

Larrakeyah Primary School



Explicit Improvement Agenda Cycle: 2020-2024

Focus for Improvement in 2024

2024 ASIP Focus

Larrakeyah Primary School has been on an inquiry journey in the improvement of teaching practices and student outcomes over the last six years. Our school's demographic, has progressively changed over the last six 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 2023 ASIP and 2021 -2024 Explicit Improvement Agenda for Teaching and Learning were reviewed. In 2024, in response to this review and data we will focus on improving outcomes in Mathematics, problem solving and Student Wellbeing.

2024 Annual School Improvement Plan

Set Goals

Plan

Strengthening Instruction Goals and Actions

Analyse evidence of students' learning considering overall school 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 2024 aligning it to a strengthening instruction focus.

STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS			
Goal	To increase student achievement and growth in Mathematics (Problem Solving)		
Change of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we use research based data in Mathematics so that it informs problem solving lesson design, then we will see improvement in Mathematics as measured by number of students achieving at or above the targets in Mathematics.		
Implementation Outcomes <i>What are the changes you expect to see in practice and/or behaviours if your goal has been successful? Refer to Signature Strategy Improvement Guides.</i>	Educators - Use data from 2023 NAPLAN for the planning of problem solving in mathematics - Use data from PAT M for the planning of problem solving in mathematics - Understand and use NAPLAN and PAT M problem solving questions in teaching and learning - Understand and use the school problem solving cycle in the teaching of problem solving.	Students - Will show an increase in their understanding of multi-step problems and improve accuracy of multi-step problems - Will show an increase in their articulation of their learning in mathematics - Will be able to understand various questions types including multi-step problems	Families/Community - Will be able to see the progress and achievement of their child - Will be able to see the correlation between individual student mathematics learning goals and achievement

2024 Annual School Improvement Plan

Student Improvement Targets <i>What are the measurable changes you expect to achieve in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at your school?</i> (Refer to Goal and Target setting guidance for 2024)	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 and increase their understanding and accuracy with multi-step problems. • In 2023, the average percentage of student grades assigned C or above in all strands of mathematics was 91.4% in 2024 we will improve this by a minimum of 2%. • PAT M Data- In 2023, the mean scale score was 118.5 in 2024 we will improve this to achieve a minimum mean scale score of 120.5. • NAPLAN Data and Targets:					
	<u>Baseline from 2023</u> Year 3 Mathematics 77% in the Strong and Exceeding range.	<u>2024 Targets</u> Year 3 Mathematics 80% in the Strong and Exceeding range.	<u>Baseline from 2023</u> Year 5 Mathematics 84% in the Strong and Exceeding range.	<u>2024 Targets</u> Year 5 Mathematics 87% in the Strong and Exceeding range.		

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

Actions	When	Signature Strategies	Who		Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.	Outline the start and end date for implementing the action.	Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?	Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Teachers use NAPLAN 2023 and PAT M problem solving	T4, 2023, T1, T2	Ac4. Personalising Learning	Internal- Head of Curriculum and Assessment, AP, Senior Teachers	AP's, Head of Curriculum and Assessment	

2024 Annual School Improvement Plan

Actions	When	Signature Strategies	Who		Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.	Outline the start and end date for implementing the action.	Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?	Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
focuses in their planning on a Termly basis.	and T3 2024				
Teachers use NAPLAN 2023 and PAT M problem solving questions in their planning on a weekly basis in problem solving Friday lessons.	Weekly	Ac4. Personalising Learning	Internal- Head of Curriculum and Assessment, AP, Senior Teachers	AP's, Head of Curriculum and Assessment and ST's	
Targeted professional development in the problem solving cycle at LPS	Term 1, 2	E3. Whole School Curriculum and Assessment Plan	Internal- Mathematic Focus Team and Head of Curriculum and Assessment	AP's, Head of Curriculum and Assessment and ST's	
Targeted professional development using problem solving to personalise learning in mathematics	Term 2- Term 4	Ac4. Personalising Learning	Internal- Mathematic Focus Team and Head of Curriculum and Assessment	AP's, Head of Curriculum and Assessment and ST's	
Targeted professional develop on the use of concrete materials in teaching problem solving.	Term 1, 2	E3. Whole School Curriculum and Assessment Plan	Internal- Mathematic Focus Team and Head of Curriculum and Assessment	AP's, Head of Curriculum and Assessment and ST's	

2024 Annual School Improvement Plan

Actions	When	Signature Strategies	Who		Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.	Outline the start and end date for implementing the action.	Which evidence-based strategies(signature strategies) will you draw upon to achieve this action?	Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.		Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Targeted mathematics problem solving sprint in classes to gather baseline data.	Term 1,2,3 and 4	E3. Whole School Curriculum and Assessment Plan	Internal- Mathematics Focus Team, Senior Teachers		AP's and ST's
Data analysis in target areas to track progress against the goals.	End of each semester	R1. Triangulation of Data	Teachers, Data Team, Mathematics Team, AP's		AP's

Insert further rows as required by highlighting and selecting 'Insert' and 'Row Below'.

2024 Annual School Improvement Plan



Engagement Goals and Actions

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 2024 aligned to [NT Education Engagement Strategy/2022-2031](#)

ENGAGE EVERY CHILD AND STUDENT IN LEARNING			
Goal	To increase student resilience and happiness in their overall wellbeing and belonging at school.		
Change 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.		
Implementation Outcomes	Staff	Students	Families/Community
What are the changes you expect to see in practice and/ or behaviours of staff, students and community?	- All teachers will be involved in professional learning to teach the Resilience Project. - Will use identified strategies with students to build happiness and resilience. - Use identified strategies with students when the situation arises.	- Will be able to build resilience in everyday situations. - Will be able to further develop strategies that will build resilience and happiness. - Will be better equipped to deal with challenges that come their way.	- Will be invited to be involved in parent sessions. - Will learn strategies to support their child in building resilience and happiness.
Student Improvement Targets	Student cohort and staff changes between 2022 and 2023 affects the 2023 baseline data.		
What are the measurable changes you expect to achieve in student engagement? How are the targets reflective of the diverse cohorts at your school?	In 2023 School Survey student wellbeing theme positive response rate was 74%, in 2024 we will lift this to a minimum of 77% for target questions School Survey Target Questions: 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 if I need it.		

2024 Annual School Improvement Plan

The Education Engagement goals and actions support the strategy's commitment to continuing to grow our connection with young people, families and communities to engage every child in learning. The actions are evidence-based steps that can be taken to achieve the Engagement goals.

Select the relevant goals and actions which most align to your school goal for engagement:				
1. ☐ Education is a partnership: 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.	2. ☐ The right people: Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.	3. ☐ Meaningful learning: Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.	4. ☒ Wellbeing and inclusion: Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.	

Outline the actions, timelines, roles, responsibilities and resources that the school will adopt to implement the school's Engagement Goal and Actions.

Actions	When	Aligned EES Actions	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.	Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.	Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.	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 Project and how to deliver in the classroom	Ongoing 2024 Dates to be booked and confirmed	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	External consultant- The Resilience Project	ST's, AP's	
Targeted professional development on data analysis in YouHue and how to use it to impact students and the classroom	Term 1, 2, 2024	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Internal- AP's, ST's	AP's, ST's	

2024 Annual School Improvement Plan

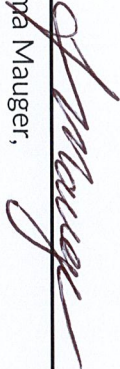
Actions	When	Aligned EES Actions	Who		Resources
Outline what the school will do to lead to the desired changes of behaviours and / or practices.	Outline the start and end date for implementing the action.	Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.	Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Weekly planning teaching team meetings to include YouHue data analysis and % of positive emotions	Weekly	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Classroom teachers	AP's, ST's	
Once a term, in the middle of the term (approx. week 6) teaching team meeting, year levels to present YouHue data analysis % and discuss	Once a term	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Classroom teachers	ST's, AP's	
End of term planning teaching team meetings to include YouHue data analysis and % of positive emotions from week to show the term data	End of Term	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Classroom teachers	AP's, ST's	
Targeted professional development on data analysis of Student Wellbeing Survey (ACER)	Term 1 and Term 4, 2024	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Internal- Data Focus Team, Teachers , Teaching Teams, ST's, AP's	AP's, Head of Curriculum and Assessment	

2024 Annual School Improvement Plan

Actions	When	Aligned EES Actions	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.	Identify the relevant EES actions which most align. Refer to the ASIP Guide for link to complimentary strategies to consider.	Please include division, branch and lead contact where this expertise is being sought in 2024, including where this is being achieved through external providers and networks.	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 teaching of YouHue and the use of the program school wide	Term 1, 2,3,4 2024	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Internal- Teachers and Teaching Teams	AP's	
Update and follow the year level scope and sequence for The Resilience Project and place into teaching programs for 2024.	Term 1, 2, 3, 4 2024	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Internal- Teachers ,Teaching Teams, Senior Teachers, AP's	AP's, ST's	
Data analysis in target areas and identified wellbeing actions to track progress against the goals. - Class YouHue Data - Student Wellbeing Survey (ACER)	End of each semester	R1. Triangulation of Data	Teachers, Data Team, Mathematics Team, AP's	AP's	

2024 Annual School Improvement Plan

Endorsement (to be completed by mid-Term 1, 2024)


Fathma Mauger,
Principal

Nigel Brito,
Senior Director
Education Improvement and
Leadership


If endorsement is captured through 'ASIP on a page' or other complimentary mode to communicate the agreed agenda to your school community, please attach.

Kristy Rees
Chair
School Board