheduled Walk and Talk and Walkthrough opportunities and recorded on Microsoft Form.

3. Evidence of Identified Writing Strategies in English planning documents for Prep-6 in alignment with V9 Australian Curriculum.

80% of students explain the different writing strategies they are using in the classroom - evidenced during scheduled Walk and Talk and Walkthrough opportunities and recorded on Microsoft Form.

Conduct termly audits of planning documents using a checklist aligned to V9 Australian Curriculum.

100% of year level plans show planned writing strategies and grammar improvement sprint.

Leadership will conduct walkthroughs and Walk and Talks across year levels throughout the term to monitor teacher capability and gather evidence of writing strategy implementation and grammar improvement sprint in action. Term 4 focus is grammar improvement sprint.

Use a Microsoft Form to gather reflections from teachers regarding their level of confidence in implementing the grammar sprint at the end of the term. Feedback from staff survey and collaborative cohort planning sessions will inform the design of professional learning and EIA focus that is relevant and responsive to teacher needs moving into 2027.

# 2026 Explicit Improvement Agenda



# 2026 Explicit Improvement Agenda

## Success Criteria 3

All teachers and leaders engage in regular, evidence-informed cycles of improvement for the explicit teaching of writing, using triangulated **data** to collaboratively refine practice, monitor impact and make targeted instructional adjustments.

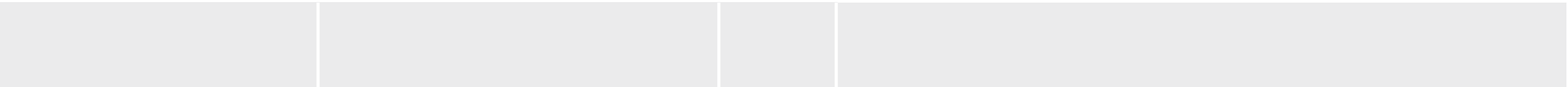
(**Growing and Thriving**: #1 System Wide Monitoring # 2 Multi-Tiered System of Supports)

<p><b>1. Writing Analysis Tool</b> End of term writing sample analysis using the writing analysis tool (Years 3-6) – Week 5</p> <p><b>2. Short Term Planning Cycles (5 weeks)</b> During short cycle planning teachers set writing goals with PLL for differentiated groups and writing strategies are explicitly planned for in the English planning documents.</p> <p><b>3. DATA Analysis</b> Teachers use formative data to monitor teaching impact. Responsive planning to occur.</p> <p><b>4. Writing Moderation</b> Staff engage in Writing Moderation with cohort teachers in Week 6 during staff meeting.</p>	<ol style="list-style-type: none"> <li>1. PLL to ensure writing analysis occurs.</li> <li>2. PLL to plan with teachers weekly.</li> <li>3. PLL and classroom teachers to provide data.</li> <li>4. PLL to lead writing moderation at staff meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers consistently apply the writing analysis tool to moderate student samples in Week 5.</li> <li>Evidence of calibration and consistency in judgments across year levels (Years 3–6).</li> <li>Growth in student writing is documented and discussed using pre/post samples.</li> <li>85% of students in Years 3 – 6 are achieving in the 20-24 target range on the writing analysis tool.</li> <li>Samples show improvement in targeted writing elements (e.g., sentence structure, grammar, and vocabulary).</li> <li>2. Planning documents will show evidence of writing goals for pod groups and evidence of planned teaching for grammar sprint and writing strategies.</li> <li>3. Monitor student outcomes through NAPLAN, SRS, Writing Analysis, and Formative/Summative Data. Responsive planning to occur.</li> <li>4. Teachers engage in structured cohort moderation sessions with clear protocols.</li> </ol>	<ol style="list-style-type: none"> <li>1. PLL to check that all classes have moderated samples using the agreed tool.</li> <li>Review moderation outcomes for alignment with achievement standards.</li> <li>Data in Week 5 from writing analysis tool (Years 3-6) to show growth.</li> <li>PLL to record scores for targeted elements and calculate percentage improvement.</li> <li>2. PLL to check planning documents fortnightly to ensure writing pod goals, writing strategies and grammar are explicitly planned for.</li> <li>3. Schedule DATA discussion for planning meetings with teachers. Teachers to analyse data and respond accordingly.</li> <li>4. Moderation occurs each term. Teachers should be consistent in their judgements, aligned with the achievement standards and student writing samples should show improvement.</li> </ol>
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# 2026 Explicit Improvement Agenda

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# 2026 Explicit Improvement Agenda



# 2026 Explicit Improvement Agenda

<p><b>Success Criteria 4</b></p> <p>Teachers provide timely and specific <b>written feedback</b> that aligns with student writing goals and curriculum expectations. Feedback will have a focus on grammar and punctuation, providing explicit guidance that helps students apply targeted strategies in future writing, improving writing outcomes. (G&amp;T 2, 5, 6)</p> <p><b>(Growing and Thriving: #2 Multi-Tiered System of Supports, #5 Successful Student Achievement, #6 Key Conditions for Excellence)</b></p>	<p><b>1. Goal Setting</b></p> <p>Students set personal writing goals based on their writing in consultation with the classroom teacher.</p> <p>Teachers use conferencing in writing to support goal setting and celebrate growth.</p> <p><b>2. Feedback</b></p> <p>Teachers engage in feedback processes to support student goal setting in writing.</p> <p>Students record writing goals.</p> <p>Teachers celebrate and acknowledge student progress.</p>	<p>1. Teachers hold individual or small group writing conferences with students focused on goal setting.</p> <p>Student writing goals are evident in planning and practice.</p> <p>Writing goals are displayed in classroom and celebrated when achieved.</p> <p>1. Teachers work with students on setting writing goals.</p> <p>2. Teachers engage in giving students feedback about their writing.</p> <p>Students are provided with written feedback 2 times within the term about their writing and how they can improve.</p> <p>Teachers create and acknowledge student progress in their writing goals through visual displays.</p> <p>Students have clear, specific writing goals displayed in books, and on the Learning Dashboards.</p> <p>Similar processes and language for goal setting and feedback visible school wide.</p> <p>Feedback is evident in planning and practice.</p>	<p>1. Teachers keep conference logs recording dates, student names, and goals discussed.</p> <p>Walkthrough Look Fors – Visual displays of student writing goals – capture evidence through photographs.</p> <p>Student Voice – ask students if they know their current goal and how they celebrate success—quick interviews or exit slips.</p> <p>Review English planning documents for explicit inclusion of student writing goals.</p> <p>Student writing books have written feedback alignment with goals.</p> <p>Students use feedback to revise their work.</p> <p>Feedback on student writing provided each fortnight.</p> <p>Celebration of student goal achievement with a certificate of recognition.</p> <p>Look for goal progress charts, celebration boards, or visual trackers in classrooms on walkthroughs. Capture evidence through photographs.</p>
<p><b>Success Criteria 6</b></p> <p>All students confidently <b>engage in writing</b>, showing enthusiasm and participation. This will be achieved by fostering a culture where learners identify as writers.</p>	<p><b>1. Staff and Student Voice on Beliefs and Values about Writing.</b></p> <p>Staff voice on beliefs and values, and confidence in teaching writing. (Post Data)</p> <p>Student Self –Efficacy Form Post data (Term 4)</p>	<p>1. PLL to create a post Microsoft form for staff and students to complete in Week 6.</p> <p>2.</p> <p>1. 100% of teachers complete Microsoft Form – post data of teacher beliefs, values and confidence in teaching writing.</p> <p>100% of students complete Microsoft Form – post data about their attitude to writing and confidence in writing.</p> <p>During Performance and Progress Meeting (Week 6), the Leadership team to analyse data - EIA targets and post</p>	<p>1. Staff Self - Efficacy Form Post Data (Term 4). Staff reflection/form to monitor growth in confidence teaching writing throughout the year.</p> <p>Observations during Walkthroughs.</p>

# 2026 Explicit Improvement Agenda

<p><b>(Growing and Thriving: #4 Proactive Community Engagement #5 Successful Student Achievement)</b></p>	<p><b>2. Writing Celebrations and Walks and Talks.</b></p> <p>School newsletter to share with parents and community on the school's progress and the outcomes of the 2026 EIA.</p> <p>Engagement in walkthroughs and Walk and Talks (Leadership Team).</p>	<p>PLL and Principal data of staff -efficacy and student self – efficacy and goals. to communicate with parents via newsletter.</p> <p>Share results with staff at staff meeting Week 7 and celebrate results.</p> <p>2. The classroom environment visibly celebrates writing.</p> <p>Leadership provide feedback to teachers after walkthroughs and Walk and Talks about the writing culture in classrooms.</p> <p>Newsletter items to focus on celebration of writing in the classrooms and the use of whole school writing strategies.</p>	<p>Student Self –Efficacy Form Post data (Term 4) to demonstrate attitude, learning and impact throughout the year.</p> <p>Staff Meeting in Week 7 –Leadership to share EIA target results and post data of staff -efficacy and student self – efficacy. Celebrate results.</p> <p>2. Walkthrough Checklist - Record evidence of writing displays (e.g., student work samples, goal walls, grammar metalanguage anchor charts).</p> <p>Collect images of classroom displays.</p> <p>Student Voice - Ask students if they feel their writing is celebrated (quick interviews or surveys).</p>
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## 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?

# 2026 Explicit Improvement Agenda



## 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

	<b>January Professional Development Days</b> <ul style="list-style-type: none"> <li>Staff Induction – 19<sup>th</sup> Jan</li> <li>Staff working in cohorts – 20<sup>th</sup></li> </ul>		<b>Pupil Free Day 13<sup>th</sup> July</b> <ul style="list-style-type: none"> <li>Professional Learning with Trish Tedford – Grammar and Punctuation</li> </ul>	
	<ul style="list-style-type: none"> <li>First Aid Training and Professional Learning with Rachael Hill from PETAA. – 21<sup>st</sup> Jan</li> <li>Berry Street Training 22<sup>nd</sup> Jan</li> <li>Spirituality Day – 23<sup>rd</sup> Jan</li> <li>Compliance + welcome breakfast – 28<sup>th</sup> Jan <b>Staff</b></li> </ul> <b>Voice on Beliefs and Values about Writing</b> (Pre data) with Rachael Hill		<b>Pupil Free Day 4<sup>th</sup> September</b> <ul style="list-style-type: none"> <li>Misty Adoniou</li> </ul>	
<b>WEEK 1</b>	<b>Staff Meeting – DIBELS in 2026</b> Implementing DIBEIS from P-6 in 2026		<b>Professional Learning – Staff Meeting</b> Trish Tedford – Grammar and Punctuation	<b>Short Term Planning Cycles</b> Teachers Planning with PLL – Grammar Improvement Sprint

# 2026 Explicit Improvement Agenda



<p><b>WEEK 2</b></p>	<p><b>Student Voice - Self-Efficacy as a Writer</b> (Pre data)</p> <p><b>Writing Analysis</b> <b>Data Collection</b> 3-6 Collect a piece of writing for analysis</p> <p><b>Parent/Teacher Interviews</b></p>	<p><b>Professional Learning – Staff Meeting</b> Writing strategies – Interactive Writing – P-2 Guided writing and Daily Writing – 3-6</p>	<p><b>DIBELS MOY PREP COLLECTION DUE</b></p> <p><b>Professional Learning – Staff Meeting</b> Grammar Improvement Sprint</p> <p><b>Short Term Planning Cycles</b> Teachers Planning with PLL (Data Analysis and Response).</p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p>
<p><b>WEEK 3</b></p>	<p><b>Professional Learning – Staff Meeting</b> Writing Strategy - Authors Chair and How to analyse a writing sample.</p>	<p><b>Professional Learning – Staff Meeting</b> Writing goals and feedback Student writing goal process Whole school ‘Feedback Process’ developed</p> <p><b>Short Term Planning Cycles</b> Teachers Planning with PLL (Data Analysis and Response).</p>	<p><b>Short Term Planning Cycles</b> Teachers Planning with PLL – Grammar Improvement Sprint</p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p> <p><b>Short Term Planning Cycles</b> Teachers Planning with PLL (Data Analysis and Response).</p> <p><b>Performance and Progress Meeting – EIA focus</b></p>
<p><b>WEEK 4</b></p>	<p><b>Professional Learning – Staff Meeting</b> Writing Strategies – Draw/Talk/Write (Share) (P-2) and Writer’s Notebook (3-6).</p> <p><b>Short Term Planning Cycles</b> <b>Writing Analysis</b> Analyse Writing sample collected in Week 2 during planning sessions.</p>	<p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on student writing goals and feedback and implementation of Writing Strategies.</p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p>

# 2026 Explicit Improvement Agenda

	Develop school approach to Learning Walkthroughs and Walk and Talks.			
<b>WEEK 5</b>	<p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Author’s Chair</p> <p><b>Administer Standardised Tests</b> Teachers in 2-6 administer PAT R, PAT Grammar and Punctuation Tests.</p> <p><b>DIBELS BOY COLLECTION DUE</b></p> <p><b>Performance and Progress Meeting – EIA focus</b></p>	<p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on student writing goals and feedback and implementation of Writing Strategies.</p> <p><b>Performance and Progress Meeting – EIA focus</b></p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p> <p><b>Performance and Progress Meeting – EIA focus</b></p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p> <p><b>Short Term Planning Cycles</b> <b>Writing Analysis</b> Analyse Writing sample during planning sessions (Years 3-6)</p>
<b>WEEK 6</b>	<p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Author’s Chair</p> <p><b>Short Term Planning Cycles</b></p>	<p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on student writing goals and feedback and implementation of Writing Strategies.</p>	<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p>	<p><b>Writing Moderation – Staff Meeting</b> Staff engage in Writing Moderation with cohort teachers.</p> <p><b>Teacher Voice</b> <b>Data Collection</b></p>

# 2026 Explicit Improvement Agenda



	<p>Teachers Planning with PLL (Data Analysis and Response).</p>			<p>Microsoft Form Reflection about Grammar Improvement Sprint.</p> <p><b>Student Voice on Self-Efficacy as a Writer (Post data) Data Collection</b></p> <p><b>Staff Voice on Beliefs and Values about Writing Data Collection (Post data)</b></p> <p><b>Performance and Progress Meeting Analyse data</b> EIA targets and post data of staff -efficacy and student self – efficacy and EIA goals.</p>
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# 2026 Explicit Improvement Agenda

<p><b>WEEK 7</b></p>	<p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Author’s Chair</p> <p><b>NAPLAN</b></p>		<p><b>Grammar Improvement Sprint</b></p> <p><b>Walks and Talks/Walkthroughs</b> Leadership Walks and Talks with a focus on Grammar Improvement Sprints and the writing culture within the classrooms.</p>	<p><b>Staff Meeting</b> Leadership to share EIA targets, staff and student selfefficacy forms and EIA goal. Celebrate results.</p>
<p><b>WEEK 8</b></p>	<p><b>Writing Moderation – Staff Meeting</b> Staff engage in Writing Moderation with cohort teachers.</p> <p><b>Short Term Planning Cycles</b> <b>Writing Analysis</b> Analyse Writing sample during planning sessions (Years 3-6)</p> <p><b>NAPLAN</b></p>	<p><b>Writing Moderation – Staff Meeting</b> Staff engage in Writing Moderation with cohort teachers.</p> <p><b>Short Term Planning Cycles</b> <b>Writing Analysis</b> Analyse Writing sample during planning sessions (Years 3-6)</p>	<p><b>Pupil Free Day 4<sup>th</sup> September</b> Misty Adoniou</p> <p><b>Writing Moderation – Staff Meeting</b> Staff engage in Writing Moderation with cohort teachers.</p> <p><b>Short Term Planning Cycles</b> <b>Writing Analysis</b> Analyse Writing sample during planning sessions (Years 3-6)</p>	<p><b>DIBELS EOY COLLECTION DUE</b></p>
<p><b>WEEK 9</b></p>	<p><b>Sharing of Practice – Staff Meeting</b> Staff share how their year level has used the different writing strategies in their year levels – Use Literacy Enactment Model for staff to create a presentation.</p> <p><b>Teacher Reflections</b> Microsoft Form to focus on teacher confidence and competence in using identified writing strategies.</p> <p><b>Short Term Planning Cycles</b> Teachers Planning with PLL (Data Analysis and Response).</p> <p><b>NAPLAN</b></p>	<p><b>Sharing of Practice – Staff Meeting</b> Gallery Walk – Sip and Share – staff visit each year level. Teachers to share writing strategies and Semester 1 challenges and celebrations in writing.</p> <p><b>Teacher Reflections</b> Staff voice recorded on beliefs and values about writing. Post Data (End of Term 2) to monitor growth, attitude and confidence of teachers.</p> <p><b>Short Term Planning Cycles</b> Teachers Planning with PLL (Data Analysis and Response in preparation for Term 3).</p>	<p><b>Sharing of Practice – Staff Meeting</b> Grammar Improvement Sprints – 3 groups of mixed year levels. Teachers share their improvement sprints with a focus on Glow (what worked well) and Grow (what could be changed).</p> <p><b>Teacher Voice</b> Microsoft Form Reflection about Grammar Improvement Sprint.</p> <p><b>Teacher Reflections</b> Staff voice recorded on beliefs and values about writing. Post Data (End of Term 3) to monitor growth, attitude and confidence of teachers.</p> <p><b>Short Term Planning Cycles</b> Teachers Planning with PLL (Data Analysis and Response in preparation for Term 4).</p>	

# 2026 Explicit Improvement Agenda



<b>WEEK 10</b>	<p>Parent Teacher Interviews</p>    <p>Performance and Progress Meeting – EIA focus</p>	<p><b>Celebration of Learning</b> Celebration of Learning – Writing Showcase with parents.</p> <p><b>DIBELS MOY COLLECTION DUE</b></p> <p>Performance and Progress Meeting – EIA focus</p>	<p><b>Celebration of Learning</b> Celebration of Learning – Writing Showcase with parents.</p>    <p>Performance and Progress Meeting – EIA focus</p>	
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## EIA Student Outcome Target Monitoring Tool

Measure (Assessment Tool) & Target	Baseline	Term 1	Term 2	Term 3	12 Month Target																																	
NAPLAN	<p><b>NAPLAN WRITING 2025</b></p> <p>NAPLAN WRITING 2025 Proficiency Bands</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Needs Additional Support</th> <th>Developing</th> <th>Strong</th> <th>Exceeding</th> <th>Strong and Exceeding</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7.69%</td> <td>30.76%</td> <td>50.54%</td> <td>10.98%</td> <td>61.52%</td> </tr> <tr> <td>5</td> <td>2.89%</td> <td>13.04%</td> <td>57.97%</td> <td>26.08%</td> <td>84.05%</td> </tr> </tbody> </table> <table border="1"> <tr> <td>Writing</td> <td>Exceeding – 10.98%</td> <td>Exceeding – 26.08%</td> </tr> <tr> <td></td> <td>Strong – 50.54%</td> <td>Strong – 57.97%</td> </tr> <tr> <td></td> <td>Total – <b>61.52%</b></td> <td>Total – <b>84.05%</b></td> </tr> </table>	Year Level	Needs Additional Support	Developing	Strong	Exceeding	Strong and Exceeding	3	7.69%	30.76%	50.54%	10.98%	61.52%	5	2.89%	13.04%	57.97%	26.08%	84.05%	Writing	Exceeding – 10.98%	Exceeding – 26.08%		Strong – 50.54%	Strong – 57.97%		Total – <b>61.52%</b>	Total – <b>84.05%</b>				<p><b>NAPLAN WRITING 2026 Proficiency Bands</b></p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Strong and Exceeding</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>68%</td> </tr> <tr> <td>5</td> <td>90%</td> </tr> </tbody> </table>	Year Level	Strong and Exceeding	3	68%	5	90%
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# 2026 Explicit Improvement Agenda

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