

Our School Vision

Quality Teaching and Learning, Innovation and Equity

Our School Context

2014 ICSEA = 1016

Enrolments increasing Jan 2016 = 450, 2015 av = 399 , 2014 av = 368

Development Durack Heights, filling of houses in Durack vacated by DFF

Turnover within school yr 2014 = 39%, 2015 45% arrivals 102 departures 83 during year.

Attendance rate 2015 = 92.3%, 2014 = 92.8% Slight decrease over years from 94%

Indigenous: 2015 = 9%, 2014 = 10%

Defence Force Families decrease (Nov 2015 =21%) Will reduce further in 2016

ESL students steady increase (6% - 2010, 10% -Sem 1 2015)

Students (yrs 1 to 6) with learning and engagement plans increase

High Satisfaction with the school: Indicated in perception surveys

Our School Values

Respect for ourselves, others and the environment
Responsibility

- Students are responsible for being organized, ready to learn, engaged in learning and doing their best.
- School staff members are responsible for carrying out their duties professionally.
- Parents/guardians are responsible for ensuring that their children are ready for learning and supporting the school as partners in their child's education.

We are all accountable for our actions

Integrity being true to our beliefs - being honest, doing what we say we will do.

Our Stakeholders and Partners

Our key stakeholders are students, parents, and the community.

We partner with

YMCA deliver before & after school hours care and vacation care.

NT Golf, Palmerston Golf Club, Tennis NT and Palmerston Tennis Club in the implementation of development programs in these sports.

CIC provides sponsorship and advertising

Member for Drysdale –in developing opportunities for initiatives, advertising

Palmerston City Schools – sharing initiatives, programs, networking, support

NT School of Languages – provision of teaching staff and initiatives for language program

CDU – teaching school for Preservice Teachers

Our Priorities for 2016

- Preschool - Quality areas 1 and 7 will meet or exceed NQS
- Improvement in Writing
- Improvement in Mathematics in years 3 to 6
- Visible learning 2016 actions implemented and targets achieved.
- Implement after school tutoring program in literacy and numeracy
- Transition Governance from School Council to School Board

ENDORSED/NOT ENDORSED

SCHOOL COUNCIL CHAIR

WALEY MAUGER

[insert name]

1/13/2016

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

[insert name]

1/13/2016

Achieving Our Priorities Goal 1 A Great Start for Children

Priority Deliverables (From the School's Strategic Improvement Plan)	Actions (How we will achieve deliverables)	Performance Measures (From the School's Strategic Improvement Plan)	Timeline (When we will complete actions)	Baseline 2015	This year's Target	3 Year Target	Who will be responsible?	Budget
Preschool NQS Report Exceed NQS rating overall	ST1 and preschool staff, identify areas for improve in performance plans Professional learning in line with NQS areas for improvement Monitor progress towards targets Request external review	NQF assessment Dec 2014 Areas for improvement Achieve Exceeding National Quality Standard Rating 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. 7.1.4 Provision is made to ensure that a suitably qualified and experienced educator or coordinator leads the development of curriculum and ensures the establishment of clear goals and expectation for teaching and learning.	2016 Term 3 2016/ 17 NQF review	Preschool NQS Report Areas for improvement: 1.2.1 & 1.2.3 7.1.4	Meet or exceed NQS rating Self-rating if not formal review in 2016	Exceeding NQS Rating	ST1 Preschool educational leader	Professional learning \$1000.00
Preschool Curriculum used for planning and programming in classrooms	Professional development for teachers & commencement of implementation	EY Curriculum used for planning, programming	2016	Nil	Teachers use curriculum for programming and planning	Embedded	ST1 EY	Professional learning \$1000
Early Years assessment implemented and used as a tool for improvement in teaching and learning	PL - implementation and use	Demonstrated use of data to inform programming and planning in teaching and learning programs, monitoring progress and reporting.	2016	Nil	Data is used to monitor student progress & differentiated learning requirements	Embedded and used for teacher reflection on effectiveness	ST1 EY	Professional learning \$400.00

Achieving Our Priorities Goal 2 Every Student a Successful Learner

Priority Deliverables (From the Schools' Strategic Improvement Plan)	Actions (How we will achieve deliverable)	Performance Measures (From the School's Strategic Improvement Plan)	Timeline (When we will complete actions)	Baseline	This Year's Target	3 Year Target	Who will be responsible?	Budget
Provide a safe, positive learning environment	Carry out Student survey early in year with visible follow up & feedback to students Ensure visibility of consequences so consistently applied & students are aware that they are applied Revise guidelines to ensure clear pathways & students are aware of them	DOE Student Perception survey	2016	2015 rating 3.2	3.7	= or > 4	A P	\$0
Improvement in Writing so that the effect size for students who participate in NAPLAN in Year 3 and 5 will be > 0.8 and there will be 10% in the top 20% and < 30% in the bottom 20%	<i>Literacy Policy reviewed – whole school approach</i> <i>CDU writing project collaboration</i> <i>Professional Learning - eg What is an 'A' Class targets & Case studies</i> <i>Writing High Potential group</i> <i>Data walkthroughs to collect targeted data on writing</i> <i>Baseline expectations for each year level</i>	Year level expectations Checklist (developed from AC achievement standard, and NAPLAN marking system) A to E NAPLAN Data from Targeted walkthrough	2016	% of children achieving 100% of Yr level essential writing components Term 1 - baseline determined after testing in Term 1 NAPLAN Year 3 2014	80 % of students Achieve 100% Yr level writing components Term 4 NAPLAN 2016 Yr 5 same cohort Effect size = 0.8	80% of all children achieve 100% of Year Level essential writing components NAPLAN 20% in top 20% 20% in bottom 20% . Effect size >0.8	ST1	\$ 6,000.00
Improvement in Mathematics in years 1 to 6 evidenced by improvement in PAT medians, NAPLAN (< 25% in lowest 20%) and decrease in nos of Ds and Es in A to E	Numeracy Policy reviewed and Whole school approach for numeracy reviewed and recommendations implemented Maths High Potential Group Data walkthroughs to collect targeted data on writing	A to E PAT Maths NAPLAN Data from Targeted walkthrough	2016	2015 PAT Maths medians Year 1 to 6 NAPLAN Year 3 2014	PAT Maths each year level achieve = or > national median in term 4 NAPLAN 2016 Yr 5 same cohort Effect size > 0.8	PAT Maths > national median NAPLAN 20% in top 20% < 20% in bottom 20% . Effect size >0.8	HALT	\$6,000.0
A comprehensive & effective language and culture program embedded from Pre to Year 6	Extension of Japanese program to Transition students Sister School relationship established for students engagement in oral and written conversations. Investigate methods of assessment and data collection for development of language learning	All students participate in a language and culture program Year 5 & 6 students have communicated with students in Japan either orally or in writing. Method of assessing progress	2016	Taught in classes 1 to & through ELLA program in Preschool	Trans to 6 & sister school partnership	Long term Durack Year 6 Students achieve high level of competency in Japanese language and culture - A and B ratings / assessment	Principal	IPS Budget

	for children who have attended the school for >3 yrs.	established.				of level of competency tbc.	
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Achieving Our Priorities Goal 3 Quality Leaders, Quality Educators, Quality Learning

Priority Deliverables (From the Schools' Strategic Improvement Plan)	Actions (How we will achieve deliverable)	Performance Measures (From the School's Strategic Improvement Plan)	Timeline (When we will complete actions)	Baseline	This Year's Target	3 Year Target	Who will be responsible?	Budget
There is a strong collaborative learning culture embedded at Durack School All staff have a relevant performance development plan PD plan supported with access to appropriate professional development	Create a more effective structure for TLT meetings Focus on learning through sharing in PD sessions Structuring opportunities for peer learning / peer observations	Staff perception survey Staff perception survey: I have a performance development plan that is supported by the school with access to appropriate professional development	2016	2015 Staff perception survey score 3.4	3.7	> or = to 4	Principal	PD Budget \$ 5000.00 School Budget
From 2015 – 2018 Visible Learning Plan 2016 visible learning targets: A common visible learning language will be: <ul style="list-style-type: none"> embedded across the school demonstrated through the use of learning intentions and success criteria. Students will demonstrate their understanding of the schools learner dispositions. Teachers will collect data for whole school data conversations.	Implement the Visible Learning Plan actions for 2016 ie VL team carry out Walkthroughs, observations, coaching PD carried out by VL Coaches - Whole school PD day and staff meetings Observation by teachers of peers within school and in other schools. Included as a focus in all teaching and classroom support staff Performance development plans.	Walkthrough data Students will be able to identify: <ul style="list-style-type: none"> what they are learning how they will know if they have been successful what are the next steps they need to take to get there.	2016	Visible Learning data – Nov 2015 % of students who could answer the questions correctly <ul style="list-style-type: none"> What are you learning? 45% How will you know if you have been successful? 47% How do you think you are going? Where to Next? 22% 	% of students who could answer the questions correctly <ul style="list-style-type: none"> What are you learning? 60% How will you know if you have been successful? 60% How do you think you are going? Where to Next? 40% 	% of students who could answer the questions correctly <ul style="list-style-type: none"> What are you learning? 80% How will you know if you have been successful? 80% How do you think you are going? Where to Next? 75 % 	Visible learning team	\$4000.00 School PD budget

Achieving Our Priorities Goal 4 Coherent and Capable Organisation

Priority Deliverables (From the Schools' Strategic Improvement Plan)	Actions (How we will achieve deliverable)	Performance Measures (From the School's Strategic Improvement Plan)	Timeline (When we will complete actions)	Baseline	This Year's Target	3 Year Target	Who will be responsible?	Budget
A clear governance and accountability framework as an IPS school	Transition from a School Council to a school Board	Effective School Board established with clear processes and protocols	2016	School Council no school board	School board with protocols and processes established	Effective school board working at the strategic level	Principal	\$ 3000 training IPS set up Budget
Effective and efficient use of data to monitor progress and improve practice	Use Grade Expert for collection whole school data as per the 2016 Assessment Plan. Data walls created to show progress as focus for discussion	All data (as mandated in assessment plan) entered into Grade Expert in specified timeframe. Analysis of student data termly in TLTs & staff meeting.	2016	2015 data entered on GradeExpert	PL - GradeExpert. All mandated assessment entered By end 2016 effect size data for school, year level and class available. Individual progress reports printed for all students	Embedded	Principal TLT Leaders	\$1500.00 School Budget

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Achieving Our Priorities Goal 5 Productive Partnerships

Priority Deliverables (From the Schools' Strategic Improvement Plan)	Actions (How we will achieve deliverable)	Performance Measures (From the School's Strategic Improvement Plan)	Timeline (When we will complete actions)	Baseline	This Year's Target	3 Year Target	Who will be responsible?	Budget
Tennis, Golf, partnerships built with NT Tennis & Golf	Tennis program extended to Year 3 - Terms 2 & 4 Golf Program extended to Year 5 /6 -Terms 1 & 3	Perception survey Parents, students and teachers: - 90% satisfaction with Golf, Tennis No of Durack School students who have taken up afterschool tennis / golf programs.	2016	Nil	90% satisfaction rating	Maintaining > 90% satisfaction rating	Assistant Principal	IPS Budget Sporting Schools' Grant
After school tutoring program focus on literacy and numeracy	Plan structure, costs, venue, availability of tutors. Advertise to assess viability Implementation (If assessed as viable) term 2. Evaluate implementation	Perception survey Parents, students and teachers: - 90% satisfaction with Afterschool Tutoring program.	2016	Nil	90% satisfaction	Maintaining > 90% satisfaction rating % students who participate in golf / tennis programs entered Junior golf/ tennis programs.	Assistant Principal	Parent funded – after school program IPS budget
								Total school budget \$24,900.00