

## 2023 Annual School Improvement Plan

# Millner Primary School

**Explicit Improvement Agenda Cycle: 2022-2026**

Assess

Set Goals



Millner Primary's focus for improvement in 2022 was in 3 areas:

1. Curriculum: Early Years Literacy
2. Engagement: School Wide Positive Behaviour
3. Ongoing priorities: adding rigour to the implementation and leadership of Meaningful Maths

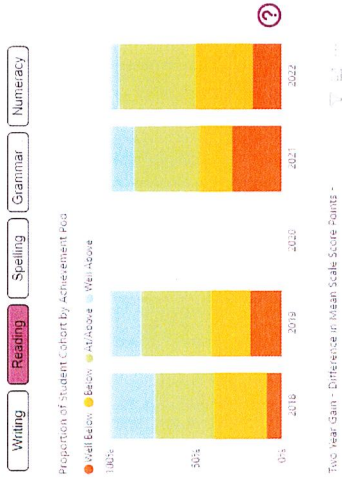
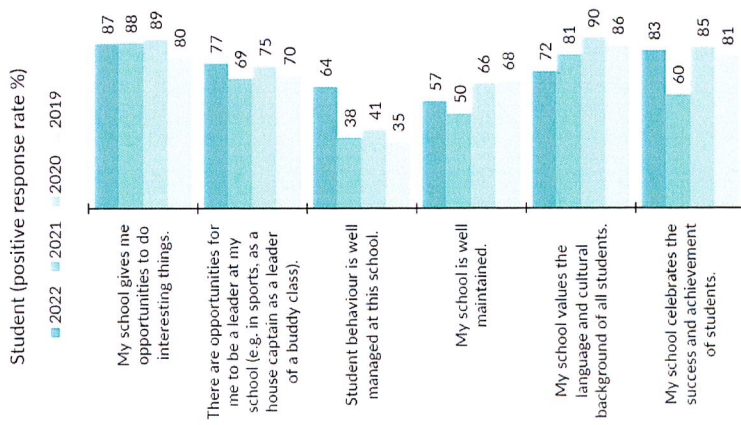
The 2020 School Review made recommendations in these areas in particular,

- continuing to develop an evidence-based model for the wellbeing and socio-emotional needs of students
- establishing clear meaningful targets and improvement plans, and then sharing responsibility of this with all stakeholders
- identifying an effective pedagogical model for Millner Primary school students

In 2022, we worked on the 3 areas through a strategic implementation of ReadWriteInc in Transition & Year 1, whole school implementation of 7 BSEM strategies and personalised reviewed professional learning of MM for all staff. In 2023, we will be maintaining the focus in these areas to expand and consolidate newly implemented strategies and programs.

# 2023 Annual School Improvement Plan

## Positive environment-2023 School survey data



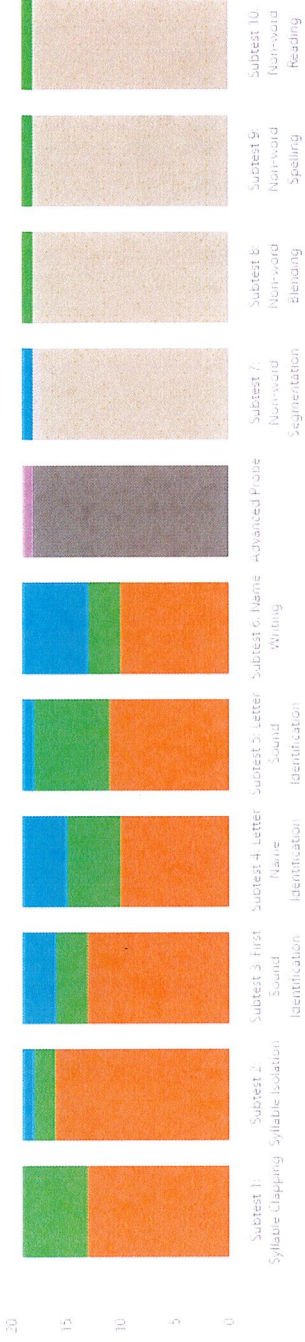
Two Year Gain - Difference in Mean Scale Score Points -

Trend of Mean Scale Score - Year 3



## Expected Level When Assessed of Current Students

Not Applicable Below At Above Discontinue Continue



## 2023 Annual School Improvement Plan

### 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 average number of student achieving a C grade or above in Reading from 73% to a minimum of 76% by end of 2023

Target 2: Increase proportion of students achieving NMS in by a minimum of 3% from 84% to 87%

#### 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%

### 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.

PAT-Maths and Reading: we are currently in the 'must change' quadrant as per 2021 data on e-dash, at every year level except Year 4 and Year 6.

NAPLAN Reading Year 3: We are significantly lower than NT mean, as well as a drop from 2021.

NAPLAN Writing Year 3: We are significantly lower than NT mean, we have an increase from 2021.

FELA Transition T1 2022: More than 50% of our Transition students had started the year below expected level.

The Transition and Year 3 data is an important factor in addressing the EY literacy approaches at Millner School. Reading is the top most priority as it goes hand in hand with Writing, increases student confidence and can be addressed through strong evidence based practices for immediate improvement and change.

The student responses from the School Survey indicate that we have an increase in students positive responses in majority of the 'Positive Environment' questions. We feel encouraged by this and need to maintain and consolidate this for our students in 2023.

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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

By the end of 2023, targeted students in Transition-Year 6 will show growth in their pre and post RWI assessments. The growth will be a result of engaging in differentiated targeted RWI lessons with an adult 4 days a week. (Linked to 'Strengthen Instruction for Young Territorians' - from Education NT Strategy 2021-25)

**Problem of Practice**  
*Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.*

If we implement a synthetic systematic phonics based approach to the teaching of reading in the early years (T-2) (2022 being first year of implementation) and use the Everyone Can Read intervention approach in the UP years (3-6) then we will improve students' reading and writing outcomes as measured by RWI, FELA and PAT-R and add a structured consistent whole school approach to the teaching of reading.

**Aligned Signature Strategy**  
*Which signature strategy will support you to plan for the changes in practice you expect to see?*

E5. Whole School Instructional Model

And A2. Access to and use of Data to Target Teaching

### Implementation Outcomes

*What are the changes you expect to observe in practice if the strategy is being successfully implemented?*

Refer to signature Strategy Improvement Guides.

### Educators

- a structured consistent approach to literacy in Transition, Year 1 and Year 2.
- Targeted and differentiated teaching of evidence based literacy skills to beginning readers by Transition, Year 1, Year 2 teachers and ALL support staff.
- Use RWI data to inform teaching sequence and

### Students

- T-2 students engage in recognising print, experimenting with writing, increasing writing stamina.
- T-6 understand strategies for decoding texts, maintain knowledge of routines, expectations and structure of literacy lessons due to RWI teaching methods

### Families/ Community

- Attend term assemblies that celebrate and recognise student growth in reading through progress reports
- Attend information sessions on RWI and science of reading sessions, hosted by Reading Leader
- Families understand RWI progressions and expected achievement levels

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Set Goals

Plan

	communicate growth to parents.	
<b>Student Improvement Targets</b> <i>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?</i>	70% of Year 2 students finish RWI by the end of 2023 50% of Transition students complete Set 1 by the end of Semester 1 70% of Year 1 students complete Set 1 and Set 2 by the end of 2023  Increase in FELA data for Subsets 1-6 (Sem 2 v/s Sem1) 80% growth in Year 3-6 students engaged in Everyone Can Read intervention Increase in PAT-R growth data for Year 3 students in 2023	

### 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.	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
<b>Targeted implementation of ReadWriteInc. in Transition, Year 1 and Year 2.</b> RWI professional learning sessions for core staff and support staff	Ongoing	Specialist expertise support	Internal - DoE, school based	Improvement Targets
		Mentoring & coaching	Internal - DoE, office based	
		Observation & feedback	Choose an item.	
			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?
				Sarah Mullucks Noella Goveas

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Actions	When	Strategies	Who	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?	Resources
<p>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.</p> <p>Reading leader (ST1) to support classroom implementation</p> <p>Parent information sessions held on Friday morning once a term to share learnings from RWI</p> <p>Use 2022 Preschool RWI assessments for starting point of differentiated groups.</p> <p>Post assessments done every Term for SALS entry and growth tracking.</p> <p>Observation and feedback sessions for all educators implementing RWI in small groups, done by Reading Leader ST1.</p> <p><b>Early Years FELA data and action plan</b></p> <p>FELA data from 2022 and 2021 analysed. FELA completed for</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation?</p> <p>Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found?</p> <p>Refer to the Guide for explanatory notes.</p>			<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>

## 2023 Annual School Improvement Plan

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.	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
all Transition students in T1 2023. Whole class phonological awareness activities done DAILY. Re-test FELTA in Week 3-4, Term 4 for all -check data for progress Introduce Decodable readers from Trans-Year 2				
<b>Reading Intervention Year 3-6.</b> Support staff trained in RWI implement small group in-class sessions of RWI to target students 4 days a week. 'Everyone Can Read' 45 min sessions implemented by Fiona Daun 5 days a week to target students using pre and post assessment data.	Ongoing	Specialist expertise support Student & community engagement & consultation Choose an item.	External partner Choose an item. Choose an item.	Noella Goveas Non Government organisation- Bill Crews Foundation.

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Actions	When	Strategies	Who	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?	Resources
<p>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.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>		<p>Who is the contact in your school leading this action?</p>	<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
<p><b>Explicit Writing Sequence exploration (minor focus):</b>            Introduce 5-week sprints for writing with 2 explicit teaching concepts per term, tied in with integrated unit of work.            Introduce 'Writer's Notebook' (Year 1-Year 6)- to encourage writing in many forms, ideas, thoughts            Lead up to Writer's Festival (Term 2, week 2) :            4 x 'The Write Day': EY and UP writing rotations day: fun ways and reasons to write- encouraging writing stamina/writing for reasons/risk taking/engagement. (one per term)</p>	<p>Ongoing</p>	<p>Mentoring/coaching</p>	<p>NEN and CEP networks- led by Mandy McKinnon and Lesley.</p>		<p>Noella Goveas Sarah Mullucks</p>	<p>Improvement Targets</p>



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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 Strategy 2022-2031](#).

### GOAL 2: ENGAGEMENT

By the end of 2023, all teaching staff will implement the identified BSEM strategies of growth mindset, what went well and morning circles, in addition to 2022 strategies of ready to learn scales, mindfulness, chill our spaces and brain breaks. (Linked to 'Engage every student in learning'- from Education NT Strategy 2021-25

**Problem of Practice**  
 Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.  
 If we are consistent with the explicit teaching of our Learning Circles and Bridge of Respect values to students, a common language across the school will enable our students to understand expectations for school behaviours, including readiness to learn behaviours using BSEM strategies.

**Key Action**  
 What key action will you undertake to assist you in achieving your engagement goal?  
 Continue the Millner School Student Engagement Plan (started in 2022) to cater to specific student interest and need, so that they can exercise student agency in participating and/or driving key mini actions within the school. This has resulted in increase in attendance and engagement in 2022 in targeted students.

	Staff	Students	Families/ Community
<b>Implementation Outcomes</b> What are the changes you expect to see in practice and/ or behaviours of staff, students and community?	<ul style="list-style-type: none"> <li>All teaching staff use Gradexpert to record positive and negative student incidents</li> <li>Explicit implementation of BSEM strategies of growth mindset, emotional intelligence, cultivating wonder, gratitude wall, personal strength &amp; values, triage conversations</li> <li>All staff teach Learning Circles and Bridge of Respect language</li> </ul>	<ul style="list-style-type: none"> <li>Participation in engagement sessions on Thursday morning</li> <li>Goals set and achievement of set goals through each Semester</li> <li>Students show evidence of BSEM strategies in the classroom and in the playground</li> <li>When heightened, students use taught strategies to de-escalate and regulate</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled and strategic community events through the year with students and staff participation</li> <li>Family interaction/engagement in social media posts</li> </ul>

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	<ul style="list-style-type: none"> <li>• More intentional teacher and student talk about strategies for getting ready to learn</li> <li>• Decrease in negative incidents for identified students in Gradexpert</li> <li>• Increase in attended days for identified students</li> <li>• Data in distance travelled surveys of BSEM strategies implemented in classrooms/school with students</li> <li>• Increase in attendance of families at school/community events</li> <li>• Increase in completed parent School Survey responses (46 in 2022, 24 in 2021, 29 in 2020)</li> </ul>
<b>Student Improvement Targets</b> <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>	

Select one of the following goals and actions which most align to your school goal for engagement

<b>1. <input checked="" 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.</b> 1.2 Work with families and community elders to support families to re-engage children and young people in an appropriate education program.	<b>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.</b> Choose an item.	<b>3. <input type="checkbox"/> Meaningful learning: Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.</b> Choose an item.	<b>4. <input type="checkbox"/> Wellbeing and inclusion: Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.</b> Choose an item.
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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? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Who is the contact in your school leading this action? Any further details? i.e. Department of Education team or name of consultant to be engaged.	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
<b>Maintain initial strategies implemented from 2021 Berry</b>	All Year	<b>Mentoring &amp; coaching</b>	Internal - DoE, school based	Sheree Arratta Noella Goveas	

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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? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Who is the contact in your school leading this action?
<b>Street Training and Implement strategies from 2022 Berry Street Training modules:</b> <ul style="list-style-type: none"> <li>• 'Ready to Learn Scales'</li> <li>• 'Chill Spaces'</li> <li>• Mindfulness</li> <li>• Brain breaks</li> <li>• Growth mindset</li> <li>• What Went Well</li> <li>• Morning circles</li> </ul>		Modelling effective practices	Network	Sheree Arratta
Continue explicit teaching of Learning Circles and Bridge of Respect behaviours through classroom programs, assembly highlighting of key learning circles per fortnight.	Weekly	Focused professional learning at staff meetings	Internal - DoE, school based	
		Modelling effective practices	Internal - DoE, school based	Sheree Arratta
		Choose an item.	Choose an item.	
Continue Engagement Plan started in 2022:	Weekly	Specialist expertise support	Internal - DoE, school based	Sheree Arratta
		Choose an item.	Choose an item.	

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Actions	When	Strategies	Who	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?	Resources
<p>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</p> <ul style="list-style-type: none"> <li>• Collaboration with Menzies-Ramaciotti Centre</li> <li>• BrightFuture STEM</li> <li>• Musica Viva (Wyniss)</li> <li>• Visual Art program</li> <li>• The Smith Family initiatives (Future Seekers, Learning Club)</li> <li>• Melaleuca Australia social skills program</li> <li>• NTLC</li> <li>• BEAT</li> </ul>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p> <p>Choose an item.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p> <p>Choose an item.</p>			<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>

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Actions	When	Strategies	Who	Resources
<p>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>	<p>Any further details? i.e. Department of Education team or name of consultant to be engaged.</p>
<p><b>Case Management of at-risk students</b></p> <ul style="list-style-type: none"> <li>Identify at-risk students</li> <li>Identify a staff member [beyond their class teacher] that can connect regularly and form a positive relationship with the student.</li> <li>Continue GE entry</li> </ul> <p>Make well-known who key staff are for high needs students.</p>	<p>Responsive to incidents</p>	<p>Mentoring &amp; coaching Focused professional learning at staff meetings</p>	<p>Internal - DoE, school based</p>	<p>Who is the contact in your school leading this action?  Noella Goveas Sarah Mullucks Sheree Arratta</p>

### Other Strategy, Focus Area and Actions (Where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to develop a three- four year Explicit Improvement Agenda (EIA) or identified other area for improvement.

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<p><b>1. Other Strategy /Focus Area</b></p>	<p><b>Explicit Improvement Agenda</b></p>	<p><b>Goal:</b> By the end of 2023, Millner Primary School staff will consistently implement the Tier 3c criteria, particularly- rigorous implementation of the non-negotiables by completing peer observation and feedback sessions internally and with the network leader. (Linked to 'Strengthen Instruction for Young Territories'- from Education NT Strategy 2021-25)</p>
<p><b>Problem of Practice</b> <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 implement a peer observation approach to the implementation of Meaningful Maths in our classrooms with rigour, then we will engage students at their point of need, add to their learning and extend them to their required levels of learning or beyond in Number and Algebra, resulting in an increase in students achieving benchmark in NAPLAN.</p>	
<p><b>Implementation Outcomes</b> <i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i></p>	<ul style="list-style-type: none"> <li>• All teaching staff are competent in the planning, teaching and assessment of Number and Algebra using the MM approach</li> <li>• All support staff are competent in the administration of JAM modules</li> <li>• Every classroom has evidence of the MM Millner School non-negotiables in action</li> <li>• Teachers are using their 4<sup>th</sup> hour of release to complete peer observation and provide feedback on observed lesson using a supplied template.</li> <li>• Teachers are representing Millner school in sub groups in the MM network</li> <li>• Tier 3 Consolidating criteria is being addressed</li> </ul>	
<p><b>Student Improvement Targets</b> <i>What are the measurable changes you expect to achieve in student learning outcomes?</i></p>	<ul style="list-style-type: none"> <li>• Change and movement to 'optimal' or 'growth' quadrant from 'must change' for PAT-M at every year level</li> <li>• 70% of students in each year level to meet expected stage of growth in MM assessments (e.g. Year 6 to reach Stage 6/ES7)</li> </ul>	

## 2023 Annual School Improvement Plan

Actions	When	Strategies	Who	Resources
<p>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>	<p>Who is the contact in your school leading this action?</p>
<p><b>Peer observation process for MM feedback:</b> Review Non Negotiables document and agree on practice in classroom.</p> <p>Establish peer observation schedule using MM non negotiables and classroom walkthrough template: giving</p>	<p>All year</p>	<p>Specialist expertise support</p>	<p>Internal - DoE, school based</p>	<p>Network leader Buddy schools Noella Goveas Marie Raico Karin Fullbrook</p>
		<p>Modelling effective practices</p>	<p>Internal - DoE, office based</p>	

## 2023 Annual School Improvement Plan

Actions	When	Strategies	Who	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?	Resources
<p>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>	<p>Any further details? i.e. Department of Education team or name of consultant to be engaged.</p>	<p>Who is the contact in your school leading this action?</p>	<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
<p>opportunity for peer to peer feedback.</p> <p>Engage network co-ordinator ST to conduct quality modelled lessons in key classroom for a 'goldfish bowl' experience.</p> <p><b>Data:</b></p> <p>Use PAT data strategically for hotspot learning</p> <p>Use patterns in JAM modules to understand student knowledge and strategies at different modules.</p> <p>Professional learning on assessment administration to maintain consistency- through Meaningful Maths assessments (Junior Assessment of Maths/Individual knowledge assessment of Number/Global Strategy Stage)</p>		<p>Focused professional learning at staff meetings</p>	<p>Choose an item.</p>			



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Use of Mathematics as a whole school classroom strategy- Karin/Marie to run a PL on assigning tasks to students based on term focus		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			



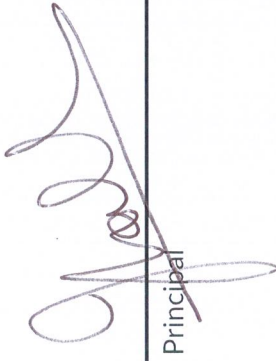
## 2023 Annual School Improvement Plan

**Act / Review and Adjust** (to be completed at the end of each semester)

<p>Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see?</p> <p>Refer to Implementation and Student Outcomes Section</p>	Date	Status	Comments/Evidence
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	

## 2023 Annual School Improvement Plan

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



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Principal

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Paul Nyhuis,  
Senior Director  
Education – Darwin Region



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Ebonie Pedreth

Chair  
School Representative Body

## 2023 Annual School Improvement Plan

### Attachment A

*Data tables and graphs where applicable:*