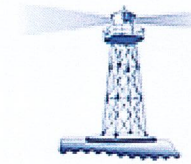


Assess

Set Goals



LARRAKEYAH
PRIMARY
SCHOOL

Larrakeyah Primary School

Explicit Improvement Agenda Cycle: 2025-2028

Focus for Improvement in 2025

2025 Annual School Improvement Plan (ASIP)

Summarise the data and school review recommendations that have informed the development of the school's Strengthening Instruction and Engagement Goals and accompanying improvement strategies for 2025. These should be linked to the Explicit Improvement Agenda (EIA) identified above.

2025 ASIP Focus

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.

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. The school implemented the 'Learning Through Doing' approach in Mathematics which resulted in a greater use of concrete materials.

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.

2025 Annual School Improvement Plan (ASIP)

Community consultation and support

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

Consultation Type	Description of the Consultation	Key Priorities Raised
Choose an item.	– Include when and how consultation occurred, description of attendees, steps taken to confirm the perspectives of stakeholders involved and how priorities were recorded.	–
School Leadership	Leadership Team meetings, unpacking of data (Principal and AP's), review of ASIP goals 2024	– Need to “stay the course” with continuing goals from 2024 – Mathematics and Wellbeing. Data shows we are on the right track and should continue.
Students (including Student Voice)	Student perspectives at SLT meetings, SLT recording student opinions at lunch times for “In The Yard” segments shown at assemblies. Questions asked related to the Maths approach ‘Learning Through Doing’ and student wellbeing programs and YouHue.	– Students speak positively about the ‘Learning Through Doing’ approach, wellbeing programs and the YouHue app.
Educators/Staff	Staff meetings and Teaching Team meetings, staff surveys seeking feedback on particular programs	– Staff want to consolidate their learning of the ‘Learning Through Doing’ approach to teaching Mathematics. They are continuing to analyse both Maths and wellbeing data. Staff support “staying the course” with Mathematics and wellbeing.
Families/Community	School surveys through fortnightly community digests; records of responses maintained.	– Student wellbeing should continue to be a school focus; parents impressed with YouHue ap for tracking student wellbeing.

2025 Annual School Improvement Plan (ASIP)

Consultation Type	Description of the Consultation	Key Priorities Raised
School Board	Board Meetings, discussions, Board minutes.	– Board supports continued focus on Mathematics and Wellbeing
Educators/Staff	Staff analyse PAT M and NAPLAN Data during collaborative team meetings. Staff identified trends that emerged.	– Teachers expressed the need to focus on Place Value. They expressed the need to plan a sprint to target that area of learning.
Capture emerging themes through consultation that have influenced what will prioritised as key activities and investments.		
<ul style="list-style-type: none"> – Staying the course in Mathematics and Wellbeing – ‘Learning Through Doing’ approach in Mathematics – Place value focus in Mathematics – Continue to use YouHue ap for tracking student wellbeing 		



Strengthening instruction goals and actions

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 2025, with a focus on strengthening instruction to boost literacy and numeracy.

Strengthen instruction for young Territorians – Boosting Literacy and Numeracy	
Goal <i>A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.</i>	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 'place value' as measured by the number of students achieving at or above the targets in Mathematics.

2025 Annual School Improvement Plan (ASIP)

Student improvement targets

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

Remove the targets that are not applicable to this ASIP.

HEADLINE IMPROVEMENT MEASURES

NAPLAN

In 2024 76% (48 out of 63) of Year 3 students were Strong or Exceeding for NAPLAN Numeracy. In 2026, the target is 84%. (53 students) We need to move 5 additional students into Strong or Exceeding.

A-E GRADES

In 2024 88% of Year 1 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 92% for Year 2 students.

In 2024 79% of Year 2 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 84% for Year 3 students.

In 2024 85% of Year 3 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 91% for Year 4 students.

In 2024 90% of Year 4 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 94% for Year 5 students.

In 2024 87% of Year 5 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 92% for Year 6 students.

2025 Annual School Improvement Plan (ASIP)

	<p>SCHOOL TARGETS</p> <p>In 2024, 48% of the Year 1 cohort were at the Year 1 Australian Norm 50th Percentile. In 2025, the target is 55% for the Year 2 students.</p> <p>In 2024, 34% of the Year 2 cohort were at the Year 2 Australian Norm 50th Percentile. In 2025, the target is 40% for Year 3 students.</p> <p>In 2024, 54% of the Year 3 cohort were at the Year 3 Australian Norm 50th Percentile. In 2025, the target is 60% for Year 4 students.</p> <p>In 2024, 52% of the Year 4 cohort were at the Year 4 Australian Norm 50th Percentile. In 2025, the target is 60% for Year 5 students.</p> <p>In 2024, 55% of the Year 5 cohort were at the Year 5 Australian Norm 50th Percentile. In 2025, the target is 60% for Year 6 students.</p>
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Implementation Outcomes	Educators	Students	Families/Community
<p><i>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</i></p> <p>Refer to Signature Strategy Improvement Guides.</p>	<ul style="list-style-type: none"> – Use data from 2024 NAPLAN for the planning of warm up tasks, targeting NAPLAN Focusses. – Use data from PAT M for the planning of warm up tasks, targeting cohort trends. – Understand and use NAPLAN and PAT M questions in teaching and learning – Colour code and fill in Data Analysis Sheets (Focus on 	<ul style="list-style-type: none"> – Analyse their data and identify areas of growth and their next steps. – Set achievable learning goals for Mathematics – using their data folders. – Talk about their achievement in Mathematics during 3 Way Conferences with their parents. 	<ul style="list-style-type: none"> – Will be able to see the progress and achievement of their child through SeeSaw, student reports and 3-Way Conferences. – Will be able to see the correlation between individual student Mathematics learning goals and achievement. – Understand what their child’s next steps are in their learning of Mathematics.

2025 Annual School Improvement Plan (ASIP)

	<p>Mathematics Number Strand)</p> <ul style="list-style-type: none"> - Plan common year level assessment tasks that cater for all abilities using the Whole School Curriculum and Assessment Plan and Whole School Data Plan. - Reflect differentiated practices in their Mathematics programs. - Plan for Maths Sprints – targeting Place Value in Semester 1 and Operations in Semester 2. Use data to identify next steps that can be used by students to set learning goals. - Align the Learning through Doing Pedagogical Approach to the Whole School Pedagogical Model. 		
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Identify the actions, timelines, [Signature Strategies](#), who is responsible the resources and budget that the school will adopt to implement the goal(s) and actions.

Actions	When	Signature Strategies	Who		Resources	Budget
<p><i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>Which evidence-based signature strategies will the school draw upon to achieve this action?</i></p> <p>Signature Strategies</p>	<p><i>Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through</i></p>	<p><i>Who is the contact in the school leading this action?</i></p>	<p><i>Outline the identified resources (facilities and FTE) that will be allocated to the action.</i></p>	<p><i>Identify the (\$) that will be allocated to the action.</i></p>

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
			<i>external providers and networks.</i>			
Teachers use 2024 NAPLAN and PAT M focuses in their planning on a termly basis.	T4, 2024	A2. Access to and use of Data to Target Teaching	Internal – Head of Curriculum	Assistant Principal – Head of Curriculum and Assessment		NA
	T1, 2025		Senior Teachers			
	T2, 2025	Ac4. Personalising Learning	Data Team			
	T3, 2025		Classroom Teachers			
	T4, 2025					
Targeted professional development for the Learning through Doing Mathematics Program – plus Check Ups. Align the Learning through Doing Approach to the school Whole School Pedagogical Model.	Whole staff – T2 2025	E6. Whole School Professional Learning Plan	Internal – Head of Curriculum Assessment	Assistant Principal – Head of Curriculum and Assessment	Learning through Doing Resources – Number Lines Place Value Counters Matching Cards	\$7500 (TBA)
	T1, 2025		E5. Whole School Instructional Model			
	T2, 2025	External - Guy Constable Judy Hartnett				
	T3, 2025					
	T4, 2025					
Targeted professional development on the use of concrete materials to support teaching during Mathematics Lessons.	Whole staff – T2 2025	E6. Whole School Professional Learning Plan	Internal – Head of Curriculum Assessment	Assistant Principal – Head of Curriculum and Assessment	Learning through Doing Resources – Number Lines Place Value Counters Matching Cards	\$7000 (TBA)
	T1, 2025		E5. Whole School Instructional Model			
	T2, 2025	External - Guy Constable				
	T3, 2025					
	T4, 2025					

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
			Judy Hartnett			
Targeted Mathematics Sprints in classes to gather baseline data. Sem 1 – Place Value Sem 2 – Operations These sprints will be acknowledged in the Whole School Data Plan.	Sem 1, 2025 Sem 2 - 2025	A2. Access to and use of Data to Target Teaching E4. Whole School Data Plan	Internal – Mathematics Focus Team Data Focus Team Head of Curriculum Assessment Class Teachers	Mathematics Focus Team Facilitator	Learning through Doing Check Ups – access through learning portal	
Data Analysis Sheet per class with a focus on Number and Algebra. Teachers to track At, Below and Above Achievement each term. This analysis will show progress overtime.	Week 6 in T1, T2, T3 and T4 of 2025	E4. Whole School Data Plan A2. Access to and use of Data to Target Teaching	Internal – Head of Curriculum and Assessment Class Teachers Senior Teachers AP's	Head of Curriculum and Assessment		
Goal setting – students set S.M.A.R.T goals in relation to Place Value and their area of need.	T1, 2025 T2, 2025	A3. Student Goal Setting Ac4. Personalising Learning	Internal - Classroom teachers with students Data Focus Team	Visible Learning Coaches		\$1000 – VL Budget to supply resources to staff.

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
Collaborative Planning – Teaching Teams collaborate to backwards map achievement standards and create assessment tasks. Refer to the Whole School Curriculum and Assessment Plan to identify achievement standards covered each term.	T1, 2025	R5. Targeted and Strategic Differentiation	Internal - Head of Curriculum and Assessment	Head of Curriculum and Assessment		
	T2, 2025					
	T3, 2025	E3. Whole School Curriculum and Assessment Plan	Classroom Teachers			
	T4, 2025					
Confirming sessions built into the Professional Learning Plan. Moderate place value assessment tasks and confirm grades as stated in the Whole School Data Plan.	T2, 2025	A5. Clarifying and Confirming	Internal – Head of Curriculum and Assessment	Head of Curriculum and Assessment		
	T4, 2025	R1. Triangulation of Data	Senior Teachers Teachers			
Targeted professional development on personalised learning - using the Numeracy Progressions (Numeracy General	T1, 2025	E6. Whole School Professional Learning Plan	Internal - Head of Curriculum and Assessment	Head of Curriculum and Assessment		
	T2, 2025					
	T3, 2025	R5. Targeted and Strategic Differentiation	Numeracy Focus Team			
	T4, 2025					

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who		Resources	Budget
Capability) as well as open ended tasks to help teachers incorporate differentiated practices in programs.						
Teachers will report to parents on student achievement through Seesaw, 3 Way-Conferences and A-E Reports.	T2 and T4 - Reports	A4. Assessment to Support Learning	Internal - Classroom Teachers	Head of Curriculum and Assessment		
	T1 and T3 - 3 Way Conferences 1 x Rubric (Place Value Focus) sent home per term via Seesaw	E4. Whole School Data Plan	Head of Curriculum and Assessment AP's			
Teachers will receive a Mathematics lesson observation per semester and be involved in 1 triad throughout the year.	Sem 1, 2025	R6. Professional Learning Communities	Internal - Principal, AP's, Senior Teachers	Principal Head of Curriculum and Assessment		
	Sem 2, 2025	E1. Shared Vision and Values	Teachers			

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

2025 Annual School Improvement Plan (ASIP)

Attendance and Engagement Goals and Actions

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 a student outcome goal that the school will pursue in 2025, aligned to the [NT Education Engagement Strategy 2022-2031](#).

Engaging children and young people in learning – raising attendance

<p>Goal</p> <p><i>A statement describing the action in a specific area of practice that will lead to a measurable improvement in student outcomes.</i></p>	<p><i>To increase student resilience and happiness in their overall wellbeing and belonging at school.</i></p> <p><i>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.</i></p>
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<p>Student improvement targets</p> <p><i>What are the measurable changes expected to be seen achieve in student engagement? How are the targets reflective of the diverse cohorts at the school?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p> <p><i>Resources have been developed for Education Engagement Strategy Implementation.</i></p>	<p>HEADLINE IMPROVEMENT MEASURES <i>(remove the targets that are not applicable to this ASIP)</i></p> <p>SCHOOL SURVEY</p> <p>refer to the ASIP Quality Goals and Target Guide: School Survey</p> <p>Attendance target 93%.</p> <p>In 2024, 70% of students responded positively to the student wellbeing questions in the School Survey. In 2025, the target is 80%.</p> <p>In 2024, 81% of students responded positively to the teacher-student relationships questions in the School Survey. In 2025, the target is 90%.</p> <p>School Survey Target Questions:</p> <p>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.</p>
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2025 Annual School Improvement Plan (ASIP)

Implementation outcomes	Staff	Students	Families/Community
<p><i>What are the changes expected to be seen in practice and/ or behaviours of staff, students and community?</i></p>	<ul style="list-style-type: none"> - All teachers will be involved in professional learning to teach the 4R's (Resilience, Rights and Respectful Relationships) Program and trial the Grow Your Mind Program. - Refer to the Whole School Curriculum and Assessment Plan when creating assessment tasks and linking 4R lesson sequences. - Will use identified strategies with students to build happiness and resilience. - Use identified strategies with students when the situation arises. 	<ul style="list-style-type: none"> - Will be able to build resilience in everyday situations using the 4R's (Resilience, Rights and Respectful Relationships) Program, Grow your Mind, Cambridge Curriculum and YouHue. - 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 have an authentic student voice regarding Wellbeing led by the SLT and NTLC 	<ul style="list-style-type: none"> - Will be more informed with their child's wellbeing - Will learn strategies to support their child in building resilience and happiness. - Community Digest on student wellbeing

2025 Annual School Improvement Plan (ASIP)

The [Education Engagement Strategy \(EES\)](#) 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 EES goal(s) that most aligns to the school goal identified:

1. <input type="checkbox"/> 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. <input type="checkbox"/> The right people: Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.	3. <input type="checkbox"/> Meaningful learning: Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.	4. <input checked="" type="checkbox"/> Wellbeing and inclusion: Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.
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Identify the school actions, timelines, EES actions, who is responsible and the resources that the school will adopt to implement this goal and actions.

Actions	When	Aligned EES Actions	Who		Resources	Budget
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 action which most align to the action. 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 2025, including where this is being achieved through external providers and networks.	Who is the contact in the school leading this action?	Outline the identified resources (facilities and FTE) that will be allocated to the action.	Identify the (\$) that will be allocated to the action.
Targeted professional development on data analysis in YouHue and how to use it to impact students and the classroom.	Ongoing 2025	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	YouHue	\$3500
Targeted teaching of YouHue and the use of	Ongoing 2025	4.3 Families and education services partner to support	Internal- Teachers and Teaching Teams	AP’s		

2025 Annual School Improvement Plan (ASIP)

the program school wide.		positive student behaviour including the use of trauma informed approaches.				
Weekly planning teaching team meetings to include YouHue data analysis.	Weekly, Ongoing 2025	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	ACER Wellbeing Survey	\$235
Data analysis in target areas and identified wellbeing actions to track progress against the goals. -Class YouHue Data	End of each semester	4.3 Families and education services partner to support positive student behaviour including the use of trauma	Classroom teachers, Data Team, Mathematics Team, AP's, ST's	AP's	YouHue Student Wellbeing Survey (ACER) Early Childhood Wellbeing Survey	

2025 Annual School Improvement Plan (ASIP)

-Student Wellbeing Survey (ACER) -Early Childhood Wellbeing Survey -Preschool Wellbeing Survey -School Survey		informed approaches.			Preschool Wellbeing Survey School Survey	
Targeted student conversations led by the Student Leadership Team and Northern Territory Learning Commission addressing the identified wellbeing areas and School Survey Target Questions.	Ongoing 2025	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Classroom teachers, SLT/NTLC and Leader, AP's, Students	Classroom teachers, SLT/NTLC and Leader, AP's,	NTLC	
Unpacking and understanding the 10 School Survey Target Questions within the Year 5/6 cohort in classrooms.	Ongoing 2025	4.3 Families and education services partner to support positive student behaviour including the use of trauma informed approaches.	Year 5/6 Classroom teachers, Students	Year 5/6 Classroom teachers		
Targeted Professional Development for teachers relating to the 4Rs (Resilience, Rights	Term 1,2	4.3 Families and education services partner to support positive student	Department consultant, AP's,	AP's	4Rs (Resilience, Rights and Respectful	

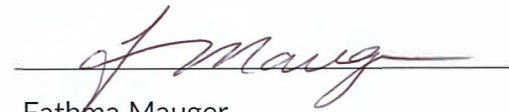
2025 Annual School Improvement Plan (ASIP)

and Respectful Relationships) Program and how to deliver in the classroom.		behaviour including the use of trauma informed approaches.			Relationships) Program Department of Education	
Trial the Grow Your Mind Program to address the areas of need and 10 School Survey Target Questions.	Ongoing, 2025	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, Students	Classroom teachers, AP's,	Grow Your Mind Program	\$3,240.00

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

2025 Annual School Improvement Plan (ASIP)

Endorsement (to be completed by mid-Term 1, 2025)



Fathma Mauger
Principal

12/2/25



Kristy Rees
Chair
School Board

12/2/2025



Lisa Hirschausen
Acting Senior Director
Darwin Regional
Services

21/02/2025

2025 Annual School Improvement Plan (ASIP)

Attachment A

Accompanying data tables and graphs aligned to school goals (optional):