

EXPLICIT IMPROVEMENT AGENDA



Our focus is to design and deliver lessons in Mathematics that include identified principles of effective instruction.

WHY is this important?

- Schools have a moral imperative to improve student learning outcomes and teacher practice.
- Research shows students who receive effective instruction outperform their peers and significantly improve their academic results, self-esteem, and confidence.
- Learning environments that promote a growth mindset, resilience, and positive attitudes towards math enhance student engagement and achievement.

HOW will we manage this?

- Partnership with experts in effective instruction who have proven results in improved student academic results and levels of engagement in Mathematics.
- Provision of regular professional development to strengthen staff capacity to deliver the EIA.
- Provision of school-directed PDP 'Professional Practice' goal aligned to successful implementation of the EIA.
- Provision of resourcing required to deliver the EIA.
- Provision of a School Officer 5 days per week to all P-2 (1:1 class ratio – 5 days per week) and 3-6 (1:2 class ratio – 3-4 days per week) for Mathematics lessons.

WHAT will we see/do?

- A whole school scope and sequence for Mathematics lesson design and delivery is implemented across P-6.
- P-6 teachers explicitly teach Mathematics 3 days per week using provided and co-created resources.
- P-6 teachers provide 2 days per week instruction in Mathematics to re-teach, intervene and provide problem-solving opportunities.
- P-6 teachers deliver daily reviews in Mathematics 3 days per week.
- P-6 teachers provide daily fact fluency skill development through 'Rocket Math'.
- P-6 teachers create learning environments that foster mathematical mindset.
- Student achievement in Mathematics is monitored and assessed regularly.



Targets

- There is at least a 5-10% increase in the number of students in each year level who achieve at or above the PAT-M norm scale for their year level in 2026.
- 80% of students in Year 3 and 5, 2026 will achieve within the strong and exceeding bands of NAPLAN in 2026.
- 45% of students in P-6 achieve a result of A or B in Mathematics (TLD) EOY.
- A positive shift in mathematical mindset is evident in student voice collected.

GOAL 1

Our focus is to design and deliver lessons in Religious Education that include identified principles of effective instruction (review and vocabulary instruction) to build deeper student knowledge.

SUCCESS Markers:

- Teachers create and deliver explicit vocabulary lessons and reviews aligned with key concepts in Religious Education.
- There is a 10% increase in students (P-6) achieving 'A' or 'B' in Religious Education.

GOAL 2

Our focus is to begin to empower teachers with the knowledge and tools necessary to seamlessly integrate technology into their teaching practices, where it will enhance the learning experience.

SUCCESS Markers:

The following elements will be enhanced across the school:

- Elements of student learning.
- Teacher perception of technology (obstacles and opportunities).
- Teacher sense of preparedness for teaching with technology.

GOAL 3

Our focus is to strengthen well-being and create safe, supportive and inclusive communities through the implementation of the Resilience Project.

SUCCESS Markers:

- All teachers engage with and deliver the scheduled lessons of 'The Resiliency Program' (TRP).
- Common language across the school community of the principles of GEM (gratitude, empathy and mindfulness).
- Access for parents to educational resources to support their child at home with this key learning.
- A positive shift in the 'Tell them for Me' survey data regarding positive life satisfaction and positive self-regulation.

ANNUAL IMPROVEMENT PLAN

