



Our **School Context**

Larrakeyah Primary is one of Darwin's older schools, having first opened its doors in 1963. It was relocated to the old Darwin Hospital during a rebuilding phase following Cyclone Tracy and reopened again on the original Packard Street site in 1985.

Larrakeyah School has experienced considerable growth over the past few years. The continued construction of several new high rise apartment buildings and the completion of new homes on the Larrakeyah Barracks have resulted in increased student enrolments. BER infrastructure funding has provided upgrades to many of the school's facilities including five new classrooms, a new canteen and an extension to the school assembly area. 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 for a flexible learning area and the NT Government approved the construction of two additional classrooms.

Larrakeyah Primary is a school of high standards and expectations. NAPLAN results this year 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 **Motto**

Pathways To Excellence

Our **School 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 Values**

- Respect
- Responsibility
- Achievement



Our **Goals** (aligned to Department of Education Strategic Plan 2016-2018)

1. A great start for children

We are committed to working with families so children have the best possible start in life and begin school ready to learn.

2. Every student a successful learner

We are committed to creating opportunities and the environment for successful learning for every student in every school.

3. Quality leaders, quality educators, quality learning

We are committed to fostering a strong and collaborative learning culture for our people and schools.

4. Coherent and capable organisation

We are committed to being responsive, efficient and effective by providing frameworks and timely services to drive operations and inform decision making across the organisation.

5. Productive partnerships

We are committed to developing and embedding education partnerships and collaborations locally, regionally and internationally that contribute to economic and social development of the Territory.

Our **Key Outcomes 2016**

Support preschool students' early literacy and numeracy development [G1 S1, S4](#)

Further strengthen the key transition points for students entering Preschool and Transition [G1 S1, G3, S4](#)

Improve student writing data through the implementation of a whole school approach to develop assessment capable writers [G2 S1](#)

Implement ICT Plan across the school [G2 S1](#)

Implement "Peer Support" program for student engagement and wellbeing [G2 S3](#)

Implement "Visible Learning" across the school and develop effective learners [G3 S1, S3](#)

Support the implementation of the English Curriculum with the introduction of the Cambridge Curriculum (English) [G3 S1, S3](#)

Improve the quality of teacher judgements in relation to assessment data and the ability to use data to inform teaching practices across the school [G4 S4](#)

Extend implementation of Chinese language program [G5 S2](#)

Further develop partnership with Avondale Grammar School in Singapore [G5 S4](#)

Our **Motto**

Pathways To Excellence

Goal 1: A great start for children

School Priorities for 2016:

By December 2016 we will have:

- ❖ Participated in Preschool Curriculum Phase 2 trial
- ❖ Strengthened continuity of early Literacy programs from Preschool to Transition within the Early Years Learning Framework (EYLF)

Priority for Improvement (What)	Key Actions (How)	Performance Measures (How will we measure our achievements)	Resources (What do we need)	Person Responsible (Who)	Target (Success will look like)
Support preschool students' early literacy and numeracy development	<ul style="list-style-type: none"> • Participate in Preschool Curriculum Phase 2 trial • Trialing literacy and numeracy components in preschool teaching program • Professional development for Preschool staff 	<ul style="list-style-type: none"> • DoE feedback from Manager Early Childhood Curriculum, Early Childhood Programs, Early Childhood Education and Care • Preschool teaching program • Preschool student data 	<ul style="list-style-type: none"> • Preschool Curriculum document • DoE Workshops 	Preschool teacher and assistant Senior Teacher	Complete Preschool Curriculum Phase 2 trial 2016
Further strengthen the key transition points for students entering Preschool and Transition	<ul style="list-style-type: none"> • Professional development for Early Childhood teachers • Planning days – preschool teacher joining Transition teachers for collaboration • Preschool teacher visiting Transition classes 	<ul style="list-style-type: none"> • ASC Transition data • Literacy lesson observations by Principal and Assistant Principal • Teaching programs 	<ul style="list-style-type: none"> • First Steps teacher resource • EYLF • Development stages of writing 	Preschool teacher Transition teachers Senior Teacher	Continuity of early literacy programs from preschool to transition evidenced in programs and practices

Our **Motto**

Pathways To Excellence

Goal 2: Every student a successful learner

School Priorities for 2016:

By December 2016 we will have:

- ❖ Participated in “Assessment Capable Writers” project and implemented a whole school approach to develop assessment capable writers
- ❖ Implemented ICT Plan across the school
- ❖ Implemented Peer Support Program

Priority for Improvement (What)	Key Actions (How)	Performance Measures (How will we measure our achievements)	Resources (What do we need)	Person Responsible (Who)	Target (Success will look like)
Improve student writing data through implementation of whole of school approach to develop assessment capable writers	<ul style="list-style-type: none"> • Leadership Team working with DoE Project officer for “Assessment Capable Writers” project • Provide professional development for teachers • Create professional learning opportunities and observation sessions with high achieving classrooms • 3 EC teachers visiting Australian International School (AIS) Singapore for professional learning and implementation of Writers Workshop 	<ul style="list-style-type: none"> • Improvement in writing data showing improvement from the end of term one • Teacher participation in professional development programs • NAPLAN Writing data • Teaching programs • Writers Workshop Committee established – PD and planning 	<ul style="list-style-type: none"> • Structured professional development • Grade Expert program 	Leadership Team Teachers Literacy Leader	Improve writing data across the school by increase in percentage of students in each year level achieving C standard and above Improve NAPLAN Writing data by 2%
Implement ICT Plan across the school	<ul style="list-style-type: none"> • ICT Plan staff professional learning • Teachers implementing relevant aspects of Plan in teaching programs • Investigate coding trial program with Scope IT Education 	<ul style="list-style-type: none"> • Teaching programs • Resources purchased aligned to ICT Plan and budget • Student data 	<ul style="list-style-type: none"> • ICT Plan • Professional learning 	ICT Committee	ICT Plan implemented across the school
Implement “Peer Support” program for student engagement and wellbeing	<ul style="list-style-type: none"> • “Peer Support” staff professional learning • Training of student leaders • Peer Support program units taught in scheduled time 	<ul style="list-style-type: none"> • Survey feedback data – staff and students • Teaching programs 	<ul style="list-style-type: none"> • Peer Support unit materials 	Peer Support Trainers Teachers	Peer Support program implemented. 80% positive feedback from students & staff

Our **Motto**

Pathways To Excellence

Goal 3: Quality leaders, quality educators, quality learning

School Priorities for 2016:

By December 2016 we will have:

- ❖ Effective learners resulting in a minimum of 80% of our students being able to successfully answer “what is an effective learner”, “what are you learning” and “how do you know when you are successful in your learning”
- ❖ Introduced and trialled the Cambridge Curriculum English framework and resources

Priority for Improvement (What)	Key Actions (How)	Performance Measures (How will we measure our achievements)	Resources (What do we need)	Person Responsible (Who)	Target (Success will look like)
Implement “Visible Learning” across the school and develop effective learners *Refer to Visible Learning Action Plan 2015-2016	<ul style="list-style-type: none"> • Classroom teachers to have learning intentions and success criteria for explicit teaching lessons displayed and referred to within their classrooms • “Effective learners” introduced in the school • Explicit teaching of what is an effective learner within the school • Students to articulate their learning goals • Feedback given to students • Professional learning delivered to staff 	<ul style="list-style-type: none"> • Student interview data • Classroom walk throughs • Visible Learning displays in classrooms – learning intentions, success criteria, learning goals, feedback. 	<ul style="list-style-type: none"> • Professional learning • Effective Learner posters • General resources 	VL team Class Teachers Senior Staff	80% of students being able to successfully answer “what is an effective learner”, “what are you learning” and “how do you know when you are successful in your learning”.
Support the implementation of the English curriculum with the introduction of the Cambridge Curriculum (English)	<ul style="list-style-type: none"> • Professional learning delivered to staff • Teachers examining schemes of work (English) • Application for Cambridge school assessment • Teachers trialing schemes of work (English) to support English curriculum • Purchase teacher resources for 2017 • 2 staff members attending Cambridge Conference 	<ul style="list-style-type: none"> • Cambridge school assessment 	<ul style="list-style-type: none"> • Cambridge schemes of work (English) • Professional learning 	Teachers Senior Staff	Cambridge assessment conducted and school accredited as a Cambridge International School.

Our **Motto**

Pathways To Excellence

Goal 4: Coherent and capable organisation

School Priorities for 2016:

By December 2016 we will have:

- ❖ Teachers using Grade Expert program, participating in data coaching conversations and using data to inform their teaching practices

Priority for Improvement (What)	Key Actions (How)	Performance Measures (How will we measure our achievements)	Resources (What do we need)	Person Responsible (Who)	Target (Success will look like)
Improve the quality of teacher judgements in relation to assessment data and the ability to use data to inform teaching practices across the school.	<ul style="list-style-type: none"> • NAPLAN data analysis (staff PD) with identification of whole school focus for planning and programming • Staff professional learning regarding Grade Expert program • Clear expectations regarding data collection and data tracking in Grade Expert • School moderation each semester • Moderation with Darwin City Schools Semester 1 • Data coaching conversations with Principal and Assistant Principal • Visible Learning data conversations and feedback with impact coaches • Assessment Capable Writers Project 	<ul style="list-style-type: none"> • NAPLAN Data • Grade Expert student/class data • Teaching programs • Data coaching records • Visible Learning walkthrough records 	<ul style="list-style-type: none"> • Grade Expert Program • Professional learning • Grade Expert training for "trainers" 	Teachers Senior Staff	Teachers using data to inform teaching practices

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Goal 5 Productive partnerships

School Priorities for 2016:

By December 2016 we will have:

- ❖ Further strengthened our partnership with Confucius Institute CDU
- ❖ Further strengthened our partnership with Avondale Grammar School, Singapore

Priority for Improvement (What)	Key Actions (How)	Performance Measures (How will we measure our achievements)	Resources (What do we need)	Person Responsible (Who)	Target (Success will look like)
Extend implementation of Chinese language program	<ul style="list-style-type: none"> • Working with Confucius Institute CDU to implement Chinese language program in Years 3 and 4 	<ul style="list-style-type: none"> • Weekly Chinese program for all students in Years 3 and 4 	Chinese teacher from Confucius Institute CDU	Principal AP	100% student participation in program 80% students achieving minimum expected standard in Chinese language
Further develop partnership with Avondale Grammar School in Singapore	<ul style="list-style-type: none"> • Formalise partnership with signed memorandum between schools required by DoE • Visit from Avondale Grammar School students in May 2016 • Year 6 study tour to Singapore 2016 and combined Year 5 camp with Avondale Grammar School students 2016 	<ul style="list-style-type: none"> • Memorandum to formalize collaborative partnership between schools • Communication between staff • Student participation in programs • Relationship between school, teachers and students 	ICT IPS Grant	Principal AP Year 5/6 teachers	Long-term partnership/relationship between schools, teachers and students

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