

Explicit Improvement Agenda (EIA)



Larrakeyah Primary School

Years of EIA: 2025-2028

Focus for Improvement

School Context, Current Practices and Rationale for Change:

Larrakeyah Primary is a high achieving and innovative school in Darwin City. The school has approximately 515 enrolments P-6. Approximately 50% of the student population identify as EAL/D. The school's vision is: "We instil life-long learning through high standards, high expectations and high achievement". The school's values are : Respect, Responsibility and Achievement.

Larrakeyah Primary School has been on an inquiry journey in the improvement of teaching practices and student outcomes over the last seven years. The focus had largely been on the teaching of writing and using data to improve practice and student learning outcomes. We 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 enabled us to increase the number of students achieving a C or greater in A-E assessments for writing and data from NAPLAN testing also shows an increase in the number of students achieving at or above the Australian mean. NAPLAN and PAT data shows consistent growth.

Following a review of NAPLAN, PAT and wellbeing data, in 2024, the focus moved to Mathematics, specifically problem solving, and student wellbeing. Staff began to see the relationship between academic success and student wellbeing. We captured wellbeing data through the use

of whole school programs as well as specific wellbeing surveys and the daily YouHue app. The school implemented the 'Learning Through Doing' approach in Mathematics which resulted in a greater use of concrete materials and an improvement in student Maths data.

The 2024 ASIP and 2021-2024 Explicit Improvement Agenda for Teaching and Learning were reviewed. In 2025, in response to this review and data we will focus on 'staying the course' to improve outcomes in Mathematics, problem solving and Student Wellbeing.

Larrakeyah Primary had a school review in Term 4 Week 6 2024.

Recommendations :

- Develop and enhance opportunities for active parental, student and stakeholder voice into whole school planning that drives curriculum design, wellbeing support and the overall improvement agenda.
- Continue to build teacher capability in a broader range of EAL/D pedagogies to better meet the diverse needs of the student in their classroom.
- Prioritise the building and strengthening of expert knowledge for all teachers across the prescribed curricula to drive improved teaching practice, innovation and student engagement.

These recommendations will form the basis of the development of the Explicit Improvement Agenda 2025-2028.

Current School Goals:

One goal that is still to be completed from the 2024 ASIP is:

Improved student ability to use data to understand individual growth through the use of student data folders and individual goal setting.

- Improved students' ability to discuss their data with teachers and parents

Community Consultation and Support

Detail the approach taken to ensure your plan has been developed in partnership with the wider school community, including (but not exclusive to): school leadership team, teachers, school staff, parent/carers, students, LEaD committees (where applicable) and the School Representative Body.

Consultation Type	Description of the Consultation	Key Priorities Raised
School Leadership	- Unpacking of school review recommendations in late Term 4 2024 after school review in Week 6, Term 4; prioritising recommendations 2005 Leadership meetings discussing strategic direction for next 4 years and extending what we are already doing well regarding student wellbeing, 'Learning Through Doing', innovation and preparing our student for future learning.	- Need to 'stay the course' with Mathematics and student wellbeing whilst implementing school review recommendations - Key priorities also need to consider continuing to develop the school's strengths around innovation and also continuing the programs that are working well and showing results ie. wellbeing, 'Learning Through Doing' Maths approach - Need to further strengthen programs and the professional learning of staff ie. Year 6 students transition to high school, SOLE, Grow Your Mind, 4R's and learning about culture and racism.
School Board	Board meetings : school review report and recommendations, need to consult with community for next 4 year planning, board members contributing to online survey sent to families	- School review recommendations - Continue with the strong programs that are successful – QUEST, ASPIRE, ECA, AI trial
Families/Community	Online survey for families to contribute ideas for school regarding the strategic direction and focus areas	Survey comments supportive of what the school is already doing. Key priorities - student wellbeing, innovation, supporting EAL/D students and using data.
Students (including Student Voice)	NTLC (student learning commissioners) Meeting Term 2 – students analysing school survey data and designing questions to ask	Student wellbeing – students identified a trend with one survey question and felt there could be misinterpretation by stakeholders and want

	students and parents about what is means to take students' opinions seriously Student Learning Commissioners meeting each fortnight	to explore further; students prioritised student wellbeing as a key priority
Educators/Staff	- Unpacking of school review recommendations in late Term 4 2024 after school review in Week 6, Term 4; prioritising recommendations - Staff PD Day 2025 – analysis of recent parent survey data - Staff input to focus areas/goals for next 4 years	Summarised key priorities based on all data : Student Wellbeing, Innovation, Supporting EAL/D students and Data-driven curriculum.
Capture emerging themes through consultation that have influenced what you will prioritise as key activities and investments.		
- Student wellbeing - Continuing to be an innovative school - Improve teacher capability to best cater for the needs of EAL/D students - Continue to use data to inform teaching practice and improve student outcomes in Mathematics and Reading		

Four Year Goals and Targets – Strengthening Instruction for Young Territorians

Analyse evidence of students' learning by considering overall school performance, the needs of identified priority groups, and evidence of improvement or regression over time. Use this analysis to determine school goals and student improvement targets for the duration of the EIA, with a focus on strengthening instruction to boost literacy and numeracy. Goals need to be written to explicitly improve student outcomes.

Four Year Goals

Statements describing the actions in specific areas of practice that will lead to a measurable improvement in student outcomes in Strengthening Instruction. Education NT Strategy 2021-2025

If we use research-based data in Mathematics to understand student achievement and identify areas of need, then we can target teaching to help improve students understanding of Number concepts as measured by the number of students achieving at or above the targets in Mathematics.

If we use a whole school approach to best practice teaching in Reading, then we will see an improvement in student's skills in Reading as measured by the number of students achieving at or above the targets in Reading.

Four Year Targets

What are the measurable changes expected to be achieved in student outcomes, if goals have been successfully achieved? How are the targets reflective of the diverse cohorts at the school?

Remove the target stems that are not applicable to your school.

Headline Improvement Measures:	
NAPLAN Growth <i>For all applicable year levels assessed</i> In 2024 76% of Year 3 students were Strong or Exceeding for NAPLAN Reading. In 2028, the target is 85%. In 2024 75% of Year 3 students were Strong or Exceeding for NAPLAN Numeracy. In 2028, the target is 82%. In 2024 84% of Year 5 students were Strong or Exceeding for NAPLAN Reading. In 2028, the target is 90%. In 2024 76% of Year 5 students were Strong or Exceeding for NAPLAN Numeracy. In 2028, the target is 82%. In 2024 7% of Year 3 students were in Needs Additional Support for NAPLAN Reading. In 2028, the target is 4%. In 2024 2% of Year 3 students were in Needs Additional Support for NAPLAN Numeracy. In 2028, the target is 2%. In 2024 7% of Year 5 students were in Needs Additional Support for NAPLAN Reading. In 2028, the target is 4%. In 2024 7% of Year 5 students were in Needs Additional Support for NAPLAN Numeracy. In 2028, the target is 4%. A – E Grades In 2024 81% students were C and above in Reading. In 2028, the target is 90%. In 2024 87% students were C and above in Number & Algebra. In 2028, the target is 92%.	School Targets: Year 1 Phonics Check In 2025, 24% of the Year 1 cohort were ‘struggling decoders’. In 2028, the target is 15% for the Year 1 students. In 2025, 25% of the Year 1 cohort were ‘developing decoders’. In 2028, the target is 15% for the Year 1 students. In 2025, 51% of the Year 1 cohort were ‘fluent decoders’. In 2028, the target is 70% for the Year 1 students. PAT-MATHS In 2024, 48% of the Year 1 cohort were at the Year 1 Australian Norm 50 th Percentile. In 2028, the target is 60% for the Year 5 students. In 2024, 34% of the Year 2 cohort were at the Year 2 Australian Norm 50 th Percentile. In 2028, the target is 55% for Year 6 students. PAT-READING In 2024, 37% of the Year 1 cohort were at the Year 1 Australian Norm 50 th Percentile. In 2028, the target is 55% for the Year 5 students. In 2024, 48% of the Year 2 cohort were at the Year 2 Australian Norm 50 th Percentile. In 2028, the target is 60% for Year 6 students.

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In 2024 72% of Year 1 student grades were C and above in Reading. In 2028, the Year 5 target is 90%. In 2024 71% of Year 2 student grades were C and above in Reading. In 2028, the Year 6 target is 90%. In 2024 88% of Year 1 student grades were C and above in Number & Algebra. In 2028, the Year 5 target is 92%. In 2024 79% of Year 2 student grades were C and above in Number & Algebra. In 2028, the Year 6 target is 90%.	
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Four Year Goals and Targets – Engage Every Child and Young Person in Learning

Analyse evidence of students' engagement and learning by considering overall school performance, the needs of identified priority groups, evidence of improvement or regression over time, and feedback from school surveys, parents, and students. Use this analysis to determine school goals and improvement targets for the duration of the EIA, with a focus on increasing student attendance and engagement, Aboriginal employees and support for students. The goals and targets to be aligned to the [NT Education Engagement Strategy 2022-2031](#).

Four Year Goals

Statements describing the actions in specific areas of practice that will lead to a measurable improvement in student outcomes in Attendance and Engagement. [NT Education Engagement Strategy 2022-2031](#)

If we empower students to build resilience and happiness to impact their wellbeing, then we will see an increase in student wellbeing and engagement in emotional learning across all year levels.

If we encourage 'student voice' to value student opinions and leadership in the school, then we will see an improvement in student wellbeing in the school.

Four Year Targets

What are the measurable changes expected to be achieved in student outcomes, if goals have been successfully achieved? How are the targets reflective of the diverse cohorts at the school?

Remove the target stems that are not applicable to your school.

Headline Improvement Measures:	School Targets:
Attendance COMPULSORY: In 2025, the Average Attendance Rate was 93%. In 2028, the target is 95%. School Survey School Survey Target Questions: 1) I like being at my school. 2) I have good friends that I care about. 3) I know how to manage my emotions when I am upset. 4) I can talk to my teachers about my concerns. 5) There is an adult at my school who cares about me and knows me well. 6) I feel safe at my school. 7) My teachers expect me to do my best. 8) My teachers motivate me to learn. 9) Teachers at my school treat students fairly. 10) I am supported by teachers and staff at the school to do my best.	In 2024, 70% of students responded positively to the student wellbeing questions in the School Survey. In 2028, the target is 90%. In 2024, 81% of students responded positively to the teacher-student relationships questions in the School Survey. In 2028, the target is 90%.

Actions for Improvement – A Four-Year Journey



Plan the actions to address working towards achieving each recommendation over the next four years. Identify which of the Signature Strategies best align with the recommendations provided in the School Review. Using the Putting evidence to work: a school's guide to implementation, identify which stage of the cycle each action would relate to. Not all actions will be attended to at once (may span multiple years or start later in the journey). Mapping these out allows schools to implement these in a deliberate, manageable, and sustainable way.

Recommendation from School Review	2025 Actions	2026 Actions	2027
Continue to build teacher capability in a broader range of EAL/D pedagogies to better meet the diverse needs of the students in their classroom.	- Staff PD on EAL/D Cambridge Curriculum - Staff PD on EAL/D learning progressions - Teaching Teams : unpacking vocabulary related to learning areas; collaborative planning for differentiating for EAL/D learners - Literacy Focus Team Goal : EALD – teaching staff about tiered vocabulary and using it as a whole school approach in writing	- EAL/D intervention from specialist teachers for specific students based on data - Subject specific vocabulary evident in teaching programs - Staff using EAL/D learning progressions to inform lesson content - Through “culture and racism theme” in Larakeyah Learner program, targeting EAL/D learners to buddy with a proficient English speaking student - Staff PD on EAL/D learners and teaching strategies	- EAL/D interv students base - Part-time EAL intervention - Through “cult theme” in Lar program, targ learners to be proficient En student - Staff PD pres teacher - EAL/D Interv evening for p
Ac4 - Personalising learning (differentiated teaching and learning)			

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Prioritise the building and strengthening of expert knowledge for all teachers across the prescribed curricula to drive improved teaching practice, innovation and student engagement.	- Data coaching more aligned to prior to report writing, informing grades - Learning Through Doing (LTD) whole school PD day and staff meeting sessions - Upskilling whole staff on new AI trial - Continuing best practice in collaborative planning (expectations, protocols)	- Initial/Lit Staff PD - Staff PD 'Big 6' in Reading rotations - Upskill staff in use of reading data - Revise Reading pedagogy - Continuing LTD staff PD - Students using AI Intellilearn program across the school - Innovative use of technology across the curriculum - Implementing Self Organised Learning Environments (SOLE)	- Staff PD in R&I areas of need - Research 22nd implementation - Staff PD Glot from Cambric - Implementing Perspectives Curriculum - Map clear linl innovative te subject learni - Further devel school in teac
R6 - Professional learning communities (an expert teaching team)	- Involvement NT Learning Commissioners (NTLC) - LTD parent information sessions - Reading information sessions - Analyse data targeted from NTLC - Community Digest and survey questions - Strategic plan parent survey - Sharing of learning sessions with parents after assemblies - Open classrooms	- Involvement NT Learning Commissioners (NTLC) - LTD parent information sessions - Reading information sessions - Analyse data targeted from NTLC - Community Digest and survey questions - Strategic plan parent survey - Sharing of learning sessions with parents after assemblies - Open classrooms	- Parents invite staff Focus T₁ set goals and - Targeted thei support parei student wellb - Parents invite or resources i curriculum co
Ac1 - Collaborative review (a culture that promotes learning)	- Open classrooms	- Open classrooms	- Open classrooms

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	– Parent involvement in innovation programs linked to curriculum – business enterprise day, QUEST, ASPIRE, ECA – EAP parent collaboration expectations	– Parent involvement in innovation programs linked to curriculum – business enterprise day, QUEST, ASPIRE, ECA – EAP parent collaboration expectations – Student-led conferences during 3-way conferences each semester	
This section promotes reflection on implementation and may include: • positive reflections • lessons learned • barriers <u>and</u> solution approaches • how progress with be shared with the school community. shifts in data (if appropriate)	• <i>review and adjust comments</i>	• <i>review and adjust comments</i>	• <i>review and ad.</i>

Resources for Improvement

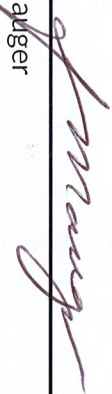
Identify the resources that will support achieving the actions identified on the previous page. It may be found that not all actions will need resourcing. Include any School Council/ Board projects or expected expenditure.



Resource Area	2025	2026	2027
FINANCES (School-held funds including school council/board funds, department-held funds and any grants or bequests)	- Literacy Budget - Numeracy budget - Staff PD budget - Media budget	- Literacy Budget - Numeracy budget - Staff PD budget - Media budget	- Literacy Budget - Numeracy budget - Staff PD budget - Media budget
PEOPLE (Teaching and non-teaching staff)	- Student Support personnel - Head of Curriculum - Staff for student intervention programs	- Student Support personnel - Head of Curriculum - Staff for student intervention programs	- Student Support pe - Head of Curriculum - Staff for student int programs
INFRASTRUCTURE (Built, environmental/grounds, security)	-	-	-
DIGITAL INFRASTRUCTURE (Hardware, software (including subscriptions and licences), networking, cybersecurity, support services)	- Technology budget - YouHue subscription - Inquisitive subscription	- Technology budget - Customised AI platform	- Technology budget - Customised AI platf
SCHOOL RESOURCES (Classroom and teaching resources, books, sports equipment)	-	-	-

EXTERNAL RESOURCES (People, programs, information and facilities in your community or networks)	- External learning support consultant - LTD external consultant	- LTD external consultant	-

Endorsement


Fathma Maudger
Principal 13/10/25


Warren Giles
Senior Director - Darwin
Regional Services 3/11/25


Kristy Rees
Chair
School Board 15/10/25

Optional – Further Planning: Year 1 - Select Year Implementation Actions

This section is optional, copy and paste the actions for a specific year into the table below (these may come from multiple recommendations), using the **Putting evidence to work: a school's guide to implementation**, identify which stage of the cycle each action would relate to. The purpose of this is to support the development of the Annual School Improvement Plans for the next four years.

Implementation Actions	Implementation Cycle Stage
Consider the implementation actions that need to be prioritised and the stage of implementation the school is/will be in for successful implementation to be achieved.	Explore: Define the problem you want to solve and ide practices to implement. Prepare: Create a clear implementation plan, judge the deliver that plan, then prepare staff and resources. Deliver: Support staff, monitor progress, solve problem approach is used for the first time. Sustain: Plan for sustaining and scaling an intervention continuously acknowledge and nurture its use.
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