**2024 Annual School Improvement Goals**

**ENGAGEMENT** **Goal 2**: ***To improve students’ ability to self-regulate and manage emotions.***

Change of Practice: *If we establish a consistent approach to support students increased emotional vocabulary and recognizing the signs and strategies to support them we will see a reduction in incidences across the school.*

Key Outcomes:

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| Educators | Students | Families/ Community |
| * Implement the Zones of Regulation across the School * Integrate Restorative Practices approaches and pedagogy with Zones of Regulation when working through incidences. * Communicate with students and families using the Zones of Regulation language. * Collaboratively update whole school processes and policies aligned to wellbeing and inclusion.   Provide opportunities to cater for students interests and needs to support wellbeing and engagement | * Student can articulate strategies they use to regulate their emotions * Students can articulate and use strategies and resources that support them to learn * Students use the language of Zones of Regulation * Students have an increased emotional vocabulary * Students engage in a broad range of extra-curricular and interest bases learning experiences * Students feel sense of community and like being at school | * Are satisfied with and understand wellbeing process and understand the strategic direction of the school. * Have an understanding of the Zones of Regulation and how they can support their children at home * Feel their child knows how to regulate their emotions |

Student Improvement Targets:

* Increase the proportion % of students who positively respond to the question ***I know how to manage my emotions when I am upset*** from 71 % in 2023 to 80% in 2024
* Increase the proportion % of parents who positively respond to the question ***My child knows how to manage their emotions*** from 77 % in 2023 to 85% in 2024

**STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS** **Goal 1**: ***To improve reading outcomes for students.***

Problem of Practice: *If we grow teachers’ knowledge and skills on the evidence and research on how children learn to read, we will see improved and consistent practice aligned to the Science of Reading resulting in improved student outcomes.*

Key Outcomes:

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| Educators | Students | Families/ Community |
| * Every teacher understands the current research on how children learn to read and applies this in their practice as per V9. AC. * All teachers have a strong knowledge of foundational literacy, e.g. Phonological Awareness to ensure there are no gaps in teaching and learning * Every teacher systematically monitors and analyses student reading data to evaluate student progress and achievement and to target future teaching and learning. * Intentionally celebrates and acknowledges student progress through a whole school approach * Every teacher treats student progress and achievement as feedback to their teaching practice. * All teachers will have a consistent approach to a Literacy Block across the School which will be defined by non negotiables overview (Ped on a Page) * Identify personal goal in PGP aligned to Goal 1/Goal 2 | * Students will have a strong understanding of phonics at the end of Year 1 * Students below school benchmarks will engage in an evidence informed intervention * Students will be able to identify their next steps in reading development and have individualised goals and targets * Students will engage in predictable and evidence informed Literacy Blocks every day * Celebrate growth and success | * Understand the importance of the foundations of Literacy * Engage with resources shared with home to support early readers * Know where their child is at in their learning and have an understanding of the next steps, goals and targets * Have a high level understanding of the schools approach to the teaching of reading * Are confident to ask teachers and children questions about their learning progress * Are informed when their child is below and above benchmarks and understand interventions that will support progress |

Student Improvement Targets:

Priority focus group Year 3 (2023) -5 (2025)

* Increase the proportion % of students in Strong and Exceeding in NAPLAN reading from 48.5% in Year 3 (2023) to 60% in Year 5 (2025).