

Alawa Primary School



Explicit Improvement Agenda Cycle: 2020-2024 [Final Year in 2023 of 4 Year cycle]

Context statement:

Alawa Primary School has a student population of approximately 320 students with 30 staff employed between the Department and Education and School Council. This is comprised of approximately 24% indigenous and a 25% as English as a Second Language/Dialect. The school is committed to holding high expectations for all students, staff and parents and maintaining a culture of continuous improvement, particularly around analysis of data to improve learning outcomes. We aim to strengthen instruction to improve learning outcomes through Numeracy, Connected Literacy [Reading, Writing & Oral Language] with consistent approaches right through the school. In addition we have extensive student intervention support programs with a wrap around service including Speech, OT and Paediatrics. From 2021 we have a growing focus on Inquiry Learning to maximise student engagement and foster the development of the learner assets for a 21st century Learner. A key feature of the school is the Kitchen Garden program for all students where they engage in weekly farm lessons and kitchen sessions for students Years 3-6.

Darwin Region Regional Goal/s:

Strengthening Instruction

Goal: To increase student achievement and growth in Reading

Target 1: In 2021 the average number of students achieving C or above in Reading was 79%, in 2023 we will lift this by a minimum of 3%

Target 2: In 2021 the proportion of students achieving NMS in Reading was 88%, in 2023 we will lift this by a minimum of 3%

To increase student achievement and growth in Mathematics (Number and Algebra)

Target 1: In 2021 the average number of students achieving C or above in Number and Algebra was 76%, in 2023 we will lift this by a minimum of 3%

Target 2: In 2021 the proportion of students achieving NMS in Mathematics was 87%, in 2023 we will lift this by a minimum of 3%

Engagement

Goal: Increase engagement in school for all students in the Darwin Region

Target 1: Increase regional average attendance rate returning to a minimum of 2021 attendance levels or above

Target 2: In 2021 School Survey student wellbeing theme positive response rate was 65%, in 2023 we will lift this to a minimum of 72%

Target 3: In 2021 School Survey student teacher student relationship theme positive response rate was 73%, in 2023 we will lift this to a minimum of 80%

Focus for Improvement in 2023

Vision: To foster happy inclusive students ready for the 21st Century who are reaching their potential, have a sense of belonging and are engaged through supportive, mutually respectful relationships.

Main Focus Areas

- ✚ Whole School Approach to Literacy: To embed a whole school approach to the teaching and learning of literacy in a connected way that is sustainable and has meaningful impact on student outcomes
- ✚ 21st Century Learners: *21st Century Learning* is linked to all areas of learning and evident in all classrooms resulting in student learning improvement and engagement

Through systematic curriculum delivery and collaboration with staff to ensure the delivery of high-quality integrated teaching programs that are meaningful and authentic.



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GOAL 1: STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS		Whole School Literacy Approach	
To embed a whole school approach to the teaching and learning of literacy in a connected way that is sustainable and has meaningful impact on student outcomes			
Problem of Practice	If we continue to implement our Whole-School Literacy Instructional Model then we will have high quality, evidence based-teaching which engages students in intellectually challenging work and will directly benefit student outcomes in all areas of literacy.		
Aligned Signature Strategy	E5. Whole School Instructional Model		E1. Shared Vision and Values
Implementation Outcomes	Educators	Students	Families/ Community
	- teachers who are motivated and confident and will demonstrate a shared understanding of how to structure and facilitate effective teaching and learning through the implementation of all aspects of our Readers and Writers workshop models - confident in the delivery of both summative and formative writing assessment through Real Time Writing. - collaboratively plan, teach and assess using our revised literacy Scope and Sequence and evaluate student achievement and their own practices to improve student outcomes.	- access personalised reading material, tools and strategies as well as accessing sample texts, choosing “just right books” and bump it up walls to show how to improve in literacy. - speak about their learning in reading & writing and determine realistic and relevant goals to make further progress	- Families to share in the celebration of literacy through Bookfairs, Bookclub, Book week - Children across the school to participate in the Rad Writer’s festival- connection with schools within the Darwin region & CEP schools - Fortnightly newsletter articles – to inform parents of school directions and classroom practices - Information session for Parents on our literacy approach and developing a love of literacy - Sharing of student achievements in literacy through SLC
Student Improvement Targets	understanding of just right books and their own literacy toolbox a shift in wave results across the school.		

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	- outcomes evident in PAT, NAPLAN and other school based data – PM, Probe, Real Time Writing, Sound Waves and FELA - a shift in wave results across the school for all literacy assessments - students from Years 2-6 will use writing data through Real Time Writing to create, monitor and achieve goals and share [parents, teacher, peers] 100% of primary teachers implementing an inquiry SPRINT focus on literacy detailing improvement in learning outcomes for students Increased engagement from parents in literacy celebrations of whole school events. - teachers using co-constructed success criteria from 30% in lessons, to 80% [Maths & English] - NAPLAN data shows that 95% Of students in Year 3 are reading at or above the NMS with a target to increase this to 96% in 2023. Year 5 students achieved 97% NMS with a target to increase to 98%. - PAT R data showed that 62.61% of our cohort were at or above National mean November 2022 with a target of 70% for 2023. - A-E reading data for semester 2, 2022 indicated 77% of students achieved an A, B or C for Reading, in 2023 we aim to increase this to 80% of students achieving an A,B or C in Reading.
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Actions	When	Strategies	Who			Resources
Refining, improving and embedding spelling instruction throughout literacy instruction across the school.	Term 1	Mentoring & coaching	Internal - DoE, school based	English team	Assistant Principal	Sound waves subscription
		Focussed professional learning at staff meetings	External consultant	Firefly Education-Sound Waves [EY]	Assistant Principal	
To embed a consistent whole school approach to planning,	Term 1,2,3,4	Observation & feedback	Internal - DoE, school based	Team teacher		Internal release and covers

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teaching/assessing of Writing to ensure fidelity of implementation and improved outcomes for students.		Focussed professional learning at staff meetings	Internal - DoE, office based	Curriculum and Assessment Team-English	Assistant Principal	
Embed a consistent whole school approach to planning, teaching/assessing in Reading to ensure fidelity of implementation and improved outcomes for students.	Term 2 and 3	Mentoring & coaching	Internal - DoE, school based	Team teacher	Assistant Principal	Edcompanion licenses
		Modelling effective practices	Internal - DoE, school based	Senior teachers		
		Focussed professional learning at staff meetings	Internal - DoE, school based	English team		

GOAL 2: STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS		Curriculum Connections	
Problem of Practice	By transitioning with support to V9 of the Australian Curriculum we will have the opportunity to teach the current curriculum in an integrated approach aimed at improving student outcomes and maximising engagement. Through capacity building our educators in awareness and ability to teach If we continue to teach in accordance with Australian Curriculum V9 through an integrative approach.		
Aligned Signature Strategy	E3. Whole School Curriculum and Assessment Plan		
Implementation Outcomes	Educators	Students	Families/ Community
	Australian Curriculum V9 evident in our school curriculum map and teacher programs. Teacher confidence in programming, planning, assessing & reporting against V9.	Asking and using focus questions around big ideas in inquiry learning.	Families to view student learning, specifically at Student Led Conferences and are informed through AC parent information sheets for year levels with class letters.
Student Improvement Targets	Students Improvement Targets are directly linked to targets in English Reading and Writing and 21 st Century Learners targets.		

Actions	When	Strategies	Who			Resources
V9 Alawa Curriculum Map Implementation and Review and Adjust process.	Term 2	Specialist expertise support	Internal - DoE, school based		Ana Bernardino & other members of Curriculum Connections Team	New Alawa Curriculum Map. Budget for 1 RT Day for 2 CCT members to Review and Adjust Curriculum Map. \$900
Upskilling of staff with V9	Ongoing	Focussed professional learning at staff meetings	Internal - DoE, school based		Ana Bernardino & other members of Curriculum Connections Team	V9 Australian Curriculum
Connecting Big ideas to the curriculum	Term 3	Focussed professional learning at staff meetings	Internal - DoE, school based		Ana Bernardino & other members of Curriculum Connections Team	Big Ideas materials to share with staff. \$500

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GOAL 2: ENGAGEMENT		21 st Century Learners	
21 st Century Learning is linked to all areas of learning and evident in all classrooms resulting in student learning improvement and engagement.			
Problem of Practice	If we refine and embed personalised learning through inquiry teaching and learner dispositions [ALLE Tools], then we will see more student engagement and ownership of their learning.		
Key Action	- Continue to embed an engaging whole school inquiry approach through collaborative teaching teams - Continue to embed 21st Century Learner dispositions, [ALLE Tools] specifically how this is reflected in the classroom environment and how students take ownership for their learning. - Continue to embed co-construction of success criteria within literacy and numeracy lessons with students		
Implementation Outcomes	Staff	Students	Families/ Community
3. ☒ Meaningful learning: <i>Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.</i> 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.	- Staff collaborating to confidently plan, assess, and deliver co-constructed personalised inquiry learning cycles and success criteria - Staff using the language of learner dispositions [ALLE Tools] when teaching students.	- Students engaged in their co-constructed personalised learning through inquiry cycles and success criteria - Students articulating how they use learner dispositions [ALLE tools] to help them engage in their learning for improved outcomes.	- Families reporting that their students are engaged in their learning through school perception survey. - Families reporting their students are aware of what they need to succeed/be successful at school through school perception survey.
Student Improvement Targets	100% of primary teachers reporting on personalised lines of inquiry Semester 1 and 2 - Pivot Survey Question “I am engaged/enjoy my inquiry lessons” 80% of students agree or strongly agree - Maintain 80% of students able to articulate ALLE tools [learner dispositions] by Term 3 - Increase from 70% to 80% of students able to describe behaviours and mindsets required to use tools by Term 3 - Increase in teachers using co-constructed success criteria from 30% in lessons to 80% [Maths & English] by term 3		

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Actions	When	Strategies	Who			Resources
Continue to embed an engaging whole school inquiry approach through collaborative teaching teams	Term 1, Term 2, Term 3	Observation & feedback	Internal - DoE, school based	21 st Team	21 st Team	Kath Murdoch PD \$6000 (x4 days)
		Mentoring & coaching	Internal - DoE, school based	21 st Team	21 st Team	2 RT x 2 Days for Kath Murdoch fishbowl days. = \$2000
		Focussed professional learning at staff meetings	External consultant	Kath Murdoch	21 st Team	
Continue to embed 21 st Century Learner dispositions, [ALLE Tools] specifically how this is reflected in the classroom environment and how students take ownership for their learning.	Term 1, Term 2, Term 3	Modelling effective practices	Internal - DoE, school based	21 st Team and Summit Productions	21 st Team	RT days x 2 = \$500 [1 for walkthroughs] [1 for Summit productions]
Continue to embed co-construction of success criteria within literacy and numeracy lessons with students	Term 1, Term 2, Term 3	Modelling effective practices	Internal - DoE, school based	21 st Team	21 st Team	Resource creation \$50
Rigorous school attendance and engagement action plan	Ongoing	Case management approach	Internal - DoE, school based			Attendance Budget \$1000

Act / Review and Adjust (to be completed at the end of each semester)

Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see? Refer to Implementation Outcomes and Student Improvement Target sections	Date	Status	Comments/Evidence
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	

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Endorsement (to be completed by mid-Term 1, 2023)



Principal
Sandy Cartwright

Paul Nyhuis,
Senior Director
Education – Darwin Region



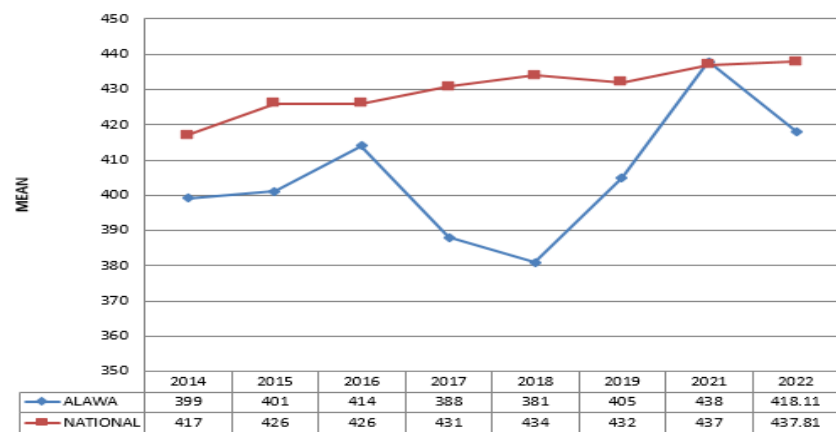
Chair
School Representative Body
Chris Brady

Attachment A

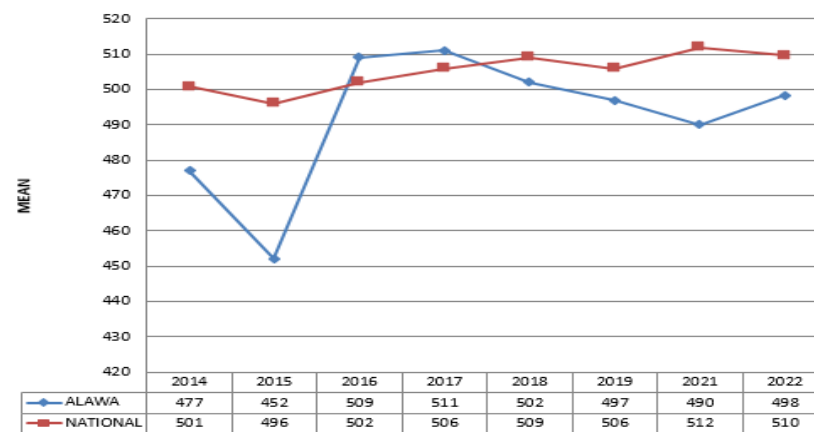
ALAWA PRIMARY NAPLAN JOURNEY



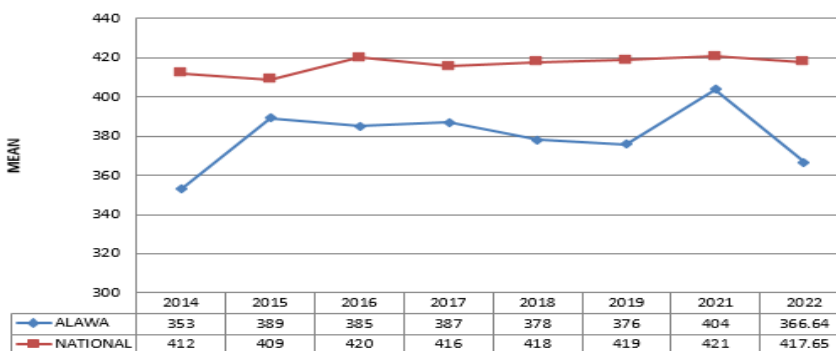
NAPLAN YEAR 3 READING: MEANS



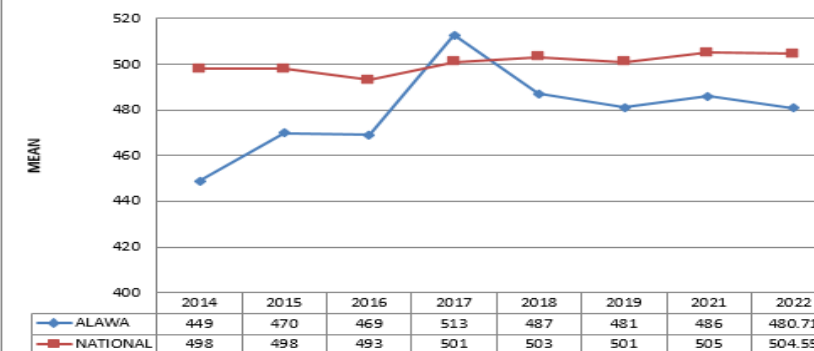
NAPLAN YEAR 5 READING: MEANS



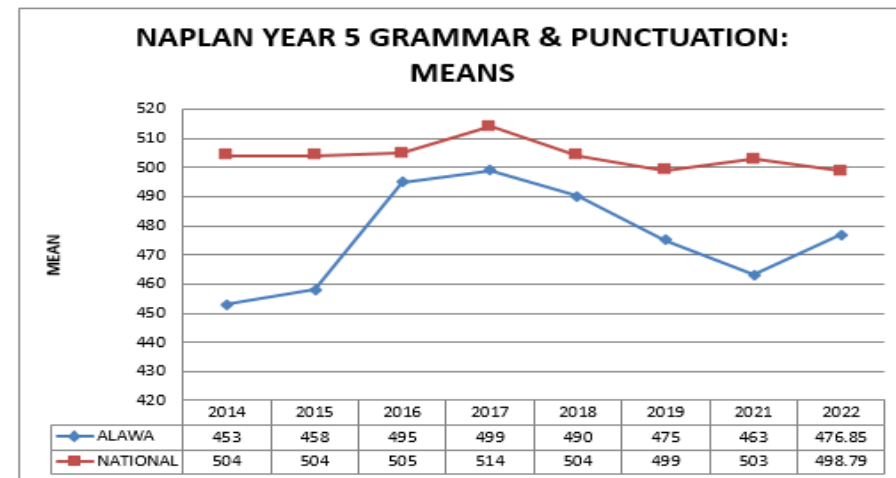
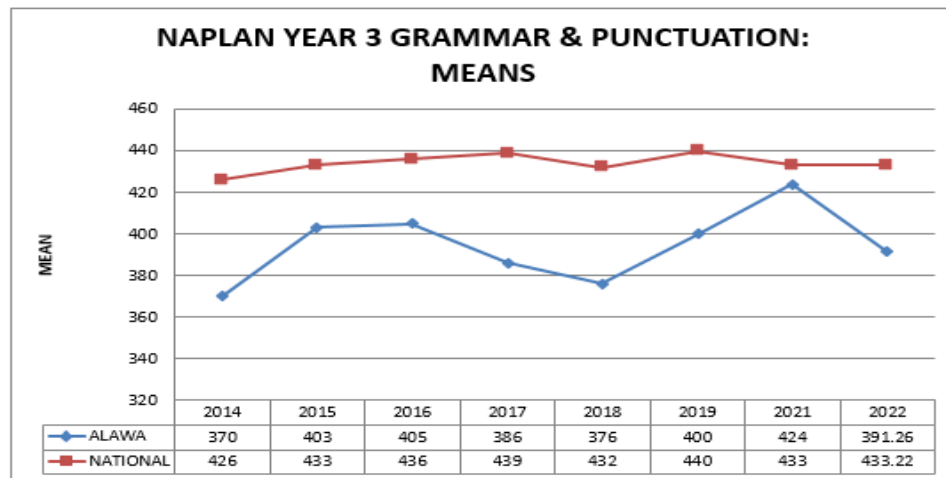
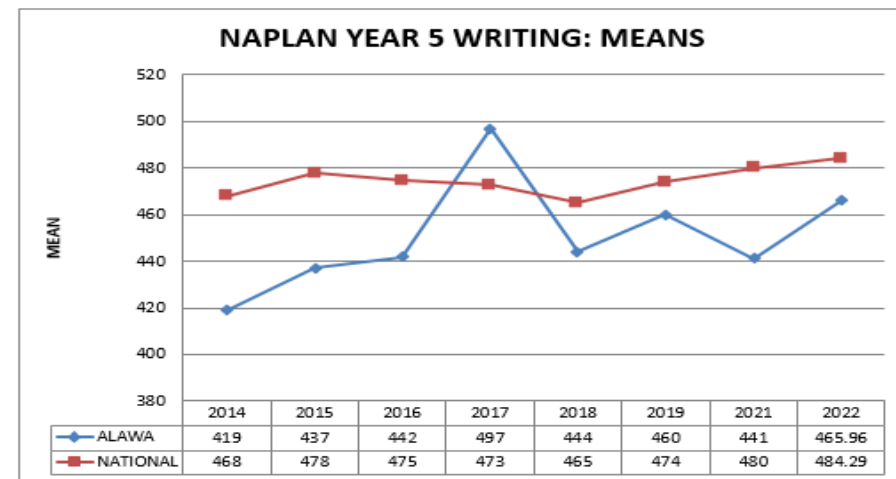
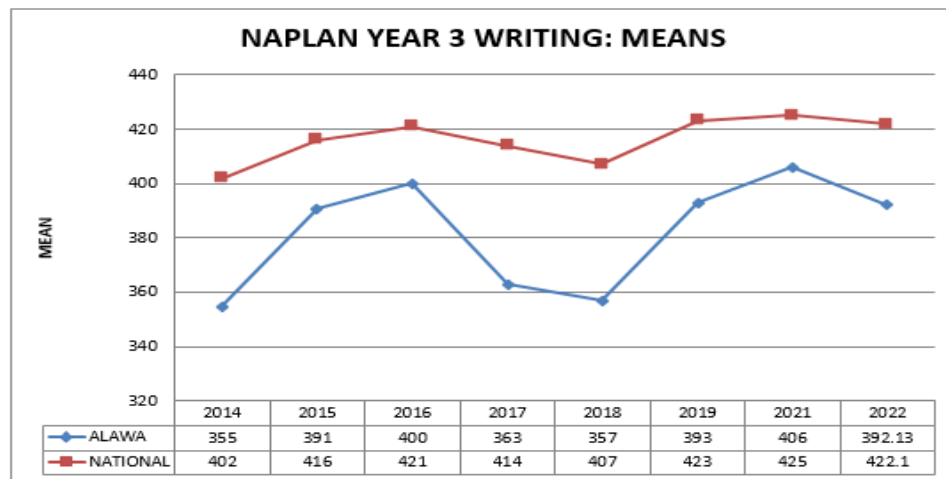
NAPLAN YEAR 3 SPELLING: MEANS



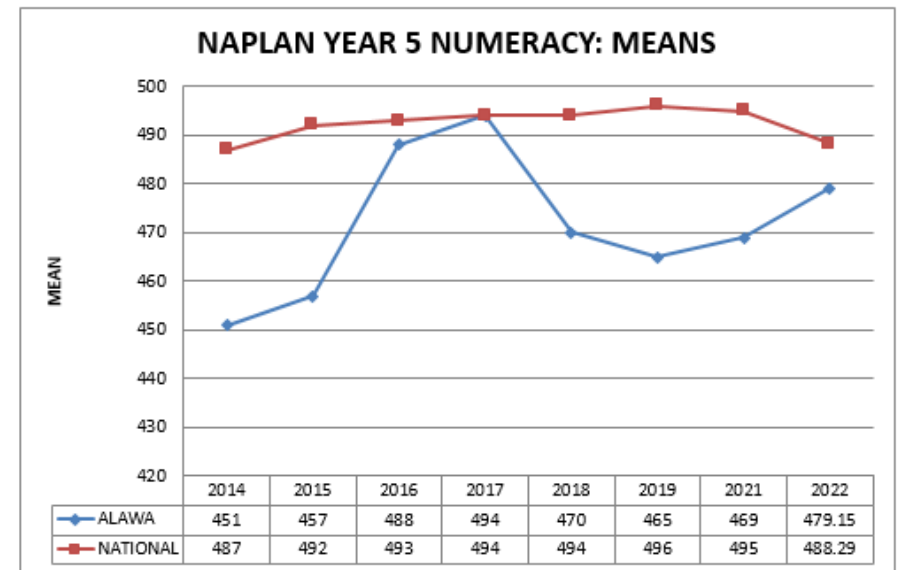
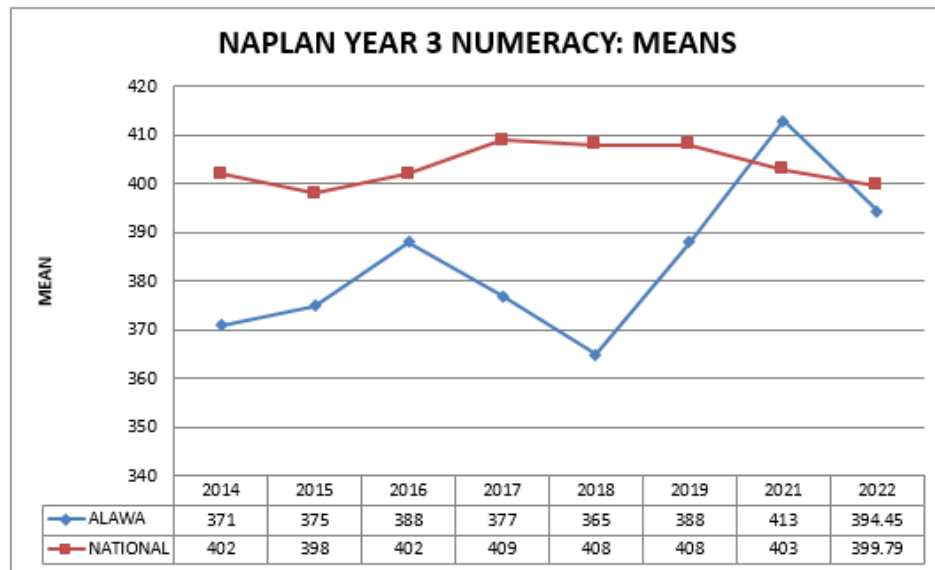
NAPLAN YEAR 5 SPELLING: MEANS



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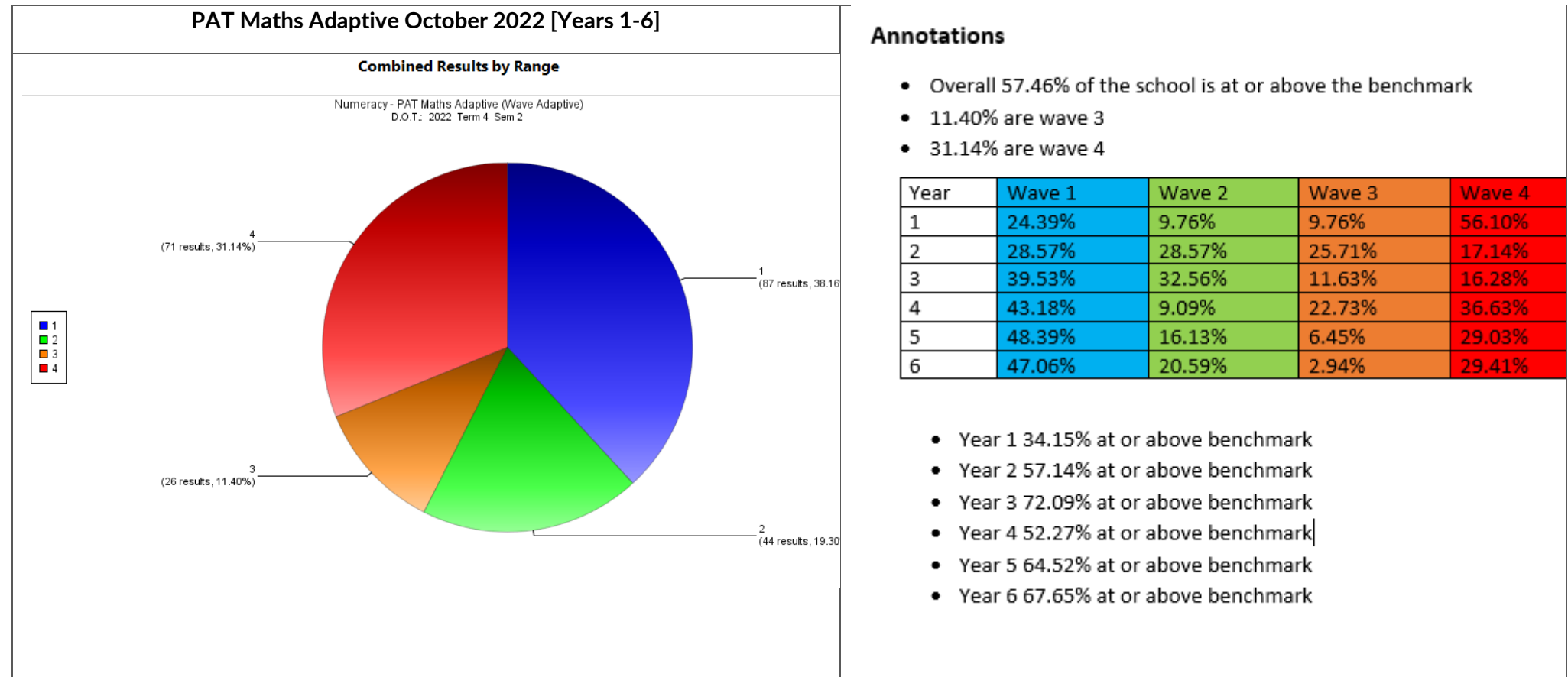


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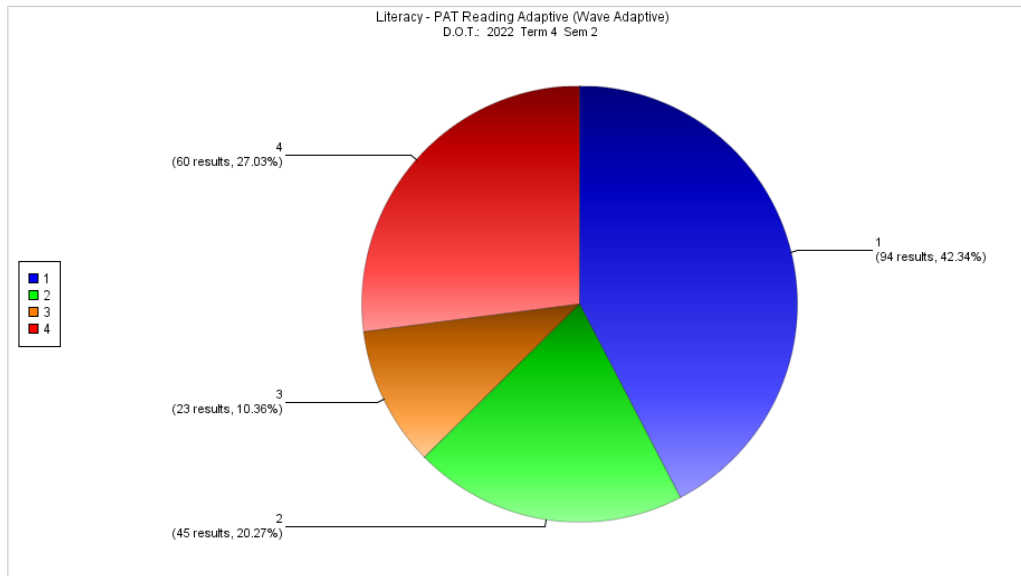
PAT Adaptive

Note: Significant Difference in PAT Results as we transitioned to PAT Adaptive. To be explored further at the end of 2022.



PAT Reading Adaptive October 2022 [Years 1-6]

Combined Results by Range



Annotations

- Overall 62.61% of the school is at or above the benchmark
- 10.36% are wave 3
- 27.03% are wave 4

Year	Wave 1	Wave 2	Wave 3	Wave 4
1	21.05%	55.26%	21.62%	24.32%
2	34.29%	17.14%	22.86%	25.71%
3	46.51%	11.63%	6.98%	34.68%
4	55.81%	13.95%	11.63%	18.60%
5	45.16%	9.68%	6.54%	38.71%
6	50%	12.50%	3.13%	34.36%

- Year 1 76.31% at or above benchmark
- Year 2 51.43% at or above benchmark
- Year 3 58.14% at or above benchmark
- Year 4 69.76 % at or above benchmark
- Year 5 54.84% at or above benchmark
- Year 6 62.50% at or above benchmark