



DEPARTMENT OF
EDUCATION

Larrakeyah Primary School

Strategic Improvement Plan

2014 - 2017



Fathma Mauger
PRINCIPAL

SIGNED

DATE

Phillipa Tziolis
SCHOOL COUNCIL CHAIRPERSON

SIGNED

DATE

Strategic Improvement Plan for Larrakeyah Primary School 2014-2017

Vision Our mission is to provide a positive and supportive learning environment that encourages students to strive for high academic success. We aim to instil a desire for life-long learning and to promote leadership and responsible citizenship.

Key Results Areas	Improvement Goals	4 Year Targets	Key Performance Measures
<p>1. Teaching and Learning</p>	<p>Improve students' Literacy and Numeracy outcomes G1 S1, G2 S1</p> <p>Develop whole school pedagogical approaches that support effective differentiated teaching and learning, particularly for students in the top 20% G1 S1, G2 S1</p> <p>Develop professional practices by modelling effective differentiated teaching and creating opportunities for teachers to plan and work collaboratively. G3 S1 S3</p>	<p>NAPLAN Targets 2014 + 2% 2015 + 2% 2016 + 2 % 2017 + 2% 2014-2017 Individual targets set in teaching programs and students monitored according to target achievement and school benchmarks 2014-2017 Every student to reach C standard or higher. Increase each year in the percentage of students achieving above C standard in each year level.</p> <p>2014- Whole staff PD on Differentiated Classroom Learning 2014-Teachers identifying top 20% of students through NAPLAN and school data 2014-Teachers using whole school process for student referrals 2014-2017-Enrichment program for identified students</p> <p>2014- Whole staff PD on Differentiated Classroom Learning 2014-Teachers observing differentiated teaching practices 2014-2017-Planning day each semester for teachers of same year levels to plan</p>	<p>NAPLAN Data Class Placement Sheets BIC Reports</p> <p>Lesson Observation Feedback records Data coaching records Class Placement Sheets NAPLAN Data</p> <p>Teaching Programs Written student feedback Teacher feedback</p>

	<p>Create regular professional learning opportunities for teachers to observe quality teaching and give or receive feedback on teaching practices. G3 S1 S3</p> <p>Implement Visible Learning across the school G3 S1</p> <p>Improve the quality of teacher judgements in relation to assessment data and the ability to use data to inform teaching practices across the school G3 S3, G4 S4</p> <p>Develop whole school processes to identify individual learning needs and student support G1 S3, G2 S4</p> <p>Development of ICT Plan G2 S1</p>	<p>collaboratively</p> <p>2014-2017 Lesson observations by Principal & AP each term and feedback to teachers 2014 – Option for teachers to participate in peer observations and giving/receiving feedback – classroom profiling 2015-2017 All teachers involved in lesson observations and giving/receiving feedback – classroom profiling</p> <p>2015-Whole staff PD Visible Learning 2015-2017 Staff working with Impact Coaches and implementing Visible Learning strategies</p> <p>2014-2017 NAPLAN data analysis each year (staff PD) and identification of whole school focus for planning and programming 2014-2017 Continue school moderation and regional moderation</p> <p>2014- Whole school process established for internal referrals and student support – staff PD 2014-2017 – Student support program for identified students</p> <p>2014- ICT Plan developed 2014-2017 ICT Plan implemented</p>	<p>Lesson observation feedback records Performance & Development process PD database Teacher feedback</p> <p>Visible Learning evidenced in programs and classrooms Feedback from staff, Impact Coaches, Leadership Team</p> <p>NAPLAN Data Teaching Programs Moderation staff feedback Class Placements Sheets Data coaching records</p> <p>Documented whole school process Student support database Class placement sheets – student tracking</p> <p>ICT Plan Staff ICT continuum Integration of ICT across the curriculum evidenced in teaching programs</p>
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	<p>Improve Indigenous students' learning outcomes</p> <p>G2 S5</p>	<p>2014-2017 Each year, develop and implement Personalised Learning Strategies for Indigenous students as required by Dept of Education. Use AIEW Darwin Middle to strengthen link between home and school.</p>	<p>Records of Personalised Learning Strategies</p> <p>Individual targets – class data</p>
<p>2. Wellbeing</p>	<p>Consistent behaviour and classroom management strategies across the school</p> <p>G2 S2 S3</p>	<p>2014- Staff PD (Professor Bill Rogers)</p> <p>2014-2017 All teachers consistently implementing school behaviour expectations and strategies</p>	<p>Lesson observations</p> <p>Classroom "walk throughs" by leadership team</p> <p>Strategies evidenced in teaching programs</p> <p>SAMS behaviour data</p>
	<p>Continue to implement kitchen/garden programs for student engagement and "hands on" learning</p> <p>G2 S1 S2</p>	<p>2014-2017 Programs maintained within Global Budget</p> <p>2014- Focus programs on Health and/or SOSE curriculum programs</p>	<p>0.5 school staffing allocation</p> <p>Teaching programs</p>
	<p>Implement school-wide programs/strategies that target student engagement and wellbeing</p> <p>G2 S3</p>	<p>2014- Teachers investigate successful school programs/strategies and staff decide on school-wide approach</p> <p>2015-2017 Implement school-wide program/strategies – "Peer Support" program</p> <p>2015-Maintain above national benchmarks in parent/student perception surveys (student engagement & wellbeing)</p>	<p>National Quality Schools survey data</p>
	<p>Maintain and improve student attendance</p> <p>G2 S2</p>	<p>2014- Whole school focus on attendance and DoE policy with consistent follow-up</p>	<p>SAMS Data</p>

	<p>Planning with Avondale Grammar School in Singapore G5 S4</p>	<p>with parents and notification to DoE officers when required Student attendance increase 2014-2015 +2% 2016-2017 +2% Maintain Indigenous student attendance 85- 90%</p> <p>2015- Visit from Avondale Grammar School students in May 2015-2016 Planning for Year 6 excursion to Singapore 2016 and combined Year 5 camp with Avondale Grammar School students 2016</p>	<p>BIC Reports</p> <p>Personalised Learning Strategies for Indigenous students</p> <p>Combined Year 5 camp Year 6 excursion to Singapore</p>
<p>3. Transitions and Pathways</p>	<p>Further strengthen the key transition points for students entering Preschool and Transition G1 S1 S4 G3 S4</p> <p>Continued development of students' preparation for middle years transitioning Year 6 to Year 7 (Middle School) G3 S4 , G5 S3</p>	<p>2014-2017 Continue to link Preschool to Primary using the Early Years Learning Framework (EYLF)</p> <p>2015- PD for EC teachers to strengthen continuity of programs from Preschool to Transition (ie early Literacy and Numeracy) within the EYLF</p> <p>2014-2017 Implement national quality standards for Preschool</p> <p>2014 –Maintain upper primary Japanese language programs with links to middle school 2014-2017-Continue Transition to Middle Schools programs. Continue with school produced exit survey of students with an approval rating of 85% being prepared for middle school entry. 2015- Planning with Darwin City Schools to promote the smooth transition and continuity of service to Darwin Middle School.</p>	<p>Teaching programs – EYLF implementation Assessment of Student Competencies (ASC) data QECNT assessment Teaching Programs</p> <p>0.2 school staffing allocation</p> <p>Exit survey Feedback from middle schools regarding our students' preparedness for middle schooling Darwin City Schools Memorandum of Cooperation and Strategic Plan</p>

	<p>Option for International Baccalaureate (IB) program and Cambridge Curriculum G5 S3 S4</p>	<p>2015- Investigate IB program locally (Kormilda) and through contacts with the Australian International School (AIS) in Singapore (IB & Cambridge Curriculum)</p>	<p>Plans to pursue either IB program or Cambridge Curriculum</p>
<p>4. Partnerships</p>	<p>Develop OHSC program given increasing student numbers and new infrastructure G2 S2, G5 S1</p> <p>Maintain high level of satisfaction from school community G5 S1</p> <p>Strengthen partnership with Indigenous families, particularly from neighbouring hostels Silas Roberts and Galawu G5 S1</p> <p>Develop partnerships for sponsorship for school programs G5 S2</p> <p>IPS – investigate the development of a School Board G5 S1</p> <p>Develop partnership with Avondale Grammar School in Singapore G5 S4</p>	<p>2015- Investigate expanding OHSC program</p> <p>2015 & 2017 School community perception surveys</p> <p>2014- Indigenous support person to follow-up with teachers, Indigenous students and parents in regards to attendance and learning outcomes.</p> <p>2014- School Council/Emma Liveris investigate possible sponsorship 2015 – Sponsorship for school programs</p> <p>2015- Change Constitution to reflect role and responsibility of Board members; interim School Board established Semester 2 2016-2017 School Board 2015- New school website to promote the school as an IPS</p> <p>2014- 3 staff members visit Avondale Grammar School for the purpose of establishing an Extra-Curricular Activities (ECA) program after school 2015- ECA program commences Term 1 2015- Evaluate ECA program 2015- Teacher exchange for one week between both schools</p>	<p>QECNT assessment</p> <p>National Schools Surveys</p> <p>SAMS Data/BIC reports to determine increased student attendance Personalised Learning Strategies</p> <p>Identified sponsors</p> <p>Establish interim School Board</p> <p>Fully implemented School Board Contract with Dash Media</p> <p>ECA Team established Visit to Avondale Grammar School ECA brochure printed with information to parents ECA program established ECA Student and Parent survey Teacher exchange</p>

	<p>Develop partnership with the Australian International School (AIS) in Singapore G5 S4</p> <p>Develop partnership with Confucius Institute CDU G5 S2</p>	<p>2015- Staff visiting Avondale to examine school literacy & numeracy programs, data and tracking student progress, school Chinese program. 2016- Visit to AIS to investigate IB program and Cambridge Curriculum</p> <p>2015- trial Chinese program with Year 3 class taught by teacher from Confucius Institute 2016-2017- further extend Chinese language program across the school</p>	<p>Data for targeting resources</p> <p>Data to pursue option of either IB program or Cambridge Curriculum</p> <p>Chinese language program implemented</p> <p>Chinese language program T-6</p>
<p>5. Leadership</p>	<p>Continue to build capacity of staff G3 S1 S3</p> <p>Develop performance & development processes for both leadership team and class teachers that align with student performance data analysis and teaching & learning improvement G4 S2 S4</p> <p>Use Professor John Hattie’s research in regards to visible learning to inform best practice G3 S1 S3</p> <p>Continue to increase the capacity of the Leadership Team to lead/manage teaching and learning improvement G3 S1, G4 S2</p>	<p>2014-2017 Australian Curriculum PD, SAIS, coaching, team building, professional learning teams, lesson observations by Principal & AP and feedback to teachers Visible Learning Impact Coaches</p> <p>2014- Implement revised Performance & Development process 2014-2017 Class teachers involved in data coaching conversations with Principal/AP</p> <p>2014- Staff introduction to visible learning, effect size 2014- Develop links with Darwin Middle School re visible learning in the school 2015- Develop plan for using Effect Size 2016-2017 Implement plan</p> <p>2014-Further refine the specific responsibilities of the leadership team to reflect the school improvement agenda – reading, consistent pedagogy and assessment.</p>	<p>National Schools Surveys Teaching & Learning Improvement Framework Staff Professional Learning Plan PD school database Performance & Development Process Lesson observation feedback records</p> <p>Performance & Development Process Class Data/NAPLAN Data Internal monitoring Data coaching records</p> <p>Staff incorporating learning intentions, student feedback and success criteria across all year levels. 0.4 and above Effect size for teaching and learning programs across the school Reading data NAPLAN data</p> <p>Performance & Development Process</p>

		2015-Executive training for Leadership Team 2015 –Internal “school review” with staff 2017 – Internal “school review” with staff	Training module from Managing Matters Teaching & Learning Improvement Framework
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Linked to DoE Strategic Plan 2016-2018 Growing Success Together

Goal 1: A great start for children

Goal 2: Every student a successful learner

Goal 3: Quality leaders, quality educators, quality learning

Goal 4: Coherent and capable organisation

Goal 5: Productive Partnerships

