



CRAIGSLEA STATE SCHOOL

Annual Improvement Plan 2026

EDUCATIONAL ACHIEVEMENT *** BELONGING AND ENGAGEMENT

Priority 1: High quality instruction in every learning environment through consistent evidence based instructional routines.

Strategy	Actions	Led by	Success Criteria
Deepen understanding of quality explicit instruction to underpin our whole school teaching practices.	<ul style="list-style-type: none"> ♦ Engage staff in professional learning to build knowledge and understanding of the science of learning – PFD, staff meetings ♦ Deepen understanding of how students learn based on the 4 elements of attention and focus, knowledge and memory, retention and recall and mastery and application. ♦ Identify the implications for teaching and align to our Craigslea ways of working for high quality instruction. ♦ Maths STAR team will investigate how the elements of learning impact how we teach Maths 	Leadership Team	<ul style="list-style-type: none"> ✓ All staff participating in professional learning focused on the science of learning. ✓ Staff can articulate key principles of the science of learning and their relevance to classroom practice. ✓ Teachers demonstrate a shared understanding of explicit instruction as the foundation of high-quality teaching at Craigslea ✓ Teachers can articulate how the four elements of learning influence lesson design, sequence and instructional decisions. ✓ Common language and expectations for explicit instruction are used consistently across the school ✓ Student engagement and learning outcomes show positive trends linked to improved instructional quality.
Establish consistent instructional routines and engagement norms across the whole school.	<ul style="list-style-type: none"> ♦ Agree on and document whole school instructional routines and expected practices for lesson structure and engagement norms – the Craigslea way. ♦ Use learning walks, coaching, mentoring and peer observation to reduce variability and ensure quality implementation of explicit instruction ♦ Leadership team visible in classrooms daily to collect evidence of practice and provide timely feedback and support (intended is enacted and the quality of the teaching). ♦ Development of team leader roles to support capability development of teaching teams. 	Leadership Team Team leaders	<ul style="list-style-type: none"> ✓ Agreed instructional routines and engagement norms are clearly documented, shared and understood by staff. ✓ Lesson structure and engagement expectations are consistent across classrooms, year levels and learning areas. ✓ Staff use common language and routines to support explicit instruction and student engagement ✓ Learning walks show a high level of fidelity to agreed instructional routines and engagement norms ✓ Coaching, mentoring and peer observation occur regularly and show change in teacher practice

			<ul style="list-style-type: none"> ✓ Positive improvements in student learning progress
Develop clear feedback protocols and procedures to support building teaching capability.	<ul style="list-style-type: none"> ♦ Introduce observation checklists aligned to Craigslea look fors to be used during learning walks to provide quick and timely feedback to staff. ♦ Engage the leadership and team leaders in professional learning to strengthen their capability in providing quality feedback to staff. 	Principal Middle leaders Team leaders	<ul style="list-style-type: none"> ✓ Documented feedback protocol has been developed and is being implemented ✓ Look for checklists are being used consistently during learning walks by leadership and team leaders ✓ Teachers articulate the feedback they have received is timely and supportive of their professional growth. ✓ SOS – Staff % agreement receiving valuable feedback on their work. ✓ Change in teacher practice is evident ✓ Leaders express confidence in providing effective feedback
Continue building staff knowledge, understanding and capability in teaching reading through the Australian Curriculum	<ul style="list-style-type: none"> ♦ Re-engage the staff with Scarborough’s reading rope to build a shared understanding of how the element of reading work together ♦ Employ SLP to deliver Reading within the AC: Reading modules to new and returning staff. ♦ Reading STAR Teams research, develop and trial fluency and vocabulary routines for school wide implementation ♦ Utilise peer observations to support staff to see best practice aligned to our Craigslea way ♦ Use learning walks to collect evidence of quality of practice and provide feedback to build capability. ♦ Analyse quality practice through watching videos of staff teaching reading. ♦ Engage with local schools to see quality practice in actions – teachers learning from teachers. 	Erin Wiles (lead) Leadership team	<ul style="list-style-type: none"> ✓ Common language being used when talking about word reading and language comprehension in professional dialogue and planning ✓ Teachers can articulate how their reading instruction aligns to the reading rope ✓ Staff demonstrate increased confidence and knowledge in evidence-based reading practices evidenced through learning walks, reflections and feedback ✓ Agreed fluency and vocabulary routines are implemented across school (semester 2) ✓ Student progress and improvement evidenced in DiBELS data.
Develop staff knowledge and understanding of shared and dialogic reading.	<ul style="list-style-type: none"> ♦ Reading STAR team to investigate shared and dialogic reading practices to develop school wide pedagogies for developing reading comprehension ♦ Using collaborative planning sessions each term to plan shared and dialogic reading aligned to English units. 		<ul style="list-style-type: none"> ✓ Staff demonstrate a clear understanding of the purpose and key features of shared and dialogic reading. ✓ Agreed school wide instructional routine for shared and dialogic reading documented ✓ Students confidently engaging in text based discussions and using comprehension skills ✓ Improved A-E performance

<p>Build staff capability to confidently understand, analyse and use student learning data to inform teaching, monitor progress and improve student outcomes.</p>	<ul style="list-style-type: none"> ◆ Provide targeted professional learning on interpreting student learning data through designated staff meetings and year level data conversations ◆ Leadership and year level teams using data sets to monitor, progress, assess impact and review effectiveness of strategies. ◆ Commence cycles of maths moderation (number) through TLC sessions (2x per term) ◆ Adjust collaborative planning days to engage in Maths planning following the embedded process for planning English (M1 or before moderation) 		<ul style="list-style-type: none"> ✓ Increased teacher confidence in understanding and using student learning data ✓ Consistent use of data to inform planning and differentiation across the school ✓ Improved tracking and monitoring of student learning progress ✓ Evidence of teaching adjustments based on data analysis ✓ Improved student learning growth over time ✓ Leadership team regularly using student learning data to measure progress and impact of strategies (focus of strategic leadership meetings).
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<p>Develop a shared, whole-school approach to data literacy and data-informed practice so that teachers consistently use multiple sources of student learning data to plan, differentiate, monitor and evaluate the impact of teaching.</p>	<ul style="list-style-type: none"> ◆ Continue to track and monitor formative data through TLC's to ensure students are progressing through units of work and to select and refine pedagogical practices (English and Maths). ◆ Provide scaffolded tools and templates to support teachers to organise, analyse and identify learning needs from a range of data sets (DiBELS; Cumulative Review; Year 1 Phonics Check, A-E and formative assessment data) ◆ Build leadership capability to lead data discussions and balance supporting and holding teachers accountable for student performance. 		<ul style="list-style-type: none"> ✓ Increased teacher confidence in understanding and using student learning data ✓ Consistent use of data to inform planning and differentiation across the school ✓ Improved tracking and monitoring of student learning progress ✓ Evidence of teaching adjustments based on data analysis ✓ Improved student learning growth over time
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PERFORMANCE MEASURES

English		A/B	C+	Mathematics		A/B	C+
Prep		70%	90%	Prep		70%	95%
Year 1		75%	90%	Year 1		70%	95%
Year 2		70%	92%	Year 2		75%	96%
Year 3		65%	90%	Year 3		65%	93%
Year 4		70%	98%	Year 4		75%	99%
Year 5		65%	92%	Year 5		75%	92%
Year 6		55%	96%	Year 6		55%	92%
<ul style="list-style-type: none"> ◆ 80+% of students in green and blue levels of achievement in DiBELS and cumulative review ◆ Year 1 Phonics Check 				<ul style="list-style-type: none"> ◆ NAPLAN (MSS) similar to or above like schools nationally: reading, writing and numeracy 			

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Priority 2: High quality multi-tiered systems of support delivering quality teaching to positively impact the learning outcomes of all students.

Strategy	Actions	Led by	Success Indicators
Develop and implement school wide, evidence informed systems for support and intervention using MTSS.	<ul style="list-style-type: none"> ♦ Build a shared understanding of MTSS and how it drives student learning progress. ♦ Create a school decision tree to make evidence informed decisions to implement intervention through MTSS ♦ Develop school wide processes for using the decision tree to identify student learning needs. 	Renee (Hol) Mel (P) SEAL team	<ul style="list-style-type: none"> ✓ 80 – 85% of students achieving learning success through tier 1 instruction ✓ Staff demonstrate a clear and shared understanding of MTSS and its purpose in improving student learning progress. ✓ Common MTSS language is used consistently in professional dialogue, planning and data discussions. ✓ The decision tree clearly outlines data sources, thresholds and decision points for intervention. ✓ Agreed school-wide processes are used to identify students requiring additional support. ✓ Roles and responsibilities for intervention delivery and monitoring are clearly defined. ✓ MTSS processes are embedded into school planning, data meetings and review cycles. ✓ MTSS is consistently used to guide school-wide approaches to support and intervention.

<p>Implement data-informed, evidence-based teaching across all MTSS tiers and to deliver focussed and intensive intervention.</p>	<ul style="list-style-type: none"> ♦ Develop intervention plans with clear goals and success criteria for student learning progress. ♦ Refine school data plan to include multiple data sources to assess student progress including universal screening (DiBELS), diagnostic, formative and summative assessment schedules, roles and responsibilities. ♦ Develop SEAL staff data literacy skills to ensure responsive and targeted universal teaching and tier 2 and 3 interventions. ♦ Plan SEAL timetables to ensure intervention time is protected and ensures consistency in frequency of intervention for students ♦ Assess student progress every 5 – 6 weeks to monitor, refine and adjust support strategies. ♦ Coaching and feedback of intervention teaching practices to ensure quality intervention is being delivered. ♦ SEALs working with SLP to build their content knowledge of word reading and strategies to provide tier 3 intervention. 	<p>Renee (Hol) Mel (P) SEAL team</p>	<ul style="list-style-type: none"> ✓ Identification of student need is timely, systematic and proactive rather than reactive. ✓ Student progress is monitored regularly using agreed assessment tools and timeframes. ✓ Data is used to evaluate the effectiveness of interventions and inform next steps. ✓ Decisions to intensify, adjust or exit interventions are based on evidence of student progress. ✓ Students receiving intervention demonstrate improved learning progress over time. ✓ Reduced variability in student outcomes is evident across cohorts.
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PERFORMANCE MEASURES

- ♦ Cycles of tier 2 and tier 3 intervention demonstrate student learning progress using DiBELS data
- ♦ 80+% of students in green and blue levels of achievement in DiBELS and cumulative review
- ♦ A- E data targets are met or exceeded
- ♦ NAPLAN mean scale performance similar to like schools nationally

This plan was developed in consultation with the school community and meets school needs and systemic requirements.





Principal **P&C President** **School Supervisor**