

Larrakeyah Primary School



Focus for Improvement in 2022

Summarise the information that informed the development of the goal and identification of improvement strategies for 2022 to provide a clear rationale for change.

Larrakeyah Primary School has been on an inquiry journey in the improvement of teaching practices and student outcomes over the last five years. Our school's demographic, has progressively changed over the last 5 years with a significant growth in the number of English as an Additional Language/Dialect (EAL/D) students. Our response has been to focus on supporting students' early language acquisition and enabling teachers' use of a writing process and pedagogical framework based on EAL/D pedagogies to scaffold students' learning in writing. We have also focused on improving teachers' understanding of data, their use data to inform teaching practices and their ability to make quality judgements in relation to assessment data. This has enabled us to increase the number of students achieving a C or better in A-E assessments for writing and initial data from NAPLAN testing also shows an increase in the number of students achieving at or above the Australian mean.

The 2021 ASIP and 2021-2024 Explicit Improvement Agenda for Teaching and Learning were reviewed. In 2022, in response to this data we will focus on improving outcomes in Mathematics. However, we will sustain the improvements we have made in writing by continuing:

- Professional Development for all staff on the Writing Process and Writing Pedagogical Framework for LPS, particularly targeting new staff;
- Writing Triad Processes to allow teachers to observe writing and receive feedback
- To use Brightpath for the assessment of writing; and
- To improve teachers' understanding and use of data, quality of teacher judgements in relation to assessment data and teachers' abilities to use data to inform teaching practices.

Goal/s

Analyse evidence of students' learning considering: overall school the performance; the needs of identified priority groups; evidence of improvement or regression over time; and in the case of standardised tests such as PAT and NAPLAN measures of growth across schooling to determine a student outcome goal you will pursue in 2022. (ref. Domain 2 NSIT)

Increase student achievement progress for all students including our higher achieving students and EAL/D P-6 in Mathematics

2022 Annual School Improvement Plan

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	
<p>Problem of Practice</p> <p>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</p>	<p>Ac4 - Personalising learning</p>
<p>Implementation Outcomes</p> <p>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</p>	<p>If we change our use of learning progressions in Mathematics so that they inform assessment task design, then we will see improvement in Mathematics as measured by number of students achieving at or above their age for grade levels in Mathematics.</p> <p>The curriculum will have been refined to ensure vertical alignment so that there is continuity and progression of learning across all years of schooling. Teachers will have greater clarity around learning progressions and can use these with students to design open ended assessment targets and set realistic, specific, and challenging learning goals for all students. Group and targeted intervention will be used to respond to specific learner needs in particular EAL/D, high achieving/Gifted and Talented Students.</p>
<p>Student outcomes</p> <p>What are the changes you expect to observe in student outcomes if the strategy is being successfully implemented?</p>	<p>Students will be able to use progressions/rubrics to identify where they are at, what their next steps are and describe a range of strategies for getting there</p> <ul style="list-style-type: none"> ● In 2021 the average percentage of student grades assigned C or above in all strands of mathematics was 89.14%, in 2022 we will lift this by a minimum of 3%. ● In 2021 the average student performance percentile was 60%, in 2022 we will lift this by a minimum 2% in PAT-M ● In 2021 across all year groups the average percentage of students who achieved above the 70% the Percentile for PAT-M was 22%, in 2022 we will increase by a by a minimum of 2%.

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Actions	When	Strategies	Who	Resources		
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Review: the range of data used by teachers to diagnose and target teaching and how the data is used to inform teaching programs. Audit: What does differentiation look like for specific cohorts groups like in: <ul style="list-style-type: none"> • Mathematics • Writing Review and define identification of differentiation in teaching programs through the use of data in: <ul style="list-style-type: none"> • Mathematics • Writing 	Term 1, 2022	Collaborative inquiry / action research	Internal - DoE, office based	Quality Teaching and Learning Team	AP, Head of Curriculum, Data Team	
	Term 2, 2022	Modelling effective practices	Internal - DoE, school based	Quality Teaching and Learning Team	AP, Head of Curriculum,	
	Term 2, 2022	Mentoring & coaching	Internal - DoE, school based	Senior Teachers Focus Team Leaders	AP, Head of Curriculum, Learning Support Teacher, Data Team	
	Ongoing					

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Actions	When	Strategies	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
<p>Outline what the school will do to implement the Signature Strategy.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found? Refer to the Guide for explanatory notes.</p>			<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
<p>Targeted Professional Development using progressions and assessment for learning to personalise learning in:</p> <ul style="list-style-type: none"> • Mathematics • Writing • Accelerated programs for high achieving and gifted and talented students 	<p>Term 2-4, 2022</p>	<p>Focussed professional learning at staff meetings</p>	<p>Internal - DoE, office based</p>	<p>Quality Teaching and Learning Team</p>	<p>AP, Head of Curriculum, Learning Support Teacher</p>	
		<p>Specialist expertise support</p>	<p>Internal - DoE, school based</p>	<p>Quality Teaching and Learning Team</p>	<p>Head of Curriculum, Learning Support Teacher,</p>	

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Signature Strategy and Actions (Where applicable)

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

2. Signature Strategy	
<p>Problem of Practice</p> <p><i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i></p>	<p>Ac4 - Personalising learning</p> <p>If we change our use of accelerated programs for high achieving and gifted and talented students, then we will see improvement across literacy and numeracy outcomes as measured by increased number of students achieving Benchmarks and Goals.</p>
<p>Implementation Outcomes</p> <p><i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i></p>	<p>There will be documented plans that align with the school's curriculum documents which will show clear policies and procedures in regards to high achieving and gifted and talented students. Teachers will have greater understanding with the development of clear identification processed for high achieving and gifted students. Target intervention and accelerated programs will be evident through teacher programming, allowing for the use and analysis of student data to drive this area. Furthermore, there will be evidence of higher level overall differentiation in teaching programs across the school.</p>
<p>Student outcomes</p> <p><i>What are the changes you expect to observe in student outcomes if the strategy is being successfully implemented?</i></p>	<p>Student leaders and older classes will know that the school has a focus on differentiation to cater for all students learning needs, through various methods. Students continue to use and improve their ability to discuss their learning and identifying their next steps at a higher level. Increased numbers of students achieving Benchmarks or Goals (A-E, PAT-R, PAT-M, EAL/D). Increased numbers of student involvement and engagement in programs such as ToMs, Robo Cup, Extension, etc. from 10% in 2021 to 12% in 2022.</p>

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Actions	When	Strategies	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.			Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Review: current definition of accelerated programs, the range of data used by teachers to diagnose and target teaching and how high achieving and gifted and talented students are identified. Audit: What does accelerated programs look like for high achieving and gifted and talented students in: <ul style="list-style-type: none"> • Mathematics • Writing Review and define identification of accelerated programs in teaching programs through	Term 1, 2022	Leadership development	Internal - DoE, school based	Quality Teaching and Learning Team	AP, Head of Curriculum,	https://elearn.nts.schools.net/building-educator-capability/students/gifted-and-talented
	Term 1,2 2022	Specialist expertise support	Internal - DoE, office based	Quality Teaching and Learning Team	AP, Head of Curriculum, Learning Support Teacher	
	Term 1,2 2022	Mentoring & coaching	Internal - DoE, school based	Quality Teaching and Learning Team	AP, Head of Curriculum, Learning Support Teacher	

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Actions	When	Strategies	Who	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.			Outline the resources (facilities, FTE and budget) that will be allocated to the action.
the use of data to plan for and differentiate specifically for high achieving and gifted and talented students.		Observation & feedback	Internal - DoE, school based	Quality Teaching and Learning Team	Principal, AP, Head of Curriculum	
		<p>Targeted Professional Development using progressions and assessment for learning to personalise learning in:</p> <ul style="list-style-type: none"> • Mathematics • Writing • Accelerated programs for high achieving and gifted and talented students 	Internal - DoE, office based Internal - DoE, school based	Quality Teaching and Learning Team	Principal, AP, Head of Curriculum, Learning Support Teacher	
	Term 2-4, 2022	Focused professional learning at staff meetings				

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Other Strategy, Focus Area and Actions (Where applicable)

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

3. Other Strategy /Focus Area		
Problem of Practice Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.	Explicit Improvement Agenda	Ac2 - School improvement partners
Implementation Outcomes What are the changes you expect to observe in practice if the strategy is being successfully implemented?	If we establish processes in relation to International Partnerships (Sister Schools) for regular monitoring, evaluation and refinement, then we will see the sustainability and longevity of the partnerships in regards to teacher and student engagement and programs. Collaboratively review with Partners the MOU through the use of a review document, by using teacher and student feedback to reflect on the MOU and refine programs and practices.	
Student outcomes What are the changes you expect to observe in student outcomes if the strategy is being successfully implemented?	We will see an increased student voice in feedback and refinement of partnerships and programs through the review process.	

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Actions	When	Strategies	Who			Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Review: the current practices used to monitor and evaluate International Partnerships (Sister Schools)	Term 1, 2022	Student & community engagement & consultation	Internal - DoE, school based		Principal and Leadership Team	
Create: a process for the regular monitoring, evaluation and refinement of strategies partnerships and programs.	Term 2, 2022	Specialist expertise support	Internal - DoE, school based		Principal and Leadership Team	
Review and refine: Collaboratively review with partners the goals and activities in partner programs as per the Memorandum of Understanding (MOU)	Term 3-4, 2022 Ongoing	Student & community engagement & consultation	Internal - DoE, school based		Principal and Leadership Team	

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Act / 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?	Date	Status	Comments/Evidence
Refer to Implementation and Student Outcomes Section		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	

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Endorsement (can be completed by mid-Term 1 2022)

Principal



Senior Director
School Improvement and
Leadership

Chair
School Representative Body

