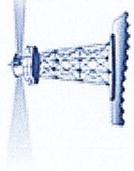


2026 Annual School Improvement Plan



**LARRAKEYAH
PRIMARY
SCHOOL**

Larrakeyah Primary School

School Improvement Context

Progress against 2025 Priorities	
2025 School Improvement Priorities	Progress against 2025 Priorities
<p>Boost literacy and numeracy</p> <ul style="list-style-type: none"> ○ Ensure that the following are in place <ul style="list-style-type: none"> ✓ Whole school data plan ✓ Whole school curriculum and assessment plan ✓ Whole school instructional model 	<ul style="list-style-type: none"> ○ The school's data plan, curriculum and assessment plan, and pedagogical frameworks have been implemented for several years. There are embedded practices regarding the use of data, curriculum and assessment and pedagogical approaches, including explicit teaching. Teaching expectations are documented. ○ Student data is regularly analysed at an individual, class, year level cohort and school level. Data has shown that teaching practices and interventions have been successful – evident from student achievement, student growth and targets met. We need to continue to strengthen these practices. ○ The 2025 ASIP and 2021-2024 Explicit Improvement Agenda for Teaching and Learning were reviewed. In 2025, in response to this review, the Explicit Improvement Agenda 2025-2028 was developed. In 2026, we will focus on 'staying the course' to improve outcomes in Mathematics and Student Wellbeing.
<p>Raise attendance</p> <ul style="list-style-type: none"> ○ Consult with community to develop an attendance goal ○ Introduce new positions to raise attendance ○ Increase number of Aboriginal employees to support attendance 	<ul style="list-style-type: none"> ○ The school has maintained a high level of attendance – average 93%. High attendance has been maintained for several years. This is largely due to the school's strong focus on student wellbeing through specific programs and innovation. Student data shows a high level of student engagement. The school has effective processes and procedures for monitoring student attendance.

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 form the basis of the Explicit Improvement Agenda 2025-2028.

Priority: Boost literacy and numeracy

Boost Literacy and Numeracy 	
Priorities	<ul style="list-style-type: none"> Ensure explicit instruction in reading and mathematics is consistently implemented across the school. Provide targeted instruction to students who need additional support.
School profile	Profile 4: Ongoing learning and sustained improvement
School characteristics	<p>[P4] Close analysis and monitoring of student achievement and progress is occurring. As a result, highly effective intervention is in place to meet the needs of students who require it.</p> <p>[P4] Leaders and teachers regularly engage in evidence-informed discussions about practices and evaluate the impact of the school's instruction in reading and mathematics.</p> <p>[P4] Structures and processes are well-established for focused instructional teacher observation and feedback, within or beyond the school.</p>

Actions

Implementation Actions	When	Lead	Support	Resources	Budget
Refer to the Planning Scaffold to identify the implementation actions (required). You may include additional details to provide further context or information (optional).	Outline the start and end date for implementing the action.	Who is the lead in the school?	Describe what support is required to support this action	Outline the identified resources allocated to the action.	Identify the (\$) that will be allocated.
[P4] Continue to strengthen teaching practices, resourcing and targeted instruction, as well as monitoring for impact.	Term 1 2026 28/1/26 Term 4 2026 11/12/26	Assistant Principal Senior Teachers Literacy Facilitator Numeracy Facilitator	Professional learning - Learning Through Doing (Mathematics) InitialLit Big 6 (Reading) Dibels	Guy Constable - external consultant (LTD) Gabriella Saunders (LiteracyPro)	Numeracy \$8690 external consultant and LTD program Numeracy Budget \$5000 Literacy Budget \$5000

2026 Annual School Improvement Plan (ASIP)

Implementation Actions	When	Lead	Support	Resources	Budget
			LiteracyPro Mentoring support for teachers Confirming sessions Data dives - PATM, PATR, NAPLAN, FELA, Year 1 phonics Professional learning - differentiation; types of intervention	Emma Taylor - teacher for InitialLit Relief/release staff member eLearn professional learning Senior Staff Data Team Literacy Team Numeracy Team	PreLit \$1200 Year 2 InitialLit2 x2 \$5200 ERT for teacher professional learning \$20 000
[P4] Refine 2026 PL plan to include professional growth, coaching and mentoring and ensure it is differentiated to meet the PL needs of all staff.	Term 1 2026 28/1/26 Term 4 2026 11/12/26	Principal Assistant Principals Senior Teachers Literacy Facilitator Numeracy Facilitator	Providing opportunities for staff differentiated learning in the PL Plan Restructuring Teaching Team format in the PL Plan to cater for differentiation Release time to plan for the differentiated PL sessions Provide opportunities for staff to meet in	Leadership Team Data Team Literacy Team Numeracy Team Innovation Team	PL Budget \$20 000

Implementation Actions	When	Lead	Support	Resources	Budget
[P4] Engage in opportunities as a Lead Practice school to provide observation opportunities for other schools. Mathematics focus	Term 2 15/4/25 Term 4 2026 11/12/26	Principal Assistant Principals	their Focus Teams to develop PL for differentiation. Timetabling Release for teachers	DET T&L LPS Staff	\$5000 teacher release budget

Implementation outcomes

Implementation Outcomes	Staff	Students	Families/Community
What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?	<ul style="list-style-type: none"> Staff confident in explicit instruction of Mathematics and Reading Staff identified as 'champions' to be observed by staff from other schools Staff understand the pedagogy of the Mathematics & Reading programs and assessments Staff to identify gaps in their skill set and select appropriate PL Staff can triangulate data to inform practice and determine impact 	<ul style="list-style-type: none"> Increased engagement with data Students can identify Mathematics and Reading goals using their data Students able to share their learning with their peers and family Student results show growth 	<ul style="list-style-type: none"> Families engage in classroom open mornings/activities involving Reading & Mathematics Families, including EAL/D families, receive communication regarding Reading & Mathematics in a way that supports their understanding Increased participation in 3-way conferences Increased participation in program information sessions

Improvement targets

Strategic Plan 2025-2028 Measures (required)		Year Level	2025 Baseline	2027 Target
NAPLAN Achievement				
Increase the percentage of students in Strong or Exceeding proficiency for NAPLAN Reading.		Year 3	76%	80%
Increase the percentage of students in Strong or Exceeding proficiency for NAPLAN Numeracy.		Year 3	71%	75%
Decrease the percentage of students in Needs additional support for NAPLAN Reading.		Year 3	6%	4%
Decrease the percentage of students in Needs additional support for NAPLAN Numeracy.		Year 3	8%	6%

School Specific Measures (optional)		2025 Baseline Previous Year Data	2026 Target
Year 1 Phonics Check			
Increase the proportion of students assessed as a 'Fluent decoder' in the Year 1 Phonics Check.		51%	56%
A-E GRADES			
Increase the proportion of Year 1 students at C or above in Reading		N/A	70%
Increase the proportion of Year 1 students at C or above in Number & Algebra		NA	70%
Increase the proportion of Year 2 students at C or above in Reading		65%	68%
Increase the proportion of Year 2 students at C or above in Number & Algebra		67%	70%
Increase the proportion of Year 3 students at C or above in Reading		69%	72%
Increase the proportion of Year 3 students at C or above in Number & Algebra		86%	89%
Increase the proportion of Year 4 students at C or above in Reading		69%	72%
Increase the proportion of Year 4 students at C or above in Number & Algebra		87%	90%

2026 Annual School Improvement Plan (ASIP)

Increase the proportion of Year 5 students at C or above in Reading	85%	88%
Increase the proportion of Year 5 students at C or above in Number & Algebra	78%	81%
Increase the proportion of Year 6 students at C or above in Reading	86%	89%
Increase the proportion of Year 6 students at C or above in Number & Algebra	86%	89%
School Specific Measures (optional)		
PATR		
Increase the proportion of Year 1 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 2 data in 2026	38%	42%
Increase the proportion of Year 2 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 3 data in 2026	61%	65%
Increase the proportion of Year 3 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 4 data in 2026	57%	60%
Increase the proportion of Year 4 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 5 data in 2026	63%	66%
Increase the proportion of Year 5 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 6 data in 2026	56%	59%
PATM		
Increase the proportion of Year 1 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 2 data in 2026	31%	35%
Increase the proportion of Year 2 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 3 data in 2026	55%	59%
Increase the proportion of Year 3 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 4 data in 2026	51%	55%
Increase the proportion of Year 4 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 5 data in 2026	54%	57%

Increase the proportion of Year 5 students at the Australian norm 50 th percentile in 2025 and determine growth with Year 6 data in 2026	62%	65%
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Priority: Raise school attendance and hold parents accountable

Raise school attendance and hold parents accountable 	
Priorities	<ul style="list-style-type: none"> Ensure there are systematic processes in place, documented in an attendance plan, to raise school attendance, respond to absence and support re-engagement Partner with the school community to develop and implement an evidence-based strategy to raise attendance
School profile	Profile 4: Ongoing learning and sustained improvement
School characteristics	<p>[P4] The school culture is deeply felt and consistently lived by the school community. Student success is celebrated through different ways and programs.</p> <p>[P4] Whole school wellbeing and inclusion programs are consistently implemented with quality and a positive impact is evidenced.</p> <p>[P4] Analysis of data consistently inform improvement goals, strategies and programs.</p> <p>[P4] Policies and processes for absenteeism follow-up and re-engagement are consistently implemented.</p> <p>Choose an item.</p>

Actions

Implementation Actions	When	Lead	Support	Resources	Budget
Refer to the Planning Scaffold to identify the implementation actions (required). You may include additional details to provide further context or information (optional).	Outline the start and end date for implementing the action.	Who is the lead in the school?	Describe what support is required to support this action	Outline the identified resources allocated to the action.	Identify the (\$) that will be allocated.
[P4] Continue to strengthen the school culture drawing upon evaluation feedback and insights from the school community.	Term 1 2026 28/1/26 Term 4 2026 11/12/26	Principal Assistant Principal	Staff PL sessions to unpack parent survey data Dash Media - community digests; using	School survey data Dash Media	\$11 000

2026 Annual School Improvement Plan (ASIP)

Implementation Actions	When	Lead	Support	Resources	Budget
[P4] Engage in regular evaluation of the whole school wellbeing and inclusion programs to sustain success and provide ongoing professional learning tailored to different staff.	Term 1 2026 28/1/26 Term 4 2026 11/12/26	Assistant Principal Senior Teachers	online digests to inform and seek community feedback Staff PL based on student data and school wellbeing programs – EC & middle/upper Staff PL Cambridge curriculum EAL/D LTD Intervention program	Culture Connect Grow Your Mind Yue Hue PAT Wellbeing Survey/EC Survey Cambridge Curriculum 4 R's (Rights, Resilience and Respectful Relationships)	\$20 000
[P4] Deliver and sustain data-informed decision making at individual student and school levels using a triangulation of student data sets: attendance, achievement, wellbeing.	Term 1 2026 28/1/26 Term 4 2026 11/12/26	Principal Assistant Principals Senior Teacher Data Team	Staff PL on tracking student/class attendance and wellbeing Data coaching with staff to include all student data sets – attendance, achievement & wellbeing	Release time for teachers to participate in data coaching	\$5000
[P4] Engage in regular review of school policies and processes to ensure they are	Term 1 2026 28/1/26 and complete by end of Term 1 2026.	Principal	School Board	School policies DET policies	

Implementation Actions	When	Lead	Support	Resources	Budget
relevant, practical and in line with best practice.				Admin procedures for attendance	

Implementation outcomes

Implementation Outcomes	Staff	Students	Families/Community
<p>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</p> <ul style="list-style-type: none"> - Staff have an understanding of wellbeing programs implemented and can evaluate their success - Staff have an understanding of how to effectively triangulate wellbeing, attendance and achievement data - Staff can work in Teaching Teams to discuss data and identify trends and next steps to improve - Staff can share wellbeing and attendance data with parents in 3-way conferences 	<ul style="list-style-type: none"> - Will be able to use the strategies learnt in programs ie. 4R's (Resilience, Rights and Respectful Relationships) Program, Grow your Mind, Cambridge Curriculum, Culture Connect and YouHue. - Students understand their own wellbeing data and can talk to their data at 3-way conferences - Will be better equipped to deal with challenges that come their way. - Will continue to 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 and attendance - Will learn strategies to support their child's overall wellbeing - Families will be provided support to assist with attendance and punctuality - Community Digest each fortnight will provide families with a greater understanding of student wellbeing and school wellbeing programs 	

Improvement targets *(remove targets that are not applicable to this ASIP)*

Strategic Plan 2025-2028 Measures (required)			2025 Baseline	2026 Target
Student Attendance				
Increase the overall average attendance rate.				
			93%	94%
Increase the Aboriginal average attendance rate.				
			88.5%	90%

School Specific Measures (optional)			2025 Baseline	2026 Target
NT School Survey				
Increase the overall student positive response rate for the 'student wellbeing' theme				
			80.3%	83%
Increase the overall student positive response rate for the 'Teacher-student relationships' theme				
			85.25%	88%

Preschool Quality Improvement Plan Summary (only for DET Preschool services in scope of the NQF)

Preschool Name	Larrakeyah Preschool	Last Assessment and Rating	26/09/2025
Approved Provider	DET	Overall Rating	Meeting

National Quality Standard (NQS) Service Ratings

QA1 Educational program and practice	QA2 Children's health and safety	QA3 Physical environment	QA4 Staffing arrangements	QA5 Relationships with children	QA6 Collaborative partnerships with families and communities	QA7 Governance and leadership
Meeting	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting

[This table is to be used to summarise the most significant preschool improvement priorities documented in the Quality Improvement Plan. It does not replace the QIP, which remains the primary record of ongoing improvement actions and evidence, but provides visibility and focus to the improvement work in the preschool. Refer to QIP for further details.]

Improvements should be identified in 2-4 Quality Areas – other quality areas can be deleted. Quality Areas rated as 'working towards' need to be included as priorities.

Schools can choose to replicate this table for other services they may operate that are regulated under the National Quality Framework.]

Standard	Element	Issue/improvement area identified	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Who?	By When?
QA3 3.2 Use	3.2.3 Environmentally responsible	Although there are currently sustainable practices embedded within the program, there is an opportunity to strengthen and make these practices more visible and intentional. Through critical reflection, we have identified that sustainability could be further embedded through stronger community connections (such as incursions, excursions and	To strengthen our commitment to environmental responsibility by embedding sustainability into daily practice, curriculum decisions and the physical environment, while fostering meaningful connections with the community to deepen children's understanding of their	<ul style="list-style-type: none"> Critically reflect upon the current sustainability practices and identify areas where they can be extended or made more visible within the program. Engage with families to seek their input on how we can implement more sustainable practices within the preschool. Develop community connections by engaging with local organisations, Indigenous rangers and sustainability groups for 	Early Childhood Senior Preschool Teacher Preschool Assistant	Term 2 2026

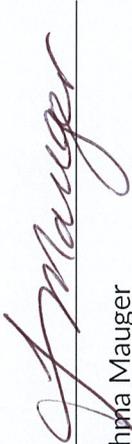
2026 Annual School Improvement Plan (ASIP)

			<p>collaborative projects) and by linking children's interests to sustainability concepts. Opportunities also exist to enhance the preschool environment with initiatives such as composting, recycling, and gardening to model and support environmentally responsible behaviours.</p>	<p>role in caring for the world around them.</p>	<p>incursions, excursions or joint projects.</p> <ul style="list-style-type: none"> • Embed sustainability in the curriculum by linking children's emerging interests to environmental projects and ongoing investigations. • Enhance the preschool environment through the introduction/expansion of composting, recycling and gardening practices. • Include sustainability reflections in programming documentation to highlight children's learning and educators' intentional teaching. • Celebrate and share children's sustainability projects with families and the wider community to inspire continued action and awareness. 		
QA4	4.1 Staffing arrangements	4.1.1 Organisation of educators	<p>While there are currently strong transitioning processes in place that support children moving from the preschool to Transition, we have identified that our current staffing model could be enhanced to better support continuity of learning and relationships as well as</p>	<p>To enhance continuity of learning and support smooth transitions, as well as the professional development of staff, by structuring staffing arrangements so that the preschool teacher progresses with the cohort into Transition (the Transition teacher would then move into</p>	<ul style="list-style-type: none"> • Engage families and staff in discussions about how this approach can strengthen children's sense of security and continuity of learning. • Prioritise the building and strengthening of expert early childhood knowledge for staff and identifying areas for growth. 	<p>Principal Early Childhood Assistant Principal Early Childhood Senior Teacher</p>	<p>Term 4 2026 ready for 2027</p>

2026 Annual School Improvement Plan (ASIP)

QA6	6.1 Supportive relationships with	6.1.3 Families are supported	<p>teacher development. The existing structure does not include the preschool teacher moving up with the cohort and we would like to implement an explicit process that enables this approach within our staffing arrangements.</p>	<p>the preschool role), maintaining consistent relationships, teaching approaches and understanding of each child's learning journey.</p>	<ul style="list-style-type: none"> Develop a plan outlining roles, timelines and communication processes within the new staffing structure. Implement a trial phase with one cohort and gather feedback from children, families and staff to evaluate the impact. Reflect and refine the process based on feedback and outcomes, embedding successful strategies into ongoing practice. 	Preschool Teacher Transition Teacher	
	6.1 Supportive relationships with	6.1.3 Families are supported	<p>While families are supported and encouraged to be involved in the service and contribute to decision-making from the point of enrolment, engagement levels remain lower than desired. Despite opportunities being available, many families are not actively taking up these offers to participate or share input in service decisions.</p>	<p>To strengthen authentic partnerships with families by finding meaningful and practical ways for them to engage with the service, contribute to decision-making and feel that their voices genuinely influence outcomes for children and the program.</p>	<ul style="list-style-type: none"> Review current practices for family engagement at enrolment and throughout the year to identify barriers to participation. Seek feedback from families through surveys, informal conversations, or suggestion boxes to understand what types of involvement feel most meaningful and manageable for them. Create a range of engagement opportunities that cater to different preferences and time commitments (e.g. short surveys, classroom contributions, family events or focus groups). 	<p>Early Childhood AP</p> <p>Early Childhood Senior Teacher</p> <p>Preschool Teacher</p> <p>Preschool Assistant</p>	Term 4 2026

Endorsement (to be completed by mid-Term 1, 2026)


Fathma Mauger
Principal

25/2/26


Kristy Rees
Chair
School Board

25/2/26



Warren Giles
Senior Director - Darwin
Schools and Regions

12/3/26

Attachment A

[Optional: Accompanying data tables and graphs aligned to school actions]