



Our **School Purpose**

Young Territorians are confident and capable global citizens

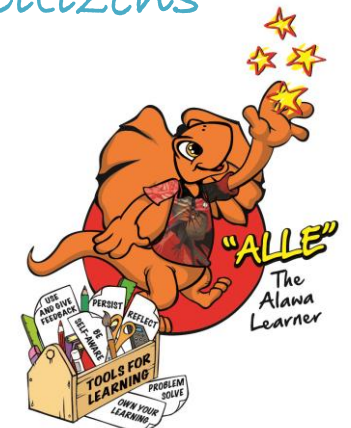
Achievement of potential in a caring, collaborative environment for all members of the Alawa School Community.

Our **School Context**

Alawa Primary school is a small innovative school located in the northern suburbs of Darwin. The school provides an education for students from Preschool to Year 6 with a strong literacy and numeracy focus. The Alawa School Farm and the Stephanie Alexander Kitchen Garden Program are a key feature of the school.

Our **School Catchphrase / Motto**

Aiming High: Planting seeds for the future.



School Priorities for 2017:

Through 2017 we will be focussing on new key drivers through the continual collection, analysis and use of data to inform our improvement agenda:

- **Great Start:** Implementation of the Preschool Curriculum
- **Wellbeing:** Introduction and implementation of the Ruby Payne Poverty Framework to complement our Kidsmatter Framework
- **Literacy Focus:** A whole school approach to the teaching of writing through the implementation of 6 Plus 1 Traits of Writing
- **Assessment Capable Learner [Visible Learning]:** Embedding visible learning strategies, practises & language across all areas of the curriculum to enhance the profile and development of the Assessment Capable Alawa learner. This includes the preparation for NAPLAN Online in 2018.

We will also be enhancing / further developing other elements of our continuous improvement agenda:

- **Numeracy:** Continued focus on the rigorous implementation & extension of the consistent whole school approach to the teaching of Mathematics through the Meaningful Maths approach.
- **Reading:** Continued focus on reading, specifically building a culture of reading across the year levels.
- **ICT:** Further develop and embed the use of ICT to fully engage students in learning in the 21st Century.
- **Differentiation for Learners:** Identifying, catering for and ensuring differentiation and explicit teaching strategies for all learners [EALD, Special Needs, Gifted and Talented].
- **Wellbeing:** Ensuring positive relationships, inclusivity and celebrations for our student cohort from diverse cultural backgrounds in our community. Improving student behaviour and attendance through consistent school programs and expectations and promoting and providing support for families with regards to mental health. Continuation of the Kidsmatter program.
- **School Profile:** Raising the public perception and profile of the school with a view to increased enrolments.

Our **School Values**



Our Stakeholders & Partners:

Our key stakeholders are students, parents & the community.

We also partner with:

- **Sydney University / Local Paediatrician:** Speech & Occupational Therapy placements + onsite Paediatrician
- **US Marines:** Mentorship program
- **Nemarluk School:** Alawa Farm and other connections
- **Casuarina Education Precinct:** 9 local NTG schools
- **Meaningful Maths Network:** Co-ordination of the professional network
- **School Sport NT:** Darwin Region, Sport in School Pilot, Advisory Board
- **Department of Education:** IT Services, Strategic Services
- **NT Music School / NT School of Languages**
- **CDU**
- **Bunnings / Lions Club**

Our **Outcomes**

Alignment

Coherence

Systemness

Connectivity

Excellence

Achieving Our Priorities

Goals	Deliverables <i>[From the 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 / Budget	Timeframe
1. A great start for children	Implementation of the Preschool Curriculum	Through planning documents [program and fortnightly cycle of planning].	At the beginning stage of implementation – linking with EYLF .	Both teachers comfortable and confident in using it in 2017.	Link its use with performance development conversations Attend future PD in 2017 Include in preschool weekly meeting. Develop the literacy overview that links EYLF / ASC / Preschool Curriculum.	Donna and Sandy All to monitor Dawn and Emma English team in consultation with Dawn.	ERT to release from pre-school budget Release for Ana to work on.	Term 1 Ongoing Ongoing Term 1
	Writing Focus project: Literacy links in the preschool	Assessment of Student Competencies [ASC] Focus child observations with reference to Preschool Curriculum Developmental Stages of Writing	% from ASC data [Reading & Writing] December 2016 96% attainment [Based on 42 children] Beginning to use Preschool Curriculum but not targeting writing	Dec 2017 98% attainment Evidence of preschool curriculum Developmental stages of writing used in focus child observation with further planning evident	Continue focus and rigour of Book Explorers in fortnightly cycle. Ensuring that the whole cycle of planning is evident with each focus child in relation to writing. Providing opportunities in dramatic play and other interest areas in preschool for writing development – writing for a purpose.	Dawn and Emma	Nil	Ongoing throughout 2017. Focus child cycle where each child observed and further planned for each term in relation to writing. {4 times per year}
	Data Informed Teaching & Learning	ASC Focus child observations	% from ASC data December 2017 94% [Based on 42 children] 2 children per week per	Dec 2017 96% 4 students per	Stronger links to Preschool curriculum. Whole school approaches to	Dawn	Nil	Term 4 Ongoing

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		Portfolios Kinderloop	group Ongoing throughout the year. Send home at end of year.	week.	Literacy and Numeracy. Explore how other preschools cater for focussed children			Ongoing
2. Every student a successful learner	Introduction and implementation of the Ruby Payne Poverty Framework	Staff discussions and feedback	Not introduced previously	Intro session + 3 key actions	PD facilitated by Christine Sutherland from Katherine	Sandy	\$1000 for facilitator + books bought in 2016	PD session January 27 th + 3 other PD sessions
	Assessment Capable Learner project:	Walkthroughs Video Diaries Student Focus Group Student Visible Learning Audit (2017)	<u>Video Diaries</u> 26% Tools for learning/ALLE/Mindset 20% school values 44%What student looks like <u>Student Focus Group</u> 9% can discuss concept / skill / depth in detail 91% name subject as what they are learning <u>Discussing learning / tools:</u> 8% Problem solve 16% Persist [24%] 75% rely on peers 8% rely on teacher	<u>Video Diaries</u> 50% Tools for Learning/ALLE/Mindset <u>Student Focus group</u> 30% discuss concept / skill / depth in detail <u>Discussing learning / tools:</u> 40% discuss learning tools	Walkthrough focus on student discussing learning Modify question for video diaries and student focus group Implementing stage 1 of Embedding formative assessment PD package	Guiding Coalition Teachers	Embedding Formative Assessment PD package	Video Diary and Student focus Group – end Term 1 & Term3 Student Audit – Mid T1 & T4 Walkthroughs – Learning Discussion – Week 3 Term 1 and Term 3 Week 9

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	Develop and implement a whole school approach to the teaching of writing	NAPLAN A to E eWrite Teacher programs Students can discuss their own learning in writing	<ul style="list-style-type: none"> Sem, 1 2016 [Yrs 1-6] A to E allocation of grades A – 0%; B – 4%; C -38%; D – 54%; E – 3% NAPLAN results - show 2015 – 2016 results in writing have plateaued [mean] <p>Yr 3 closing the gap between Alawa mean and National mean</p> <p>Yr 5 – closest in 3 years but still quite a significant gap</p> <p>Analysis of NAPLAN data shows weak areas are Ideas, vocab, paragraphing, sentence structure, persuasive devices & punctuation.</p> <p>Yr 3 - 0% below benchmark; Yr 5 - 18% below benchmark</p> <p>Yr 3 – 12% at minimum benchmark; Yr 5 – 18% at minimum benchmark</p>	<p>Specific target – A to E Whole school Writing: Dec. 2018 : A – 5%; B - 15%; C – 50%; D & E – 30%</p> <p>Specific target – 2018 NAPLAN: Year 3 – 100% at or above NMB; Year 5 – 95% at or above NMB.</p> <p>Student voice survey at beg. 2017 - with comparison at end of 2017 and 2018 to measure student voice of characteristics of good writer /good piece of writing.</p>	<p>Term 1: focus in all classes from T-6 on 6 + 1 Traits of writing with particular emphasis on consistent language</p> <p>All students to have a Writer's Notebook.</p> <p>Term2: Focus – Ideas</p> <p>Term 3: Focus – Word Choice</p> <p>Term 4: Focus: Sentence Fluency</p> <p>Establish non-negotiables in teaching of writing</p> <p>Student voice survey – Years 1-6</p>	<p>Classroom teachers</p> <p>English Team</p> <p>Classroom teachers led by English team</p>	<p>6+1 Traits of Writing text for each class</p> <p>Visual resources for display in classrooms</p> <p>Nil</p> <p>Nil</p>	<p>Term 1, 2017</p> <p>Term 1, 2017</p> <p>Throughout 2017</p> <p>Beg. Term 1, 2017 and again at end of 2017</p>

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	Data Informed Teaching & Learning	Student Led Conference Data Folders ILP's / Action Plans PAT and School based assessment reports eWrite / NAPLAN	Year 5-6 have data books embedded Year 3-4 – pockets No data books in Early Years	Year 3-6 understanding scale scores and being able to discuss growth in assessments	Develop proforma for Data folders / books for stages of schooling Teachers work with students to develop understanding of data language	Leadership team	Nil	End of Term 1 Ongoing
3. Quality leaders, quality educators	Writing Focus project:	Teacher programs and discussions in collaborative planning sessions and follow up work with Impact coaches	Currently 6+1 Traits of Writing is not used in the school.	Whole school approach to improve writing results as stated above.	Initial PD sessions – whole staff on 6+1 Traits of Writing	Donna to organise support from Departmental staff	Cost of books and printing of visuals	Week 1, term 1 2017
					Purchase copies of 6+1 Traits of Writing for all classroom teachers.	English Team		
					Purchase / create standard visuals for all classrooms.			
					Collaborative planning sessions to have a dedicated hour to follow up planning from PD session.	Donna & Mandy	Mandy : 2 hours of ST time Donna: 2 hours of AP time	Each term.
					Impact coaches to work for an hour each fortnight in Term 1 to program and plan and support this approach [use common planning times in DOTT allocation]	Donna & Mandy		Term 1

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	Assessment Capable Learner project:	Visible Learning Audit Teacher personal action plan (2017)	<u>Visible Learning Audit</u> 5% responses indicated VL practices were embedded 59% responses indicated VL practices present/sometimes 27% responses indicated VL practices not yet used. No teachers currently have Formative Assessment personal action plan	<u>Visible Learning Audit</u> 20% practices embedded All teachers will have a Formative Assessment personal action plan	Broadening Guiding Coalition to include more teachers. Implementing stage 1 of Embedding formative assessment PD package Personal action plan is created and utilised by all teachers throughout 2017 and is part of performance development conversations.	Guiding Coalition Teachers	Embedding Formative Assessment PD package ERT for peer observations	Done Term 4 2016 Term 2 & 4, 2017 T 1 Wks 4&8 T2 Wks 3&5 T3 Wks 3&7 T4 Wk 4
	Data Informed Teaching & Learning	Conversation in Performance Development Teacher Data adoption continuum Data conversations	Happening in Performance Development now Doesn't exist Began – evolving	Ongoing Use in data conversation and performance development Used for teacher reflection	Schedule performance development and data conversations Introduce the adoption continuum and links to AITSL standards	Leadership team	Nil	Begin late Term 1

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Achieving Our Priorities: Continuing our Improvement Agenda

Project areas <i>[Linked to DoE Goals]</i>	Deliverables <i>[From the School's SIP]</i>	Evidence of Achievement <i>[How we will monitor progress]</i>	Actions <i>[How we will achieve deliverables]</i>	Leading Team / Person	Timeframe <i>[When we will complete actions]</i>
Meaningful Maths <ul style="list-style-type: none"> • Every student a successful learner • Quality Educators • Great Start 	Raising the profile of problem solving (Investigations Week)	Impact and Perception feedback	<ul style="list-style-type: none"> ✚ Share and collate units for teams ✚ Have ready mid term 	Maths team	Terms 1,2 and 3 Week 10
	Increasing capacity of staff in problem solving	Instructional Round	<ul style="list-style-type: none"> ✚ Professional Learning with Viv Thompson 	Maths team	Semester 2 [Term 3 PD Day] Early Term 4
	Talk Moves	Peer Observations term 4 2016 & term 2 2017	<ul style="list-style-type: none"> ✚ Ongoing discussion ✚ Professional Learning with Viv Thompson 	Maths team	Semester 1 Term 2 Build into a PD session –Week 9 Term 1
	Continue to have professional dialogue	Teaching Teams: Assessment task development	<ul style="list-style-type: none"> ✚ Make time for conversation and development of task 	All staff	Ongoing
	Continue to embed in preschool	Performance Development ASC Results	<ul style="list-style-type: none"> ✚ Preschool Curriculum implementation-with continued focus on MM 	Preschool staff	Ongoing
	Continue to move students along, the Wave 3's and Wave 2's	Performance Development PAT Data MM Assessment Data	<ul style="list-style-type: none"> ✚ Peer Observations ✚ Data conversations ✚ Induction for new staff 	All classroom teaching staff	Ongoing
	Financial Literacy	Feedback from sub group Staff after confirming sessions	<ul style="list-style-type: none"> ✚ School representative on sub group ✚ Involved in across school clarifying and confirming 	Courtney	Friday Week 7 Term 1 Term 3 Confirming tasks with buddy school Term 4 Week 2 External confirming

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Reading <ul style="list-style-type: none"> • Every student a successful learner • Quality Educators • Great Start 	Continue to find ways to build partnerships with families about the role they can have in their child's literacy development	Uptake of home reading across classes Attendance of parents at Reading Rumble; parent evening on reading Student participation in events	<ul style="list-style-type: none"> • Continue with Reading Rumble twice per year – advertise it well • Literacy and numeracy Week – Book Character Parade • Revamping and putting new resources into Home Reading. • Parent evening targeted at Transition and Year 1 parents – reading strategies and how to help your child learn to read. • Term 1 – reading and writing focus in school Expo. 	English Team “ “ English Team	Term 1 (Week 7) and Term 3 (Week 7) Term 3 Week 6 Term 4, 2016- throughout 2017 Week 5, Term 2. 2017 Early Term 1, 2017
	Continue reading as a minor focus and establish strong links to reading and writing	Coaching conversations with impact coaches and work done in writing focus Through Book Explorers Students discussing their reading levels as to what they can now do – being more specific.	<ul style="list-style-type: none"> • Using 6+1 traits of writing to link reading and writing • Establish learning progressions for PM levels in student friendly language for use and visible display in classrooms as part of VL journey. • Use PAT bands in primary classes 	English Team Early Years teachers All staff	Throughout 2017 Term 1, 2017 Term 1 Week 4
	Consistency of testing across the year levels of PM Reading.	Correlation between PM Data and other reading data collected	<ul style="list-style-type: none"> • Establish guidelines with reference to resource around PM testing. • Work with all teachers to ensure these guidelines are a part of practice. • PM and Probe moderation 	English Team Classroom teachers T-3.	Guidelines to be determined early Term 1 In place by next round of PM testing at end of Term 1.

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Wellbeing & Kidsmatter <ul style="list-style-type: none"> • Every student a successful learner • Coherent & Capable Organisation • Great Start 	Student perceptions on how behaviour is dealt with in the school. What do they see?	Perception survey data	<ul style="list-style-type: none"> • Staff recording discussions with students about how they see it being dealt with. From this we look at effective ways to make the management visible for all. • Principal to go into each class at the start of each term to have explicit discussions on behaviour 	Leadership team and class teachers	Week 1 each term
	Embedding Social & Emotional learning [SEL] into programs across the school.	Teacher programs Discussion at PLT	<ul style="list-style-type: none"> • Preschool Curriculum implementation-with continued focus on wellbeing using the Kidsmatter Framework 	Kidsmatter Team	Ongoing
	The Wave 3 and 4 attendance percentages have grown in Term 3. How can we address this?	Look at attendance data	<ul style="list-style-type: none"> • Staff to identify focus children to target 	Classroom teachers	Start Term 1
ICT <ul style="list-style-type: none"> • Every student a successful learner • Quality Educators • Great Start 	Embedding ICT and 21 st Century learning into classroom programs	Coaching conversations and teaching programs	<ul style="list-style-type: none"> • Staff to set ICT goals with integration • One page doc overview of how teachers integrate ICT in classroom – investigate , create, communicate 	Athena and Courtney	Term 4 2016
	Increasing staff capacity and confidence in using ICT to transform and engage	Reporting A-E for digital technology	<ul style="list-style-type: none"> • Digital Technologies – Explicit in curriculum map • Scope and sequence digital technologies • Focus on EYLF and curriculum requirements, and upskilling staff in the Preschool. 		Ongoing through 2017 PD – Week 8 Term 1

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	Using ICT to engage and collaborate with community		<ul style="list-style-type: none"> ✚ Reviewing and rationalising online communication tools across the school ✚ Preschool - Kinderloop and parent communication-continue and extend usage for Visible learning links. 	Leadership team	Term 4 2016 – implement Term 1 2017
Partnerships <ul style="list-style-type: none"> ● Working Together 	Cultural Inclusiveness- improving partnerships with our indigenous and EALD families.	Collect numbers of attendance of indigenous and EALD families at events. e.g Harmony Day, Student Led Conferences	<ul style="list-style-type: none"> ✚ Preschool - keep what worked and continue to build with parent input. ✚ Analyse attendance data and put into place measures to increase attendance at the next event. ✚ Raise the profile of Harmony Day and NAIDOC Celebrations at Alawa. ✚ Highlight Indigenous national events on the school calendar. Then choose one more event to focus on and make school community aware of with either learning opportunities or event. ✚ Apply for Artists in School Grant in 2017 		Meet and Greet- Week 3 To encourage all families to get together and build social connections. Also an opportunity to speak to Indigenous and EALD families to find out what they are hoping/expecting of the year ahead. Harmony Day NAIDOC- Week 10 Term 2 Artist in School Grant Term 2 Term 3 event - Dance [Asian Market Night]

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Measuring Our Performance

Department of Education Strategic Plan Measure	Strategic Plan Baseline 2015	Strategic Plan Target 2018	School Baseline 2016	School Target 2017
Proportion of government preschools meeting or above the National Quality Standard	21%	80%	Met	
Proportion of children enrolled in preschool the year before full time schooling for 600 hours per year				
Non-Indigenous students	91%	95%	94%	
Indigenous students	95%	95%	91%	
Proportion of students attending four days or more per week				
Non-Indigenous students	87%	91%	TBA	
Indigenous students	36%	57%	TBA	
Proportion of Year 3 students achieving at or above NMS in Numeracy			100%	
Non-Indigenous students	93%	93%	100%	
Indigenous students	53%	66%	100%	
Proportion of Year 3 students achieving at or above NMS in Reading			93%	
Non-Indigenous students	89%	90%	94%	
Indigenous students	44%	56%	88%	
Proportion of Year 5 students achieving at or above NMS in Numeracy			94%	
Non-Indigenous students	93%	93%	100%	
Indigenous students	53%	57%	66%	
Proportion of Year 5 students achieving at or above NMS in Reading			95%	
Non-Indigenous students	89%	94%	93%	
Indigenous students	48%	55%	100%	
Proportion of schools in growth and optimum quadrant for PAT-R	52%	60%	TBA	
Proportion of schools in growth and optimum quadrant for PAT-M	47%	54%	TBA	

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