

# School Review Report Summary

Larrakeyah Primary School



LARRAKEYAH  
PRIMARY  
SCHOOL

<b>Review</b>	School Review Report Summary – Larrakeyah Primary School
<b>Review Dates</b>	25 – 27 August 2020
<b>Principal</b>	Fathma Mauger
<b>Reviewers</b>	Boyd Jorgensen, ACER School Review Consultant, Lead Reviewer; Sarnie Foley-Albutu, Director Improvement Frameworks, Co-reviewer; Miriam McDonald, Consultant, Eduvation, Co-reviewer.

<b>Acronyms</b>	<b>Full form</b>
ACER	Australian Council for Educational Research
ASIP	Annual School Improvement Plan
CDU	Charles Darwin University
DoE	Department of Education
EAL/D	English as an Additional Language/Dialect
EAP	Education Adjustment Plan
LBOTE	Language background other than English
LEAP	Learning and Enrichment Program
MOU	Memorandum of Understanding
NAPLAN	National Assessment Program Literacy and Numeracy
NCCD	National Consistent Collection of Data
OSHC	Out of School Hours Care
PAT – M/R	Progressive Achievement Test – Mathematics / Reading
PBSP	Personal Behaviour Support Plan
PLP	Personalised Learning Program
SIP	Strategic Improvement Plan
SSIU	School and System Improvement Unit
SSP	Student Success Plan
STEAM	Science, Technology, Engineering, Arts and Mathematics
TOM	Tournament of the Minds

## School Context

<b>School Sector:</b>	Government
<b>School Type:</b>	Primary
<b>Year Range:</b>	Preschool – Year 6
<b>Geolocation:</b>	Outer Regional
<b>Region:</b>	Darwin

Staff	A. Number within School	B. Number interviewed	C. Percentage • $(B/A) \times 100$
School Leaders	7	7	100%
Permanent teachers*	23	22	96%
Teaching support staff	4	6	67%
Parents	-	12	-
Students	532	40	-
Others	-	6	-

\* A minimum of 85% of staff interviewed is recommended

## Commendations

Larrakeyah Primary School is to be commended for:

- The development of a sharp and narrow improvement agenda sustained over time and leading to significant gains in student outcomes.
- The leadership teams' commitment to evidence-based decision making and learning from best practice nationally and internationally.
- The engagement of all staff in focus teams that help to drive the school's improvement agenda.
- The development of explicit targets that are rigorously monitored, with progress regularly reported to all stakeholders.
- The consistently high expectations that all stakeholders have of each other and the school.
- The development of a comprehensive school data plan and supporting assessment timelines and guidelines.
- The strategic use of human and physical resources in providing a wide range of learning opportunities and targeted support for students.
- The range of highly valued extracurricular activities such as the Eco Warriors, Animal Bosses and the annual school production/concert.
- The consistently calm focused learning tone in classrooms across the school and level of engagement of students.
- The enormous sense of pride and belonging in the school.
- The high levels of collegiality and support evident amongst staff members.
- The high priority on professional learning and the strategic provision of targeted opportunities for staff to engage in learning.
- The established program of systematic classroom observation and feedback.
- The extensive range of specialist subjects and extracurricular activities on offer.
- The well-researched, documented and implemented vision for quality teaching and learning.
- The leadership team's personal commitment to driving improvement, evident through their visibility in classrooms and through their ongoing provision of modelling, feedback and support to staff.
- The highly regarded triads, which enhance pedagogical practice and the collective efficacy of staff through peer observation and feedback.
- The deeply embedded, sustained and consistent use of Visible Learning strategies that support students to be assessment-capable.
- The extensive range of strategic, purposeful and highly valued partnerships supported by MOUs and aligned to the school's improvement agenda.
- The multiple means of communication and connection with families.

## Affirmations

Larrakeyah Primary School is to be affirmed for:

- The enthusiastic and active role the Board plays in supporting the school masterplan.
- The development of staff data literacy and an emerging data culture.
- The data coaching that takes place twice a year.
- The growing culture of inquiry and innovation.
- The implementation of a student wellbeing survey.
- The initiative in substituting Brightpath benchmarks for NAPLAN benchmarks, and the use of Brightpath software in conjunction with regular and scheduled confirming sessions to increase the reliability of teacher judgement in writing.
- The work of some staff in designing open-ended assessment tasks that enable all students to demonstrate their learning.
- The peer support program and Larrakeyah Learners program.
- The newly initiated EAL/D support program.
- The beautifully maintained and attractive physical environment.
- The flexible and creative learning environments in classrooms that provide students with choice about how they learn.
- The emerging use of digital technology and the focus on creation rather than consumption.
- The creation of a programming policy that clearly outlines expectations for curriculum delivery.
- The provision of year level curriculum maps that provide clarity about what should be taught and when.
- The innovative use of an online blog and Seesaw to share what students are learning with parents and the wider community
- The extension activities available through LEAP, Tournament of Minds (TOM), and Robocup.
- The use of bump-it-up walls to exemplify writing progression for students.
- The focus on the continuous improvement of the school induction program to meet the needs of new staff.
- The high priority given to developing teacher capabilities in differentiation.

## Recommendations

- Build staff capability and practice in using data and associated evidence to differentiate starting points for learning and to personalise curriculum, pedagogy and assessments for all students. Ensure the use of data and associated evidence is a feature of every teacher's classroom practice and that learning growth targets are set and tracked to make sure that every student is appropriately challenged and engaged. Develop teachers' capability to use these data on a regular basis to monitor their own effectiveness in meeting targets, and as evidence of continuous improvement and successful teaching.
- Collaboratively develop a whole-of-school approach to student and staff wellbeing that is informed by data, in order to continuously improve the school's capacity to meet individual needs and to promote staff working together in ways that further enhance the culture of mutual trust and support among staff.
- Collaboratively refine the school curriculum plan, paying close attention to the inclusion of general capabilities and cross-curriculum priorities. Closely link quality assessment task design to planning. Provide further opportunities for discussion among, and collaboration between, teachers to build staff understanding of curriculum planning and development. Monitor how curriculum delivery is designed and enacted to meet the needs of the range of students within each year level and across the years of schooling.
- Continue to develop staff capacity to identify, plan and document how they cater for the particular needs of all students, as well as high achieving and/or gifted students, to ensure that all students are optimally extended.
- Implement systematic and regular monitoring, evaluation and refinement of strategic partnerships and programs to ensure their sustainability, relevance and impact on student learning outcomes.



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Department of **Education**  
School and System Improvement  
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