



Alawa Primary School

School Improvement Context

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



2025 School Improvement Priorities	Progress against 2025 Priorities
<p>Boost literacy and numeracy</p> <ul style="list-style-type: none"> ○ Ensure that the following are in place <ul style="list-style-type: none"> ✓ Whole school data plan ✓ Whole school curriculum and assessment plan ✓ Whole school instructional model 	<ul style="list-style-type: none"> ➤ Whole school data plan embedded and enacted with use of data coaching, and triangulation of data ➤ Whole school curriculum plan embedded and a focus across the school with an aligned assessment schedule and plan with monitoring and follow ups in place ➤ Whole school instructional model further developed and trialled in 2025 and is being aligned with NT Learning and Teaching model
<p>Raise attendance</p> <ul style="list-style-type: none"> ○ Consult with community to develop an attendance goal ○ Introduce new positions to raise attendance ○ Increase number of Aboriginal employees to support attendance 	<ul style="list-style-type: none"> ➤ Regular discussions and sharing with the school community through Council, the newsletter and quarterly pep talks in classrooms ➤ Review and identification by APS team of the high impact strategies to improve attendance ➤ 2026 Focus on Wave 3 students – those attending 89% and 50%
<p>Steady State focussed programs / approaches</p> <p>Each aspect has a Layer 2 supporting document with detailed plans for 2026</p>	<ul style="list-style-type: none"> ➤ Meaningful maths ➤ Wellbeing ➤ Student Lights [Inquiry learning identified in 2024-2027 EIA] including Explicit Instruction [Anita Archer model] ➤ Kitchen Garden program ➤ ICT Plan including AI Implementation plan

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

Priority: Boost literacy and numeracy

Boost Literacy and Numeracy 	
Priorities	<ul style="list-style-type: none"> Ensure explicit instruction in reading and mathematics is consistently implemented across the school. Provide targeted instruction to students who need additional support.
School profile	Profile 3: Structuring processes to drive improvement
School characteristics	<p>[P3] Staff regularly engage in collaborative planning and planned opportunities for modelling, observing and providing constructive feedback for explicit instruction in reading and mathematics.</p> <p>[P3] The school is enacting its whole school professional learning (PL) plan and teachers are now effectively applying their learning through explicit instruction for reading and mathematics.</p> <p>[P3] The school has used or is ready to use the Northern Territory Learning and Teaching Model (NTLTM) as an ‘audit tool’ to determine areas for improvement.</p> <p>[P2] The 3 plans are complete, have been communicated across the school and are being implemented with some consistency.</p> <ul style="list-style-type: none"> The Instructional model is still being trialled and embedded – other plans are fully embedded

Actions

Implementation Actions	When	Lead	Support	Resources	Budget
Refer to the Planning Scaffold to identify the implementation actions (required). You may include additional details to provide further context or information (optional).	Outline the start and end date for implementing the action.	Who is the lead in the school?	Describe what support is required to support this action	Outline the identified resources allocated to the action.	Identify the (\$) that will be allocated.
<p>[P3] Provide opportunities to build capability of instructional leaders to support a consistent and sustained approach to best practice explicit instruction in reading and mathematics.</p> <p>Actions:</p>	Term 1 – Term 4	Assistant Principal & Senior Teacher	ASIP Team, Teaching & Learning Services	Learning Together Network (LTN) / Science of Reading Network NTLTM Observation Scaffold	\$2000

Implementation Actions	When	Lead	Support	Resources	Budget
<ul style="list-style-type: none"> Engage instructional leaders (AP, ASIP Team) in the Learning Together Network (LTN) to strengthen understanding of explicit instruction. Embed LTN learning through peer observation cycles and staff meetings. Use the Alawa instructional Model (aligned with NTLTM) to refine walkthroughs and feedback. Align coaching conversations and PLTs to explicit instruction expectations through literacy. <p>A systematic approach to spelling – consolidate Soundwaves and focussed PL</p>				<p>A6 Peer Observation Cycles ASIP PL program (Live & Online) Professional learning</p>	
<p>[P3] Analyse universal screening and diagnostic data to inform teaching practices, resourcing and targeted instruction in reading and mathematics.</p> <p>Actions:</p> <ul style="list-style-type: none"> Implement data analysis cycles using PAT, FELA, DIBELS, Literacy Pro, Phonics screener and NAPLAN results to inform planning. Use eDash, Xuno and PAT Data Explorer to track student growth and group students for targeted instruction. Intervention embedded using Elastik Upskilling for all staff in DIBELS Apply Multi-Tiered System of Supports (MTSS) to guide Tier 2 interventions in reading using APS wave theory Embed data discussions into PLTs each term. 	Term 1 – Term 4	ASIP Team	Assistant Principal, Curriculum Leaders	FELA, PAT, Xuno Elastik, DIBELS NAPLAN, eDash dashboards EAL/D data and progressions	\$5000 including introducing \$4000 for Lit Pro so \$1000 required additionally

Implementation Actions	When	Lead	Support	Resources	Budget
<ul style="list-style-type: none"> • PLT discussions around big ideas and data • Leadership support through coaching • Timetabling • Backward mapping support in planning 					

Implementation outcomes

Implementation Outcomes	Staff	Students	Families/Community
<p>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</p>	<ul style="list-style-type: none"> • Instructional leaders’ model and coach staff in explicit instruction using the APS Instructional Model • Teachers demonstrate consistency across classrooms in planning, delivery, and feedback • Peer observations and walkthroughs show improved teacher clarity and lesson structure • Data from literacy walkthroughs shows increased alignment to APS Instructional model • 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 • The Instructional model will use a consistent language and structure to promote common 	<ul style="list-style-type: none"> • Students can explain what they are learning and why (learning intentions and success criteria). • Increased engagement and confidence in reading and spelling. • Students show steady growth in PAT and DIBELS data. • Improved spelling accuracy and transfer to writing tasks. • A clear understanding of the expectations at APS and a common language to describe learning expectations and models of instruction 	<ul style="list-style-type: none"> • Families notice greater consistency in literacy expectations across classes. • Increased family understanding of explicit instruction and its benefits. • Families engage more in home reading and spelling routines. • A growing understanding and appreciation for the teaching and learning approaches at APS • Increased engagement and authentic conversations for SLC’s


	<p>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> <ul style="list-style-type: none"> • The instructional model informs peer to peer conversations between educators to strengthen and improve teaching and learning. 		
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Improvement targets *(remove targets that are not applicable to this ASIP)*

Strategic Plan 2025-2028 Measures (required)	Year Level	2025 Baseline	2027 Target Year 5
NAPLAN Achievement – <i>Focus on growth for matched cohort of students Year 3 at APS in 2025 and still at APS 2027</i>			
Increase the proportion of students in Strong or Exceeding proficiency for NAPLAN Reading.	Year 3	79%	81%
Increase the proportion of students in Strong or Exceeding proficiency for NAPLAN Numeracy.	Year 3	70%	73%
Decrease the proportion of students in Needs additional support for NAPLAN Reading.	Year 3	17%	15%
Decrease the proportion of students in Developing for NAPLAN Numeracy.	Year 3	30%	27%

School Specific Measures (optional)	2025 Baseline	2026 Target
Year 1 Phonics Check [Different cohorts of students]		
Increase overall student participation rate in Year 1 Phonics Check	93%	100%
Increase the proportion of students assessed as a 'Fluent decoder' in the Year 1 Phonics Check. [Wave 1 and 2]	68%	71%
FELA NT		
Increase the proportion of students who participate in FELA NT in Term 1.	100%	100%
A-E GRADES:		
Increase the proportion of Year 1 students at C or above in Reading.	62.07%	65%

Priority: Raise school attendance and hold parents accountable

Raise school attendance and hold parents accountable 	
Priorities	<ul style="list-style-type: none"> Ensure there are systematic processes in place, documented in an attendance plan, to raise school attendance, respond to absence and support re-engagement Partner with the school community to develop and implement an evidence-based strategy to raise attendance
School profile	Profile 3: Structuring processes to drive improvement
School characteristics	<p>[P3] The school vision is finalised and widely communicated and displayed.</p> <p>[P3] Whole school wellbeing and inclusion programs align with the school vision, support the school culture, and are implemented as planned.</p> <p>[P3] The school is implementing the process for the systematic collection and analysis of data and uses data to inform attendance and engagement strategies and programs.</p>

Actions

Implementation Actions	When	Lead	Support	Resources	Budget
Refer to the Planning Scaffold to identify the implementation actions (required). You may include additional details to provide further context or information (optional).	Outline the start and end date for implementing the action.	Who is the lead in the school?	Describe what support is required to support this action	Outline the identified resources allocated to the action.	Identify the (\$) that will be allocated.
[P2] Integrate partnerships into school planning and create structures for sustainability.	Semester 2 2026	Principal	School Council input and feedback	Review stakeholder engagement framework	NIL
[P4] Continue to strengthen the school culture drawing upon evaluation feedback and insights from the school community.	Semester 1 2026	Principal Wellbeing team	School Council input and feedback	2025 Perception survey data and	NIL

Implementation Actions	When	Lead	Support	Resources	Budget
			Potential focus group Review APS Wellbeing Policy and Framework	PIVOT survey data	
[P4] Engage in regular review of staff performance and wellbeing and provide ongoing capability building opportunities.	Ongoing through 2026 through quarterly attendance reviews, Performance Growth conversations and cycle	Principal, Assistant Principal and Business Manager	Engagement and ownership by all team members	High Impact Strategies Data reports and analysis through SAMS and Xuno	NIL

Implementation outcomes

Implementation Outcomes	Staff	Students	Families/Community
What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?	<ul style="list-style-type: none"> All engaged and fostering an inclusive, positive school community All involved in working with students who have attendance concerns 	<ul style="list-style-type: none"> Being engaged and positive about coming to school, relationships with each other and staff 	<ul style="list-style-type: none"> Maintaining a positive relationship with the school Continuing to liaise with the school for family holidays and arranging work to be done whilst away

Improvement targets *(remove targets that are not applicable to this ASIP)*

Strategic Plan 2025-2028 Measures (required)	2025 Baseline	2026 Target
Student Attendance:		
Increase the overall average attendance rate.	89.9%	92%

Strategic Plan 2025-2028 Measures (required)	2025 Baseline	2026 Target
Increase the non-Aboriginal average attendance rate.	91.3%	92.3%
Increase the Aboriginal average attendance rate.	83.3%	84.3%

School Specific Measures (optional)	2025 Baseline	2026 Target
NT School Survey		
Increase the overall student positive response rate for the 'student wellbeing' theme	75%	80%
Increase the overall student positive response rate for the 'Teacher-student relationships' theme	81%	86%

Preschool Quality Improvement Plan Summary *(only for DET Preschool services in scope of the NQF)*

Preschool Name	Alawa Preschool	Last Assessment and Rating	15/05/2025
Approved Provider	Department of Education and Training	Overall Rating	Meeting

National Quality Standard (NQS) Service Ratings

QA1 Educational program and practice	QA2 Children's health and safety	QA3 Physical environment	QA4 Staffing arrangements	QA5 Relationships with children	QA6 Collaborative partnerships with families and communities	QA7 Governance and leadership
Meeting	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting

[This table is to be used to summarise the most significant preschool improvement priorities documented in the Quality Improvement Plan. It does not replace the QIP, which remains the primary record of ongoing improvement actions and evidence, but provides visibility and focus to the improvement work in the preschool. Refer to QIP for further details.]

Improvements should be identified in 2-4 Quality Areas – other quality areas can be deleted. Quality Areas rated as 'working towards' need to be included as priorities.

Schools can choose to replicate this table for other services they may operate that are regulated under the National Quality Framework.]

	Standard	Element	Issue/improvement area identified	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Who?	By When?
QA1	1.3 Assessment and planning	1.3.2 Critical reflection	The preschool team engages regularly in reflection on programming, delivery and student needs. As per feedback in recent A & R we would like to ensure reflection is clearly documented and processes around reflections are clear.	<i>Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</i>	Research effective ways for educators to record and document. Network with other preschools to see how they effectively document their critical thinking. Engagement with PSTANT	All preschool staff	Semester 1, 2026
QA2	2.2 Safety	2.2.3 Child protection	<i>The new Safe use of digital technology in early childhood and care setting has been introduced in 2025. The preschool needs to ensure that the policy is</i>	<i>Management, educators and staff are aware of their roles and responsibilities to identify and respond</i>	1. Alawa Preschool / APS has developed a policy in line with the new requirements. 2. Procedures to be developed and strengthened through documentation	Principal Preschool TIC	1. Term 1, 2026 2. Semester 1, 2026

			<i>implemented and processes clearly in place to ensure child safety.</i>	<i>to every child at risk of abuse or neglect.</i>	<p>3. Roles and responsibilities are documented</p> <p>4. All staff to be familiar and compliant with guidelines.</p>		
QA3	3.2 Use	3.2.1 Inclusive environment	<i>The sandpit has limited uses at the moment. The children like to play with water but this dependent on an educator providing access. Preschool have been fundraising for a water play area with a pump.</i>	<i>Water play area with pump and natural creek bed installed to allow for more diverse play.</i>	<p>1. Quotes sought for works to install water play area</p> <p>2. Work to be completed including planning around minimising impact on student program</p>	<p>Preschool TIC</p> <p>BM</p> <p>SMO</p> <p>Principal</p>	Semester 1

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



Damien O'Brien
Principal
Alawa Primary School

31 / 03 / 2026



Katherine Whitfield
Chair
School Council

31 / 03 / 2026



{Insert Name}
Senior Director - Choose an item.
Schools and Regions

31 / 3 / 2026