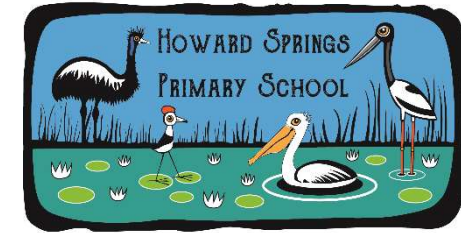


## Howard Springs Primary School

### Explicit Improvement Agenda Cycle: 2022-2026



At Howard Springs Primary School we have a strong commitment to improving student outcomes through quality educational programs. We have commenced on an inquiry journey to improve teacher practices and whole school approaches.

The school enrolment is 343 students from Preschool to Year 6. We have students from a range of cultural backgrounds and a range of locations: rural and urban. Student enrolment numbers are increasing due to an increased quota of students accessing preschool.

In the last three years the school has had three leadership changes. There has also been a significant number of changes in teaching staff. Leadership will focus on building the team and developing clear pathways for improvement.

In 2021 & 2022 student achievement data in reading (PAT-R and NAPLAN) demonstrated a downward trend across all year levels with all under the Australian mean.

In 2022 we focused on building an understanding and shared language of synthetic phonics and the “Big Six” reading model. This is a continued priority in 2023.

The school review findings of 2021 support the current focus and the need for a whole school approach. Through the exploration of a whole school instructional model we have identified the following:

- literacy skill development through explicit instruction of phonics.
- continued focus on spelling.
- development of a literacy scope and sequence.

## Top End Regional Goals and Targets:

Strengthening Instruction		Engagement	
<p><b>Goal:</b></p> <p>To increase student achievement in Numeracy and Reading through a systematic approach to EAL/D practices and pedagogical approaches to support EAL/D learners in the region.</p>	<p><b>Target 1</b></p> <p>To increase the percentage of students in the upper two bands across Palmerston and Rural Schools by at least 3% across year levels.</p> <p><b>Target 2:</b></p> <p>To increase the participation rate for all NAPLAN test domains to at least 80%</p>	<p><b>Goal:</b> To increase retention of Aboriginal students through key transition points; and the number of students progressing through school and completing an NTCET.</p>	<p><b>Target 1</b></p> <p>By the end of Term 4 2023 we will have increased the average number of days students attended school by a minimum of 10 days, which is from 145 days in 2021 to a minimum of 155 days in 2023.</p> <p><b>Target 2:</b></p> <p>By the end of 2024 we will increase the proportion of Aboriginal students who are retained in government schooling and successfully transition from:</p> <ul style="list-style-type: none"> <li>• Year 6 to Year 7 to at least the NT average of 72%</li> <li>• Year 9 to Year 10 to at least 87%</li> <li>• Year 10 to Year 11 to at least NT average of 89%</li> <li>• Year 11 to Year 12 to at least the NT average of 79%</li> </ul>

## Howard Springs School 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.

The 2022 Reading NAPLAN data shows a continued decline of achievement in Year 3 cohort and a significant decline after three years of growth in the Year 5 cohort, which fell below the NT average mean for first time in four years. *Attachment A – NAPLAN data*

The 2022 PAT reading data shows that at each cohort level there is a significant number of students below the expected achievement band level.

Year One 79% students are below expected reading band norm (34 Students)  
Year Two 84% students are below expected reading band norm (38 Students)  
Year Three 69% students are below expected reading band norm (25 Students)  
Year Four 82% students are below expected reading band norm (24 Students)  
Year Five 55% students are below expected reading band norm (21 Students)

*Attachment B – OARS data*

The FELA data shows in Semester 1, 2021 51.22% of students were at the beginning level in Subtest 10: Non-word reading (21 students). 2.44% of students (1 student) were at the emerging level for this subtest.

In Semester 1, 2022 69.39% of students (34 students) were at the beginning level in Subtest 10: Non-word reading. There was an **18.17%** growth of students at the beginning level for this subtest from 2021 to 2022. Our goal for 2023 is to increase the number of students achieving the beginning level for this subtest with a **12%** growth from 2022. *Attachment C – FELA data.*

Develop an Explicit Improvement Plan 2023 – 2026.

#### Engagement - Attendance Data

Current 88.8% Previous Year 89.9%

Below 60% - 80%	9.91%	34 Students
Well Below ≤ 60%	5.25%	18 Students

# Howard Springs School 2023 Annual School Improvement Plan



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

### School Goal: Improve reading outcomes and skills of all students.

<p><b>Problem of Practice</b></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 embed a systematic synthetic phonics approach across Transition to Year 3 and using the Big Six Reading model to develop comprehension skills in the Middle and Upper primary years, then we will see improved reading skills and student growth as evidenced using the PAT achievement bands descriptions.</p>		
<p><b>Aligned <a href="#">Signature Strategy</a></b></p> <p><i>Which signature strategy will support you to plan for the changes in practice you expect to see?</i></p>	<p>E5. Whole School Instructional Model</p> <p>And (optional) E4. Whole School Data Plan</p>		
<p><b>Implementation Outcomes</b></p> <p><i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i></p> <p><i>Refer to Signature Strategy Improvement Guides.</i></p>	<p><b>Educators</b></p>	<p><b>Students</b></p>	<p><b>Families/ Community</b></p>
	<p>Will apply the whole school instructional model during Reading lesson.</p> <p>Data will be used to identify the reading skill gaps in student learning using the PAT achievement bands.</p> <p>Will develop a shared language of reading and reading progress.</p>	<p>Will be able to identify the reading skills and strategy they are learning to improve their reading, set goals and monitor progress.</p> <p>Will be able to talk about their reading progress.</p>	<p>Will be able to share how their child's reading and learning needs are being met at school and how they can provide support.</p>

## Howard Springs School 2023 Annual School Improvement Plan

<p><b>Student Improvement Targets</b></p> <p><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></p>	<p>Our <b>2023</b> Literacy goal for PAT R is to:</p> <ul style="list-style-type: none"> <li>• Decrease the number of students below the expected reading band norm by a minimum of 5% per year level cohort.</li> </ul> <p>We will monitor growth by using the 'NT Inquiry Cycle' approach across all year levels. This will be monitored by targeting selected students learning growth using PAT achievement band progressions. Assessments such as PM and TORCH can help monitor skills. This growth will be <i>monitored and examined</i> in 'Teaching and Learning Teams' sessions each term in 2023.</p> <p>Our <b>2023</b> Literacy goal for FELA NT is to:</p> <ul style="list-style-type: none"> <li>• To increase the number of students at the beginning level for Subtest 10 to 75% of all transition students.</li> </ul> <p>We will monitor progress by using the 'NT Inquiry Cycle' approach across the Transition cohort. This will be done by targeting selected students learning growth by using selected phonological and phonemic awareness assessment tools and resources. Growth towards this goal will be <i>monitored and examined</i> in 'Teaching and Learning Teams' sessions each term across 2023.</p>		

# Howard Springs School 2023 Annual School Improvement Plan

## 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
<i>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.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Develop a whole school literacy instructional model using evidence-based research based on the 'Big Six'.	By the end of Semester 1	Professional Learning for teachers. Professional Reading	External - DoE  Internal - DoE	Sue Rae  Various	Narelle Dahl Dannielle Cairns	Pupil Free Day – Term 2 Date to be arranged \$
In collaborative planning teams once a term, teachers will co-design reading programs to reflect the agreed elements: <ul style="list-style-type: none"><li>- Modelled, shared and independent practices</li><li>- Explicit teaching of synthetic phonics, vocabulary and the 'Big Six'.</li></ul>	Across the year	Mentoring & coaching	Internal - DoE, school based		Narelle Dahl	Cost of relief teachers: \$2000
		Focussed professional learning at staff meetings	Palmerston and Rural Schools Network	Sue Rae	Dannielle Cairns	Big Six resources: decodable readers, evidence based reference books, teaching resources and quality literature. \$8000
		Targeted professional growth plans	Internal - DoE, school based		Leadership Team: Narelle Dahl Dannielle Cairns Renee Buckingham	

## Howard Springs School 2023 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
<i>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.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found?  Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
		Collaborative inquiry / action research	Internal - DoE, school based	HSPS Literacy Team	Dannielle Cairns	
		Observation & feedback	Internal - DoE, school based	HSPS: Professional Learning Community	Narelle Dahl	
Co-create a whole school data plan to re-establish school routines for teaching teams to review and use reading data to inform their teaching programs which includes: <ul style="list-style-type: none"> <li>- Use of FELA, Yr 1 Sound Check, PM Benchmarks, Torch and PAT R.</li> <li>- NAPLAN</li> <li>- Audit of Literacy resources</li> </ul>		Focussed professional learning at staff meetings	Internal - DoE, school based	NT Inquiry Cycle expert: Sue Rae	Narelle Dahl Dannielle Cairns Renee Buckingham	Cost of relief teachers as required \$
		Leadership development	Internal - DoE, office based	Sue Rae	Narelle Dahl	Additional school based professional development in:
		Specialist expertise support	Internal - DoE, school based		Narelle Dahl Dannielle Cairns	<ul style="list-style-type: none"> <li>• eDash</li> <li>• ACER – PAT M/R</li> <li><b>eLearn</b></li> <li>• FELA</li> <li>• Yr 1 Sound Check</li> </ul>

# Howard Springs School 2023 Annual School Improvement Plan

## Howard Springs School 2023 Annual School Improvement Plan

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

#### School Goal: To improve student attendance of student below and well below.

##### Problem of Practice

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

If we dedicate time each week and to monitor and track the attendance of students whose attendance is below and well below to find out the narrative behind their attendance and implement targeted actions then we will see an increase in student attendance.

##### Key Action

*What key action will you undertake to assist you in achieving your engagement goal?*

We will:

- Explore the narrative of students – Check SAMS notes
- Identify target students using data and analysis of narrative.
- Initiate parent meetings with leadership.
- Survey families
- Dedicated contacts – Wellbeing/Student Support/AIEW.
- Share the impact of low attendance with families.
- Celebrate attendance in classes.
- Include information in newsletters
- Provide incentives

## Howard Springs School 2023 Annual School Improvement Plan

Implementation Outcomes	Staff	Students	Families/ Community
<p><i>What are the changes you expect to see in practice and/ or behaviours of staff, students and community?</i></p>	<ul style="list-style-type: none"> <li>• Will have a better understanding of their students.</li> <li>• Build stronger relationships with families.</li> </ul>	<ul style="list-style-type: none"> <li>• Will be more engaged in their learning.</li> <li>• Will have stronger relationships with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation in 2023 School Survey</li> <li>• Will be more connected to the school.</li> </ul>
<p><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></p>	<p>We will increase the attendance of students by a minimum of 10 days per year.</p>		

## Howard Springs School 2023 Annual School Improvement Plan

Select <u>one</u> of the following goals and actions which most align to your school goal for engagement:			
<p>1. <input type="checkbox"/> <b>Education is a partnership:</b> <i>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.</i></p>	<p>2. <input type="checkbox"/> <b>The right people:</b> <i>Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.</i></p>	<p>3. <input type="checkbox"/> <b>Meaningful learning:</b> <i>Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.</i></p>	<p>4. <input checked="" type="checkbox"/> <b>Wellbeing and inclusion:</b> <i>Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.</i></p>
Choose an item.	Choose an item.	Choose an item.	4.2 Strengthen systems for early and timely support for children and students with disability and diverse needs.

## Howard Springs School 2023 Annual School Improvement Plan

### 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.

<b>1. Other Strategy /Focus Area</b>	<b>Explicit Improvement Agenda</b>	<b>Goal: To develop a long term strategic plan to maintain the focus on continuous improvement aligned to the recommendations of the school review.</b>
<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>	If we co-construct a three year strategic plan aligned to key signature strategies we will embed effective teaching and learning practices in a strong school culture of learning then we will see improved outcomes for all students.	
<b>Implementation Outcomes</b>  <i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i>	Teachers, staff and the wider community will know and understand the vision for the school and have opportunities to contribute to the refinement and improvement of school routines and practices.	
<b>Student Improvement Targets</b>  <i>What are the measurable changes you expect to achieve in student learning outcomes?</i>	By the end of 2026 we will see an upward trajectory of student outcomes in literacy.	

Actions	When	Strategies	Who			Resources
<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>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found?  Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Develop a professional learning calendar for term 1 2023 reflecting leadership and staff sessions to develop the EIA.	By the end of Semester 1	Specialist expertise support	Internal - DoE, office based		Narelle Dahl	
		Focussed professional learning at staff meetings	Internal - DoE, school based		Narelle Dahl	
		Choose an item.	Choose an item.			
School council meeting agendas will reflect opportunities to review and contribute to the draft EIA.	By the end of Semester 1	Leadership development	Cogso	Alice Gawler	Narelle Dahl	
		Student & community engagement & consultation	Internal - DoE, school based		Narelle Dahl	
		Leadership development	Internal - DoE, office based		Narelle Dahl	



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

<p><i>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?</i></p> <p><b>Refer to Implementation and Student Outcomes Section</b></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	

# Howard Springs School 2023 Annual School Improvement Plan

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

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Principal

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Miranda Watt,  
A/Senior Director  
Education – Top End

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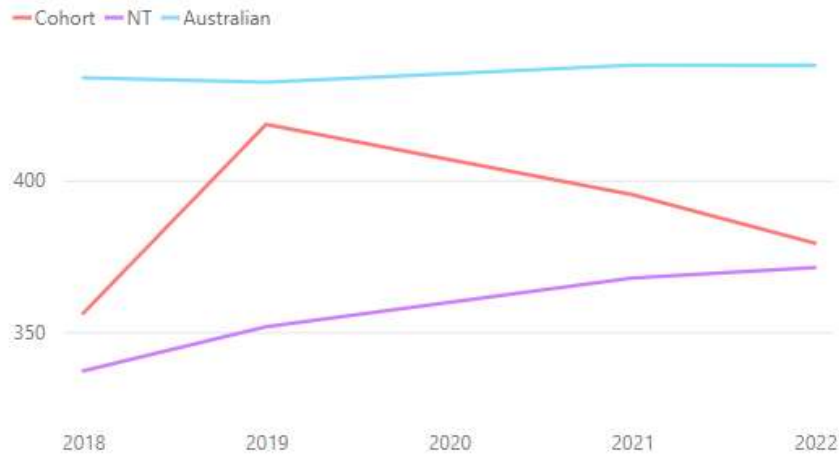
Chair  
School Representative Body

# Howard Springs School 2023 Annual School Improvement Plan

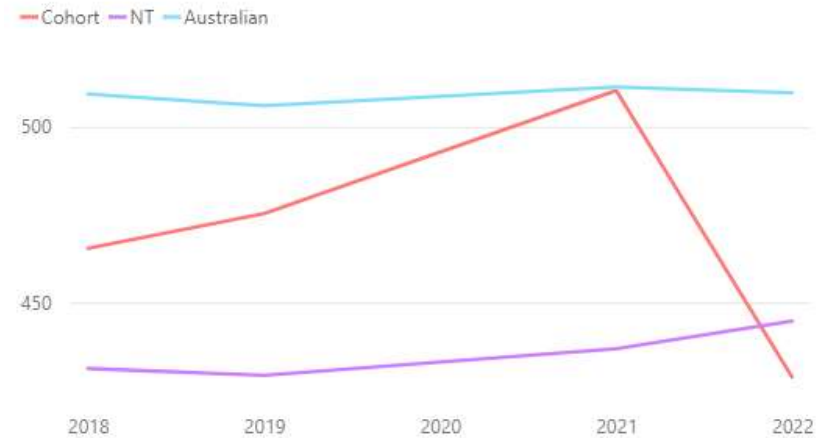
## Attachment A - Data tables and graphs where applicable:

### 2022 NAPLAN Reading

Trend of Mean Scale Score - Year 3



Trend of Mean Scale Score - Year 5



### Year 3 2018 2019 2022 2023

		2018	2019	2022	2023
<b>Reading</b>	School Mean	356.1	418.42	395.3	379.19
	NT Mean	336	350	367	371.22
	Aust Mean	434	432	437	437.81
	Difference NT	20.1	68.42	28.3	7.97
	Difference AUS	-77.9	-13.58	-41.7	-58.62

# Howard Springs School 2023 Annual School Improvement Plan

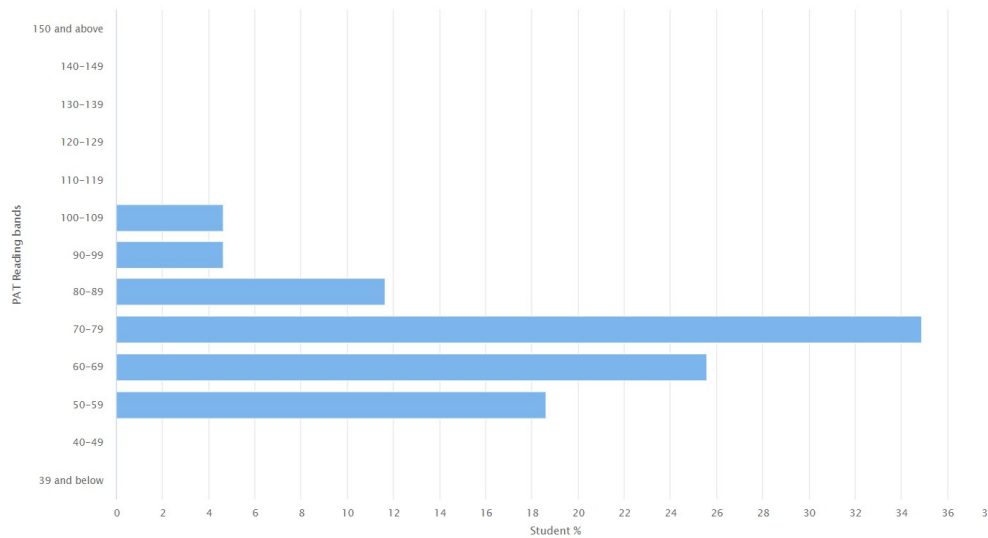
## Year 5

<b>Reading</b>	School Mean	465.37	475.29	510.36	428.60
	NT Mean	430	427	439	444.62
	Aust Mean	509	506	512	509.67
	Difference NT	35.37	48.29	71.36	-16.02
	Difference AUS	-43.63	-30.71	-1.64	-81.07

## OARS Data PAT R – Appendix B

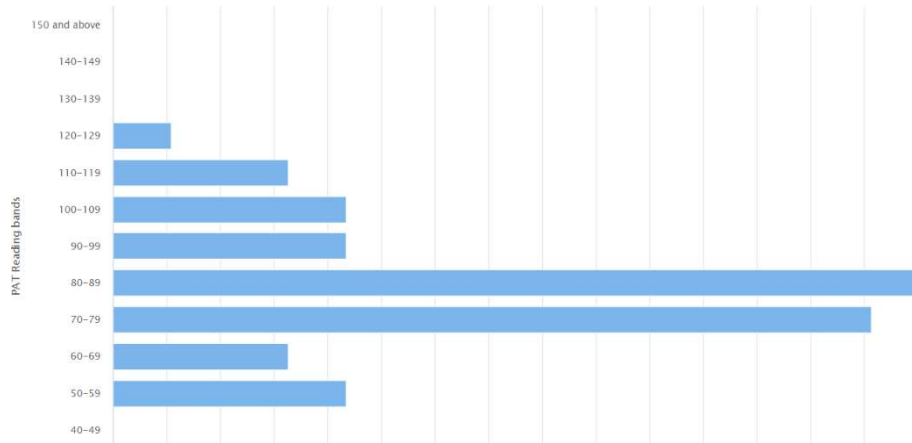
### Attachment B

### Year One PAT R

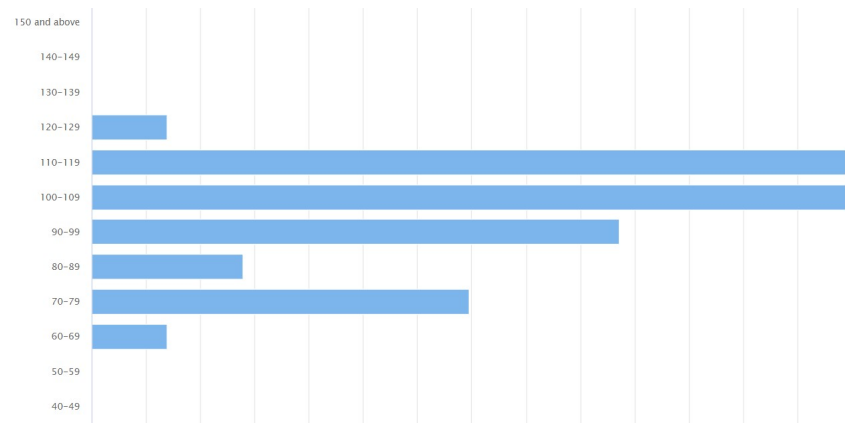


# Howard Springs School 2023 Annual School Improvement Plan

## Year 2 PAT R

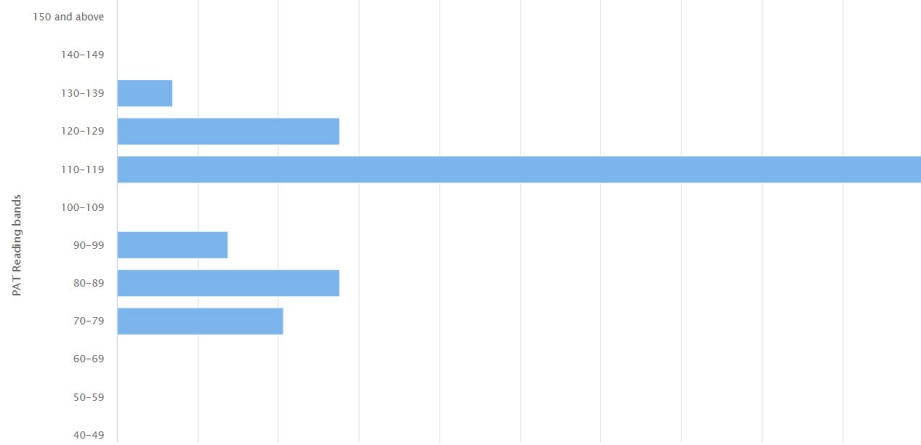


## Year 3 PAT R

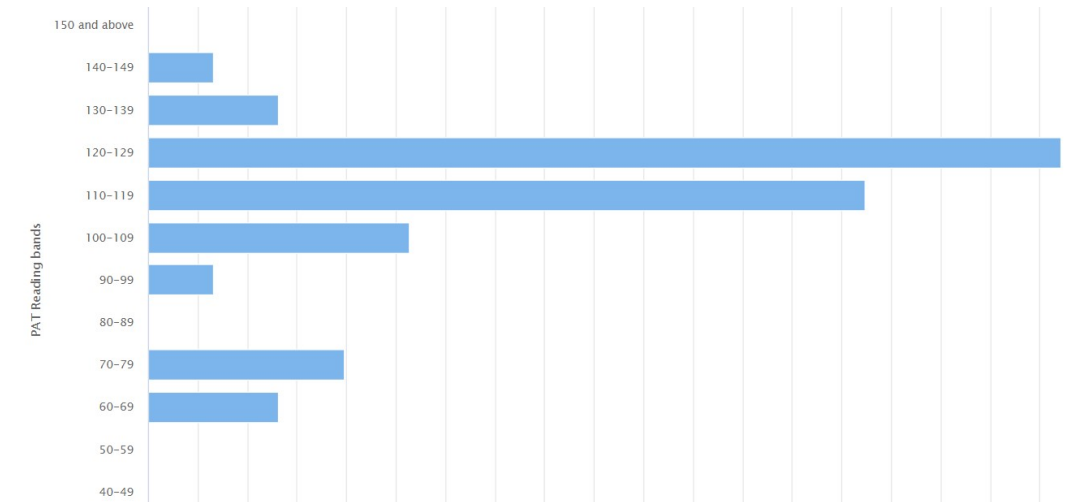


## Year 4 PAT R

# Howard Springs School 2023 Annual School Improvement Plan



## Year 5 PAT R



## FELA Data – Appendix C

# Howard Springs School 2023 Annual School Improvement Plan

## Semester One 2021 - FELA data

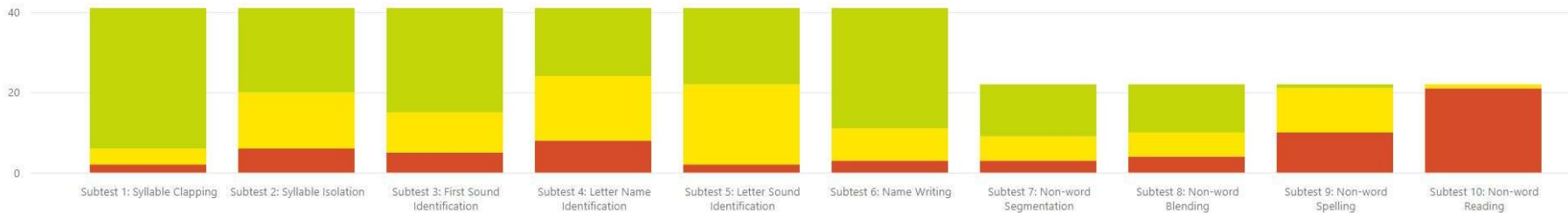
### FELA NT Student Achievement

[Back to report](#)

MASTERY LEVEL OF CURRENT STUDENTS



● Beginning ● Emerging ● Competent

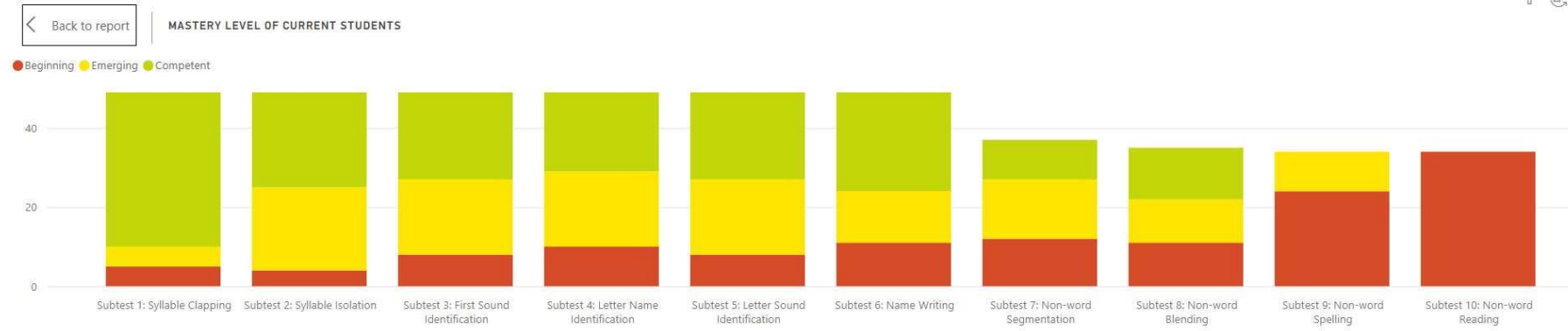


Mastery Level Assessment Criteria Name	Beginning		Emerging		Competent	
	Number of Students	Proportion of Students	Number of Students	Proportion of Students	Number of Students	Proportion of Students
Subtest 1: Syllable Clapping	2	4.88%	4	9.76%	35	85.37%
Subtest 2: Syllable Isolation	6	14.63%	14	34.15%	21	51.22%
Subtest 3: First Sound Identification	5	12.20%	10	24.39%	26	63.41%
Subtest 4: Letter Name Identification	8	19.51%	16	39.02%	17	41.46%
Subtest 5: Letter Sound Identification	2	4.88%	20	48.78%	19	46.34%
Subtest 6: Name Writing	3	7.32%	8	19.51%	30	73.17%
Subtest 7: Non-word Segmentation	3	7.32%	6	14.63%	13	31.71%
Subtest 8: Non-word Blending	4	9.76%	6	14.63%	12	29.27%
Subtest 9: Non-word Spelling	10	24.39%	11	26.83%	1	2.44%
Subtest 10: Non-word Reading	21	51.22%	1	2.44%	0	0.00%

# Howard Springs School 2023 Annual School Improvement Plan

## Semester One 2022 - FELA data

### FELA NT Student Achievement

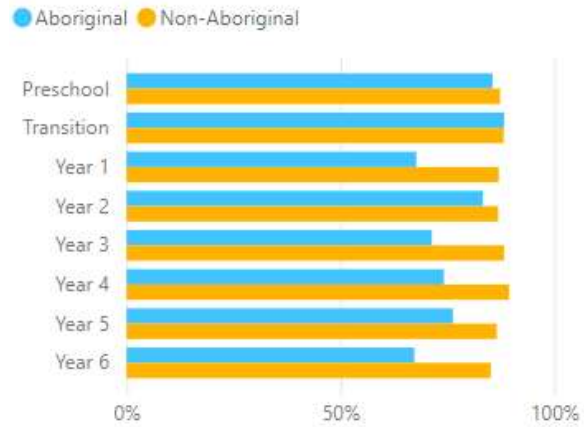


Mastery Level Assessment Criteria Name	Beginning		Emerging		Competent	
	Number of Students	Proportion of Students	Number of Students	Proportion of Students	Number of Students	Proportion of Students
Subtest 1: Syllable Clapping	5	10.20%	5	10.20%	39	79.59%
Subtest 2: Syllable Isolation	4	8.16%	21	42.86%	24	48.98%
Subtest 3: First Sound Identification	8	16.33%	19	38.78%	22	44.90%
Subtest 4: Letter Name Identification	10	20.41%	19	38.78%	20	40.82%
Subtest 5: Letter Sound Identification	8	16.33%	19	38.78%	22	44.90%
Subtest 6: Name Writing	11	22.45%	13	26.53%	25	51.02%
Subtest 7: Non-word Segmentation	12	24.49%	15	30.61%	10	20.41%
Subtest 8: Non-word Blending	11	22.45%	11	22.45%	13	26.53%
Subtest 9: Non-word Spelling	24	48.98%	10	20.41%	0	0.00%
Subtest 10: Non-word Reading	34	69.39%	0	0.00%	0	0.00%

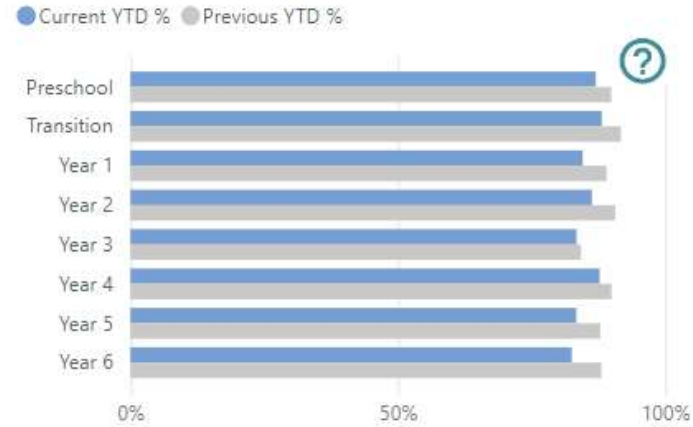
# Howard Springs School 2023 Annual School Improvement Plan

## Attendance Rates

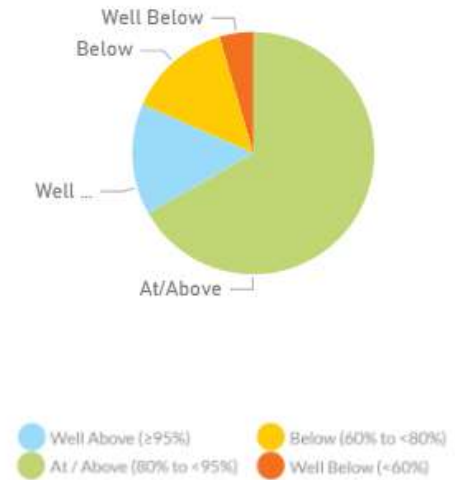
Aboriginal Status by YTD % and Year Level\*



YTD % (Current Year vs Previous Year) by Year Level



School Attendance by Pods



## Week 4 Term 1 2023 Attendance Data

Schooling Level	Year Level	Active only	
		Indicative Enrolment	Indicative Attend%
Preschool	Preschool	44	85%
	Transition	56	93%
	Year 1	49	92%
Primary	Year 2	44	86%
	Year 3	49	91%
	Year 4	33	84%
	Year 5	29	89%
	Year 6	39	87%
		<b>343</b>	<b>89%</b>