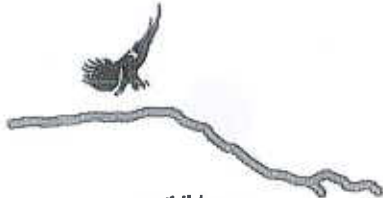




Larapinta Primary School Annual Operational Plan 2015



Every Child a Success

Larapinta Primary School

Brenda Jolley
PRINCIPAL

B Jolley

Date: 17.4.15

Natasha Appo
SCHOOL COUNCIL CHAIRPERSON

N Appo

Date: 17.4.2015

Karen Blanchfield
ACTING REGIONAL DIRECTOR

K Blanchfield

Date: 24/4/15

Key Result Area	TEACHING AND LEARNING
Goal	All students demonstrate improved progress in literacy and numeracy.
School Improvement Framework links	An Explicit Improvement Agenda, Targeted Use of Resources, Expert Teaching Team, Analysis and Discussion of Data, Systematic Curriculum Delivery, Effective Teaching Practice

1. Improvement Targets/Milestones	All students have an effect size of .4 or greater in reading and maths from Term 1 to Term 3
Actions	<ul style="list-style-type: none"> Assess students using PAT Maths and PAT Reading twice per year and measure effect size; discuss results with students and staff Use the Larapinta Pedagogical Framework including the elements of a balanced literacy program to ensure a common approach to literacy and numeracy teaching and the Assessment Schedule to ensure a common approach to assessment All students to set goals that are based on data in reading, maths and writing Teachers maintain and update class data spread sheet and provide for recording on whole school data base as per schedule so it is accessible to all teaching staff.

2. Improvement Targets/Milestones	Continue a focus on <i>The Visible Learner</i> so that students and teachers continue to develop their awareness of Larapinta Learner Qualities and actively promote and take opportunities to practise these.
Actions	<ul style="list-style-type: none"> Larapinta Learner Qualities posters on display in every teaching space. Characteristics of an effective learner are taught with opportunities provided for students to demonstrate these Revisit Mindframes as a staff and discuss teaching strategies that will enable students to become effective learners Use learning intentions and success criteria in lessons Actively encourage student voice through student leadership opportunities (SRC, house captains, buddy classes) and through surveys, interviews and feedback opportunities.

3. Improvement Targets/Milestones	Teachers develop their assessment skills.
Action	<ul style="list-style-type: none"> Develop the practice of sharing data with colleagues and leadership team on a regular basis Collaborative teaching practice is common with NCT timetabled for teams In-school and cross-school Confirmation sessions scheduled; work once a semester in collaboration with Braitling/ASSOA using samples from each classroom Analysis of A-E gradings given for mid-year and end of year reports; teachers sharing prior to final grades being allocated to students Teachers use MYL units of work in English and Maths, ensuring common teaching and assessment across the school Develop use of SAIS as a repository for collected data

4. Improvement Targets/Milestones	Provide additional support to students as required.
Action	<ul style="list-style-type: none"> Develop Learning Engagement Plans (LEPS) for Indigenous and high needs ESL students; engage families in target setting and monitoring improvement Provide additional support for identified students either in class or on a withdrawal basis through targeted intervention eg Minilit and Reading Tutor program Implement Loretta Georcelli framework 2 to ensure a focus on student with disabilities and other learning needs

5. Improvement Targets/Milestones	Improve percentages of students in the top 20% and middle 60% in Year 3 and 5 NAPLAN results across all areas.
Action	<ul style="list-style-type: none"> Use student data at start of the year to ensure all Year 3 & 5 teachers are aware of current student levels Identify At Risk students early in the year and provide additional support for them in the classroom; notify parents that these students require additional support at home Implement Basic Number Facts in maths in every classroom to develop speed and accuracy; students monitor own progress and set appropriate goals



Key Result Area	WELLBEING and ENGAGEMENT
Goal	Students exhibit a high level of engagement in learning. Students, staff and families enjoy positive relationships and a sense of pride and belonging.
School Improvement Framework links	A Culture That Promotes Learning Differentiated Classroom Learning

1. Improvement Targets/Milestones	Students are active participants in their learning and student voice is increased. Students express positive views about their learning and progress through interviews, surveys and general feedback.
Action	<ul style="list-style-type: none"> • Students have the opportunity to provide feedback to their teachers based on their increased knowledge of what assists their own learning • Classrooms cater for diversity with differentiated activities for learners based on needs • Provide opportunity for collection of student voice through 'Culture Counts' interviews each semester. • Student behaviour is managed in a fair manner, with logical consequences. • Implement School Wide Positive Behaviour Support Program and new data collection tool (SWIS)

2. Improvement Targets/Milestones	Whole school attendance levels improve to 92% or above.
Action	<ul style="list-style-type: none"> • Closely monitor attendance and lateness • Continue to inform the school community of the need for students to attend school every day and for families to provide a reason for any absence

3. Improvement Targets/Milestones	Students have support to maintain high levels of physical, mental and emotional health.
Action	<ul style="list-style-type: none"> • Targeting Health Improving Engagement (THIE) program to continue at school • Continue support to students through Holyoake Sandplay and Kidshope programs • Refer students as required to school and other counselling services



Key Result Area	PARTICIPATION, TRANSITIONS & PATHWAYS
Goal	Provide high quality Preschool, Early Years and primary education to attract and retain students to the school. Prepare students to transition smoothly through the phases of learning; preschool, primary and middle school.
School Improvement Framework links	School Community Partnerships, Effective Teaching Practices

1. Improvement Targets/Milestones	Larapinta Preschool continues to implement best practice under the National Quality Standards.
Action	<ul style="list-style-type: none"> Quality Improvement Plan is implemented and updated throughout the year Areas identified in the assessment are addressed and changes made as needed and as practicable

2. Improvement Targets/Milestones	Close links are maintained between the Preschool and Early Childhood classes.
Action	<ul style="list-style-type: none"> Assessment of Student Competencies are commenced at Preschool and completed in Transition; assessment data is used to inform teaching practice in Preschool and Transition Preschoolers join in whole school events eg Concert and visit Larapinta Primary School for formal transition visits in Semester 2. Preschool and Early Childhood staff share best practice in implementing the Early Years Learning Framework

3. Improvement Targets/Milestones	Opportunities are provided for senior students to participate in transition to middle school activities
Action	<ul style="list-style-type: none"> Work collaboratively with Year 7 providers to support transition activities offered and ensure students are able to attend events throughout the year Distribute publicity materials supplied by Year 7 providers as requested CMS principal invited to address School Council and Year 5/6 parents about Year 7 Work closely with Clontarf program to develop relationships and build links for students to transition successfully to middle school

Key Result Area	PARTNERSHIPS
Goal	Partner with families, caregivers and others to enhance learning experiences, outcomes and student wellbeing.
School Improvement Framework links	School Community Partnerships

1. Improvement Targets/Milestones	Seek ways to engage families to develop their understanding of student learning.
Action	<ul style="list-style-type: none"> • Include short pieces of information in school newsletter regarding visible learning, curriculum and assessment matters • Develop parent-friendly information sheets that can be distributed at events and workshops • Share learning targets that students develop so parents can support these at home • Offer information sessions as part of School Council meetings and advertise them to the school community

2. Improvement Targets/Milestones	Engage positively with the wider community to promote the school and enable students to interact beyond the school boundaries
Action	<ul style="list-style-type: none"> • Actively seek opportunities for students to participate in community events, e.g. Eisteddfod, Desert Park, sports events, maths enrichment camps • Use local media and DoE to highlight successes in public education, providing good news stories • Maintain the school website and social media page and use messaging system to ensure the community has ready access to information that is accurate and positive

3. Improvement Targets/Milestones	Promote a strong approach to governance through School Council.
Action	<ul style="list-style-type: none"> • Provide opportunity for governance training for School Council members through COGSO sessions • Share information with School Council that is relevant and seek input from members using the committee structure for specific purposes

4. Improvement Targets/Milestones	Continue the partnership with CDU as a Teaching School and assist pre-service teachers from interstate tertiary institutions where possible.
Action	<ul style="list-style-type: none"> • Offer placements to CDU pre-service teachers and others and provide a high level of mentoring for these students • Provide support to supervising teachers

Key Result Area	LEADERSHIP
Goal	High quality staff are recruited and retained. Teacher knowledge and skills are developed through the provision of internal and external professional learning. Student Leadership is a focus
School Improvement Framework links	An Explicit Improvement Agenda, A Culture that Promotes Learning, Targeted Use of School Resources

1. Improvement Targets/Milestones	Ensure all teaching staff members have the opportunity to engage in Visible Learning professional development.
Action	<ul style="list-style-type: none"> • Impact Coach to attend all relevant PD and assist leadership team and staff to implement VL across the school • Staff supported to attend regional PD as well as school-led PD • Ensure class based AOs and other support staff have access to VL sessions at school

2. Improvement Targets/Milestones	Continue to implement the Performance and Development Framework as required by DoE.
Action	<ul style="list-style-type: none"> • All teachers use the AITSL self-assessment tool to reflect on own performance and needs • Teachers collect and gather evidence against the Australian Professional Teaching Standards, setting goals for development; discuss with members of leadership team. • Staff take leadership opportunities e.g. HALT, probation panels, mentoring, leadership programs.

3. Improvement Targets/Milestones	Develop the capability of all staff, by encouraging leadership to be distributed. Support staff are assisted to access relevant PD. Develop student leaders.
Action	<ul style="list-style-type: none"> • Work collaboratively in teams to share and develop best practice including shared planning and team teaching • Teachers develop expertise by participating in coordinating committees as required eg Sports Day. • Support staff members are encouraged to enrol in courses to develop skills eg. Certificate 3 & 4; Positive Partnerships; Special Education courses. • Staff actively support student leadership by engaging students in decision making within the classroom and promoting student voice; provide opportunities for demonstration of these skills e.g. sports leaders and Student Representative Council

4. Improvement Targets/Milestones	Leadership team work with staff to implement Departmental initiatives and strategies
Action	<ul style="list-style-type: none"> • Lead implementation of Indigenous Education Review strategies "A Share in the Future" • Lead implementation of work with Loretta Georcelli as part of the region focus • Guiding Coalition lead Visible Learning Initiative