



**Education NT - A strong public education system that gives every child the opportunity to engage, grow and achieve**

**Our Priorities for 2018**

- Increase the number of students attending more than 80%
- Improve students two year gain in NAPLAN writing (Years 3-5)
- Refine the school's feedback culture
- Develop teacher's data literacy skills..

ENDORSED/~~NOT~~ENDORSED

SCHOOL COUNCIL CHAIR

  
[insert name] *Greg Williams*  
29 / 3 / 2017

APPROVED/~~NOT~~ APPROVED

REGIONAL DIRECTOR

.....  
[insert name] *Adeyn Chatterton*  
/ / 2017

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**Achieving Our Priorities**

<b>Priorities</b>	<b>Deliverables</b>	<b>Evidence of Achievement</b> <i>(How we will monitor progress)</i>	<b>School Baseline 2018</b>	<b>School Target 2019</b>	<b>Actions</b> <i>(How we will achieve deliverables)</i>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeframe</b> <i>(When we will complete actions)</i>
1. Increase the number of students attending more than 80%	Regular newsletter inserts to highlight importance of regular attendance; show progress through graphs. Work to ensure everyone feels included and understands the importance of regular attendance and being at school on time.	Analysis of SAM's attendance data – weekly and year to date. Examine attendance and late trends across year levels, different groups and compare over time.	8% of students attended < 80% of the time in 2017.	Reduce to 4%	Teachers to discuss importance of regular attendance with students. Principal and AIEW to meet weekly to check attendance data. Personal follow up with families whose attendance starts to drop below 85% Cultural responsiveness to promote engagement. Work with Attendance Officer to address issues of chronic poor attendance.	Principal	SAM's data Truancy Officers AIEW RAP Team	Ongoing
2. Improves student two year gain in NAPLAN writing.	New Literacy Policy developed and implemented. Pedagogical change evident across the school in the way writing and spelling are taught. Ongoing professional learning with a focus on writing.	NAPLAN results – gain from year 3- year 5 Comparison of writing samples – pre & post.	2015-2017 mean score gain = 88	Increase gain to 100+ School Mean to be at or above Australian mean in year 5.	Professional Learning Lisa Keskinen and internal Walkthroughs to focus on writing. Data Conversations Engage parents – open classrooms, corridor displays	Assistant Principal with Literacy Team	Literacy Focus group Lisa Keskinen Teaching and Learning Coach RAP Team 6+1 Traits First Steps DIPL Scope & Sequence	Ongoing

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3. Refine the School's Feedback Culture	<p>Feedback culture commonplace and consistent across school</p> <p>*teacher-student, *student-teacher *student-student, *teacher-teacher *teacher-parent</p> <p>Regular walkthroughs established to support teacher PD</p> <p>Plan on a page written for *Classroom</p> <p>Feedback practices</p> <p>*Teacher feedback practices</p> <p>*Teacher- Parent communication</p> <p>Clearly defined process for Performance Development created and implemented.</p>	<p>Feedback evident in all classrooms with consistent practices in place.</p> <p>Walkthrough programmed into school timetable with feedback given within 24hours..</p> <p>Plan developed, written and followed</p>	<p>All teachers use feedback but lack of consistency across school</p> <p>Adhoc approach to walkthrough. Teacher feedback informal.</p>	<p>Consistent approach to feedback across the school – whole school approach evident.</p> <p>Consistent approach to walkthroughs</p>	<p>Professional Learning</p> <p>Survey current feedback practices. Teachers experiment with and determine most effective classroom feedback practices.</p> <p>Trial PLT Performance Development conversations that encourages peer support</p> <p>Develop an agreed process for walkthroughs. Focus on writing.</p> <p>Leadership team to conduct a formal walkthrough with feedback at least once per semester.</p>	<p>Principal</p> <p>Senior Teacher Curriculum &amp; Pedagogy</p>	<p>AITSL resources</p> <p>Dylan William resources</p> <p>Visible Learning Resources</p>	End of 2018
4. Develop teacher's data literacy skills linked to their differentiated teaching and learning programs.	<p>Develop a plan on a page for systematic collection, analysis and use of student achievement data.</p> <p>Develop some guidelines related to the collection of formative data.</p>	<p>Plan developed and followed.</p>	<p>Data collected and stored in GradeXpert.</p>	<p>Focus groups &amp; PLT's consistently use school data to make decisions</p>	<p>Support staff to conduct and analyse assessment data.- (formative and summative)</p> <p>Celebrate and share successes</p>	<p>Assistant Principal</p>	<p>GradeXpert</p> <p>PAT M,R,S</p> <p>NAPLAN</p> <p>FELA</p> <p>Probe</p> <p>PM Benchmark</p>	End of 2018

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	<p>Focus groups consistently analyse and use school data to plan improvement goals and targets.</p> <p>PLT groups view and discuss summative and formative data to plan ahead and reflect on impact of teaching.</p> <p>Teachers share data with students and use it to help them set goals.</p>	<p>School timetable allows for data conversations – whole school, team and individual..</p> <p>Data discussions regular and routine.</p> <p>Goal setting is evident based on data</p>	<p>Teachers collecting data and using it to group &amp; teach students</p>	<p>Teachers helping students to use their own data to set goals.</p>	<p>Data Coaching conversations through PLT's linked to impact on student learning</p> <p>Use the 'Bump it Up' approach to assist students with goal setting.</p>		<p>GLOSS</p> <p>JAM</p> <p>Literacy and Numeracy Focus Groups</p>	