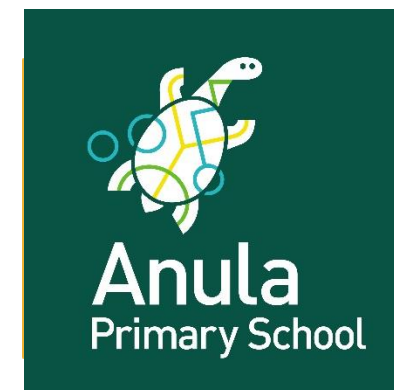


# Anula Primary School



Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



**Explicit Improvement Agenda Cycle: 2020-2024**

**Focus for Improvement in 2024**

*Summarise the consultation, data and school review recommendations that have informed the development of the school's strengthening instruction and engagement goals and accompanying improvement strategies for 2024.*

All stakeholders have input into the ASIP including leadership, staff and school council. In our 2020 school review the following recommendation has been a driver in the compilation of our ASIP's.

- In the next planning cycle, develop an improvement plan that includes explicit and clear targets expressed in terms of the specific improvements sought in measurable student learning and wellbeing outcomes. These targets should include accompanying timelines which are rigorously actioned. Build a shared ownership of the plan ensuring that teachers have a clear understanding of the changes in practice required to achieve targets.

In 2024 one of our goals is centred around quality teaching and learning in mathematics with a targeted focus on tiered intervention to ensure all students demonstrate growth in their PAT M results. Student assessment data including NAPLAN and PAT M is analysed to identify gaps in student learning by staff as well as using the Elastik platform. This data is used to identify eligible students for the tiered maths intervention program. This data is also used to identify what content needs to be taught to plug gaps in student misunderstanding.

After analysis of our school perception data, our second goal is to focus on student and staff wellbeing, concentrating on the implementation of consistent student behaviour processes and strategies, set non-negotiables and an embedded behaviour matrix. This will provide clarity and consistency around behaviour expectations and a consistent approach, therefore having a positive impact on the school perception survey and staff/student well-being.

## Strengthening Instruction Goals and Actions

Analyse evidence of students' learning considering overall school performance; the needs of identified priority groups; evidence of improvement or regression over time; and in the case of standardised tests such as PAT and NAPLAN measures of growth across schooling, to determine a student outcome goal you will pursue in 2024 aligning it to a strengthening instruction focus.

STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS			
Improved PAT M results showing growth for every student.			
Goal	<p><b>For every student to show demonstrated growth in PAT M. This is achieved through the explicit teaching of mathematics following our instructional model, participation in our tiered intervention, if applicable, and analysis of student assessment data.</b></p>		
Change of Practice	<p>Teachers will deliver consistent, high-quality targeted instruction to improve student outcomes in Mathematics. Students identified as requiring mathematics intervention after the analysis of assessment data will engage in tiered mathematics intervention, so all students demonstrate growth in their PAT M scale score by the end of Semester 2 2024. Teachers will use analysed data to inform their daily explicit teaching in mathematics and differentiated activities will be evident in MM task boxes that are linked to item performance knowledge from PAT M.</p>		
Implementation Outcomes	Educators	Students	Families/Community
<p>What are the changes you expect to see in practice and/or behaviours if your goal has been successful?</p> <p>Refer to Signature Strategy Improvement Guides.</p>	<p>All teachers know where their students are in terms of their PAT M scale scores and there is evidence this data is explicitly used in teacher programs to drive content delivery.</p> <p>All teachers looking at their PAT M data using the item performance report and using this data to group student misunderstandings to plan content delivery that reaches every student.</p> <p>All teachers delivering explicit mathematics lessons following the MM Instructional model.</p> <p>Teachers work with every student in their class to devise a mathematics goal.</p> <p>Every student who is below level engaged in mathematics intervention.</p>	<p>Students engaged in mathematics learning that is based on their current level of achievement with access to stretch their thinking through problem solving activities.</p> <p>Engaged in tiered intervention where applicable to improve their mathematical understanding.</p> <p>Students demonstrating growth in their PAT M 2024 results from semester 1 to semester 2.</p> <p>All students showing demonstrated growth in their 2024 PAT data from Semester 1 2024 to Semester 2 2024.</p> <p>All students being able to articulate their mathematics goal.</p>	<p>Make parents aware their child is receiving mathematics intervention.</p> <p>Share PAT scale scores in parent/teacher interviews.</p> <p>Share intervention data with parents whose child engaged in mathematics intervention to demonstrate growth and achievement.</p> <p>Mathematics goals shared with parents.</p> <p>Run a MM workshop for parents to demonstrate how we teach mathematics at Anula. Ask MM city schools if they want to collaborate and do a joint presentation. Contact Liza Parr to get a copy of her previous presentation to parents at Nakara.</p>

## 2024 Annual School Improvement Plan

<p>Student Improvement Targets</p> <p><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></p> <p><i>(Refer to Goal and Target setting guidance for 2024)</i></p>	<ul style="list-style-type: none"> <li>➢ ALL students in years 1 – 6 demonstrating growth from Semester 1 2024 to Semester 2 2024. (Evidenced through PAT M data analysis).</li> <li>➢ The gap analysis post tiered intervention demonstrates growth and new understanding of mathematical concepts that were identified as a targeted focus pre intervention.</li> </ul> <p>See data Attachment A</p>
<p>Teacher Improvement Targets</p> <p><i>What are the measurable changes you expect to see in teacher practise, if implementation outcomes have been successfully implemented? How are the targets reflective of the needs of your teachers?</i></p>	<ul style="list-style-type: none"> <li>➢ MM task boxes reflective of differentiated tasks to meet student need. (Evidenced through walkthrough feedback or ST1 observation/coach observation documentation).</li> <li>➢ Instructional model being followed in every classroom and each teacher committed to improving in nominated pedagogical focus area. (Evidenced through walkthrough feedback).</li> <li>➢ Programs reflect item performance PAT M data analysis and evidence this data is linked to explicit teaching of hot spots/task boxes. (Evidenced through program feedback).</li> <li>➢ Evidence the MM coach is having impact on building teacher capacity through the analysis of pre and post surveys from coaches. (Evidenced through pre and post teacher surveys).</li> </ul>

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the Strengthening Instruction Actions.

Actions	When	Signature Strategies	Who		Resources
<p><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></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?</i></p>	<p><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></p>	<p><i>Who is the contact in your school leading this action?</i></p>	<p><i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i></p>
<p>Analyse the 2023 Semester 2 PAT data down to the individual class and student level to determine which students demonstrated growth over the Semester. Use the data analysed and Elastik platform to determine eligibility for MM intervention in 2024.</p>	<p>PAT M analysis Term 4 2023 Term 1 intervention allocation using Elastik</p>	<p>R5. Targeted and Strategic Differentiation</p> <hr/> <p>R5. Targeted and Strategic Differentiation</p>	<p>Principal</p> <hr/> <p>Assistant Principal</p>	<p>Melinda Kealy</p> <hr/> <p>Brian Hyke</p>	<p>Elastik platform \$8,400</p>

## 2024 Annual School Improvement Plan

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>
					Attachment A
Utilise the MM network coach to conduct classroom walkthroughs around the delivery of the MM instructional model with reference to non-negotiables.	Week 3 Term 2 all week	E5. Whole School Instructional Model	MM network coach	Athena Hammond	\$6,000 MM network
Provide walkthrough feedback to teachers highlighting what is working well and what requires focusing on in relation to our pedagogical model.	Week 3 Term 2	E5. Whole School Instructional Model	MM network coach	Athena Hammond	\$6,000 MM network Athena Hammond ERT cover \$2,000
Continue to engage in the professional development opportunities provided by the MM network in terms of inductions and workshops.	Inductions/ Workshops Inductions 22/23 <sup>rd</sup> Feb Workshops week 8 Term 1		MM network	Colleagues from MM schools	\$2,000 workshop delivery
Students attend MM intervention to eliminate gaps in student understanding and knowledge of mathematical concepts according to the data analysis.	Ongoing Selection of students from Elastik analysis	R5. Targeted and Strategic Differentiation	Assistant Principal and tutors/SESA's	Brian Hyke and tutors/special education officer	\$6,000 Tutor wages
Teachers work with the MM school-based coach to improve quality teaching practice.	Ongoing Centred around Instructional Model		Internal school-based coach	Chantelle Scott	\$3,000. ERT to cover coach Portion of CT9 wage to cover coaches' class whilst coaching. Figure in SRM.

## 2024 Annual School Improvement Plan

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>
Conduct a MM parent workshop as parents expressed in the school perception survey that they would like to learn more about the teaching of mathematics at Anula. <b>SEE ATTACHMENT B.</b>	Term 1 Week 5 Monday 25 <sup>th</sup> Feb 5pm	E5. Whole School Instructional Model	Ask MM city schools if they want to collaborate and do a joint presentation.	Melinda Kealy Athena Hammond	Copy of MM presentation notes/slides from Athena. Maths resources to engage I maths games post workshop.
Select teachers from a range of year levels to implement daily reviews to improve students' mathematical knowledge.	Ongoing		Internal school-based coach	Chantelle Scott Teachers	
Conduct a whole school afternoon workshop to look at how to analyse PAT M data down to the item performance report. Have teachers populate proforma which identifies the top 5 misconceptions in students' mathematical knowledge/understanding in their own class from the item performance report and use this in their hot spots/daily reviews. This use of data and how to use it identified and evident in their planning. Add this as a checklist item in the Program feedback document. Staff to include proforma in their planning documents also.	Week 3 Term 1 2024  Programs due week 5.	R5. Targeted and Strategic Differentiation	Leadership team run data analysis workshop with invitation to Josh Danvers and Alisha Barriball to be involved.	Melinda Kealy	PAT M data Proforma sheet Programming checklist  Attachment B
Teachers to use PAT-M data in conjunction with IKAN data to inform their whole class teaching. Using sprint model to deliver PD & gather data.	Planning days Week 3 Term 1 Week 9/10 Term 1 Week 9/10 Term 2		Chantelle Scott – leader of the action MM school-based coach	Teachers	

# 2024 Annual School Improvement Plan



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>
	Week 9/10 Term 3				

**Relationships**

Children and students feel a strong sense of belonging through positive relationships with their peers and educators.

**Wellbeing and inclusion**

The learning environment is safe, supportive and welcoming for all students and their families.

## 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	If we have consistent processes and procedures around behaviour then we will strengthen the proportion of students and parents responding positively to "student Well-being questions", aimed at reaching a positive response rate of 4 points or higher.		
Change of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	Teacher consistency evident across the school when dealing with student behaviour/consequences, and common supports and processes in all classes to give students the best possible opportunity to de-escalate, modify their behaviour and self-manage their emotions.		
Implementation Outcomes	Staff	Students	Families/Community

## 2024 Annual School Improvement Plan

<p><i>What are the changes you expect to see in practice and/ or behaviours of staff, students and community?</i></p>	<p>Consistent expectations, processes and consequences around student behaviour.</p>	<p>Students aware of the processes and procedures of unsatisfactory behaviour.</p> <p>Students aware and accepting of the consequences associated with unsatisfactory behaviour by teachers.</p> <p>Opportunities for students to manage their own emotions by utilising the supports structures in place.</p>	<p>Parents aware of expected expectations around behaviour at school for students.</p> <p>Improvement in school perception survey related to wellbeing questions.</p>
<p>Student Improvement Targets</p> <p><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></p>	<p>By the end of 2024 we will see an increase in our school perception wellbeing data shift from the current results to a minimum of 4.2 in “Student behaviour is well managed” and “Students know how to manage their emotions”. This contributes to the Headline Improvement measures.</p> <p>Increase from 3.8 to 4.2</p> <p>Student behaviour is well managed at this school. (Parents survey 2023)</p> <p>My child knows how to manage their emotions (Parent survey 2023)</p> <p>Increase from 3.4 to 4.2</p> <p>Student behaviour is well managed at this school. (Student survey 2023)</p> <p>Increase from 3.9 to 4.2</p> <p>I know how to manage my emotions (Student survey 2023)</p>		

*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.*

<p>Select the relevant goals and actions <b>which most align</b> to your school goal for engagement:</p>			
<p>1. <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.</p>	<p>2. <input checked="" 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.</p>	<p>3. <input 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.</p>	<p>4. <input checked="" type="checkbox"/> <b>Wellbeing and inclusion:</b> Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.</p>

*Outline the actions, timelines, roles, responsibilities and resources that the school will adopt to implement the school’s Engagement Goal and Actions.*

## 2024 Annual School Improvement Plan

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>
Morning greetings occurring at every classroom door on the first bell.	All year Started Term 4 2023	2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners.	School based	Teachers	Restorative Practices – Adam Voigt	
Consistent traffic light system, remind, warn, act, buddy class, ST1, senior leadership to curb unsatisfactory student behaviour	Commenced 2023 continue 2024			Leadership, SLG, NTLC		
Consistent behaviour expectations across the school in every classroom for process and consequence	ongoing			Teachers	Staff Professional Development Day, Term 4 2023	
Every classroom has a calm corner	ongoing			Teachers and ST1's	Wellbeing grant \$3,000 allocated	
Restorative practices followed when behaviour incidences occur in the classroom and on the playground	ongoing		Berry street network	All staff SESA's/tutors	Lanyards with restorative practice prompts, reflection sheets in classrooms, calming corners, ready to learn plans, de-escalation strategies, ready to learn scale, community circle.	
Compilation of the behaviour matrix – joint construction staff, SLG, NTLC, school council	2023 completion, implementation 2024 all year		Exemplars from other school and the School Wide Positive behaviour support – Victorian Government.	Staff, SLG, NTLC, school council.	NTLC - \$500  SLG - \$1000	



## 2024 Annual School Improvement Plan

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>
Focus on improving staff well-being through workshops and seminars	Beginning of 2024 and ongoing		Linda Conder  <b>The Gut-Brain Axis for Workplace Wellbeing</b>	Melinda Kealy	\$3,410 Start-up day 2024 EcGO1 platform assigned wellbeing reading to staff. \$3,000
Wellbeing workshops for students in years 3-6 to understand the importance of food for gut health and wellbeing.	Semester 1		Linda Conder	Melinda Kealy	Wellbeing grant money \$12,000
Parent workshops	Semester 2		<b>Linda Conder</b>  Bellies, Bugs and Brains  How Food Affects Children's Mental Health and Behaviour  Eat to Learn, Learn to Eat  OPTIMISING ACADEMIC SUCCESS WITH DIET	Melinda Kealy	Wellbeing grant money \$12,000
Be You Staff Wellbeing partnership. Helping to bring a focus on <a href="#">staff wellbeing</a> , reducing staff turnover and helping to maintain positive school cultures.	Ongoing 2024 scheduled into Professional Learning calendar		Brian Morgan Expression of Interest application completed December 2023  Be You partnership	Melinda Kealy	Subsidised by the Department of Education

## 2024 Annual School Improvement Plan

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

If endorsement is captured through 'ASIP on a page' or other complimentary mode to communicate the agreed agenda to your school community, please attach.

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Melinda Kealy  
Principal

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Nigel Brito  
Senior Director  
Education Improvement and  
Leadership

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Dr. Josie Povey  
School Council Chair

# 2024 Annual School Improvement Plan

## Attachment A

I have analysed the PAT M data looking at the scale score growth between Semester 1 2023 to Semester 2 2023 and coloured all students who have demonstrated growth per class from Year 1 to Year 5 in 2023.

This data will be used as one source of data to identify eligible students for intervention as well as keep track on the extended growth of individual students from 2023 to the end of semester 2 2024.

This data for 2023 has been shared with staff and staff are required to look at the item performance report for each student in their class in 2024 using OARS to identify the common misunderstanding in mathematical knowledge to use as hot spots when explicitly teaching mathematical concepts at the beginning of every instructional lesson.

All staff will use the year level PAT M data that has been analysed highlighting the lowest performance questions for each year level that have been linked to the proficiencies and use this data in their hotspot along with their task box activities to address misunderstanding and gaps in students' assessment data. Elastik can be used to source lesson ideas and activities to utilise as hot spots and in task boxers to reduce impact on differentiated planning.

Copies of the PAT M scale score tables can be provided if requested.

% increase of students demonstrating growth in their PAT Data per year level		
2023		2024
Year 1 2023	35/50 students showed growth 74%	Year 2 2024 Target 80% of students to demonstrate growth
Year 2 2023	40/59 students showed growth 67.7%	Year 3 2024 Target 70% of students to demonstrate growth
Year 3 2023	40/55 students showed growth 72.72%	Year 4 2024 Target 75% of students to demonstrate growth
Year 4 2023	58/69 students showed growth 84.05%	Year 5 2024 Target 86% of students to demonstrate growth
Year 5 2023	36/58 students showed growth 62.06%	Year 6 2024 Target 70% of students to demonstrate growth

# 2024 Annual School Improvement Plan

## Attachment B

11 . Would you like to have more of an understanding of how we teach maths at our school?

### Question overview

Category	None
Mandatory	No
Type	Multiple response multiple choice
Answered	104
Not answered	2
Skipped (as per skip logic)	0

