



Our School Purpose

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.

OUR FOCUS AREAS



School Priorities for 2018:

Through 2018 we will be focussing on new key drivers through the continual collection, analysis and use of data to inform our improvement agenda with a solid instructional model with a foundation belief of Growth mindset:

- **Being at School:** Increase the number of students attending more than 80%, reducing late arrivals and maintaining our 93% attendance rate
- **Looking after our own:** Ongoing implementation of the Ruby Payne Poverty Framework to complement our Kidsmatter Framework as well as a staff wellbeing focus with both ensuring cultural inclusiveness
- **Writing through Life:** Improve student's two year gain in NAPLAN writing in Years 5, 7 and 9. A continuation of the 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 2019.

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 by expanding into a STEM focus.
- **Differentiation for Learners:** Identifying, catering for and ensuring differentiation and explicit teaching strategies for all learners [EALD, Special Needs, Gifted and Talented].
- **Kitchen Garden Program:** Building the sustainability of the program
- **Integration of the Preschool Curriculum:**

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**
- **A & J Communications**
- **Schools Plus**

Our School Values



OUR GOALS



Priorities	Component	Evidence of Achievement <i>(How we will monitor progress)</i>	School Baseline 2017	School Target 2018	Actions <i>(How we will achieve deliverables)</i>	Person Responsible	Resources	Timeframe <i>(When we will complete actions)</i>					
Being at School <ul style="list-style-type: none"> Increase the number of students attending more than 80%, reducing late arrivals and maintaining our 93% attendance rate 	Positive recognition of those attending 100% Positive recognition and reward for those attending 90% and over	<ul style="list-style-type: none"> Daily attendance checks and follow ups Weekly attendance checks Twice per term validation checks. 	School average attendance for 2017 is 93% Late arrivals for 2017 = 1128	School average attendance for 2018 is 94% Aim to reduce to 1000 late arrivals	<ul style="list-style-type: none"> Details and strategies as per Alawa Attendance Plan 	Classroom teachers Admin Sandy	SAMS Newsletter Budget – one per term [get in LAOO for \$1400 for year [4 sessions	Daily Weekly Ongoing at end of each term					
	Ongoing focus for Wave 3 students by class teachers and wellbeing team Regular effective communication with families and the school community Referral of any wave 4 students [less than 80%] to the Truancy Officer.	<ul style="list-style-type: none"> Daily attendance checks and follow ups Weekly attendance checks Twice per term validation checks. 	60% - 80% decile <table border="1"> <tr> <td>2016</td> <td>24</td> <td>10%</td> </tr> <tr> <td>2017</td> <td>23</td> <td>8%</td> </tr> </table> Note: 6 of the 23 in 2017 were preschool children	2016	24	10%	2017	23	8%	60% - 80% decile Aim for 5%	Follow up individual letters to parents at the end of week 4 and week 8 each term for explanation of Unexplained Absences and Lates. Term attendance figures exported from SAMS and added to GradeXpert and converted to Alawa Waves for teacher identification / discussion / analysis Classroom teachers to be aware of Wave 4 [Below 80% decile] students and encourage students to attend with targeted conversations. Also to target Wave 3 children. Referral to Truancy any ongoing concerns Each Semester: <ul style="list-style-type: none"> Semester Review done with analysis Sharing with staff and identification of Wave 3 & Wave 4 students for targeted intervention Semester attendance reported on with Semester Reports to Parents 	AP Principal Classroom teachers AP Principal	SAMS SAMS & GradeXpert GradeXpert SAMS GradeXpert
2016	24	10%											
2017	23	8%											

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Looking after our own	Staff Wellbeing	Perception survey			Using NESLi Toolkit Staff to work through this in staff meetings.	LAOO Team	Online	Begin in 2018 at the start of the year and run over 2 years.							
		Recommend as a work place	<table border="1"> <tr> <td>Strongly Agree</td> <td>Agree</td> </tr> <tr> <td>60%</td> <td>29%</td> </tr> </table>	Strongly Agree	Agree	60%	29%	<table border="1"> <tr> <td>Strongly Agree</td> <td>Agree</td> </tr> <tr> <td>70%</td> <td>25%</td> </tr> </table>	Strongly Agree	Agree	70%	25%			
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	Seen as a shared responsibility	<table border="1"> <tr> <td>80%</td> <td>14%</td> </tr> </table>	80%	14%	<table border="1"> <tr> <td>80%</td> <td>20%</td> </tr> </table>	80%	20%								
80%	14%														
80%	20%														
					3 areas identified from staff meeting <ul style="list-style-type: none"> Who you work with Fun Staff wellbeing [shared responsibility] 	LAOO Team ALL Staff	Nil	Ongoing							
Student Wellbeing	2018 Curriculum Map Instructional model	Included but not explicit	Included but not explicit	In the map	Informing what we need in the curriculum map. Including poverty framework, Alle tools	Ana	Nil	Term 4 2017							
		Does not exist	Does not exist	Clear Model displayed and included in all school documentation		Ana & Sandy	Graphic artist	Term 4 2017							
	Staff awareness and understanding Staff feedback	All current staff trained and upskilled	All 2018 staff trained and upskilled	Inducting new staff to Kidsmatter		LAOO Team	Powerpoint developed 2017	Term 1 2018 Induction							
	Teacher programs Leadership feedback	All included	All included	Bounce Back included in all teaching programs		LAOO Team Leadership Team	Nil	Each term Collaborative Planning							
Scheduled	Done start of each term	Done start of each term	Start of term behaviour check ins with Principal		Sandy	Nil	Week 1 each term								

OUR GOALS



		Perception survey data	<p>Know how to avoid distractions</p> <p>YES</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>67%</td> <td>61%</td> </tr> </table>	Year 3/4	Year 5/6	67%	61%	<p>Know how to avoid distractions</p> <p>YES</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>75%</td> <td>75%</td> </tr> </table>	Year 3/4	Year 5/6	75%	75%	<p>Learning and avoiding distractions.</p> <p>PLT meeting for Southern Block to how you work as a block. Collaborative planning.</p>	LAOO Team		Focus in Term 1
Year 3/4	Year 5/6															
67%	61%															
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		<p>Know how to Calm down</p> <p>YES</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>75%</td> <td>84%</td> </tr> </table>	Year 3/4	Year 5/6	75%	84%	<p>Know how to Calm down</p> <p>YES</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>85%</td> <td>90%</td> </tr> </table>	Year 3/4	Year 5/6	85%	90%	<p>Perception survey: Calming down when upset</p> <p>Bring in Shannon Hallet to run sessions for staff and or students.</p>	LAOO Team		Focus in Term 2	
Year 3/4	Year 5/6															
75%	84%															
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85%	90%															
		<p>Know how to work through challenges</p> <p>YES</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>81%</td> <td>74%</td> </tr> </table>	Year 3/4	Year 5/6	81%	74%	<p>Know how to work through challenges</p> <p>YES</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>85%</td> <td>80%</td> </tr> </table>	Year 3/4	Year 5/6	85%	80%	<p>Persistence: working through challenges</p> <p>Focus on the relevant area of Growth Mindset.</p> <p>Look up an alternate to Smiling Mind. Investigate Mindful Schools.</p> <p>Rock and Water.</p>	LAOO Team		Focus in Term 1 Weeks 6-10	
Year 3/4	Year 5/6															
81%	74%															
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		<p>Check overall satisfaction with the school by students</p> <p>I like being at my school</p> <p>STRONGLY AGREE / AGREE</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>86%</td> <td>60%</td> </tr> </table>	Year 3/4	Year 5/6	86%	60%	<p>I like being at my school</p> <p>STRONGLY AGREE / AGREE</p> <table border="1"> <tr> <td>Year 3/4</td> <td>Year 5/6</td> </tr> <tr> <td>90%</td> <td>80%</td> </tr> </table>	Year 3/4	Year 5/6	90%	80%	<p>Perception surveys: Best conditions for getting accurate / truly reflective comments</p>	Class Teachers		Term 3	
Year 3/4	Year 5/6															
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	Poverty Framework				Christine to refresh staff on the Poverty Framework. Use the resource infantry and tie into the behaviour. Do on new classes next year and develop strategies. Ongoing use of resource infantry to target students in need.	LAOO Team	Funding for Christine	Term 2
	Cultural Inclusiveness	Attendance at event			Preschool Family evening Communicate with parents Discuss with parents and preschool committee how to make it more culturally inclusive.	Preschool Team	Fundraising event	Term 2
		Attendance at event			Harmony Day / Kindness Day [No bullying] This opportunity will used to promote Indigenous culture through food/art/culture Community wear orange or traditional dress to celebrate.	LAOO Team	\$500 Grant applied for Indigenous dancers and breakfast	Friday 23 rd of March 7:45-8:30am
		Attendance at event			NAIDOC Week assembly Theme: Because of her, we can. Breakfast – dads cook breakfast for wives, mums, grandmothers Contact Ngaree Ah Kit to speak. Shellie Morris? Ask our local member and/or school council	LAOO Team	Money for breakfast supplies	Friday 29 th June
		Perception Survey			Promote awareness of different cultures Add Indigenous national events on the school calendar on newsletter – also specific cultural festivities eg. ramadan	LAOO team	Harmony Day website has calendar of important cultural dates.	

OUR GOALS

ENGAGE
Increase the number of children and students engaged in education, from birth to Year 12, and maximise their participation.

GROW
Every student achieves at least one year of growth for one year of education.


ACHIEVE
Students leave school with options that allow them to achieve their ambitions.



		Interviews done	Not in place	To interview each term	SLG to interview children and staff 'Snappy 6' <ol style="list-style-type: none"> 1. What is your name? 2. Cultural background? 3. Where were you born? 4. Who are the people in your family? 5. Favourite family meal? 6. Favourite celebration? 	Ebony / Donna	In newsletter – a cultural perspective	Each term
				Data to be available	Analyse SAMS data to see cultural backgrounds Culture vultures to provide template to SLG and list of who to interview.			Term 1
					NAIDOC week/ National Aboriginal and Torres Strait Islander Children's Day			3rd August

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Writing through Life Improve student's two year gain in NAPLAN writing in Years 5, 7 and 9	Instructional Model	Development of model: extension from school model developed	Not yet developed	Alawa Instructional model clearly in place in all learning spaces and specifically applied in all writing lessons	See 2018 Writing improvement Plan Continue to develop non-negotiables in writing At collaborative planning days via an English team rep. Term 1 focus – Writer's notebooks, 6+1 traits posters, timetabling (writing 5 times a week)	WTL team	1 Writer's notebook per child and teacher	Ongoing through 2018																												
	Whole school approach to writing	Teacher programs Students can discuss their own learning in writing	To date individual teachers have been exploring 6+1 Traits in teaching – as yet no whole school instructional model established	Whole school approach embedded in Instructional Model with specific non-negotiables established.	Pupil Free Day – Friday , 16 March PD with Lisa K and follow up modelling sessions to develop instructional model for writing Lisa Keskinen to work with WTL team to develop next steps.	WTL team	Budget allocation Lisa K - \$5000 ERT	PD Day Friday, 16 March Modelling / day – Wednesday 21 March.																												
		NAPLAN		Note: 2018 Year 5 cohort may struggle to match the 2017 2yr gain. Aim to ensure we match the National gain and increase as much as possible.	See 2018 Writing improvement Plan	WTL team		Ongoing through 2018																												
		A to E	<table border="1"> <thead> <tr> <th colspan="5">A to E</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>2%</td> <td>14%</td> <td>40%</td> <td>36%</td> <td>8%</td> </tr> </tbody> </table>	A to E					A	B	C	D	E	2%	14%	40%	36%	8%	<table border="1"> <thead> <tr> <th colspan="5">A to E</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>5%</td> <td>14%</td> <td>45%</td> <td>30%</td> <td>6%</td> </tr> </tbody> </table>	A to E					A	B	C	D	E	5%	14%	45%	30%	6%	See 2018 Writing improvement Plan	WTL team
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		Community Engagement	Currently doesn't feature in newsletters etc. Currently doesn't exist	Newsletter articles – Wk 3, 6, 9 of each term	Parent communication and engagement with writing English team representative to come around to classes to photograph samples and write article. Rotate rep each Term	WTL team	Create timetable of classes to add article (celebration of writing) Develop line of inquiry	Newsletter articles – Wk 3, 6, 9 of each term
		Instructional Round data	Have had one Instruction round in 2017 with a focus on 6+1 Traits of Writing	Regular Instructional Round established as part of the school calendar	Instructional round	WTL team	Timetabling to release English team & for observations	Term 3
	Writing Focus	Assessment Capable Writer's Program	Alawa was involved in 2017 for Semester 2 -Tanya Harvey working with 2 teachers in a co-planning and co-teaching capacity.	Whole day coaching support following Lisa Keskinen visit.	Continue Assessment Capable Writer's program To work with ACW person to allocate days following PD Day and work with Lisa K for follow up sessions with ACW coach	Donna	ACW departmental rep.	End Term 1 [Weeks 9 & 11]
		Raising the profile of literacy and in particular, writing with whole school and community	These events happen each year	Continue to build into school calendar and promote widely	Whole school literacy events <ul style="list-style-type: none"> - Play in a Day - - Book Character parade - Simultaneous Story time - Book Fair - Reading Rumble - Paige and Dewey Darwin Libraries visit - Possible lunch time book club (Deb) - Walkabout Read about (Indigenous dreamtime stories - see Culture Vultures) 	WTL team		Ongoing as scheduled through the term

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Assessment Capable Learner:	Whole School Approach	Walkthrough Student focus group Performance development Teacher programs	Ad Hoc Discussed but not fully embedded	Consistently applied throughout Following of the instructional model	Develop the whole school focus on using Learning Intentions and Success Criteria as a component of the Alawa Instructional model Continue with Collaborative Impact Action Cycle 3	Leadership team and then teachers	Funds for graphic artist	Term 4 2017 Collaborative Planning days each term	
	Students discussing their learning	Data from walkthroughs	99% students could discuss what they were learning 69% students could state how they knew how they were going 39% knew what the next step in their learning would be	100% 75% 50%	Regular Walkthroughs	Leadership team	Nil	Week 6 each term	
	Formative Assessment	Teacher reflections Teacher Action Plans Peer Observations Performance development	All current teachers have action plan that are working documents and engage with colleagues	All current teachers have action plan that are working documents and engage with colleagues	Assessment for Learning Professional learning	ACL Team	Nil	Twice per term in PLT meetings	
					Assessment for Learning PL for new staff			Folder Teacher quick cards	Induction
					Peer observations from AfL package			Obs Time	Twice per term [PLT]
				Link AfL package with writing. Choose strategies that will work with writing/literacy. Learning intentions and success criteria for writing for each lesson		Link with Writing for Life	Ongoing During PLT's		
Engaging the community	Parent perception survey Newsletters	My child can discuss their learning Always / very Often: 71% Intermittent	80%	Sharing and showcasing work in classes across school – students demonstrating their use of Alle's tools – language and actions			2 classes per term to have a feature on Facebook [Video chat]		

OUR GOALS



	Feedback				Tanya Harvey to continue to present PD on feedback and writing response.		Tania Harvey	Allocate a time and date in staff meeting Term 2
	Growth Mindset				Continue focus on growth mindset across the plan	ACL Team & Leadership Team	James Anderson online course	Ongoing through staff mtgs and PLT's

OUR GOALS



Achieving Our Priorities: Continuing our Improvement Agenda

Improvement priority	Deliverables	Actions <i>[How we will achieve deliverables]</i>	Evidence of Achievement <i>[How we will monitor progress]</i>	Leading Team / Person	Timeframe <i>[When we will complete actions]</i>
Meaningful Maths	Improving outcomes through problem solving	Sharing from Peter Sullivan PD Develop common language Add PS to non-negotiables Investigations T123 Week 10 Bring back Viv for PD Instructional rounds	Instructional rounds, Walk throughs NAPLAN results PAT Maths data	Maths Team	End Semester 1
	Talk moves	Continue talk moves Peer observations Include in non-negotiables	Peer observations	Maths Team	Ongoing
	Building staff capacity	Work with new teachers Induction process Meaningful network PL	Instructional rounds, Walk throughs NAPLAN results PAT Maths data	Maths Team	Ongoing
	More students in waves 1&2	Year 1&2 GLOSS Leadership team identify Wave 1&2 - how to show growth	GLOSS NAPLAN results PAT Maths data	Maths Team	Ongoing

Farm / Kitchen program	Better connections and integration into curriculum map	Joint planning with HASS teacher Review curriculum maps	Development of curriculum map with integration	Curriculum team	End of Term 1
	Grow sustainability focus	Integrate Science into farm planning	Curriculum maps and plans are integrated	Science & Farm teachers	End of Term 1
	Money and grants	Publish a sponsorship poster Tourist brochure with links to community	Receive grants and produce brochures	Science, Farm and marketing team	End of Semester 1
	Upgrade and expand farm	Revise fence plan Access to sinks and fresh water staff and students	Development of plan to improve farm	Farm	End of Semester 1
ICT	Embedding ICT and 21 st Century learning into programs	Clarify expectations in curriculum map and teacher programs Develop a template for STEM planning	Integrated in Curriculum map and programs Walk throughs Template developed	ICT team Curriculum	End of Term 1
	Increasing staff capacity and confidence in using ICT to transform and engage	Collaborative planning with ICT coach before STEM room use ICT bootcamps ICT Coaching	Planning documents and teacher planning documents Use of STEM centre Tech Ninjas student leadership group Participate in Skills 2021 Lego Robocup	ICT team	Ongoing
	Using ICT to engage and collaborate with community	Clarification on using Google classroom Update messages in handbooks and website about communication	Confirmation of Google Classroom Usage of statistics of online usage	ICT team & Marketing	Term 1 and ongoing

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		Expectations for teachers in using digital portfolio programs			
	Device replacement and update licencing	Purchase resources for new classrooms – TVs iPads Audit equipment and update	New classrooms established Equipment purchased	ICT team	Term 1 and ongoing
Preschool	Kidsmatter – Early Years	PD for new staff Link to Preschool curriculum and new QIP	Staff attend PD Incorporated in curriculum documents	Preschool team	Semester 1
	Curriculum well-being focus	Create a well-being overview that links to the yearly overview	Curriculum document created	Preschool Team	End of Term 1
	Continued rigor – Mathematics & Writing	Integrate into fortnightly planning cycle Meeting discussions	Walk throughs Planning documents Meeting agendas	Preschool team	Ongoing
	Protective behaviours	PD for staff Apply skills as needed	Incident reports are documented Referrals where appropriate	Preschool Team	End of Term 1
	NQS new QIP with updated quality standards	Create a new QIP with template from ACEQA with revised quality standards Add to QIP each month in meetings	Parent meetings Term 1 Display new posters in classrooms and to parents	Preschool Team	End of Term 1

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