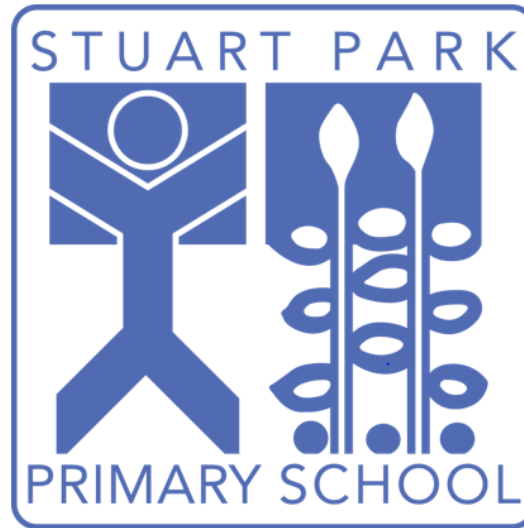




STUART PARK PRIMARY SCHOOL
LEARNING TOGETHER, GROWING TOGETHER.

Annual Performance Report to the School Community

2022



School Motif

The seeds at the base of the plant represent seeds of learning and the development of the plant represents the continuing growth of the individual, education and Darwin.

Acronyms	Full form
NT	Northern Territory
OSHC	Out of School Hours Care
AITSL	Australian Institute for Teaching and School Leadership
QAAC	Quality Assurance Assessment Cycle
SPPS	Stuart Park Primary School
NAPLAN	National Assessment Program - Literacy and Numeracy
PAT	Progressive Achievement Test

Contents

.....	
School Overview	4
Our School.....	4
Our Staff	4
Our Students, including enrolment and attendance	5
Our Community.....	6
Principal's Report	7
School Priorities 2022	8
Identified signature strategies for 2022 school year	16
National Assessment Program – Literacy And Numeracy	
School Survey Results	31
Audited Financial Statements	Error! Bookmark not defined.

School Overview

Our School

Stuart Park Primary School is committed to the educational, social and individual development of its students to enable them to function effectively in a global society.

In achieving this mission, the school is also committed to the development of its staff and to providing a quality service to the community.

This school community values and encourages:

- lifelong learning
- a strong culture that promotes learning
- developing assessment capable learners through a Visible Learning approach
- building data literacy of staff
- collaboratively developing a sharp, narrow and coherent improvement agenda, focused on improving student outcomes and incorporating clear targets for student growth and achievement that are understood by all members of the school community.
- developing a plan for professional learning that focuses on the school's strategies for improvement.

Our Staff

Table below includes OSHC, support staff, canteen, teachers and admin

Teaching staff	39
Full-time equivalent teaching staff	37.9
Non-teaching staff	40
Full-time equivalent non-teaching staff	31.7

Our Students

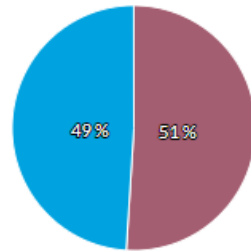
Additional details

- In comparison to 70 total staff in 2021
- 1 staff member identified as Indigenous
- All teaching staff met the professional standards for teachers in the Northern Territory
- 1 Highly Accomplished Teacher, 2 Lead Teachers with formal AITSL recognition
- 2 preschool teachers with early childhood qualifications

The 2022 school year closed with 637 students placed in 26 classes plus preschool. 12 classes were based in early childhood and 14 in upper primary. Our student population is diverse, in addition to those areas below, close to 17% of our student population require adjustments and support with learning.

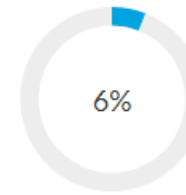
Total enrolments: 590

Boys 291
Girls 299



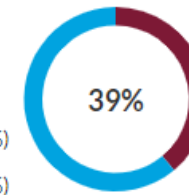
Full-time equivalent enrolments: 590.0

Indigenous students



Language background other than English

Yes (39%)
No (61%)
Not stated (0%)



Student Enrolment and Attendance

		Term 1										Term Avg
		1	2	3	4	5	6	7	8	9	10	
2022	Enrolments	638	634	630	630	627	628	628	630	630	629	630
	Attendance	96%	93%	94%	94%	93%	94%	95%	95%	93%	87%	93%
2021	Enrolments	642	642	645	646	647	647	644	644	645	642	644
	Attendance	95%	94%	91%	91%	93%	93%	94%	92%	92%	88%	92%
2020	Enrolments	647	649	650	647	644	643	646	647	648	648	647
	Attendance	91%	93%	95%	93%	90%	92%	92%	88%	85%	48%	84%
2019	Enrolments	638	635	635	639	637	635	633	638	640	638	637
	Attendance	94%	94%	93%	93%	93%	94%	94%	95%	93%	91%	93%
2018	Enrolments	660	662	663	666	666	661	662	662	663	664	663
	Attendance	93%	93%	94%	93%	92%	91%	92%	92%	92%	89%	92%

		Term 3										Term Avg
		1	2	3	4	5	6	7	8	9	10	
2022	Enrolments	643	645	643	640	642	641	644	641	643	641	642
	Attendance	88%	89%	86%	88%	83%	91%	85%	91%	92%	87%	88%
2021	Enrolments	641	641	646	646	645	642	641	641	645	646	643
	Attendance	93%	93%	93%	90%	87%	94%	94%	95%	95%	92%	93%
2020	Enrolments	659	660	660	658	658	659	659	660	660	659	659
	Attendance	95%	94%	94%	96%	95%	92%	92%	94%	94%	91%	94%
2019	Enrolments	636	638	640	642	638	636	634	633	633	635	636
	Attendance	92%	91%	89%	90%	92%	92%	92%	91%	90%	88%	91%
2018	Enrolments	652	649	649	648	648	650	651	651	649	648	649
	Attendance	91%	92%	92%	93%	93%	94%	93%	92%	92%	88%	92%

		Term 2										Term Avg
		1	2	3	4	5	6	7	8	9	10	
2022	Enrolments	632	635	633	634	635	636	638	639	639	639	636
	Attendance	88%	90%	90%	90%	91%	87%	87%	90%	88%	87%	89%
2021	Enrolments	640	641	641	640	640	640	640	640	639	639	640
	Attendance	93%	94%	93%	94%	94%	94%	93%	93%	92%	91%	93%
2020	Enrolments	651	649	646	645	645	644	643	643	644	646	646
	Attendance	94%	96%	96%	96%	95%	94%	95%	95%	96%	94%	95%
2019	Enrolments	645	644	643	643	640	642	642	644	643	638	642
	Attendance	82%	91%	92%	91%	94%	93%	92%	91%	91%	85%	91%
2018	Enrolments	668	666	664	663	661	659	653	652	653	656	659
	Attendance	92%	92%	92%	95%	92%	95%	94%	93%	94%	89%	93%

		Term 4										Term Avg
		1	2	3	4	5	6	7	8	9	10	
2022	Enrolments	641	637	639	638	634	634	635	637	637	637	637
	Attendance	91%	90%	90%	88%	88%	85%	89%	88%	86%	82%	88%
2021	Enrolments	656	658	657	654	654	651	648	647	644	644	651
	Attendance	94%	95%	95%	89%	92%	93%	94%	93%	92%	91%	93%
2020	Enrolments	663	667	666	668	667	667	668	668	668	668	667
	Attendance	94%	94%	94%	93%	93%	95%	93%	93%	91%	88%	93%
2019	Enrolments	630	630	629	630	631	632	633	633	633	631	
	Attendance	93%	93%	93%	93%	90%	91%	91%	93%	88%	92%	
2018	Enrolments	650	650	647	647	646	644	643	639	631	644	
	Attendance	92%	92%	93%	91%	93%	93%	91%	88%	85%	91%	

Our Community

In 2022, the SPPS school community continued bouncing back and adapting after the many COVID interruptions. Some highlights for the 2022 school year include:

Meet & Mingle:

As visitors were still limited in the school in February/March, each teacher created a short video to share their class and its routines.

Noticeboard:

A new community noticeboard was unveiled early in the year and houses information such as assembly dates and upcoming events.

Parents Welcome:

The return of parents in early childhood classes was welcomed by staff, students and families alike.

Harmony Day:

Harmony Day was a hit with 2022 being the first year that a Larrakia descendent delivered the 'Welcome to Country'.

Open Night:

Our first Open Night was a success with a 62% of families attending and providing positive feedback

Fundraisers:

SPPS was greatly supported by our school community through a number of exciting fundraisers, including 'Democracy BBQ', Easter Raffle, Deckchair Cinema, Splash, Arts Festival and the Dash Fun Run

Principal Report

The year of 2022 was another action-packed, exciting time for the SPPS community.

I was fortunate to be involved with making a range of decisions alongside the students, staff and school council. Some of these decisions and actions have been outlined below.

- The Review of the school's Wellbeing and Behaviour Policy that resulted in:
 - the introduction of a child friendly lining up protocol (Ready SET Go)
 - EC animal characters linked to our Learner Traits
 - explicit raffle tickets linked to our Agreements
 - facilitation of a lunch time reflection room for use as needed

- Purchase of the PAT Teacher Resource Centre to support the discussion and use of data for teachers
- Development of a Senior Curriculum Leader role within our school to work alongside teachers and build capacity in identified areas
- Increased opportunities for teachers to work in collaborative teams
- Introduction of Initialit, an evidence based, phonics program for use in Transition
- Planning underway for replacing the upper primary playground
- Mural painting at the Bree Stop, to make it more inviting and vibrant
- Fencing along Verburg Street side to create a safety boundary
- Updated Values signs in our Assembly area that match playground raffle tickets
- Organisation of an electronic information sign that will be built early in 2023
- Purchase of a mobile 'big fan' for use at community events



E1 An Explicit Improvement Agenda Shared vision and values

Establish shared vision, values and shared beliefs when talking about teaching and learning across your school community.

NSIT DOMAIN CHARACTERISTICS

Domain 1: The governing body, school principal and other school leaders are united, committed to and explicit about their core objective - to improve learning outcomes for all students in the school

Domain 1: The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes

Domain 3: The school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff



What is it?

A school's vision and associated values articulate shared beliefs about learning and wellbeing, are the foundation for action and support the development of a culture where all staff and the wider community are united in their commitment to improving learning and wellbeing outcomes for all students. There is a shared 'moral purpose' (Fullan, 2001; MacBeath, 2005 as cited in Bezzina, 2007) which supports the building of a culture of high expectations for student learning and success. The school's vision and values promote culturally competent ways of working.

Staff, students and the wider community are supported to develop a shared language and common beliefs about teaching and learning, based on the understanding that all students can achieve. A culture of high expectations occurs when leaders are deliberate in creating a narrative that challenges deficit explanations and expects that all students will be supported to succeed.

A small number of school values are defined through a clear and consultative process which includes deep and considered input from students, staff and community. The values are specifically described as learning behaviours and expectations which are then explicitly taught, positively reinforced and exemplified through regular public celebrations as a school community. The school's explicit improvement agenda is underpinned by these values.

How effective is it?

Developing and enacting a shared vision and values encompassing high expectations for all students is associated with improved student outcomes. A clearly articulated vision and set of values can positively influence a school's learning culture. It captures the school's desired future and supports a commitment to change, and more specifically improvement.

This strategy is demonstrated when:

- a school vision and values statement has been collaboratively developed, and reflects the aspirations of the whole school community
- leaders have clearly communicated a central focus on creating a learning environment where there are school-wide high expectations for every student
- teachers believe that, together, they can make a difference and improve outcomes for students
- vision and values are visible across the school, and are embedded in, and guide everyday practices
- staff appreciate and acknowledge students' cultural backgrounds and build upon the knowledge and skills that they bring to the classroom
- staff genuinely value two-way communication between home and school to ensure this collective knowledge is used to inform practice
- staff explicitly teach, and display examples of, the vision and values for learning in classrooms and across the school, and encourage students to demonstrate learning behaviours reflective of these values
- families feel welcome and valued as part of the school community.

This strategy is not demonstrated when:

- a vision and values statement exists but, is not reflective of the needs and aspirations of the whole school community
- school values exist but there are inconsistent understandings of what they mean and how they connect to learning
- students describe behaviours such as sit still, listen to your teacher when asked to describe 'what does it mean to be a successful learner?'
- teachers and leaders explain students' lack of progress in relation to the factors such as vulnerabilities
- students are engaged in 'busy work'.

This strategy is demonstrated when the students:

- experience increasing levels of confidence in their ability to be successful learners
- demonstrate behaviours that reflect the vision and values of the school.

GOALS

The governing body, school principal and other school leaders are united, committed to and explicit about their core objective - to improve learning outcomes for all students in the school.

100% of teachers program for explicit teaching of approaches initial weeks T1 and T3

Common language

Approaches evidenced in planning

Complete

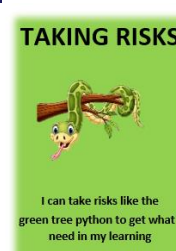
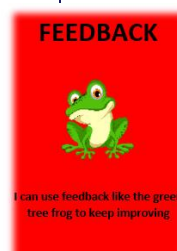
In Progress

Not Started

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation?	Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Formalise roles and responsibilities of the SPPS 'Culture Club' including: Student leadership Assemblies Wellbeing and Behaviour Policy	Ongoing	Documented expectations	N/A	N/A	Sylvia Siskamanis with culture club (including Principal)	NIL	Culture club is a school sub-committee that analyses data, research alternatives and then put forward recommendations to staff/council. To date, they have been responsible for creating a yearly assembly overview, holding an SPPS student leadership forum and drafting an updated wellbeing and behaviour policy.	Wellbeing and Behaviour Policy has been reviewed Student Leadership Council active – process of reviewing House Captain voting is underway	New house captain process drafted End of year Presentation Assembly under review
Consider play before eating time to allow for: Wellbeing check-ins Students eating more/not rushing Less rubbish in the yard	Semester Two, 2021	Documented expectations	N/A	N/A	Danielle Hall, Principal	NIL	Teaching staff felt that this decision required additional review/data analysis prior to being adopted	ON HOLD Not majority support from staff	

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation?	Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Develop a matrix with ties to TRIBES approaches adopted by SPPS					Sylvia Siskamanis with culture club (including principal)		Developed in conjunction with key stakeholders. Area specific posters have been put up around the school (canteen and front office). There are plans to develop an 'OSHC column'	Developing a matrix for key areas in the school supported by updating/revitalising spaces underway eg kiss and go, move and groove	Kiss and Go, Move and Groove areas complete OSHC Matrix to be developed as part of a 2023 Wellbeing and Behaviour review for the service
Make explicit links between school's raffle ticket reward system and TRIBES approach							Raffle Tickets in use and being well received by students. New signage required for the assembly area to match colours	Review of assembly hall signage currently underway	Complete – signage is up and ready to refer to during assemblies
Introduce 'child friendly' lining up protocol for students related to high expectations for readiness for learning							Developed, but yet to be fully adopted by all teachers. Will discuss expectations at upcoming staff meeting 19/4/22	Being implemented with some staff requiring reminders	Ongoing reminders will be provided

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation?	Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Staff engage in workshop related to developing a short, sharp motto that is reflective of current approaches		Student & community engagement & consultation					Completed - motto 'Learning Together, Growing Together' adopted and signage created	Signage ordered T2	Complete Motto also features on majority of school based communication to staff and families
Student leaders engage in workshop related to developing a short, sharp motto that is reflective of current approaches							Adopted and plans are in place to work with an Indigenous artist to design SPPS unique representations if grant application successful	Grant unsuccessful - will investigaged inclusion in 2023 budget	
Wellbeing team and other interested staff work collaboratively to attach an animal (or similar) representation to the Learner Traits for EC students									
Review current wellbeing brochure & parent handbook to create one document that is handed out on enrolment or employment to include updated vision	Semester Two, 2021	Student & community engagement & consultation	N/A	N/A	Sylvia Siskamanis with culture club	TBA - printing of handbook	Staff have reviewed policy and it is sitting with school council for feedback	Completed - next step is to roll this out within our OSHC program	Complete with next steps to update the school website page



Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation?	Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Engage a graphic designer to develop visuals reflective of the chosen animal (or similar representations) for the learner traits and the school motto overview					(including principal)	\$5000 (approx.)	'Artists in schools' application in Parent developed our 'Learning Together, Growing Together' tree	ON HOLD Grant unsuccessful – will investigate inclusion in 2023 budget	
Adopt Zones of Regulation across the school, ensuring differentiation for year levels and purchasing books so that each teacher has easy access		Documented expectations	N/A	N/A	Kristi Mosely	\$4000 book purchase	Curriculum map developed, but yet to be fully adopted by all teachers. Staff meeting in T2 will be dedicated to checking in	ON HOLD Needed to prioritise other areas of our strategic goals in T2, will prioritise in 2023 strategic plan. Will feature in 2023 start-up day	
Review current Wellbeing and Behaviour Policy, including defining low and high level behaviours, accompanying them with potential results/consequences to ensure consistent understanding and application across the school	Term One, 2022	Collection, Analysis and Discussion of Data	N/A	N/A	Principal, Danielle Hall	NIL	One-page visual now in place for staff referral as needed. Staff have also commenced a 'Personal Best' approach for year six students in response to some challenging behaviours	Done and being implemented	Complete

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Principal to oversee a lunchtime reflection room for high level behaviours e.g. assault, bullying etc							Commenced and data collection occurring. Principal receives an email from each entry	Done and being implemented Data entered into GradeXpert and available for analysis	Completed
Introduce expectation that the teachers enter records of inappropriate behaviour in Gradexpert and Leaders use the SAMS behaviour module in order to collect evidence of medium to high level inappropriate behaviours									Will work with GradeXpert (as the system staff know) to improve data collection so that analysis can occur to identify for trends
Develop induction process for new staff including TRIBES Agreements and Learner Traits									Common Language

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation?	Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Devise data collection methods to measure student understanding related to SPPS vision and values e.g. interview	Semester One, 2022	Observation & feedback	N/A	N/A	Sylvia Siskamanis with culture club (including principal)	NIL	Culture Club will meet in Term Two (did not happen)	Culture Club will meet in Term Three - meeting invite sent for Friday 12th August	Culture Club will meet 14 th September - opted to implement ACER SEW Survey instead. Data will be analysed at this meeting
Introduce Week One, Term One celebration assembly where one member of each class is recognised for demonstrating the school vision and values			N/A	N/A		NIL	Due to covid - will attempt Semester Two	This would require redoing our assembly timetable which would cause disruption to teachers and families ON HOLD . Culture Club to explore further in 2023	
Continue explicit teaching of approaches at beginning of T1 and T3, adding resources and ideas to existing tool kit			N/A	N/A		NIL	Commenced and updated information related to this included in revises Wellbeing and Behaviour Policy		
Update school platforms to include revised approaches e.g. website			N/A	N/A		NIL	Can occur once draft Wellbeing and Behaviour policy is ratified	2023 priority	

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation?	Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
All classes work together to develop 'class agreements' related to behaviour		Documented expectations	N/A	N/A	All class teachers with students	NIL	Most classes have undertaken this independently. This may be a school-wide approach implemented in 2023	NOT REQUIRED	All classes explicitly teacher Tribes and Learner Traits which works to set the expectations of the class

2023 Actions:

Implement a formal induction approach for new staff to ensure continuation of Shared Vision and Values across the school



IMPROVEMENT GUIDE RECHARGE

NSIT PRIMARY DOMAIN

Domain 1: An Explicit Improvement Agenda;
Domain 2: Analysis and Discussion of Data.

R1 Analysis and Discussion of Data
Triangulation of Data


Availability and comparison of multiple data sets to review improvement strategies in place and to evaluate impact and adjust as needed.

NSIT DOMAIN INDICATORS

Domain 1: the school has made an effort to understand current student achievement levels, and how achievement levels have changed over time, including for students in social inclusion priority groups, students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage, including students with a disability, those from non-English speaking backgrounds, Aboriginal and Torres Strait Islander students, those from low-SES backgrounds and regional and remote areas

Domain 2: school leaders, as part of their responsibilities, regularly work with their teams to review achievement data relating to their areas

Domain 2: the school systematically monitors other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement.



WHAT IS IT?

Triangulation of data involves working with multiple sources of data and evidence (at least three) to understand and find the answer to a question. It is necessary because no single source of data will provide all of the information required to support a teacher to target teaching at the classroom level or to inform decisions about whole school improvement strategies.

Formative assessment data informs a teacher or school leader how well benchmarks are being met and this can be tracked and then triangulated with summative data/standardised tests in order to confirm the reliability and consistency of leader or teacher judgement. Further analysis of stakeholder perception data, work samples, behaviour and attendance records, observations, etc. can confirm or challenge assumptions, so that teachers and school leaders are better able understand a situation and use reliable evidence to identify and/or refine approaches designed to improve student outcomes.

THIS STRATEGY IS DEMONSTRATED WHEN:

- The school use a diverse range of qualitative and quantitative data and evidence to support judgements about the impact of teaching and strategies for whole school improvement;
- Leaders and teachers share responsibility for using multiple forms of data and evidence to find solutions and inform decisions for improving student outcomes;
- Conversations about data occur in a culture of trust; and
- Leaders encourage divergent opinions and the critical analysis of the status quo.

THIS STRATEGY IS NOT DEMONSTRATED WHEN:

- Information from standardised tests are the only indicators used to determine student progress and achievement; and
- Discussions about data are used as mechanism for evaluating or managing teacher performance.

THIS STRATEGY IS DEMONSTRATED WHEN THE STUDENTS:

- Feel confident that teachers and school leaders know who they are and understand how best to meet their needs as learners; and
- Provide data to teachers as part of the data collection process.

Goals

100% of teachers following the SPPS Assessment Schedule & Assessment and Reporting Policy

Tangible evidence exists in each teacher’s programming of how they are adjusting their Maths teaching in response to student data

Development of student goals in Maths (collaborative team specific areas of focus) T-6

Complete

In Progress

Not Started

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>			
Develop a template that teachers will complete that indicates how collaborative Maths planning is informed by data to meet the needs of students in their class e.g. differentiation table (example provided)	Term One, 2022	Documented expectations	Internal - DoE, school based	N/A	Data Team (with principal consultation)	NIL	Differentiation templates exist for Reading, Writing and Number	Staff will be encouraged to update as part of Semester Two Planning	
Collaborative Teams determine using data which area of Maths they will develop goals alongside students, including how the information will be collected, collated and monitored	Term One, 2022 then ongoing	Documented expectations	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders with the Maths Team	NIL	Time dedicated during Term Three staff meetings	Backward Design followed by clarifying and confirming will occur for Numeracy in T3	
Incorporate the data literacy self-assessment survey with new staff and put subsequent supports in place in response to the data received e.g. data coach	Term One, 2022	Documented expectations	Internal - DoE, school based	N/A	Principal	NIL	Due to covid - will attempt Semester Two	Action Change of Direction: Met with LT who leads the data to determine next steps. Will unpack one question related to 'a range of data' used with a focus on Reading in T3	

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Create, adapt or adopt a coaching model to support self-identified teachers in increasing data literacy skills	Term One, 2022	Specialist expertise support	Internal - DoE, school based	N/A	HALT Jacinta Berger Curriculum ST1 Katrina Slidders	NIL	Model identified, not yet started	LT working with one staff member, extending more widely is ON HOLD Due to needing to first embed understanding of Maths Plan on a Page requirements	
Invite teachers to put their faces on the perception data and self-nominate for Maths data coaching (no more than one person per coach each term)							Some staff have already self-nominated for maths coaching opportunities		
Draft a Maths Plan on a Page outlining PAT benchmarks, expected practices and suggested resources	Prior to end of Semester One, 2022	Specialist expertise support	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders with the Maths Team	NIL	First draft completed and ST1 is undertaking further exploration alongside	Will be rolled out during T3 for staff feedback and self-audit in relation to identified school-wide approaches	

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Develop agreed definitions of statements used in the Data Perception survey to strengthen the reliability of information gained	Semester One, 2022	Documented expectations	Internal - DoE, school based	N/A	Data Team (with principal consultation)	NIL	Term Three - staff meeting	Met with LT who leads the data to determine next steps. Will unpack one question related to 'a range of data' used with a focus on Reading in T3	Complete
Ensure student achievement and growth graphs, including those generated out of Gradexpert, OARS or eDash continue to be used during learning meetings with parents with a focus initially on Maths	Term One and Term Three, 2022	Accessibility to relevant data	Internal - DoE, school based	N/A	Assistant Principal, Leisha Crompton	NIL	Possible deferral to 2023	Deferred to 2023	
Continue data cycles with consideration of available data eg Term One - PATM Term Three - CATs Numeracy (backward design)	Term One and Term Three, 2022	Data Analysis	Internal - DoE, school based	N/A	Assistant Principal, Leisha Crompton	NIL	Time dedicated during Term Two staff meetings	Backward Design followed by clarifying and confirming will occur for Numeracy in T3. 2023 assessment schedule/plan has been drafted to ensure formal data analysis is spread out across the year	

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Ensure relevant data and achievement is shared with the school community in a timely manner - Council - Newsletters - Class Letters	Ongoing	Accessibility to relevant data	Internal - DoE, school based	N/A	Principal led alongside Data Team	NIL	Complete - NAPLAN data shared Class Letters - focus for 2023		
Canvas staff related to: - What they think good maths teaching looks like - Potential obstacles to effective Maths teaching	Prior to end of Term Three, 2022	Specialist expertise support	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders with the Maths Team	NIL	Commenced Term One staff meeting	Next steps - staff to self-audit their practice alongside identified school-wide maths practices	
Canvas students related to when they most enjoyed Maths	Term Three, 2022 Perception Survey	Specialist expertise support	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders with the Maths Team	NIL	Will do 2022 Student Survey		Completed - analysis to now occur

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Collaborative teams follow the backward design model to develop a common maths task	Term Two for Term Three implementation, 2022	Accessibility to relevant data	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders	NIL	Time dedicated during Term Two staff meetings	Backward Design followed by clarifying and confirming will occur for Numeracy in T3	
Provide time at a staff meeting for staff to complete the data literacy perception survey to determine what further actions are required	Term Four, 2022	Student interview	Internal - DoE, school based	N/A	Data Team (with principal consultation)	NIL	Due to covid – will attempt Semester Two	Met with LT who leads the data to determine next steps. Will unpack one question related to ‘a range of data’ used with a focus on Reading in T3	Complete
Teachers engage with a ‘week of student feedback’ related to PATMaths assessments during which they will use analysis of data to correct misconceptions and fill gaps in teaching and learning with students in the classroom	Term Four, 2022	Specialist expertise support	Internal - DoE, school based	N/A	Assistant Principal, Leisha Crompton with Curriculum ST1 Katrina Slidders	NIL	Completed Term Four Majority students made progress within the targeted area		

Actions	When	Strategies	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Staff identify NAPLAN numeracy questions with most student errors and map what learning tasks could support increasing these knowledge/skills across the year levels (Link to E3)	Term Four, 2022	Specialist expertise support	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders	NIL	Complete Know Thy Impact, Improve Your Teaching & Boost Student Learning (evidencebasedteaching.org.au)		
Research approaches to the teaching of Maths in the Territory and in other jurisdictions	Ongoing	Specialist expertise support	Internal - DoE, school based	N/A	Curriculum ST1 Katrina Slidders	NIL	Commenced	Plan on a Page with identified approaches has been created	

2023 Actions:

Each collaborative team will have a yearly level PAT-Reading improvement goal that is focused on a group of students within their cohort

School Priority 2022

E3 Systemic Curriculum Delivery Whole School Curriculum and Assessment Plan

The school has an explicit, coherent, sequenced plan for curriculum implementation across the years of school which makes clear what (and when) teachers should teach and students should learn, and how it should be assessed and reported

NSIT DOMAIN CHARACTERISTICS

- Domain 6:** The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and student should learn
- Domain 6:** Staff of the school are familiar with and work within the school's shared curriculum expectations
- Domain 6:** The school places ad priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge, and skills
- Domain 6:** Assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning (e.g. gaps in knowledge and understanding), and to monitor learning progress across the years of school.



What is it?

A whole school curriculum and assessment plan determines the scope and sequence of the knowledge, competencies, skills, capabilities, and attributes to be taught/developed and how and when students are assessed.

A whole school approach to curriculum implementation ensures that the school community has a shared vision and understanding of agreed processes and practices for planning and review. Having a whole school plan is essential in ensuring students have access to a guaranteed and viable curriculum which supports them to realise their potential (Marzano, 2003)¹.

Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. This ensures that learning is scaffolded to build on students' prior learning, ensuring that there is continuity and progression across the years of school.

Assessment must relate directly to what students have had an opportunity to learn taking into account starting points for learning, which in turn informs what is reported to students, parents/carers.

The plan should draw on the Australian Curriculum, or other approved curriculum, with reference to evidence-based teaching practices. To ensure local relevance, development of the plan should involve a range of stakeholders, including students, families and community members. The plan should be regularly monitored to ensure consistent and coherent implementation, and to evaluate the impact of curriculum implementation on student outcomes.

¹ Marzano, R. (2003). What works in schools: translating research into action. Virginia: Association for Supervision and Curriculum Development.

How effective is it?

A quality whole of school curriculum plan implemented as intended provides the opportunity for students to learn/develop the required knowledge, skills, competencies, skills and attributes. It also supports teachers in balancing the requirements to address all learning areas and ensure continuity of learning across the years.

This strategy is demonstrated when:

- Leaders play an active role in curriculum implementation to ensure alignment to the school/system's values and policies
- Leaders work collaboratively with staff in the development and implementation of a whole-school curriculum and assessment plan to ensure continuity of learning across year/multi-age levels
- Leaders provides opportunities for professional learning to enhance staff skills in curriculum planning
- There is a shared understanding of the curricular standards and success criteria
- Scope and sequences build on prior learning and demonstrates a clear progression across years of schooling (P-10)
- School leaders ensures the plan has a focus on the development of cross-curricular priorities and general capabilities
- Teachers collaborate in curricular planning, assessment and review
- Teachers implement the curriculum flexibly, responding to the needs of their students
- Learning is accessible, engaging and challenging for all students;
- Teachers can speak with confidence and consistency about what they teach, when and why
- There is an alignment between curriculum, assessment and reporting
- All stakeholders are aware of and understand the whole of school plan and how they should be involved.

Goals:

100% collaborative teams have adopted or adapted existing scopes and sequences (e-learn)

100% specialist teachers have formally incorporated cross curriculum priorities or general capabilities

SPPS has a curriculum delivery framework that includes how programs will be monitored to ensure vertical and horizontal alignment

Complete

In Progress

Not Started

Actions	When	Strategy	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Dedicate a significant portion of Day One teaching and learning pupil free days to collaborative planning with an emphasis on developing a yearly overview	Term Four, 2021	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	LDrive	Yearly Overviews developed and will be monitored through collaborative planning		
Review mandated planning templates to potentially reduce the amount of unnecessary information e.g., content descriptors etc. and ensure assessment is front and centre	Term Four, 2021	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	LDrive	Consider if required alongside teachers end 2022 - determined that currently templates had consistent elements and all required information		
Design a consistent electronic storage system for collaborative team programs	Term One, 2022	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall	LDrive	L:\Teaching and Learning\Planning\Teacher Planning		

Actions	When	Strategy	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Liaise with NTSOL to ensure that aspects of the ACs Asia and Australia's Engagement with Asia cross-curricular priority are included as part of documented plan	Term One, 2022	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	Australian Curriculum	Due to covid - will attempt Semester Two	ON HOLD Prioritise 2023	
Collaborative learning teams choose to adopt or adapt AC scopes and sequences for available subjects on e-learn (all available but English)	Term One, 2022	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	LDrive e-learn	Acknowledgement from staff that scopes and sequences are required to improve outcomes - most adopting. Will require ongoing monitoring	In T2 staff meeting majority staff agreed to adopt (rather than adapt) the Numeracy Maths Scope and Sequence from 2023	
Create class letter templates to ensure relevant curriculum planning information is shared with families/community	Term One, 2022 then ongoing	Reporting to Parents	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	NIL	Implemented across the school and overseen by principal		

Actions	When	Strategy	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?				
<i>Outline what the school will do to support the strategy/focus area.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>			
Science Teachers to ensure ACs Sustainability cross-curricular priority are included as part of documented plan	Term One and Term Three, 2022	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall with Science Teachers	Australian Curriculum	Slow progress with most staff choosing to use existing programs and not understanding how cross-curricular priorities can be 'woven into' existing programs	Scope and sequence created with clear links with sustainability made. Science Teacher, Sylvia Siskamanis also developed an odd and even year cycle alongside DoE experts that will be implemented 2023	
All non-classroom teachers (other than Science) to identify an aspect of the ACs Personal and Social Capability to map and monitor through their lessons	Term One and Term Three, 2022	Programs and planning readily available for all staff	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	Australian Curriculum	Due to covid - will attempt Semester Two	Met during T2 pupil free day to discuss and unpack what capabilities were a good fit Arts - Creative PE - General DTech - ICT	
ICT Team will unpack the ICT scope and sequence and develop a toolkit of ideas/resources and supports for classroom teachers	Ongoing	Dedicated staff meetings	Internal - DoE, school based	N/A	ICT Team	NIL	Due to covid - will attempt Semester Two	ON HOLD Prioritise 2023	

Actions	When	Strategy	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
Create an SPSS 'big ideas' overview of key curriculum areas to support awareness of prior learning, initially with specialists	Ongoing	Consistent Approaches	Internal - DoE, school based	N/A	Principal, Danielle Hall	NIL	Due to covid - will attempt Semester Two		Science and HASS odd/even big idea plans to be completed and ready for trial in 2023
Develop a school curriculum plan on page that includes overview of curriculum delivery expectations (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, Mathematics and Science	Ongoing	Consistent Approaches	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	NIL	Overarching plan on a page created and introduced. Subsequent detail to be revisited Day One, Semester Two PD day	Complete	

Actions	When	Strategy	Who			Resources	T1 Notes / Reflection	T2 Notes / Reflection	T3 Notes / Reflection
			Where will the expertise be found?	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.			
<p>Review reporting to parents, based on review feedback: "Reports are summative statements of achievement and parents reported that they did not currently provide information about how to support their learning growth at home"</p>	Ongoing	Reporting to Parents	Internal - DoE, school based	N/A	Principal, Danielle Hall with leadership team	Research and other contexts	Existing process for report writing works well. However, need to consider how we can weave in information about 'next steps' in learning for parents. Likely a focus in Semester Two, 2022.	Staff Meeting dedicated in T3 for initial discussions	<p>ON HOLD</p> <p>Leadership Team to workshop this further determining parameters and how this could work within the existing effective reporting approach</p>

2023 Actions:

Development of an Instructional Model

NAPLAN

2022		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading			7	9	71	91
	Writing	2	3	7	9	68	88
	Spelling	5	6	6	8	68	88
	Grammar	2	3	4	5	73	92
	Numeracy	4	5	6	8	67	87
Year 5	Reading	3	4	3	4	71	92
	Writing	7	9	2	3	68	88
	Spelling	4	5	3	4	68	91
	Grammar	2	3	6	8	67	89
	Numeracy	2	3	7	9	66	88

2022		Average Scale Score	
		School	NT
Year 3	Reading	450	371
	Writing	388	357
	Spelling	411	336
	Grammar	442	360
	Numeracy	394	341
Year 5	Reading	524	445
	Writing	490	413
	Spelling	521	438
	Grammar	535	436
	Numeracy	498	433

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Compare to Students with similar background All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	449	417	412	442	395
Year 5	524	507	522	538	497

School Survey Results

Student			
Most Positive items for 2022		Least Positive items for 2022	
My teachers expect me to do my best.	91%	Teachers at my school treat students fairly.	60%
I know how to communicate safely and respectfully when I am online.	91%	Student behaviour is well managed at this school.	53%
I have good friends that I care about.	87%	My school takes students' opinions seriously.	48%
Parent/carer			
Most Positive items for 2022		Least Positive items for 2022	
This school is well maintained.	99%	This school takes students' opinions seriously.	72%
My child feels safe at this school.	96%	My child knows how to communicate safely and respectfully online.	69%
My child likes being at this school.	95%	I have opportunities to have a say in the direction of the school and its education programs.	61%
Staff			
Most Positive items for 2022		Least Positive items for 2022	
Students feel safe at this school.	100%	School's leadership understands how to build expertise in this school.	70%
Students know where to get help at school if they need it.	100%	My school provides me with opportunities to develop my leadership capacity.	67%
This school supports students to build positive relationships with their peers.	100%	The department supports our school to achieve its priorities.	56%

