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

Our Priorities for 2019

- Increase the number of students attending more than 90% with a focus on lowering rate of lateness

- Improve students two year gain in NAPLAN reading and writing in Year 5 through a school wide pedagogical approach to writing & reading

- Enhancing student outcomes through a 21st century focused learning model and including an innovative approach to the use of technologies in every classroom

- Growing Enrolment through ensuring our school is the very best place to learn & is a school of choice for our community

ENDORSED/NOT ENDORSED

SCHOOL COUNCIL CHAIR

.... JONATHON HEWITSON

[insert name]

/   /2019

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

....

[insert name]

/   ·   /2019

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Achieving Our Priorities

Priorities	Deliverables	Evidence of Achievement (How we will monitor progress)	School Baseline 2019	School Target 2019	Actions (How we will achieve deliverables)	Person Responsible	Resources	Timeframe (When we will complete actions)
Increase the number of students attending more than 90% with a focus on lowering rate of lateness	All children to attend 90% above	Sams/Bic GradeXpert Term/Weekly – "Deadly" attenders 100% class awards for attendance Sams reports on Late code	2018 attendance whole school 93.2%	90% with optimal vision of 95%	Home Visits – target specific families based on Sams and E-Dash data Teacher to call to discuss attendance Admin staff to call families daily after roll is taken for non-notified absences Principal to call/meet with parents of students with chronic absenteeism. Engaging programs & differentiated learning opportunities Improve/promote Hygiene to counter illnesses during winter including class aircon's on the right temperature Attendance incentives – attendance rewards Way to Go tickets Community Events that build connections Use of social media & newsletter to promote attendance – with a focus on organization to ensure school on time	Everyone	Parent workshops Use of media to promote attendance Incentives for high levels of attendance	4 yr plan Reviewed each semester

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Improve students two year gain in NAPLAN reading and writing in Year 5 through a school wide pedagogical approach to writing & reading	Whole school approach – Lisa K writing as base model to implement Review of Reading program at school wide level Improved reading & writing skills Improve students confidence as readers & writers	Internal & External moderation(confirmation) (CEP) Clear & consistent rubrics Use of co-constructed developmental reading and writing continuum to measure growth NAPLAN results Re-vision of reading program for possible enhancements Extension for those students near U2B for reading and writing	**2018 Growth rate of cohort from Year 3 – 5** *Read:* 2016 mean 406 2018 mean 488 *Write:* 2016 mean 424 2018 mean 454 **2018 % of students in U2B** *Read* 9% *Write* 15%	Continue increased rate of upwards trajectory 2019 Read 15% Write 20%	Research about reading, writing & development of both PD's Lisa K writing implemented Use of Spirals of Inquiry practitioner research to inform strategic direction and practical approach Intensive Intervention in Years 2 & 3 for reading Moderation/clarifying – Common understanding of what is expected at each year level – going across levels Moderation of writing samples across year levels using writers' notebook student samples Unpack current reading & writing data – what do we well? What are areas for improvement? Identify student who aren't achieving /are achieving – where to next/what next Peer and Leadership observation and feedback loops	Literacy Team Student with additional needs teacher All staff Leadership team	Time – PD's, network, research Curriculum & Assessment team PLC focus area	1 year 2 term for research on reading program

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Growing Enrolment through ensuring our school is the very best place to learn & is a school of choice for our community	Increase in enrolment of students Positive perception in -community -wider community Rigorous academic programs which are based around 21st century learning Strong identification of school through values and commitment to learning	Increased enrolment Students, parents and community able to identify Wagaman as Wagaman not just 'one of the W schools'	Beginning of 2018 **281** students on books Beginning of 2019 **297** (as at 25/2/19)	315 by 2019 December	Explicit teaching of the revamped school identity from 2018 – Values & Learner Attributes a focus Advertising the school – advertising the School successes in newspaper, FB page, letter drops, health clinics, banners, big tv in Casuarina food court, school website regularly updated, catching & showcasing the moments School song Whole school vision & consensus of who we are & what we stand for embedded from work done in 2018 School events that bring community & awareness Playgroup – continue & expand Community connections – FAFT? Smith Family, Corrugated Iron etc… Parent council Retention of staff Generational retention	Leadership – media person All teachers Support staff	Budget inclusion for advertising Media marketing officer	Marketing – ASAP Resourcing for explicit teaching of values & 21st century learning

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Enhancing student outcomes through a 21st century focused learning model and including an innovative approach to the use of technologies in every classroom	Technology with engaging programs that build upon each other T-6 Authentic learning experiences – real world challenges Integrated DT in other areas	Use of technology in classrooms for rigorous learning agenda – evident in planning and teaching Completion of STEAM room as engaging learning space with flexible learning furniture for students Steam Curriculum team to track progress as part of charter Stocktake of physical equipment for digitial learning	2019 devices: **iPads** - 33 older iPads, 34 newer ones and 6 brand new ones to enable learning in classrooms **student laptops**: 12 for student use in classrooms **desktops:** full lab for whole class work	Increase number of devices & support devices STEAM room utilized by end of T1 Teachers to independently implement digital technology programs	PD unpacking the curriculum (what it means for their year level) A focus of further professional learning – integration of technology across all KLA Utilising expertise of consultant in Gradual Release model for teacher efficacy in using robotics, coding etc Have a place where teachers can share resources Sharing info at staff meetings – Hot Spot	Everyone	D &T team in the dept. Design resources eg. Tools Room for resources Existing devices	Will be monitored over 4 yrs Set yearly goals to achieve & develop
	Introduction of Inquiry Based Learning through Kath Murdoch model	Teacher planning to reflect Murdoch model and use of Learner Attributes		Develop teacher knowledge and fully implement learner attributes across T-6 by December	Staff PD sessions through consultant from QLD and internally delivered PD		PD from range of areas Murdoch books Network expertise	Full implementation by 2021. Monitoring over 2019 & 2020