

Anula Primary School

Annual School Improvement Plan 2024

STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS **Improved PAT M results showing growth for every student.**

Goal

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 to target teaching.

Change of Practice

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.

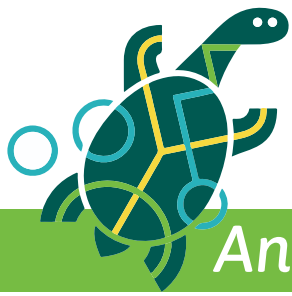
Key Actions

R5. Targeted and Strategic Differentiation

- ★ 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.
- ★ Use the data to tailor teaching and learning programs to close the gap in knowledge and understanding for students below benchmark.

E5. Whole School Instructional Model

- ★ Utilise the MM network coach to conduct classroom walkthroughs around the delivery of the MM instructional model with reference to non-negotiables.
- ★ Provide walkthrough feedback to teachers highlighting what is working well and what requires focus in relation to our pedagogical model.
- ★ Continue to engage in the professional development opportunities provided by the MM network in terms of inductions and workshops.
- ★ Students attend MM intervention to eliminate gaps in student understanding and knowledge of mathematical concepts according to the data analysis.
- ★ Teachers work with the MM school-based coach to enhance quality teaching practice.



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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 in the school perception survey.

Change of Practice

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.

The right people: Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.

Key Actions

- ★ Morning greetings occurring at every classroom door on the first bell.
- ★ Consistent traffic light system, remind, warn, act, buddy class, ST1, senior leadership to curb unsatisfactory student behaviour.
- ★ Consistent behaviour expectations across the school in every classroom for process and consequence.
- ★ Every classroom has a calm corner.
- ★ Restorative practices followed when behaviour incidences occur in the classroom and on the playground.
- ★ Compilation of the behaviour matrix – joint construction between staff, SLG, NTLC and school council.
- ★ Focus on improving staff well-being.
- ★ Affiliated with BE YOU and SWIPS.