

Parap Primary School

Explicit Improvement Agenda Cycle: 2020-2024

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 aim at Parap is to make the shift from learning the curriculum to developing innovative learning environments where students develop critical and creative thinking skills to become real life problem solvers.

We will continue to improve the school's vision through a sharp and narrow agenda focused on student outcomes, by incorporating recommendations outlined in the School Review for better outcome for student achievement and well-being.

The School Review recommendation outlined the importance of continuing to refine the school's data plan to incorporate the full range of student data allowing for analysis of growth at: the school level, including the analysis of priority groups; and individual student level. We will continue to develop opportunities for teachers to work with colleagues in analysing data to monitor the success of teaching strategies and set explicit targets for student achievement.

We aim to develop teacher understanding and practice to meet the needs of individual students by responding to differences in cultural knowledge and experiences.

Student wellbeing underpins the culture of teaching and learning at our school whereby every student's success is everyone's responsibility. We explicitly teach and assess personal and social capabilities to assist in the development of the whole child by developing a scope and sequence.

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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
Educators/Staff	<ul style="list-style-type: none"> – Whole school unpacked NAPLAN Data – discussion, analysis, identify trends and areas for improvement. – Teaching teams to identify commitment to action. – Whole school analysis of School Survey results – discuss and analysis of identified areas of success and areas for improvement. – Data dive on areas for improvement. Identify next steps. – 	<p>Year 3 English - the analysis reveals a multi-faceted approach to literacy instruction for high-achieving students, combining targeted skill development, peer collaboration, and a strong emphasis on analytical thinking and comprehension across different genres.</p> <p>Year 3 Numeracy - Overall, the analysis reveals a focused effort to extend high-achieving students in numeracy through a blend of conceptual understanding, language comprehension, varied question formats, and practical problem-solving strategies.</p> <p>Year 5 English –There is a clear alignment between reading and writing goals, ensuring that students develop complementary skills that enhance their overall literacy abilities. The combination of explicit instruction and challenging content creates a rich learning environment tailored to the needs of high-achieving students</p> <p>Year 5 Numeracy -The strategies employed demonstrate a comprehensive approach to enhancing numeracy for high-achieving students, focusing on rigorous problem-solving, collaborative learning, and personalized instruction. By prioritising higher-order thinking and targeted challenges, the implementation aims to cultivate an environment</p>

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Consultation Type	Description of the Consultation	Key Priorities Raised
		that not only promotes advanced mathematical skills but also encourages critical thinking and effective communication among students.
School Council	<ul style="list-style-type: none"> – Present NAPLAN Data analysis and discuss trends and commitment to action. – Present School Survey results, present teacher data dive and identify commitment to action. 	Council were engaged in the conversation around the data and supported the steps taken through programs and teaching strategies to improve our results.
Educators/Staff	<ul style="list-style-type: none"> – Data team to analyse teacher survey on commitment to action. – Make recommendations on whole school areas of improvement. – Whole staff to triangulate the information with the EIA, 2024 ASIP, School Survey results and NAPLAN survey. Identify areas for ASIP 2025. 	<p>Staff engaged in data dives to unpack NAPLAN, PAT and School Survey results. They identified trends across cohorts, class and individual levels.</p> <p>Staff had input into the ASIP document.</p>
School Leadership	<ul style="list-style-type: none"> – Identify ASIP – Strengthening Instruction goal. – Identify ASIP – Engagement and attendance goal. Leadership to present first draft ASIP to staff for feedback. – 	Leadership team had discussions and provided input into the ASIP
Families/Community	<ul style="list-style-type: none"> – Share School Survey results and NAPLAN information with the school community through newsletters, Dojo posts, parent meetings and semester reports. – Provide information on teaching and learning and engagement to community via newsletter, Dojo posts, FB, expo. 	–
Senior Director	<ul style="list-style-type: none"> – Present first draft of ASIP for feedback. 	–

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Consultation Type	Description of the Consultation	Key Priorities Raised
School Leadership/ teaching staff	– Adjust and review based on feedback.	–
School Council	– Present ASIP to school council.	–
Capture emerging themes through consultation that have influenced what will prioritised as key activities and investments.		
<p>Year 3 NAPLAN the analysis reveals a focused effort to extend high-achieving students in numeracy through a blend of conceptual understanding, language comprehension, varied question formats, and practical problem-solving strategies.</p> <p>Year 5 NAPLAN analysis highlights the strategies employed demonstrate a comprehensive approach to enhancing numeracy for high achieving students, focusing on rigorous problem-solving, collaborative learning, and personalised instruction. By prioritising higher order thinking and targeted challenges, the implementation aims to cultivate an environment that not only promotes advanced mathematical skills but also encourages critical thinking and effective communication among students.</p>		

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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 <i>A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.</i>	To continue improving the data literacy of our teachers by implementing the school's data plan and through targeted professional development create protocols and procedures for data rich conversations to improve outcomes in Numeracy.
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<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</p> <p>NAPLAN</p> <p>In 2024 53% of our Year 3 students were Strong or Exceeding for NAPLAN Numeracy. In 2025, the target is 55%.</p> <p>In 2024 68% of our Year 5 students were Strong or Exceeding for NAPLAN Numeracy. In 2025, the target is 70%.</p> <p>A-E GRADES</p> <p>In 2024, 24% of Year 1 students were achieving A or B and 68% were C in Number and Algebra. In 2025, we aim to increase our C grade target to 69%.</p> <p>In 2024, 45% of Year 2 students were achieving A or B and 51% were C in Number and Algebra. In 2025, we aim to increase our C grade target to 52%.</p> <p>In 2024, 46% of Year 4 students were achieving A or B and 47% were C in Number and Algebra. In 2025, we aim to increase our C grade target to 48%.</p> <p>In 2024, 48% of Year 6 students were achieving A or B and 43% were C in Number and Algebra. In 2025, we aim to increase our C grade target to 44%.</p>
	<p>SCHOOL TARGETS</p>

Implementation Outcomes	Staff	Students	Families/Community
<p><i>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</i></p> <p><i>Refer to Signature Strategy Improvement Guides.</i></p>	<p>Sem 1:</p> <ul style="list-style-type: none"> Establish a team who will lead the data analysis across the school. 	<p>Sem 1:</p> <ul style="list-style-type: none"> Students to collect, track and analyse maths data (eg Top 10). 	<p>Sem 1:</p> <p>Share ASIP plans with school council and the parent community.</p>

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	<ul style="list-style-type: none"> • Revisit staff perception survey results and set new targets for 2025. • PD staff on triangulation of PAT, NAPLAN and A-E data sets. Set learning goals for each year level. (collaborative planning). • Extend Elastiks to Year 5 and 6. Provide PD on gap analysis. • Developing quality assessment tasks for Numeracy using Principles of Assessment. • Establish protocols for rich data conversations. • Use SSSR to analysis NAPLAN data to determine teaching points. <p>Sem 2:</p> <ul style="list-style-type: none"> • Staff workshop navigating eDash to analyse NAPLAN data and set targets for numeracy. • PAT analysis and set targets for Numeracy. <p>Ongoing:</p> <ul style="list-style-type: none"> • Review and adjust our whole school data plan in accordance with the whole school assessment and reporting schedule 	<ul style="list-style-type: none"> • Work with students to set SMART goals for Maths. • Targeted intervention and extension programs based on gap analysis from Elastiks and eDash. <p>Sem 2:</p> <ul style="list-style-type: none"> • Reflection on effective forms of feedback and goal setting strategies. <p>Ongoing:</p> <ul style="list-style-type: none"> • Share and analyse results to identify growth. 	<p>Students to share SMART goals at 3 Way Conferences.</p> <p>Provide PD to school council on how we use Elastiks to improve outcomes.</p> <p>Sem 2:</p> <p>Share NAPLAN, PAT, Wellbeing and School Survey results with community.</p> <p>Students to provide updates on SMART goals in 3 Way Conferences.</p> <p>Ongoing:</p> <p>Share ASIP updates in Principals Report, Student Broadcast, newsletter.</p> <p>Discuss ASIP goals with City Network.</p>
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	<ul style="list-style-type: none">• Review and adjust our whole school instructional model for Numeracy.•		
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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>
Establish a team who will lead the data analysis across the school.	Term 1	E1. Shared Vision and Values Choose an item.	Regularly share ASIP goals and tracking doc with council and community.	Principal – Bianca Hyke Assistant Principal – Cimarra Stephensen	ASIP/ Focus Teams to meet regularly.	
Review and adjust our whole school data plan in accordance with the whole school assessment and reporting schedule Students to collect and record data and reflect on these when creating SMART goals. Students to share SMART goals at 3 Way Conferences	Ongoing	Choose an item. E4. Whole School Data Plan	Teachers to identify appropriate data to collect for each year level. Student to track spelling results, reading results etc. Share data with student to develop a better understanding and help with SMART goals. Early Years – Primary Years – Top 10, NAPLAN,	Principal – Bianca Hyke Data Team -	Teaching and Learning Services	

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Actions	When	Signature Strategies	Who	Resources	Budget
Review and adjust our whole school instructional model for Numeracy.	Ongoing	E5. Whole School Instructional Model	PD Day – Review and adjust the current instructional model for Numeracy.	Numeracy Team Leader – RLI – Team Leader	Teaching and Learning Services
		Choose an item.			
Revisit staff perception survey results and set new targets for 2025.	Term 1	Choose an item.	PD Day – discuss key trends and areas of improvement. Re-test the perception survey with staff for 2025. Set new goals and targets based on perception survey results.	Data Team -	
		E1. Shared Vision and Values			
PD staff on triangulation of PAT, NAPLAN and A-E data sets. Set learning goals for each year level. (collaborative planning).	Term 1	A2. Access to and use of Data to Target Teaching	Create open ended tasks based on Principles of Assessment. Develop rubrics. Link the assessment task to ICT. Revisit the QAAC cycle.	Data Team – Literacy Team – Numeracy Team – Assessment and Reporting Team; Regional Services	
		Choose an item.			

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Actions	When	Signature Strategies	Who	Resources	Budget
<p>Extend Elastiks to Year 5 and 6.</p> <p>2024 - Year 5</p> <p>2025 - Year 5 and 6</p> <p>Provide PD on gap analysis.</p> <p>Share with council how we use Elastiks to differentiate and improve student outcomes.</p>	Term 1	<p>A2. Access to and use of Data to Target Teaching</p> <p>Choose an item.</p>	<p>Provide ongoing support, mentoring and coaching on using Elastiks in the classroom.</p> <p>Gap analysis with staff and students to establish teaching points.</p> <p>Use data for differentiation - intervention and extension groups for teacher and SESA.</p>	<p>Assistant Principal - Cimarra Stephensen</p> <p>Lead Teacher - Jacinta Berger</p> <p>Principal - Bianca Hyke</p> <p>Data team</p> <p>Collaborative planning reams.</p>	<p>Elastiks</p> <p>\$3,000 data team budget.</p>
<p>Establish protocols for rich data conversations in Numeracy.</p> <p>Share and analyse results to identify growth.</p>	Term 1	<p>E1. Shared Vision and Values</p> <p>Choose an item.</p>	<p>Timetables - teams allocated common hour to meet to discuss data.</p> <p>Create policy, protocols, timelines around data conversations.</p> <p>Transfer this knowledge to students.</p>	<p>Principal - Bianca Hyke</p> <p>Data team</p> <p>Assessment and Reporting team</p>	<p>ERT for teams to meet with leadership</p>

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Actions	When	Signature Strategies	Who	Resources	Budget	
Use SSSR to analysis NAPLAN data to determine teaching points.	Term 2	A2. Access to and use of Data to Target Teaching	Unpack NAPLAN data as cohort, class and individual levels. Share targets and growth with staff, students and community.	Principal – Bianca Hyke Assistant Principal – Cimarra Stephensen Lead Teacher – Jacinta Berger		Budget to support collaborative planning weeks.
		Choose an item.				
PAT analysis and set targets for Numeracy.	Term 4	A2. Access to and use of Data to Target Teaching	Students using feedback to reflect on goal setting.	Data team Numeracy Team	Utilising OARS, eDash and Elastik	Budget to support Elastik
		Choose an item.				

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	
<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>In 2025, we will continue to elevate teacher practice to meet the needs of individual students by responding to differences in cultural knowledge and experiences in order to promote a positive learning environment.</p>
<p>Student improvement targets</p> <p><i>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?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p> <p><i>Resources have been developed for Education Engagement Strategy Implementation.</i></p>	<p>HEADLINE IMPROVEMENT MEASURES</p> <p>COMPULSORY - STUDENT ATTENDANCE</p> <p>In 2024, the Average Attendance Rate was 90%. In 2025, the target is 91%.</p> <p>SCHOOL SURVEY</p> <p>In 2024, 58% of students positively responded to the questions ‘I know how to manage my emotions when I am upset’ in the School Survey. In 2025, we aim to increase the target to 60%.</p> <p>SCHOOL TARGETS</p> <p>ABORIGINAL WORKFORCE</p> <p>In 2024, 2% of the total Parap workforce identifies as Aboriginal. In 2025, the target is 3%.</p>

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Implementation outcomes	Staff	Students	Families/Community
<p><i>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</i></p>	<p>Sem 1:</p> <ul style="list-style-type: none"> Establish a team who will lead the development of inclusion and engagement practice. Unpack the Wellbeing survey data from end of 2024. Identify trends, areas of improvement. Triangulate the Wellbeing survey with School Survey. Whole school walkthrough sharing best practice through inclusion and engagement. <p>Sem 2:</p> <ul style="list-style-type: none"> Revisit Berry Street, Zones, Talk to Your Brain models. Explicitly plan and implement teaching strategies using RRRR. Promote Essential Skills of Classroom Management. Conduct PAT Wellbeing survey, compare and contrast results from 2024. <p>Ongoing:</p> <ul style="list-style-type: none"> Tracking attendance data and sharing information with staff and community. Ongoing PD to promote a positive learning environment. 	<p>Sem 1:</p> <ul style="list-style-type: none"> Promote cultural knowledge through Harmony Day, NAIDOC, Reconciliation Week. Unpack the Wellbeing survey data from end of 2024. Identify trends, areas of improvement. Promote inclusion and engagement through a range of initiatives – SRC, Eco Warriors, Guardian Angels, Tech Support, assemblies. Identify enrichment programs for our high achieving students. <p>Sem 2:</p> <ul style="list-style-type: none"> School survey pre and post discussions around data and identify next steps. Conduct PAT Wellbeing survey, compare and contrast results from 2024. <p>Ongoing:</p> <ul style="list-style-type: none"> Building and maintain inclusive classroom culture throughout the year using whole school Ready to Learn and RRRR approach. 	<p>Sem 1:</p> <ul style="list-style-type: none"> Share Ready To Learn scope and sequence, parent pamphlet, Behaviour Management plan on a page with the community. <p>Sem 2:</p> <ul style="list-style-type: none"> Share and analyse wellbeing and school survey results. Promote a positive learning environment through community events Expo, 3 Way Conferences. Parent session de-escalation training, child protection, cyber safety. <p>Ongoing:</p> <ul style="list-style-type: none"> Share late and attendance data with parent community – newsletter, Dojo message. Promote communication through newsletter, Dojo, FB.

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	<p>Develop a scope and sequence for Ready To Learn, RRRR resources and child protection.</p> <ul style="list-style-type: none">• Explore whole school PD around de-escalation and child protection training.•	<ul style="list-style-type: none">• Continue SEL groups targeted to student needs.• Capturing student voice through SRC, focus groups.• Challenge Hour.	
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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. <input 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. | 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. | 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. | 4. <input checked="" type="checkbox"/> 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.
Establish late and attendance team to track and provide updates to principal weekly. Consistent approach to tracking attendance data that involves everyone. Provide regular updates on attendance	Ongoing	1.1 Build on current work to implement models of local decision making focused on improvement and ensuring everyone has a say in key decisions on how the education service operates.	Analyse and share late, attendance, wellbeing and school survey results through newsletter, Dojo, FB, parent meetings, reports. Review attendance policy and guidelines.	Principal – Bianca Hyke AO2 – Megan Neilsen Assistant Principal Teaching staff	Student Engagement team. SWIPS School Attendance Policy GradeXpert, eDash, SAMS, Elastiks	App for attendance notification.

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to the community via newsletter, council report, student broadcast, assemblies.			Engage with community through events, Harmony Day, NAIDOC assembly, Expo, 3 Way Conferences			
Provide whole school PD around de-escalation and child protection training. Identify enrichment programs for our high achieving students.	Throughout the year	1.2 Work with families and community elders to support families to reengage children and young people in an appropriate education program.	Provide updates to council and community via parent sessions, newsletter, Dojo, Student Broadcast.	SET – Rebecca McGill LEAD – Lisa Chappell SWIPS Train the Trainer	Lead teachers – writing preschool story. Lead teachers – investigate CSIRO Crest program for STEM. Network with DMS about enrichment ideas.	
Establish Inclusion and Engagement Focus Team to work on ASIP goals for 2025. PD to whole staff on inclusive practices. Develop a scope and sequence for Ready To Learn and RRRR resources.	Throughout the year	2.5 Support school leaders to drive implementation of the strategy	RTL team - setting up class culture, broad overview of values, learner dispositions. Through Real Life Inquiry cover the values across the year. Student led programs SRC, Challenge hour.	Inclusion and Engagement ASIP Team Leader AP LEAD – Rebecca McGill LEAD – Lisa Chappell Teacher – Tali White		Inclusion and Engagement team budget to update promotional documents and displays.

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<p>Unpack the Wellbeing survey data from end of 2024. Identify trends, areas of improvement. Triangulate the with School Survey.</p>	<p>Term 1</p>	<p>2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the self-efficacy of learners.</p>	<p>PD day – unpack the PAT student wellbeing data with staff, students and families. Identify student voice and work with students to address key factors. SRC, Eco Warriors, focus groups</p>	<p>Assistant Principal</p>		
<p>Whole school walkthrough sharing best practice around inclusion and engagement.</p>	<p>Term 2</p>	<p>4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.</p>	<p>Share strategies and promote best practice across school and community.</p>	<p>Inclusion and Engagement Team Leader -</p>		
<p>PD day - Revisit Berry Street, Zones, Talk to Your Brain models.</p>	<p>Term 3</p>	<p>2.1 Provide professional development opportunities to give educators more strategies to engage, motivate and encourage the</p>	<p>Build and maintain a positive classroom culture. Continue SEL groups targeted at student needs.</p>	<p>Inclusion and Engagement Team</p>	<p>Experts at the school. SWIPS</p>	<p>PD session on Berry Street.</p>

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		self-efficacy of learners.				
Promote Essential Skills of Classroom Management for teachers as self-assessment and feedback.	Term 3	1.1 Build on current work to implement models of local decision making focused on improvement and ensuring everyone has a say in key decisions on how the education service operates.	Profiling self-reflection tool on essential classroom management skills.	LEAD teacher - Jacinta Berger		ERT to support class observations, data analysis and reflection. Mentoring and coaching.
Explicitly plan and implement teaching strategies using RRRR and child protection.	Term 3 and 4		To further enhance a positive learning environment.	LEAD teacher - Lisa Chappell		Parent PD on child protection. Parent session on Cyber safety - Think You Know.
Conduct School Survey and PAT Wellbeing survey, compare and contrast results from 2024.	Term 3 and 4		Capturing staff, student and community voice. Analyse and compare data sets. Set goals for 2026.	Assistant Principal - Inclusion and Engagement Team		

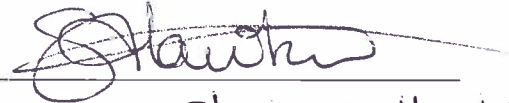
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Endorsement (to be completed by mid-Term 1, 2025)



{Bianca Hyke}
Principal

12 /11 /2024



{Insert Name} Stephanie Hawkins
Chair
Choose an item.

14 /2 /2025



Lisa Hirschausen
A/Senior Director - Darwin
Regional Services

21 /02/ 2025

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Attachment A

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

