Durack Primary School

Annual Performance Report to the School Community

2015

Endorsed by Durack School Council at the AGM held on 15 March, 2016

Wally Mauger
2015 School Council Chairperson

Sheila Delahay
Principal
School Overview
Our School
Our Vision: Quality Teaching & Learning, Innovation and Equity
Our Values: Respect, Responsibility and Integrity

Our priorities in 2015
- Implementation of the pedagogies and practices of Visible Learning
- Use standardised data to effectively determine learning needs and monitor effectiveness of teaching and learning.
- Focus on professional development and strategies to improve student outcomes in writing
- Expand Japanese to Year 1 and 2 students and Preschool involvement in the Early Learning Languages Trial in preschool
- Establish enrichment/extension groups to challenge students with high potential.
- To be granted IPS status

Our Staff
41 members of staff included:
Teaching staff: 18 full time teachers, 1 part time (0.4) preschool teacher, 2 x Senior Teachers, Special Education Teacher, Assistant Principal and Principal. Two members of the teaching staff are accredited as Highly Accomplished Teachers (HALT).
Support staff: Administration Manager AO5, Maintenance Officer, 5 x Full time AO2s, and 1 x part time (0.4) AO2 as well as 4 x Special Education Support Assistants, a Defence Force School Transition Aide (DSTA), 3 X cleaning staff and a canteen manageress.
All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers. Preschool teachers and Preschool Assistants were assessed as having the appropriate qualifications to work in the preschool.
All permanent teaching staff were retained for the 2015 school year. A permanent AO2 who relocated interstate, was replaced during the year. As enrolments increased 2 additional teaching staff members were recruited during the year. One staff member identified as Indigenous.

Our Students
The average enrolment was 399 which was considerably up on the average of 2014 (368) returning close to the average of 2012 and 2013. The average attendance was 92.3%. The number of students from Defence Force families continued to decrease commencing with 25% and ending the year on 21%. 8.7% of students were identified as Indigenous and 10% with English as a second language. 35 students were identified as having a special need eg diagnosis (Autism, ADD etc) learning difficulties, physical (allergies, visual, hearing etc). During the year there was a 45% student turnover with 102 new enrolments and 83 departures during the year.

Our School Community
The YMCA provided after school care and vacation care for students. Durack School is a Teaching School and 6 pre-service teachers undertook teaching practice at the school. We were well supported by an active school council, the local MLA and by parents both within classes and in school community events.
Principal's Report

2015 was a highly successful year. There was a very stable teaching staff which increased during the year due to an increase in enrolments. This increase also enabled the new preschool building to be fully utilised.

Attendance rates remained high although slightly decreased from 2014. There was a big reduction in un-notified absences (20% in 2014 to 14.9% in 2015) as a result of our administration staff working hard to follow up un-notified absences.

After a rigorous process the school was awarded Independent Public School status for 2016. Innovative programs and strong support from the School Council, staff and parents were integral to this success.

Due to the success of the 2014 Japanese program in Years 3 to 6 the program was extended to Years 1 and 2. The school was successful in its application for the preschool to be involved the Early Learning Languages Australia program in 2015. Funded by the Australian Government preschool students were exposed to the Japanese Language through apps on ipads. The success of the program was evidenced by the Australian Government expanding the program to other preschools in 2016.

Enrichment/extension groups in Mathematics, Writing, Science, Japanese and Coding were established for students with high potential. The success of these programs was evidenced by feedback from students and parents and by the success of students in competitions etc. The instrumental music program was expanded to include the establishment of a school band which also provided an opportunity for participation for talented students not enrolled through the NT School of Music program.

Students entered national and local competitions in poetry, writing, mathematics, science and Japanese with very successful results. For the first time in many years a group of students entered the Tournament of Minds competition. Students also achieved success in sporting field being selected to represent the Palmerston and Rural Region (PARR) and NT representative teams.

We are exceptionally lucky to have very professional and dedicated staff members who constantly strive to do their best for the students in their care. Parents nominated a number of staff members for awards in 2015 with the result that one teacher was awarded the Territory Early Childhood Teacher of the Year for the PARR region.

Visible Learning and Writing were the focus professional development throughout the year. All teaching staff attending the Visible Learning Foundation Day at the commencement of the year and selected staff attending subsequent professional development and presenting regularly at staff meetings.

Students in years 3 to 6 enjoyed sleepovers and camps. Successful community events included a Fete, Wheel-a-thon and discos.

The school council once again gave tremendous support throughout the year taking a real interest in current educational trends as well as participating in policy development, decision making and fund raising.
Durack parents are to be commended for their commitment to working together with the school to improve the outcomes for students.

Teaching and Learning

National Assessment Program Literacy and Numeracy (NAPLAN)

The NAPLAN results for 2015 are included in Attachment B. The Mean Scores for both Year 3 and Year 5 students in Literacy and Numeracy were well above that of the average of all NT Schools’ Mean Scores.

Participation rates were high with 98% of students participating in both years 3 and 5.

Year 3
- Year 3 students achieved at the same level as the Australian Mean Score (AMS) in Reading and Grammar & Punctuation and close to the AMS in Writing, Numeracy and Spelling.
- Compared with 2014 the % of students achieving in the national top 20% improved in Spelling. There was a decrease in other areas. In all areas the % of Year 3 Durack students in the bottom 20% nationally was 20% or less.

Year 5
- It was pleasing to see the improvement in Reading with Year 5 students achieving the National average for the AMS which is the first time this has been achieved since NAPLAN assessment began.
- In Spelling, Numeracy and Grammar & Punctuation the school mean was 24 or less points off the AMS with the largest gap (46 points) in Writing.
- The % of students achieving in the high bands, continues to be a focus area particularly in Writing where 0% of students were in the top 20% nationally.

It is difficult to use NAPLAN results to determine the impact of teaching and learning between Year 3 and Year 5 due to the high turnover of students and the number of students who participated in NAPLAN in both Year 3 and Year 5. Of 39 Year 5 students, 24 participated in NAPLAN testing in Year 3. John Hattie’s effect size (ES) tool was used measure the impact of teaching and learning. Over 2 years it is expected to be 0.8 or above. It was pleasing to see the significant improvement of those students in Numeracy (ES 1.32), Spelling (ES 1.2) and Reading (ES 1.07) however Grammar & Punctuation ((0.63) and Writing (0.213) continue to be a concern and a focus. It must be taken into consideration that the Effect Size for a cohort is not as reliable for a group of less than 30.

System wide online Progress Achievement Tests (PAT) in Reading and Maths was used in 2015 for students in Years 1 to 6. The students were assessed in March and November. Students generally performed well except the Year 1 students who had difficulty with the format of the Year 1 Reading test. Students who achieved a lower level initially showed greater growth throughout the year than those who achieved initially at a higher level. The Reading and Maths data was in line with the NAPLAN data indicating that Reading levels are in line with the national average however there is improvement needed in Mathematics in years 3 to 6.

Both NAPLAN and PAT data was analysed to identify specific areas for improvement in 2016.

On Demand assessment was used to complete standardised assessment for students in targeted areas in English and Maths. The data supported teacher judgements and identified gaps in learning. This information was used by teachers to modify teaching and learning programs.

The Australian Curriculum was followed in English, Maths, Science, Geography and History. English and Maths Curriculum into the Classroom (C2C) units of work were adopted and
adapted to suit the class context and resources. In English Year 5/6 teachers wrote their own units of work following the Australian Curriculum.

Teachers from the NT School of Languages taught Japanese to students form Years 1 to 6. An extension class provided the opportunity for challenge for students from Years 4 to 6 who had demonstrated a beginning proficiency in the language during 2014. Japanese lessons were very popular with students across the school. Preschool took part in the Early Learning Languages Australia Trial where the children were exposed to Japanese through games and songs etc on apps on ipads. This also proved successful.

As well as Japanese, Extension groups were set up in Writing, Maths, Science and Coding. The Writing group focused on audience and wrote articles for a regular newsletter feature page 'Around the Playground' as well as entering competitions. The Maths group focused on real life problems eg one group worked on identifying whether it would be viable to open the canteen on Tuesday and presented their findings to the Principal. The Maths group also created maths problems for inclusion in the newsletter. The Science Group worked on individual and group projects which included identifying a question, creating a hypothesis, developing an experiment to test the hypothesis and presenting the results and entering in competitions. The Coding group commenced in Semester 2 and developed simple computer programs as well as became 'tutors' in the 'Hour of Code' world-wide event at the end of the year.

**Student learning and achievement was supported through:**

- High attendance rates and an environment conducive to learning.
- Consistent programs - Jolly Phonics & Jolly Grammar in the Early Years and Words Their Way in Years 3 to 6
- Early Childhood programs supporting the development of literacy ie Parents & Teacher Targeting Every Reader, Sensory Motor and Readiness for Learning.
- Financial Literacy program, CSIRO Program, Competitions

**Competitions included:**

25 Students (self-selected) from years 3 to 6, participated in the Australian Maths competition. Results: 9 Distinctions, 8 Credits, 7 Proficiency and 1 Participation.

Territory Science Competition: 3 X 1st places, 2nd and 3rd
Young Authors’ Award: 1st place regional winner
National History Challenge: 2 students State award winners in the Primary Section
National Red Room Poetry Competition: 1st Place
Japanes Foundation short video competition

**Areas identified for improvement in 2016**

- Preschool - Quality areas 1 and 7 will meet or exceed NQS
- Literacy and Numeracy policies reviewed
- Improvement in Writing so that 80% of children achieve 100% of Yr level writing components
- Improvement in Mathematics in years 3 to 6 evidenced by improvement in PAT medians, NAPLAN (< 30% in lowest 20%)
- After School Tutoring Program in Literacy and Numeracy to provide further support to students.
- Japanese language and culture program runs from Preschool to Year 6 and sister school established
- Implement the Visible Learning Plan actions for 2016.
- All student assessment data is entered into GradeXpert and is used for assessment of progress and reporting to students and parents.
Wellbeing

**Average Attendance Rate:** The attendance rate for the whole school was 92.3% with attendance for Indigenous students slightly lower at 91.2%. The Preschool attendance rate was 91%.

**Turnover** The mobility rate was 45%. There were 102 new arrivals 83 departures during the year with the majority arriving from, or moving to, an interstate destination. The number of students from Defence Force Families decreased from 25% at the commencement of the year, to 21% during the year with a further decrease to 15% for the commencement of 2016.

**Behaviour** There were a number of internal suspensions but no suspensions where a child was excluded from school. Once again this is an indication of a safe and settled school environment.

A group of Teachers reviewed the Wellbeing and Behaviour Policy.

**People who supported the wellbeing of students:**
- The Regional Attendance and Truancy Officer followed up all cases where the attendance rate fell below 80%.
- The NT Police Youth Engagement Officer was active in building relationships with students and families and followed up incidents with informal chats to children when required however we were without this position for part of the year.
- The Defence Force School Transition Aide supported students from ADF Families to transition into and out of the school as well as providing recess and lunch time activities for students and support in classrooms.
- Special Education Teacher and Special Education Support Assistants supported students with special learning needs in classes.
- The Student Leadership Council and House Captains and the coordinating teachers organised weekly lunchtime activities.
- A teacher formed a weekly lunchtime ‘Social Group’ to enhance the social skills of children who have difficulty making friends.
- ‘Buddy’ Classes also provided a ‘big’ friend for younger students.

**Programs and events which enhanced the wellbeing of students:**
- The *You Can Do It* program and *Child Protection Curriculum* which are embedded in the school.
- Instrumental music program, school band and school choirs.
- Participation in gardening, conservation and recycling programs.
- Participation in competitions eg Science, Writing, poetry, History, Palmerston Senior College Art Exhibition.
- Participation in educational excursions, sports days, performances and workshops eg Year 5/6 Batchelor Outdoor Education, Year 3 and 4 sleep overs, Musica Viva
- Participation in school and community events such as ANZAC Day Ceremony, Palmerston ANZAC Day Ceremony and march, The BEAT festival, Sports Days, Regional Sports Try Days, discos, Wheel-a-Thon, Mufti days, Harmony Day, Conservation programs etc

**Student leadership opportunities**

Student Leadership Council, House Captains, Comparing Assemblies, Canteen helpers and library monitors. SLC were not elected but the opportunity was given to all those interested to attend for a trial period of 1 term. Those who were committed were then formally elected to the SLC. This allowed students new to the school as well as those with leadership skills or aspirations to have the opportunity.
School Staff
Attendance rate for 2015 was 93.4. The attendance rate was affected by 2 members of staff having long term illnesses. All staff participated in the performance review process which included coaching conversations and, for teachers, classroom observations. The high satisfaction of staff was maintained. All permanent staff who ended 2014 at Durack continued into 2015. No teaching staff left during the school year however we did gain 2 additional teachers due to increased enrolments. A permanent member of the administration team left during the year and there were changes to the Preschool support staff.

Professional Learning
One professional learning day was held in 2015. The focus was analysing data and developing the Annual Improvement Plan for 2016. Professional learning was built in component of every alternate staff meeting. The principal focus in term 1 was Writing with the focus on Visible Learning in Terms 2, 3 and 4. Staff also reported back on workshops they had attended as well as what was working well in their classes etc.

- Individual staff attended Network meetings eg Principals’ Business Days, Assistant Principals’ Business Days, Admin Managers meetings, Preschool Association meetings, Professional association events etc
- Conferences included the Australian Literacy Educators Association National Conference, Australian Council for Educational Leaders Conference and the DoE Leaders’ Conference.
- Preschool teachers attended workshops on the Implementation of the Early Learning Languages Australia Trial.
- Leadership team members attended workshops eg Global budgets, Workforce Planning, Board training, IPS workshops, Visible Learning workshops, PAT testing.
- Professional learning for all staff included: Child Protection & Mandatory Reporting, School Policies and procedures, WH&S
- Cooperative planning days were organised for teachers
- Other professional learning included Jolly Phonics, the BEAT, anaphylaxis training, NAPLAN Preparation, Aitsl Classroom practice Continuum, Moderation, Gifted and Talented students, PAT testing, Visible learning workshops, Sheena Cameron’s reading strategies.

Areas identified for improvement in 2016
- Attendance rate improvement to 94%
- Improve the structure of Teaching Learning Team meetings.
- Structure opportunities for peer learning/ peer observations.
- Carry out Behaviour Management Student Survey early in year to identify issues with visible follow up & feedback to students.
- Golf program extended to include year 5/6 students, Tennis program extended to include Year 3 students.
- Social Group continues to enhance the lunch time / recess options for students
Participation, Transitions and Pathways

Durack School did not receive supplementary funding for programs such as the National Partnership.

Orientation to Preschool
- New enrolments to preschool had an opportunity to visit the preschool prior to commencement.
- Orientation session for families prior to commencement.
- In cases where there is a special need a transitionary program is organised where a child and his / her parents spend a short time in the classroom on a number of occasions before commencement.
- Parents are encouraged to stay and settle children at the commencement of the day and shorter days organised initially for those who struggle with the full day.

Preschool to Primary School
Activities such as the 'Readiness for Learning' program, where preschool students participate in activities with transition students and their teachers once a week, ensure that preschool students have a smooth entry from preschool into fulltime schooling. Preschool students participate in assemblies, library visits, sensory motor activities, sports day and selected whole school events.

There were 83 students in Durack Preschool during 2015 and of these 64 entered Transition classes at Durack, 9 went interstate, 4 to private schools, 2 to other NT DoE schools with the remainder unknown.

Primary School to Middle School
Year 5 to Year 6
2 students commenced Year 6 in private schools. All others continued on to Year 6 at Durack with the exception of those moving interstate.

Year 6 to Year 7
Year 6 orientation to Middle School included an information session presented by the Assistant Principal of Rosebery Middle School followed up by an orientation visit to the school. Students were impressed with the programs offered. Year 6 students also attended a performance by RMS students. Teachers from RMS visited the year 5/6 classes to observe Literacy and Numeracy lessons, talk to students about what they were learning, and to build a network with Durack teachers.

Of the 2015 Yr 6 cohort (44 students) 10 enrolled in Rosebery Middle School; 4 enrolled in other NT Government Schools; 23 in Private schools; 7 relocated interstate. Excluding those moving interstate, the % of enrolments were: 27% Rosebery; 62% private; 11% other government schools.

Students entering the school
To allow appropriate teaching and learning to be implemented as soon as possible after a student commenced at the school, the following strategies were in place:
- Parents interviewed on enrolment of students.
- Screening on entry by the class teacher for speech, reading, writing and maths
- At risk students referred to the Special Education Teacher and the referral process commenced with further actions being: student catered for by class teacher through differentiation; in class support; withdrawal for small group programs.

The Special Education Teacher continued to work closely with teachers and parents in developing Education Adjustment, Support and Behaviour for relevant students. DOE funding supported the employment of Special Education Support Assistants (SESAs) to
assist students with diagnosed disabilities. School funding provided support for other students with undiagnosed learning and/or behaviour difficulties. iPad apps were used by students to further support their learning.

In 2015 Durack School received funding to employ a Defence School Transition Aide (DSTA). The DSTA is dedicated to easing the students’ transition from school to school. The DSTA assists both children and parents to establish networks to ease the isolation from family and friends. The DSTA organised activities such as lunch time activities for students, fortnightly coffee mornings for parents, assisted in classes and played a large role in organising the ANZAC Day celebrations.

‘Buddy’ classes, House Captains, Vice Captains and Student Leadership Council supported the wellbeing and participation of students in their journey through the school.

Areas identified for improvement in 2016

- Develop a more effective Transition to Middle School program in a partnership with Rosebery Middle School to increase the number of Year 6 students who will attend.
Partnerships
PERCEPTION SURVEYS

The results of the perception surveys and NAPLAN results were sent to all parents.

Parent Perception Survey
67 parents responded to the survey. It was pleasing to see the high level of satisfaction (> 4) in the majority of areas. It was noted that the lowest score was 'I have an opportunity to have a say in the direction of the school and the school programs' at a rating 3.4. The transition from a School Council to a School Board in 2016 may address this perception. The question 'My child was well supported to transition into middle/senior school was not applicable for primary schools.
2015 Annual Performance Report to the School Community

Student Perception Survey
This survey was applicable for Year 5 and Year 6 students only. 69 students completed the survey. It was pleasing to see the high rating in relation to teachers’ expectations, feeling safe at school and teachers motivating students to learn. The lowest rating was ‘student behaviour at my school is well managed’. A follow up survey was given to student to identify the issues in relation to behaviour – a problem was identified and addressed. It was decided to survey students in Term 1, 2016 in relation to behaviour management in order that any issues could be identified early in the year. The question ‘I felt ready to start Middle School or Senior School’ was not applicable for primary school students.
Staff Perceptions Survey
22 members of staff completed the survey including teaching and non-teaching staff, full time and part time staff, Department of Education and School Council employees.
The question 'The school provides suitable programs or pathways for students in my class to transition from school to work or further education' was not applicable for primary schools.

The high score in recommending the school as a workplace to others reflected the satisfaction level of staff. The lowest score 'I have a performance development plan that is
supported by the school with access to appropriate professional development' was followed up with staff as all staff had a performance and development plan. The perception was that there was not always appropriate accessible professional development available in line with individual performance plans.

**Un-notified Absences**
There was a big decrease in the number of un-notified absences which were reduced to 14.9% of all absences compared with 20% in 2014 and 24.8% in 2013.

**School operational strategies implemented to meet the needs of the local Aboriginal and Torres Strait Islander community.**
There were 35 students who identified as Indigenous. Due to the low number of Indigenous students, high attendance rates and socio economic backgrounds there were no special operational strategies implemented. Of the 35 students three students required additional support to access programs in a mainstream class. 2 Indigenous Year 6 boys were supported to enter Rosebery Middle School through the RMS Clontarf Program. There were 4 Indigenous girls in year 6 however all were operating successfully in mainstream classes and none required support in transitioning to Middle School.

**Partnerships which benefited the wellbeing of our students**
In 2015 new partnerships were developed with Golf NT and Tennis NT with the aim of building a development pathway through the school and then onto junior programs with the Palmerston Golf and Tennis Clubs. Coaches from both codes came to the school and took lessons targeting students in the younger years. This was a very success and will continue in 2016 funded through Sporting Schools Grants and Independent Public School funding. Ongoing partnerships continued with COPAL, YMCA OSHC, NT School of Music, NT School of Languages, and CDU. Durack School is a Teaching School for CDU pre-service teachers. The local MLA and Palmerston City Council member assigned to Durack School provided valuable support to our school. The school worked in partnership with the Palmerston City Schools in a number of initiatives. Financial literacy sessions presented by the Commonwealth Bank were run for classes across the school.

**School Council**
10 School Council meetings were held including the AGM and culminated with an end of year dinner. Council monitored school finances, reviewed policies, investigated current educational trends (Global Budgets, IPS etc), researched grant opportunities and coordinated community and fundraising events. Gaining Independent Public School status for 2016 was the major focus of 2015. Major community events included the ever popular Wheel-a-thon and a very successful Fete. Both involved partnerships with other organisations and a huge effort by school council members.

A new website was developed to improve the information flow to school community families and families of prospective new enrolments.

**Areas identified for improvement in 2016**
- Transition from a School Council to a School Board.
- Develop a 2016 – 2018 Business Plan
- In partnership with Tammin High School, the local MLA and Departmental representatives investigate the viability of an aquaculture program at Durack.
- Further develop partnerships with local businesses and community organisations eg Golf NT, Tennis NT
Leadership

With staff support and strong support from the school community and School Council the school applied for, and was successful in achieving, Independent Public School status. The Principal and School Council Chair attended a report back session to the CE and the Principal attended professional development in relation to forming a board.

Other areas of leadership included:

- Implementation of Visible Learning
- Focus on improvement in reading in the Upper years
- Focus on Improvement in writing through professional development of teachers and regular moderation of work.
- Coordination of the CDU Pre-service teachers
- Preschool was the only school in the NT to participate in the Early Learning Languages Australia trial- attending workshops and reporting back on children’s progress in becoming aware of another language – Japanese.
- Teachers sharing professional learning.
- Focus on using assessment data for identifying impact of teaching and learning – effect size.
- Planning and preparing the 2016 Global Budget and Workforce plan.

WH&S

The WH&S Committee met twice a term. Safety Checklists were completed as regulated and actioned where required. WH&S was on the agenda for staff meetings. Evacuation and Invacuation drills were held every term. The school was rated as compliant when audited by the Fire Service.

Financial Management

- The Finance Committee met monthly to review the budget etc. The Finance Committee reported to the School Council at each School Council meeting.
- The Budget was aligned with the AOP.
- The Auditor’s report confirmed the school’s accounts were correct and that internal control procedures were excellent with no recommendations for improvements.
- Savings were made in both the Cash account and the Corporate account (Salaries) enabling the school to end 2015 in a healthy financial position.

Facilities – in 2015 the following improvements were made

- There was no NT Government Minor New Works or Capital Works carried out in 2015.
- Works were carried out to address drainage problems in the school.
- School Council Fundraising was targeted to upgrade technology in classrooms.
- The NT Government appointed arborist carried out 6 monthly checks and the recommendations were followed re removal, treatment or pruning of trees.

Areas identified for improvement in 2016

- Realignment of the roles of the leadership and administration teams as a result of new positions created.
- Training in Global budgets for Board members and Assistant Principals.
ATTACHMENT A

Audited Financial Statements

ATTACHMENT B

NAPLAN data
Student Enrolment, Attendance and Learning

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Enrolment</td>
<td>Attendance</td>
</tr>
<tr>
<td>Pres</td>
<td>5</td>
<td>91.6%</td>
</tr>
<tr>
<td>Tran</td>
<td>5</td>
<td>91.1%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>5</td>
<td>85.7%</td>
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<td>Yr 2</td>
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</tr>
<tr>
<td>Yr 6</td>
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<td>91.6%</td>
</tr>
<tr>
<td>ALL</td>
<td>36</td>
<td>91.9%</td>
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Learning and Engagement Plans

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan</td>
<td>10.57%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan</td>
<td>97.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.
<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>Measurable Improvement Target established for [year] academic year</th>
<th>Review date: insert</th>
<th>Reviewed by: insert</th>
<th>Target Achieved/Not Achieved</th>
<th>Response/Progress towards target if not achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>All teachers trained in John Hattie’s Visible learning pedagogy and practices. Teachers implement the pedagogy and practices</td>
<td>Achieved</td>
<td></td>
<td></td>
<td>All teaching staff trained&lt;br&gt;• Learning Intentions and success criteria used. Common language agreed.&lt;br&gt;Implementation monitored through walkthroughs, observations &amp; performance Review meetings.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Whole school assessment plan implemented&lt;br&gt;PAT assessment used for Maths and Reading and On Demand assessment for Spelling, Grammar and Punctuation. – Assessment twice a year.&lt;br&gt;Teaching pedagogies / programs modified, changed (where required) as a result of the evaluation of the effectiveness of teaching</td>
<td>Partially Achieved</td>
<td></td>
<td></td>
<td>Assessment timelines etc adhered to by all teaching staff&lt;br&gt;Effect size used to identify progress in NAPLAN – achieved&lt;br&gt;Teachers changing pedagogies/ programming as a result of assessment data – not fully assessed – continue for 2016</td>
</tr>
<tr>
<td></td>
<td>Sentence structure and spelling in writing show focus for improvement in 2015 monitored using On Demand Assessment Grammar, punctuation and spelling (Effect size &gt;0.4 for year for individual students) and moderation of writing samples using the NAPLAN writing guide.</td>
<td>Partially Achieved</td>
<td></td>
<td></td>
<td>PD implemented for specific focus areas in writing, etc&lt;br&gt;Assessment results show that this needs to be an ongoing focus in 2016/</td>
</tr>
</tbody>
</table>
|                      | Improvement showing >0.4 Effect size improvement (PAT reading assessment ) in reading for individual students                       | Achieved           |                    |                             | Reading for Year 5 students achieved the National Average in NAPLAN. Effect Size improvement in reading for
## Annual School Improvement Plan Targets

<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>Measurable Improvement Target established for [year] academic year</th>
<th>Target Achieved/ Not Achieved</th>
<th>Response/Progress towards target if not achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellbeing</td>
<td>A system is set up and trialled to offer extension / challenging programs to develop talents in focus areas eg literacy, maths, science, Japanese School Band</td>
<td>Achieved</td>
<td>Feedback indicated the extension classes successful. Coding was also introduced.</td>
</tr>
<tr>
<td></td>
<td>Introduction of Japanese to Preschool students through participating in the Early Learning Language trial</td>
<td>Achieved</td>
<td>Trial successful. Continuing program</td>
</tr>
<tr>
<td></td>
<td>Improve the attendance rate to near our goal of 94% where possible by continuing to follow up all high absences rates and stressing the importance of attendance to parents.</td>
<td>Not achieved</td>
<td>Staff made every effort to follow up children who had a high number of absences</td>
</tr>
<tr>
<td></td>
<td>Further improve the opportunity to share professional learning by allow more time at staff meetings through restructure</td>
<td>Achieved</td>
<td>Professional learning was a focus every second week.</td>
</tr>
<tr>
<td></td>
<td>Support the wellbeing of students by providing challenging and innovative programs for those who have a talent.</td>
<td>Achieved</td>
<td>Achieved through student participation in extension groups, choirs, band, regional sports etc</td>
</tr>
<tr>
<td>Participation, Transitions and Pathways</td>
<td>Review the orientation process for new students to the preschool and school</td>
<td>Achieved</td>
<td>Separate from primary school orientation</td>
</tr>
<tr>
<td></td>
<td>Focus on quality programs in year 5 and 6 in order that we do not lose our year 6 students to private schools</td>
<td>Achieved</td>
<td>Only 2 students left to attend year 6 in private schools. Students and parents responded positively to year 6 at Durack.</td>
</tr>
</tbody>
</table>
### Annual School Improvement Plan Targets

<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>Measurable Improvement Target established for [year] academic year</th>
<th>Target Achieved/Not Achieved</th>
<th>Response/Progress towards target if not achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnerships</strong></td>
<td>Improve % of Year 6 students enrolling in Rosebery Middle School for Year 7</td>
<td>Not achieved</td>
<td>27 % of eligible Year 6 students enrolled in Rosebery in Year 7.</td>
</tr>
<tr>
<td></td>
<td>Reduce the number of un-notified absences to 15%</td>
<td>Achieved</td>
<td>14.9% un-notified absences.</td>
</tr>
<tr>
<td></td>
<td>Develop partnerships with bodies which will enhance outcomes for our students.</td>
<td>Achieved</td>
<td>Partnership with NT Golf and NT Tennis</td>
</tr>
<tr>
<td></td>
<td>Community engagement - development of new website</td>
<td>Achieved</td>
<td>Completed December 2015</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Apply for status as an Independent Public School.</td>
<td>Achieved</td>
<td>IPS status approved for 2016</td>
</tr>
<tr>
<td></td>
<td>Completion of the School Improvement plan for 2016 and beyond by December 2015.</td>
<td>Partially</td>
<td>2016 draft completed by Dec 2015. Business plan for 2016 and beyond not completed as the board had not been formed.</td>
</tr>
<tr>
<td></td>
<td>Lead the implementation of Visible Learning in the school through Professional Learning, Guiding Coalition and Impact Coaches.</td>
<td>Achieved</td>
<td>Continuing the journey to further develop in 2016.</td>
</tr>
</tbody>
</table>

### Response in identified focus of School Strategic Improvement Planning

Achieved above the 2012 – 2015 SIP target in Year 3 means and Year 5 means for NAPLAN target Reading, Spelling, Grammar & Punctuation
Achieved a reduction in un-notified absences below 15%