

# Larrakeyah Primary School



## Explicit Improvement Agenda Cycle: 2020-2024

### Context statement:

Larrakeyah Primary is an Independent Public School (IPS), catering for approximately 500 students from Preschool to Year 6. The school is committed to high standards, high expectations and high achievement. The school motto is "Pathways To Excellence". As an IPS, the school focusses on innovative practices, strong partnerships, enhanced learning opportunities for students, evidenced-based research, 21<sup>st</sup> century learning and high quality teaching. The school has embedded Visible Learning, research based work of Professor John Hattie, and is an accredited Cambridge International School. The staff are committed to further developing their knowledge and teaching skills, implementing innovative programs and practices to further improve student learning outcomes. As an IPS, staff are receptive to feedback and committed to further improvement. The school offers several after school programs on a user pays basis. The smooth running of the school is important with an emphasis on high quality and professionalism.

Larrakeyah Primary is a high performing urban independent government school that consistently runs a variety of programs (Whole School STEAM Days, Quest, Wellbeing, Friends at Break, Learning Support etc.) that are designed to engage and encourage our students.

### Key Recommendations from the 2020 School Review

1. 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.
2. 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.
3. 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.
4. 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.
5. Implement systematic and regular monitoring, evaluation and refinement of strategic partnerships and programs to ensure their sustainability, relevance and impact on student learning outcomes.



# 2023 Annual School Improvement Plan

Context statemen continued:

## 2022 ASIP Focus

- 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.

## Darwin Region Regional Goal/s:

Strengthening Instruction	
Goal: To increase student achievement and growth in Reading	Target 1: In 2021 the average number of students achieving C or above in Reading was 79%, in 2023 we will lift this by a minimum of 3%
	Target 2: In 2021 the proportion of students achieving NMS in Reading was 88%, in 2023 we will lift this by a minimum of 3%
To increase student achievement and growth in Mathematics (Number and Algebra)	Target 1: In 2021 the average number of students achieving C or above in Number and Algebra was 76%, in 2023 we will lift this by a minimum of 3%
	Target 2: In 2021 the proportion of students achieving NMS in Mathematics was 87%, in 2023 we will lift this by a minimum of 3%
Engagement	
Goal: Increase engagement in school for all students in the Darwin Region	Target 1: Increase regional average attendance rate returning to a minimum of 2021 attendance levels or above
	Target 2: In 2021 School Survey student wellbeing theme positive response rate was 65%, in 2023 we will lift this to a minimum of 72%
	Target 3: In 2021 School Survey student teacher student relationship theme positive response rate was 73%, in 2023 we will lift this to a minimum of 80%



# 2023 Annual School Improvement Plan

Assess

Set Goals

## Focus for Improvement in 2023

*Summarise the data that informed the development of the goal (on following page) and identification of improvement strategies for 2023 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.

Student and Staff Wellbeing have been a priority over the last two years. This focus will remain for both teachers and students moving into 2023.

The 2022 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.



*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 2023 aligning it to a strengthening instruction focus.*



## 2023 Annual School Improvement Plan

### GOAL 1: STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS

To increase student achievement and growth in Mathematics (Number and Algebra)

<p><b>Problem of Practice</b></p> <p>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</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><b>Aligned Signature Strategy</b></p> <p><a href="https://elearn.nts.schools.net/leading-school-improvement/set-goals/signature-strategies">https://elearn.nts.schools.net/leading-school-improvement/set-goals/signature-strategies</a></p> <p>Which signature strategy will support you to plan for the changes in practice you expect to see?</p>	<p>Ac4. Personalising Learning</p> <p>And (optional) Choose an item.</p>		
<p><b>Implementation Outcomes</b></p> <p>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</p> <p>Refer to signature Strategy Improvement Guides.</p>	<p><b>Educators</b></p> <ul style="list-style-type: none"><li>- Use learning progressions in the planning of mathematics</li><li>- Understand and use learning progressions to inform assessment tasks</li><li>- Utilise learning progressions and other mathematics data to guide students in setting personal learning goals</li></ul>	<p><b>Students</b></p> <ul style="list-style-type: none"><li>- Will show an increase in their articulation of their learning in mathematics</li><li>- Will be able to understand marking rubrics and learning progressions</li><li>- Will begin to use their knowledge of learning progressions and personal mathematics data to plan personal learning goals</li></ul>	<p><b>Families/ Community</b></p> <ul style="list-style-type: none"><li>- Will be able to see the progress and achievement of their child</li><li>- Will be able to see the correlation between individual student mathematics learning goals and achievement</li></ul>
<p><b>Student Improvement Targets</b></p> <p>What are the measurable changes you expect to achieve in student outcomes, if the strategy is being</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>		



# 2023 Annual School Improvement Plan

successfully implemented? How are the targets reflective of the diverse cohorts at your school?

- In 2022, the average percentage of student grades assigned C or above in all strands of mathematics was 90%, in 2023 we will lift this by a minimum of 2%.
- PAT M Data- student cohort data from 2022 affects 2023 targets. We aim to improve upon and increase Larrakeyah Primary Schools mean scale score of 113.9 in 2023.
- NAPLAN Data and Targets:
 

Baseline from 2022 Year 3 Mathematics 50% in top two Bands (Bands 5 & 6)	2023 Targets Year 3 Mathematics 50% in top two Bands (Bands 5 & 6)	Baseline from 2022 Year 5 Mathematics 32% in top two Bands (Bands 7 & 8)	2023 Targets Year 5 Mathematics 50% in top two Bands (Bands 7 & 8)
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Darwin Region Targets

**Target 1:** In 2021 the average number of students achieving C or above in Number and Algebra was 76%, in 2023 we will lift this by a minimum of 3%

**Target 2:** In 2021 the proportion of students achieving NMS in Mathematics was 87%, in 2023 we will lift this by a minimum of 3%



## 2023 Annual School Improvement Plan

Set Goals

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.

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the implementation of 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.
<b>Review and define:</b> the range of data used by teachers to diagnose and target teaching and how the data is used to inform teaching programs.	Term 1, 2023	Collaborative inquiry / action research	Internal - DoE, school based		Head of Curriculum and Assessment, Data and Numeracy Focus teams	QuickSmart Numeracy- \$26,00 Extra PAT test- \$500 Assessment and Data Team budget- \$8000 Includes: Grade Xpert, Brightpath
		Mentoring & coaching	Internal - DoE, school based		Head of Curriculum and Assessment	
		Choose an item.	Choose an item.			
		Modelling effective practices	Internal - DoE, school based	Teachers AP, Prin		
<b>Review and define</b> identification of differentiation in teaching programs through the use of data in:	Term 2, 2023	Focussed professional learning at staff meetings	Internal - DoE, office based	Quality Teaching and Learning Team	Head of Curriculum and Assessment Data and Numeracy Focus Teams	Literacy budget- \$12500 Numeracy budget- \$6500

- Mathematics
- Writing



## 2023 Annual School Improvement Plan

Actions	When	Strategies	Who		Resources	
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the implementation of 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.
		Mentoring & coaching	Internal - DoE, school based	Senior Teachers Focus Team Leaders		Targeted Professional Development- Mathematics- \$4000
Targeted Professional Development using progressions and assessment for learning to personalise learning in: <ul style="list-style-type: none"><li>Mathematics</li><li>Writing</li><li>Accelerated programs for high achieving and gifted and talented students</li></ul>	Term 2-4	Focused professional learning at staff meetings	Internal - DoE, school based	Quality Teaching and Learning Team	AP, Head of Curriculum, Learning Support Teacher	Targeted Professional Development- Writing- \$4000
		Focused professional learning at staff meetings	Internal - DoE, office based	Quality Teaching and Learning Team	Head of Curriculum, Learning Support Teacher,	Targeted Professional Development- Accelerated Programs- \$4000
						Learning Support Budget- \$10000
Identify indigenous students who are not performing at year level and plan and implement an Individual	Term 1 and Ongoing	Case management approach	Internal - DoE, school based	Classroom teachers Learning Support Teacher	AP, Head of Curriculum and Assessment	



## 2023 Annual School Improvement Plan

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 lead to the desired changes of behaviours and/or practices aligned to the implementation of 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.
Education Plan to specially include <ul style="list-style-type: none"> <li>Mathematics</li> <li>Writing</li> </ul>						



## 2023 Annual School Improvement Plan

Assess

Set Goals

Analyse evidence of students' engagement and learning considering: overall school the performance; the needs of identified priority groups; evidence of improvement or regression over time, and school surveys and parent and student voice determine a student outcome goal you will pursue in 2023 aligned to [NT Education Engagement Strategy 2022-2031](https://elearn.ntschools.net/leading-system-improvement/strategies/education-engagement-strategy-2022-2031) (<https://elearn.ntschools.net/leading-system-improvement/strategies/education-engagement-strategy-2022-2031>)

### GOAL 2: ENGAGEMENT

**Goal: Increase engagement in school for all students in the Darwin Region**

Problem of Practice	If we empower students to build resilience and happiness to impact their wellbeing, where families and teachers are actively involved then we will see an increase in student wellbeing and engagement in emotional learning across all year levels.		
Key Action	To upskill teachers to deliver The Resilience Project which delivers emotionally engaging programs to schools, sports clubs and businesses, providing practical, evidence-based mental health strategies to build resilience and happiness. Continue to use YouHue as a tool to monitor in real time the emotional wellbeing of students and respond as appropriate.		
Implementation Outcomes	Staff	Students	Families/ Community
What are the changes you expect to see in practice and/ or behaviours of staff, students and community?	<ul style="list-style-type: none"> <li>- All teachers will be involved in professional learning to teach The Resilience Pro5ject</li> <li>- Will use identified strategies with students to build happiness and resilience</li> <li>- Use identified strategies with students when the situation arises.</li> </ul>	<ul style="list-style-type: none"> <li>- Will be able to build resilience in everyday situations.</li> <li>- Will be able to develop strategies that will build resilience and happiness.</li> <li>- Will be better equipped to deal with challenges that come their way</li> </ul>	<ul style="list-style-type: none"> <li>- Will be invited to be involved in parent sessions</li> <li>- Will learn strategies to support their child in building resilience and happiness.</li> </ul>
Student Improvement Targets	<p>In 2022 School Survey student wellbeing theme positive response rate was 79%, in 2023 we will lift this to a minimum of 82% for target questions</p> <p>School Survey Target Questions:</p> <p>There is an adult at my school who cares about me and knows me well. I know how to manage my emotions when I am upset. I have good friends that I care about. I know where to get help at school of I need it.</p>		
What are the measurable changes you expect to achieve in student engagement? How are the targets reflective of the diverse cohorts at your school?			



## 2023 Annual School Improvement Plan

	<b>Darwin Region Target:</b> <b>Target 2:</b> In 2021 School Survey student wellbeing theme positive response rate was 65%, in 2023 we will lift this to a minimum of 72%
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Select one of the following goals and actions which most align to your school goal for engagement:

<b>1.</b> <input type="checkbox"/> <b>Education is a partnership:</b> Families and education services work together to ensure all children and students get the best start to learn and are supported and encouraged to continue their learning journey.	<b>2.</b> <input type="checkbox"/> <b>The right people:</b> Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.	<b>3.</b> <input type="checkbox"/> <b>Meaningful learning:</b> Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.	<b>4.</b> <input checked="" type="checkbox"/> <b>Wellbeing and inclusion:</b> Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.
Choose an item.	Choose an item.	Choose an item.	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.

Actions	When	Strategies	Who	Resources		
Outline what the school will do to lead to the desired changes of behaviours and/or practices.	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.
Targeted Professional Development for teachers relating to The Resilience	Term 1, 2023	Focussed professional learning at staff meetings	External consultant	The Resilience Project	Senior Teacher, Nidia Korffas	The Resilience project-\$15000



## 2023 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices.	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.
Project and how to deliver this in the classroom	Ongoing, 2023	Focussed professional learning at staff meetings	Internal - DoE, school based		Senior Teacher, Nidia Korfiyas and Danni Mattiazzo- Head of Curriculum and Assessment	Professional Development: \$4000  Relief Teachers- \$3000
Design and create curriculum plans for the school aligned to school scope and sequences and put into teacher 2023 programs	Term 1, 2023  Ongoing	Leadership development	Internal - DoE, school based		Senior Teacher, Nidia Korfiyas and Danni Mattiazzo- Head of Curriculum and Assessment	Relief Teachers- \$3000
		Mentoring & coaching	Internal - DoE, school based		Danni Mattiazzo- Head of Curriculum and Assessment Class teachers	
Conduct and audit the effectiveness of The Resilience Project	Term 3,4 2023	Observation & feedback	Internal - DoE, school based		Classroom Teachers ST- Nidia Korfiyas, Leadership	



## 2023 Annual School Improvement Plan

Set Goals

Plan

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices.	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.
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			

### 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 develop a three- four year Explicit Improvement Agenda (EIA) or identified other area for improvement.



## 2023 Annual School Improvement Plan

1. Other Strategy /Focus Area	Explicit Improvement Agenda	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.
<b>Problem of Practice</b>  <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	<b>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.</b>	
<b>Implementation Outcomes</b>  <i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i>	<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>Limited student involvement and engagement in extension due to Covid</p> <p>10% involvement and engagement in extension</p>	
<b>Student Improvement Targets</b>  <i>What are the measurable changes you expect to achieve in student learning outcomes?</i>	<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.</p> <p>Students continue to use and improve their ability to discuss their learning and identifying their next steps at a higher level.</p> <p>Increased numbers of students achieving Benchmarks or Goals (A-E, PAT-R, PAT-M, EAL/D).</p> <p>Increased numbers of student involvement and engagement in programs such as ToMs, Robo Cup, Extension, etc.</p>	



## 2023 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and/ or practices.	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: 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.	Term 1, 2023	Collaborative inquiry / action research	Internal - DoE, school based	Quality Teaching and Learning Team	AP, Learning Support Teacher	Targeted Professional Development- - \$4000
		Specialist expertise support	Internal - DoE, office based	Quality Teaching and Learning Team	AP, Learning Support Teacher	
Audit: What does accelerated programs look like for high achieving and gifted and talented students in: <ul style="list-style-type: none"><li>Mathematics</li><li>Writing</li></ul>	Term 1-2, 2023	Specialist expertise support	Internal - DoE, office based	Quality Teaching and Learning Team, Student Wellbeing and Inclusion Team	AP, Learning Support Teacher. Head of Curriculum	



## 2023 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and/ or practices.	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.
<b>Review and define</b> identification of accelerated programs in teaching programs through the use of data to plan for and differentiate specifically for high achieving and gifted and talented students.	Term 2-3, 2023	Mentoring & coaching	Internal - DoE, school based	Quality Teaching and Learning Team, Student Wellbeing and Inclusion Team	AP, Head of Curriculum, Learning Support Teacher	Learning Support Budget- \$10000  Relief Teachers- \$3000
<b>Targeted Professional Development</b> using progressions and assessment for learning to personalise learning in: <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Writing</li> <li>• Accelerated programs for high achieving and gifted and talented students</li> </ul>	Term 2-4, 2023	Focussed professional learning at staff meetings	Internal - DoE, school based	Quality Teaching and Learning Team	Principal, AP, Head of Curriculum, Learning Support Teacher	Targeted Professional Development- Mathematics- \$4000
		Specialist expertise support	Internal - DoE, office based			Targeted Professional Development- Writing- \$4000
			Internal - DoE, school based	Quality Teaching and Learning Team	Head of Curriculum, Learning Support Teacher	Targeted Professional Development- Accelerated Programs- \$4000



# 2023 Annual School Improvement Plan



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 Outcomes and Student Improvement Target sections			
		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	



2023 Annual School Improvement Plan

Endorsement (to be completed by mid-Term 1, 2023)

  
\_\_\_\_\_  
Fathma Mauer  
Principal

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Paul Nyhuis,  
Senior Director  
Education – Darwin Region

  
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Chair  
School Representative Body