

# Alawa Primary School

Explicit Improvement Agenda Cycle: 2024-2027

Focus for Improvement in 2025

## VISION

To foster and support deep learning, critical and creative thinking in a positive, inclusive environment so all members of our community can become lifelong learners



Summarise the data and school review recommendations that have informed the development of the school's Strengthening Instruction and Engagement Goals and accompanying improvement strategies for 2025. These should be linked to the Explicit Improvement Agenda (EIA) identified above.

Following the External School Review in August 2023 the school community spent considerable time reflecting and unpacking the recommendations, visioning the future and consulting with staff, parents and students within our community to develop a clear plan for our next improvement agenda.

- **Enhance the teaching and learning capabilities and expertise in the school through:**

- further development and embedding of evidence-informed, effective teaching strategies during explicit and guided instruction to promote deep learning
- further refine pedagogical practices to maximise the impact on learning for all students across all learning areas
- collaboratively building an agreed understanding of differentiated teaching and learning
- providing explicit extension opportunities to progressively build students' conceptual understandings, effective questioning and critical thinking skills, with emphasis on challenging highly capable students
- encouraging more innovative and creative practices by further development of inquiry learning.

Educator Switches

- **Identify, develop and implement an evidence-informed, comprehensive and consistent approach to literacy instruction that incorporates and values current models and strategies, and includes:**

- an in-depth understanding of how students learn complex literacy skills
- professional learning processes for staff to become experts in curriculum design and delivery
- a collaboratively developed model for instruction
- strategies to differentiate for and engage all learners
- systems to monitor and evaluate practice.

Student Lights

## 2025 Annual School Improvement Plan (ASIP)

### Community consultation and support

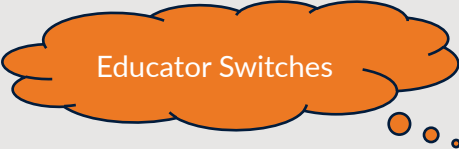
*Detail the approach taken to ensure the ASIP has been developed in partnership with the wider school community, including (but not exclusive to): school leadership team, teachers, school staff, parents/carers, students, LEaD committees (where applicable) and the School Representative Body / Council/ Board.*

| Consultation Type                                                                                                                                                                                  | Description of the Consultation                                                                                                                                                                                                                                                                            | Key Priorities Raised                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| School Leadership                                                                                                                                                                                  | <ul style="list-style-type: none"><li>– Weekly leadership meetings</li><li>– ASIP team Check ins with principal and ASIP team leaders Weeks 3 and 6 Term 4</li><li>– Leadership planning day Saturday 23<sup>rd</sup> November</li></ul>                                                                   | <ul style="list-style-type: none"><li>– Review against EIA and taking into account work achieved 2024 to inform 2025 plans</li></ul> |
| Educators/Staff                                                                                                                                                                                    | <ul style="list-style-type: none"><li>– 3 times a term ASIP team reports / check-ins with all staff</li><li>– Week 2 ASIP Team meetings – review 2024 plans</li><li>– Week 5 ASIP team meetings develop priorities and plans for 2025</li><li>– Week 10 staff meeting share 2025 plan and unpack</li></ul> | <ul style="list-style-type: none"><li>– Competing priorities, need to narrow the focus for 2025</li></ul>                            |
| Students (including Student Voice)                                                                                                                                                                 | <ul style="list-style-type: none"><li>– Learning Commission Week 8 Term 4</li><li>– Week 1 each term Pep talks in each class Trans-Year 6 with AP / P</li></ul>                                                                                                                                            | <ul style="list-style-type: none"><li>– To be updated after next round of consultation late November</li></ul>                       |
| Families/Community                                                                                                                                                                                 | <ul style="list-style-type: none"><li>– Draft ASIP shared and unpacked with School Council 25<sup>th</sup> November 2024</li><li>– Monthly reports to School Council against the current ASIP</li></ul>                                                                                                    |                                                                                                                                      |
| Capture emerging themes through consultation that have influenced what will prioritised as key activities and investments.                                                                         |                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |
| <ul style="list-style-type: none"><li>– In depth discussion regarding the 2hr literacy blocks and what this will look like, possible impacts on other programs, resources and timetables</li></ul> |                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |

2025 Annual School Improvement Plan (ASIP)

Strengthening instruction goals and actions

Analyse evidence of students' learning by considering overall school performance, the needs of identified priority groups, and evidence of improvement or regression over time. Use this analysis to determine school goals and student improvement targets for 2025, with a focus on strengthening instruction to boost literacy and numeracy.

| Strengthen instruction for young Territorians – Boosting Literacy and Numeracy                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <div>Goal</div> <div></div> | <div>To see improvement in our A to E results from Years 1-6 and improvement in our FELA results at the end of Transition each year through enhancing the teaching capabilities and expertise in our school through a continuous evidence informed improvement cycle which will challenge and meet the needs of all students.</div> <div><ul style="list-style-type: none"><li>• Explicit Instruction</li><li>• Deep Learning</li><li>• Differentiation</li><li>• Building Conceptual understandings</li><li>• Effective questioning</li><li>• Thinking skills</li></ul></div> |

2025 Annual School Improvement Plan (ASIP)

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| <p><b>Student improvement targets</b></p> <p><i>What are the measurable changes expected to be achieved in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at the school?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p> | <p><b>HEADLINE IMPROVEMENT MEASURES</b> <i>(remove the targets that are not applicable to this ASIP)</i></p> <p>Maths [2024 on]</p> <ul style="list-style-type: none"><li>• To increase number of students allocated a C or above in Number Semester 1 from 74.98% 2024 to 77% in 2025</li><li>• To increase number of students allocated a C or above in Maths Semester 2 from 77% 2024 to 78% in 2025</li></ul> <p>Reading [2025 on]</p> <ul style="list-style-type: none"><li>• To increase number of students allocated a C or above in Reading Semester 1 from 68.76% 2024 to 70% in 2025</li><li>• To increase number of Students allocated a C or above in Reading Semester 2 from 70% 2024 to 73% in 2025</li></ul> <p>Writing [2025 on]</p> <ul style="list-style-type: none"><li>• To increase number of students allocated a C or above in Writing Semester 1 from 69.14% 2024 to 72% in 2025</li><li>• To increase number of Students allocated a C or above in Writing Semester 2 from 72% 2024 to 74% in 2025</li></ul> <p>NAPLAN- NUMERACY</p> <ul style="list-style-type: none"><li>• Reduce number of students Developing or Needing additional support</li><li>• Year 3 from 20% in 2024 to 15% in 2025</li><li>• Year 5 from 23% in 2024 to 20% in 2025</li></ul> <p>NAPLAN- READING</p> <ul style="list-style-type: none"><li>• Reduce number of students Developing or Needing additional support</li><li>• Year 3 from 44 % in 2024 to 40% in 2025</li><li>• Year 5 from 29 % in 2024 to 25% in 2025</li></ul> <p>NAPLAN- WRITING</p> <ul style="list-style-type: none"><li>• Reduce number of students Developing or Needing additional support</li><li>• Year 3 from 33 % to 30%</li></ul> |
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2025 Annual School Improvement Plan (ASIP)

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|  | <ul style="list-style-type: none"><li>Year 5 from 32 % to 30%</li></ul> <p>FELA</p> <ul style="list-style-type: none"><li>To increase the number of students achieving competence by the end of Transition for the following:<ul style="list-style-type: none"><li>Syllable clapping from 84.38% in 2024 to 90% in 2025</li><li>First sound identification from 84.38% in 2024 to 90% in 2025.</li></ul></li></ul> <p>Year 1 Phonics Check</p> <ul style="list-style-type: none"><li>Target to be added once initial baseline established as first year of implementation will be 2025.</li></ul> |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Implementation Outcomes                                                                                                                                                               | Staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students                                                                                                                                                                                                                                                                                                                                  | Families/Community                                                                                                                                                                                                                             |
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| <p>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</p> <p>Refer to <a href="#">Signature Strategy Improvement Guides</a>.</p> | <p>APS Instructional Model with better understanding of current practices and pedagogical approaches consistently used at APS providing clear expectations about how learning will be delivered in the school.</p> <p>Based on current research about quality teaching and learning and aligned with vision and values of the school.</p> <p>The Instructional model will use a consistent language and structure to promote common understanding of teaching and learning; guiding teachers to articulate how they teach; and for children and young people to articulate what they have learnt.</p> | <p>Common understanding of learning at APS as per details in ASIP Goal Learning Capabilities.</p> <p>A clear understanding of the expectations at APS and a common language to describe learning expectations and models of instruction</p> <p>Student’s enjoyment in reading, reading to each other and sharing reading experiences.</p> | <p>A growing understanding and appreciation for the teaching and learning approaches at APS</p> <p>Increased engagement and authentic conversations for SLC’s</p> <p>Increased communication with teachers regarding home reading program.</p> |

2025 Annual School Improvement Plan (ASIP)

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|  | <p>The instructional model informs peer to peer conversations between educators to strengthen and improve teaching and learning.</p> <p>An evidence based, updated approach and plan for literacy at APS with full support and understanding by all teachers. Providing an overview of what children and young people need to learn and when, how they will be assessed and how this data will be reported and shared.</p> <p>The literacy curriculum plan builds student learning with clear progressions through years of schooling, and outlines how learning is assessed to monitor the acquisition of skills and knowledge across all learning areas.</p> |  |  |
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Identify the actions, timelines, [Signature Strategies](#), who is responsible the resources and budget that the school will adopt to implement the goal(s) and actions.

## 2025 Annual School Improvement Plan (ASIP)

| Actions                                                                                                                                                           | When                                                        | Signature Strategies                                                                                                                | Who                                                                                                                                                                            |                                                       | Resources                                                                                                    | Budget                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.                      | Outline the start and end date for implementing the action. | Which evidence-based signature strategies will the school draw upon to achieve this action?<br><a href="#">Signature Strategies</a> | Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks. | Who is the contact in the school leading this action? | Outline the identified resources (facilities and FTE) that will be allocated to the action.                  | Identify the (\$) that will be allocated to the action. |
| Launch APS Instructional model and toolkit for teachers. Focus on Pedagogical practices identified as requiring PL and upskilling through the environmental scan. | Sem 1                                                       | E5. Whole School Instructional Model                                                                                                | ASIP Educator Switches IM team                                                                                                                                                 | Teacher focus ASIP Sub group leader                   | PL Gradual Release and DOE Phases of Learning<br><br>Learning Intentions / Success Criteria (Student Lights) | Graphic designer (\$1000)                               |
|                                                                                                                                                                   |                                                             | Choose an item.                                                                                                                     |                                                                                                                                                                                |                                                       |                                                                                                              |                                                         |
| Seek feedback from all teaching teams and continue to refine the Alawa Instructional Model                                                                        | Sem 1                                                       | E5. Whole School Instructional Model                                                                                                | ASIP Educator Switches IM Team                                                                                                                                                 | Teacher focus ASIP Sub group leader                   |                                                                                                              |                                                         |
| Digitise the Instructional Model and related resources / layer 2 documents.                                                                                       | Sem 2                                                       | E3. Whole School Curriculum and Assessment Plan                                                                                     | ASIP Educator Switches Literacy Team                                                                                                                                           | Teacher focus ASIP Sub group leader                   | Specialist IT support to create interactive document                                                         | ERT \$1500                                              |

## 2025 Annual School Improvement Plan (ASIP)

| Actions                                                                                                            | When           | Signature Strategies                            | Who                                  |                                     | Resources                                                                         | Budget                     |
|--------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------|----------------------------|
| Trial, launch, review and update researched Literacy Model and implement Scope and Sequences for composite classes | Sem 1          | E3. Whole School Curriculum and Assessment Plan | ASIP Educator Switches Literacy Team | Teacher focus ASIP Sub group leader | Visuals<br>Upskilling Coaching<br>Decodable home readers [T-6] in Literacy Budget | \$1500<br>\$2000<br>\$3700 |
| Review current Literacy Model and assessments + implement                                                          | Sem 1<br>Sem 2 | E3. Whole School Curriculum and Assessment Plan | ASIP Educator Switches Literacy Team | Teacher focus ASIP Sub group leader | Upskilling<br>Resources                                                           | \$1000<br>\$1500           |

Attendance and Engagement Goals and Actions

Select the relevant EES goal(s) that most aligns to the school goal identified:

1. ☒ **Education is a partnership:** Families and education services work together to ensure all children and students get the best start to learn and are supported and encouraged to continue their learning journey.
2. ☐ **The right people:** Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.
3. ☐ **Meaningful learning:** Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.
4. ☐ **Wellbeing and inclusion:** Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.

Engaging children and young people in learning – raising attendance

|      |                                                                                                                                                                                                                                                                                                   |
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| Goal | If we all continue to work together to foster an inclusive, positive school community with upfront conversations and dialog about the importance of attending school regularly we will see those students who attend less than 90% at school more often and engaged more fully in their learning. |
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2025 Annual School Improvement Plan (ASIP)

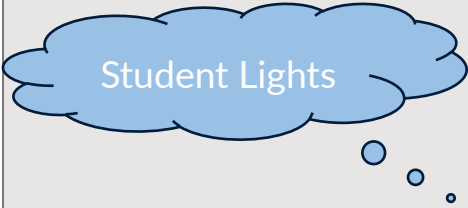
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| <p>Student improvement targets</p> <p><i>What are the measurable changes expected to be seen achieve in student engagement? How are the targets reflective of the diverse cohorts at the school?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p> <p><i>Resources have been developed for <a href="#">Education Engagement Strategy Implementation</a>.</i></p> | <p><b>HEADLINE IMPROVEMENT MEASURES</b> <i>(remove the targets that are not applicable to this ASIP)</i></p> <p><b>ATTENDANCE</b></p> <p>Our attendance will indicate an increase in overall attendance from 91% to 93% in 2025</p> <ul style="list-style-type: none"><li>• Reduce number of students attending less than 80% from 9.5% to 7%</li></ul> <p>We will have a reduction in years T-6 lates from on average 35 student lates per week to 25 students late per week.</p> <p><b>SCHOOL SURVEY</b></p> <p>In 2024, 82% of students Years 4-6 participated in the school survey. In 2025, the target is 90%.</p> <p>In addition all students Trans –Year 6 will continue to provide feedback through the twice a year PIVOT survey.</p> <p>In 2024, 72% of students responded positively to the student wellbeing questions in the School Survey which was a decrease from previous years. In 2025, the target is 80%.</p> <p>In 2024, 83% of students responded positively to the teacher-student relationships questions in the School Survey which was a slight decrease from previous years. In 2025, the target is 87%.</p> |
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| Implementation outcomes                                                                                               | Staff                                                                                                                                                                                            | Students                                                                                                                                     | Families/Community                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</i></p> | <ul style="list-style-type: none"><li>– All engaged and fostering an inclusive, positive school community</li><li>– All involved in working with students who have attendance concerns</li></ul> | <ul style="list-style-type: none"><li>– Being engaged and positive about coming to school, relationships with each other and staff</li></ul> | <ul style="list-style-type: none"><li>– Maintaining a positive relationship with the school</li><li>– Continuing to liaise with the school for family holidays and arranging work to be done whilst away</li></ul> |

2025 Alawa Attendance Action Plan – see Appendix A

2025 Annual School Improvement Plan (ASIP)

|                                                                                                                                                                                                                                                   |                                                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                            |
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| 5. <input type="checkbox"/> <b>Education is a partnership:</b> Families and education services work together to ensure all children and students get the best start to learn and are supported and encouraged to continue their learning journey. | 6. <input type="checkbox"/> <b>The right people:</b> Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success. | 7. <input checked="" type="checkbox"/> <b>Meaningful learning:</b> Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education. | 8. <input type="checkbox"/> <b>Wellbeing and inclusion:</b> Inclusive education supports the physical and mental wellbeing and diversity of all children and young people. |
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| Engaging children and young people in learning – raising attendance                           |                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Goal</p>  | <p>We will see an improvement in A-E data, as well as Student and Parent Perception Data by activating deep learning through a culture of inquiry where all students are engaged and challenged to become successful learners.</p> <ul style="list-style-type: none"><li>• Adaptive curriculum</li><li>• Deep learning</li><li>• Inquiry</li><li>• Differentiation</li><li>• Critical and creative thinking</li></ul> |

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| <p><b>Student improvement targets</b></p> <p><i>What are the measurable changes expected to be seen achieve in student engagement? How are the targets reflective of the diverse cohorts at the school?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p> <p><i>Resources have been developed for <a href="#">Education Engagement Strategy Implementation</a>.</i></p> | <p><b>HEADLINE IMPROVEMENT MEASURES</b> <i>(remove the targets that are not applicable to this ASIP)</i></p> <p>In 2024 we had 78% of students able to articulate learner dispositions [ALLE Tools]. In 2025 the target is to maintain this at 80%. [Perception survey data Years 4-6 and google forms Trans – Year 3]</p> <p>In 2024 we had 8% of students achieving a D in Science in Semester 2. In 2025 the target is to reduce this to 5% and not increase the number of E’s.</p> <p>In 2024 we had 18% of students achieving a D in HASS Semester 1. In 2025 the target is to reduce this to 13% and not increase the number of E’s.</p> <p>In 2024 we had 128 behaviour referrals during class time. In 2025 the target is to reduce this by 5%.</p> <p>In 2024 we had 72% of children [Perception survey data Years 4-6 and google forms Trans – Year 3] they are engaged in their Inquiry lessons. In 2025 the target is to increase this to 80% of students.</p> |
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## 2025 Annual School Improvement Plan (ASIP)

| Implementation outcomes                                                                                               | Staff                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Families/Community                                                                                                                                                                                                                                                                                                                        |
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| <p><i>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</i></p> | <p>Targeting differentiated programs in place in effective alignment of resources.</p> <ul style="list-style-type: none"> <li>Teachers express high expectations of all students and design open ended activities that allow all students to access learning and demonstrate knowledge and skills.</li> <li>Teachers use a range of teaching strategies that support different abilities and ways of thinking and learning.</li> </ul> | <p>Co-construction of (inquiry learning) and personalisation of daily learning experiences tailored to student interest and motivation and the most appropriate learning strategies</p> <ul style="list-style-type: none"> <li>Students assess against their individual learning goals and work previously completed.</li> <li>Construction of learning intention and success criteria</li> <li>Students reflect on their progress and create realistic, criteria specific and challenging goals.</li> <li>Students will be able to articulate with increasing sophistication of the learner dispositions</li> <li>Goals setting around learner dispositions</li> </ul> | <p>Families reporting that their students are engaged in their learning through school perception survey.</p> <ul style="list-style-type: none"> <li>Families engaged in their child's learning and expressing through PIVOT survey that they are aware of what their child needs to do and become to be successful at school.</li> </ul> |

## 2025 Annual School Improvement Plan (ASIP)

| Actions                                                                                          | When                                                        | Aligned EES Actions                                                                                                                                   | Who                                                                                                                                                                            |                                                       | Resources                                                                                   | Budget                                                  |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Outline what the school will do to lead to the desired changes of behaviours and / or practices. | Outline the start and end date for implementing the action. | Identify the relevant EES action which most align to the action.<br><br>Refer to the ASIP Guide for link to complimentary strategies to consider.     | Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks. | Who is the contact in the school leading this action? | Outline the identified resources (facilities and FTE) that will be allocated to the action. | Identify the (\$) that will be allocated to the action. |
| Review and adjust model for student-led conferences.                                             | Term 1                                                      | 1.2 Work with families and community elders to support families to reengage children and young people in an appropriate education program.            | Student Lights Team                                                                                                                                                            | Student focus ASIP Sub group leader                   | PD new staff                                                                                |                                                         |
| Upskill teachers in the inquiry practices which aligns with the teacher instructional model.     | All year                                                    | 2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners. | Student Lights Team & Teacher Switches Team                                                                                                                                    | Student & Teacher focus ASIP Sub group leader         | APS Model and induction / coaching etc                                                      |                                                         |

## 2025 Annual School Improvement Plan (ASIP)

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| Ensure that all learning areas and specialists are included in changes to the instructional model and student model. | Semester 1 | 2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners.                                                                       | Student Lights Team & Teacher Switches Team | Student & Teacher focus ASIP Sub group leader | APS Model and induction / coaching etc                                                                            |         |
| Embed play-based / inquiry learning approach for Pre-School to Year 2.                                               | Sem 1      | 3.1 Provide expanded approaches to learning that include flexible learning arrangements such as learning through digital technologies as well as practical, active and creative subject offerings and learning experiences. | APS Preschool - Year 2 team                 | Janelle [ST EY]                               | Classroom resources and consumables                                                                               | \$3 900 |
| Continue to embed 21 <sup>st</sup> Century learner dispositions [ALLE Tools] and students co constructing their      | Term 1     | 2.1 Provide professional development opportunities to give educators more strategies to                                                                                                                                     | Student Lights Team                         | Student focus ASIP Sub group leader           | PD and ongoing professional dialog in PLT meetings and collaborative planning sessions and coaching and induction |         |

## 2025 Annual School Improvement Plan (ASIP)

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| success criteria through induction.                                                                                                     |          | engage, motivate and encourage the self-efficacy of learners.                                                                                         |                     |                                        |                                                                                                                                                         |        |
| Embed the Alawa inquiry model used in certain learning areas. [HASS, Science, Farm, Art & STEM]                                         | All year | 2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners. | Student Lights Team | Student focus ASIP<br>Sub group leader | ALLE tool continuum.<br>[Specific focus]<br><br>PD and ongoing professional dialog in PLT meetings and collaborative planning sessions and coaching and | \$3000 |
| Introduce an emphasis on how students engage in learner dispositions through ALLE Tools and set goals related to their thought process. | Term 2   | 2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners. | Student Lights Team | Student focus ASIP<br>Sub group leader | ALLE tool continuum.<br>[Specific focus]<br><br>PD and ongoing professional dialog in PLT meetings and collaborative planning sessions and coaching and |        |

## Endorsement (to be completed by mid-Term 1, 2025)

2025 Annual School Improvement Plan (ASIP)

*S. Cartwright*

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Sandy Cartwright  
Principal

14 / 3 / 2025

*Lin Lin*

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Chair  
School Council

17 / 3 / 2025

*L Hirschauer*

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Lisa Hirschausen  
Acting Senior Director -  
Darwin  
Schools

28 / 03 / 2025

## Attachment A

*Accompanying data tables and graphs aligned to school goals (optional):*



| Year | Total % Attendance |
|------|--------------------|
| 2016 | 91.88%             |
| 2017 | 93%                |
| 2018 | 92.3%              |
| 2019 | 91.9%              |
| 2020 | 92.08%             |
| 2021 | 93.80%             |
| 2022 | 90%                |
| 2023 | 91.6%              |
| 2024 | 97%                |

|        | Percentage Attendance at school | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|--------|---------------------------------|------|------|------|------|------|------|------|------|------|------|
| Wave 1 | 95% and higher                  |      | 41%  | 26%  | 55%  | 59%  | 42%  | 42%  | 50%  | 42%  | 35%  |
| Wave 2 | 90% - 94.99%                    |      | 31%  | 35%  | 29%  | 18%  | 33%  | 31%  | 27%  | 30%  | 25%  |
| Wave 3 | 80% - 89.99%                    |      | 19%  | 27%  | 12%  | 17%  | 18%  | 22%  | 16%  | 22%  | 31%  |
| Wave 4 | Less than 80%                   |      | 9%   | 12%  | 5%   | 6%   | 7%   | 5%   | 7%   | 6%   | 9%   |

|                |                                                                                                                                                                                                                                             |
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| <b>Goals</b>   | <ul style="list-style-type: none"> <li>🔧 To improve daily attendance</li> <li>🔧 To reduce the number of students who arrive late for school daily</li> <li>🔧 To increase parental notifications to the school regarding absences</li> </ul> |
| <b>Targets</b> | To lessen the number of students attending in the 60% - 90% decile with a particular focus on preschool attendance.                                                                                                                         |

Tel: 08 8927 9122 | [slawa.schools@nts.schools.net.au](mailto:slawa.schools@nts.schools.net.au) | 27 Pott Street, Alawa NT 0810  
 Fax: 08 8927 1695 | [www.schools.nt.edu.au/slawa](http://www.schools.nt.edu.au/slawa) | PO Box 4446, Casuarina NT 0811  
 ARN: 88 008 114 98

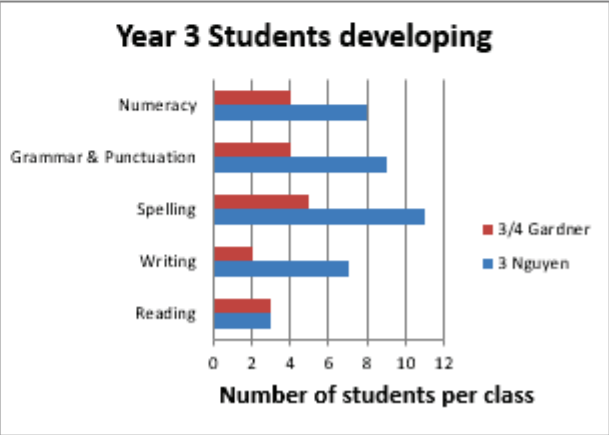
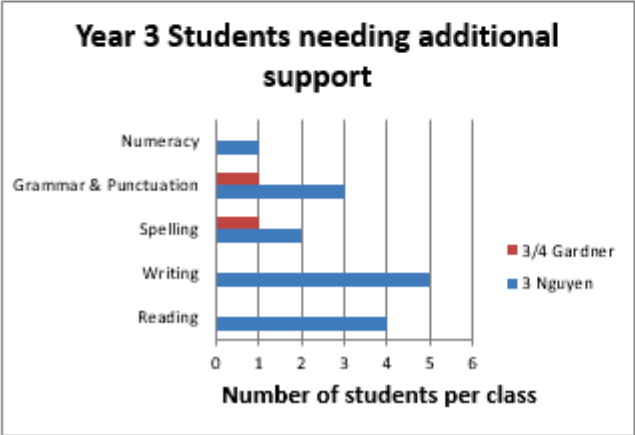
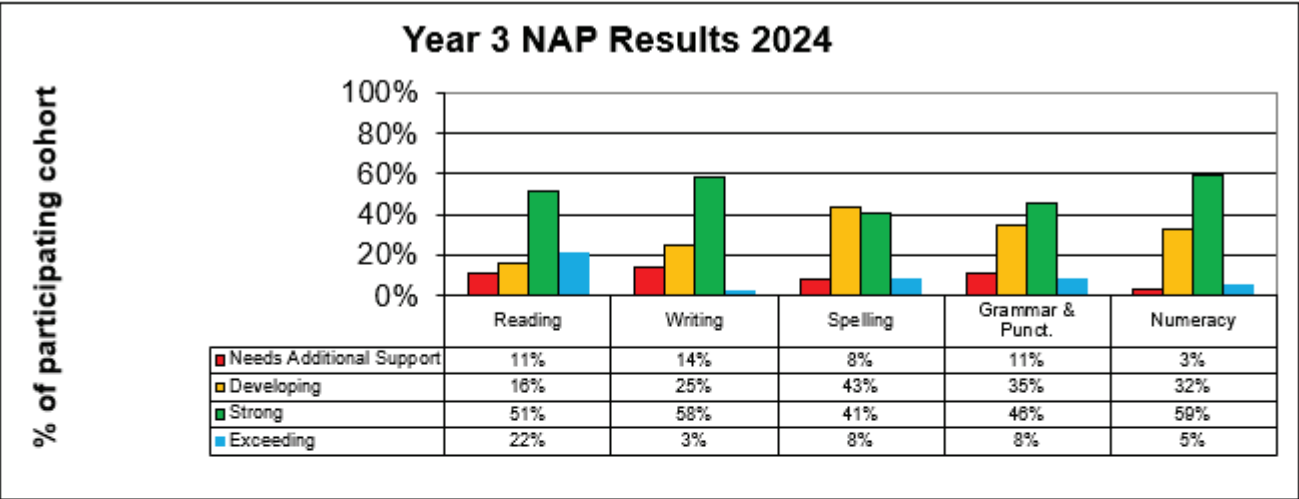
|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | <ul style="list-style-type: none"> <li>Positive recognition for any attending 90% and over</li> <li>Positive recognition of those attending 100%</li> <li>Profiles into the Alawa Waves for targeted intervention</li> <li>Ongoing focus for Wave 3 students by class teachers &amp; leadership team</li> <li>Regular effective communication with families &amp; the school community</li> <li>Referral of students less than 60% to the Student Engagement Team</li> </ul> |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | When  | Responsible Officer                                                                                                                                                    |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Procedure |  Daily <ul style="list-style-type: none"><li>Teachers check the roll directly online morning and again after lunch</li><li>Any student arriving after the morning bell comes to the office for a late notice. If a student arrives by 8:40am the arrival is recorded in SAMS and a note re time of arrival BUT present code is recorded.</li><li>If they arrive after 8:40am an L code is recorded with a note regarding the time of arrival and reason if known.</li><li>Front Office team add any late arrivals directly in SAMS + record any messages received via phone, email or through the Xuno Family App</li><li>By recess each day phone calls are made chasing up any un-notified absences. Updates / information recorded directly in SAMS. If phone call is not answered, we then send an email to the parent.</li><li>If students attend appointments throughout the day, the time they left/returned is recorded in SAMS</li><li>Home visits if required for any face to face follow ups</li><li>Food provided if required</li><li>Principal / Assistant Principal checks register at the end of each day and actions any follow ups required including the altering of codes if sanctioned in line with Attendance Policy.</li><li>2:30pm the front office check afternoon rolls in SAMS G2 and chases up with teachers any missing attendance registers.</li></ul> | DAILY | Class Teachers<br><br><br><br><br><br><br><br><br><br><br><br><br>Front Office Team<br><br><br><br><br><br><br><br><br><br><br><br><br>Principal / Assistant Principal |

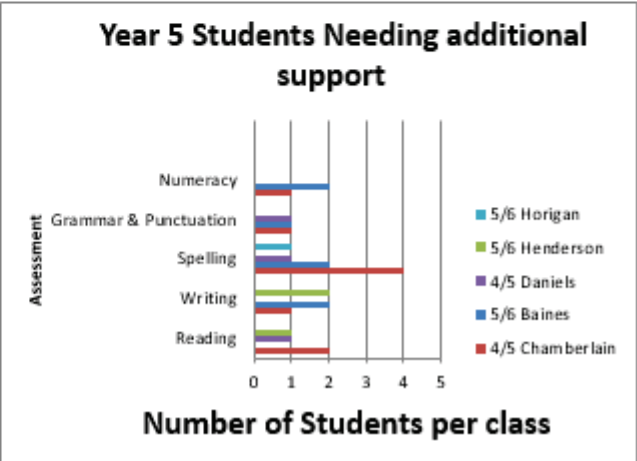
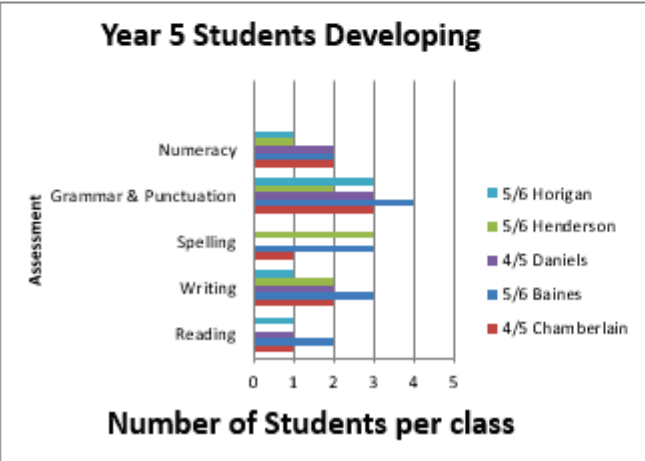
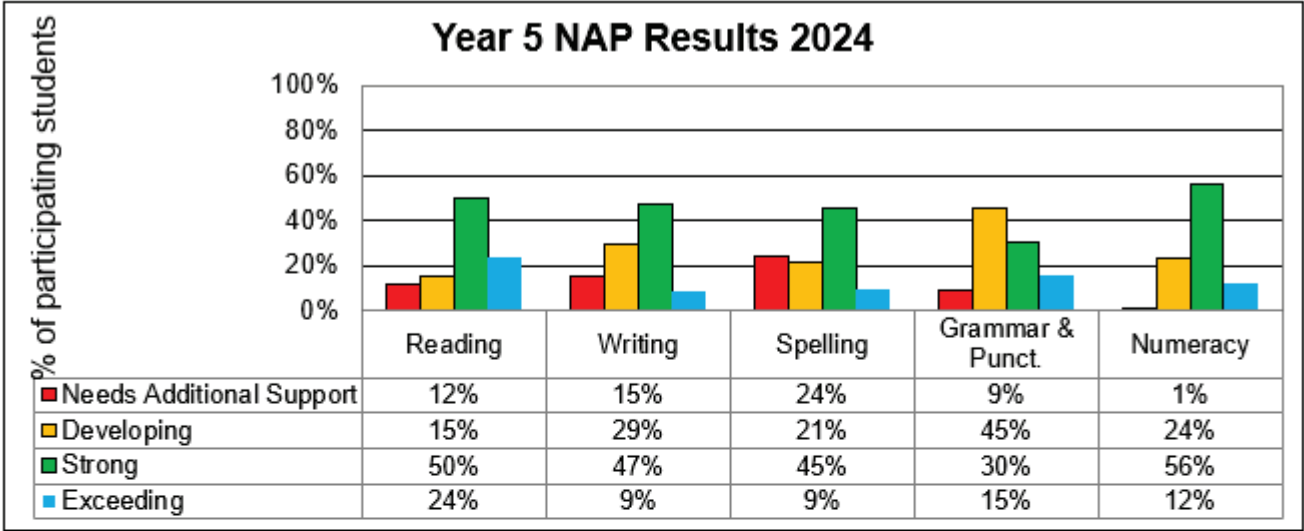
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                                                          |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------|
|  | <p> <b>Weekly</b></p> <ul style="list-style-type: none"> <li>o Weekly check for any unmarked registers</li> <li>o Weekly analysis and check in with Assistant Principal &amp; Admin.</li> <li>o Sharing (celebrating) through the weekly newsletter &amp; at Monday Muster the class attendance for the previous week</li> <li>o Reports in BIC, eDash and Students at Risk checked weekly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        | WEEKLY          | Front Office Team<br><br>Principal / Assistant Principal |
|  | <p> <b>Every 4 weeks</b></p> <ul style="list-style-type: none"> <li>o Review done through SAMS</li> <li>o Follow up contact for any students with 2 or more unexplained or unacceptable absences or late arrivals</li> <li>o Week 4 &amp; 8 E&amp;A checks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4 WEEKS         | Principal / Assistant Principal                          |
|  | <p> <b>Quarterly</b></p> <ul style="list-style-type: none"> <li>o Class with the highest attendance for the term have a pizza lunch</li> <li>o Class with the least late arrivals have ice-blocks</li> <li>o Term attendance figures exported from SAMS and added to Xuno and converted to Alawa Waves for teacher identification / discussion / analysis in staff meetings</li> <li>o Individual student attendance reports supplied for students Years 1-6 for Data folders through Xuno</li> <li>o Attendance/Lates Analysis graphs generated through Xuno and placed in Conference room to be shared with staff</li> <li>o Class action plan developed and reviewed with AP / P with class teachers at the start of each term based on previous term data</li> <li>o Referral to Student Engagement Team any ongoing concerns</li> </ul> | QUARTERLY       | Principal / Assistant Principal                          |
|  | <p> <b>Bi-Annually</b></p> <ul style="list-style-type: none"> <li>o Semester Review done with analysis</li> <li>o Sharing with staff and identification of Wave 3 students for targeted intervention</li> <li>o Semester attendance reported on with Semester Reports to Parents through Xuno</li> <li>o Students with attendance below 90% for the semester have a summary print out from eDash detailing absences and lates – to go with report</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | JUNE & DECEMBER | Principal / Assistant Principal                          |
|  | <p> <b>Annually</b></p> <ul style="list-style-type: none"> <li>o Annual review</li> <li>o Year attendance figures exported from SAMS and added to Xuno and converted to Alawa Waves for teacher identification to start the new school year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DECEMBER        | Principal / Assistant Principal                          |

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Attachment B: 2024 NAPLAN Results

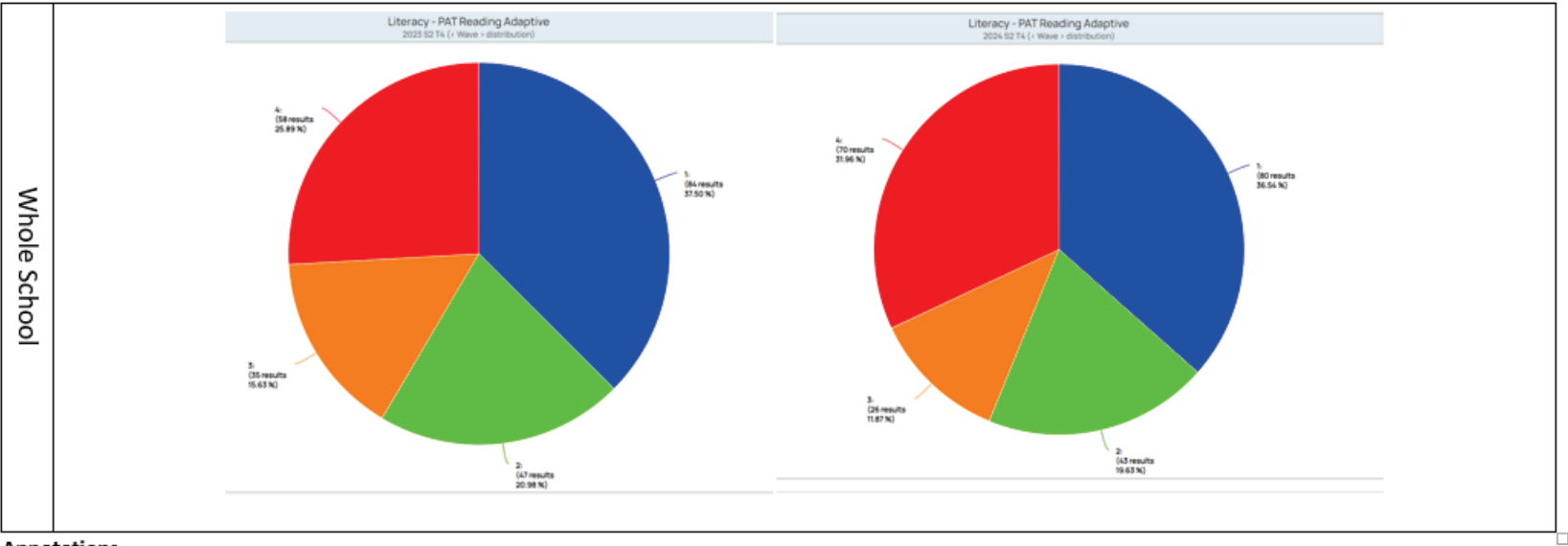


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# 2025 Annual School Improvement Plan (ASIP)

## Attachment C: 2024 PAT Reading



Annotations

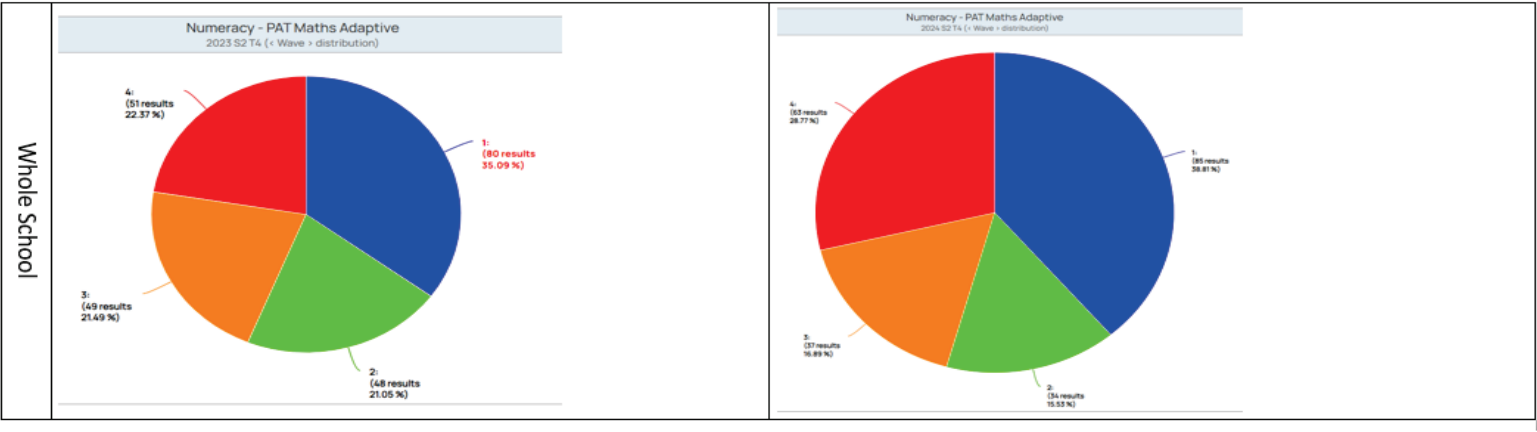
- Overall 56.17% of the school is at or above the benchmark
- 11.87% are Wave 3
- 31.96% are Wave 4

| Year         | Wave 1 |        | Wave 2 |        | Wave 3 |        | Wave 4 |        |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|
|              | 2023   | 2024   | 2023   | 2024   | 2023   | 2024   | 2023   | 2024   |
| 1            | 30.31% | 23.63% | 39.39% | 36.84% | 24.24% | 13.16% | 6.06%  | 26.32% |
| 2            | 30.95% | 39.47% | 23.81% | 28.95% | 16.67% | 5.26%  | 28.57% | 26.32% |
| 3            | 39.47% | 33.33% | 15.79% | 16.67% | 10.53% | 11.11% | 34.21% | 38.89% |
| 4            | 29.27% | 29.74% | 19.51% | 24.32% | 26.83% | 13.51% | 24.39% | 32.43% |
| 5            | 51.21% | 43.74% | 7.32%  | 3.13%  | 7.32%  | 12.50% | 34.15% | 40.63% |
| 6            | 44.82% | 47.13% | 24.14% | 4.29%  | 6.90%  | 14.29% | 24.14% | 34.29% |
| Whole School | 37.50% | 36.54% | 20.98% | 19.63% | 15.63% | 11.87% | 25.89% | 31.96% |

- Year 1 60.47% at or above benchmark
- Year 2 68.42% at or above benchmark
- Year 3 50% at or above benchmark
- Year 4 54.06% at or above benchmark
- Year 5 46.87% at or above benchmark
- Year 6 51.42% at or above benchmark

# 2025 Annual School Improvement Plan (ASIP)

## Attachment D: 2024 PAT Maths

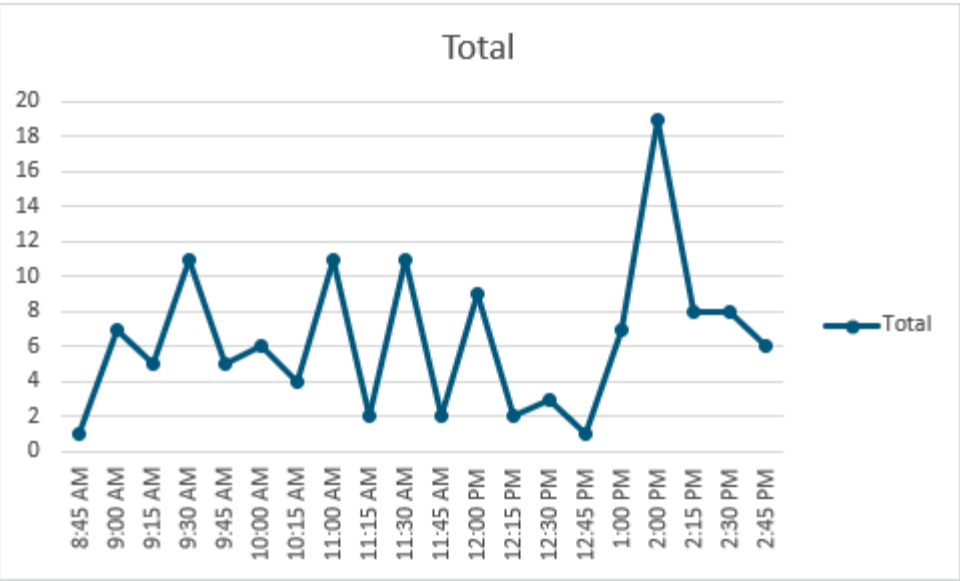


| Year         | Wave 1 2023 | Wave 1 2024 | Wave 2 2023 | Wave 2 2024 | Wave 3 2023 | Wave 3 2024 | Wave 4 2023 | Wave 4 2024 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1            | 35.14%      | 28.21%      | 10.81%      | 12.82%      | 29.73%      | 12.82%      | 56.10%      | 46.15%      |
| 2            | 26.19%      | 32.43%      | 38.10%      | 27.03%      | 33.33%      | 27.03%      | 17.14%      | 13.51%      |
| 3            | 23.68%      | 31.44%      | 26.32%      | 17.14%      | 23.68%      | 25.71%      | 16.28%      | 25.71%      |
| 4            | 24.39%      | 37.83%      | 19.51%      | 16.22%      | 21.95%      | 16.22%      | 36.63%      | 29.73%      |
| 5            | 43.90%      | 51.52%      | 17.07%      | 12.12%      | 9.76%       | 9.09%       | 29.27%      | 27.27%      |
| 6            | 65.52%      | 52.63%      | 10.34%      | 7.89%       | 6.90%       | 10.53%      | 17.24%      | 28.95%      |
| Whole School | 35.09%      | 38.81%      | 21.05%      | 15.53%      | 21.49%      | 16.89%      | 22.37%      | 28.77%      |

At or Above

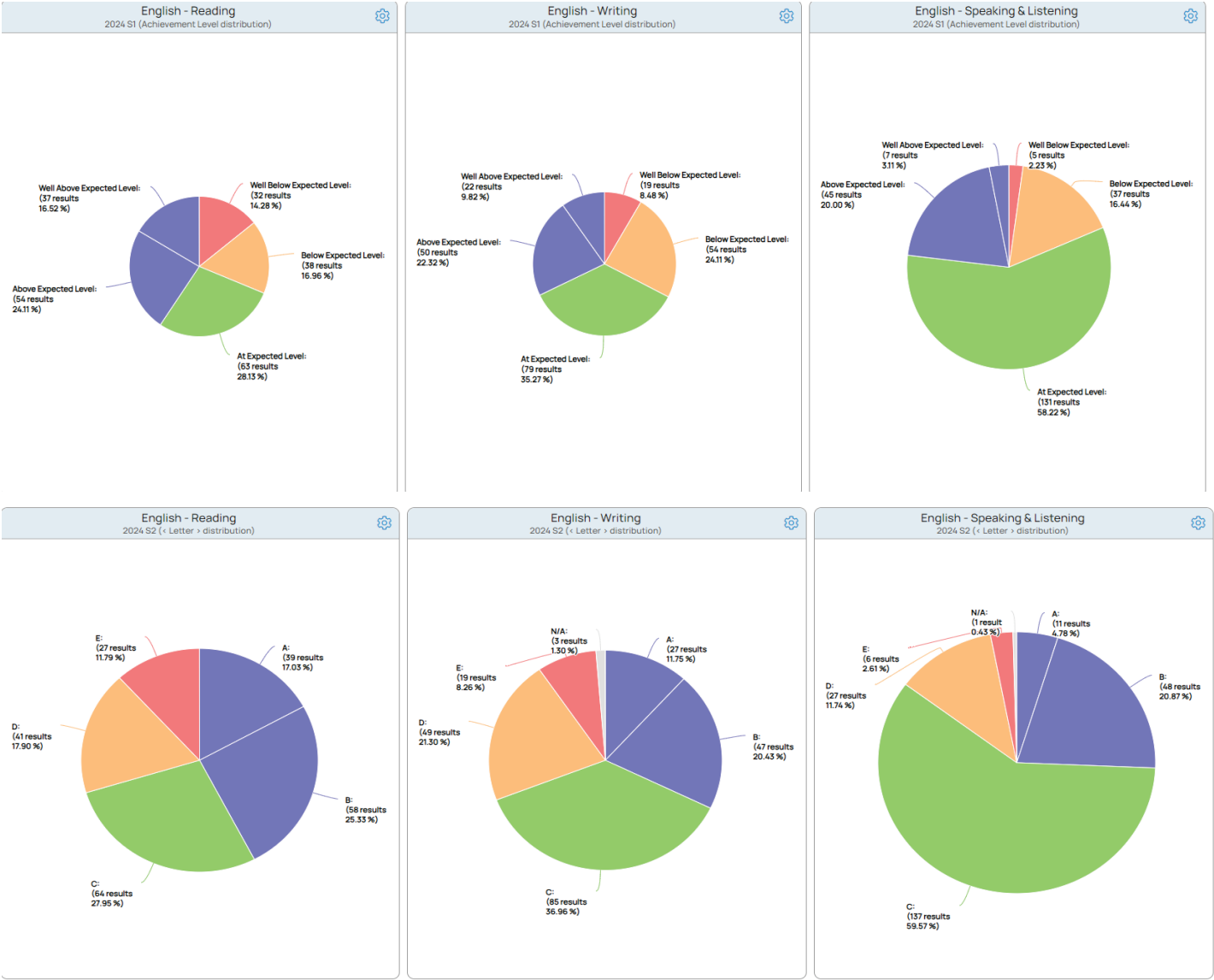
| 2023                | 2024                 |
|---------------------|----------------------|
| Year 1- 45.95%      | Year 1- 41.03%       |
| Year 2- 64.29%      | Year 2- 59.46%       |
| Year 3- 47%         | Year 3- 48.58%       |
| Year 4- 43.9%       | Year 4- 54.05%       |
| Year 5- 60.97%      | Year 5- 63.64%       |
| Year 6- 75.86%      | Year 6- 54.34%       |
| Whole School-56.14% | Whole School- 63.15% |

Attachment E: 2024 Wellbeing Data – Behaviour Referrals



| Time        | Count of Time |
|-------------|---------------|
| 8:45 AM     | 1             |
| 9:00 AM     | 7             |
| 9:15 AM     | 5             |
| 9:30 AM     | 11            |
| 9:45 AM     | 5             |
| 10:00 AM    | 6             |
| 10:15 AM    | 4             |
| 11:00 AM    | 11            |
| 11:15 AM    | 2             |
| 11:30 AM    | 11            |
| 11:45 AM    | 2             |
| 12:00 PM    | 9             |
| 12:15 PM    | 2             |
| 12:30 PM    | 3             |
| 12:45 PM    | 1             |
| 1:00 PM     | 7             |
| 2:00 PM     | 19            |
| 2:15 PM     | 8             |
| 2:30 PM     | 8             |
| 2:45 PM     | 6             |
| Grand Total | 128           |

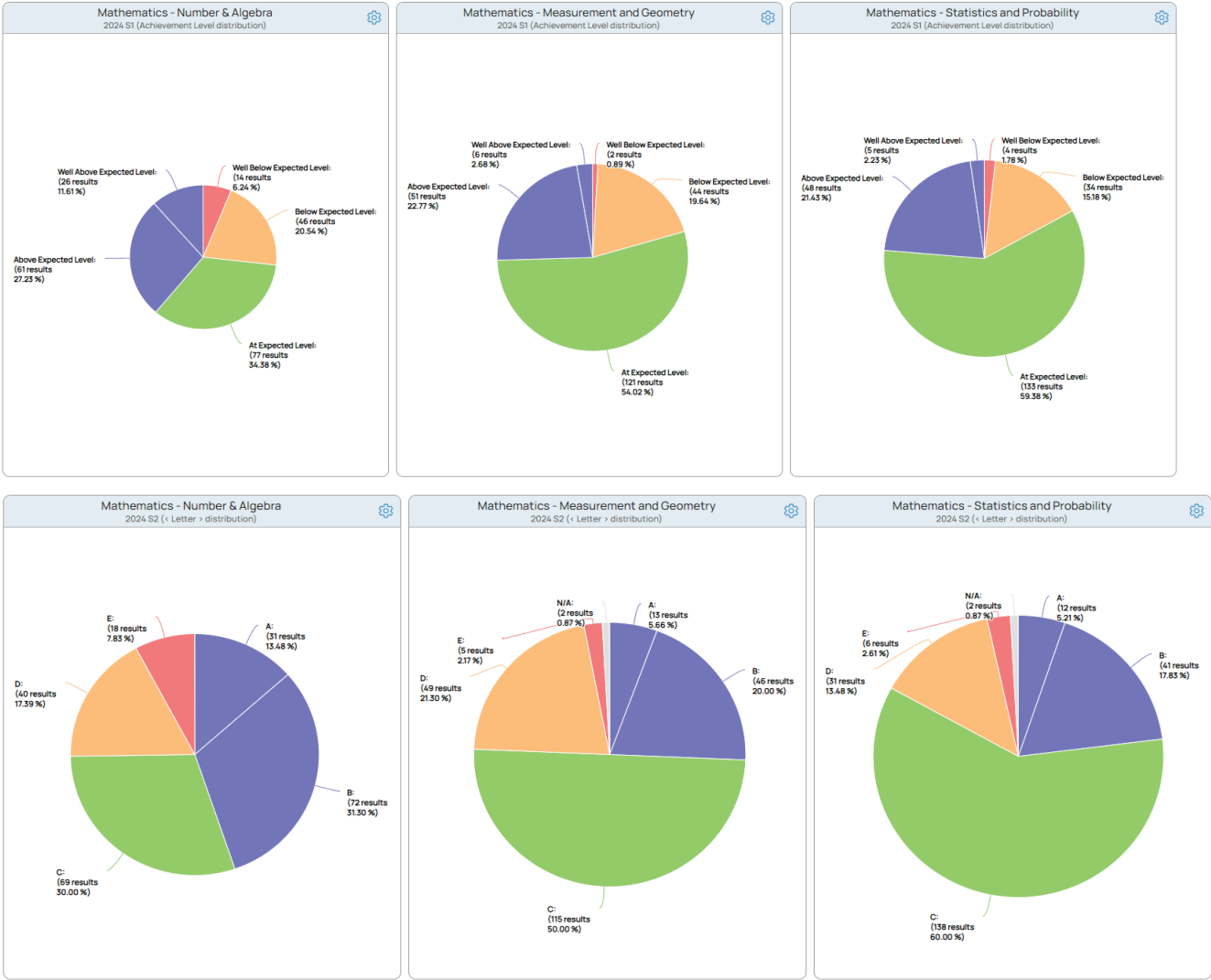
2025 Annual School Improvement Plan (ASIP)



## 2025 Annual School Improvement Plan (ASIP)

| Reading     | Sem 1  | Sem 2  | Writing | Sem 1  | Sem 2  | S & L | Sem 1  | Sem 2  |
|-------------|--------|--------|---------|--------|--------|-------|--------|--------|
| A           | 16.52% | 17.03% |         | 9.82%  | 11.75% |       | 3.31%  | 4.78%  |
| B           | 24.11% | 25.33% |         | 22.32% | 20.43% |       | 20%    | 20.87% |
| C           | 28.13% | 27.95% |         | 35.27% | 36.96% |       | 58.22% | 59.57% |
| D           | 16.96% | 17.90% |         | 24.11% | 21.30% |       | 16.44% | 11.74% |
| E           | 14.28% | 11.79% |         | 8.48%  | 8.26%  |       | 2.23%  | 2.63%  |
| At or Above | 68.76% | 70.31% |         | 67.41% | 69.14% |       | 81.53% | 85.22% |

# 2025 Annual School Improvement Plan (ASIP)



## 2025 Annual School Improvement Plan (ASIP)

| Number      | Sem 1  | Sem 2  | M & G | Sem 1  | Sem 2  | S & P | Sem 1  | Sem 2  |
|-------------|--------|--------|-------|--------|--------|-------|--------|--------|
| A           | 11.61% | 13.48% |       | 2.68%  | 5.66%  |       | 2.23%  | 5.21%  |
| B           | 27.23% | 31.50% |       | 22.77% | 20%    |       | 21.43% | 17.83% |
| C           | 34.38% | 30%    |       | 54.02% | 50%    |       | 59.38% | 60%    |
| D           | 20.54% | 17.39% |       | 19.64% | 21.30% |       | 15.18% | 13.48% |
| E           | 6.24%  | 7.38%  |       | .89%   | 2.17%  |       | 1.78%  | 2.61%  |
| At or Above | 73.22% | 74.98% |       | 79.47% | 75.66% |       | 83.04% | 83.04% |

# 2025 Annual School Improvement Plan (ASIP)

FELA

