



Distinguished School

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Anula
Primary School

Anula Primary School

Explicit Improvement Agenda Cycle: 2023-2027

Context statement: Anula Primary School has had a strong Literacy focus for the past 3 years and we have been instrumental in refining our pedagogical practices, ensuring we have systematic curriculum delivery, an expert teaching team and embedded pedagogical practices in literacy. This systematic focus has seen a steady incline in our achievement data, and we are delighted with this year's Year 3 NAPLAN results compared to our results in 2021. The 2022 Year 3 cohort are the students who have experienced 3 Years of RWI and teachings in other school wide literacy practices. The results of this cohort are a direct correlation to our past three-year focus on reading, writing, phonics, phonological awareness and phonemic awareness.

In 2023 our school improvement focus will shift from reading and writing to spelling and numeracy – in particular number and algebra. We have seen a reduction in our results for spelling and numeracy in both the year 3 and 5 NAPLAN data. As a tier 4 Meaningful Maths School we feel the need to focus on Numeracy is vital to maintain our Tier 4 structure. The focus on spelling is the last piece of our literacy puzzle.

School Review Recommendation from 2020: 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. Evidence (pg 2, pg 14)

Darwin Region Regional Goal/s:

Strengthening Instruction

Goal: To increase student achievement and growth in Reading

Target 1: Increase average number of students achieving a C grade in Reading from 76% to a minimum of 79% by end of 2023

Target 2: Increase proportion of students achieving NMS in by a minimum of 3% from 85% and 88%

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

Target 1: Increase proportion of students achieving NMS in Numeracy in Year 3 by a minimum of 4% from 81% to 85%

Target 2: Increase proportion of students achieving NMS in Numeracy in Year 5 by a minimum of 6% from 79% to 85%

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%

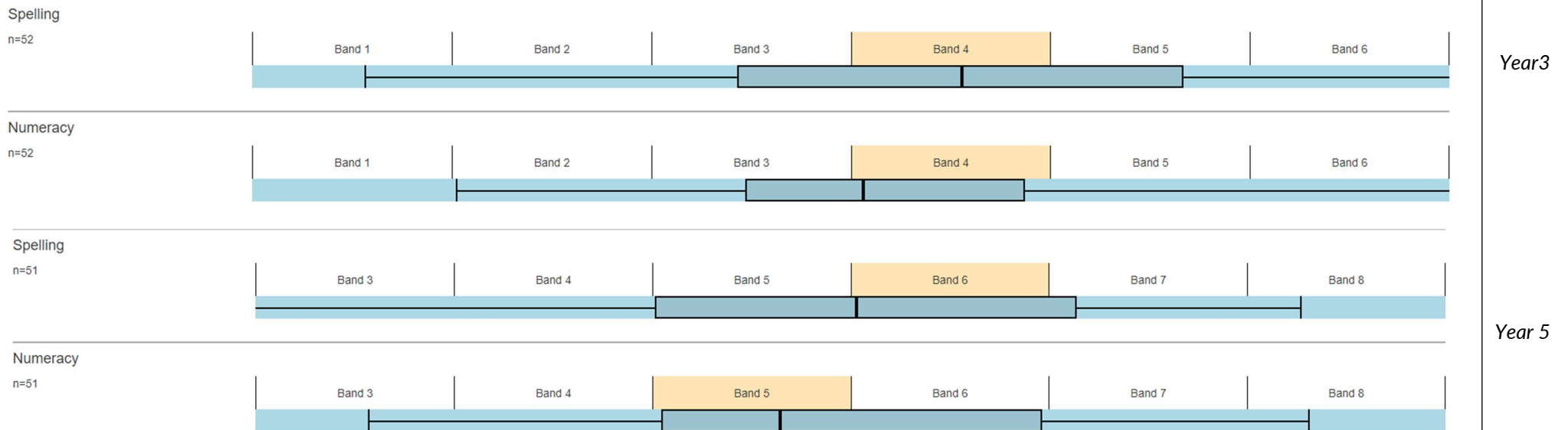
Target 3: In 2021 School Survey student teacher student relationship theme positive response rate was 73%, in 2023 we will lift this to a minimum of 80%

2023 Annual School Improvement Plan

Focus for Improvement in 2023

Summarise the data that informed the development of the goal (on following page) and identification of improvement strategies for 2023 to provide a clear rationale for change.

In 2023 we aim to move the median score band in Year 3 to Band 5 for both spelling and numeracy which is 3 bands higher than the national minimum average. In 2023 we aim to move the median score band in Year 5 for both spelling and numeracy to Band 6 which is 2 bands higher than the national minimum average for Year 5.





Analyse evidence of students' learning considering overall school the 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 2023 aligning it to a strengthening instruction focus.

GOAL 1: STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS

Through an embedded pedagogical approach to the teaching of Mathematics, and a commitment to explicitly teach Mathematics following the Instructional Model, we will see an upwards shift in student achievement data in Mathematics, in particular Number.

<p>Problem of Practice</p> <p><i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i></p>	<p>If we focus on ensuring the instructional model, pedagogical approach and scope and sequence V9 for Meaningful Maths is followed and explicit differentiated teaching is evident and based on real time data, we will see a shift in the number of students achieving above national minimal standard in NAPLAN and see a greater number of students achieving A's and B's in Number and algebra in particular. (APPENDICES PG 14 PG 15, PG16)</p> <p>If we focus on the teaching of spelling, we will see a shift in our 2024 NAPLAN spelling data for years 3 and 5 and a consistent approach to the teaching of spelling following a defined scope and sequence will be evident. A school wide systemic approach to the teaching of spelling is the final piece of our literacy puzzle which then results in universally defined pedagogical practices and instructional models being followed by teachers from Transition to Year 6.</p>		
<p>Aligned <u>Signature Strategy</u></p> <p>Which signature strategy will support you to plan for the changes in practice you expect to see?</p>	<p>E5. Whole School Instructional Model</p> <p>And (optional) R5. Targeted and Strategic Differentiation</p>		
<p>Implementation Outcomes</p> <p>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</p> <p>Refer to signature Strategy Improvement Guides.</p>	<p>Educators</p> <p>Each MM group will have varied differentiated tasks centred around the MM stages and data.</p> <p>Every class will start with a whole class hotspot on a Monday.</p> <p>There will be evidence of higher order open ended thinking tasks and problem-solving tasks to meet the varying abilities of students.</p>	<p>Students</p> <p>Students will be exposed to mathematical activities designed to meet their current needs and stretch their thinking to demonstrate growth and mathematical achievement.</p>	<p>Families/ Community</p>

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	Teachers committed to continuously improving their teaching practice using baseline classroom observation data conducted in term 4 2022 as the catalyst for where to start their improvement journey.		
Student Improvement Targets What are the measurable changes you expect to achieve in student outcomes, if the strategy is being successfully implemented? How are the targets reflective of the diverse cohorts at your school?	Greater number of students in the higher MM stages, Band 5 and above from year 2 onwards. (data) To have 80% of students in the optimal and growth quadrants in PAT for year's 3 and 5. APPENDICES PG 2, PG13 80% of our students in years 3 and 5 to achieve beyond National Minimum standard in NAPLAN for all aspects of literacy and numeracy. Demonstrated improvement in the delivery of the instructional model of MM and differentiation evident. Improvement in the implementation of non-negotiables in response to evaluating data collected from lesson observations in term 4 2022. Targeted professional development to enhance pedagogical practice and mathematical knowledge.		

Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the Signature Strategy.

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and / or practices aligned to the implementation of the signature strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Classroom observations conducted by the MM network leader (Simone Timms) to determine if <ol style="list-style-type: none"> pedagogical practice of MM. The non-negotiables are being followed and to determine where targeted 	Term 4 2022 observations are scheduled for every teacher and a 15 minute	Observation & feedback	Network			
		Mentoring & coaching	Internal - DoE, school based			

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support is required to improve pedagogical practice/teaching/learning.	feedback follow up session	Modelling effective practices	Network			
Targeted professional learning around MM pedagogy and the MM instructional model	Term 1 ongoing throughout the year	Focussed professional learning at staff meetings	Network	Leadership team deliver PD along with the support of Simone Timms MM Network Leader	Brian Mel Chantelle	Utilising the expertise in the MM network and targeted support from Simone Timms \$2000 towards MM budget yearly
		Modelling effective practices	Internal - DoE, school based		Chantelle to model effective MM instructional model	
		Choose an item.	Choose an item.			
Regular coaching sessions conducted by the MM coach centred around teachers self-identified area of interest/focus.	Ongoing throughout the year	Mentoring & coaching	Internal - DoE, school based		Chantelle	
		Choose an item.	Choose an item.			
Implementation of the MM Scope and Sequence that represents the Version 9 curriculum.	Planning Day, Term1 2022 and ongoing	Focussed professional learning at staff meetings	External consultant	Lyn Stone – Spelling for Life	Melinda Kealy Tanya Harvey	

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Professional Development on the effective teaching of spelling.	throughout the year. Day 1 2023					\$10,000 for face to face professional learning, online resources, online support group and spelling scope and sequence. Includes a guide to track the program and check for student understanding across the year levels.

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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 2023 aligned to [NT Education Engagement Strategy2022-2031](#).

GOAL 2: ENGAGEMENT

To strengthen engagement and attendance for ALL students, with a targeted focus and attention towards lifting Indigenous students attendance rates to be in line with non-Indigenous Students.

<p>Problem of Practice</p> <p><i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i></p>	<p>If we continue to monitor and follow our attendance policy and processes, we will continue to maintain high attendance and meet our target of 93% attendance. High student attendance fosters engagement as students experience quality teaching and learning practices contributing to academic, social and emotional growth and maturity. (APPENDICES PG 13)</p>																																																												
<p>Key Action</p> <p><i>What key action will you undertake to assist you in achieving your engagement goal?</i></p>	<p>Follow embedded attendance policy, procedures and processes. (APPENDICES PG 11)</p> <p>Maintain momentum and keep attendance front and centre to maintain a sense of urgency.</p>																																																												
<p>Implementation Outcomes</p> <p><i>What are the changes you expect to see in practice and/ or behaviours of staff, students and community?</i></p>	<p>Staff</p> <p>All staff identify the importance of high attendance and everyone has a role to play including classroom teachers, AIEW, leadership, admin and executive in getting children to school and monitoring attendance.</p>	<p>Students</p> <p>Students wanting to come to school and aware their needs will be met in whatever circumstance.</p> <p>Seeing attendance at school as an intrinsic motivator</p>	<p>Families/ Community</p> <p>Families aware there are support mechanisms in place for students and parents/carers and together we work in partnership to ensure regular attendance at school is mandatory and achievable.</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>93% attendance target for ALL students. Lift Indigenous attendance from 86.1% to be in line with Non-Indigenous target of 93%. Lift Non-Indigenous attendance from 91% to 93%</p> <table border="1" data-bbox="1214 1086 1729 1374"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">2022</th> </tr> <tr> <th colspan="2">Indigenous</th> <th colspan="2">All</th> </tr> <tr> <th>Avg Enrolment</th> <th>Attendance</th> <th>Avg Enrolment</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Preschool</td> <td>8</td> <td>87.4%</td> <td>44</td> <td>88.3%</td> </tr> <tr> <td>Transition</td> <td>10</td> <td>88.5%</td> <td>56</td> <td>90.2%</td> </tr> <tr> <td>Year 1</td> <td>9</td> <td>86.4%</td> <td>58</td> <td>91.2%</td> </tr> <tr> <td>Year 2</td> <td>11</td> <td>89.0%</td> <td>55</td> <td>92.4%</td> </tr> <tr> <td>Year 3</td> <td>16</td> <td>83.0%</td> <td>64</td> <td>91.0%</td> </tr> <tr> <td>Year 4</td> <td>13</td> <td>86.6%</td> <td>60</td> <td>90.5%</td> </tr> <tr> <td>Year 5</td> <td>11</td> <td>87.4%</td> <td>57</td> <td>91.7%</td> </tr> <tr> <td>Year 6</td> <td>7</td> <td>81.7%</td> <td>44</td> <td>91.2%</td> </tr> <tr> <td>Anula Primary School</td> <td>84</td> <td>86.1%</td> <td>437</td> <td>91.0%</td> </tr> </tbody> </table>				2022				Indigenous		All		Avg Enrolment	Attendance	Avg Enrolment	Attendance	Preschool	8	87.4%	44	88.3%	Transition	10	88.5%	56	90.2%	Year 1	9	86.4%	58	91.2%	Year 2	11	89.0%	55	92.4%	Year 3	16	83.0%	64	91.0%	Year 4	13	86.6%	60	90.5%	Year 5	11	87.4%	57	91.7%	Year 6	7	81.7%	44	91.2%	Anula Primary School	84	86.1%	437	91.0%
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Select one of the following goals and actions which most align to your school goal for engagement:						
1. <input type="checkbox"/> 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. <input type="checkbox"/> The right people: Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.		3. <input checked="" type="checkbox"/> Meaningful learning: Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.		4. <input checked="" type="checkbox"/> Wellbeing and inclusion: Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.
Choose an item.		Choose an item.		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.		4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.
Actions	When	Strategies	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.	What strategies will the school use to facilitate the professional learning and implementation? APPENDICES PG 11 OULINES ATTENDANCE PRCOEDURES FOLLOWED TO LIFT ATTENDANCE	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Weekly attendance meetings with admin and leadership.	Thursday's weekly	Case management approach	Internal - DoE, school based		Tanya Di (AIEW) Vinesha	
If the student has a yearly attendance between 0 - 85% and	As required	Case management approach	Internal - DoE, school based			Generic letter on attendance personalised and sent home

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Actions	When	Strategies	Who			Resources
<p><i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>What strategies will the school use to facilitate the professional learning and implementation?</i> APPENDICES PG 11 OULINES ATTENDANCE PRCOEDURES FOLLOWED TO LIFT ATTENDANCE</p>	<p><i>Where will the expertise be found?</i> <i>Refer to the Guide for explanatory notes.</i></p>	<p><i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</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>there is no response from their parents, Tanya will send a formal letter home to the parents via email.</p> <p>All communication and actions from this point on will be recorded in the activities section on SAMS.</p> <p>When something is added to activities in SAMS, the student's teacher will be emailed and the attendance team cc'd into the email.</p>		<p>Case management approach</p>	<p>Internal - DoE, school based</p>		<p>Tanya Di (AIEW) Mel Vinesha</p>	<p>in a hard copy to parents via student</p>
<p>If attendance is still a concern and there is no response from parents, a 2nd formal letter will be emailed and a home visit will be conducted by Di or Tanya.</p> <p>If there is no one home or answering, a letter will be left</p>	<p>As required</p>	<p>Case management approach</p>	<p>Internal - DoE, school based</p>		<p>Tanya Di (AIEW)</p>	<p>Generic letter on attendance personalised and sent home in a hard copy to parents via student.</p>

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<p><i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>What strategies will the school use to facilitate the professional learning and implementation?</i> <u>APPENDICES PG 11</u> <u>OULINES ATTENDANCE</u> <u>PRCOEDURES</u> <u>FOLLOWED TO LIFT</u> <u>ATTENDANCE</u></p>	<p><i>Where will the expertise be found?</i> <i>Refer to the Guide for explanatory notes.</i></p>	<p><i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</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>in their letterbox to notify the parents of the visit. If there is no change in attendance and their parents were not home or answering</p>		<p>Student & community engagement & consultation</p>	<p>Internal - DoE, school based</p>		<p>Tanya Di (AIEW) Mel Brian</p>	

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<p>during the first home visit, a second home visit will be conducted in a timely manner.</p> <p>If there continues to be no change in attendance and no response from parents, a 3rd formal letter will be emailed and a formal referral will be submitted to the Student Engagement Team.</p> <p>Continue to support families to get their child/ren to school by staying connected through regular communication, offering assistance such as spare uniforms breakfast, recess and lunch. Offering to collect children and bring to and from school, connecting families with outside agency support, meeting with families as needed etc.</p>	<p>As required but continue the mantra, "It doesn't matter what time you come to school what matters is that you come". No shame!</p>	<p>Student & community engagement & consultation</p> <p>Student & community engagement & consultation</p>	<p>Internal - DoE, school based</p> <p>DOE funded service</p>		<p>Di (AIEW) Tanya Mel Brian</p> <p>Jason Kruger</p>	<p>Referral letter sent to the student Engagement team.</p> <p>Emails kept and notes entered into activities page on SAMS.</p>



Anula Primary School Attendance Procedures


- 
 - Teacher marks student roll on SAMS before 8:30am and after 1.30pm. Teachers must mark any absences received on Seesaw with a reason and initial.
 - Any students who are late must hand a late card to their teacher to show they have signed in at the office.
- 
 - Di to phone/text any parents of Indigenous students who have not arrived by 8:15am between 8:15 - 8:45am.
 - An automated text message is sent out at 10am to the parents of any students who are unnotified on the roll.
 - Vinesha to phone any parents of students who have not replied to the automated text message daily after recess or lunch.
 - Di & Admin Team to update SAMS if a response is received from the parents.
- 
 - On Friday afternoon, classroom teachers are to send a generic email to the parents of any students in their class who still have an unnotified absence during the week. Teachers are to cc Tanya, Vinesha and Di into the email and attach a read receipt.
 - Teachers to forward any parent replies to Mel, Tanya, Vinesha and Di.
 - Vinesha to enter responses into SAMS
- 
 - After the weekly attendance meeting held each Friday, Tanya/Vinesha will call the parents of any students on Tuesday who still have an unnotified absence from the week before.
- 
 - If the student has a yearly attendance between 0 - 85% and there is no response from their parents, Tanya will send a formal letter home to the parents via email.
 - All communication and actions from this point on will be recorded in the activities section on SAMS.
 - When something is added to activities in SAMS, the student's teacher will be emailed and the attendance team cc'd into the email.
- 
 - If attendance is still a concern and there is no response from parents, a 2nd formal letter will be emailed and a home visit will be conducted by Di or Tanya.
 - If there is no one home or answering, a letter will be left in their letterbox to notify the parents of the visit.
- 
 - If there is no change in attendance and their parents were not home or answering during the first home visit, a second home visit will be conducted in a timely manner.
- 
 - If there continues to be no change in attendance and no response from parents, a 3rd formal letter will be emailed and a formal referral will be submitted to the Student Engagement Team.

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



Principal
Melinda Kealy



Paul Nyhuis,
Senior Director
Education - Darwin Region



Chair
Rachel Telford
School Representative Body

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Attachment A

Enrolment and Attendance data 2021/2022 YTD

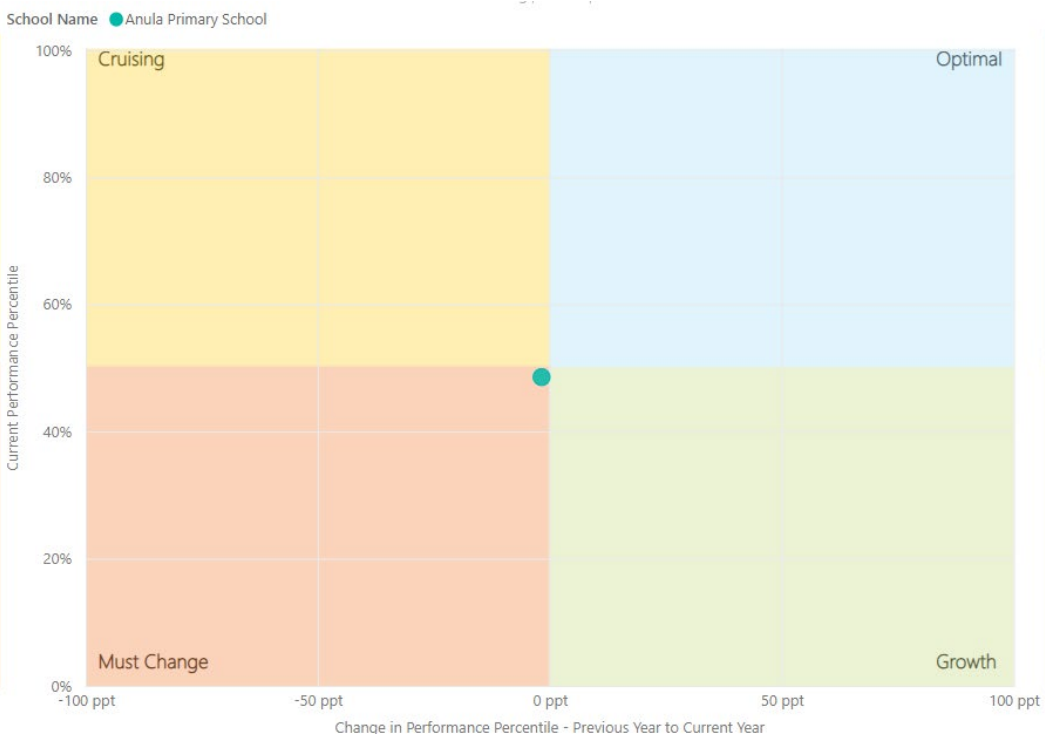
	2021		2022 YTD	
	Active	Att %	Active	Att %
Feb (1)	422	93.2%	430	93.5%
Mar (2)	419	94.4%	432	93.2%
May (3)	428	92.8%	434	92.3%
Jun (4)	431	93.3%	434	89.9%
Aug (5)	437	92.2%	435	90.8%
Sep (6)	436	93.3%	442	89.0%
Oct (7)	433	92.6%		
Nov (8)	427	90.9%		
Average:	429	92.8%	434	91.4%

Student performance above national mean

Student performance percentile declined from previous year

Student performance below national mean

Student performance percentile declined from previous year



Student performance above national mean

Student performance percentile improved from previous year

Student performance below national mean

Student performance percentile improved from previous year

GOAL TO REACH 93%
CONSISTENTLY EVERY E&A
COLLECTION

Numeracy
2021-2020

To move from “must change” to either “growth or optimal” quadrants.

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Numeracy results NAPLAN 2022 for students Well above, Above, Below, Well below.

Numeracy	Year 3	Year 5
Well Above	16.67%	20.75%
Above	64.81%	58.49%
Below	14.81%	9.43%
Well Below	3.7%	11.32%

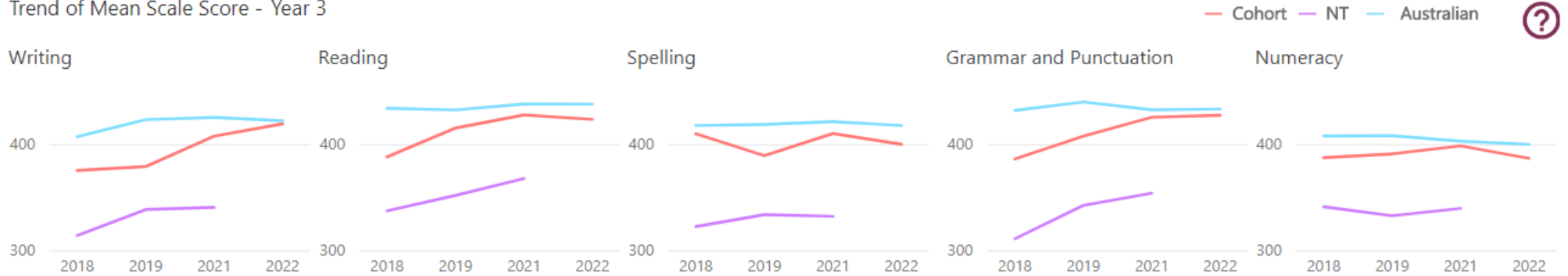
Target 1: Increase proportion of students achieving NMS in Numeracy in Year 3 by a minimum of 4% from 81% to 85%

Target 2: Increase proportion of students achieving NMS in Numeracy in Year 5 by a minimum of 6% from 79% to 85%

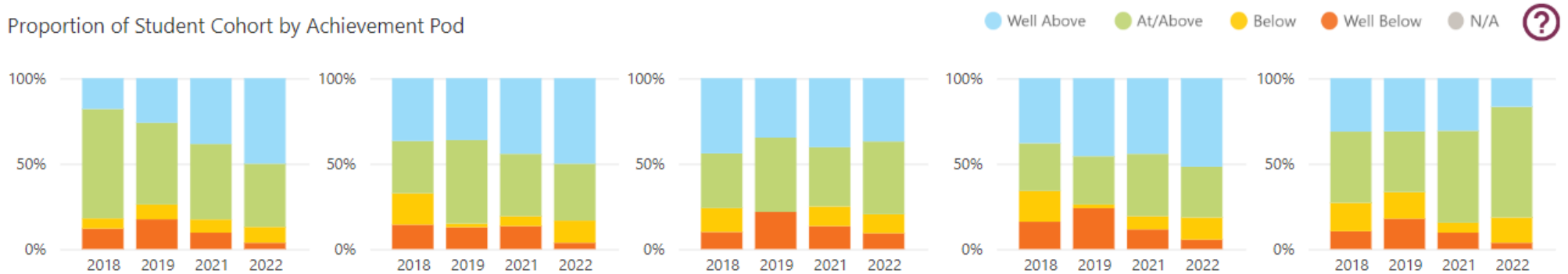
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School	Geolocation	Region	Network	Aboriginal Status	Gender
Anula Primary School	Outer Regional	Darwin Region	Darwin and PARR City	Multiple Selected	Multiple Selected

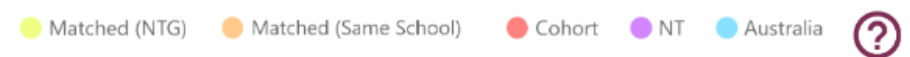
Trend of Mean Scale Score - Year 3



Proportion of Student Cohort by Achievement Pod



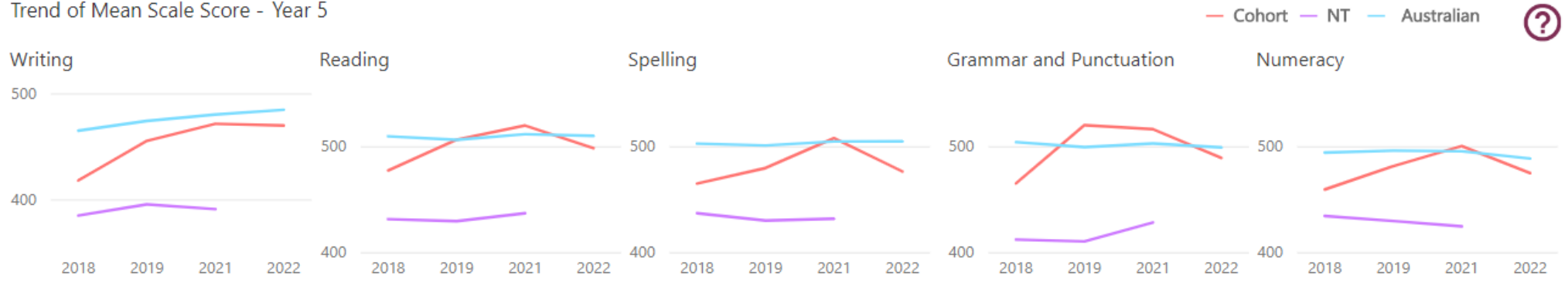
Two Year Gain - Difference in Mean Scale Score Points



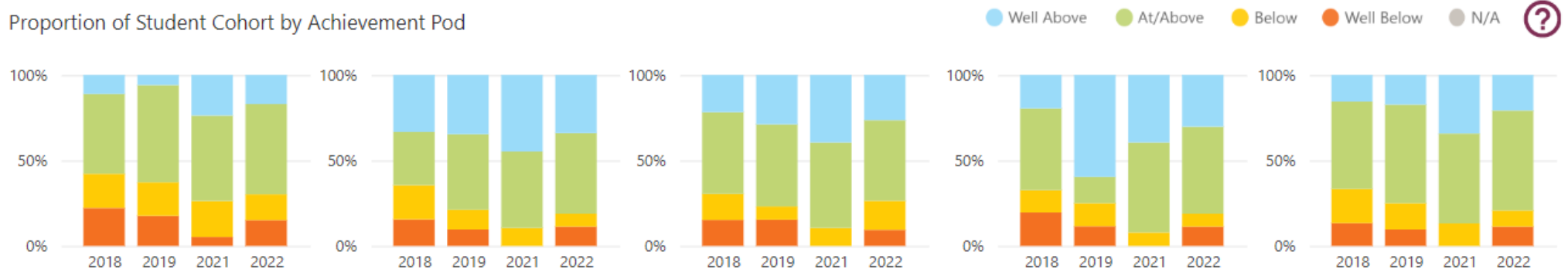
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School	Geolocation	Region	Network	Aboriginal Status	Gender
Anula Primary School	Outer Regional	Darwin Region	Darwin and PARR City	Multiple Selected	Multiple Selected

Trend of Mean Scale Score - Year 5



Proportion of Student Cohort by Achievement Pod



Two Year Gain - Difference in Mean Scale Score Points

Year 3 to Year 5

