School Improvement Plan 2026–2029

E1289, Holy Spirit Community School, Ringwood North

Our Vision

"… the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control." Galatians 5:22

Holy Spirit Community School seeks to develop the Fruits of the Spirit by …

Developing a sense of belonging where **love** of and **respect** for oneself, family, community (local and global) and our Earth will be nurtured, a love of learning fostered and individual needs recognised in an inclusive environment.

Working towards a deep knowledge of our students so that through personal reflection, prayer, knowledge of scripture and the example we (staff and parent/s) aspire to set in the school and wider community, **faith** is demonstrated as relevant to their lives today.

Actively promoting a sense of **peace** through the advocacy of justice, compassion, equity and reconciliation where honesty and open communication will be valued.

Challenging and nurturing all individuals to **grow** through **balancing** their lives spiritually, intellectually, emotionally, academically and socially in a constantly changing world.

Our Strategic Intent

Holy Spirit Community School is committed to a whole school improvement agenda with an emphasis on our learning culture, engagement, and Catholic Identity.

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Goals	Targets	Key improvement strategies
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. By the end of 2027 60% of our students will achieve a 1 year growth scale score in PAT-M in number. By the end of 2028 65% of our students will achieve a 1 year growth scale score in PAT-M in number. By the end of 2029, 70% of our students will achieve a 1 year growth scale score in PAT-M in number. By the end of 2029, 71.6% of Year 3 and 74% of Year 5 students will achieve Strong or Exceeding proficiency in Numeracy, as measured by NAPLAN.	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.
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. By the end of 2027, 80% of Year 2 and 70% 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. By the end of 2028, 82% of Year 2 and 72% 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. By the end of 2029 84% of Year 2 and 74% of Year 4 will be judged as at or above the	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.

	expected standard for their year level in the Victorian Curriculum F-10 in writing. By the end of 2029, 14% of Year 3 and 45.5% of Year 5 will achieve a score of 3 or higher in text structure and 12% of Year 3 and 31% of Year 5 will achieve a 4 or higher in sentence structure as outlined in the NAPLAN Writing Guide - Criteria 2 and 8 respectively.	
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 64% By 2027, our Catholic Identity domain in MACSIS Student Survey will improve to 66% By 2028, our Catholic Identity domain in MACSIS Student Survey will improve to 68% By 2029, our Catholic Identity domain in MACSIS Student Survey will improve to 70%	If we increase the theological capabilities of staff and students through Scripture, then we will develop a greater understanding of Catholic tradition.
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 30% By 2027, our MACSIS Student Engagement score to improve to 35% By 2028, our MACSIS Student Engagement score to improve to 40% By 2029, our MACSIS Student Engagement score to be MACSIS avg of 45%	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.
To improve staff feedback particularly how useful, often and helpful feedback is.	By 2027, our MACSIS Staff Feedback score to improve to 39% By 2028, our MACSIS Staff Feedback score to improve to 42% By 2029, our MACSIS Staff Feedback score to be MACSIS avg of 45%	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.

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Step 1: Develop student learning goals, broader goals and targets

Analyse student learning data and other data (including review recommendations), and answer the questions: **'What are our goals for improvement? What are our targets for 2026–2029?'**
The SIP should contain **two to three student learning goals** and **two to three broader goals**. For each goal in the SIP, set one annual target for each of the next four years. The *School Improvement Plan – User Guide* contains further advice on how to do this.

Student learning goals		Targets	
Goal 1	To improve student achievement in Maths particularly, recalling addition, subtraction, multiplication and division facts, in Years 3-6.	2026 target:	By the end of 2026 55% of our students will achieve a 1 year growth scale score in PAT-M in number.
		2027 target:	By the end of 2027 60% of our students will achieve a 1 year growth scale score in PAT-M in number.
		2028 target:	By the end of 2028 65% of our students will achieve a 1 year growth scale score in PAT-M in number.
		2029 target:	By the end of 2029, 70% of our students will achieve a 1 year growth scale score in PAT-M in number. By the end of 2029, 71.6% of Year 3 and 74% of Year 5 students will achieve Strong or Exceeding proficiency in Numeracy, as measured by NAPLAN.
Goal 2	To improve student achievement in writing, particularly in sentence and text level writing, in Grades 2 and 4.	2026 target:	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.
		2027 target:	By the end of 2027, 80% of Year 2 and 70% 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.
		2028 target:	By the end of 2028, 82% of Year 2 and 72% 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.
		2029 target:	By the end of 2029 84% of Year 2 and 74% 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. By the end of 2029, 14% of Year 3 and 45.5% of Year 5 will achieve a score of 3 or higher in text structure and 12% of Year 3 and 31% of Year 5 will achieve a 4 or higher in sentence structure as outlined in the NAPLAN Writing Guide - Criteria 2 and 8 respectively.

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Broader goals

The SIP should contain **two to three broader goals** relating to improvements in areas other than student learning. Schools are required to include **at least one Catholic mission and identity goal** in the SIP. This goal may focus on religious education, school and parish engagement, or faith formation. As with student learning goals, these broader goals also require explicit identification of evidence and data that enable the school to best monitor progress towards a target. The *School Improvement Plan – User Guide* contains further advice on how to do this.

Broader goals		Targets	
Goal 3 **Religious Dimension**	To support greater student understanding of Catholic Tradition in Grades 4 to 6.	**2026 target:**	By 2026, our Catholic Identity domain in MACSIS Student Survey will improve to **64%**
		2027 target:	By 2027, our Catholic Identity domain in MACSIS Student Survey will improve to **66%**
		2028 target:	By 2028, our Catholic Identity domain in MACSIS Student Survey will improve to **68%**
		2029 target:	By 2029, our Catholic Identity domain in MACSIS Student Survey will improve to **70%**
Wellbeing Goal 4 **Student**	To improve student engagement, particularly in student participation and excitement to learn in Grades 5 and 6.	**2026 target:**	By 2026, our MACSIS Student Engagement score to improve to **30%**
		2027 target:	By 2027, our MACSIS Student Engagement score to improve to **35%**
		2028 target:	By 2028, our MACSIS Student Engagement score to improve to **40%**
		2029 target:	By 2029, our MACSIS Student Engagement score to be MACSIS avg of **45%**
Goal 5 **Leadership and Management**	To improve staff feedback particularly how useful, often and helpful feedback is.	**2026 target:**	By 2026, our MACSIS Staff Feedback score to improve to **36%**
		2027 target:	By 2027, our MACSIS Staff Feedback score to improve to **39%**
		2028 target:	By 2028, our MACSIS Staff Feedback score to improve to **42%**
		2029 target:	By 2029, our MACSIS Staff Feedback score to be MACSIS avg of **45%**

Step 2: Determine key improvement strategies

This step will answer the question: **'What practices should we focus on improving to reach our goals?'** A **key improvement strategy** is an area of teacher/leader practice that is likely to have an impact on the area of improvement described in the goal. The key improvement strategy should be phrased as an 'if … then …' statement that connects it to the goal.

For example: *If we use an explicit instruction approach to build fluency and number sense, then we will improve the proficiency of students in counting and place value in Years F–2.*

For each goal, determine one key improvement strategy. The SIF Rubric can be used to identify the current practice (or practices) that need to change to achieve the goal. The *School Improvement Plan – User Guide* contains further advice on how to do this.

Key improvement strategies	
Goal 1	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.
Goal 2	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.
Goal 3	If we increase the theological capabilities of staff and students through Scripture, then we will develop a greater understanding of Catholic tradition.
Goal 4	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.
Goal 5	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.

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Step 3: Plan actions for improvement

Actions are the steps that teachers and leaders will take to address the key improvement strategy and improve practice. This step involves researching and selecting the actions that will be most effective in addressing your key improvement strategies and achieving your goals. In this step, answer the question: **'What actions should we take to improve our practice and reach our goals?'**

Planning actions for improvement requires you to specify actions along with timelines, responsibilities and outcomes. Select one teacher/leader practice outcome and one student learning outcome for each key improvement strategy and/or action. The *School Improvement Plan – User Guide* contains further advice on how to do this.

Goal 1	To improve student achievement in Maths particularly, recalling addition, subtraction, multiplication and division facts, in Years 3-6.
Targets	• By the end of 2026 55% of our students will achieve a 1 year growth scale score in PAT-M in number. • By the end of 2027 60% of our students will achieve a 1 year growth scale score in PAT-M in number. • By the end of 2028 65% of our students will achieve a 1 year growth scale score in PAT-M in number. • By the end of 2029, 70% of our students will achieve a 1 year growth scale score in PAT-M in number. • By the end of 2029, 71.6% of Year 3 and 74% of Year 5 students will achieve Strong or Exceeding proficiency in Numeracy, as measured by NAPLAN.
Key improvement strategy	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.

Actions	Timeline	Responsibility
Create a pedagogical plan - including Maths	By the end of Term 4 2027	T+L Leader and Maths Leader
Ensure Explicit Teaching is effective and consistent - Set expected norms with staff	Semester 1 2026	Maths Leader Classroom Teachers
Embed differentiation within Instructional Model, focussing on extension in You Do.	End of 2029	Maths Leader Classroom Teachers
Have a consistent Data Analysis routine to analyse data to inform practice	2026-2027	T+L Leader and Maths Leader
Embed Daily Review as a consistent practice before every Maths lesson	End of 2027	Maths Leader Classroom Teachers
Review Assessment effectiveness and consistency of testing	2026	T+L Leader and Maths Leader
Provide coaching cycles and modelled lessons focused on daily reviews. (WalkThrus).	2026–2029 (once per semester or more as needed)	Maths curriculum leader Learning & Teaching Leader Classroom teachers

Outcomes	**Teacher/leader practice outcome:**
	When we view teacher planners and observe classroom practice, we will see teachers:
	   - explicitly teach strategies of the four processes
	   - provide regular opportunities for practice and retrieval of number facts (daily reviews)
	   - effectively analyse data and student progress on a school-wide tracking tool
	   - use WalkThrus participation strategies to develop number sense and build accuracy
	   - provide enabling and extension opportunities in the mathematics classroom to support student learning outcomes

	Student learning outcome: We will see: • students are able to demonstrate fluency with the recall of number facts for the four operations • students have fluent recall of number facts • students demonstrate greater competence with solving problems

Goal 2	To improve student achievement in writing, particularly in sentence and text level writing, in Grades 2 and 4.
Targets	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. By the end of 2027, 80% of Year 2 and 70% 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. By the end of 2028, 82% of Year 2 and 72% 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. By the end of 2029 84% of Year 2 and 74% 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. By the end of 2029, 14% of Year 3 and 45.5% of Year 5 will achieve a score of 3 or higher in text structure and 12% of Year 3 and 31% of Year 5 will achieve a 4 or higher in sentence structure as outlined in the NAPLAN Writing Guide - Criteria 2 and 8 respectively.
Key improvement strategy	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 and use whole-school grammar learning progressions and the Grammar Companion.	Develop in 2026; implement 2027; embed 2028–2029	Learning & Teaching Leader English curriculum leader Classroom teachers
Implement a consistent, explicit instructional model for writing across the school.	2026 (introduce), 2027–2029 (embed & refine)	Learning & Teaching Leader English curriculum leader Classroom teachers
Create a Pedagogical Plan in Literacy - how to teach Writing including non-negotiables.	By the end of Term 4 2027	Learning & Teaching Leader English curriculum leader Classroom teachers Intervention staff
Develop and implement a whole-school Writing Scope & Sequence with clear sentence/text expectations for Years 2 & 4.	2027 (development); 2028–2029 (implement, review & refine)	English curriculum leader Learning & Teaching Leader Classroom teachers
Build teacher capability in explicit teaching of grammar, sentence construction and text structure.	2026–2029 (ongoing professional learning; intensify in 2026–2027)	English curriculum leader Learning & Teaching Leader External PL providers
Provide targeted small-group instruction and intervention for students below expected level.	2026–2029 (ongoing each term)	Classroom Teachers Learning Support Officers Intervention Teacher

Analyse writing data (school-based + NAPLAN) to identify patterns in sentence and text structure.	Termly data conversations (2026–2029)	English curriculum leader Learning & Teaching Leader Classroom teachers
Conduct whole-school writing moderation twice yearly using Vic Curric 2.0 and annotated samples.	Mid-year & end-of-year (2026–2029)	English curriculum leader Classroom teachers
Provide coaching cycles and modelled lessons focused on explicit writing instruction. (WalkThrus).	2026–2029 (once per semester or more as needed)	English curriculum leader Learning & Teaching Leader
Outcomes	**Teacher/leader practice outcome:** When we review unit plans, we will see that: - teachers are explicitly teaching writing within their classrooms - teachers schedule regular teaching of writing (sentence level and text level) each week When we conduct learning walks within the literacy block we will see: - teachers use checks for understanding approaches including cold calling and mini whiteboards - increased teacher confidence in teaching sentence level writing	
	Student learning outcome: Enter the predicted evidence of changes in student learning When we view student writing, we will see that: - students accurately write simple, compound and complex sentences, including appropriate grammar, punctuation and vocabulary - students create texts using accurate grammar, punctuation and sentence structure - students use increasingly complex vocabulary to enhance their writing	

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Goal 3	To support greater student understanding of Catholic Tradition in Grades 4 to 6.
Targets	By 2026, our Catholic Identity domain in MACSIS Student Survey will improve to **64%** By 2026, our Catholic Identity domain in MACSIS Student Survey will improve to **66%** By 2026, our Catholic Identity domain in MACSIS Student Survey will improve to **68%** By 2026, our Catholic Identity domain in MACSIS Student Survey will improve to **70%**
Key Improvement Strategy	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
Facilitate professional development for teachers to support using Scripture in the classroom.	2027 Term 1 – audit current practice and plan PD; Term 2 – deliver PD and provide modelling/coaching; Term 3 – follow-up PD/PLC; Term 4 – evaluate impact and plan next steps	R.E. leader Classroom teachers
Make connections between Catholic tradition and Wellbeing teaching.	2026 Term 1 – map Wellbeing lessons to Catholic tradition and values; Term 2 – create integration guide and pilot; Term 3 – roll out whole school; Term 4 – review and refine	Wellbeing / RE leader Classroom teachers
Create a scope and sequence of Scripture stories linked to the RE curriculum.	2027 Term 1 – identify Scripture texts and consult teachers; Term 2 – draft scope and sequence; Term 3 – finalise and share; Term 4 – embed in planning templates	R.E. leader Classroom teachers Leadership team
Explore Religious Education (RE) units including the new RE curriculum.	2027-2028 Term 1 – familiarisation sessions; Term 2 – deep dive into 1–2 units with teams; Term 3 – refine units and assessments; Term 4 – review implementation and plan for next year	R.E. leader Classroom teachers Leadership team
Promote learning of Catholic Social Teachings (CST).	2026 - ongoing Term 1 – introduce focus and resources; Term 2 – provide lesson ideas and applications; Term 3 – link to events, Inquiry, and social justice initiatives; Term 4 – celebrate learning through reflection/showcase	R.E. leader Whole School
Outcomes	**Teacher/leader practice outcome:** **When we promote the use of Scripture in classrooms and make explicit connections between faith and wellbeing we will:** • observe teachers use explicit teaching of Scripture. • observe the RE curriculum is supported by resources such as scriptural commentaries. • observe the design of learning includes scripture from all areas of the Bible. • observe teachers will make connections between scripture and students' wellbeing. **Student learning outcome:** **When we make explicit connections between Scripture and Catholic tradition, students will:** • Articulate the connections between their own faith and wellbeing. • Engage in social justice projects. • Develop a greater understanding of scripture from P - 6.	

Melbourne Archdiocese
Catholic Schools

FAITH FAMILY FRIENDSHIP
HOLY SPIRIT COMMUNITY SCHOOL

Goal 4	To improve student engagement, particularly in student participation and excitement to learn in Grades 5 and 6.
Targets	By 2026, our MACSIS Student Engagement score to improve to **30%** By 2027, our MACSIS Student Engagement score to improve to **35%** By 2028, our MACSIS Student Engagement score to improve to **40%** By 2029, our MACSIS Student Engagement score to be MACSIS avg of **45%**
Key improvement strategy	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
Unpack the Vision of Engagement.	Term 2, 2026	Leadership Team All staff
Explore and share reflective practices (goal setting, student voice) that are working well at other schools or evidence based.	2026	Wellbeing Leader Learning & Teaching Leader Staff
Run professional practice with staff on what student engagement is.	2027	Wellbeing Leader Learning Diversity Leader Learning & Teaching Leader All staff
Explore motivational influences for learning	2027	Leadership Team

Outcomes	**Teacher/leader practice outcome:** When we view view teacher planners we will see evidence of ● teachers explicitly teaching reflective practices ● teachers providing daily/weekly opportunities for reflection practices ● staff knowing vision for engagement ● teachers will use language of metacognition and learning disposition with their students
	Student learning outcome: We will see that: ● students will understand and articulate what engagement is ● students will be able to articulate their goals and steps to achieving success ● student participation increased

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Goal 5	To improve staff feedback particularly how useful, often and helpful feedback is.
Targets	By 2026, our MACSIS Staff Feedback score to improve to **36%** By 2027, our MACSIS Staff Feedback score to improve to **39%** By 2028, our MACSIS Staff Feedback score to improve to **42%** By 2029, our MACSIS Staff Feedback score to be MACSIS avg of **45%**
Key improvement strategy	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
Explore Feedback routines that are effective in others schools	2026	SLT Focus T3 '25 - Leadership Team
SLT to participate in WalkThrus PD to develop guidelines and action plan for whole of school WalkThrus.	Term 1, 2026	T+L leader
Explore how feedback can be embedded in the WalkThrus process	Term 2, 2026	SLT Focus T2 - Leadership Team
Develop a PL Plan after identifying priorities related to SIP / AAP and student learning needs.	Begin Sem 2 - 2026 Continue 2027 - 2029	Prin & T&L leader
Explore how feedback can be embedded in the CIMs process.	Whole year 2026	Leadership Team
Create a feedback routine structure.	Sem 2 - 2027 SLT	Leadership Team
Embed feedback routine, for teaching and non-teaching staff.	Sem 2 - 2028 SLT	Leadership Team All staff

Outcomes	**Teacher/leader practice outcome:** ● When all staff participate in feedback routines appropriately, we are improving staff capacity and confidence.
	Student learning outcome: We will see that: ● Student outcomes will improve with improved teacher practice.