

Nemarluk School



School Improvement Context

2025 School Improvement Priorities

Boost literacy and numeracy

- Ensure that the following are in place
 - ✓ Whole school data plan
 - ✓ Whole school curriculum and assessment plan
 - ✓ Whole school instructional model

Progress against 2025 Priorities

- Whole school curriculum implemented since 2022 and assessment plan implemented as of 2025
- Whole school data plan implemented as of 2025
- Whole instructional /pedagogical model implemented as of 2023
- Progress against individual focus outcomes 26.65% achieved one or more focus outcomes compared with 22.45% of students who achieved one or more focus outcomes in 2024
- % of students who have had growth in MM
 - 43.75% Fuel & Launch Numeric identification
 - 43.74% Fuel & Launch Number sequence and order
 - 45.82% Fuel & Launch Place value
 - 62.50% Fuel & Launch Written recording
 - 54.17% Fuel & Launch Measurement
 - 47.92% Fuel & Launch Shape
 - 50% JAM Module 1: Additive strategies
 - 45% JAM Module 2: Multiplicative strategies
 - 29.27% JAM Module 3: Number identification
 - 36.59% JAM Module 4: Forward number sequence
 - 41.47% JAM Module 5: Backward number sequence
 - 50% JAM Module 6: Fraction knowledge
 - 43.90% JAM Module 7: Place value
 - 37.50% JAM Module 8: Basic Facts
 - 35% JAM Module 9: Patterns
 - 37.50% JAM Module 10: Geometry
 - 50% JAM Module 11: Measurement
- 49.26% of students had growth in ABLES Reading and Writing (R&W)
- 47.01% of students had growth in ABLES Speaking and Listening (S&L)
- Y1 Phonics data- 19 students assessed (15% fluent, 5% developing, 78% struggling)
- 46.35% of students had growth in Communication Matrix

Raise attendance

- Consult with community to develop an attendance goal
- Introduce new positions to raise attendance
- Increase number of Aboriginal employees to support attendance

- 2025 target was 85% the average attendance was 80.9%
- Target of 5% increase for students less than 60%
- 2025- perception data
 - Student wellbeing 83%
 - Teacher -student relationship 88%
 - School survey participation 49%

School review recommendations


Mapping for improvement – A four year journey



Include here the elements of each recommendation which you plan to address in each of the years of your Explicit Improvement Agenda. Not all recommendations, or elements of recommendations will be attended to at once. Mapping these out across the journey allows schools to action these recommendations in a deliberate, manageable and sustainable way (See example below and delate to replace with recommendations form your own school review).

Insert Recommendation from School Review	2024	2025	2026	2027
1. Continue to refine and embed the school's instructional (pedagogical) model to: <ul style="list-style-type: none"> ○ articulate the overarching vision for pedagogical practice ○ align the elements of the instructional model with the additional pedagogies evident within the selected whole-school approaches to the delivery of maths, English, units of work, and social/emotional programs ○ achieve consistent, contextualised application of pedagogies ○ ensure effective differentiation practices are evident in planning, instruction and assessment. 	<ul style="list-style-type: none"> ○ articulate the overarching vision for pedagogical practice ○ align the elements of the instructional model with the additional pedagogies evident within the selected whole-school approaches to the delivery of maths, English, units of work, and social/emotional programs 	<ul style="list-style-type: none"> ○ ensure effective differentiation practices are evident in planning, instruction and assessment. 	<ul style="list-style-type: none"> ○ achieve consistent, contextualised application of pedagogies 	<ul style="list-style-type: none"> ○ achieve consistent, contextualised application of pedagogies
2. Develop an implementation plan to continue to build staff collaboration and capability: <ul style="list-style-type: none"> ○ to inform the school's approach to collaboration, observation, feedback, mentoring and coaching ○ accompanied by an appropriate level of staff consultation ○ ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches ○ incorporating routines for induction of beginning teachers and those new to the school. 	<ul style="list-style-type: none"> ○ to inform the school's approach to collaboration, observation, feedback, mentoring and coaching ○ ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches ○ incorporating routines for induction of beginning teachers and those new to the school. ○ accompanied by an appropriate level of staff consultation 	<ul style="list-style-type: none"> ○ to inform the school's approach to collaboration, observation, feedback, mentoring and coaching ○ ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches ○ accompanied by an appropriate level of staff consultation 	<ul style="list-style-type: none"> ○ ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches ○ accompanied by an appropriate level of staff consultation 	
3. Build the current data schedule into a comprehensive plan that provides: <ul style="list-style-type: none"> ○ a strategic overview of the extent and purpose of data collection ○ clarity about the purpose and use of data to inform starting points for teaching and learning ○ systematic evaluation of identified whole-school performance over time ○ enhanced data literacy for all staff ○ capability building for teachers to access and evaluate identified data to inform teaching regular and systematic review of school improvement initiatives over time. 	<ul style="list-style-type: none"> ○ a strategic overview of the extent and purpose of data collection ○ clarity about the purpose and use of data to inform starting points for teaching and learning ○ systematic evaluation of identified whole-school performance over time 	<ul style="list-style-type: none"> ○ enhanced data literacy for all staff ○ capability building for teachers to access and evaluate identified data to inform teaching regular and systematic review of school improvement initiatives over time. 		

Priority: Boost literacy and numeracy

Boost Literacy and Numeracy 	
Priorities	<ul style="list-style-type: none"> Ensure explicit instruction in reading and mathematics is consistently implemented across the school. Provide targeted instruction to students who need additional support.
School profile	Profile 2: Developing systems to support improvement
School characteristics	<p>[P2] The 3 plans are complete, have been communicated across the school and are being implemented with some consistency.</p> <p>[P2] School leaders are committed to improving effective pedagogical practices and recognise the need to articulate how these will be implemented.</p> <p>[P2] Staff are encouraged to work collaboratively to plan and learn from each other which may include informal teacher observation and feedback.</p> <p>[P2] Induction processes are in place to support a shared understanding of best practice instruction in reading and mathematics.</p> <p>Choose an item.</p> <p>[optional additional free text]</p>

Actions

Implementation Actions	When	Lead	Support	Resources	Budget
Refer to the Planning Scaffold to identify the implementation actions (required). You may include additional details to provide further context or information (optional).	Outline the start and end date for implementing the action.	Who is the lead in the school?	Describe what support is required to support this action [free text aligned with Profile]	Outline the identified resources allocated to the action.	Identify the (\$) that will be allocated.
[P2] Build opportunities for staff to review student data in reading and mathematics as both a starting point for teaching and learning and to identify students who require additional support.	Ongoing throughout 2026	Leadership Team Literacy Committee Maths Committee	TLS as required Weekly PC's (teacher/team leader [ST1])	XUNO RWI (Ruth Miskin & Oxford) MM Network Selena Fisk	\$4353 \$3090 \$4000 \$7000

Implementation Actions	When	Lead	Support	Resources	Budget
Teachers and SESO's engage in the collection, reviewing student data across ABLES, Comm Matrix, RWI (where applicable), MM		Class teaching teams (SESO & Teacher)	Teaching Teams weekly reflection meeting		
[P2] Develop opportunities to expand the practice of observation and feedback for explicit instruction in reading and mathematics. SESO's to engage in sharing practice through observations linked to supporting the explicit instruction of reading and maths - using the layer 2 of the WISM to highlight what they observe	Ongoing throughout 2026 Semester 1 focus on Num Semester 2 focus on Literacy	Leadership Team Data Committee	TLS as required		

Implementation outcomes

Implementation Outcomes	Staff	Students	Families/Community
What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?	<ul style="list-style-type: none"> - Accepting and responsive to feedback - Feel comfortable and confident to have others in their classroom - Staff will know what is expected of them - Consistency of practice across the school - Increased confidence levels talking about data stories - Purposeful use of data to inform student data stories and teaching and learning - Deeper discussions with peers and leaders about student growth 	<ul style="list-style-type: none"> - Students more engaged and regulated - Access to high quality teaching - Students will generalise skills across school home and community - Shifts of progress for focus outcomes from emerging to comprehensive - Learning will be more targeted through explicit instruction - Intentionally seeking student voice 	<ul style="list-style-type: none"> - Focus outcomes will be more targeted - Exposure to students' data and upskilling about school data sets - Better understanding our whole school approaches - See connections between home and school -generalising of skills

Priority: Raise school attendance and hold parents accountable

Raise school attendance and hold parents accountable

Priorities	<ul style="list-style-type: none"> Ensure there are systematic processes in place, documented in an attendance plan, to raise school attendance, respond to absence and support re-engagement Partner with the school community to develop and implement an evidence-based strategy to raise attendance
School profile	Profile 4: Ongoing learning and sustained improvement
School characteristics	[P4] Whole school wellbeing and inclusion programs are consistently implemented with quality and a positive impact is evidenced.
<i>Recommend 3-5</i>	[P4] Analysis of data consistently inform improvement goals, strategies and programs.

Actions

Implementation Actions	When	Lead	Support	Resources	Budget
Refer to the Planning Scaffold to identify the implementation actions (required). You may include additional details to provide further context or information (optional).	Outline the start and end date for implementing the action.	Who is the lead in the school?	Describe what support is required to support this action <i>[free text aligned with Profile]</i>	Outline the identified resources allocated to the action.	Identify the (\$) that will be allocated.
[P4] Engage in regular evaluation of the whole school wellbeing and inclusion programs to sustain success and provide ongoing professional learning tailored to different staff. Explore wellbeing and engagement tool to measure student wellbeing	Ongoing throughout 2026	Leadership Team HPSN Committees: BSEM, Health, Structured Teaching	Selena Fisk Gail Preston Other specialist centres/schools CEP Assistant Director Darwin Region NTLC		\$5000

Implementation outcomes

Implementation Outcomes	Staff	Students	Families/Community
What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?	<ul style="list-style-type: none"> – All staff use the agreed Structured Teaching and BSEM approaches in the classrooms – Explore why we need a tool – Explore what tool – Staff pilot Student Wellbeing Tool – Daily communication with families about what students were engaged in 	<ul style="list-style-type: none"> – Students are attending school – Students are spending the majority of their class time engaged in purposeful learning. – Students can identify a staff member who knows and cares for them as learners – Students have the opportunity to voice 	<ul style="list-style-type: none"> – Families work with HLO to support student attendance – Families have an understanding of the agreed school-wide approaches – Daily communication with school about what students are engaged in at home and their wellbeing needs

Improvement targets

Strategic Plan 2025-2028 Measures (required)	2025 Baseline	2026 Target
Student Attendance <i>[Set an overall target &/OR for Aboriginal and non-Aboriginal cohorts based on your school's context—ensuring all students are represented in improvement efforts]</i>		
Increase the overall average attendance rate.	81%	86%
Increase the non-Aboriginal average attendance rate.	86%	91%
Increase the Aboriginal average attendance rate.	75%	80%
School Specific Measures (optional)	2025 Baseline	2026 Target
NT School Survey <i>[must have a minimum of 10 responses and 30% participation rate to set improvement targets using NT School Survey]</i>		
Increase overall student participation in the NT School Survey. <i>[If participation is less than 30%, this target should be included]</i>	49%	50%
Increase the overall student positive response rate for the 'student wellbeing' theme	83%	85%
Increase the overall student positive response rate for the 'Teacher-student relationships' theme	88%	90%

Endorsement (to be completed by mid-Term 1, 2026)



Virg Hughes
Principal

18 /03/2026



Rob Lee
Chair
School Council

18/3/26



Warren Giles
Senior Director - Darwin
Schools and Regions

18/3/26

Attachment A

Data sets included:

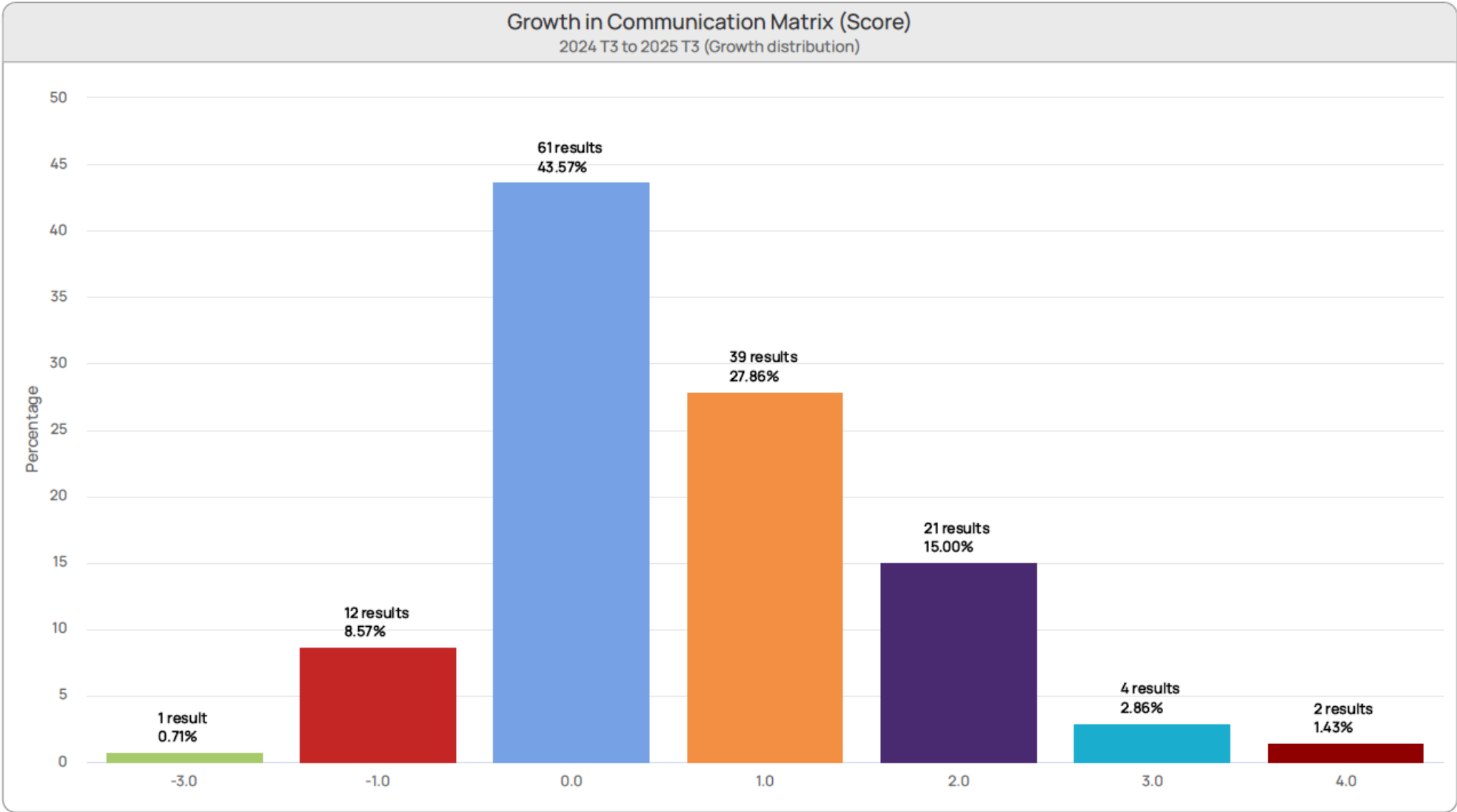
- Growth in communication 2024-2025
- Growth in ABLES (Reading & Writing) & (Listening and Speaking) 2024-2025
- % of students who achieved one or more focus outcomes
- Growth in Fuel and Launch 2024-2025 (numeracy)
- Growth in JAM data (numeracy)
- RWI growth in known sounds March -Sept 2025 (literacy)
- Duress data (behaviour)
- Year 1 phonics
- 2025 School Survey data
- 2025 People Matters data

Classroom Growth Data Map

Classes: All (2025)
Indicators: Include any indicator:None

Nemarluk School

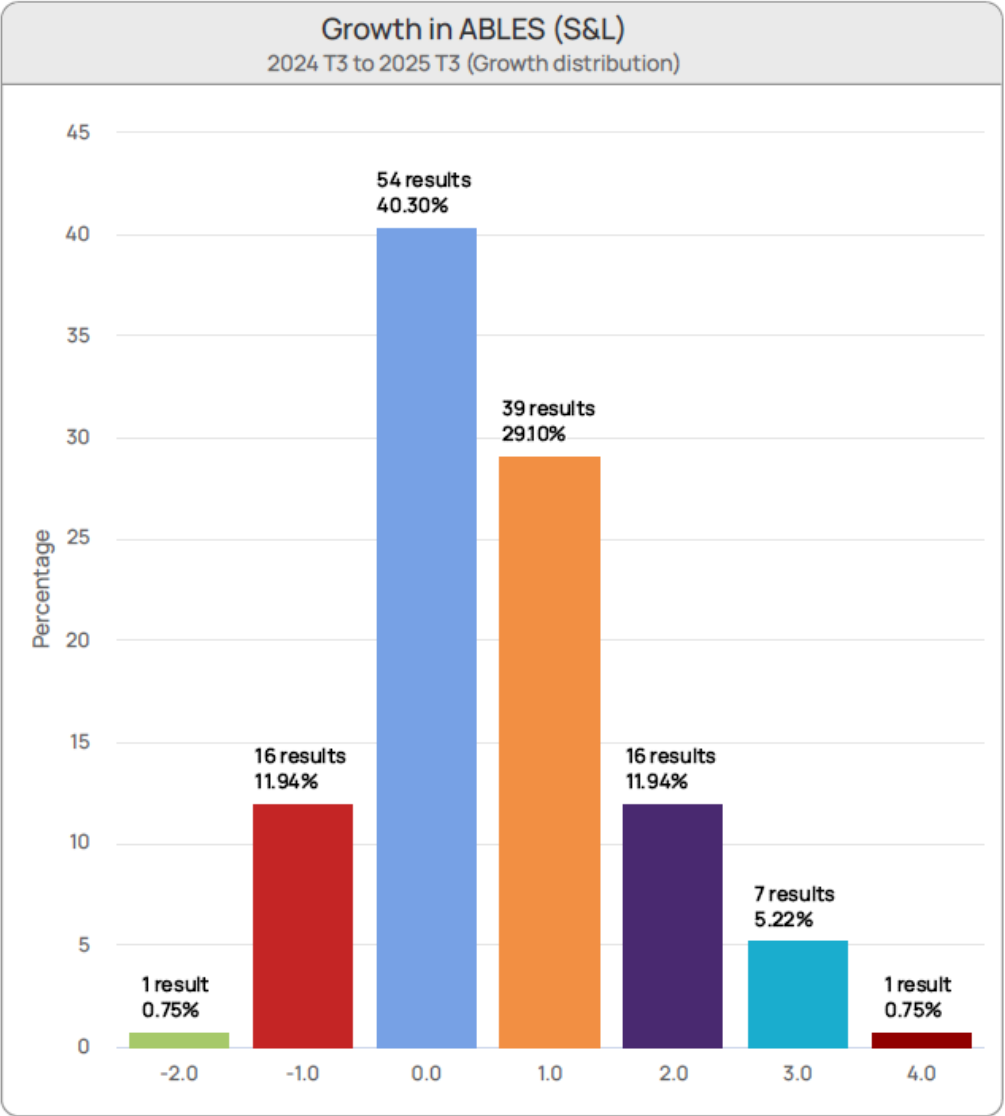
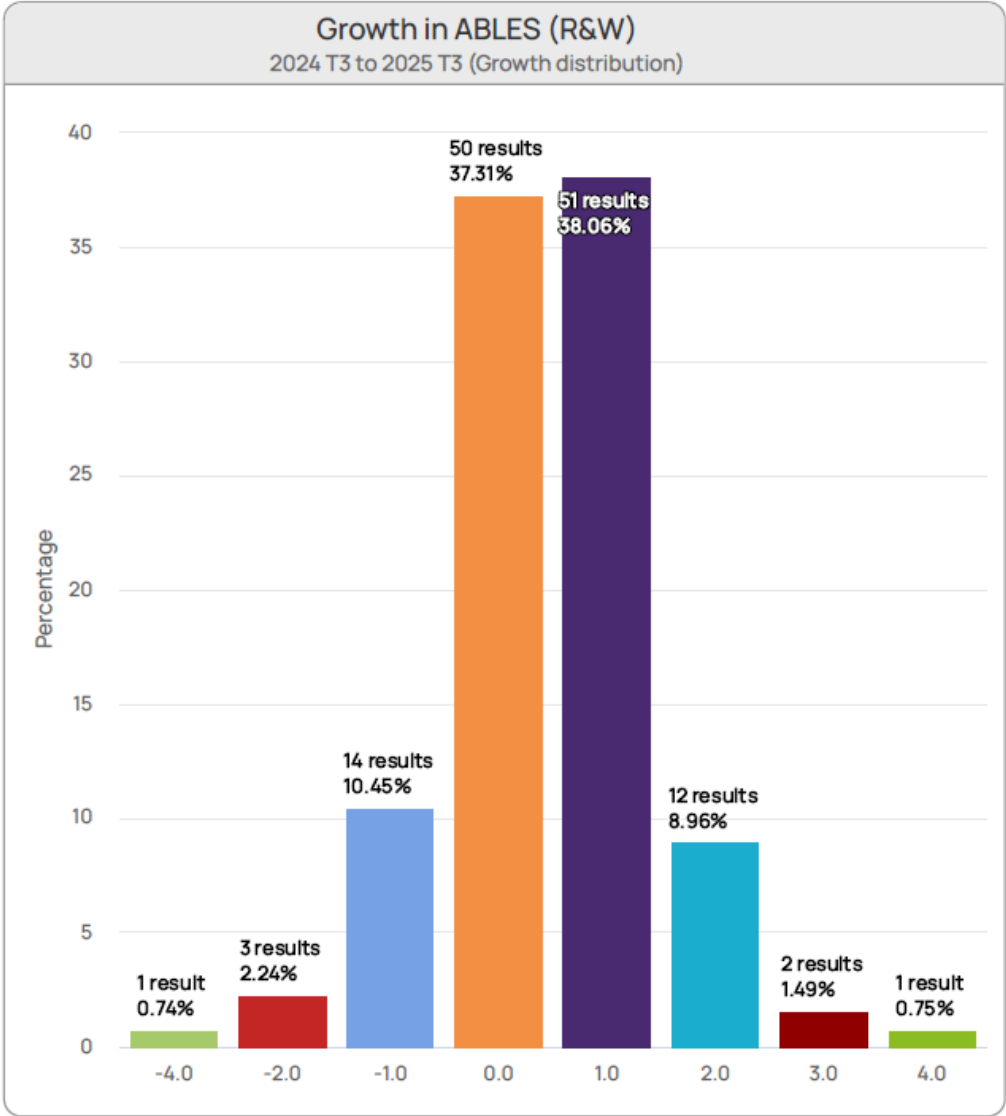
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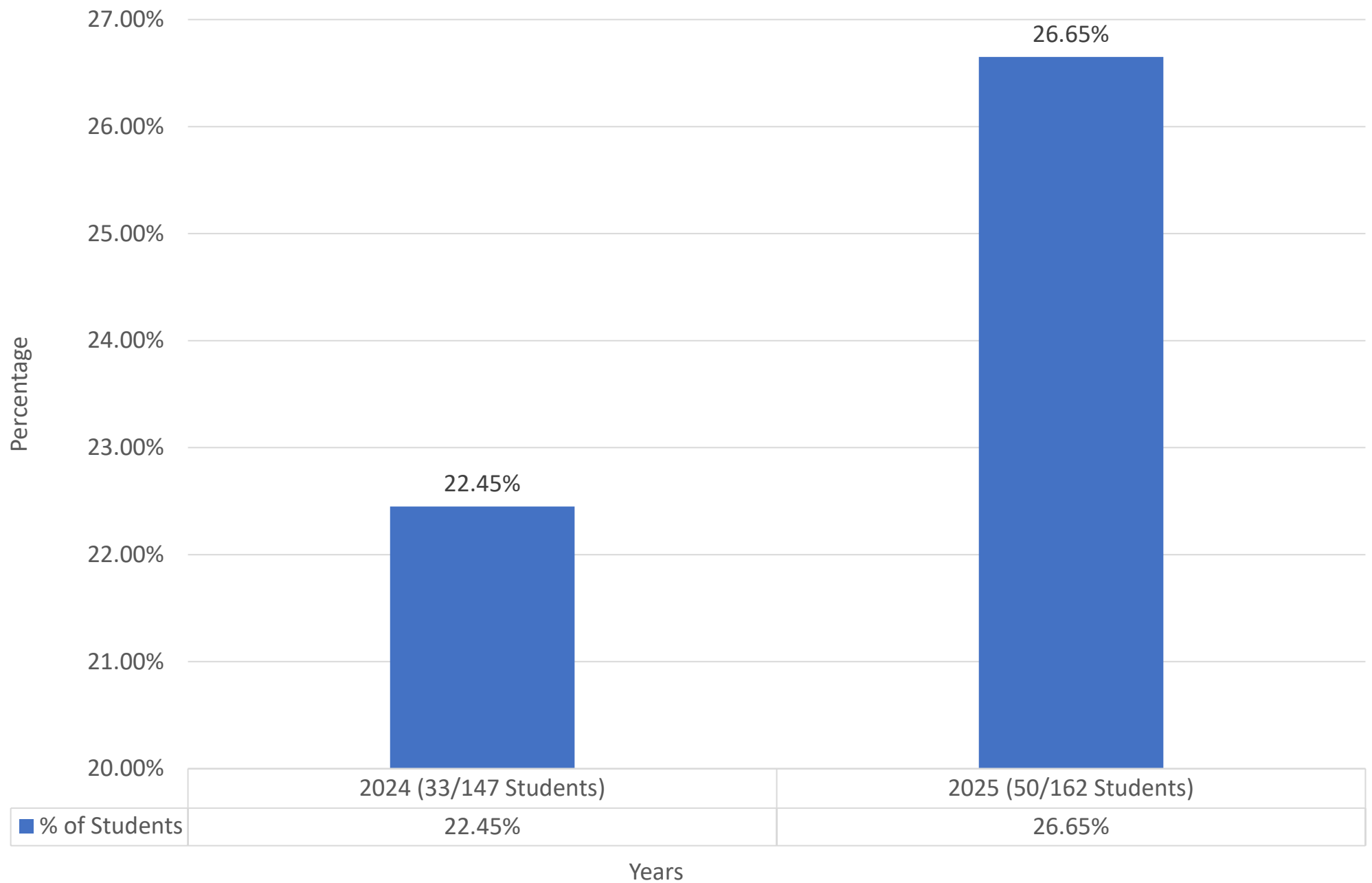
Classroom Growth Data Map

Classes: All (2025)
Indicators: Include any indicator:None

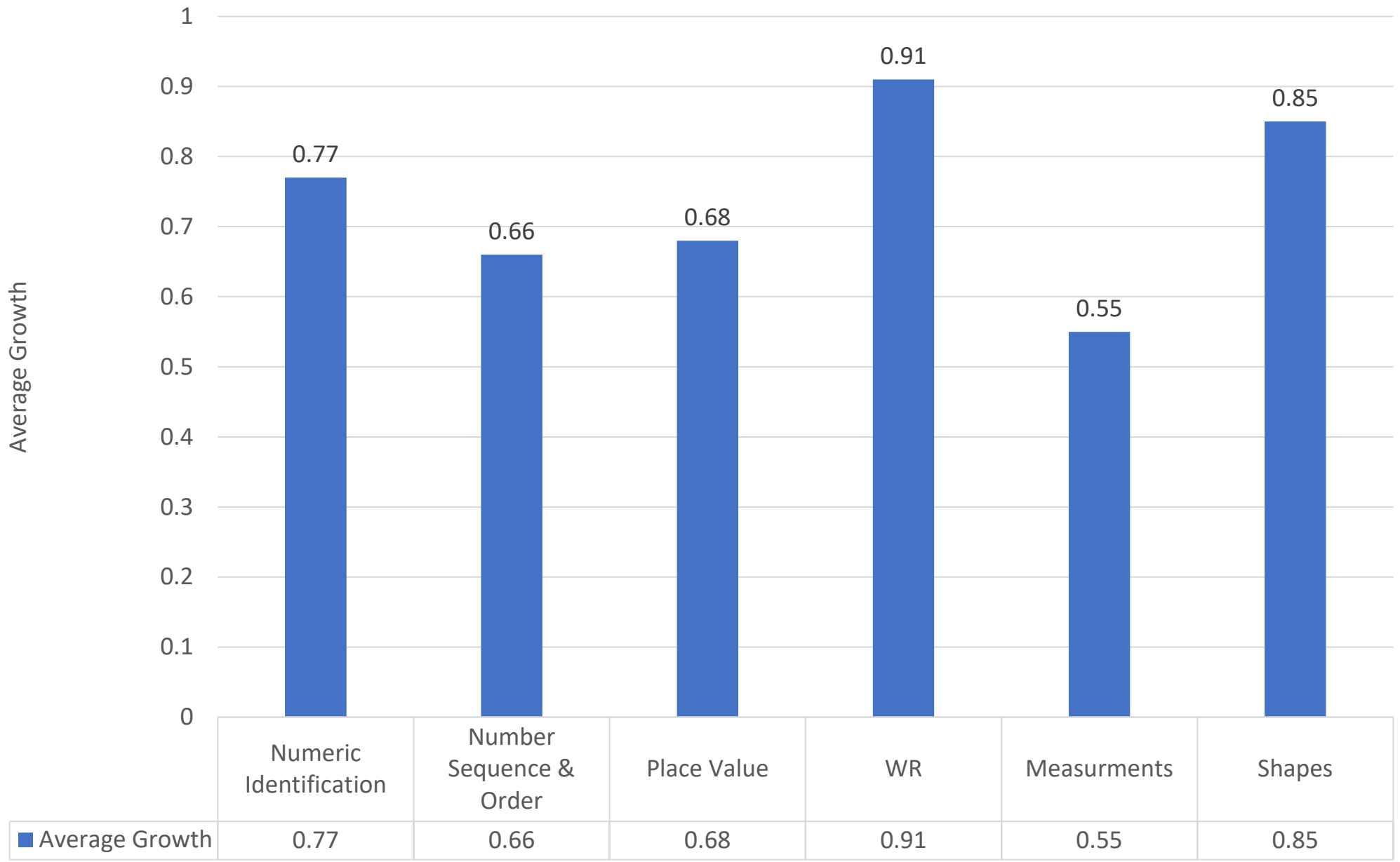
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% of Students who achieved 1 or more Comprehensive Focus Outcomes

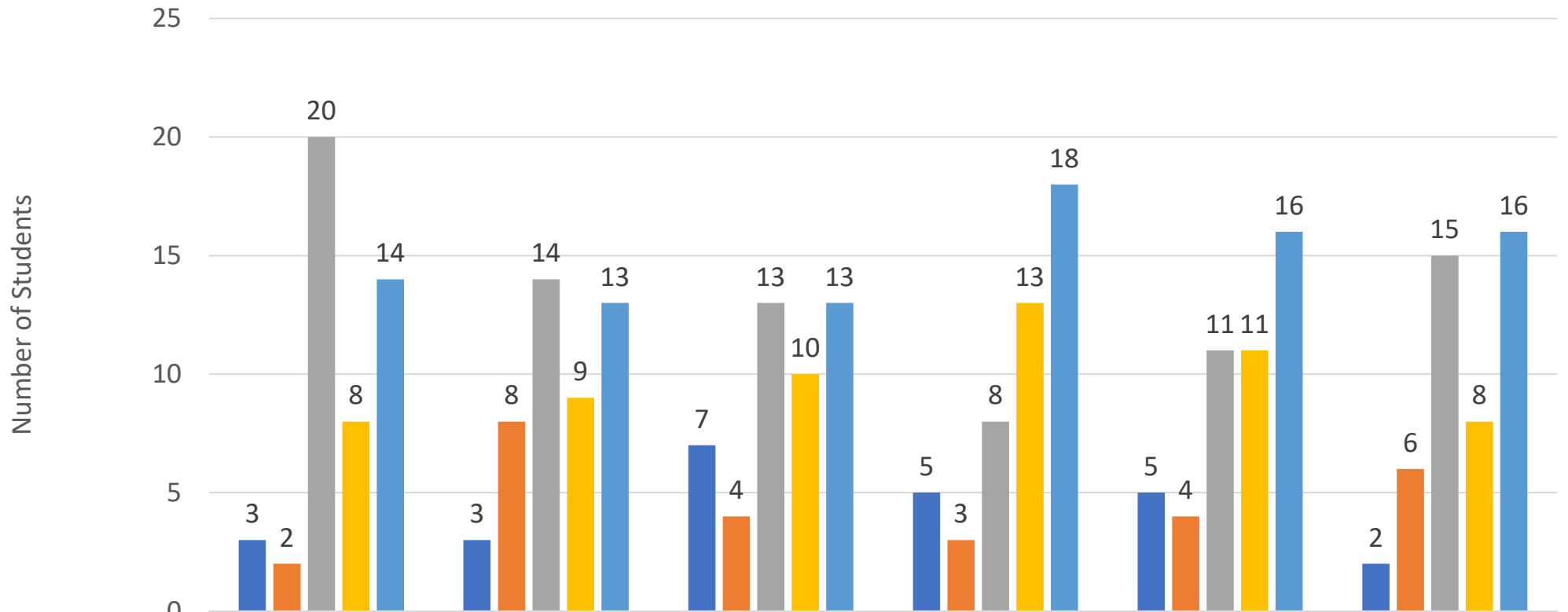


Fuel & Launch 2024 Sem 2 - 2025 Sem 2 Average Growth



Modules

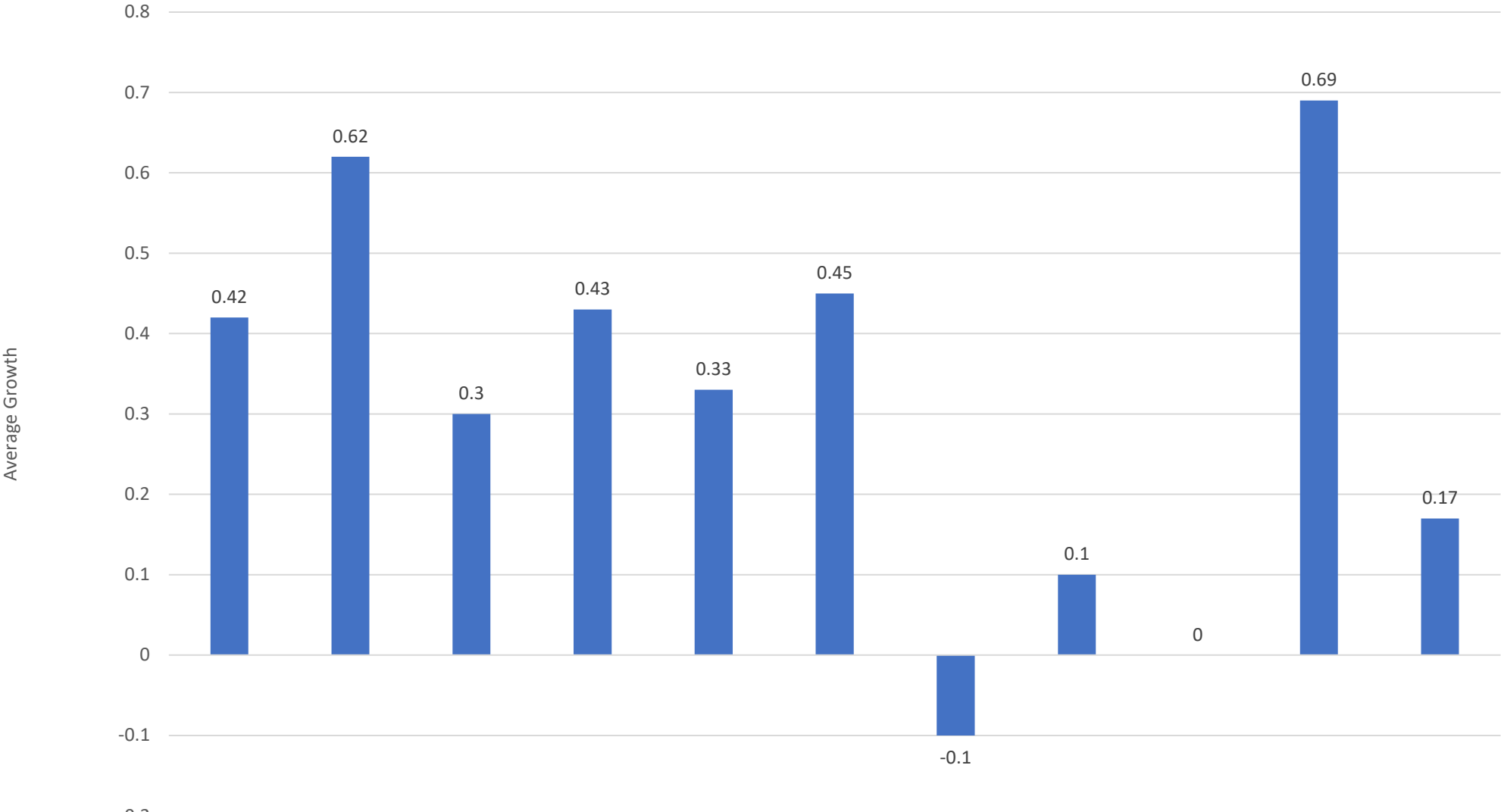
Fuel & Launch 2024 Sem 2 - 2025 Sem 2 Movement



	Numeric Identification	Number Sequence & Order	Place Value	WR	Measurements	Shapes
-2 or more	3	3	7	5	5	2
-1	2	8	4	3	4	6
No Movement	20	14	13	8	11	15
+1	8	9	10	13	11	8
+2 or more	14	13	13	18	16	16

■ -2 or more ■ -1 ■ No Movement ■ +1 ■ +2 or more

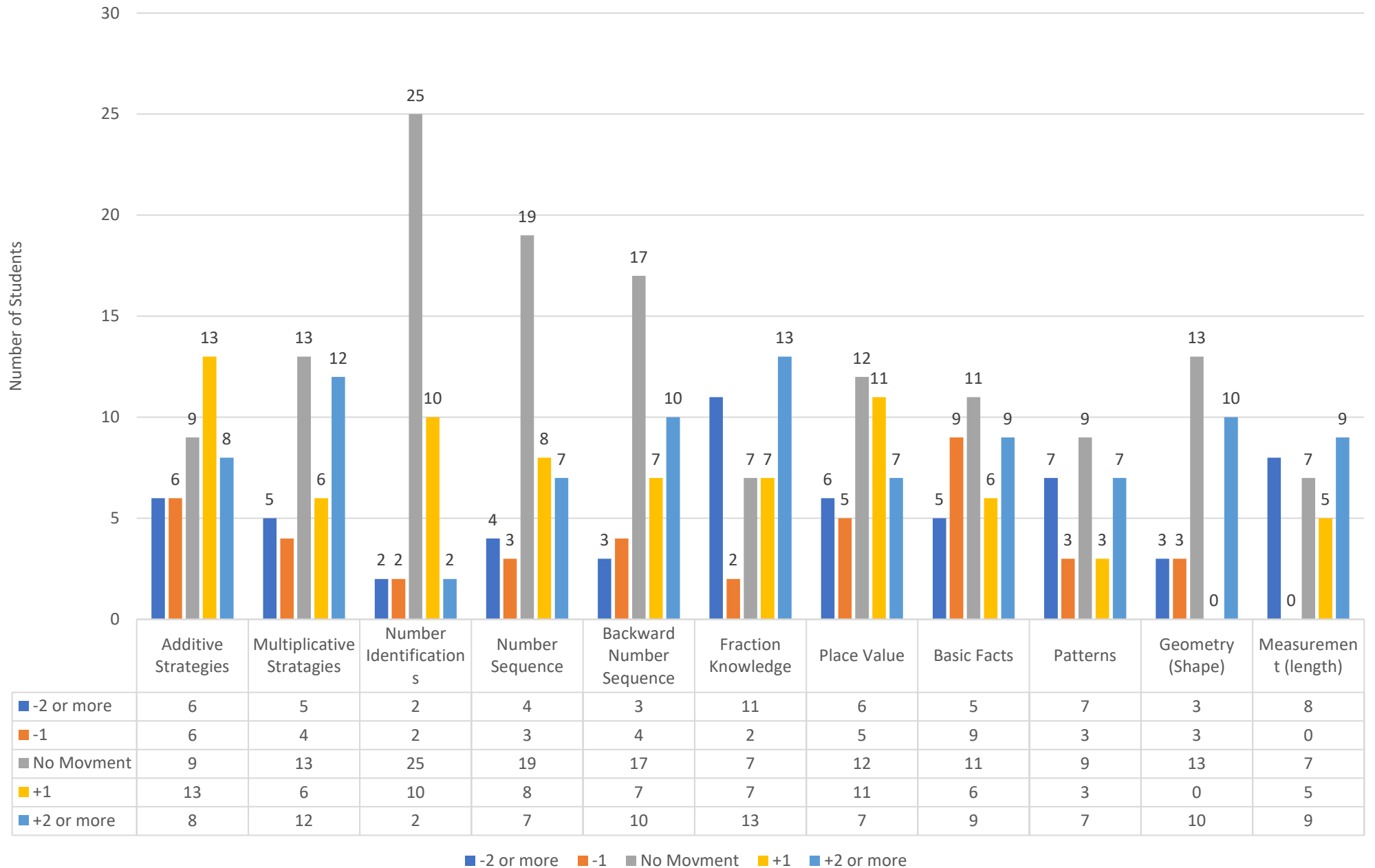
JAM 2024 Sem 2 - 2025 Sem 2 Average Growth



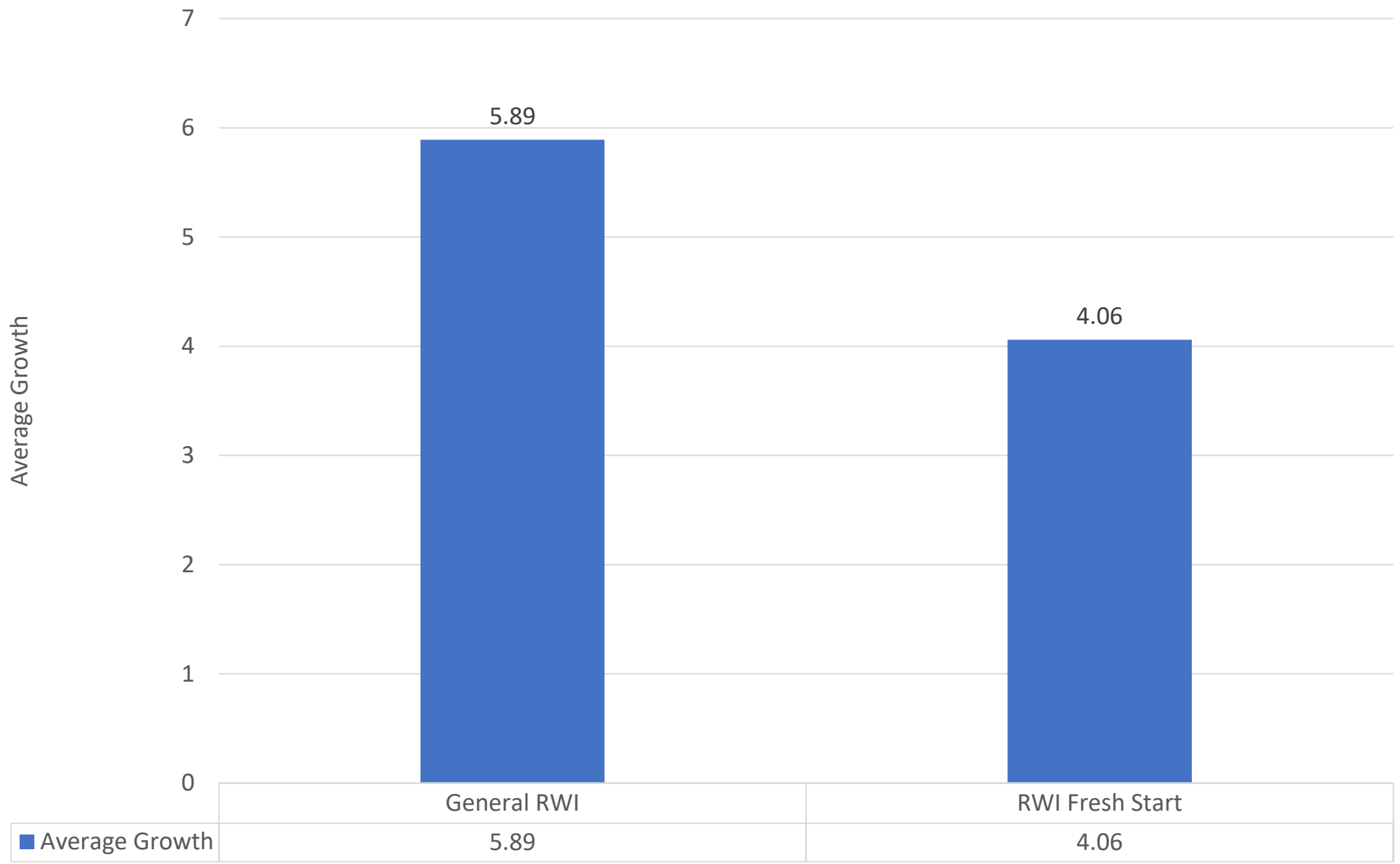
	Additive Strategies	Multiplicative Strategies	Number Identifications	Number Sequence	Backward Number Sequence	Fraction Knowledge	Place Value	Basic Facts	Patterns	Geometry (Shape)	Measurement (length)
■ Average Growth	0.42	0.62	0.3	0.43	0.33	0.45	-0.1	0.1	0	0.69	0.17

Modules

JAM 2024 Sem 2 - 2025 Sem 2 Movement

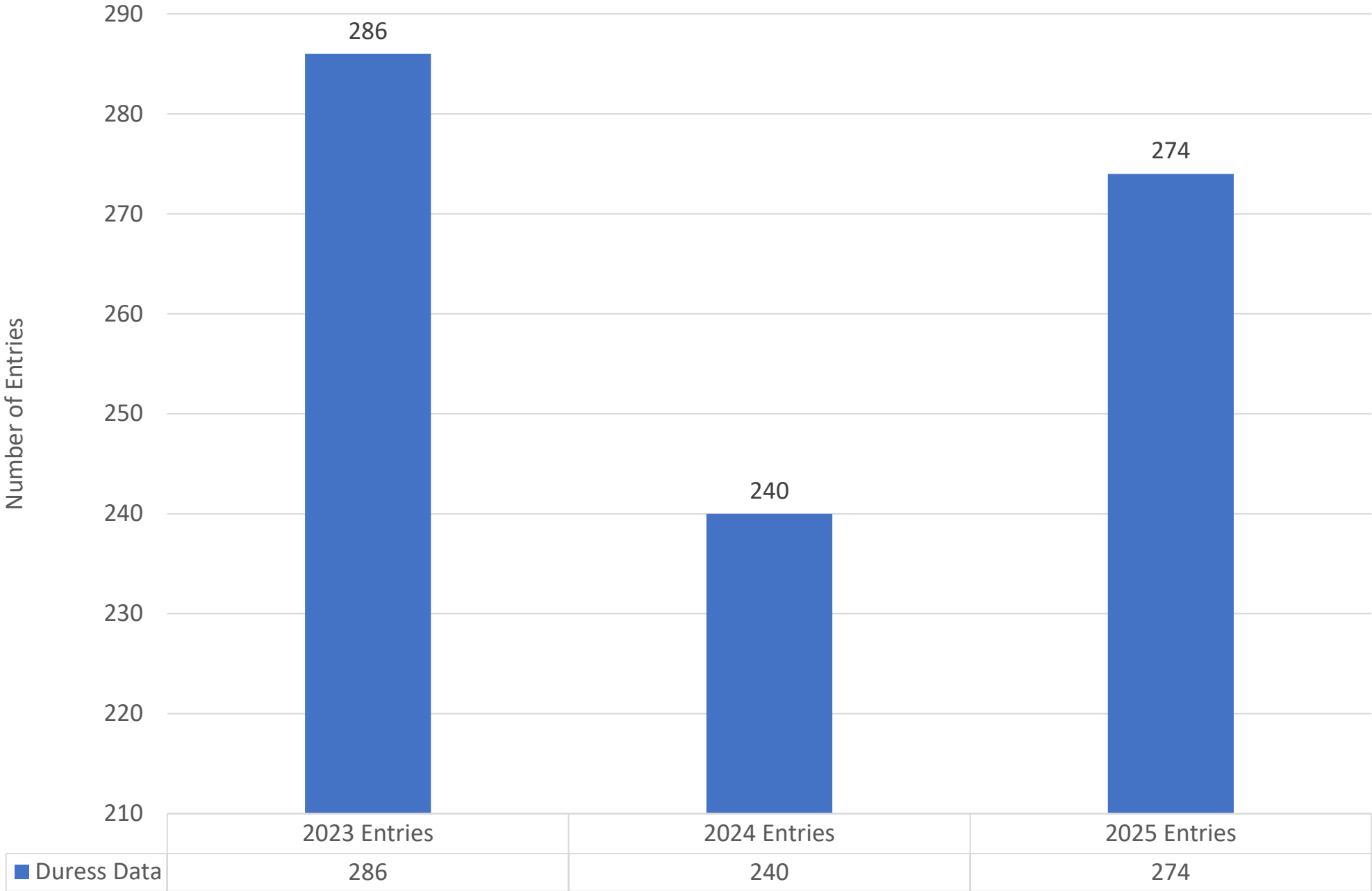


RWI Known Sounds Growth 2025 March - September

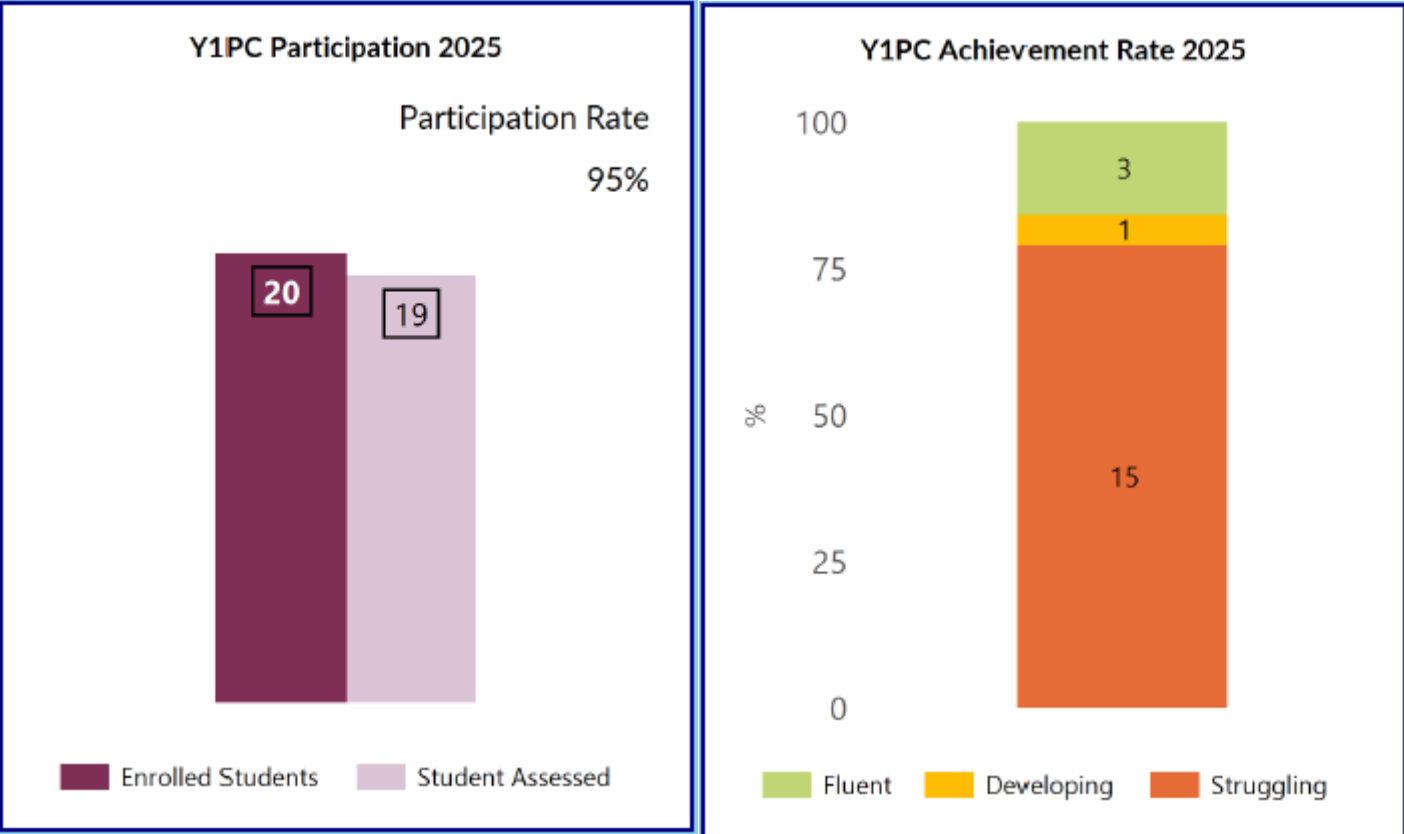


RWI Assessments

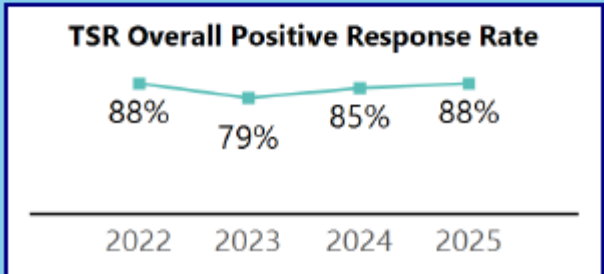
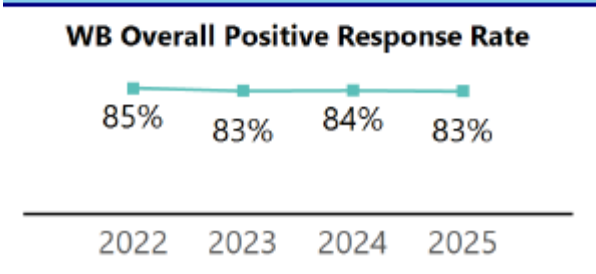
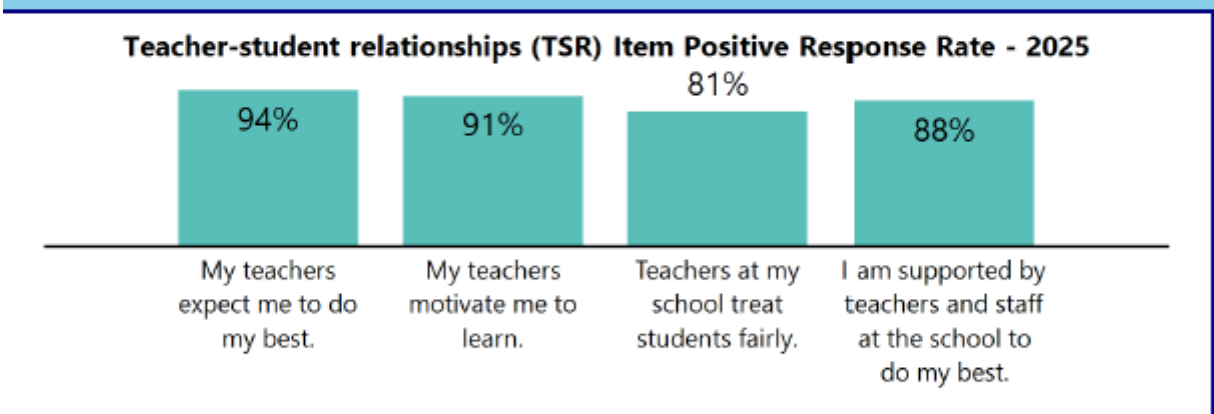
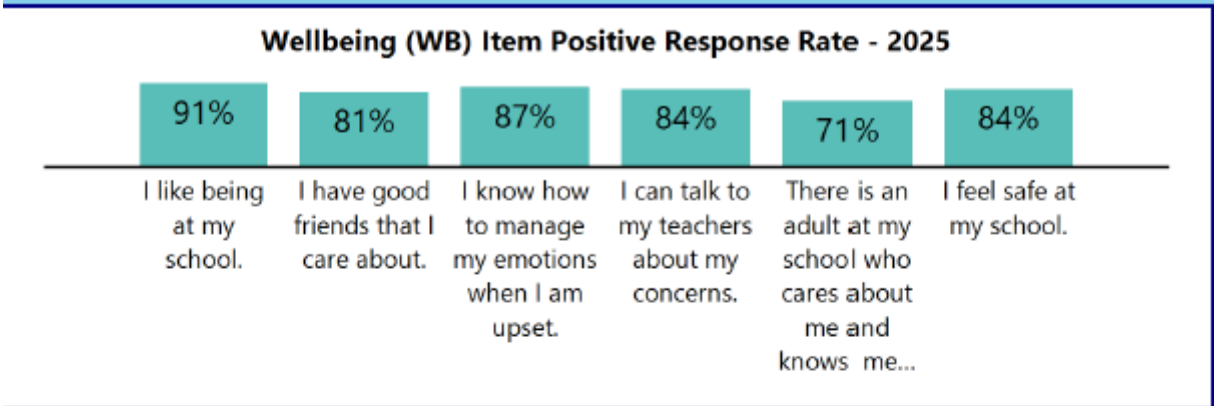
Duress Data Entireties



Year 1 Phonics Assessment



School Survey Data



People Matters Survey Data



NT PEOPLE MATTER SURVEY 2025

NEMARLUK SCHOOL

RESPONSE RATE: **31%**

RESPONSES: **32** of 103



YOUR EMPLOYEE ENGAGEMENT SCORE: 81%

VARIANCE from 2023 SURVEY: **+10**

VARIANCE from DIVISION: **+8**

Employee engagement is about more than just satisfaction. It's a mutually beneficial relationship between the employee and organisation. Engagement is a good indicator of how connected they are to the organisation and in helping it to achieve its goals.

YOUR EMPLOYEE SATISFACTION SCORE: 88%

VARIANCE from 2023 SURVEY: **+6**

VARIANCE from DIVISION: **+9**

WHAT NOW?

1. EXPLORE TAKE TIME TO UNDERSTAND THE RESULTS IN THIS REPORT.
2. DISCUSS IDENTIFY WITH YOUR TEAM THE THINGS TO CELEBRATE (STRENGTHS) OR IMPROVE (ACTION AREAS).
3. DEVELOP DEVELOP A PLAN OF ACTION USING TEMPLATE AT THE BACK OF THIS REPORT.

HIGHEST SCORING QUESTIONS AGAINST DIVISION:	VARIANCE FROM DIVISION
Q7a. I'm confident that my executives have the appropriate capabilities and skills to lead my organisation	+22
Q8c. It is safe to speak up and challenge the way things are done in my organisation	+20
Q5e. I receive regular and timely feedback from my manager	+18

HIGHEST SCORING QUESTIONS:	% POSITIVE
Q2c. I seek out opportunities to improve my day-to-day performance	100%
Q2d. I clearly understand what I'm expected to do in my job	100%
Q8b. I believe in the purpose and objectives of my organisation	100%