

Young Territorians are confident and capable global citizens

Our School Vision and Mission

A Community Of Learners Prepared For The Future.

Our School Context

Durack Primary School is an independent public school (IPS) located in the City of Palmerston, catering for approximately 490 students (preschool to Year 6). The student cohort is composed of 93% non-Indigenous, 7% Indigenous and 13% English as a Second Language students. The schools vision is A Community of Learners Prepared for the Future. As an IPS, the focus is on quality teaching, high expectations and building partnerships to support innovative programs such as Japanese language program, extension opportunities for students of high potential, tennis and golf development programs and in the near future an aquaculture project. Visible Learning is implemented in the school and the 'You Can Do It' program supports the wellbeing of students.

Our Stakeholders and Partners

Our key stakeholders are students, parents, and the community. We partner with Kansai International Academy (sister school 2017), NT School of Languages, NT School of Music, Palmerston City Schools and Taminmim College.

Our School Values

- Respect
- Responsibility
- Integrity



Our Priorities for 2017

- Continuous School Improvement
- Differentiation
- Leadership
- Skills for the Future -IPS

ENDORSED/NOT ENDORSED

SCHOOL BOARD CHAIR

.....
Wally Mauger

/ /2017

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

.....
Bryan Hughes

/ /2017

Achieving Our Priorities

Durack School Focus	Deliverables and DoE Goals <i>(From school's SIP)</i>	Evidence of Achievement <i>(How we will monitor progress)</i>	School Baseline 2016	School Target 2017	Actions <i>(How we will achieve deliverables)</i>	Person Responsible	Resources	Timeframe <i>(When we will complete actions)</i>
1. School Continuous Improvement	Exceeding National Quality Framework (NQF) standards for Preschool A great start for children	Self-review against NQF standards (formal review 2018)	Meeting the standards	Exceeding standard in all areas	Regular meetings working on Quality Improvement Plan (QIP) Preschool teachers to engage in professional learning in key areas	Assistant Principal ECU Teacher in Charge (Preschool)	Professional learning \$2000 Relief teacher \$1200	2017
	Early Years assessment implemented and used as a tool for improvement in teacher and learning. A great start for children	Appropriate assessments are identified and trialed to ascertain if data collected is beneficial for purpose.	Only ASC and AEDI. not current enough to inform programs being offered	Learning data collected regularly & shared between Preschool & Trans	Source and trial assessments utilizing the Preschool Curriculum for Preschool and Transition students. Analyze data and evaluate effectiveness	Assistant Principal Assessment Preschool and Transition Teachers	Assessment resources \$2000 Professional Learning \$1000 Relief teacher \$1200	2017
	Provide a safe, positive learning environment Coherent and capable organization	Student perception survey 2017 questions: Q 5: "I feel safe at my school" Q 7: 'Student behavior is well managed at my school'	Student perception survey 2016: Q5:3.8 out of 5 Q7:3 out of 5	Student perception survey target Questions 5 & 7: 4.2	Review Wellbeing Policy Consistent approach Behaviour tracked in SAMS	Assistant Principal Wellbeing Principal	Resources and Professional Learning \$1500	2017
	Effective and efficient use of data to monitor progress and improve practice Coherent and capable organisation	Development of Strategic Plan 2018-2020 with all stakeholders Clear Mission & Vision statements which directs the work of the school, into the future	2016-2018 Strategic Plan does not reflect school's current position	2018-2020 Strategic Plan	Work through the School Continuous Improvement cycle with Regional support and all stakeholders. From this develop a Mission and Vision which is owned by all and reflects the current beliefs and needs of the school	Principal Assistant Principals School Board Chairperson	Regional support 2x Professional Learning Days	2017

**Durack School
Annual Improvement Plan
2017**

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2. Differentiation	<p>Focus on high expectations by teachers with a focus on the learning of all students to achieve above expected results particularly in Writing and Numeracy</p> <p>Teachers are confident in teaching ESL students Every student a successful learner</p>	<p>All students demonstrate growth via a variety of assessment tools.</p> <p>Student NAPLAN and PAT data indicates all student groups have demonstrated growth.</p> <p>ESL monitoring data Use of EALD in programming & planning evident</p>	<p>2016 PAT Effect Size Yr1-6 Reading 0.47 Yr 1-6 Maths 0.43</p> <p>NAPLAN mean compared to Aust. Mean 2016 <u>Year 3</u> Writing:404/421 Maths: 388/402 <u>Year 5</u> Writing: 461/475 Maths: 488/493</p> <p>EALD monitoring data / curriculum support documents not used for programming by teachers</p>	<p>An Effect Size of greater than 0.55 measured for 2017 in all areas assessed.</p> <p>To have closed gap between Durack and Aust. Mean in NAPLAN</p> <p>ESL/EALD monitoring data/curriculum support documents used to benefit students and track progress of EALD learners</p>	<p>Provide extra adult support to classes, so that teacher pedagogy will include differentiated learning groups.</p> <p>Provide Professional Learning around what differentiation looks like, Visible Learning, EALD learners, Meaningful Maths, data analysis and use of assessment to drive learning. Develop clear consistent guidelines and policies regarding: -curriculum map -programming/planning -pedagogy -assessment for learning</p> <p>Develop 'Challenge Clubs' to engage students with high potential in diverse learning opportunities and experience to engage and provide opportunities to extend their learning via competition and extra-curricular events/situations. Including hosting a Writers Festival with other Palmerston City Schools.</p> <p>Embed understandings and practices of Visible Learning across the school.</p>	<p>Principal Assistant Principals ST1s</p> <p>Lesley Colling (Writers Festival)</p>	<p>Professional Learning \$800 Resources \$10 000 ECU \$10 000 Prim Additional SESA hours \$20 000 Challenge Club \$4 000 Writers Festival \$2000 Assessment tools (GradExpert) \$10 000</p> <p>Meaningful Maths PL \$2000 Portal \$500</p>	

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3. Leadership	Development of a strong collaborative learning culture Quality leaders, quality educators	Staff Perception Survey Q 7: "I regularly undertake collaborative activities with my peers"	Staff Perception Survey 2016 Q7: 4.0 out of 5	Staff Perception Survey 2017 Q7: 4.5	Embed a Collaborative Planning Programming and Teaching model (CPPT) school wide, with a focus on the Enquiry Approach Teaching and Learning Team (TLT) members are released at the same time, to aid their ability for collaborative planning Hold fortnightly TLT meetings to ensure opportunities for collaboration. Support an encourage teachers who are looking to peruse HALT (High and Lead Teacher) recognition.	Principal Assistant Principals ST1s	Release timetable and teacher Meeting schedule Professional Learning	2017
	<i>Development of strong student leadership and voice within the school.</i> Quality leaders, quality educators	<i>Student Perception Survey</i> Q 16: "There are opportunities for me to be a leader at my school"	<i>Student Perception Survey</i> 2016 Q16: 4.0 out of 5	<i>Student Survey</i> 2017 Q16: 4.5	<i>Introduce School Captain and Vice-Captain to SLC</i> <i>Hold school wide SLC/House Captain elections</i> <i>Participate in Youth Leadership programs as offered (GRIP)</i>	<i>Principal</i> <i>SLC coordinator</i> <i>Sports coordinator</i>	<i>Professional Learning and resources</i> <i>Student entry into programs</i> <i>\$2 800</i>	2017
	Build productive partnerships with the community to enhance outcomes for students with process for monitoring development and effectiveness. Working together	Community Perception Survey	Nil	Establish a baseline using a Community Perception Survey	Connect with community groups at every opportunity to further school programs e.g. Tennis NT & clubs, Palmerston Golf Club, Fisheries, CDU, Taminmin College, Palmerston City Council	Principal	Community Perception Survey tool Funding through Sporting Schools	2017

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<p>4. Skills for the Future - IPS</p> <p><i>This plan is about the whole student, their skills, their understanding of their place in the world and the technology and opportunities which they will need to take advantage of, to be prepared for whatever is their possible future.</i></p> <p><i>This will mean a large focus on teacher pedagogy and beliefs, to allow students to be the focus and give students the opportunity to become truly successful, lateral thinking, assessment capable learners, who are driving their own learning and have input into their future pathway.</i></p>	Technologies	Increase student & teacher ICT capabilities. Student engagement and participation using technologies Up to date and effective digital technology resources	Nil ICT capabilities data Nil Student & staff perception survey Q Nil Resource audit	Increase ICT capabilities by 0.4 ES. Establish baseline staff & student confidence via survey. Resource audit compared Term 1 & 4.	Funds used to update and resource the school with digital technology devices and equipment.	Assistant Principal – Assessment/ICT	2 teachers and \$40 000 from School Budget \$40 000 IPS Budget	2017
	Asia Literate School (Japan)	Increase in the numbers of students being graded A or B Students confident and curious in Japanese as indicated on perception survey	Student report grades S2, 2016: 3xA,41xB, 225xC, 36xD. Nil language questions in perception survey	Increase in A & B grades being obtained. Establish baseline student confidence via survey.	Employ specialist Japanese teachers to deliver classes across all year levels (T-6) (3 days per week). Durack representative group to visit Sister School (Kansai Academy in Japan).	Principal	\$45 000 IPS Budget	2017
	Aquaculture / Aquaponics	Students to develop an understanding of global sustainability Partnerships with Taminmin, Fisheries, CDU, Palmerston City Council and others	Nil perception survey data question/s on sustain,, global, com. partnership	Establish baseline in confidence & engagement with the concepts of Aquaculture/Aquaponics	Implementation of the Aquaculture project with Taminmin College. Construction of the shed and equipment for the infrastructure (MNW in and approved for 2017 building).	Principal	\$10 000 IPS Budget \$82 000 specific grant for infrastructure	2017
	Inquiry through a collaborative Approach	Students are assessment capable: VL Matrix 'Our students can explain the assessments they take, where they are at and their next learning steps'. Teachers comfortable with sharing the learning process	VL matrix: <i>Where this exists it is in very small pockets, an exception to the rule</i> Inquiry cycle not evident in teacher programs	Reassess VL matrix: <i>This is common-place and systematically embedded in the school</i> Inquiry cycle evident in teacher programs and practice	Teacher PL, relief teacher wages, teaching resources and student transport, to support collaborative Inquiry Learning Approach across all classes.	Assistant Principal – Curriculum	Specialist teacher wage as part of GSB \$2 000 IPS Budget	2017
	Re-brand and Marketing	Make initiatives visible across the whole school community, allowing the school to raise its profile, as well as public education.	Nil parent perception survey questions regarding initiatives.	Establish baseline parent perception date regarding initiatives. Visible signage and branding in school/ on web.	Development of logos, designs, badging and signage of school initiatives, shared understandings and our point of difference. Full functionality of website	Principal Business Manager	\$10 000 IPS Budget +\$11000 (2016 IPS)	

Measuring Our Performance *(delete performance measures not relevant)*

Department of Education Strategic Plan Measure	Strategic Plan Baseline 2015	Strategic Plan Target 2018	School Baseline 2016	School Target 2017
A FaFT program measure will be added once confirmed	TBC	TBC		
Proportion of education and care services meeting or above the National Quality Standard				
all education and care services	21%	70%	Meeting NQS	Exceeding NQS (self-review)
government preschools	21%	80%		
Proportion of children enrolled in preschool the year before full time schooling for 600 hours per year				
Non-Indigenous students	91%	95%	100%	100%
Indigenous students	95%	95%	100%	100%
Proportion of students attending four days or more per week				
Non-Indigenous students	87%	91%	94%	94%
Indigenous students	36%	57%	90%	91%
Proportion of Year 3 students achieving at or above NMS in Numeracy				
Non-Indigenous students	93%	93%	100%	100%
Indigenous students	53%	66%	100%	100%
Proportion of Year 3 students achieving at or above NMS in Reading				
Non-Indigenous students	89%	90%	96%	96%
Indigenous students	44%	56%	67%	70%
Proportion of Year 5 students achieving at or above NMS in Numeracy				
Non-Indigenous students	93%	93%	100%	100%
Indigenous students	53%	57%	80%	85%
Proportion of Year 5 students achieving at or above NMS in Reading				
Non-Indigenous students	89%	94%	100%	100%
Indigenous students	48%	55%	80%	85%