



Vision We strive to make Jesus real in the lives of our students, families and staff

Mission
 As a faith community, we strive to make Jesus real in the lives of our students, families and staff by living the gospel values in our daily work.
 As an educational community, we recognise that each child is created in the image of God. We are committed to supporting and motivating all students to achieve their full potential.
 As a professional community of educators, we are committed to ensuring every child develops the knowledge, skills and values necessary to actively engage in the world of the future.

Values

WELCOMING
Matthew 25:34-36

ENCOURAGING
Philippians 4:12-14

SAYING SORRY
Proverbs 17:9-10

THANKFUL
1 Thessalonians 5:17-19

INCLUSIVE
Romans 2 :11

ENTHUSIASTIC
Ephesians 6:7

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
CATHOLIC IDENTITY <ul style="list-style-type: none"> • Deepen the spiritual, scriptural and theological capacity of our students, staff and community. • Celebrate our Catholic story through dialogue, ritual, prayer and action. • Embed a contemporary approach to our Catholic worldview and identity 	CI 1. By the end of 2024, staff will confidently incorporate Catholic Perspectives Version 9 into agreed year level planning documents and their learning and teaching. (FP)	CI 1. Term 1: 30% of staff will incorporate Catholic Perspectives Version 9 into agreed year level planning documents. Term 2: 75% of staff will incorporate Catholic Perspectives Version 9 into agreed year level planning documents. Term 3: 100% of staff will incorporate Catholic Perspectives Version 9 into agreed year level planning documents.	CI 1.1 Provide training for staff on how to incorporate Catholic perspectives into their subject areas. CI 1.1.1 Create a checklist for assessing how well Catholic perspectives are being incorporated into the curriculum. This checklist will evaluate Year level planning. CI 1.1.2 Provide feedback to staff on how they can improve their incorporation of Catholic perspectives. This will be conducted during planning sessions twice a term. Peer support provided during staff meeting sessions	Term 3 2023 – familiarisation Term 2 2024 – tentative EO (RE) visit Term 1 2024 Ongoing each term	Religious Education EO Cath Rodden APRE / CTs
	CI 2. By the end 2024, all staff will be familiar with the Vision & Mission and WESTIE Dispositions (FP)	CI 2.1 100% of Staff engage in Westie dispositions / Vision and Mission refresher session	CI 2.1 Identify the key components of the Vision & Mission and WESTIE Dispositions and create a staff meeting	Staff meetings throughout the year	APRE & Catholic identity Team/PB4L

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		<p>session that covers these components.</p> <p>CI 2.2 100% of all staff will use the language of WESITE dispositions when reporting on students' personal and social capabilities.</p> <p>Whole School community can use Westie disposition language</p>	<p>CI2.1.1 Staff will develop WESTIE disposition language and will explicit teach their class the dispositions.</p> <p>CI2.2 Catholic Identity book will be completed, and feedback will be sort from staff. Publish and share with staff. Prepare for 2025 release to families.</p> <p>CI2.2.1 Marketing creation of WESTIE mascots</p> <p>CI2.2.2 A display will be constructed of the WESITE posters.</p>	<p>Ongoing throughout the year</p> <p>Term 2 2024</p> <p>Term 3 2024</p> <p>Term 4 2024</p>	<p>CTs</p> <p>APRE & Catholic identity Team</p> <p>Marketing Team</p> <p>APRE</p>
Learning and teaching	Please complete EIA (Page 8-9)				
<p>Learning and teaching</p> <p>Learning and teaching</p> <ul style="list-style-type: none"> • Sustain foundational practices in literacy, numeracy and Catholic perspectives. • Transform practice to wholly engage each student in deeper learning 	<p>L&T 1 By the end of 2024 all staff will be confident when using the Backward Planning Design to ensure clarity and alignment of assessment. (LM)</p>	<p>L&T 1.1 100% of Staff engage in backwards planning and assessment clarity Professional development.</p> <p>L&T 1.2 Staff confidently use the Backwards planning design during planning sessions.</p>	<p>L&T 1.1 EO to provide professional development that will outline the key components of the Backward Planning Design.</p> <p>L&T 1.2 Ensure the planning schedule aligns to the backward planning structure.</p> <p>L&T 1.2.1 Through professional dialogue, staff engage in focused and effective Impact Cycle planning.</p> <p>L&T 1.2.2 Data information sessions are built into every planning session Planning feedback document demonstrates clarity around</p>	<p>January Professional Development days</p> <p>Term 1, 2024</p> <p>Week 5 and 10 Planning sessions</p> <p>Week 5 and 10 Planning sessions</p>	<p>Rachael Hill Education Officer (Learning and Teaching)</p> <p>PLL / APRE</p> <p>PLL/ CTs / EO</p> <p>PLL/ CTs</p>

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			planning using the Australian Curriculum.		
		L&T 1.3 All staff have improved teacher judgement of writing tasks and Writing analysis.	L&T 1.3 Ongoing Moderation session will be held at the 4 level (creation, cohort, school, external) to support consistent teacher judgment of writing tasks.	Ongoing throughout the Staff meeting Schedule	LT / CTs
Wellbeing <ul style="list-style-type: none"> • Create safe environments that nurture all aspects of wellbeing. • Advocate for the common good through social justice and ecological action. 	W1. By the end of the 2024 our school will have an average score "Above the Population Average" and in the "Healthy Range" on the PERMAH survey, in the following domains (CB): Wellbeing Amplifiers <ul style="list-style-type: none"> • Wellbeing Ability • Wellbeing Motivation • Psychological Safety Wellbeing Factor <ul style="list-style-type: none"> • Health 	W1.1 PERMAH survey data will include all staff – teachers, specialists, administration and auxiliary W1.2 All staff will have a greater understanding of "Wellbeing" through workshops on the PERMAH domains, and will be able to analyse personal and whole school data	W1.1 Each semester all staff will have designated meeting times to complete the surveys then analyse the data. W1.2 PD sessions will be for all staff to support understanding of the domains (talk about the science of wellbeing)	Survey conducted once per semester: Teachers – Staff Meeting School Officers – Termly meeting PD and data discussions held once per term: Teachers – Staff Meeting School Officers – Termly meeting	LT / GC / PERMAH resources
	W2. By the end of 2024, student Social Awareness and Social Management will be improved so that we will see improved learning behaviours and a reduction in unproductive behaviours. (GM)	W2.1 Consistent adoption of the restorative practises by all staff. W2.2 Consistent adoption of Zones of Regulation practices by all staff.	W2.1 Restorative questioning strategies (Restorative Practices) will be presented during January and ongoing PL. Teachers will utilize these practices when addressing unproductive behaviours W 2.1.2 Explicit teaching of Restorative practices and Circle Time expectations and processes to all students by all teachers	W2.2 Refresher PL for staff on the Zones of Regulation lead by GC at January PD W 2.2.1 Explicit teaching of students about the Zones of Regulation by all teachers	January Professional development days Ongoing each week during Westie Way as needed January Professional development days Ongoing each week during Westie Way and as needed

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		<p>W 2.3 Personal and Social Capabilities in V9 of the Australian Curriculum will be explicitly addressed in PL so that all staff are aware of and are teaching the four elements and 17 sub elements</p> <p>W 2.4 All staff will engage in professional learning relating to Restorative Practices and Zones of regulation throughout the year.</p>	<p>W 2.3 All teachers use and regularly teach the language and strategies of Making Jesus Real (WESTIE Values) and make links to the Australian Curriculum (P&SC)</p> <p>W2.4 Continue PL for staff on the Zones of Regulation and Restorative Practices throughout the year.</p>	<p>Ongoing each week during Westie Way as needed</p> <p>Ongoing throughout the year</p>	<p>APA / PB4L team / GC</p>
	<p>W3.1 By the end of 2024, we will develop WESTIE Way and a strategic approach to the teaching of personal and social capabilities and school values on a weekly basis. (GM)</p>	<p>W3.1 All staff will teach personal and social capabilities and school values in accordance with weekly published themes.</p>	<p>W 3.1 Allocation of dedicated hour for whole school teaching of social/emotional learning (MJR, Zones of R, Values, motto, P & S Capabilities)</p> <p>W 3.2 Publication of weekly themes in staff and parent updates. Themes to be addressed and explicitly taught in WESTIE Way hour each Monday.</p>	<p>Ongoing throughout the year</p>	<p>CT / PB4L Team</p>
<p>Our people</p> <ul style="list-style-type: none"> • Build a talented, committed and high-performance workforce. • Invest in the professional and spiritual development of staff. • Create meaningful pathways and opportunities for leadership. 	<p>OP1. By the end of 2024, all staff will use OneDrive as a means of a Progressive Portfolio and report via the BCE Learning Dashboard. Staff will be confident and follow these agreed ways of working. (LM)</p>	<p>OP1.1 All staff engage in professional development around Microsoft platforms.</p> <p>OP1.2 All staff use OneDrive Platform with their students to share students learning.</p> <p>OP1.3 Staff will be confident and follow agreed ways of working.</p>	<p>OP1.1 Provide training on using OneDrive as a means of a Progressive Portfolio. Host addition pop-up sessions on OneDrive and other Microsoft apps to build skill sets of all staff.</p> <p>OP1.2 All staff in Year 4 – 6 begin to use OneDrive in their day-to-day lessons to build confidence. Prep to year 2 teachers will begin to familiarise their students with OneDrive by uploading some samples to OneDrive.</p> <p>OP1.3 Technology coach to provide in class support to staff to demonstrate effective use of OneDrive within a lesson and</p>	<p>Term 1 – Professional Development and ongoing Popup sessions.</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Robert Burke Education Officer (Technology)</p> <p>CTs / PLL/ Tech Coach</p> <p>Tech Coach</p>

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		<p>OP1.4 Staff will be confident to report to students and parents via the BCE Learning Dashboard</p>	<p>provide feedback to build confidence.</p> <p>OP1.4 Teachers will be trained to access and implement the Semester 2 reporting cycle on the BCE Learning Dashboard.</p>	Semester 2	Robert Burke Education Officer (Technologies) / AP/ PLL / Tech Coach
	<p>OP2. By the end of 2024, all staff will utilise the BCE Connect APP Blogs Platform to communicate school events with our school community. (LM)</p>	<p>OP2. Whole School community will receive regular communications from one platform following the ways of working.</p>	<p>OP2.1 Professional Development Session hosted in Term 1 to upskill all staff on the School Portal App</p> <p>OP2.2 One page document will be created to support consistency regarding amount and what is communicated.</p>	<p>Term 1 Week 6</p> <p>Term 1 Week 6</p>	<p>Robert Burke Education Officer (Technologies) / PLL / Tech Coach</p> <p>LT</p>
<p>Diversity and inclusion</p> <ul style="list-style-type: none"> • Grow communities that value, celebrate and respond to individual identity and cultural diversity. • Improve access to education and opportunity 	<p>D&I 1 By the end of the 2024, all staff will engage collaboratively to complete Review and Response sessions held termly. (LM)</p>	<p>D&I 1.1 All staff attend the Review and Response sessions held termly.</p> <p>D&I 1.2 Review and Response document printed and presented to staff as a way of working.</p> <p>D&I 1.3 All staff follow Review and Response process and monitor students' progress.</p>	<p>D&I 1.1 Timetable termly Review and Response sessions to be held in Staff meetings and add to calendar and schedule.</p> <p>D&I 1.2 Develop a draft review and response process and share with staff for feedback. Draft Review and Response process delivered to staff in January PD Days and feedback used to adjust final process.</p> <p>D&I 1.3 Implement the new review and response process. Seek feedback for future sessions.</p>	<p>Term 1 2024 and beyond</p> <p>January Professional Development days</p> <p>Week 6, Term 1 2024 and then termly</p>	<p>PLL, LT</p> <p>PLL with consultation from all staff</p> <p>PLL, LT, CT, STIE</p>
	<p>D&I 2. By the end of 2024, all staff will ensure quality differentiation occurs within classrooms and it is explicitly planned for and evident in planning documents. (LM)</p>	<p>D&I 2.1 100% of Staff engage in differentiation and Levels of Teaching Professional development.</p> <p>D&I 2.2 90% Students make progress beyond their current level in markers in the EIA</p>	<p>D&I 2.1 EO to provide professional development on levels of teaching and differentiation.</p> <p>D&I 2.2 Staff use data from Bi and observations to ensure all students are making progress. Staff collaborate and share</p>	<p>January Professional development Days</p> <p>Week 5 and 10 Planning sessions each term and ongoing throughout the term</p>	<p>Rachael Hill – Education Officer (Learning and Teaching)</p> <p>PLL / EO (L&T)</p>

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		<p>D&I 2.3 English planning documents reflect the process of differentiation.</p> <p>D&I 2.4 Differentiation is evident within all classrooms during Learning Walks and Talks.</p> <p>D&I 2.5 100% of teachers implement the PB4L agreed Practices</p>	<p>progress and best practice with peers.</p> <p>D&I 2.3 Staff will explicit name differentiation within all planning documents</p> <p>D&I 2.4 Leadership team to conduct weekly Learning Walks and Talks and provide timely feedback to staff. LT to focus on differentiation.</p> <p>D&I 2.5 Student engagement in class will be evidenced by engage, LT time out and LEC time out data.</p>	<p>Week 5 and 10 Planning sessions each term and ongoing throughout the term</p> <p>Weekly from Week 2 – timetabled 3 times a week</p>	<p>PLL /EO (L&T)</p> <p>LT</p>
	<p>D&I 3 By the end of 2024 our school will have published the SMPS Reconciliation Action Plan and implemented the "14 Required Actions" (CB)</p>	<p>D&I 3.1 The RAP Reflection will be complete</p> <p>D&I 3.2 The 14 Required Actions will be implemented</p>	<p>D&I 3.1 All staff will have contributed to the RAP Reflection Survey</p> <p>D&I 3.2 The RAP Working Party will provide training at Staff PD sessions for staff</p>	<p>End of Term1</p> <p>Continually until the end of 2024</p>	<p>RAP Working Party</p> <p>BCE EO Kevin Eastman</p>
<p>Organisational effectiveness</p>	<p>OE 1 By the end of 2024, our school will have developed and implemented a Marketing Strategy. (CB)</p>	<p>OE 1.1 A marketing strategy will be implemented</p> <p>OE 1.2 Increase engagement with our social media accounts by 10% and develop a brand identity for SMPS.</p> <p>OE 1.3 Increase attendance at school events to build community and increase school partnerships with local businesses.</p>	<p>OE 1.1 Seek interest and construct a marketing TEAM to lead the formation of the strategy. Regularly share progress with whole staff.</p> <p>OE1.2 Utilise Canva and BCE marketing team to develop a brand identity.</p> <p>OE 1.3 Use social media platforms and School App to promote events and provide early notice for events. Provide a range of times for events to be hosted including night and early</p>	<p>Term 1 2024</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>LT and BCE Marketing Team</p> <p>Social Media Team/ LT/ APRE</p> <p>Social Media Team / LT / CTs</p>

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			morning events to cater for working families.		
	<p>OE 2 By the end of the 2024 the school will have completed one Master plan project and commenced planned to commence a second project for 2025 (CB)</p> <p>OE 3 By the end of 2024 the school will have completed a full Maintenance Schedule for grounds and facilities (CB)</p>	<p>OE 2.1 Master Plan Stage 1 – Tuckshop refurbishment will be complete</p> <p>OE 2.2 Master Plan – based on contextual needs and feedback throughout the year, another project will be decided on and commenced</p> <p>OE 3.1 The school will have a Maintenance Schedule for grounds and facilities to encompass: Gardens, Grounds, External building elements, Internal building features (carpets, furniture, windows, painting, lighting), Equipment (air-cons, technology, electrical)</p>	<p>OE 2.1 Urban Sector Builders to complete the project under the management of Gibson Architects and the principal</p> <p>OE 2.2 Principal to work with Gibson Architects, BCE Facilities Advisor and BCE School Accountant</p> <p>OE 2.2 Principal to work with LT, Kate H, Fiona K, Jane B, BCE Facilities Advisor, BCE School Accountant to design the plan and budget for implementation</p>	<p>Complete by the start of Term 2</p> <p>By the end of Term 3</p> <p>By the end of Term 4 for implementation from Jan 2025</p>	<p>Urban Sector Builders, Gibson Architects, BCE Facilities Advisor, LT. BCE School Accountant</p> <p>LT, Kate H, Fiona K, Jane B, BCE Facilities Advisor, BCE School Accountant</p>

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Goal: All teachers will explicitly and consistently use Agreed Practices in English, so that all students demonstrate growth.

Success Criteria:

- Use SMPs **Agreed Practices** that align to ACARA Version 9 to drive improvement
 - Construct **clear Learning Intentions and Success Criteria**. Lesson sequences have LISC evident in all planning documents.
 - **Co-construct Bump It Up Walls** that demonstrate expected, above and well above standard. Worked samples are used in all classrooms to provide feedback to move student writing forward
 - **Display co-constructed Anchor Charts** that are constructed with students and utilised by students as a space to go to when they are stuck
 - **Create Assessment tasks** designed to determine a student's application of knowledge, depth of understanding and sophistication of skills relevant to the Achievement Standard and have clarity of Working At and Working Beyond Standard. Use a variety of **assessment techniques**. Engage in moderation processes and protocols. Moderation occurs when planning, teaching, assessing and reporting.
- **Student will:**
 - Communicate their learning clearly and confidently, using Learning Intentions and Success Criteria to monitor and reflect on their progress and achievement.
 - Demonstrate curiosity, creativity, and critical thinking in their learning, and can apply their knowledge and skills to new and challenging situations.

Targets	Actions	Timelines	Responsibilities & Accountabilities
<i>Specific improvements sought in student performance. (measurable student outcomes) What evidence or targets will be used to measure this impact which are rigorously actioned?</i>	<i>What are the actions the school will implement to address the improvement focus? What will be the expected outcome/impact?</i>	<i>What is the expected timeframe for the improvement focus to have an impact? What milestones are anticipated? Is a phased approach (name the phases) needed for change to occur?</i>	<i>Who is responsible for this action? Who will need to be involved? How will we monitor against school targets to know we are on track to success?</i>
<p>Environmental Print Survey Target: Staff will have agreed environment print and pedagogy in place according to the 'SMP Agreed Practices'.</p> <p>Measured:</p> <ul style="list-style-type: none"> • By the end of Term 1, 2024, 75% of all classrooms will have agreed environmental print on display (This includes specialists and LET spaces) • By the end of Term 2, 2024, 100% of all classrooms will have agreed environmental print on display (This includes specialists and LET spaces) 	<p>EIA 1. Host a refresher session on the SMPS Agreed Practices to upskill all staff. Areas to cover include:</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria • Bump it up Walls • Anchor Charts • Assessment rubric <p>EIA 2. Ongoing Pop-up sessions throughout the year to upskill staff around Agreed Practices at SMPS. Provide in class support and model of agreed practices.</p> <p>EIA 3. Conduct semesterly School Tours to provide opportunities for staff to share their best practices and seek support.</p>	<p>January Professional Development Days</p> <p>Semester 1 – refer to Pop up PD schedule</p> <p>Semester 1 & 2 during staff meetings</p>	<p>PLL / LT</p> <p>PLL and LET teachers to coordinating upskilling</p> <p>LT / CTs</p>
<p>Agreed Practices Learning Walk & Talk FORMs Survey Target: Staff will use learning Intentions and Success Criteria, Bump it up Walls and Anchor charts to support learning and teaching. Measured:</p> <ul style="list-style-type: none"> • By the end of Term 2, 2024, 60% of all students will confidently share the LISC of the lesson. • By the end of Term 3, 2024, 80% of all students will confidently share how to improve their writing by referring to the Bump it Up Walls. • By the end of Term 1, 2024, 90% of all students will confidently talk to a co-constructed anchor chart 	<p>EIA 4. Leadership Team will conduct weekly Learning Walks and Talk and provide timely feedback to staff to improve practice regarding agreed practices. Complete Learning Walks and Talks via voice recording and upload onto the cohort TEAMS site.</p> <p>EIA 5. Provide time to staff during staff meetings to discuss feedback and collaborate with peers within and across year levels.</p> <p>EIA 6. Priority School team will provide addition feedback during the year with explicit feedback to move forward.</p>	<p>Ongoing from Week 2</p> <p>Refer to staff meeting schedule for dates</p> <p>Term 1 and 2</p>	<p>PLL, APRE, APA, Principal to conduct Learning Walks and Talks on a weekly basis to gather student voice.</p> <p>All staff and guided by the PLL</p> <p>LT/ Priority Schools Team</p>

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<p>BI Data Targets: SRS Improvement of 5% in English. Overall results will be 25% in Above and 13% in Well above. Breakdown for year levels:</p> <ul style="list-style-type: none"> • By the end of Semester 2, 2024: <ul style="list-style-type: none"> ▪ Well Above: <ul style="list-style-type: none"> ○ Year Prep:5% ○ Year 1: 7% ○ Year 2:14% ○ Year 3: 15% ○ Year 4: 6% ○ Year 5: 20% ○ Year 6: 15% ▪ Above: <ul style="list-style-type: none"> ○ Year Prep: 20% ○ Year 1: 29% ○ Year 2: 29% ○ Year 3: 25% ○ Year 4: 21% ○ Year 5: 33% ○ Year 6: 23% <p>Year 3-6 Writing Analysis Writing Analysis will improve by 5% in all year levels.</p> <ul style="list-style-type: none"> • By the end of 2024, the percentage of students beyond level 20 on the Writing analysis tool will be as follows: <ul style="list-style-type: none"> ○ Year 3: 80% ○ Year 4: 78% ○ Year 5: 80% ○ Year 6: 81% 	<p>EIA 7. Opportunities to demonstrate surface, deep transfer of knowledge is clear within planning documents and support by inclusion of Education Officer in Planning sessions throughout Semester 1.</p> <p>EIA 8. Staff will continue to build data literacy skills and will use Power Bi Tool to gather more explicit data. Staff will use Triangulation data to review clarity of assessment. Pop ups session will be held.</p> <p>EIA 9. Staff will use Review and Response process to ensure all students data is moving and to support differentiation with the classroom.</p> <p>EIA 10. Staff will use data continuously throughout the year to monitor the progress of student's data. Individual students and cohort data analysis in an ongoing manner.</p> <p>EIA 11. The data committee will conduct professional learning on Writing Analysis and SRS tiles of the BI tool to upskill staff.</p> <p>EIA 12. Staff will utilise 'The Writing Revolution' to implement a consistent approach to teaching and assessing of reading.</p> <p>EIA 13. Students will complete digital writing tests via ACER Writing tool and staff will provide feedback to its effectiveness.</p>	<p>January Professional Learning days and Week 5 and 10 planning days</p> <p>Ongoing throughout the year.</p> <p>Termly</p> <p>Ongoing and prior to all planning sessions.</p> <p>Termly meetings and twice year staff meeting session.</p> <p>Term 1 introduction</p> <p>Term 1 and Term 3</p>	<p>Rachael Hill</p> <p>PLL / Data Team</p> <p>All Staff and led by PLL</p> <p>CT / LT</p> <p>PLL / Data Team</p> <p>PLL / CTs</p> <p>Belinda Connelly (BCE) / PLL</p>
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>	<p>Resources needed:</p> <ul style="list-style-type: none"> • Education Officer – Rachael Hill to provide PD around Version 9 curriculum and Front ending assessment • Class Visit to other schools to look at Bump It Up Wall • Education Officer – Rachael Hill to assist in planning sessions and moderation. • ACER subscription to Writing tool • iPads with recording facilities • Writing Revolution book copies. <p>Explicit Improvement Agenda will be shared to:</p> <ul style="list-style-type: none"> • Parents of SMPS through the Parent Update and a visual representation on the School Website. • Students of SMPS in class discussions • Staff of SMPS through regular updates in Staff notes and Staff Meeting sessions. 		