An education to **believe** in

Annual Improvement Plan & Explicit Improvement Agenda 2025

GOOD SHEPHERD CATHOLIC PRIMARY SCHOOL SPRINGFIELD LAKES

Good Shepherd Catholic Primary School, Springfield Lakes

Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track progress towards your school's goal.	Consider what could happen that could help or hinder your efforts.	Actions required to drive progress of targets or manage risks identified.	Timeline for action.	Key stakeholders for actions.
Where do we need to go?	*Where does it align?*	*Why do we need to go there? What will be the benefits and how does it align to the priorities?*	*How do we know we are getting there?*	*What could happen that will impact our goals or targets?*	*What will we do to get there?*	*When do we want to get there by?*	*Who is responsible for ensuring it happens?*

Goal 1

By the end of 2025 our school will enhance its data literacy by implementing comprehensive data analysis and interpretation practices, enabling informed decision-making to improve student outcomes and educational strategies

Strategic Priority:
- ☒ Connecting communities
- ☒ Delivering thriving Catholic schools
- ☒ Maximising potential
- ☒ Optimising conditions for success

Justification:
- A key recommendation from our School Partnership Review (10th June 2024) – "To enhance the capabilities of school leaders, key staff and teachers to develop data literacies skills by expanding their knowledge of the full range of data sets to monitor and deepen analysis of overall school performance including similar and local school data trends, longitudinal data and the line of sight from system imperatives into classroom practices."
- Connects with other goals – Engagement and EIA – Mathematics

Targets:
- Survey data of staff- self rating of where they see their data literacy- repeat survey at the end of the year to measure change.

From EIA
- **Increased scale scores in PAT Maths:**
- **PAT Maths Data Sem 2 2024:** percentage achieving at and beyond Aust norm year level scale score
- Year 1 (2024)- 55% achieving 99+ scale score
- Year 2 (2025)- 60% achieving 105+ scale score
- Year 2 (2024)– 44.6% achieving 105+ scale score
- Year 3 (2025)- 50% achieving 115+ scale score
- Aus Norm 108.3 scale score
- Year 3 (2024) – 61.43% achieving 115+ scale score
- Year 4 (2025)- 65% achieving 121+ scale score
- Aus Norm 115.4 scale score
- Year 4 (2024)– 46.6% achieving 121+ scale score
- Year 5 (2025)- 50% achieving 125+ scale score
- Aus Norm 121.1 scale score
- Year 5 (2024)– 36.37% achieving 125+ scale score
- Year 6 (2025)- 40% achieving 128+ scale score
- Year 6 Aus Norm 128.9 scale score

SRS Mathematics Achievement

Prep (2024):

WA	A	EX	B	WB
4%(3)	50%(40)	38%(30)	6%(5)	1%(1)

Year 1 (2025):

WA	A	EX	B	WB
10%	35%	50%	5%	0%

Year 1 (2024):

Key Risks:
- Change of staff – new staff including PLL
- Consistency of practice in using data to plan
- Quality of data gathered

Actions:
- Every leadership, staff meeting we look at data – alternate weeks engagement and EIA
- Data included in each week's briefing notes
- Survey data of staff- self rating of where they see their data literacy- repeat survey at the end of the year to measure change.
- Teachers are confident in looking at triangular data through Power BI (NAPLAN, PAT, SRS)
- Investigate pre and post data on the interventions by LETs and Numeracy Coach
- Aitsl standard 5.4 (professional practice)
- Go through with staff Domain 2 Analysing and discussing data from the School Improvement Tool.
- All teachers engage in maths data analysis processes during planning sessions to identify, document and enact targeted teaching responses
- Introduce and embed pre-test/formative assessment to gather data for each learning cycle
- Introduce the staff to the Educational Alignment App in BI and Power BI
- Gather data (checklist?) during PAT linear to determine Assessment readiness, types of questions, etc.
- Review and re-write our school data plan

Timeline:

Semester 1
- Introduce the staff to the Educational Alignment App in BI and Power BI
- Discuss the why by going through Domain 2 Analysing and discussing data from the School Improvement Tool.
- Gather data (checklist?) during PAT linear to determine Assessment readiness, types of questions, etc.
- Survey data of staff- self rating of where they see their data literacy- repeat survey at the end of the year to measure change.
- Introduce and embed pre-test/formative assessment to gather data for each learning cycle

Semester 2
- Teachers are confident in looking at triangular data through Power BI (NAPLAN, PAT, SRS)
- Survey data of staff- self rating of where they see their data literacy- repeat survey at the end of the year to measure change.
- Review and re-write our school data plan

All year
- Every leadership, staff meeting we look at data – alternate weeks engagement and EIA
- Data included in each week's briefing notes
- Investigate pre and post data on the interventions by LETs and Numeracy Coach

Responsibilities & Accountability:

Semester 1
- Leadership team/ BCE support (Chris Clarke/Micheal O'Sullivan
- PLL and teachers (classroom and specialist)
- Leadership team
- PLL and teachers (classroom and specialist)

Semester 2
- PLL, Leadership team, teachers
- Leadership team
- Leadership team, Student support team, teachers,

All year
- Leadership team initially, then other teams e.g. cohorts, student support team,
- Leadership team
- Student support team/Leadership team
- PLL, leadership team, teachers (classroom and specialist)
- Leadership team

WA	A	EX	B	WB
5% (3)	29%(17)	56%(33)	8% (5)	2% (1)

Year 2 (2025):

WA	A	EX	B	WB
10%	35%	45%	10%	0%

Year 2 (2024):

WA	A	EX	B	WB
10%(8)	33%(26)	50%(39)	5% (4)	1% (1)

Year 3 (2025):

WA	A	EX	B	WB
15%	40%	42%	3%	0%

Year 3 (2024):

WA	A	EX	B	WB
0%	14% (10)	78% (56)	7% (5)	1% (1)

Year 4 (2025):

WA	A	EX	B	WB
10%	25%	62%	3%	0%

Year 4 (2024):

WA	A	EX	B	WB
0%	28%(21)	37%(28)	29% (22)	3% (2)

Year 5 (2025):

WA	A	EX	B	WB
10%	40%	35%	15%	0%

Year 5 (2024):

WA	A	EX	B	WB
9% (5)	18% (10)	56% (32)	12% (7)	2% (1)

Year 6 (2025):

WA	A	EX	B	WB
15%	30%	45%	10%	0%

- All teachers engage in maths data analysis processes during planning sessions to identify, document and enact targeted teaching responses
- All leadership team members engage in at least one data conversation during planning time each term

Year 6 (2024):

WA	A	EX	B	WB
7% (4)	18% (10)	49% (27)	16% (9)	9% (5)

From Goal 2
- Attendance – consistency at or above 70% - possibility of games/activities before school to encourage getting to school before school
- 5% reduction in minor behaviours during English (23% in 2024, 18% in 2025)
- 5% reduction in minor behaviours during Maths (16% in 2024, 11% in 2025)
-

Goal 2

By the end of 2025, we will significantly enhance student engagement by implementing consistent, innovative teaching practices, fostering a supportive learning environment, and ensuring all students are actively involved in their educational journey.

☒ **Connecting communities**

☒ **Delivering thriving Catholic schools**

☒ **Maximising potential**

☒ **Optimising conditions for success**

- To ensure consistency of knowledge, practice and language of the PE4L framework and tiers of behaviour and support - including 9 new classroom teachers, 1 school officer and 1 returning staff member
- To ensure staff pedagogy and practice engages learners in their learning
- To promote the correlation between engagement and behaviour
- To embed knowledge and practices from teaching staff Berry Street training
- To foster opportunities to enhance every student's learning potential through active engagement
- The upcoming National School Reform Agreement is being re written – one of the three national priority areas is welling for learning and engagement.
- We began our staff professional development in Berry Street and by the start of 2025 we will have completed 3 of the 4 modules. We have also developed a new engagement matrix.

- Attendance – consistency at or above 70% - possibility of games/activities before school to encourage getting to school before school
- 5% reduction in minor behaviours during English (23% in 2024, 18% in 2025)
- 5% reduction in minor behaviours during Maths (16% in 2024, 11% in 2025)
-

- Staff mindset and prior knowledge
- Staff knowledge of tier supports available and how to use them effectively
- Time to delve into each tier support
- Lack of connection/ relationship between teacher and parents ….
- Attendance issues
- Growth in enrolments
- Increased enrolments of EASP and EALD learners
- Nine new staff that missed Berry St training in 2024
- Potential changes to teaching staff

- Each cohort released in Week 4 of each term to meet with student support team in Partnership Progressive Planning
- To have Professional Learning meetings for staff around paradigm shift from behaviour management to engagement in learning (staff meetings) - diagram/triangle
- Professional Learning refreshers for new staff in Berry Street – in person or online course through Berry Street
- Professional development into the why? Student engagement - School Improvement Tool Domain 8 Implementing effective pedagogical practices and Domain 7 Differentiating teaching and learning.
- Review the whole school PE4L policy to incorporate Berry Street practices and our new vision, mission, vision for learning and teaching and values and our Partnership Progressive Planning for support
- Provide professional readings and clips to show that tier supports are evidence based
- Professional Learning around collaborative problem solving – role play, etc., restorative practice

Semester 1
- Term 1 staff meeting around paradigm shift from behaviour management to engagement for learning
- Review the whole school PE4L policy to incorporate Berry Street practices and our new vision, mission, vision for learning and teaching and values and our Partnership Progressive Planning for support
- Professional development into the why? Student engagement - School Improvement Tool Domain 8 Implementing effective pedagogical practices and Domain 7 Differentiating teaching and learning.
- Professional Learning refreshers for new staff in Berry Street – in person or online course through Berry Street
- Role descriptions for student support team and leadership, teachers
- Engage process and procedure – What and when to upload incidents
- Professional learning on essential skills for classroom management – flipbooks, teacher checklist of behaviours

Semester 2
- Compete/participate Optiminds, readers cup,

- Leadership team, Caroline (GC), Cathy (STIE)
- Leadership team, Engagement committee

- Leadership team, Caroline (GC), Cathy (STIE), Jess O,
- Student support team, leadership team .
- Leadership team, BCE
- Leadership team

- Teachers (classroom and specialist), PLL/AP

- Caroline (GC), leadership team

- Introduce Discovery Time/Genius hour - Compete/participate Optiminds, readers cup, Poetry Festival, Ipswich Est, etc - Look at the Engage options for behaviours and responses to include tier supports - Construct clear role descriptions for student support team and leadership, teachers to ensure all staff have clarity around who to engage with for specific issues - Essential skills for classroom management– flip books, teacher checklist for behaviours - Focus on Aitsl standard 1 (1.1 - 1.6) – (Professional knowledge), 2.1 (Professional knowledge), 3.7 (Professional practice), 4.1-4.4 (Professional practice), 6.1 - 6.4 (Professional engagement), 7.3 (Professional engagement) - Engage process and procedure – What and when to upload incidents - Student voice – student goal setting in Learning Dashboard (Student profiles) - Look at data from 2024 and 2025 and review each term – two committee meetings in staff meeting time each term – 1st to analyse data and find trends, 2nd meeting feedback to staff - Track data from TTFM and Be You surveys - Ensure all staff are aware of AP responsibilities for behaviour and engagement – P-2 – Naomi, 3-6 – Cheryl - Use the Berry Street – Ready to Learn plan – once a term – have in folder for relief teachers to ensure engagement -	Poetry Festival, Ipswich Est, etc - Professional Learning around collaborative problem solving – role play, etc., restorative practice - Student voice – student goal setting in Learning Dashboard (Student profiles) - Look at the Engage options for behaviours and responses to include tier supports - Introduce Discovery Time/Genius hour All year - Ready to learn plans reviewed beginning of each term (non-negotiable) - Term Partnership Progressive Planning meetings in Week 4 for each cohort - Provide professional readings and clips to show that tier supports are evidence based - Focus on Aitsl standard 1 (1.1 - 1.6) – (Professional knowledge), 2.1 (Professional knowledge), 3.7 (Professional practice), 4.1-4.4 (Professional practice), 6.1 - 6.4 (Professional engagement), 7.3 (Professional engagement) - Ensure all staff are aware of AP responsibilities for behaviour and engagement – P-2 – Naomi, 3-6 – Cheryl - The PE4L and Wellbeing committee will merge (Engagement committee) to monitor and analyse the data and track trends - The Engagement Committee to look at data from 2024 and 2025 and review each term – two committee meetings in staff meeting time each term – 1st to analyse data and find trends, 2nd meeting feedback to staff -	- Naomi (AP), PLL, teachers (classroom and specialist) - Naomi (AP), Cheryl (APRE), Christine (Principal) - PLL, classroom teachers - Teachers (classroom and specialist), Leadership team – Non-negotiable 2025 - Partnership Progressive Planning agenda and timetable – Cathy, Caroline, leadership team - Leadership team, student Support Team, Engagement Committee - - Leadership team - Engagement Committee
Connecting communities	1a.	1a.	1a.

						1b.	1b.	1b.
	☐	Delivering thriving Catholic schools						
	☐	Maximising potential				1c.	1c.	1c.
	☐	Optimising conditions for success						

Good Shepherd Catholic Primary School, Springfield Lakes

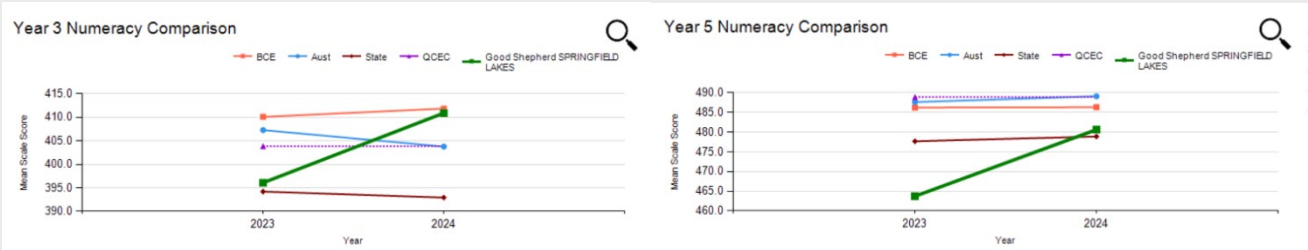| Goal: |
| --- |
| By the end of 2025, Good Shepherd will have a defined Numeracy block structure that provides consistency of learning across the school and embeds effective instructional practices and routines to improve our learners' assessment capabilities. |

Justification:

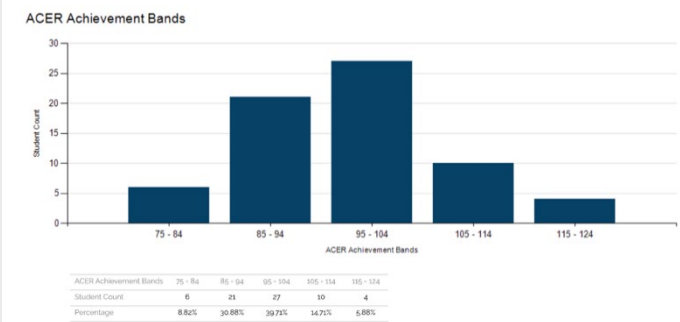What data and information was utilised to inform choosing this goal?

- In 2025, we have 9 new teachers joining us. As this is our third-year prioritising Mathematics as our EIA, we want 2025 to embed the work from previous 2 years as well as provide new staff with professional learning on what has previously been covered.
- In 2024, our School Partnership review reported that instructional practices were being used across the school, and teacher's understanding of these had increased. The recommendations made were:
  - Continued focus to embed Mathematics routines in all classes from P-2
  - Explicit improvement of teaching and assessing challenging maths tasks.
  - Continue model of building teacher capacity
  - Deeper analysis of PAT data and sub strands
  - Greater exposure to online maths test scenarios
  - Greater focus on literacy demands in maths – vocabulary
  - Continued focus on visual problem solving

- Naplan Numeracy – good improvement in Yr3 and Yr 5 Numeracy mean scale score. Year 5 scale score only just above state scale score and still below BCE scale score.
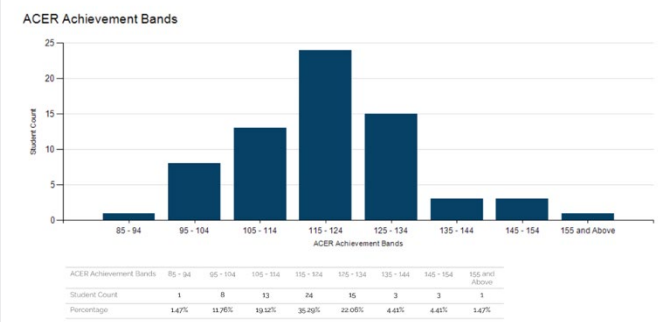

- SRS Data (Sem 1 2024) – Yr 4 68% Ex to WA, Yr 2 93% Ex to WA

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Good Shepherd SPRINGFIELD LAKES - Year 2 - PAT-Maths 4th - ACER Results

ACER Achievement Bands

Good Shepherd SPRINGFIELD LAKES - Year 4 - PAT-Maths 4th - ACER Results

ACER Achievement Bands

PAT-Maths 4th / Group Report / Test 1 - Question Performance
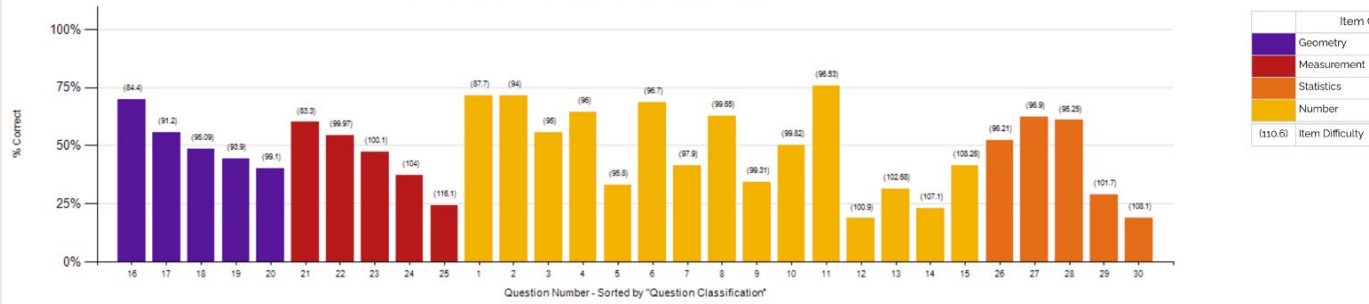
PAT-Maths 4th / Group Report / Test 3 - Question Performance
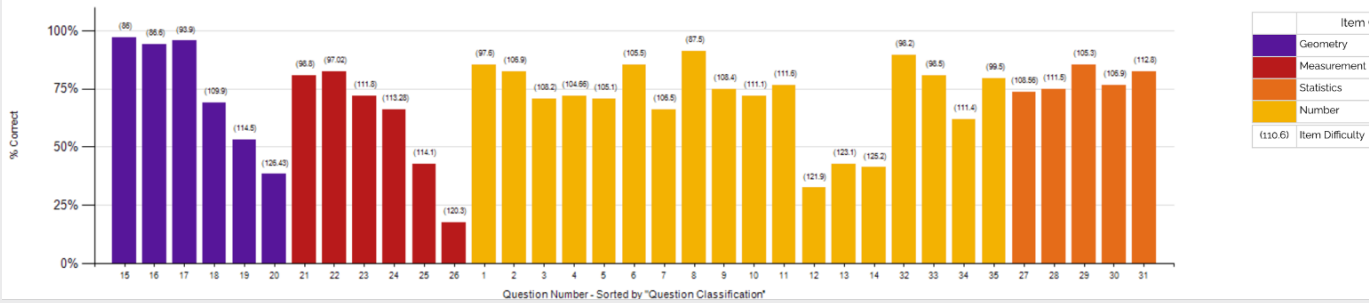
- PAT M Adaptive end Term 3 2024. - limited improvement in scores between 2023-2024 - Assessment capabilities identified as being necessary in whole school data analysis. (ACER Data Explorer)
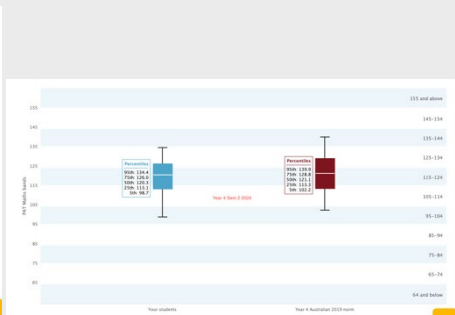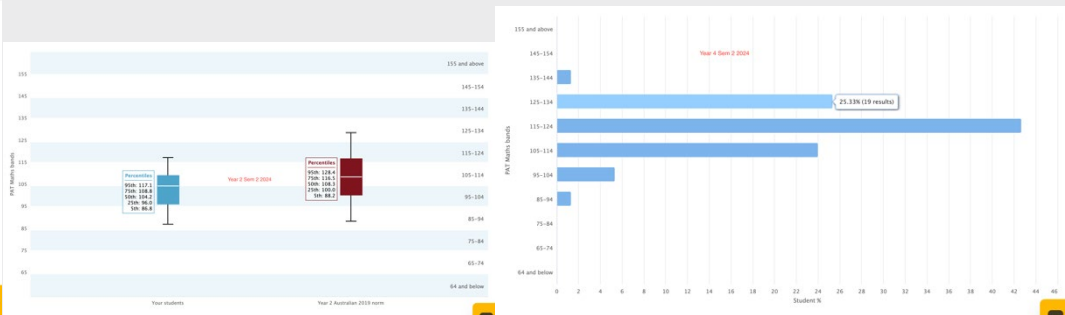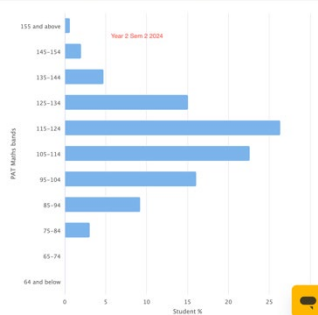
- Current PAT Maths Data Sem 2 2024: percentage achieving at and beyond Aus norm year level scale score
  - Year 2 – 44.6% achieving 105+ scale score
    Aus Norm 108.3 scale score
  - Year 3 – 61.43% achieving 115+ scale score
    Aus Norm 115.4 scale score

- o Year 4 – 46.6% achieving 121+ scale score
  Aus Norm 121.1 scale score
- o Year 5 – 36.37% achieving 125+ scale score
  Aus Norm 125.5 scale score
- o Year 6 –47% achieving 128+ scale score
  Aus Norm 128.9 scale score

Success Criteria:

Clearly define 6-8 success criteria that describe the expectations of what leaders, teachers and students will be doing once the improvement agenda has been embedded. Ensure that the school/college leaders consider strategies for measuring and monitoring the progress of the success criteria.

1) Good Shepherd will have a defined Numeracy Block structure that includes:
   - Math instructional routine (Number Talk, Maths Talk, 'talk like NAPLAN')
   - Maths game
   - Explicit teaching/ Challenging task
   - Spaced retrieval (8 minutes)
2) All teachers will effectively teach using Challenging Maths Tasks (minimum 2 per week) to differentiate maths teaching to stretch and challenge learners.
3) Learners will Increase their assessment capabilities - evidence will be seen in data (ACER, NAPLAN, SRS)
4) Teachers will consistently use strategy banks and vocabulary walls which are visible and living artifacts
5) Teachers will develop a year-long scope and sequence which has planned opportunities for spaced retrieval practice
6) All teachers engage in maths data analysis processes during planning sessions to identify, document and enact targeted teaching responses.
7) School Leaders establish and implement clear and consistent processes for Learning Walks & Talks to monitor the implementation of expected practices in Mathematics

Guided by the BCE Education Strategy: (highlight one or two outcomes below that are targeted outcomes for this explicit improvement agenda)

Learning and Wellbeing

Elevating students, staff and schools through voice and agency informed by our living Catholic tradition, beliefs and values.

Leading Learning and Wellbeing

Empowering students, staff and schools through inspirational leadership to foster inquiry and discernment.

Structures and Systems for Learning and Wellbeing

Enabling our students, staff, and schools to be passionate and purposeful in a collaboration that creates collective efficacy.

☐ High potential progress and achievement for all learners
☐ Students engaged for excellence in learning
☐ Students feel a sense of belonging and safe at school

☐ Staff empowered through inspiring contemporary leadership for excellence in learning and engagement

☐ Students engaged in purposeful learning
☐ Equity and excellence in teaching and learning practices
☐ School pilots influence innovation for equity and excellence

Good Shepherd Catholic Primary School, Springfield Lakes

Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
What are the student learning/engagement/wellbeing targets that the school/college will establish and rigorously monitor to measure the impact of the improvement agenda?	What are the key actions the school/college will implement to address the improvement focus?	How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.	Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.	What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.

In establishing targets to measure student progress, consider utilising relevant learning/engagement/wellbeing data sets aligned to the improvement agenda e.g. NAPLAN, SRS, PAT, Attendance, TTFM, Dibels, eWrite, other etc.
 	
School leaders collected data from learning walks and talks Term 4 2024, to record current strategies being using in Numeracy block.
 	
All classes showing evidence of following Numeracy block structure including named strategies? – Learning walk and talk data
 	
Increased scale scores in PAT Maths:
 	
PAT Maths Data Sem 2 2024: percentage achieving at and beyond Aust norm year level scale score
 	
Year 1 (2024)- 55% achieving 99+ scale score
 	
Year 2 (2025)- 60% achieving 105+ scale score
 	
Year 2 (2024)– 44.6% achieving 105+ scale score
 	
Year 3 (2025)- 50% achieving 115+ scale score
 	
Aus Norm 108.3 scale score
 	
Year 3 (2024) – 61.43% achieving 115+ scale score
 	
Year 4 (2025)- 65% achieving 121+ scale score
 	
Aus Norm 115.4 scale score
 	
Year 4 (2024)– 46.6% achieving 121+ scale score
 	
Year 5 (2025)- 50% achieving 125+ scale score
 	
Aus Norm 121.1 scale score
 	
Year 5 (2024)– 36.37% achieving 125+ scale score
 	
Year 6 (2025)- 40% achieving 128+ scale score
	SC: Good Shepherd will have a defined Numeracy Block structure that includes:
	
	- *Math instructional routine (Number Talk, Maths Talk, 'talk like NAPLAN')*
	- *Maths game*
	- *Explicit teaching/ Challenging task*
	- *Spaced retrieval (8 minutes)*
	
	Actions:
	
	Consider the elements of Domain 1 Driving an explicit improvement agenda of the School Improvement Tool.
	
	Establish a whole school, defined Numeracy Block structure that includes spaced retrieval practice, challenging maths tasks, strategies that develop assessment capabilities and maths instructional routines,
	
	Collection of evidence of classroom practices for Numeracy Block – artefacts evidence
	
	PLL to deliver professional learning on establishing a Mathematics Block, assessment capabilities, maths instructional routines, Spaced Retrieval Practice
	
	Establish a Good Shepherd Maths 'team' (community of practice) with PLL and Maths engagement teacher- Build leadership capabilities in sharing maths pedagogy and practices within the school – involve staff volunteers
	
	Develop strategies for sharing practice amongst staff at staff meetings once per term. Eg. 'Shared Practice Tour' per cohort showcasing success in Mathematics
	
	SC: All teachers will effectively teach using Challenging Maths Tasks (minimum 2 per week) to differentiate maths teaching to stretch and challenge learners.
	
	Actions:
	
	PLL to work with teachers in planning time to ensure the LESR model (Challenging Maths
		Establish whole school expectations for 'Maths Block'
		
		Term 4 2024:
		
		• During twilight, staff will be explained the 'why'- why we need a Numeracy Block.
		• **Staff will be given the draft of the structure and map moving ahead?????**
		• PLL to make adjustments to planning template to include GCP, CCP, Spaced Practice
		
		2025 (All year):
		
		• Maths game to start the staff meeting (one year level per week to prepare and share)
		• Once a term staff meeting of 'Shared Practice Tour'- where cohorts do a 'show and share' of their strategy banks, vocab walls and maths practices/lesson ideas
		• Planning using data-informed cycles, forward-assessment and marking guides. Teachers analyse and respond to data to inform planning. Use of student pretests.
		• Fortnightly Leadership meeting with a focus on EIA progress.
		• Leadership to fortnightly collect data from Maths Learning Walks and Talks.
		
		Semester 1 2025:
		
		• Revision of professional learning around the following areas:
		  - ==Maths routines (including Number Talks, dynamic counting, etc)==, Talk like NAPLAN
		  - Four Key Dimensions
		  - ==Challenging Maths Tasks==
		  - Vocabulary Walls
		  - Strategy Banks
		  - Spaced retrieval
			Leadership team to collect data on Teacher and Student engagement in Mathematics – learning walks. Discuss progress of EIA at leadership meeting twice per term in Weeks 3 and 8 (example). Highlight as 'traffic lights'
			
			Leadership to meet fortnightly to discuss EIA progress.
			
			PLL to deliver professional learning on establishing a Mathematics Block, assessment capabilities, maths routines, Spaced Retrieval Practice
			
			PLL to support teachers to plan year-long scope and sequence for Mathematics
			
			PLL to collect evidence of expected practices of mathematics during learning walks and create a place for sharing with staff
			
			Teachers will be responsible for enactment of Numeracy Block.
			
			PLL to support teaching cohorts to bring maths games to begin staff meetings
			
			Teachers responsible for planning Mathematics using AC V9 and assessment marking guide.
			
			Teachers responsible for conducting data conversations during planning to analyse and respond to data.
			
			Teachers identify targeted students from data conversations.
			
			Teachers participate in data dive at nominated points throughout the term – PAT M linear, NAPLAN response, PAT adaptive. Other monitoring Tools (Naplan Simulation)
			
			Use NAPLAN Simulation assessment for specific year levels eg. From Cluster 5 project
			
			Teachers to establish maths practice related goals
				Paula – Cluster 5 support with data
				
				Cluster 5 Differentiated Support Project – Mathematics.
				
				Partnerships with other schools (St Andrew's Ferny Grove, St John Vianney's Manly, St Edward the Confessor, Daisy Hill, Immaculate Heart, Leichardt).

Year 6 Aus Norm 128.9 scale score

Naplan Achievement

<u>NAPLAN 2024 - % students in the strong and exceeding proficiency</u>

Year 3:

Exceeding- 4 students= 5.5%

Strong- 45 students= 62.5%

By April 2025, the proportion of Year 3 learners within the Exceeding and Strong proficiencies in Numeracy will have increased from 68% to 75%.

Year 5:

Exceeding- 4 students= 7.7%

Strong- 30 students= 57.7%

By April 2025, the proportion of Year 5 learners within the Exceeding and Strong proficiencies in Numeracy will have increased from 65.4% to 75%.

SRS Mathematics Achievement

Prep (2024):

WA	A	EX	B	WB
4%(3)	50%(40)	38%(30)	6%(5)	1%(1)

Year 1 (2025):

WA	A	EX	B	WB
10%	35%	50%	5%	0%

Year 1 (2024):

WA	A	EX	B	WB
5% (3)	29%(17)	56%(33)	8% (5)	2% (1)

Year 2 (2025):

WA	A	EX	B	WB
10%	35%	45%	10%	0%

Year 2 (2024):

WA	A	EX	B	WB

Tasks) is evident in teacher planning (2 per week), in practice and assessment.

New teaching staff are provided professional learning in using LESR model to teach using Challenging Maths Tasks.

SC: Teachers will consistently use strategy banks and vocabulary walls which are visible and living artifacts

Actions: Leadership team to collect data on the Numeracy block expectations and Student engagement in Mathematics learning walks

Leadership team will discuss progress of EIA in fortnightly leadership meetings.

Once a term staff meeting of 'Shared Practice Tour'- where cohorts do a 'show and share' of their strategy banks, vocab walls and maths practices/lesson ideas

SC: Teachers will develop a year-long scope and sequence which has planned opportunities for spaced retrieval practice

Actions:

Teachers will plan a year-long scope and sequence using the AC V9 Mathematics in the QCAA planning app.

Teachers will plan opportunities for spaced retrieval practice across the strands of Mathematics. Eg. Aligning content so that concepts are revisited.

PLL will adapt planning documents to include spaced practice retrieval planning.

SC: All teachers engage in maths data analysis processes during planning sessions to identify,

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- Each year level to plan year-long Maths scope and sequence using QCAA planning app.
- Look at the why? Consider the elements of Domain 1 Driving an explicit improvement agenda of the School Improvement Tool.
- PAT testing - March
- Week 5 – Yr 2 and 4 Cluster 5 PL
- Year 3 and 5 NAPLAN readiness – PLL to take teachers through NAPLAN preparation tests, etc
- Maths Block 'swap sessions'. Teachers will swap classes to observe the Maths lessons in other year levels to build consistency across the school and share ideas and practice,
- Establish a 'Maths Team' with PLL, Maths Engagement Teacher and Staff volunteers with regular meetings to discuss school progress and direct support for staff. Establish a timetable to Maths support with MET.
- NAPLAN Simulation testing Yr 2 and 4 as part of Cluster 5 Project

<u>Semester 2 2025:</u>

- School visits to observe other Numeracy Blocks in other schools
- Teacher voice- what is working well with Numeracy Block, what do we need to change?
- Graphic design/printing of Numeracy Block posters
- PAT testing - September
- Year 2 and 4 NAPLAN Simulation tests

10%(8)	33%(26)	50%(39)	5% (4)	1% (1)

document and enact targeted teaching responses.

Year 3 (2025):

WA	A	EX	B	WB
15%	40%	42%	3%	0%

Actions:

Using BI Comparison Tool identify SRS targets for each Year Level around % of students performing Above or Well Above the Standard in Semester 1. (Naplan, PAT M, SRS)

Year 3 (2024):

WA	A	EX	B	WB
0%	14% (10)	78% (56)	7% (5)	1% (1)

Teachers analyse and respond to student data to inform responsive short cycle planning in Mathematics. (use ACER Data Explorer, Naplan)

Curriculum plans are informed by Diagnostic Assessment and monitoring tools as required. Pretests?

Year 4 (2025):

WA	A	EX	B	WB
10%	25%	62%	3%	0%

Unpacking Naplan and PAT M Data

Identifying Student targets, curriculum areas/proficiencies

Year 4 (2024):

WA	A	EX	B	WB
0%	28%(21)	37%(28)	29% (22)	3% (2)

SC: Learners will Increase their assessment capabilities - evidence will be seen in data (ACER, NAPLAN, SRS)

Actions:

Teachers will plan for teaching and learning opportunities to build assessment capable learners including digital skills

Year 5 (2025):

WA	A	EX	B	WB
10%	40%	35%	15%	0%

Teachers will plan forward-assessment using marking guides

Teachers will track students' assessment capabilities through the use of digital forms?

Year 5 (2024):

WA	A	EX	B	WB
9% (5)	18% (10)	56% (32)	12% (7)	2% (1)

Teachers in Year 2 and 4 will complete NAPLAN Simulation tests as part of the Cluster 5 Project

SC: Leadership team- Learning Walks and Talks – timetabled to view all components of the Numeracy Block

Year 6 (2025):

WA	A	EX	B	WB
15%	30%	45%	10%	0%

Actions:

Leadership team establish and implement clear and consistent processes for Learning Walks & Talks to monitor the implementation of expected practices in Mathematics.

Involve Maths team in walks and talks?

Year 6 (2024):

WA	A	EX	B	WB

Leadership team to collect data on the Numeracy block expectations and Student engagement in Mathematics learning walks.

7% (4)	18% (10)	49% (27)	16% (9)	9% (5)

Leadership to discuss progress of EIA at leadership meetings fortnightly

Leadership to create a 'traffic light' system to track progress on the EIA over the year. E.g. Green – areas achieved, yellow – progressing well, red – not started.

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[Targets	Actions	Timeline	Responsibilities & Accountabilities	Resources & Partnerships
What are the student learning/engagement/wellbeing targets that the school/college will establish and rigorously monitor to measure the impact of the improvement agenda?	What are the key actions the school/college will implement to address the improvement focus?	How will the school/college implement the key actions over time utilising a phased approach across the terms of the school year.	Identify the roles and responsibilities of school leaders and staff in implementing the key actions aligned to the improvement agenda.	What targeted resources and strategic partnerships are in place to enhance student achievement in alignment with the improvement agenda.