

*Young Territorians are confident and capable global citizens*

## Our School Vision and Mission

To provide a positive and supportive learning environment that encourages students to strive for high academic success. We aim to instill a desire for life-long learning and to promote leadership and responsible citizenship.

## Our School Context

- Larrakeyah Primary is one of Darwin's older schools, having first opened its doors in 1963.
- Larrakeyah School has experienced considerable growth over the past few years. The Department of Education has supported the school with further infrastructure development and the design of a Master Plan by Hully Liveris for future development. A minor new works grant was approved last year, resulting in a flexible learning area and the NT Government approved the construction of two additional classrooms. As part of the NT Government's \$100 million Boosting our Economy package, a \$2.5million project for four new classrooms has commenced.
- Larrakeyah Primary is a school of high standards and expectations. NAPLAN results continue to show school average results in areas of Literacy and Numeracy for Year 3 and Year 5 above the Australian mean.
- Larrakeyah Primary is proud to operate as an Independent Public School, being selected as one of the first six Independent Public Schools in the Northern Territory. Larrakeyah Primary is accredited as a Cambridge International School.

## Our School Values

- Respect
- Responsibility
- Achievement

## Our Stakeholders and Partners

Our key stakeholders are students, parents, and the community. We partner with Avondale Grammar School (sisiter school in Singapore), Confucius Institute CDU, Australian International School Singapore, Cambridge Schools.

## Our Priorities for 2017

- Preschool – overall exceeding national quality standard
- Writing – improving students' writing results
- Data – improving teachers' understanding of data and using data to inform their teaching

ENDORSED/NOT ENDORSED

SCHOOL BOARD CHAIR

*Rachita Jain*

[insert name]

13 / 3 /2017

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

*Aderyn Chatterton*  
Aderyn Chatterton

14 / 4 /2017

## Achieving Our Priorities

Goals (Delete goals that are not applicable)	Deliverables (From the School's Strategic Improvement Plan)	Evidence of Achievement (How we will monitor progress – refer to Performance Measures)	School Baseline 2016	School Target 2017	Actions (How we will achieve deliverables)	Person Responsible	Resources	Timeframe (When we will complete actions)
1. A great start for children	Further strengthen the key transition points for students entering Preschool and Transition	Preschool self assessment of Quality Area 2 – Children's health & safety Preschool teaching program QECNT assessment	Preschool – overall rating meeting national quality standard	Preschool – overall rating exceeding national quality standard	-Implement national quality standards for preschool, focusing on quality area 2 -Preschool staff visiting other preschools with exceeding rating for quality area 2 -Staff PD – quality area 2	Preschool Teacher Senior Teacher EC Assistant Principal Principal	Early Childhood DoE QECNT	End 2017
		Transition and Preschool teaching programs and feedback Assessment of Student Competencies (ASC) data Teacher feedback Performance & Development process	Limited planning and working together between Preschool and Transition	Preschool and Transition teachers planning and working together to show continuity of programs from Preschool to Transition	-PD for Preschool and Transition teachers to strengthen continuity of programs from Preschool to Transition (ie early Literacy and Numeracy) -Planning Days – collaborative planning with Transition teachers and Preschool teacher -Program of transitioning between Preschool and Transition -Teachers observing in both Preschool and Transition classrooms	Preschool Teacher Transition teachers Senior Teacher EC Assistant Principal Principal	NT Preschool Curriculum EYLF	End 2017

**Larrakeyah Primary School**  
**Annual Improvement Plan**  
**2017**

Goals (Delete goals that are not applicable)	Deliverables (From the School's Strategic Improvement Plan)	Evidence of Achievement (How we will monitor progress - refer to Performance Measures)	School Baseline 2016	School Target 2017	Actions (How we will achieve deliverables)	Person Responsible	Resources	Timeframe (When we will complete actions)
2. Every student a successful learner	Improve student Writing outcomes	Lesson Observation Feedback records Data coaching records Teaching Programs Grade Expert data NAPLAN Writing Data Teacher participation in PD Teachers tracking student writing progress from work samples each term	<b>NAPLAN Targets</b>  2016 – improved results by 2%  Year 3 Writing 27% in top band (Band 6); 61% in Bands 4-5  Year 5 Writing 27% in top band (Band 8); 63% in Bands 5-7  Writing A-E data A 8.3% B 24.2% C 54% D 12.3% E 1.2%	<b>NAPLAN Targets</b> 2017 + 2%  Year3 Writing 30% in top band (Band 6); 64% in Bands 4-5  Year 5 Writing 30% in top band (Band 8); 66% in Bands 5-7  Writing A-E data A 8.5% B 27% C 56.5% D 8% E 0%	-Teachers working with DoE Project Officer on "Assessment Capable Writers" project  -Writing Committee established to lead PD in Writer's Workshop and 6+1 writing traits  - Cambridge Curriculum (English) PD  - Individual targets set in teaching programs and students monitored according to target achievement and school benchmarks - Create professional learning opportunities for Peer observation - Principal and Assistant Principal observing Writing lessons and giving feedback - Teachers participating in data coaching with Principal and Assistant Principal - Teaching team confirming sessions - Darwin City Schools confirming sessions	All teachers  Literacy Leader  Writing Committee  Leadership Team	Writer's Workshop  6+1 Writing Traits  Writing Scope & Sequence  Cambridge Curriculum – English  DoE Project Officer Assessment Capable Writers  First Steps	End 2017

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4.Coherent and capable organisation	Improve teachers' understanding of data, quality of teacher judgements in relation to assessment data, and teachers' ability to use data to inform teaching practices	Data coaching records Teaching Programs Assessment tasks Teachers tracking student progress in Grade Expert Teachers including NAPLAN focus areas in teaching programs Use of PAT R & PAT M data Teacher participation in PD Teacher feedback	Data coaching for 2 terms  Semester teaching programs  Years 3 & 5 teachers including NAPLAN focus areas in teaching programs  30% teachers tracking student progress in Grade Expert  22% teachers using PAT R and PAT M data to inform their teaching	Data coaching each term  Term teaching programs  All class teachers including NAPLAN focus areas in teaching programs  85% teachers tracking student progress in Grade Expert  85% teachers using PAT R and PAT M data to inform their teaching	-Teachers working with DoE Project Officer on "Assessment Capable Writers" project and focusing on the collection and use of Writing data  -Data Committee established to lead PD in understanding data and use of data  -Grade Expert PD  -Teachers participating in data coaching with Principal and Assistant Principal  -Teachers working in Teaching teams to focus on class and year level data and how data is used to inform their teaching - Teaching team confirming sessions - Darwin City Schools confirming sessions	All Teachers  Data Committee  Leadership Team	RAAD  Grade Expert  PAT M & PAT R data  Professional learning	End 2017



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