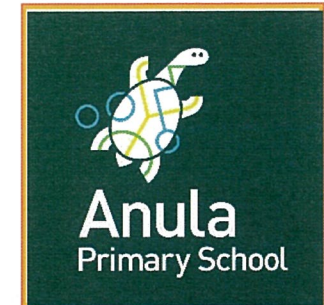# Anula Primary School

Explicit Improvement Agenda Cycle: 2025-2028

Focus for Improvement in 2025

Summarise the data and school review recommendations that have informed the development of the school's Strengthening Instruction and Engagement Goals and accompanying improvement strategies for 2025. These should be linked to the Explicit Improvement Agenda (EIA) identified above.

Following the external School Review in Term 2, 2024 the school community spent considerable time reflecting and unpacking the recommendations, visioning the future and consulting with staff, parents and community to develop a clear plan for our next improvement agenda. The following recommendations were identified:

RECOMMENDATION #2

- Create and implement a whole-of-school PL plan to promote the culture of lifelong learning, that considers all modes of PL opportunities and includes:
- a systematic approach to the observation, feedback, mentoring and coaching of all staff
- PL to support leaders and teachers in their understanding and implementation of whole-school pedagogical approaches and school improvement goals.
- alignment with individual professional growth plans.

RECOMMENDATION #3

Enhance the teaching and learning proficiencies and expertise in the school to ensure all students are actively engaged, appropriately challenged and prepared to take risks in their learning by:

- continuing to actively seek and act upon student voice and agency to facilitate change, improve learning outcomes and develop co-created student goals.
- addressing the general capabilities and the cross-curriculum priorities of the Australian Curriculum
- collaboratively building and implementing an agreed understanding of the APS inquiry teaching and learning pedagogy that:
    - builds innovative and creative practices.
    - embeds deep learning.
    - provides explicit opportunities to build students' conceptual understandings, effective questioning and critical thinking skills.

Our leadership team discovered that we needed to implement High Impact Teaching Strategies (HITS), with a focus on explicit instruction and participation techniques, across Literacy, Numeracy and Inquiry. By unpacking the 'Principles of Instruction (Barak Rosenshine, 2012)' and reviewing the 10 evidence-based principles for effective teaching (including daily review, presenting new material in small steps and providing guided practice) it would provide our team with a great base and understanding of 'WHY'. As our team progress,

NORTHERN TERRITORY GOVERNMENT

2025 Annual School Improvement Plan (ASIP)

they will look at the 'Science of Learning (Deans for Impact, 2015)' and identify key cognitive science research on how students learn, with practical applications for teaching, covering topics such as managing cognitive load, connecting new knowledge to prior learning and effective feedback practices.

In addition to this, our staff will be monitoring their teaching and learning impact by utilising the Quality Teaching Rounds using the Quality Teaching Academy – University of Newcastle. This model develops a shared understanding of what constitutes quality teaching, which is crucial to improving outcomes for all students. The QTM is designed to empower teachers with the conceptual and practical tools for ongoing improvement – derived from decades of research. These are:

- **Intellectual quality: Focuses on a deep understanding of important concepts, skills, and ideas**
- **Quality learning environment: Focuses on creating classrooms where students and teachers work productively and are focused on learning**
- **Significance: Focuses on making learning meaningful to students**

Community consultation and support

Detail the approach taken to ensure the ASIP has been developed in partnership with the wider school community, including (but not exclusive to): school leadership team, teachers, school staff, parents/carers, students, LEaD committees (where applicable) and the School Representative Body / Council/ Board.

Consultation Type	Description of the Consultation	Key Priorities Raised
School Council	– Presented at School Council – Requested feedback – Sent EIA to council member and saved to a central location – Revisited at the following School Council meeting	– Anula School Review presented to School Council and parents/caregivers invited to attend. – School council input and ideas to inform and shape the EIA – added as an agenda item regularly throughout the year and into 2025. – Components of the EIA to be unpacked and 'featured' in the principal report for each school council meeting.
Families/Community	– Workshops and Information Booths – Regularly added to council agenda – Invitation through school newsletters – Classroom invitations – Parental involvement – guest speakers, fact sheets	– Information booths/Questionnaires/Surveys to be featured at major events for parents to have their input. – School council regularly updated through the Principal Report regarding Teaching and Learning Subtitle informing them of professional development and learning opportunities offered to staff. – Parent workshops to engage parents in learning related to our EIA such as Meaningful Maths workshops.

2025 Annual School Improvement Plan (ASIP)

Consultation Type	Description of the Consultation	Key Priorities Raised
		– Parents intentionally invited into the classroom to share knowledge around Inquiry topics such as career choice, skills etc. – Families encouraged to answer the My Child in a Nutshell questionnaire to gain an insightful look into each individual child's interest, needs and personality. – Workshop at the end of term 4 each year outlining the difference between Walker Learning and Inquiry in Years 3-6 so parents have a solid understanding of the change from year 2 to year 3.
Educators/Staff	– Staff invited to participate in Leadership Meetings – creating/writing ASIP – Survey to staff to ensure voice from teachers – Staff/Team meetings – unpacking Inquiry – Staff to access support - coaching	– School Review unpacked with staff. – Staff to have their input into the direction of the school – Survey sent out for feedback via Microsoft forms. – Staff have active involvement into the Anula Inquiry cycle to inform and shape its design and input into the scope and sequence. – Staff access coaching around Inquiry to shape their teaching practices and understanding of Inquiry learning.
School Leadership	– Leadership Team involved in writing/authoring ASIP – Senior teachers remain focused on ASIP in meetings – Leadership to be made aware of ASIP/EIA through leadership notes/agenda	– EIA unpacked with all members of the leadership team. Leaders to identify Signature Strategies to target. – Senior Teachers consulted to populate Stages of Schooling (SOS) agenda into the Professional Learning Plan, so they have authorship over the content of SOS meetings. – Components of the EIA to be unpacked and 'featured' in the leadership meeting agenda.
Students (including Student Voice)	– NTLC students – PIVOT surveys – Learning goals owned and understood – Timely feedback	– Check-ins with students through the NTLC and SLG. – Students actively co-design their learning goals with their teachers to have a say and shape the direction of their interests into their learning. – Students receive termly feedback from their teacher around their goals highlighting progress and achievement.

Capture emerging themes through consultation that have influenced what will prioritised as key activities and investments.

2025 Annual School Improvement Plan (ASIP)

Consultation Type	Description of the Consultation	Key Priorities Raised

1. **Transparent Communication and Continuous Engagement**
   - Regular updates to the School Council and broader school community about the school's Educational Improvement Agenda (EIA), unpacking critical components at council meetings and in reports.
   - Parents are engaged through various channels, including workshops, surveys, and information booths, providing them with insights into the school's academic and developmental programs and offering opportunities for feedback.
   - This consistent feedback from families and school council members highlights the need for clear, accessible communication and frequent opportunities for input.

2. **Strengthening Family and Community Partnerships**
   - Emphasis on including families in educational processes, such as through the "My Child in a Nutshell" questionnaire, which helps personalise educational approaches and foster strong home-school connections.
   - Workshops, such as Meaningful Maths and Walker Learning versus Inquiry sessions, bridge understanding between home and school practices, ensuring families feel informed and involved.
   - Activities like classroom visits and involvement in inquiry topics create more inclusive learning environments, allowing family expertise to enrich student learning.

3. **Empowering Educators and Building Staff Capacity**
   - Staff engagement in shaping the EIA and Anula Inquiry Cycle, with coaching and professional learning tailored to Inquiry-based approaches, emphasises the focus on professional growth and reflective practice.
   - Structured feedback channels through surveys and consultations reinforce a culture of collaborative improvement, ensuring educator voices influence key decisions.
   - Leadership and senior staff's direct involvement in planning and leading the scope and sequence signals investment in staff empowerment and the development of teaching and learning strategies that align with the school's vision.

4. **Student-Centered Learning and Voice in Education**
   - Student check-ins through the NTLC and SLG indicate a focus on embedding student voice within the educational framework, shaping learning to reflect student interests and goals.
   - Goal-setting with teacher feedback enables students to take ownership of their learning journey, promoting autonomy and motivation through personalised, goal-oriented education.
   - Regular feedback sessions ensure students are aware of their progress and encourage self-assessment, fostering a more engaged and responsive learning environment.

Prioritising Key Activities and Investments:

1. **Investing in Communication Tools and Platforms** for effective family and community engagement, ensuring updates and feedback opportunities are frequent and accessible.

2025 Annual School Improvement Plan (ASIP)

Consultation Type	Description of the Consultation	Key Priorities Raised
	2. **Professional Development Programs** that focus on Inquiry learning and strategies to support family inclusion in educational content, thereby reinforcing the shared vision.	
	3. **Student Goal-Setting and Feedback Systems** that strengthen student autonomy, with potential investments in resources or digital tools to support tracking and communication around student progress.	
	4. **Family Workshops and Interactive Events** that connect parents with the school's educational approaches, empowering them to understand and support student learning at home.	

Strengthening instruction goals and actions

Analyse evidence of students' learning by considering overall school performance, the needs of identified priority groups, and evidence of improvement or regression over time. Use this analysis to determine school goals and student improvement targets for 2025, with a focus on strengthening instruction to boost literacy and numeracy.

Strengthen instruction for young Territorians – Boosting Literacy and Numeracy	
Goal *A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.*	*If we implement High Impact Teaching Strategies (HITS), with a focus on explicit instruction and participation techniques, across Literacy, Numeracy and Inquiry, then we will achieve increased student engagement and improved learning outcomes as evidenced by A-E grading data and school survey data.*

2025 Annual School Improvement Plan (ASIP)

Student improvement targets	HEADLINE IMPROVEMENT MEASURES *(remove the targets that are not applicable to this ASIP)*
What are the measurable changes expected to be achieved in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at the school? *Remove the targets that are not applicable to this ASIP.*	**A-E GRADES** **Maths - Number** In 2024 S1, 78.27% of Year 1 student grades were C and above in Mathematics - Number. In 2025 S1, the Year 2 target is 82.6% (+2 stud/s). In 2024 S1, 86.27% of Year 2 student grades were C and above in Mathematics - Number. In 2025 S1, the Year 3 target is 90.19% (+2 stud/s). In 2024 S1, 53.7% of Year 3 student grades were C and above in Mathematics - Number. In 2025 S1, the Year 4 target is 61.11% (+4 stud/s). In 2024 S1, 77.36% of Year 4 student grades were C and above in Mathematics - Number. In 2025 S1, the Year 5 target is 81.13% (+2 stud/s). In 2024 S1, 75.81% of Year 5 student grades were C and above in Mathematics - Number. In 2025 S1, the Year 6 target is 79.03% (+2 stud/s). **A – E English - Reading** In 2024 S1, 76.1% of Year 1 student grades were C and above in English - Reading. In 2025 S1, the Year 2 target is 80.4% (+2 stud/s). In 2024 S1, 80.4% of Year 2 student grades were C and above in English - Reading. In 2025 S1, the Year 3 target is 84.3% (+2 stud/s). In 2024 S1, 66.7% of Year 3 student grades were C and above in English - Reading. In 2025 S1, the Year 4 target is 74.1% (+4 stud/s). In 2024 S1, 71.7% of Year 4 student grades were C and above in English - Reading. In 2025 S1, the Year 5 target is 75.5% (+2 stud/s). In 2024 S1, 74.2% of Year 5 student grades were C and above in English - Reading. In 2025 S1, the Year 6 target is 77.4% (+2 stud/s). **NAPLAN - Maths** **Same Cohort:** In 2024, 40% (24 out of 60) of students in Year 3 were Strong and Exceeding in NAPLAN Maths. In 2026, the target is 60% (36 students) - Cohort. **Different Cohort** In 2024, 55.5% (24 out of 60) of students in Year 3 were Strong and Exceeding in NAPLAN Maths. In 2025, the target is 85% (2024 Yr 2's). In 2024, 49.2% (31 out of 63) of students in Year 5 were Strong and Exceeding in NAPLAN Maths. In 2025, the target is 75% (2024 Yr 4's). **NAPLAN - Reading** **Same Cohort:** In 2024, 52.5% (31 out of 59) of students in Year 3 were Strong and Exceeding in NAPLAN Reading. In 2026, the target is 73% (43 students) - Cohort. **Different Cohort** In 2024, 52.5% (31 out of 59) of students in Year 3 were Strong and Exceeding in NAPLAN Reading. In 2025, the target is 80% (2024 Yr 2's). In 2024, 62.5% (40 out of 64) of students in Year 5 were Strong and Exceeding in NAPLAN Reading. In 2025, the target is 70% (2024 Yr 4's).

2025 Annual School Improvement Plan (ASIP)

SCHOOL DATA TARGETS

PAT Maths (Year 1 – Year 6)

In 2024, the 50th Percentile for YEAR 1 was 97.4. In 2025, the target is 99.5 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 2 was 104.6. In 2025, the target is 108.3 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 3 was 110.5. In 2025, the target is 115.4 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 4 was 118.7. In 2025, the target is 121.1 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 5 was 122.6. In 2025, the target is 125.5 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 6 was 127.3. In 2025, the target is 128.9 (national 50th Percentile).

PAT Reading (Year 1 – Year 6)

In 2024, the 50th Percentile for YEAR 1 was 77.0. In 2025, the target is 84.2 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 2 was 96.1. In 2025, the target is 101.1 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 3 was 107.2. In 2025, the target is 113.0 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 4 was 119.0. In 2025, the target is 120.9 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 5 was 125.1. In 2025, the target is 125.8 (national 50th Percentile).
In 2024, the 50th Percentile for YEAR 6 was 128.6. In 2025, the target is 128.8 (national 50th Percentile).

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? *Refer to Signature Strategy Improvement Guides.*	• Engage in professional learning to implement HITS, explicit instruction, and participation techniques. • Integrate HITS into Literacy, Numeracy and Inquiry teaching practices. • Participate in coaching, peer observations and Quality Teaching Rounds. • Use data-driven reflections to improve teaching and student outcomes.	• Actively engage in lessons designed with HITS, fostering deeper learning and critical thinking. • Develop ownership of their learning through clear goals and next steps. • Experience equitable and inclusive teaching responsive to diverse learning needs.	• Engage with the school's teaching strategies through communication updates. • Provide input on their child's learning goals informed by data. • Observe improved student outcomes and engagement reflected in A-E grades and surveys.

2025 Annual School Improvement Plan (ASIP)

Identify the actions, timelines, Signature Strategies, who is responsible the resources and budget that the school will adopt to implement the goal(s) and actions.

Actions	When	Signature Strategies	Who		Resources	Budget
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.	Outline the start and end date for implementing the action.	Which evidence-based signature strategies will the school draw upon to achieve this action? *Signature Strategies*	Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks.	Who is the contact in the school leading this action?	Outline the identified resources (facilities and FTE) that will be allocated to the action.	Identify the ($) that will be allocated to the action.
Establish a working partnership with an external coaching agency to build capacity and understanding of High-Quality Teaching focusing on High-Impact Teaching Strategies (HITS) and participation techniques with staff.	Ongoing throughout 2025	E5. Whole School Instructional Model E6. Whole School Professional Learning Plan Choose an item.	Teach Well - Home - Teach Well (teach-well.au) or Shaping Minds Shaping Minds - High Impact Teaching Leadership Team Teachers to work with external coaching agency	Principal/AP	Time ERT	$20000
Building of staff's understanding and capacity of High-Quality Instruction and High Impact Teaching Strategies (HITS) through professional	Startup day PL Ongoing	E5. Whole School Instructional Model E6. Whole School Professional Learning Plan	Teach Well - Home - Teach Well (teach-well.au) or Shaping Minds Shaping Minds - High Impact Teaching	Principal/AP	Time	Professional learning session cost is included in the $20000 allocated to external coaching

Actions	When	Signature Strategies	Who		Resources	Budget
learning. Staff to complete a pre and post survey to measure impact of PL along with QTR data.			Leadership Team All teachers			
Collectively identify 2-3 High-Quality Teaching Strategies (HITS) to focus on in 2025. These will be unpacked with staff through further professional learning with the intent to trial them in classrooms.	Ongoing PL calendar	A6. Peer Observation Cycles R6. Professional Learning Communities	Leadership Team All teachers	Leadership Team Identified teachers who are working with the external coaching agency	Time	
Expand Quality Teaching Rounds (QTR) to increase participation amongst teachers and implement a structured PLC cycle. A second wave of teachers to be identified to work with the teachers previously trained in QTR.	Teachers identified in Term 1 and will be involved in the program throughout the year.	A6. Peer Observation Cycles R6. Professional Learning Communities	QT Academy - Quality Teaching Rounds (QTR) | QT Academy QTR Teachers – existing and new	Existing QTR teachers Principal/AP	ERT	$10000

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
Develop a High Impact Teaching Instructional Model incorporating High Impact Teaching Strategies (HITS), QTR and the NT Learning and Teaching model (adapted from AERO). To be completed and ready for 2026.	Semester 2	E5. Whole School Instructional Model A6. Peer Observation Cycles Choose an item. Choose an item.	Leadership Team Teaching and Learning Services AERO	Leadership Team	Time	

Insert further rows as required by highlighting and selecting 'Insert' and 'Row Below'.

Set Goals **Plan**

Strengthening instruction goals and actions

Analyse evidence of students' learning by considering overall school performance, the needs of identified priority groups, and evidence of improvement or regression over time. Use this analysis to determine school goals and student improvement targets for 2025, with a focus on strengthening instruction to boost literacy and numeracy.

Strengthen instruction for young Territorians – EIA	
Goal *A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.*	*If we **collaboratively establish and implement an inquiry-based teaching approach focused on deep learning and effective questioning**, then we will **create an inclusive, student-centred environment that enhances critical thinking, problem-solving, and real-world application, fostering student ownership and engagement for improved outcomes**.*

| **Student improvement targets**

What are the measurable changes expected to be achieved in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at the school?

Remove the targets that are not applicable to this ASIP. | **HEADLINE IMPROVEMENT MEASURES** *(remove the targets that are not applicable to this ASIP)*

A-E GRADES

Humanities And Social Sciences (HASS)

In 2024 S1, 88.88% of Year 1 student grades were C and above in HASS. In 2025 S1, the Year 2 target is 91.11% (1 stud/s).
In 2024 S1, 88.23% of Year 2 student grades were C and above in HASS. In 2025 S1, the Year 3 target is 90.19% (1 stud/s).
In 2024 S1, 71.15% of Year 3 student grades were C and above in HASS. In 2025 S1, the Year 4 target is 73.07% (2 stud/s).
In 2024 S1, 78.43% of Year 4 student grades were C and above in HASS. In 2025 S1, the Year 5 target is 80.39% (1 stud/s).
In 2024 S1, 81.35% of Year 5 student grades were C and above in HASS. In 2025 S1, the Year 6 target is 83.05% (1 stud/s). |

Implementation Outcomes *What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?* *Refer to Signature Strategy Improvement Guides.*	**Staff**	**Students**	**Families/Community**
	• Collaboratively develop and implement an agreed inquiry-based teaching framework, emphasising deep learning, conceptual understanding, and effective questioning.	• Develop critical thinking, problem-solving, and decision-making skills, applying knowledge to real-world contexts.	• Gain insight into the Anula Inquiry Cycle and understand how to support their child's learning at home. • Observe the positive impact of student-centred teaching

2025 Annual School Improvement Plan (ASIP)

	Implement general capabilities and cross-curriculum priorities from the Australian Curriculum into teaching practices to equip students with 21st-century skills.	• Move beyond surface-level learning to achieve deeper conceptual understanding and meaningful content mastery. • Build personal and social capacity to take ownership of their learning journey.	through enhanced engagement and real-world application of learning.

Identify the actions, timelines, [Signature Strategies](#), who is responsible the resources and budget that the school will adopt to implement the goal(s) and actions.

Actions	When	Signature Strategies	Who		Resources	Budget
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.	*Outline the start and end date for implementing the action.*	*Which evidence-based signature strategies will the school draw upon to achieve this action?* [Signature Strategies](#)	*Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks.*	*Who is the contact in the school leading this action?*	*Outline the identified resources (facilities and FTE) that will be allocated to the action.*	*Identify the ($) that will be allocated to the action.*
Build a shared understanding of inquiry-based teaching and deep learning including the general capabilities and cross-curriculum priorities with staff through professional learning. Staff to complete a pre and post-survey.	Ongoing PL	E1. Shared Vision and Values Ac3. Evidence for Implementation E6. Whole School Professional Learning Plan	Leadership Team Teaching and Learning Services (General capabilities and cross-curriculum priorities PL) Teachers	Principal/APs	Time Possible ERT	

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
Engage staff in professional development sessions with an external coaching agency to develop and refine questioning techniques that drive inquiry and critical thinking.	Start-up Day PL – Term 1 Ongoing PL	E5. Whole School Instructional Model	Teach Well - Home - Teach Well (teach-well.au) or Shaping Minds Shaping Minds - High Impact Teaching Leadership Team	Principal/APs	Time ERT	Professional learning session cost is in included in the $20000 allocated to external coaching
Teachers to implement effective questioning techniques in classrooms to increase participation and enhance student engagement.	Ongoing	E5. Whole School Instructional Model	Teach Well - Home - Teach Well (teach-well.au) or Shaping Minds Shaping Minds - High Impact Teaching Leadership Team Teachers	Principal/APs		
Establish Professional Learning Communities (PLCs) through Quality Teaching Rounds (QTR) where teachers can share their	Teachers identified in Term 1 and will be involved in the	R6. Professional Learning Communities	QT Academy - Quality Teaching Rounds (QTR)	QT Academy	Existing QTR teachers Principal/APs	ERT	$10000

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
experiences, challenges and successes with inquiry.	program throughout the year.		QTR Teachers – existing and new			
Share the Anula Inquiry Cycle with families and community	TBC	Ac6. Beyond Your School	Admin Team Leadership Team Teachers	Principals/APs	Promotional and communication materials	$1000

Insert further rows as required by highlighting and selecting 'Insert' and 'Row Below'.

Attendance and Engagement Goals and Actions

Analyse evidence of students' engagement and learning by considering overall school performance, the needs of identified priority groups, evidence of improvement or regression over time, and feedback from school surveys, parents, and students. Use this analysis to determine a student outcome goal that the school will pursue in 2025, aligned to the NT Education Engagement Strategy 2022-2031.

Engaging children and young people in learning – raising attendance	
Goal *A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.*	*If we implement a consistent and proactive approach to attendance and wellbeing, then we will increase our student engagement and attendance rate to 93%.*

Student improvement targets *What are the measurable changes expected to be seen achieve in student engagement? How are the targets reflective of the diverse cohorts at the school?* *Remove the targets that are not applicable to this ASIP.* *Resources have been developed for Education Engagement Strategy Implementation.*	**HEADLINE IMPROVEMENT MEASURES** *(remove the targets that are not applicable to this ASIP)* **COMPULSORY - STUDENT ATTENDANCE** *refer to the ASIP Quality Goals and Target Guide: Attendance Rate* In 2024, the Average Attendance Rate was 90%. In 2025, the target is 93%.
	SCHOOL TARGETS **ABORIGINAL WORKFORCE** *refer to the Aboriginal employment and Career Development Strategy 2021-25* In 2024, 5% (2 out of 39) of the workforce identifies as Aboriginal. In 2025, the target is 7% (3 out of 39).

2025 Annual School Improvement Plan (ASIP)

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?	• Follow the Attendance Policy and Flowchart for consistent practice. • Complete eLearn attendance modules to ensure accurate and compliant attendance marking. • Monitor students with attendance below 85% and implement timely interventions. • Adopt a proactive approach to support families in addressing attendance issues collaboratively. • Consistently implement BSEM strategies such as morning circle and ready-to-learn plans to support student engagement and readiness.	• Establish consistent daily routines to prepare for school and ensure readiness. • Understand the importance of regular attendance and its impact on learning and future success	• Partner with teachers to address attendance challenges and seek support when needed. • Maintain regular communication with the school about attendance and related concerns. • Be informed about BSEM practices and how these strategies support their child's attendance and engagement.

2025 Annual School Improvement Plan (ASIP)

The *Education Engagement Strategy (EES)* 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.

Select the relevant EES goal(s) **that most aligns** to the school goal identified:

| 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.* |

Identify the school actions, timelines, EES actions, who is responsible and the resources that the school will adopt to implement this goal and actions.

Actions	When	Aligned EES Actions	Who		Resources	Budget
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 action which most align to the action.* *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 2025, including where this is being achieved through external providers and networks.*	*Who is the contact in the school leading this action?*	*Outline the identified resources (facilities and FTE) that will be allocated to the action.*	*Identify the ($) that will be allocated to the action.*
Teachers/Leaders to complete eLearn attendance online module to ensure compliance and consistency when marking attendance	Term 1 Start up day	2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners.	Teachers Leadership	Principal/AP	Time during start up day PL day in Term 1	

2025 Annual School Improvement Plan (ASIP)

Revisit the attendance policy and update as necessary. This is to be implemented consistently across the school e.g., rolls marked twice daily, unnotified absences followed up.	Ongoing	4.5 Develop a cross-sector approach to address the educational needs of students with high levels of mobility and absenteeism.	Teachers Attendance Team Leadership	Principal/AP	Time	
Reduce the number of unnotified absences by allocating time and a dedicated space away from distractions for an attendance team member to follow up on unnotified absences.	Ongoing	4.5 Develop a cross-sector approach to address the educational needs of students with high levels of mobility and absenteeism.	Attendance Team	Principal /AP	Time and a dedicated space away from the front office	
Attendance team to meet weekly to ensure ongoing monitoring of students with attendance less than 85% and discuss strategies to boost engagement and attendance.	Ongoing	4.5 Develop a cross-sector approach to address the educational needs of students with high levels of mobility and absenteeism.	Attendance Team DoE Engagement Team	Principal/AP	Time	
A proactive approach encouraging families to	Ongoing	4.2 Strengthen systems for early	Attendance Team	Principal/AP	Time	

approach school staff for support if there are any issues impacting their attendance and to work in partnership with the school to address any concerns		and timely support for children and students with disability and diverse needs.	Teachers Leadership Team			
Case management to be implemented and included in the attendance policy for students with ongoing low attendance	Ongoing	4.5 Develop a cross-sector approach to address the educational needs of students with high levels of mobility and absenteeism.	Attendance Team DoE Engagement Team	Principal/AP	Time	
Revisit BSEM with staff and upskill new staff to ensure core elements are being implemented consistently across the school eg. unconditional positive regards, morning circle, ready to learn plans, etc.	Ongoing	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Leadership Team	Principal/AP	Time	

2025 Annual School Improvement Plan (ASIP)

Endorsement (to be completed by mid-Term 1, 2025)

Brian Hyke

Principal

06/02/2025

Josie Povey

Chair

Choose an item.

06/02/2025

Warren Giles

Senior Director - Darwin
Regional Services

/   /

2025 Annual School Improvement Plan (ASIP)

Attachment A

Accompanying data tables and graphs aligned to school goals (optional):