

2026 Annual Action Plan

[E1232, Our Lady of the Way, Kingsbury]



Step 1: Review and evaluate your 2025 Annual Action Plan goals *(Click on the arrow to the left to hide/show this section)*

The first step in developing an Annual Action Plan (AAP) is to review and evaluate the impact of this year's actions to determine if your goal has been achieved. Complete **Step 1** below to review and evaluate each goal in your 2025 AAP. For each goal, review the evidence of how you have progressed towards the goal. The [Annual Action Plan User Guide](#) contains advice on how to do this.

Schools that completed a school review in 2025 and have developed a new School Improvement Plan can proceed directly to [Step 2](#).

Goal 1: Writing Student learning goal ▾	Target	Target met
To improve student achievement in Writing, embedding simple to complex sentence level development in genre writing across year levels.	By the end of the year, 80% Yr 3 students will achieve a score of 3 and above and 80% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.	Yes ▾
Implementation review – actions		Completion status
List each action for Goal 1 from your 2025 AAP here		Select completion status
Conduct an audit of current teaching practice of genre writing.		Completed ▾
Develop a plan for internal and external Literacy coaching and modelling, based on audit data.		Partially completed ▾
Collect writing samples across P-6 using Elastik to analyse data.		Completed ▾
Analyse strengths and opportunities within the data.		Partially completed ▾
Individualise teacher monitoring and coaching		Not completed ▾
Evidence of impact on teacher/leader practice	Termly PLT Meetings dedicated to writing collections and moderating	
Evidence of impact on student learning	Year 3 had the largest growth in sentence structure application, Year 5's made growth and hit the benchmark set, but didn't improve as much as the Year 3's and 4's.	
What have we learned and what are our next steps?	It is vital for P-2 to teach the basic sentence structure, before Year 3+ extend their understanding of more complex sentence structures.	
Will you keep this goal for your 2026 AAP?	Yes we will keep this goal in 20... ▾	If yes, copy this goal into Step 2. If not, develop a new goal in Step 2.

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Goal 2: Mathematics Student learning goal ▾		Target	Target met		
To improve student Mathematics achievement, particularly in place value and number fluency in all year levels.		By the end of the year, 80% all students will achieve within the normal range in the Westwood Assessment.	No ▾		
Implementation review – actions		Completion status			
List each action for Goal 2 from your 2025 AAP here		Select completion status			
Structured and dedicated PLTs to plan for spaced and interleaved retrieval drawing on the Mathematics scope and sequence		Partially completed ▾			
Collect, monitor and evaluate student learning data - utilize Elastik platform		Completed ▾			
Examine student data in year levels for planning of targeted explicit teaching		Partially completed ▾			
		Select status ▾			
Add more rows as required		Select status ▾			
Evidence of impact on teacher/leader practice	Greater teacher confidence, Consistent planning and gathering of data across the school by teachers and leaders, Teachers working together, Documented systematic planning for retrieval				
Evidence of impact on student learning	Increased number fluency, increased confidence, Ability to transfer to mathematical problems				
What have we learned and what are our next steps?	More effective data samples to gain a true understanding of what the students know. Building teacher understanding of short cycles of assessment, increasing the number of classes participating in number talks to assist in building mental computation (other than a daily review)				
Will you keep this goal for your 2026 AAP?	Yes we will keep this goal in 20... ▾	If yes, copy this goal into Step 2. If not, develop a new goal in Step 2.			

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Goal 3: Reading - student learning goal ▾		Target	Target met
To improve student achievement in Reading comprehension, building student background knowledge and vocabulary.		By the end of the year, 80% of all students will achieve the 50th percentile or higher for PAT-R.	No ▾
Implementation review – actions		Completion status	
List each action for Goal 3 from your 2025 AAP here		Select completion status	
Analyse student beginning of year data.		Completed ▾	
Reviewing Inquiry		Not completed ▾	
Building a knowledge rich curriculum		Not completed ▾	
Professional development for leadership and staff		Not completed ▾	
Add more rows as required		Select status ▾	
Evidence of impact on teacher/leader practice	Teachers are becoming more confident using rich model texts (Story books P-2 and Novel studies 3-6). They are consolidating their skills to utilize the texts to build student vocabulary.		
Evidence of impact on student learning	only 64% of Year 1-6 were on 50th percentile or above		
What have we learned and what are our next steps?	Knowledge Rich Curriculum will take time, building leadership understanding first. Year 5&6 will trial a unit in Term 1 2026 (History) before P-4 teacher knowledge is embedded.		
Will you keep this goal for your 2026 AAP?	Yes we will keep this goal ... ▾	If yes, copy this goal into Step 2. If not, develop a new goal in Step 2.	

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Goal 4: Broader goal - Catholic mission and identity ▾		Target	Target met
To improve the connection students make between faith, learning and life through the Religious Dimension.		If we explicitly make links between Catholic traditions, customs and teaching, then students will have a clear connection between their faith, learning and contemporary society.	Select... ▾
Implementation review – actions			Completion status
List each action for Goal 4 from your 2025 AAP here			Select completion status
Professional development - Explicit teaching			Completed ▾
Analyse and review ECSI data			Partially completed ▾
Link knowledge rich curriculum to Religious Education			Not completed ▾
			Select status ▾
Add more rows as required			Select status ▾
Evidence of impact on teacher/leader practice	Through the explicit teaching model using in Literacy and Maths, Staff are implementing an explicit teaching model for the RE curriculum. They use scripture and the weekly gospel and tailor it to the students' appropriate understanding to create connections for students between faith and their life.		
Evidence of impact on student learning	Improved ECSI data from Year 4-6, enhanced student participating in Faith discussions [through Assembly] lead by School Captains. Faith Leaders involved in classroom liturgies, Mass and Assembly.		
What have we learned and what are our next steps?	Continue to foster faith formation for our Students, embedding explicit practises to unpack scripture. Continue to foster the relationship between school, parish and Fr John.		
Will you keep this goal for your 2026 AAP?	Yes we will keep this ... ▾	If yes, copy this goal into Step 2. If not, develop a new goal in Step 2.	

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Goal 5: Broader goal - School community ▾		Target	Target met
To build staff capacity, leadership and confidence to effectively implement wellbeing initiatives.		By Term 4, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 73% to 75%.	No ▾
Implementation review – actions		Completion status	
List each action for Goal 5 from your 2025 AAP here		Select completion status	
Ongoing staff professional learning to deliver the Resilience Project		Completed ▾	
Plan for implementation of the Resilience Project		Completed ▾	
Investigate assessments for whole school data collection		Partially completed ▾	
		Select status ▾	
Add more rows as required		Select status ▾	
Evidence of impact on teacher/leader practice	Staff have a better understanding of how to support their own wellbeing through staff PD, taking the time to really unpack student data from the National Youth Survey. Consistent practise from P-6 of The Resilience Project and using it as a whole school- nominations that focus on G.E.M		
Evidence of impact on student learning	Parent Information session and Parent Hub access to support wellbeing practises from School and Home, including a section of the newsletter with home tasks and GEM chats that are modelled at school. Students are aware of the vocabulary used throughout the program. Student Data (WYS) indicated improvement in self-esteem from 2024 to 2025 (Female cohort) and are further unpacking the needs for our 2025 Boys in 3/4.		
What have we learned and what are our next steps?	Continue to build family support and consistency through information sessions and newsletter. Continuing to track student wellbeing data to see positive trends and any areas for improvement.		
Will you keep this goal for your 2026 AAP?	Yes we will keep this goal in... ▾	If yes, copy this goal into Step 2. If not, develop a new goal in Step 2.	

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Goal 6: Broader goal - Leadership ▾		Target	Target met
To build the coaching and mentoring of staff so that the leadership capacity is increased.		By Term 4, Staff response to MACSSIS Instructional Leadership 4.3 will increase from 55% to 60%.	Yes ▾
Implementation review – actions			Completion status
List each action for Goal 6 from your 2025 AAP here			Select completion status
Structure and schedule regular coaching cycles.			Completed ▾
Relationship building with the new leadership team			Completed ▾
Investigate coaching approaches			Partially completed ▾
Professional Learning in coaching			Partially completed ▾
Add more rows as required			Select status ▾
Evidence of impact on teacher/leader practice	Expanded the leadership team in 2025, MACSSIS Goal was achieved- 62%		
Evidence of impact on student learning	N/A		
What have we learned and what are our next steps?	Staff coaching selected by staff- Areas they would like to improve. Exploring coaching for school leaders.		
Will you keep this goal for your 2026 AAP?	Yes we will keep this goal in... ▾	If yes, copy this goal into Step 2. If not, develop a new goal in Step 2.	

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Step 2: Develop your Annual Action Plan

The AAP should contain **two to three student learning goals** and **one to three broader goals**. Based on your review and evaluation from [Step 1](#), some goals will carry over into the 2026 AAP. If so, these can be copied directly into the template below or new goals may need to be developed.

To develop new **student learning goals**, it is important to conduct a thorough analysis of student learning data. Schools are encouraged to use the [Student Data Analysis tool](#) to gain a shared understanding of the needs of their students. **Broader goals** are goals relating to improvements in areas other than student learning. These goals also require identification of evidence and data that enable the school to best monitor progress towards a target. The [Annual Action Plan User Guide](#) contains advice on developing goals, targets and key improvement strategies.

Schools that completed a school review in 2025 and have developed a new School Improvement Plan (SIP) should copy their SIP goals and related components directly into the tables below. Note that actions and outcomes may need to be adjusted to reflect the first year of the plan.

Annual Action Plan 2026		Region: East ▾	School type: Primary ▾
Goal 1: Writing Student learning goal ▾	Target for Goal 1		Key improvement strategy for Goal 1
<i>To improve student achievement in Writing, embedding simple to complex sentence level development in genre writing across year levels.</i>	<i>By the end of 2026, 85% Yr 3 students will achieve a score of 3 and above and 85% Year 5 students will achieve a score of 5 and above for sentence structure measured according to the NAPLAN marking guide.</i>		<i>If we develop essential writing skills by implementing a consistent approach to explicitly teach sentence level writing then all students' writing quality will improve.</i>
Actions		Timeline	Responsibility
Collect and moderate student writing samples P-6		Termly	Staff
Use Elastik to assist in Year 3-6 analysis of genre writing		Termly	3-6
Analyse student data strengths and areas of improvement		Each term	Working teams 1/2, 3/4 & 5
Add more rows as required			
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 use current and ongoing student data staff will see students abilities at that current point to then plan for the appropriate next steps.		
Student learning outcomes	When we see students' abilities to apply sentence level knowledge in their writing we will see the improvement of analysis scores.		

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

Goal 2: Mathematics Student learning goal ▾		Target for Goal 2	Key improvement strategy for Goal 2	
To improve student Mathematics achievement, particularly in place value and number fluency in all year levels.		By the end of 2026, 85% all students will achieve within the normal range in the Westwood Assessment.	If we systematically plan spaced and interleaved retrieval in Mathematics, then all students will be able to recall number facts.	
Actions			Timeline	Responsibility
Implement a new school wide number facts tracker (p-2 counting) (3-6) multiplication facts			Termly	classroom teacher/ leadership for support
PLT/Meeting that focuses on analysis of student data (Number facts and Place Value)			Termly/Semesterly	Leadership
Add more rows as required				
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 take the time to collect one to one student data we will see the strengths and areas for improvement in number facts recall for each student.		
Student learning outcomes		When we target and explicitly teach & practise specific number facts we will see improvement in automatic recall of various number facts.		

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

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Goal 3: Student learning Reading ▾		Target for Goal 3	Key improvement strategy for Goal 3	
To improve student achievement in Reading comprehension, building student background knowledge and vocabulary.		By the end of 2026, 85% of all students will achieve the 50th percentile or higher for PAT-R.	If we explicitly teach vocabulary and build background knowledge, then we will build students' comprehension.	
Actions			Timeline	Responsibility
Analyse student beginning of year data.			Term 1 2026	Staff and Leadership team
Building a knowledge rich curriculum			End of 2028	Staff and Leadership team
Professional development for leadership and staff			End of 2028	Leadership team and staff
Add more rows as required				
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		Documented and enacted knowledge rich curriculum, increase confidence and capacity, high engagement of student achievement data		
Student learning outcomes		Increased knowledge, improved confidence and agency, improved reading comprehension		

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

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Goal 4:		Target for Goal 4	Key improvement strategy for Goal 4	
Broader goal - Catholic mission and identity ▾				
To improve the connection students make between faith, learning and life through the Religious Dimension.		By end of 2026, Year 4-6 student responses to MACSSIS Catholic Identity 10.6 will increase from 60% to 65%.	If we explicitly make links between Catholic traditions, customs and teaching, then students will have a clear connection between their faith, learning and contemporary society.	
Actions			Timeline	Responsibility
Professional development - Explicit teaching in RE			End of 2028	Leadership
Analyse and review ECSI data			October 2026	Leadership and staff
Link knowledge rich curriculum to Religious Education			End of 2028	Leadership
Add more rows as required				
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	Improved confidence, capacity and knowledge of traditions and scripture, Explicitly make links between Catholic traditions, customs, teachings and the way they live their life.			
Student learning outcomes	Students articulate the connection clearly between what they do and their faith. Students articulate connections between faith filled people, their actions and faith.			

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

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Goal 5: Broader goal- Wellbeing ▾		Target for Goal 5	Key improvement strategy for Goal 5	
To build staff capacity, leadership and confidence to effectively implement wellbeing initiatives.		By the end of 2026, Year 4-6 students' response to MACSSIS Domain 7 Student Safety will increase from 75% to 80%.	If we implement professional learning in teaching the Resilience Project and other wellbeing initiatives, then staff confidence and capacity will increase and make a positive impact.	
Actions			Timeline	Responsibility
Whole school Wellbeing PD- focusing on both staff and student wellbeing			End of 2026	Leadership and staff
Continuing to build family partnerships and capacity with the Resilience Project			Mid 2026	Wellbeing leader, Leadership & staff
MHIPS (Mental Health in Primary Schools) initiative to begin			Start in 2026	Wellbeing Leader, Leadership and staff
Staff to analyse World Youth Survey & compare to 2024/2025 data			Term 3 2026	Wellbeing Leader, Leadership and 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	Improved confidence for staff and leaders, Consistent delivery of the Resilience Project in the classroom and across the school			
Student learning outcomes	Increased resilience around learning and being at school, improved student safety responses - in particular the 3/4 male cohort (4/5 in 2026)			

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

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Goal 6: <div>Broader goal - Leadership ▾</div>		Target for Goal 6	Key improvement strategy for Goal 6	
To build the coaching and mentoring of staff so that the leadership capacity is increased.		By the end of 2026, <i>Staff response to MACSSIS Instructional Leadership 4.3 will increase from 60% to 65%.</i>	If we implement cycles of mentoring, coaching and feedback, then staff will be empowered to take on shared responsibility and leadership.	
Actions			Timeline	Responsibility
Build regular cycles of observation for all staff (peer to peer obs)			2026	Leadership & Staff
Exploring coaching for all leaders (investigate coaching approaches)			End of 2026	Leadership
Provide opportunities for all staff to be leaders			Across 2026	Leadership & 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	Engaging with regular feedback and coaching, increased leadership capacity, increased familiarity with the school leaders, Leadership will have positive influence on the quality of staff work, Teachers view themselves as lead learners			
Student learning outcomes	Improved learning experience and community, improved learning culture amongst students, that students view all teachers as leaders, students view all staff as leading the school and learning			

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