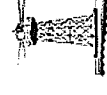


Larrakeyah Primary School



LARRAKEYAH
PRIMARY
SCHOOL

Education NT Strategy – Annual School Priority

Select one Education NT Strategy annual school priority that the school will focus its efforts on in 2020.

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition - Year 9)

Focus for Improvement in 2020

What whole school information was used to identify the improvement priorities* and actions of your school in 2020. Consideration could be given to: student performance and engagement data, recent school review recommendations; the priorities in the School Strategic Improvement Plan; school survey results; and previous school priorities, strategies and actions. Include relevant data/graphs/tables in Attachment A.

Larrakeyah Primary School has been on an inquiry journey in the improvement of teaching practices and student outcomes. Our school demographic has changed and we have seen a growth in our EAL/D students. The school has noticed a disparity between A-E grades and NAPLAN data. These changes within our school has resulted in the school selecting the *Personalised Learning* for our school signature strategy in 2020. The goals and targets in the 2019 ASIP and 2018-2021 School Strategic Improvement Plan were reviewed, together with the schools focus on 21 Century Learning, to identify the areas of focus for the Signature Strategy and additional priorities for LPS in 2020.

Education NT Strategy:

- Professional Development for all staff on the Writing Process and Writing Pedagogical Framework for LPS, particularly targeting new staff.
- Writing Triad Process to allow teachers to observe and provide feedback to each other.
- Brightpath for the assessment of Writing
 - 2019 Writing mean scale score gain baseline is 83; 2020 Writing mean scale score gain target is 85
 - 2019 Writing baseline Year 3 71% in top two bands (Bands 5 & 6); 2020 Writing target Year 3 75% in top two bands
 - 2019 Writing baseline Year 5 33% in top two bands (Bands 7 & 8); 2020 Writing target Year 5 35% in top two bands
 - 2019 84.5% students achieving a C standard and above in Writing; 2020 90% students achieving a C standard and above in Writing

Additional Priorities (continuing to work towards and/or maintaining)

- Continue to improve student Mathematics outcomes
- 2019 83.5% students achieving a C standard and above in Mathematics; 2020 90% students achieving a C standard and above.
- PAT M Data students in top 2 bands - 2019 Yr 1 22% (2020 25%), Yr 2 19% (2020 20%), Yr 3 26% (2020 28%), Yr 4 16% (2020 18%), Yr 5 22% (2020 25%), Yr 6 26% (2020 30%)
NAPLAN Yr 3 Mathematics 2019 57% top two bands (5 and 6) (2020 57%), Yr 5 Mathematics 2019 25% top two bands (7 and 8) (2020 30%)
- Continue to improve teachers' understanding of data, quality of teacher judgements in relation to assessment data and teachers' abilities to use data to inform teaching practices.

* This section may also describe an accompanying priority, in addition to the chosen annual school priority, that the school will focus on in 2020

2020 Annual School Improvement Plan

1. Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy.

1. Signature Strategy		Ac4 - Personalising learning			
Goals		Establish and embed 'Personalised Learning' through the effective use of differentiated teaching and learning strategies, consistently applied across the whole school, to improve student's educational outcomes. Develop whole school pedagogical approaches that includes differentiation of content, process and product. Teachers will effectively use data for differentiation. Differentiation will be evident in planning and teaching programs across the school.			
Actions	When	Professional learning strategies	Who	Resources	
Outline what the school will do to support the signature strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning?	Where will the expertise to lead this action be found?	Who is your contact that will assist in delivery of the action?	
- Review current definition of differentiation at LPS.	Term 1 2020	Focused professional learning at staff meetings	School leadership team	Quality Teaching and Learning Team	
- Use of data to differentiate.	Term 2 2020	Demonstration classrooms of exemplary practice	Other: Curriculum Senior Teacher	Danni Mattiazzo	
- What does differentiation look like in:		Lesson study	School leadership team	6+1 Writing Traits Writing Process	
<ul style="list-style-type: none"> Mathematics Writing Cohort groups eg EALD students; special education 				Australian Curriculum Cambridge Curriculum enVision Maths Brightpath 6+1 Writing Traits Writing Process	
- Targeted Professional Development in differentiation in <ul style="list-style-type: none"> Mathematics Writing 	Terms 3 & 4	Focused professional learning at staff meetings Lesson study (Writing Triads)	School leadership team Other: Curriculum Senior Teacher	Australian Curriculum Cambridge Curriculum enVision Maths Brightpath Australian Curriculum Cambridge Curriculum enVision Maths Brightpath 6+1 Writing Traits	

2020 Annual School Improvement Plan

Actions	When	Professional learning strategies	Who		Resources
Outline what the school will do to support the signature strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning?	Where will the expertise to lead this action be found?	Who is your contact that will assist in delivery of the action?	Outline the resources (facilities, staffing and budget) that will be allocated to the action.

2020 Annual School Improvement Plan

Review and Adjust (to be completed at the end of each semester)

Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see?

Goals (refer to Goals section)	Six month review (End of Semester 1)		12 month review (End of Semester 2)	
	Status	Comments/Evidence	Status	Comments/Evidence
Insert chosen Education NT strategy annual school priority	Select from drop down list		Select from drop down list	
Goal 1	Select from drop down list		Select from drop down list	
Goal 2	Select from drop down list		Select from drop down list	
Goal 3	Select from drop down list		Select from drop down list	
Goal 4	Select from drop down list		Select from drop down list	

2020 Annual School Improvement Plan

Endorsement (can be completed by mid-Term 1 2020)


Principal

Senior Director School Improvement
and Leadership



Chair School Representative Body

2020 Annual School Improvement Plan

Attachment A

School Baseline 2018	School Target 2019	Data as of October 2019 (This data has been collected from eDash and is based on YTD from October 2018-October 2019)
-93% school average attendance -5% students attending 60%-80% -88.7% preschool average attendance -17% preschool students attending 60%-80%	-94% school average attendance -4% students attending 60%-80% -90% preschool average attendance -15% preschool students attending 60%-80%	-92.6% school average attendance -4% students attending 60-80% -88.3% preschool average attendance -14% preschool students attending 60-80%
-88% students achieving C standard and above in Writing	-90% students achieving C standard and above in Writing	-79.5% students achieving C standard and above in Writing (results based on C grades from Semester 1 reports)
-2 yr cohort gain - 34 mean scale score	-2 yr cohort gain - 50 mean scale score	RAAD -2 YR cohort gain- 83 mean scale score (this is based on the gain students have had in writing when comparing scale scores from 2017-2019 writing results)
-Year 3 Writing 40% in top two Bands (Bands 5 & 6) -Year 5 Writing 17% in top two Bands (Bands 7 & 8)	-Year 3 Writing 40% in top two Bands (Bands 5 & 6) -Year 5 Writing 20% in top two Bands (Bands 7 & 8)	-Year 3 Writing 67% students in bands 5-8 -Year 5 Writing 33% in bands 7-9
PAT M Data Year 1 2% in top 2 bands Year 2 31% in top 2 bands Year 3 12% in top 2 bands Year 4 11% in top 2 bands Year 5 17% in top 2 bands Year 6 5% in top 2 bands	PAT M Data Year 1 5% in top 2 bands Year 2 31% in top 2 bands Year 3 12% in top 2 bands Year 4 11% in top 2 bands Year 5 17% in top 2 bands Year 6 10% in top 2 bands	Pat M Data Year 1 22% in top 2 bands Year 2 19% in top 2 bands Year 3 26% in top 2 bands Year 4 16% in top 2 bands Year 5 22% in top 2 bands Year 6 26% in top 2 bands