

# **PRINCIPAL REPORT - AGM 2017**

**Monday 6 March 2017**

## **Enrolments and staffing**

Student enrolment was impacted by the lower preschool cohort of 2015 which meant that we only had eleven primary classes in 2016 due to fewer in the early childhood hub. Our preschool however grew to such an extent that we had to increase our staffing ratio to meet the student numbers of 42-52 in 12 month period. Population movement, marketing, playgroup and childcare were all factors contributing to the growth cycle.

Attendance remained an improvement target within the school to ensure a positive effective enrolment. We could not risk a negative impact on our global budget for year. 92% primary and 89% preschool with indigenous attendance averaging a healthy 90%.

Staff turnover in 2016 mainly occurred as a result of changing circumstance within our leadership team. One senior teacher took up a two year promotion to work in the curriculum and assessment division of our Department. This position was advertised and filled from within our teaching team. Dane Russell holds the position for two years. Our second senior teacher position was vacated in second semester when the officer resigned from the service. The position was backfilled internally by Lisa McLean until advertising and selection of the permanent position was completed. The successful applicant, Donna Stephens, took up the role at the commencement of 2017.

Our assistant principal, Carol Putica, was successful in winning a principalship of a local primary school and we advertised her position for permanent filling in semester 2. Ghiran Byrne was the successful applicant.

The preschool assistant and our maintenance officer resigned at the end of 2016 due to moving remote and interstate respectively. We were fortunate to recruit one of our indigenous support officers to the preschool role for 2016.

The PH2 maintenance officer position has been harder to fill. We had four officers in the role in the space of 8 weeks. Remuneration is seen as an impeding factor.

We continued to employ a counsellor through our relationship with CatholicCare for one day per week. Individual counselling and whole class programs were provided. NT School of Languages deployed an Indonesian teacher for one day per week and we continued to have our teacher librarian deliver a Mandarin program part time. With the uptake of digital learning, we employed a part time IT consultant to coach staff and students in robotics and coding.

Student support was provided through the employment of para-professionals. These staff are engaged as school council employees. The caretaker, canteen management, cleaning and gardening contracts also come under the School Council governance.

## Programs

- Visible Learning remained the main professional learning focus as a system initiative over three years. Numeracy and reading were targeted areas for improved teaching and learning.

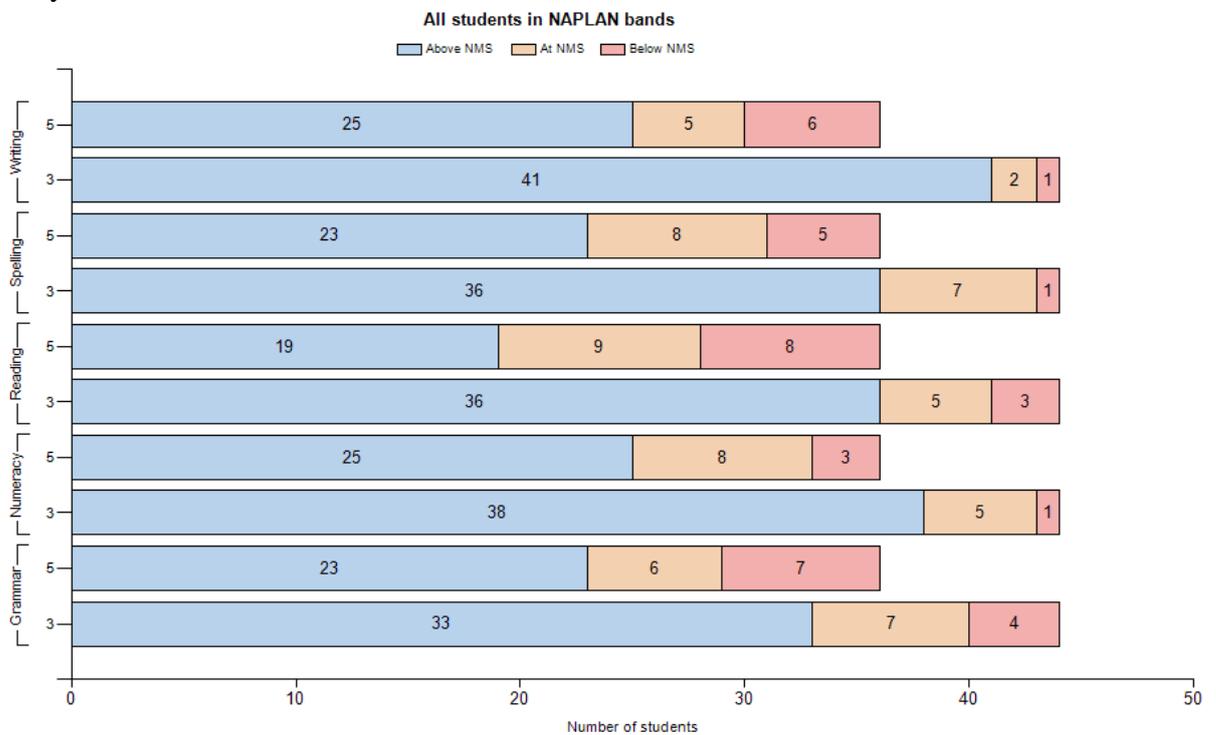
Coaching and mentoring were pivotal to improving practice. Staff developed a common outline of quality practice known as 'the Numeracy Hour' which became standard in our implementation of Maths. Teachers and students saw improvement in achievement and engagement. Commonality of approach and purpose is the current goal with Reading.

- Improving quality of teaching through professional learning and classroom observation of better practice were ongoing features of our development. Teachers learn through sharing their practice and providing feedback. Teachers and students set goals throughout the year with a view to achievement / performance targets being met.
  - Intervention and programs aimed at graduated development were: Mathletics, Reading Eggs, Early Literacy Foundation Support Program, Phonological Awareness for Literacy (University of Queensland), LEXILE and guided reading.
  - Our early years team in the preschool worked tirelessly to meet the requirements of the national regulator, ACECQA, in demonstrating the quality of their preschool operation. Our school had its mandated three year assessment and were pleased to note that we exceeded the standard in areas of programming and community relations. All seven domains are recorded as being 'Met' on the national website.
  - Arts as a vehicle to engage and inspire children, continued to be a part of student programs at Wagaman. Deployment of part time arts teachers (visual and Performing) across the school and engaging Corrugated Iron Youth Theatre to run elective programs in circus skills and drama were key features of our program offering. Students celebrated their skills through performance opportunities at Brown's Mart for the Asian cultural festival RICE; at the university for the Indigenous Leaders conference; choral performance at the BEAT.
  - Staff in early childhood were part of a national music mentoring research project. This skills development program promotes skills and confidence in our teaching team to embed music in their daily teaching and allows Wagaman to be less reliant on 'buying in' expertise externally.
  - Our partnership with The Smith Family continued to reap benefits with provision of parent training in reading and parenting workshops. The Smith Family also brokered relationships with external agencies dealing with wellbeing and care.
  - Intercultural studies continued to be promoted in 2016. Children were exposed to the language and cultures of Indigenous Australia, China, Timor Leste, Indonesia. Our sister school relationship with Maubara, in Timor Leste grew with the inclusion of a visit to the school twice within the year and regular video link sessions with the students at the two schools. The children enjoy sharing their bilingual learning and are becoming aware of Tetum and Portuguese vocabulary and appreciating the traditions and lifestyle of their nearest neighbour.

- *Sporting Schools* saw funding provided to the school to enable in and out of school hours activities such as: squash, golf, soccer. This is provided free to the students wishing to participate.  
 NT Government provide \$100 sports vouchers to families twice per year to participate in club activities (out of hours).

## NAPLAN RESULTS

Test year 2015



**Facility and grounds improvements:**

**INFRASTRUCTURE**

YEAR	PROGRAM	DESCRIPTION	PROJECT COST (\$)	STATUS
2014/2015	CWP		Nil	N/A
	MNW	Resurface basketball court and link markings	51 579	Complete
	R&M		Nil	N/A
	Commonwealth funded projects		Nil	N/A
2015/2016	MNW		Nil	N/A
2015/2016	R&M Council	Upgrade EC play area Equipment & shade Early care facility ICT upgrade	Nil	N/A
			\$125 000	
			40 000	
			40 000	
2016/2017	CWP	Cooling upgrade of assemblyhall /construct multi-purpose area	1 000 000	In progress
	MNW	New external preschool toilet	95 000	Documentation in progress
	R&M	Remove asbestos tiles and make good	6 354	Complete
	Commonwealth funded projects	Structural investigation & repairs to Block D brick wall	25 000	Complete
		Council	Stage area & EC	40 000
	Early care centre	38 000		

The School Council continued its staged improvement of the facility with furniture replacement, storage upgrades, shadecloth installation, reflooring of classrooms.

The major expenditure project of the year:

Repair and maintenance to the facility occurred throughout the year with our plumbing and irrigation infrastructure being the biggest area of need on our aging site.

The annual arborist report identified trees that needed to be removed or lopped for safety. We have separate reports for the childcare centre and the school.

The childcare centre continues to be a worthwhile enterprise for the School Council. Monies raised through the lease agreement enable us to maintain the aging facility to keep the site meeting standards and create a safe, pleasing environment.

Michele Cody  
Principal