



St Andrew's School, FERNY GROVE

EIA Goal

Strengthen student writing outcomes across Prep to Year 6 by embedding the explicit teaching of spelling, grammar and punctuation.

To achieve this goal, we will: (Actions)

- Deliver targeted professional learning focusing on V9 of the English curriculum during January PD days.
- PLL + selected staff to engage with the F45 Grammar & punctuation within Writing PD.
- Twilight in early T2 will deliver targeted PD on explicit teaching of the writing process (Dr Kim Thomas to support).
- Timetable regular opportunities for the Writing team to model and observe explicit writing instruction, including G&P and spelling.
- Allocate staff meetings to regularly review and refine impact of writing instruction.
- Teachers explicitly teach students how to self and peer assess their writing.
- Leadership and Peer Learning Walks and Talks focussed on consistency of practice and to observe environmental print across and within year levels.
- Interschool moderation with Grovely, Enoggera and Mitchelton with a focus on Writing.
- Year level moderation with teaching teams.
- Teachers and Leadership to regularly analyse student data.

Our success in 2026 will be measured by:

- Teachers understand V9 of the English curriculum and how to explicitly teach phonics, word knowledge, grammar and punctuation.
- Teachers in all year levels consistently teach writing within a structured English block that prioritises the reading and writing connection.
- Students can articulate what they are learning and how success will be measured. They use success criteria to self-assess and peer-assess their writing tasks.
- Leaders and teachers use regular assessment and data cycles (e.g. writing analysis, PAT-S, NAPLAN, student work samples) to identify differentiated teaching responses and monitor progress.
- All staff engage in collaborative professional learning and peer observations to build collective efficacy and refine writing instruction.
- Leaders and teachers analyse and moderate student writing samples to ensure consistency of teacher judgement and continuous improvement.

AIP Goal 1

Strengthen the consistency of understanding and collective responsibility for enacting practices and procedures that support a safe, inclusive, and orderly learning environment.

To achieve this goal, we will: (Actions)

- Embed a consistent approach to 'Positive Behaviour for Learning' to enable all students to engage in learning.
- Establish clear whole school routines and classroom management processes and apply them consistently.
- Undertake Professional learning to deepen understanding of restorative practices.
- Undertake Professional learning on Trauma Informed Practice.
- Use Engage and anecdotal data to respond through whole school and small group intervention as required.

Our success in 2026 will be measured by:

- Publish the revised St Andrew's behaviour matrix.
- Anecdotally noticing an increase of respectful interactions.
- A 60% reduction of minor incidents of disrespect and non-compliance in the general classroom reported through Engage.
- Target - 85% Attendance data.
- Target - 0% unexplained absences.

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AIP Goal 2

Renew the St Andrew's Mission, Vision and Values to develop the school's charism while acknowledging our story.

To achieve this goal, we will: (Actions)

- Heightened focus on St Andrew, his story and his connection to Christ.
- Acknowledge the Good Samaritan sisters and the Benedictine charisms as part of the school's story.
- Engage with a critical friend to support this work – Greg Sunter.

Our success in 2026 will be measured by:

- Publish a renewed Mission, Vision and Values.
- Publish a refreshed school logo.

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