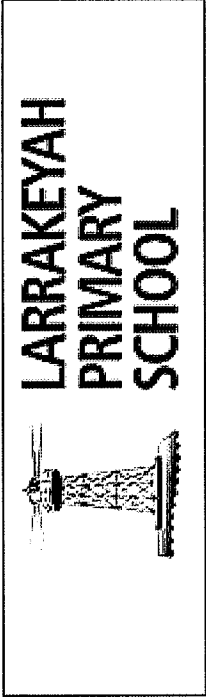


Larrakeyah Primary School



Education NT Strategy – School Priorities

Select two Education NT Strategy school priorities and one accompanying priority that the school will focus its efforts on. These priorities will remain the focus for improvement across the four years of the EIA.

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition - Year 9)
Engage: Increase the number of students attending more than 80% (applies to preschool, Transition - Year 12)
Grow: Increase the number of Year 3 students exceeding the national mean in Mathematics and improve students' two year gain in NAPLAN Mathematics in Years 3 & 5

School Vision

We instil life-long learning through high standards, high expectations and high achievement.

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School Values

Respect
Responsibility
Achievement

Focus for Improvement in 2021-2024

What whole school information was used to identify the improvement priorities and actions of your school in the coming improvement cycle (4 years)? Include each of your recommendations from your recent school review, where additional indicators to accompany a target have been provided, these will be applicable in the next steps of your SSIP. Include references to: student performance and engagement data, school survey results; and previous school priorities, strategies and actions. Include relevant data/graphs/tables in Attachment A.

Focus for improvement

Larrakeyah Primary School is a high performing school with approximately 530 students. 40.5% students identify as EAL/D. The number of EAL/D students has grown over the past few years.

The school has been on an inquiry journey in the improvement of teaching practices and student outcomes over the past 5 years. The journey has been underpinned by research in best practice undertaken by school leaders.

The school review recommendations will be implemented as focus areas for improvement over the next four years.

School Review Recommendations

AC4 (4 Years) 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.

A1 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.

E3 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.

AC4 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.

AC2 Implement systematic and regular monitoring, evaluation and refinement of strategic partnerships and programs to ensure their sustainability, relevance and impact on student learning outcomes.

Mapping the Improvement Journey

Across the SSIP, what are the Signature Strategies you have identified in response to the recommendations of your school review? Have you considered the connections between these? Map out the implementation journey for these strategies below. Consider which strategies need to be in place first, which can be commenced concurrently, and which are dependent on the success of earlier strategies and should be undertaken later in the journey. The sequencing is agile and may change as part of the review and adjust phase of the inquiry cycle.

Select from drop down list

Copy, Paste, Drag and Select the appropriate strategy for the corresponding year on the journey.

2021	2022	2023	2024
Short	Ac4 - Personalising learning		
	Medium	Long	Long
Short	A1 - Readiness to learn		
	Medium	Long	
Short	E3 - Whole school curriculum and assessment plan		
	Medium	Long	Long
Short	Ac4 - Personalising learning		
	Short	Medium	Long
Short	Ac2 - School improvement partners		
	Short	Medium	Long

Select SSIP Signature Strategy, Actions and Implementation Outcomes

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy. (Refer to page 20-26 of 'Putting evidence to work: a school's guide to implementation 'for further guidance)

Year (s) of focus-2021-2024					Ac4 - Personalising learning				
Goals		Teachers effectively and regularly use data to differentiate for personalised learning and to set and track individual learning targets. Teachers are capable in using data on a regular basis to monitor their own effectiveness in meeting targets, and as evidence of continuous improvement and successful teaching.							
What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?									
Active Ingredients		Implementation Activities		Changes in behaviour		Student Outcomes			
Use you school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.		Strategies to support implementation		Implementation Outcomes					
Building staff capacity in the use of data to differentiate teaching and learning. Building staff capacity to set and track individual learning targets. Develop teachers' skills to use data on a regular basis to monitor their own effectiveness in meeting targets.		The data focus team continues to lead professional learning on the use of data for differentiation. Regular staff meetings throughout the year to maintain a focus on data and differentiation. Set expectations for programming. Mandate setting and tracking of individual learning targets with consideration of cohort and school targets.		Short Term – Staff demonstrating an understanding of the use of data to differentiate. Staff understanding school, cohort and individual learning targets.		Short Term – Increased student engagement with data and individual learning targets.			
				Medium Term – Staff demonstrating using data to differentiate and inform their teaching in programming documents		Medium Term – Improved student ability to use data to understand individual growth through the use of student data folders and individual goal setting.			

		Continue walkthroughs and lesson observations with teachers responding to feedback.	Improved students' ability to discuss their data with teachers and parents.
Monitoring Collaborative discussions with year level teaching teams and Head of Curriculum and Assessment Regular walk-throughs and lesson observations, discussing with students data and individual learning targets. Individual teacher discussions on data and targets with data coaches.	Long Term – All staff sharing data and practice to inform discussions about progress in implementing the regular use of data and where they can improve. All staff have embedded the regular use of data, differentiation, target setting and monitoring into all aspects of classroom practice.	Long Term – NAPLAN results demonstrate significantly higher growth between Year 3 and 5 when compared to the Australian mean. Increased numbers of students performing at or above year level targets in PAT Maths and PAT Reading. Increased number of students achieving a 'C' and above in Mathematics, Reading and Writing.	

Select SSIP Signature Strategy, Actions and Implementation Outcomes

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy. (Refer to page 20-26 of 'Putting evidence to work: a school's guide to implementation 'for further guidance)

Year (s) of focus- 2021-2022				A1 - Readiness to learn	
Goals		Staff understanding wellbeing and equipped with the skills to effectively manage their wellbeing. Teachers and students using data to engage and monitor student wellbeing. Leaders implementing a consistent approach to staff and student wellbeing. Leaders will analyse data to further inform decision making around wellbeing programs in the school.			
What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?					
Active Ingredients		Implementation Activities		Changes in behaviour	
Use you school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.		Strategies to support implementation		Implementation Outcomes	
Building staff capacity in understanding wellbeing and management of wellbeing (staff and student).		Partnership with Real Schools for professional learning on wellbeing and strategies to support staff wellbeing at leadership and staff meetings. Identify and prepare champions to support staff wellbeing. Mandate implementing and monitoring of daily student wellbeing through the program YouHue.		Short Term – Staff demonstrating an understanding of wellbeing. Staff understanding school, cohort and individual student wellbeing and monitoring data. Planned professional learning.	
Building staff capacity to implement a whole school approach to wellbeing.				Short Term – Increased student engagement with wellbeing data. Increased student leader involvement with student wellbeing programs.	
				Medium Term – Improve student ability to effectively communicate and manage their own wellbeing. Improved students' ability to discuss wellbeing with teachers and parents.	

2021 – 2024

Explicit Improvement Agenda for Teaching and Learning

Develop teachers' skills to use and monitor data for student wellbeing.	Monitoring Informal and formal discussions with staff regarding wellbeing. Individual/team discussions on student wellbeing data. Staff and leaders regularly reviewing progress and quality of implementation.	Long Term– An embedded whole school approach to staff and student wellbeing. All staff effectively managing their own wellbeing.	Long Term– Student wellbeing data demonstrates the positive impact of whole school approaches and programs.
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Select SSIP Signature Strategy, Actions and Implementation Outcomes

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy. (Refer to page 20-26 of 'Putting evidence to work: a school's guide to implementation 'for further guidance)

Year (s) of focus-2021-2024 E3 - Whole school curriculum and assessment plan			
Goals <i>What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?</i>	Refinement of the school curriculum plan, including general capabilities and cross-curriculum priorities. Quality assessment task design is linked to planning. Staff understand curriculum planning and development. The school curriculum reflects horizontal and vertical alignment.		
Active Ingredients	Implementation Activities	Changes in behaviour	Student Outcomes
<i>Use your school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.</i>	Strategies to support implementation	Implementation Outcomes	
Building staff capacity in understanding curriculum and development, including general capabilities and cross curriculum priorities. Building staff understanding and skills of quality assessment task design linked to planning. Develop teachers' skills to implement a horizontal and vertical school curriculum.	Partnership with Miami State School in QLD for curriculum model and support. Establish an implementation team consisting of Head of Curriculum and Assessment and identified teachers to further refine school curriculum. Establish expectations regarding curriculum and planning. Professional learning regarding curriculum, assessment and horizontal and vertical alignment.	Short Term – Staff demonstrating an understanding of curriculum, general capabilities and cross-curriculum priorities. Planned professional learning. Teaching teams working with Head of Curriculum and Assessment with planning and assessment tasks. Medium Term – Teacher programs reflecting expectations regarding curriculum and planning, including general capabilities. Staff demonstrating an understanding of curriculum models of horizontal and vertical alignment and the implementation plan.	Short Term – Students exposed to all areas of the curriculum specific to their year level, including general capabilities, with a focus on composite year levels. Medium Term – Students are familiar with year level learning progressions for Literacy and Numeracy and the sequence of content for other learning areas, including general capabilities.

		professional learning and building a collaborative culture for teams to work together to confirm and triangulate data. Long Term– Planned professional learning. School has a refined curriculum document which includes general capabilities and cross-curriculum priorities. Teachers implement this curriculum which reflects horizontal and vertical alignment. Quality assessment task design is linked to all teachers' planning, including general capabilities and cross-curriculum priorities.	Long Term– Students can articulate where they are in their learning and their next steps using curriculum and assessment documentation.
	Monitoring Collaborative discussions with year level teaching teams and Head of Curriculum and Assessment. Staff and leaders regularly reviewing progress and quality of implementation. Monitor teacher planning and assessment tasks. Review draft curriculum documents. Trial refined school curriculum implementation.		

Select SSIP Signature Strategy, Actions and Implementation Outcomes

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy. (Refer to page 20-26 of 'Putting evidence to work: a school's guide to implementation 'for further guidance)

Year (s) of focus- 2022-2023 Ac4 - Personalising learning			
Goals	Leaders identify the process of identification of students with needs, including high achieving and/or gifted students; provide professional development opportunities for staff in the use of whole school systematic identification processes and procedures in identifying and catering for high achieving/gifted students. Teachers establish and embed processes and practices through the effective use of differentiation to ensure all students are optimally extended.		
<i>What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?</i>			
Active Ingredients		Changes in behaviour	
Implementation Activities		Implementation Outcomes	
<i>Use your school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.</i>		Student Outcomes	
Continue to develop staff capacity to identify, plan and document how to 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. Whole school routines and processes	Create 'implementation' team (AP for Spec Ed, Spec Ed teacher, Curriculum and Assessment ST and Data Leader) Conduct research/site visits Establish expectations Create/revise policy and processes Investigate resources Professional Learning- differentiation, identification process, Grade Xpert, extension of students through inquiry. Follow up coaching and mentoring with class teachers	Short Term- Documented plan exists, team assigned expectation and responsibility, and professional learning is planned. Staff and the community know that data is the focus for improvement.	Short Term- Student leaders and older classes know that the school has a focus on differentiation to cater for all students learning needs, through various methods.
		Medium Term- Clear policies and procedures and identification processes for high achieving and gifted students. Additional professional learning as needed- whole staff and individual. Collecting and analysing data	Medium Term- 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)

Data analysis, routines and processes.		Evidence of higher level differentiation in teaching programs	Increased numbers of student involvement and engagement in programs such as ToM's Robo Cup, Extension, etc.
Monitoring Implementation Team, Teacher programs, identification process, records and data, staff professional development		Long Term Data regularly analysed and discussed at whole school and team levels in regards to high achieving and gifted students. There are examples of high quality class programs incorporating differentiated teaching strategies, extension groups, etc. Data regularly analysed and used to inform teaching planning and monitor progress.	Long Term There is evidence in data sets of a higher number of identified high achieving/gifted students. Meeting the 'Layer 2' targets in the ASIP

Select SSIP Signature Strategy, Actions and Implementation Outcomes

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy. (Refer to page 20-26 of 'Putting evidence to work: a school's guide to implementation 'for further guidance)

Year (s) of focus-2022-2023 Ac2 - School improvement partners			
Goals <i>What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?</i>	Established process for regular monitoring, evaluation and refinement of strategic partnerships and programs to ensure their sustainability.		
Active Ingredients	Implementation Activities		Changes in behaviour
	Strategies to support implementation		Implementation Outcomes
Use you school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.			Student Outcomes
Collaboratively review with partners the goals and activities in partner programs as per the Memorandum of Understanding (MOU).	Develop review document between partners Collaborative discussions between partners regarding MOU Use review document each year to determine meeting goals and refinement of programs		Short Term- Increased partner engagement with MOU in regards to student outcomes.
			Medium Term- Increased student engagement in partnerships through general capabilities and Chinese language
			Long Term- Increased student voice in feedback and refinement of partnerships
	Monitoring Leadership teams, MOU and review document		Short Term- Leadership team partners referring to MOU in collaborative discussions.
			Medium Term- Develop review document between partners
			Long Term- Partners using review document and teacher/student feedback to reflect on MOU and refine programs and practices.

Act and Review and Adjust

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?

Annual Review and Adjust		
Strategy	Status	Comments/Evidence/next steps
Ac4 - Personalising learning	Achieved	Short term strategies 2021 achieved. Staff demonstrate an understanding of the use of data to differentiate as well as understanding school, cohort and individual learning targets. Students have data folders and are engaging in data and individual learning goals.
A1 - Readiness to learn	Achieved	Short term and some medium term strategies 2021 achieved. Staff demonstrate an understanding of wellbeing. Staff understand school, cohort and individual student wellbeing and monitor data. Staff involved in planned professional learning. Staff demonstrate an understanding of how to manage their own wellbeing. Students are engaged with wellbeing data and show increasing ability to effectively communicate and manage their own wellbeing.
E3 - Whole school curriculum and assessment plan	Achieved	Short term strategies 2021 achieved. Staff demonstrate an understanding of curriculum, general capabilities and cross-curriculum priorities. Staff involved in planned professional learning. Teaching teams working with Head of Curriculum and Assessment with planning and assessment tasks. Students are exposed to all areas of the curriculum specific to their year level, including general capabilities, with a focus on composite year levels.
Select from drop down list	Select from drop down list	

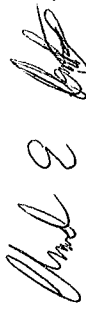
Annual Review and Adjust		
Strategy	Status	Comments/Evidence/next steps
Select from drop down list	Select from drop down list	

Endorsement



Principal

Senior Director School Improvement and
Leadership



Chair School Representative Body