

Millner Primary School

Explicit Improvement Agenda Cycle: 2024-2027

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.

Our Context: Millner School has an average attendance rate of 74%. Our cohort is comprised of 46% Indigenous students and the remaining cohort are students from migrant EALD families, with a small percentage of students who speak English as their first language.

2024 was the year for embedding our ReadWriteInc practice in Transition to Year 3, after our implementation years in 2022 and 2023, resulting in significant positive impact on students' decoding and reading abilities as evidenced in pre and post assessment data, as well as significant lift in Year 3 NAPLAN data. 2024 was also the year for re-embedding Meaningful Maths practice in all classrooms at a Tier 3 C level (competency levels for MM)- this was done through strategic appointment of a Maths coach, targeted observations, 6 sprints in the year and individualized professional learning. Teacher-student relationship focus was the priority engagement goal, resulting in a 7% increase in student survey results for this area.

A school review was conducted in Term 4 2024. The recommendations from this will play a major part in our 2025 goals, mainly:

- The design and implementation of a whole school curriculum and assessment plan (this will be an ongoing focus and will not feature explicitly in the ASIP)
- Document and continue to build on established pedagogies (RWInc)

The staff at the school have looked at student achievement data, and along with the recommendations from the 2024 review, also want to focus on

- Our student achievements in Years 3-6—in literacy
- Reflect and respond to the way staff provide feedback to students, that then informs their learning (data around this in student survey was used to inform this focus)

2025 Annual School Improvement Plan (ASIP)

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 Leadership	ST3, BM, Maths coach, SET and Curriculum coach have contributed input based on school recommendations from review, during leadership and staff meetings	Whole school curriculum plan and how this can be actioned in a time efficient manner, using TLS and staff expertise
Educators/Staff	Staff from other schools- Ludmilla, Wagaman and Karama- were consulted in providing supporting documents for whole school curriculum plan	Need for Millner Primary personalised plan and staff input
Educators/Staff	Millner school staff provided feedback through Slido (app) and discussion points towards review recommendations and school survey data as well as review of 2024 school goals and achievement	Need for reliable measures to ensure targets are met
School Council	School council members were provided with info on actions taken in response to 2024 school goals and 2023 survey data. School council then provided input into 2024 survey data as well as responded to review recommendations and celebrated commendations and affirmations	Need to ensure academic achievements are celebrated and maintained, on par with extracurricular achievements
Families/Community	Through school survey, specific feedback was sought on how to build capacity of parents through info sessions, workshops, student led conferences and sessions run by external stakeholders	Need for these workshops to continue, parents want to keep being involved and engaged in their child's learning
Students (including Student Voice)	Using student data on 'quality teaching and learning', input was implemented in the goals for 2025	Student goal setting and relevant feedback to students was a need
Capture emerging themes through consultation that have influenced what will prioritised as key activities and investments.		
<p>Whole school curriculum plan including expectations of teaching and learning programs that highlight the pedagogy we use at Millner School</p> <p>Continuation of MM, RWI and BSEM principles underpinning all that we do at Millner School</p> <p>Data informed practices for literacy and numeracy from T-6 with a focus on Years 3-6</p>		

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	
<p>Goal</p> <p><i>A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.</i></p>	<p>If we implement focused and explicit instruction using the Science of Reading approach resulting in a structured literacy block for Years 3-6, then we will improve reading outcomes for students, in particular with reading fluency.</p>
<p>Student improvement targets</p> <p><i>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?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p>	<p>HEADLINE IMPROVEMENT MEASURES (2024-2026)</p> <p>NAPLAN In 2024, 42% Year 5 students (8 out of 19) were Strong or Exceeding for NAPLAN Reading. In 2026, the target is 54% (15 out of 28).</p> <hr/> <p>SCHOOL TARGETS</p> <p>Reading Comprehension: In 2024, 23% of students had a reading comprehension scale score at or above the Australian Mean. 27% of students with at or above 60% attendance will have a reading comprehension scale score at or above the Australian Mean by the end of 2025.</p> <p>27% of students with at or above 60% attendance will show 1 year of reading comprehension growth, as evidenced in PAT-R.</p> <p>Fluency: In 2024, 33% of students have a reading fluency score at or above the benchmark for their year level. 37% of students with at or above 60% attendance will have a reading fluency score at or above the benchmark for their year level by the end of 2025.</p> <p>Spelling: 78% of students are spelling at or above their age. 82% of students with at or above 60% attendance will be spelling at or above their age by the end of 2025.</p> <p>82% of students with at or above 60% attendance will show 1 year of spelling growth, as evidenced in SAST</p>

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Implementation Outcomes	Staff	Students	Families/Community
<p>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</p> <p>Refer to Signature Strategy Improvement Guides.</p>	<ul style="list-style-type: none"> • Educators are planning for reading lessons explicitly using SoR knowledge • Educators have explicit instruction on the teaching of reading through quarantined literacy time during the classroom day. 	<ul style="list-style-type: none"> • Increased confidence and stamina in reading and oral language • Increased reading fluency across learning areas • Growth in DIBELS screening across 3 data collection points 	<ul style="list-style-type: none"> • Home learning through increased reading time with home readers, online reading programs • Working with stakeholders to build capacity in reading with children • Understanding of differentiation in the classroom

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.

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Actions	When	Signature Strategies	Who		Resources	Budget
<i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Which evidence-based signature strategies will the school draw upon to achieve this action?</i> Signature Strategies	<i>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.</i>	<i>Who is the contact in the school leading this action?</i>	<i>Outline the identified resources (facilities and FTE) that will be allocated to the action.</i>	<i>Identify the (\$) that will be allocated to the action.</i>
Professional learning on structuring a quarantined literacy block through on-site coaching by Literacy Coach	Every term and check ins as required	E5. Whole School Instructional Model E3. Whole School Curriculum and Assessment Plan	Teaching and learning services	Ristan Blokland-Literacy Coach	Years 3-6 teachers	\$10,000
Home readers set up and sent home 4 times a week by in Year 3/4-Year 5/6	Term 1, week 5 onwards	E5. Whole School Instructional Model	Internal School Leadership	Noella Goveas-Principal Ristan Blokland-Literacy Coach	Year 3-6 teachers	\$1000 RWI grant from 2023, 2024 covered resources
45 min x 5 times a week Literacy intervention through All About Reading	Each term	A2. Access to and use of Data to Target Teaching	Internal School Leadership and Partnership with AAR-Rev Bill Crews Foundation	Noella Goveas-Principal Ristan Blokland-Literacy Coach	Partnership with AAR-Rev Bill Crews Foundation	No budget required
Parents and families to meet in Term 1 and Term 3 to understand specific reading goals of child during Kids as Teachers event	Twice a year	Student Goal Setting	Internal school leadership and School Council	Noella Goveas-Principal Ristan Blokland-Literacy Coach	Year 3-6 teachers	Partnership with TSF Grant through TSF

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 feedback process with students about their learning in visual and explicit ways, then we will see an improvement in their engagement with their learning.		
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 .	<p>HEADLINE IMPROVEMENT MEASURES</p> <p>COMPULSORY - STUDENT ATTENDANCE</p> <p>In 2024, the Average Attendance Rate was 75%. In 2025, the target is 78%.</p> <p>SCHOOL SURVEY</p> <p>In 2024, 69% of students and 73% of staff affirmed that teacher-student feedback was being facilitated. In 2025, the targets are 74% and 78% respectively.</p> <p>Both the above targets have been set in response to the 2024 School Review feedback on providing student agency within the school.</p> <p>SCHOOL TARGETS</p> <p>Identified students from each class (8 classes in all) to be focus student to increase attended days compared to 2024, by 10.</p> <p>All students (with 60% or more attendance) to achieve their individual literacy goal (Spelling and Fluency)</p>		
Implementation outcomes What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?	Staff	Students	Families/Community
	<ul style="list-style-type: none"> • Clear display targets for literacy and numeracy to communicate to students about their learning goals and next steps • Clear agency is provided for students to lead areas of expertise or preference to practise leadership skills 	<ul style="list-style-type: none"> • Increased confidence and courage to take on risks and lead in areas of choice • Increased ability to communicate preferences and practise agency • Decreased incidents of student school refusal due to increased motivation in being at school 	<ul style="list-style-type: none"> • Increase in parent communication with the school re: their child's wellbeing and engagement • Increase in attendance of parents at school workshops

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Actions	When	Aligned EES Actions	Who		Resources	Budget
<i>Outline what the school will do to lead to the desired changes of behaviours and / or practices.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>Identify the relevant EES action which most align to the action. Refer to the ASIP Guide for link to complimentary strategies to consider.</i>	<i>Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks.</i>	<i>Who is the contact in the school leading this action?</i>	<i>Outline the identified resources (facilities and FTE) that will be allocated to the action.</i>	<i>Identify the (\$) that will be allocated to the action.</i>
Year 3/4 -Year 5/6 classroom teacher to schedule literacy learning data/feedback conversations with students using template	Once a semester Kids as teachers event (2 x year)	2.5 Support school leaders to drive implementation of the strategy	Internal school staff	Ristan Blokland-Lead teacher Noella Goveas-Principal	BSEM resources on relationships	ASIP budget (\$1000)
Focus groups for students to participate in areas of choice e.g. instrumental program, visual arts, sport leadership, therapy dog handling	Ongoing	2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners.	Internal school staff	Sheree Arrata-Assistant Principal Noella Goveas-Principal Specialist teachers	4 x Focus groups within school timetable	Sporting School grants Community grants ICT budget: \$10,000 PA budget: \$2000
Continue trusted adult conversations from 2024 through targeted and explicit teaching of trusted adult	Ongoing	2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners.	Internal school staff	All staff		NA

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

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

Noella Goveas

J Noella Goveas
Principal

22/01/25



Zablon Pingo
Chair

Choose an item.

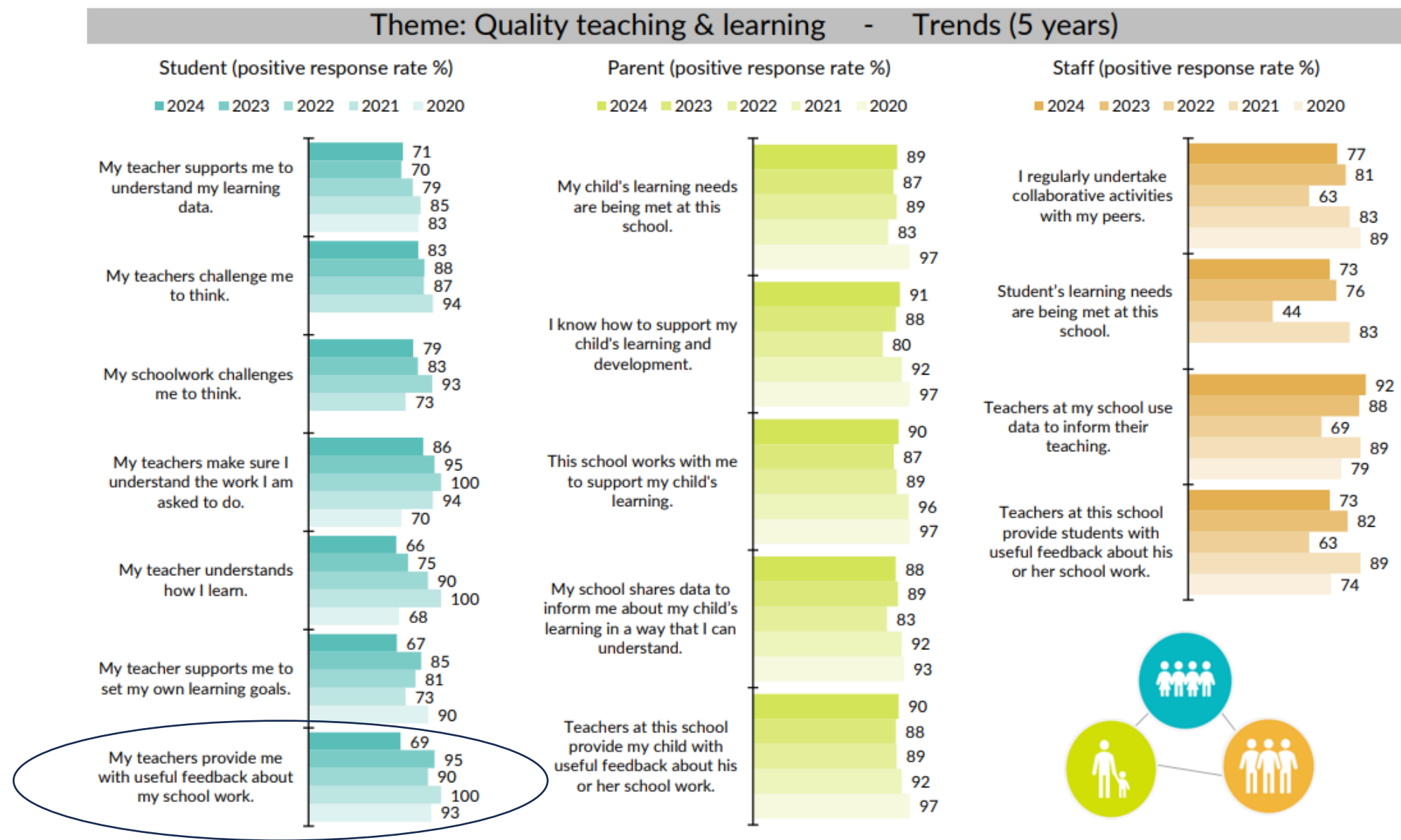
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Senior Director - Darwin
Regional Services

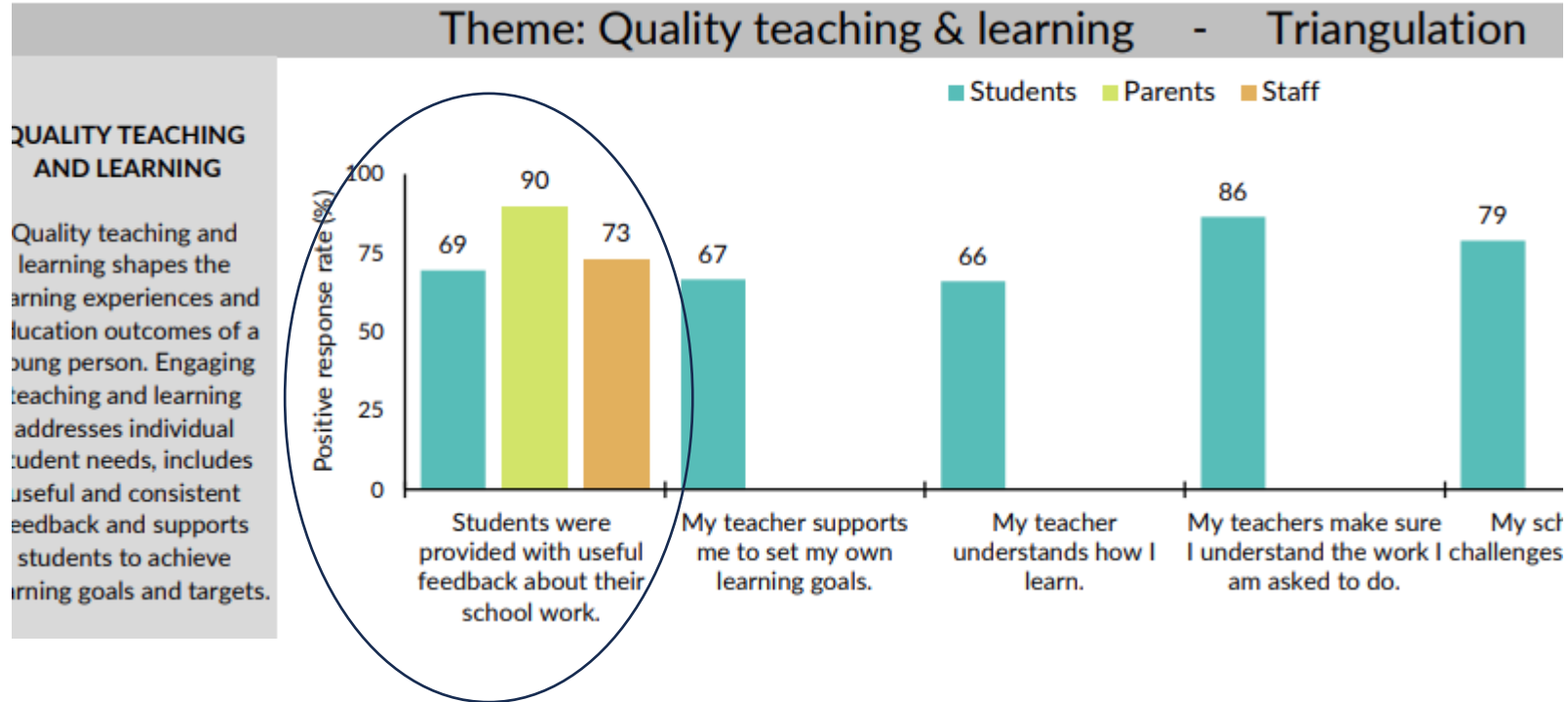
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Attachment A

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



		Staff			
School's leadership understands how to build expertise in this school.	+26%	85%	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	-15%	73%
This school cares about my wellbeing.	+14%	85%	I have a performance development plan that is supported by the school.	-11%	77%
The department supports our school to achieve its priorities.	+14%	58%	Teachers at this school provide students with useful feedback about his or her school work.	-9%	73%
		59%			88%
		71%			88%
		44%			82%



2025 Annual School Improvement Plan (ASIP)

