

Alawa Primary School

Explicit Improvement Agenda Cycle: 2024-2027

Focus for Improvement in 2024

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



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.
- **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.

Educator Switches

Student Lights

Strengthening Instruction Goals and Actions

STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS	
Goal 	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. • Explicit Instruction • Deep Learning • Differentiation • Building Conceptual understandings • Effective questioning • Thinking skills
Change of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we enhance teaching capabilities through the implementation of a clear, evidence informed instructional model as well as a clear comprehensive structured approach to literacy then we will see improved outcomes for all students at APS.
Student Improvement Targets <i>What are the measurable changes you expect to achieve in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at your school?</i> <i>(Refer to Goal and Target setting guidance for 2024)</i>	A to E growth • Maths [2024 on] • To increase number of students allocated a C or above in Maths Semester 1 from 79% to 85% • To increase number of students allocated a C or above in Maths Semester 2 from 75% to 80% NAPLAN- NUMERACY • Reduce number of students Developing or Needing additional support • Year 3 from 20% to 15%

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	• Year 5 from 23% to 20% FELA • To increase the number of students achieving competence by the end of Transition for the following: ○ Syllable clapping from 88% to 90% ○ First sound identification from 79% to 85%
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Implementation Outcomes	Educators	Families/Community
<i>What are the changes you expect to see in practice and/or behaviours if your goal has been successful?</i> <i>Refer to Signature Strategy Improvement Guides.</i>	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. Based on current research about quality teaching and learning, and aligned with vision and values of the school. 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.	A growing understanding and appreciation for the teaching and learning approaches at APS Increased engagement and authentic conversations for SLC's
	The instructional model informs peer to peer conversations between educators to strengthen and improve teaching and learning.	Students
	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. 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.	Common understanding of learning at APS as per details in ASIP Goal Learning Capabilities. A clear understanding of the expectations at APS and a common language to describe learning expectations and models of instruction

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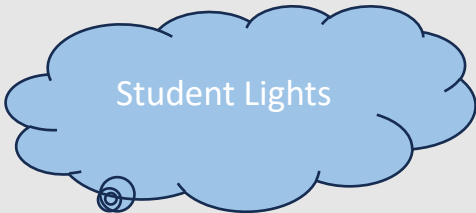
Actions	When	Signature Strategies	Who		Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Environmental scan and analysis of existing practices and approaches to inform gap analysis and the next step based on evidence for an instructional model across all learning areas	Semester 1	E5. Whole School Instructional Model	APS ASIP Team E4Learning	Teacher focus ASIP Sub group leader	ASIP team meetings
Develop Instructional Model	Semester 2	E5. Whole School Instructional Model	APS ASIP Team sub group	Teacher focus ASIP Sub group leader	ASIP team meetings Graphic artist [\$500]
		R5. Targeted and Strategic Differentiation	APS ASIP Team sub group	Teacher focus ASIP Sub group leader	
Research about evidence informed, effective literacy approaches and models	Semester 1	E3. Whole School Curriculum and Assessment Plan	APS ASIP Team sub group DoE E4Learning	Teacher focus ASIP Sub group leader	ERT if required [\$1500]

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Actions	When	Signature Strategies	Who		Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
		Ac3. Evidence for Implementation	APS ASIP Team sub group E4Learning	Teacher focus ASIP Sub group leader	
Develop APS Literacy model	Semester 2	E3. Whole School Curriculum and Assessment Plan	APS ASIP Team sub group	Teacher focus ASIP Sub group leader	ERT if required [\$1500]

Engagement Goals and Actions

Analyse evidence of students' engagement and learning considering: overall school the performance; the needs of identified priority groups; evidence of improvement or regression over time, and school surveys and parent and student voice determine a student outcome goal you will pursue in 2024 aligned to [NT Education Engagement Strategy2022-2031](#)

ENGAGE EVERY CHILD AND STUDENT IN LEARNING			
Goal 	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. - Adaptive curriculum - Deep learning - Inquiry - Differentiation - Critical and creative thinking		
Change of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we continue to embed an inquiry based pedagogical approach alongside learner dispositions [ALLE Tools] then we will see engaged students accessing more student directed personalised learning to achieve improved outcomes		
Implementation Outcomes <i>What are the changes you expect to see in practice and/ or behaviours of staff, students and community?</i>	Staff Targeting differentiated programs in place in effective alignment of resources. Teachers express high expectations of all students and design open ended activities that allow all students to access learning and demonstrate knowledge and skills.	Students Co-construction of (inquiry learning) and personalisation of daily learning experiences tailored to student interest and motivation and the most appropriate learning strategies Students assess against their individual learning goals and work previously completed.	Families/Community Families reporting that their students are engaged in their learning through school perception survey. Families engaged in their child's learning and expressing through PIVOT survey that they are aware of what their child

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	Teachers use a range of teaching strategies that support different abilities and ways of thinking and learning.	- Construction of learning intention and success criteria - Students reflect on their progress and create realistic, criteria specific and challenging goals. - Students will be able to articulate with increasing sophistication of the learner dispositions - Goals setting around learner dispositions	needs to do and become to be successful at school.
Student Improvement Targets <i>What are the measurable changes you expect to achieve in student engagement? How are the targets reflective of the diverse cohorts at your school?</i>	Our attendance will indicate an increase in overall attendance from 91% to 93% in 2024 - Reduce number of students attending less than 80% from 9.5% to 7% We will have a reduction in years T-6 lates from on average 35 student lates per week to 25 students late per week. Maintain 80% of students able to articulate learner dispositions [ALLE Tools] and describe the behaviours to demonstrate this by 2024 through walkthroughs. Increase in children able to articulate the success criteria from 74% to 80% by end of 2024. Increase in students achievement in Science and HASS from Below C to C and above in Year 1-6 by 5% in 2024 - Science from 16% below to 11% below [Semester 2] - HASS from 16% below to 11% below [Semester 1] Student Wellbeing: students remain engaged and on task and fewer behaviour issues reported in Xuno during inquiry lessons – data to be collected during 2024 as baseline.		

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The Education Engagement goals and actions support the strategy's commitment to continuing to grow our connection with young people, families and communities to engage every child in learning. The actions are evidence-based steps that can be taken to achieve the Engagement goals.

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.	
Actions		When	Aligned EES Actions	Who		Resources	
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 actions which most align. 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 2024, including where this is being achieved through external providers and networks.		Who is the contact in your school leading this action?	
Conduct an in-depth review and assessment of current student practices and assessments of thinking strategies to determine a subsequent set of actions for a student model of learning		Term 1	2.5 Support school leaders to drive implementation of the strategy	APS ASIP team with external support from Kath Murdoch as required		Student centred ASIP team leader	
						ASIP team meetings	

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Actions	When	Aligned EES Actions	Who		Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Continue to embed 21 st Century learner dispositions [ALLE Tools]. With an emphasis on how students engage in reflective thinking practice and set goals related to their thought process.	All Year	2.5 Support school leaders to drive implementation of the strategy	APS ASIP team Best practise research and resources through Kath Murdoch Consulting + Evidence 4 Learning	Student centred ASIP team leader	Evidence-based student self-assessment learning survey Kath Murdoch visit 2024 [\$4000] Possible online web sessions as identified as required with Kath Murdoch [\$1000]
A common language of existing skills and dispositions [ALLE Tools] transferred across the school between generalist learning areas and specialist areas.	Ongoing	4.4 Align resources across NT government agencies to address the holistic needs of young Territorians.	APS ASIP team with external support from Kath Murdoch as required APS Specialist team [SAKGP, PE etc] JAW Inquiry Network	Student centred ASIP team leader	Kath Murdoch 10 key elements of inquiry Kath Murdoch visit 2024 [\$4000] Kath Murdoch books and resources [\$1000]

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<i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Embed co-construction of success criteria within all lessons.	Term 2 - 3	4.4 Align resources across NT government agencies to address the holistic needs of young Territorians.	Teaching and learning services	Student centred ASIP team leader	Coaching – extra release if required + through Leadership Team
Embed the Alawa inquiry program used in certain learning areas. [HASS, Science, Farm, Art & STEM] A common language of existing skills and dispositions transferred across the school between generalist learning areas and specialist areas.	Term 2 and 3	4.4 Align resources across NT government agencies to address the holistic needs of young Territorians.	Teaching and learning services Kath Murdoch consulting JAW Inquiry Network	Student centred ASIP team leader	\$500 stem and investigations resources

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<i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Continue to embed a play-based learning approach for Pre-School & Transition	Term 1	2.5 Support school leaders to drive implementation of the strategy	Preschool & Transition teams at APS	Preschool TIC [HALT]	Internal coaching
Identify and develop and implement a play-based / inquiry learning approach for Year 1 and 2 for components of the day and specific learning areas	Term 1 develop plan Term 2 implement	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.	Year 1 and 2 teachers at APS	ST Early Years	Resources [\$1000] Classroom locations critical factor

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<i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Review and develop a new understanding of student-led conferences. Create an evidence-based student self-assessment learning survey.	Term 3	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 ASIP team APS Learning Commission	Student centred ASIP team leader	

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Endorsement (to be completed by mid-Term 1, 2024)

S. Cartwright

Sandy Cartwright
Principal

Nigel Brito
Senior Director
Education Improvement and
Leadership

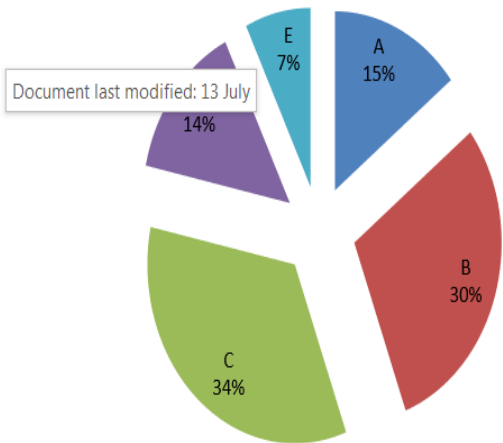
M. Finlay-Donley

Mary Finlay-Donley
Chair APS School Council

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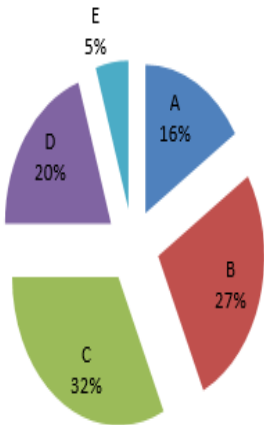
Attachment A

A to E Grades June 2023: Maths
[Number & Algebra]



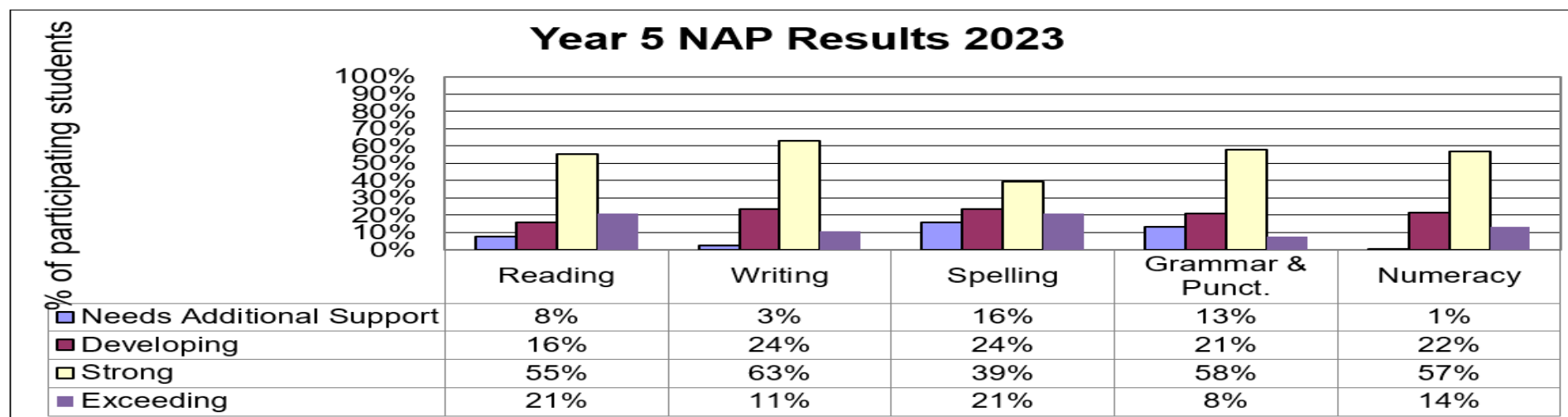
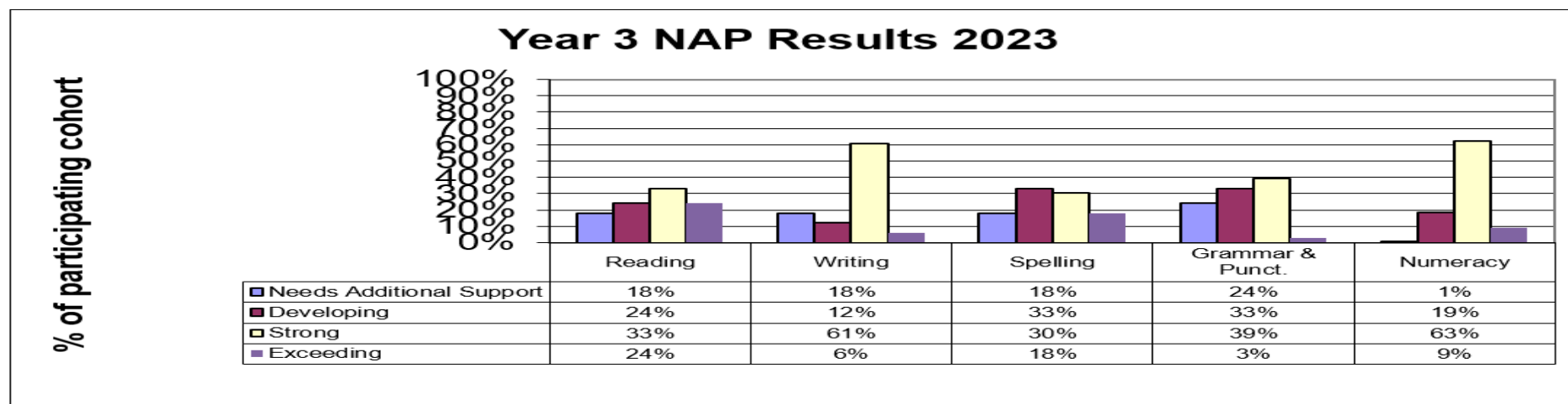
	A	B	C	D	E
	15%	30%	34%	14%	7%
	WAVE 1	WAVE 1	WAVE 2	WAVE 3	WAVE 4
A to E	45%		34%	14%	7%

A to E Grades December 2023: Maths
[Number & Algebra]



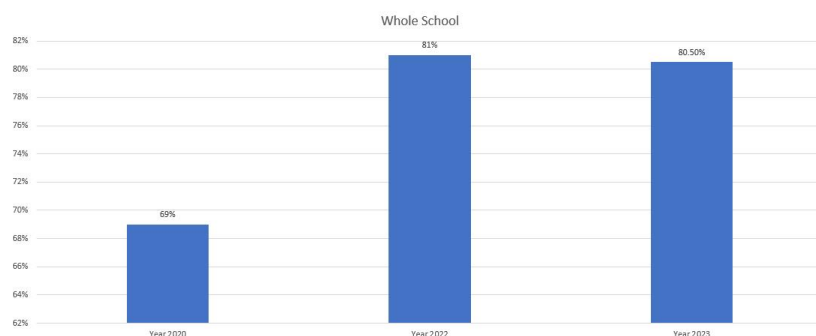
	A	B	C	D	E
	16%	27%	32%	20%	5%
	WAVE 1	WAVE 1	WAVE 2	WAVE 3	WAVE 4
A to E	43%		32%	20%	5%

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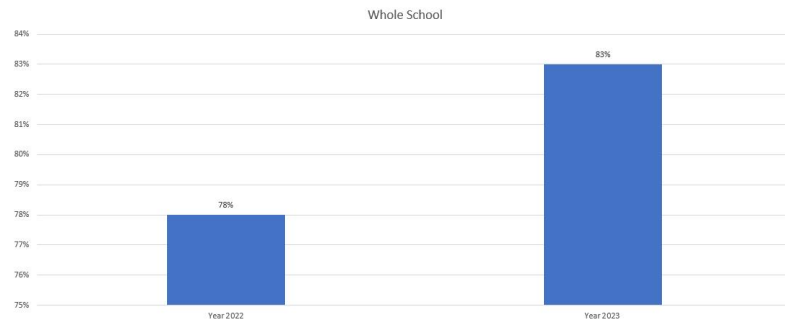
What are ALLE's Tools for Learning?



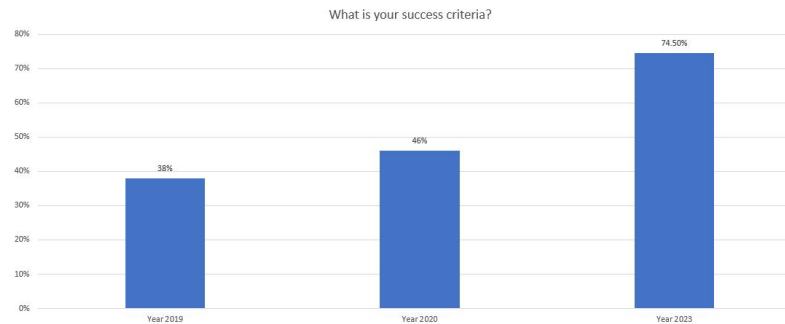
Competency	Sem2 2022 students Achieving Competence	Sem 2 2023 students Achieving Competence
Syllable Clapping	81%	88%
Syllable Isolation	62%	86%
First Sound Identification	68%	79%
Letter name Identification	59%	81%
Letter Sound Identification	50%	81%
Name Writing	68%	88%
Non word Segmenting	76%	74%
Non word Blending	73%	72%
Non-Word Spelling	28%	50%
		Tested 11
Non-Word Reading	10%	18%
	3 results	8 results

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What does it mean to persist?



What is the success criteria?



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