

# 2026 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



## Step 2: Develop your Annual Action Plan

<b>Annual Action Plan 2026</b>		<b>Region:</b> East ▾	<b>School type:</b> Primary ▾
<b>Goal 1:</b> Mathematics Student learning goal ▾	<b>Target for Goal 1</b>		<b>Key improvement strategy for Goal 1</b>
To improve student achievement in Maths particularly, recalling addition, subtraction, multiplication and division facts, in Years 3-6.	By the end of 2026 55% of our students will achieve a 1 year growth scale score in PAT-M in number.		If we explicitly teach strategies to build student understanding of number and provide regular opportunities to rehearse and retrieve them, then students will be able to calculate efficiently, flexibly and accurately.
<b>Actions</b>		<b>Timeline</b>	<b>Responsibility</b>
Ensure Explicit Teaching is effective and consistent - Set expected norms with staff.		Term 1 PLT	Maths Leader Classroom Teachers Learning & Teaching Leader
Analyse PAT-M Data and use data walls to inform practice and highlight AAP goal - <b>55% of 1 year growth (2024 to 2025 data)</b> .		Term 2 PLT	Maths Leader Classroom Teachers Learning & Teaching Leader
Implement Maths Accelerated Program with a focus on Grade 2 and 4.		Term 1 and Ongoing	Maths Leader Grade 2 Teachers Grade 4 Teachers
Roll out Maths Pathways Implementation with Grade 6. Communicate with Parents		Term 1 and Ongoing	Maths Leader Grade 6 Teachers
Attend WalkThrus PD to begin structure for coaching cycles on Maths Explicit Instruction		WalkThrus PD - March '26	English leader Maths leader Learning & Teaching Leader
Report back to Leadership Team on WalkThrus PD		T1 April '26	English leader Maths leader Learning & Teaching Leader
Create a Coaching Cycle structure with a combination of WalkThru and Maths Acceleration Program for Maths Explicit Teaching		T2 2026	English leader Maths leader Learning & Teaching Leader
<b>Outcomes</b>			
<b>Teacher/leader practice outcomes</b>	When we view teacher planners and observe classroom practice, we will see teachers: <ul style="list-style-type: none"> <li>- explicitly teach strategies of the four processes</li> <li>- provide regular opportunities for practice and retrieval of number facts (daily reviews)</li> <li>- effectively analyse data and student progress on a school-wide tracking tool</li> <li>- use WalkThrus participation strategies to develop number sense and build accuracy</li> <li>- provide enabling and extension opportunities in the mathematics classroom to support student learning outcomes</li> </ul>		
<b>Student learning outcomes</b>	We will see: <ul style="list-style-type: none"> <li>students are able to demonstrate fluency with the recall of number facts for the four operations</li> <li>students have fluent recall of number facts</li> <li>students demonstrate greater competence with solving problems</li> </ul>		

**Note:** For broader goals, student learning outcomes may not be applicable.

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E1289, Holy Spirit Community School, Ringwood North



Goal 2: Writing Student learning goal ▾		Target for Goal 2	Key improvement strategy for Goal 2	
To improve student achievement in writing, particularly in sentence and text level writing, in Grades 2 and 4.		By the end of 2026, 78% of Year 2 and 68% of Year 4 will be judged as at or above the expected standard for their year level in the Victorian Curriculum F-10 in writing.	If we build teacher capability in explicit teaching of sentence- and text-level writing - including strong knowledge of grammar, then students in Years 2 and 4 will receive clearer, more consistent instruction, resulting in improved achievement against the Victorian Curriculum writing standards and higher NAPLAN outcomes in text and sentence structure by 2029.	
Actions			Timeline	Responsibility
Introduce Grammar Companion and use it as a tool in planning.			Introduce T1 2026 in FP & ongoing	English Leader All Staff
Implement a consistent, explicit instructional model for writing across the school.			Semester 2, 2026	English Leader All Staff
Build teacher capability in explicit teaching of grammar, sentence construction and text structure.			Begin in T1 - ongoing throughout the year	English Leader All Staff
Analyse writing data (school-based + NAPLAN) to identify patterns in sentence and text structure.			Ongoing - 2026 (through FP & meetings)	English Leader All Staff
Provide coaching cycles and modelled lessons focused on explicit writing instruction (WalkThrus).			WalkThrus PD - March 2026 Begin T1 and ongoing 2026	English leader Maths leader Learning & Teaching Leader
Outcomes <i>(Enter the predicted changes that will be evident by the end of the year for relevant outcomes below)</i>				
Teacher/leader practice outcomes	<b>Teacher/leader practice outcome:</b> When we review unit plans, we will see that: <ul style="list-style-type: none"> <li>- teachers are explicitly teaching writing within their classrooms</li> <li>- teachers schedule regular teaching of writing (sentence level and text level) each week</li> </ul> When we conduct learning walks within the literacy block we will see: <ul style="list-style-type: none"> <li>- teachers use checks for understanding approaches including cold calling and mini whiteboards</li> <li>- increased teacher confidence in teaching sentence level writing</li> </ul>			
Student learning outcomes	<b>Student learning outcome:</b> Enter the predicted evidence of changes in student learning When we view student writing, we will see that: <ul style="list-style-type: none"> <li>- students accurately write simple, compound and complex sentences, including appropriate grammar, punctuation and vocabulary</li> <li>- students create texts using accurate grammar, punctuation and sentence structure</li> <li>- students use increasingly complex vocabulary to enhance their writing</li> </ul>			

**Note:** For broader goals, student learning outcomes may not be applicable.

# 2026 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Goal 3: Broader goal - Catholic mission and identity ▾		Target for Goal 3	Key improvement strategy for Goal s	
To support greater student understanding of Catholic Tradition in Grades 4 to 6.		By 2026, our Catholic Identity domain in MACSIS Student Survey will improve to <b>64%</b>	If we increase the theological capabilities of staff and students through Scripture, then we will develop a greater understanding of Catholic tradition.	
Actions			Timeline	Responsibility
Make authentic connections between Catholic tradition and Wellbeing teaching (social and emotional learning).			2026 PL connect SEL and RE, map Wellbeing lessons to Catholic tradition and values; roll out lessons to classes review and refine for 2027	Wellbeing / RE Leader Classroom teachers Parish Priest
Unpack and embed learning of Catholic Social Teachings (CST) in RE planning.			2026 - ongoing Morning prayer focus. RE planning Pedagogy of Encounter	R.E. Leader Whole School Parish Priest
Align Catholic Social Teaching (CST) with school curriculum key ideas and RE curriculum.			Term 1 PLT	R.E. Leader Learning & Teaching Leader
Outcomes <i>(Enter the predicted changes that will be evident by the end of the year for relevant outcomes below)</i>				
Teacher/leader practice outcomes	When we promote the use of Scripture in classrooms and make explicit connections between faith and wellbeing we will: <ul style="list-style-type: none"><li>observe teachers use explicit teaching of Scripture.</li><li>observe the RE curriculum is supported by resources such as scriptural commentaries.</li><li>observe the design of learning includes scripture from all areas of the Bible.</li><li>observe teachers will make connections between scripture and students' wellbeing.</li></ul>			
Student learning outcomes	When we make explicit connections between Scripture and Catholic tradition, students will: <ul style="list-style-type: none"><li>Articulate the connections between their own faith and wellbeing.</li><li>Engage in social justice projects.</li><li>Develop a greater understanding of scripture from P - 6.</li></ul>			

**Note:** For broader goals, student learning outcomes may not be applicable.

# 2026 Annual Action Plan

E1289, Holy Spirit Community School, Ringwood North



Goal 4: Broader goal - Student engagement ▾		Target for Goal 4	Key improvement strategy for Goal 4	
To improve student engagement, particularly in student participation and excitement to learn in Grades 5 and 6.		By 2026, our MACSIS Student Engagement score to improve to <b>30%</b>	If we explicitly teach and provide authentic opportunities for reflective practices then we will see increased rigour in their learning dispositions and this will foster engagement in learning.	
Actions			Timeline	Responsibility
Discuss the MACSSIS data: Students Engagement vs Staff school climate why the difference?			Term 2, 2026	Leadership Team All staff
Explore the Vision for Engagement: focus for the year Fostering Belonging: audit the four actions, what are we doing well and where to next?			Term 2, 2026	Leadership Team All staff
Investigate explicit check in's for understanding in the classroom, one to one feedback to students and supporting students to plan and set next steps in learning. (student voice, self -awareness and self-management)			2026	Wellbeing Leader Learning & Teaching Leader Staff
Create a plan and implement feedback and understanding strategies that are targeting the senior year levels. Monitor and seek student feedback			Term 2, 2026 onwards	Wellbeing Leader Learning & Teaching Leader S.R.C. & Student Engagement Team
Outcomes				
Teacher/leader practice outcomes	When we view view teacher planners we will see evidence of <ul style="list-style-type: none"> <li>teachers explicitly teaching reflective practices</li> <li>teachers providing daily/weekly opportunities for reflection practices</li> <li>staff knowing vision for engagement</li> <li>teachers will use language of metacognition and learning disposition with their students</li> </ul>			
Student learning outcomes	We will see that: <ul style="list-style-type: none"> <li>students will understand and articulate what engagement is</li> <li>students will be able to articulate their goals and steps to achieving success</li> <li>student participation increased</li> </ul>			

**Note:** For broader goals, student learning outcomes may not be applicable.

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Goal 5: Broader goal - Leadership ▾		Target for Goal 5	Key improvement strategy for Goal 5	
To improve staff feedback particularly how useful, often and helpful feedback is.		By 2026, our MACSIS Staff Feedback score to improve to <b>36%</b>	If the school engages staff to develop and facilitate professional learning and a feedback routine that aligns with both the school improvement plan and identified challenges for student learning then we will ensure a high performing culture.	
Actions			Timeline	Responsibility
Communicate with MACS and other schools to explore feedback routines that are effective in schools.			By the end of Term 3, 2026	Leadership Team MACS Staff - for advice on schools who are doing it well.
Participate in WalkThrus PD.			Term 1, 2026	English leader Maths leader Learning & Teaching Leader
Develop guidelines and action plan for WalkThrus.			Semester Two, 2026 begin	Leadership Team All Staff
Explore how feedback can be embedded in the WalkThrus process.			Term 2, 2026 onwards and ongoing	Leadership Team
Develop a Professional Learning Plan.			Semester Two, 2026 begin	Leadership Team
Explore how feedback can be embedded in the CIMs process.			Term 3, 2026 onwards By the end of 2026	Leadership Team All Staff
Outcomes <i>(Enter the predicted changes that will be evident by the end of the year for relevant outcomes below)</i>				
Teacher/leader practice outcomes	Teacher/leader practice outcome: <ul style="list-style-type: none"><li>When all staff participate in feedback routines appropriately, we are improving staff capacity and confidence.</li></ul>			
Student learning outcomes	Student learning outcome: We will see that: <ul style="list-style-type: none"><li>Student outcomes will improve with improved teacher practice.</li></ul>			

**Note:** For broader goals, student learning outcomes may not be applicable.