



# Alawa Primary School



Annual Performance Report to the School Community

2016



**ALAWA PRIMARY SCHOOL**  
**Annual Performance Report to the School Community**  
**2016**  
*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

## School Overview

### Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 15 years many buildings have been redeveloped and the Alawa Farm was established in 2001. In 2009 Alawa became the Demonstration School for the Stephanie Alexander Kitchen Garden Program, and this is a key feature of the school today. In 2011, the BER project was completed, providing the school with a newly constructed library and conference room. In 2012 the Nemarluk School took up residence on the old Preschool site and a strong partnership was formed with the school from 2013.

In 2016 Alawa Primary School continued to provide rich opportunities for learning, engagement and wellbeing through a focus on improving literacy and numeracy skills, implementation of effective pedagogical practices incorporating digital learning technologies, visible learning and positive engagement of the whole school community through the KidsMatter Framework. We also continued a significant focus on sustaining and further developing our Farm & Kitchen Garden program.

Alawa Primary School had 7 primary classes with relatively small class numbers [particularly in the early years classes] and 2 full day preschool groups at the start of the year. A third preschool group commenced in July 2016 and we opened up a further primary years class due to higher numbers. Our average enrolment was 219. A Nemarluk Transition class is located onsite.

### Our Staff

Staff at Alawa Primary School worked positively and professionally to deliver the best outcomes for students' education. The school began the year with a fairly stable staff with limited turn over. Mrs Donna Harding remained acting as Assistant Principal, Mrs Mandy McKinnon continued as Senior Teacher and we welcomed 3 new teachers to the team. I would like to thank all members of the leadership team for their positive contributions and outstanding efforts during 2016. There were fourteen teaching staff in addition to the Principal and Assistant Principal which included eight classroom teachers, one Early Childhood trained Preschool teacher, one Special Education Teacher, one part-time Garden teacher; and one part time Science and Garden Teacher and one specialist teacher who worked across the school with a range of PE and other programmes. All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

Athena Hammond continued as a Highly Accomplished teacher in recognition of her exemplary classroom practise and leadership across the school, particularly in the areas of ICT and Maths.

The administrative staff consisted of one Business Manager, two Administration Officers, one part time AEIW, one Maintenance Officer, one Preschool Assistant, one part-time Transition Support Officer and two Student Education Support Officers. The School Council employed five Inclusion Support Officers for individual student and classroom support, one Kitchen Specialist, one Farm Manager, one Gardener and one Café (canteen) staff member. Two staff members identify themselves as Indigenous and two as Filipino.

### Our Students

Student enrolments numbers remained steady around 219, with an average attendance of 91.7% and a student turnover of 14%. Over 26 cultures are represented across the school with 25% identified as indigenous and 24% as EAL/D learners. The student population is represented by a significant proportion of lower socio economic clientele, with increasing enrolments of EAL/D learners.

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**Principal's Report**

Alawa Primary school achieved many successful outcomes in 2016 to provide an excellent education for all students with a clear focus on school improvement, resulting in a 12% enrolment increase from the start of 2015 to the start of 2016. Teachers spent many hours reflecting, reviewing, trialling and learning how to become better teachers with a core focus on ‘what is effective teaching?’ and ‘what do we need to do to improve?’ Deeper understandings of differentiated teaching and learning practices were developed, and time spent on analysing and using data to inform teaching and where students were progressing and what they needed to focus on next. Professional Learning opportunities took place in staff meetings, team meetings, whole school PD Days, external workshops, and through teacher coaching and mentoring to build capacity of all staff. Teachers used their Professional Learning Teams to discuss improving their practice, reflecting, sharing, modelling and observing their peers for feedback as part of the newly implemented Teacher Development and Performance Framework. I would like to acknowledge the positive efforts of all teaching staff to improve their practice and their active engagement in the Performance Development process where they identified areas for growth in their practise and established clear, achievable goals.



We focussed our core business on moving from ‘Good to Great’ in the words of Jim Collins. We identified the 5 focus areas to keep a watching eye on to ensure we could sustain the momentum we had kick started after our external school review in 2015.

A Curriculum Team in conjunction with the Leadership Team continued to align scope and sequence documentation reflective of whole school approaches and year level requirements. A numeracy team continued ensuring the rigour behind the Meaningful Maths approach. An English team spearheaded this focus for the year continuing to develop the whole school plan and introduced the Big 6 of teaching reading [oral language, phonological awareness, letter-sound knowledge, vocabulary, fluency & comprehension]. School wide monitoring and tracking was established to record student data online, inclusive of school wide diagnostic testing data and NAPLAN results. This allowed for all students' progress to be mapped and the identification of students at risk in their learning so that identified interventions could be provided. We continued to lead the way for the system with the adoption of a classroom based analytics system [GradeXpert] – and have now been able to add over two years of data including all learning areas, attendance and behaviour. We have offered data walks, consultation visits from colleagues in many other Top End schools and colleagues working in the corporate area of the Department.

Through the implementation of the Australian Curriculum the school endeavoured to ensure that Science outcomes were explicitly taught and linked into the Farm and Garden Program. This program provided students the opportunity to connect with and learn about the natural environment, with first hand experiences to develop an understanding of healthy living, sustainability, caring and respecting our plants and animals, and learning how to grow, harvest, cook and share local nutritious home-made foods. Thank you to the Kitchen Garden Farm Committee who put in many hours to keep this program sustainable and to Nemarluk School for partnering with Alawa in this venture. It was fantastic for the teams efforts to be recognised with the NT Junior Landcare Award in 2015 and to be shortlisted for the National Award in 2016.



*On a personal note I was honoured to receive the NT Australian Council for Educational leaders Fellowship Award and subsequently the Australian Fellowship Award. This was awarded in recognition of my outstanding contribution over a period of time to the improvement of student and organisation outcomes.*

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A number of our team were nominated and shortlisted for other awards in recognition of their efforts and commitment at Alawa.

<u>NT Teacher of Excellence Nominations:</u>	<u>Make a Day Better Nominations:</u>
<ul style="list-style-type: none"> <li>Courtney Majid [Primary Teacher of the Year category]</li> <li>Emma Connelly [Early Years Teacher of the Year category]</li> <li>Sandy Cartwright [Principal of the Year category]</li> <li>Heather Briant [Support Staff Member category]</li> </ul>	<ul style="list-style-type: none"> <li>Mandy McKinnon</li> <li>Athena Hammond</li> <li>Hayley Underwood</li> </ul>

The school has worked hard this year to create the conditions for a positive school community where parents feel welcome and included in the learning which is taking place. The tone of the school reflects the many benefits that have been achieved under the KidsMatter Framework and our focus to ensure the school values of Respect, Encouragement, Pride and Personal Best are more than just words on the wall. We opened the community room where parents can meet and catch up, as well as a place for our counsellor from Relationships NT and our Greek family liaison officer to meet with parents. Both parents and students can often be heard singing along to our school song written and recorded by Shellie Morris with our students back in 2015.

*The integration of digital learning technology was another school focus for 2016. Many students and teachers enjoyed the use of new technologies such as Chrome books, Ipads and Ipods, Wicksees, Smartboards and Document Cameras as well as Robotics, to enhance their learning. New digital devices provided ample opportunities for students to be highly engaged in learning literacy and numeracy through games based learning, programs and educational Apps. Numerous opportunities were provided to develop teacher's pedagogical knowledge to ensure technology was effectively integrated across the curriculum. The school continued to move into the Office 365 domain which deepened teachers and students' understanding of cloud computing, and online collaboration and sharing. The sharing and collaboration between students and staff highlighted that in some areas of the school we are remaining at the cutting edge of learning technologies and the role these play in our children's futures.*



*Mid 2016 our Preschool underwent re-assessment against the National Quality Standards for the 2 elements which we had worked on as a priority in 2015/6. We promoted the quality preschool program and facilities widely through the community and hosted two open days for potential new families. This has resulted in a significant rise in enrolments through 2015 and for 2016 and a full accredited rating.*

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Indonesian in our Farm & Kitchen program Ibu Heriati from the NT School of Language worked closely with Mrs Dawn Soares, Ms Shinta, Mrs Cox and the students engaged in a vibrant hands on learning approach to this rich language.

*In 2016 the School Council again undertook responsibility for the canteen, which is known as the Alawa Farm Café. We ensured it provided healthy, local, nutritious, home-made food, and reflected the same values and principles of the Stephanie Alexander Kitchen Garden Program. The café provided coffee and cake to parents as a way to engage them and make them feel welcome in the school community. A special thank you to Mrs Michele Elkins and Ms Michele Ferreira for their efforts in running the Café in conjunction with Mrs Harding, Mrs Soares, Yenni Kroger and the Café sub group. The Council no longer needed to prop up this service financially and in fact the service finished the year slightly in credit.*



Terms 3 and 4 saw the offering of an Early Years swimming program utilising the Nemarluk swimming pool. We were thrilled to see 94% of students in Preschool-Year 2 take up this opportunity which was facilitated through Royal Life Saving NT.

Terms 2 and 3 saw the US Marines join our team for a session per week plus they made significant contributions to community events such as our Community breakfasts and Sports Day. They worked in the Farm, in classrooms and ran a weekly whole school fitness boot camp each Wednesday morning.

As the year progressed there was an identified need to do some major improvements to our facilities. We continued working to address the areas identified late 2014 through the infrastructure survey.



*We were especially thrilled to have a new primary Playground established and the boundary fence erected. We had a further deck constructed in our quadrangle and a tree / greening development plan was endorsed and is being gradually put into place.*

I would like to thank all parents and members of the school community for their terrific support throughout the year – whether it has been to work on the School Council, or as a garden or kitchen volunteer, as a classroom helper, assisting with the covering of library books, attending school excursions and camps and/or helping with the many fundraisers. Alawa Primary School is a small school but it has a proud and strong school community. By working together in partnership with a clear focus on the school's vision, it will continue to provide the best learning opportunities for your children to achieve success.

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## Goal 1 – A great start for children

Under Quality Assurance Area 1 [teaching programmes] enriching the learning environment has been a focus for preschool. English has been one area the team have been working on. The shared planning document changed to reflect this focus. A Preschool Overview was created to ensure literacy is targeted with a balance between all areas of oral language, prereading & prewriting skills. Critical Reflection Professional Development was attended by teachers to build good practice. Teachers began observing each other to give each other feedback regards good practice.

The Preschool team have participated in all classroom / school walkthroughs and explained how they develop target areas to colleagues.

Book Explorers was established in preschool and part of planning cycles and overview. Professional Learning Team meetings have helped develop these skills and expectations. Details of the Book Explorer program was available for parents to view in programs and displayed as well as Kinderloop posts of children's involvement.



Preschool teachers identified students needing OT and Speech support. 6 students for Speech and 2 for OT. These students received support from visiting Speech and OT students, programs for follow up as well as referral to Children's Development Team.

Courtney Majid [Early Years Teacher and Maths Co-ordinator] attended cooperative planning sessions with the Preschool Team and preschool meeting as well as provided ongoing resource building, to begin the Meaningful Maths [MM] journey for Preschool to align the programme with what was happening consistently through the rest of the school. Together the team developed a Maths overview for preschool, using relevant documents, including the new Preschool curriculum. Each semester, teachers are required to show planned maths focus areas for each term, using the format developed by Courtney, with MM common language. The Preschool team are developing this further to include more specific targets, adjusted implementation/teaching methods to suit preschool play based approach where children choose activities based on their interests.

Assessment of Student Competency data was collected in Term 4 and targets set were reached - through improved practice and more explicit teaching.

The Preschool set out to be more culturally inclusive and through parent consultation, working closely with the parent group and through various events such as the Family Night at the Preschool [with over 100 people attending] this was seen as successful.

Kinderloop continued to be used as a communication tool between the preschool and families sharing the children's learning, their experiences and celebrations.

Preschool: Assessment of Student Competencies		
Competency	% students attained in 2015	% students attained in 2016
Speaking & Listening	85%	89%
Reading & Writing	86%	96%
Number & Geometry	71%	89%
Measurement & Geometry	83%	92%



*2016 we also established the Alawa Playgroup led by Mrs Donna Harding and facilitated by Mrs Jessika Rammage.*



## Goal 2 – Every student a successful learner

In 2016 the school identified specific goals to improve student's progress and achievement levels:

- **Literacy Focus:** Developing and embedding a consistent whole school approach to the teaching of reading through the implementation of the Big 6.
- **Differentiation for Learners:** Identifying, catering for and ensuring differentiation teaching strategies for all learners [EALD, Special Needs, Gifted and Talented].
- **Numeracy:** Continued focus on the rigorous implementation & extension of the consistent whole school approach to the teaching of Mathematics through the Meaningful Maths approach.
- **Visible Learning:** Embedding visible learning strategies, practises & language across all areas of the curriculum.



Congratulations to all teaching staff for their positive approach to continue to build their capacity over the year.

The teaching and learning focus areas were reading and maths. These were identified from the NAPLAN, A-E data and school-based testing data. These areas became a focus for whole professional learning days where data was analysed and strategies were identified to improve teacher effectiveness and student learning. A school wide online monitoring and tracking tool [GradeXpert] was continually introduced to record student data online, inclusive of school wide diagnostic testing data and NAPLAN results. This allowed for all students' progress to be mapped and the identification of students at risk in their learning so that identified interventions could be provided. Innovative approaches utilising ICT in the classroom to engage students in personalised learning were implemented. Students, and teachers, were provided with professional learning and coaching opportunities to use digital technologies effectively in the classroom to enhance learning.

### Actions implemented in 2016



*Meaningful Maths was further embedded across the school through observation visits to other school using the same approach, professional learning, planning and coaching session with the Principal and feedback. Mid year we hosted a network day where teachers from other schools in the network came and gave positive feedback as to the quality of the programme in operation at Alawa.*

- An Intervention Team (Special Education Teacher, SESO and SESA's) provided intervention and support to students 'at risk' in identified focus areas. All classes had an extra adult for a minimum of 2 hours per day for English and Maths.
- Soundwaves was continued as a spelling programme across all classrooms.
- An explicit focus was continued on improving reading across the school through the Big 6: Oral Language, Phonological Awareness; Letter-Sound Knowledge; Vocabulary, Fluency & Comprehension.



*Reading Rumble took place a few times through the year where everyone in the school + visiting parents took time out just to read and be read to.*

- Teachers worked collaboratively in Professional Learning T pedagogical and assessment practices. (Inclusive of schoc



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- A school wide assessment plan inclusive of identified diagnostic testing was implemented and an online collation tool was used to record, track and monitor all data sets.



School Based Assessment Plan					Alawa Primary School	2016	Updated on 24.10.16
Literacy	Term 1	Term 2	Term 3	Term 4			
Spelling	Y-2 & Y-3 Students on High Frequency Words						
Letter / Sound Recognition	Y-2 & Y-3 Students on High Frequency Words						
Reading	Y-1 & Y-2 Students on High Frequency Words						
Writing	Y-1 & Y-2 Students on High Frequency Words						
Mathematics	Y-1 & Y-2 Students on High Frequency Words						
Science	Y-1 & Y-2 Students on High Frequency Words						
PE	Y-1 & Y-2 Students on High Frequency Words						
Other	Y-1 & Y-2 Students on High Frequency Words						

New students enrolling during the year will be assessed by the student support team.



*The Early Years Learning Framework was implemented in the Preschool and use of the EYLF pedagogy in Transition classes was facilitated through story play based writing as well as the establishment of an outdoor play area and the daily scheduling of a rigorous investigations time.*

- Teacher expertise was developed through professional learning and coaching opportunities to embed and integrate the use of digital learning technologies in teaching and learning across the curriculum. The school ICT Co-ordinator spent time interviewing all teachers with regards to their ICT knowledge and establishing goals and supporting colleagues with this as well as monitoring and coaching the student 'Tek Ninja' Team.
- All teaching staff continued to be actively engaged in Visible Learning sessions and our 2 impact coaches [Donna Harding & Mandy McKinnon] worked closely with teachers in their classrooms and collaboratively planning.
- Through the launch of ALLE – The Assessment Capable Learner we further embedded with staff and students the development of our own common language about what being an effective learner at Alawa actually meant.
  - Student focus groups were held and a random sample of students from each class were interviewed through a video diary about what they saw a good learner as.
  - Classroom walkthrough happened to record and track students engagement and the differences between student and teacher voice during guided reading sessions.



*The engine room continued to offer supportive therapy for identified students on a daily basis aimed at helping them regulate their engines and put them in the best frame for learning.*

*The Year 6 Graduation was once again held at KJ's at Malak and our Graduates beamed with pride and shared their favourite memories of their time at Alawa.*



## **Goal 3 – Quality leaders, quality educators**

In 2016 the school leadership team focused on building staff capacity and school improvement through a rigorous Professional Teacher Performance and Development process closely aligned with the AITS framework. In teaching teams, staff were given opportunities to reflect, review and trial teaching and learning strategies and programs to enhance their practice. All staff participated in the Teacher Performance and Development process using the Professional Standards for Teachers and underwent a process to identify their career and teaching and learning goals. Professional learning opportunities were aligned to individual and school goals and staff attended over 700 hours of PD.

## **Actions implemented in 2016**

- Implemented a clearly defined process for staff professional learning opportunities aligned with Performance Development Plans and AIP priorities.
  - Used a teaching team model to allow teachers to work collaboratively for programming, planning, and assessment purposes and to provide a forum to reflect on teaching practice.
  - Implemented a Teacher Performance and Development Framework that provides high quality support to improve teacher practice, e.g. classroom walk throughs/observations and regular meaningful feedback
  - Continued to develop leadership capacity across the whole school through Professional Learning
  - Implemented Data Teams for ongoing data conversations and coaching



**ALAWA PRIMARY SCHOOL**

**Alawa Data  
Informed Teaching  
& School  
Improvement**

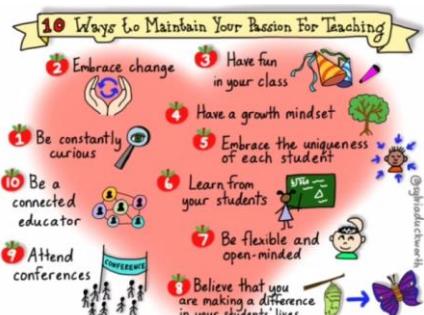


Data, Waves and  
Planning for  
Improvement

*learning through 376 different events which totalled 511 hours of professional learning.*

*All teachers utilised the Australian Institute for Teaching and School leadership to reflect on their own practise and establish goals for improvement.*

<b>KWWE (Know/Wonder/Expect)</b>	
Topic: Access to data and use of data to inform teaching & learning at Aloha	
<b>What I Know</b>	<b>What I Wonder</b>
About accessing data	About accessing data
About using data to inform	About using data to inform
<b>What I Expect to Learn</b>	
About accessing data	
About using data to inform	



*Staff kept a focus on maintaining our passion for our core business.*

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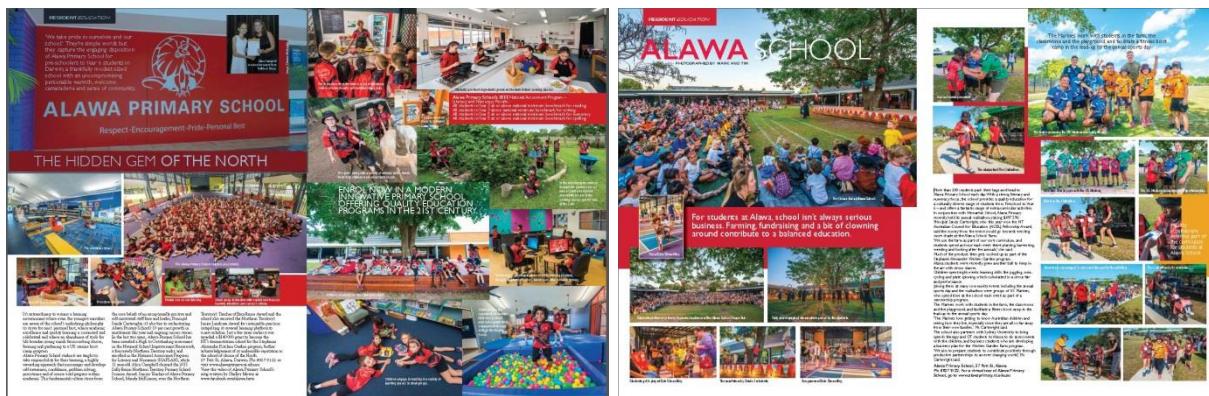
#### Goal 4 – Coherent and capable organisation

##### Focus for 2016:

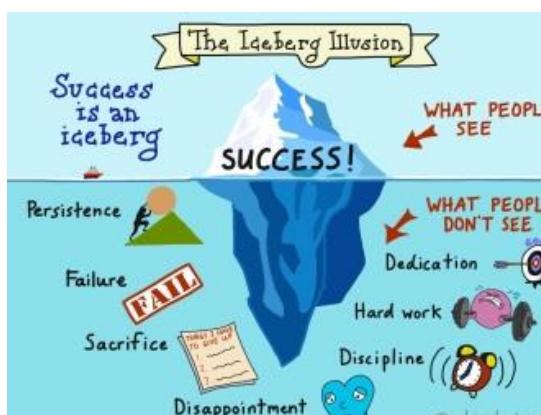
**School Profile:** Raising the public perception and profile of the school with a view to increased enrolments and wellbeing through the community.

##### Specific Actions:

- Ongoing explicit focus on the reputation of the school, keeping on message and articulating our BRAND
- Holding the line with regards to expectations for all members of our community
- Promotion through the two 2016 editions of RESIDENT Magazine:



- Promotion through the Alawa Facebook page and the Skoolbag App
- Weekly newsletters
- Classroom communications tools to engage with families and share in the learning journeys
  - Dojo
  - Kinderloop
  - Seesaw



As a staff and learning community we made explicit mention and references to what is under the tip of the iceberg. We needed to ensure we gave time and focus to the elements of our journey that are not always visible to the general community – the key to our success.

## Goal 5 – Working together

### Focus for 2016:

**Partnerships: Maintain and develop further partnerships with parent body, external providers and agencies.**

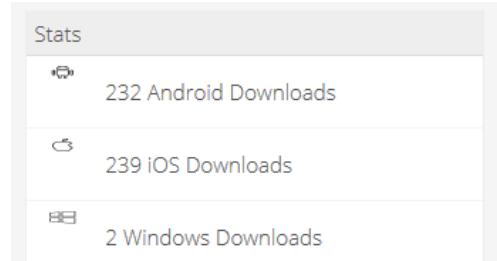
In 2016, an emphasis was placed on enhancing positive parent and community partnerships and building new links with a number of support-based agencies to further support and promote learning opportunities for students. The financial sustainability of the SAKGP was reviewed and a number of positive initiatives were put in place to make this viable. Improving school community perception and aligning educational outcomes with this program was achieved in 2016.

To engage parents and members of the school community positively in the school a number of events took place in 2016 as part of the KidsMatter Action Team's plan. These included community breakfasts, encouragement to attend school assemblies and to make purchases of coffee and cake after assembly and chat with the Principal at the café, whole school events such as the Circus evening, volunteering for the SAKGP kitchen and garden lessons, supporting children in classrooms, implementing guided reading groups and assisting with fundraising events such as the Mothers Day Afternoon Tea, the Allaween Disco and Harmony Day events.

#### **Actions implemented in 2016**

- Utilised positive community partnerships to achieve the SAKGP outcomes – partnered with Nemarluk School to engage financial and human support, the Department of Agriculture, Fisheries & Forestry to assist with weed and pest management, the SAKGP national team for advice and participation in training sessions, various members of the NT Pastoral Industry and utilisation of the kitchen by outside community groups.
- Committed to whole school community events such as Breakfasts, Harmony Day, Dance/Music Performances, Sports Day.
- Continued to further develop environmentally sustainable practices across the school –waste paper recycling, worm farming, food scrap and garden waste composting reducing and reusing waste through classroom programs, reducing electricity usage through changed behavioural practices.
- Improved communication opportunities with parents and the community through an online Communication App 'Skoolbag', a digital notice board, promotion of student work through the newsletter and positive encouragement to attend Parent Teacher Interviews [online bookings used for Semester 1 and Semester 2 interviews].

*The number of people who had downloaded our App increased from 144 at the end of 2014 to 286 in December 2015 to 473 by the start of 2017.*



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*Continued our partnership with the US Marines wherein a team of six visited the school weekly for 2 hours to work in the farm with students, in the classrooms and to run a weekly fitness bootcamp all through Term 2.*

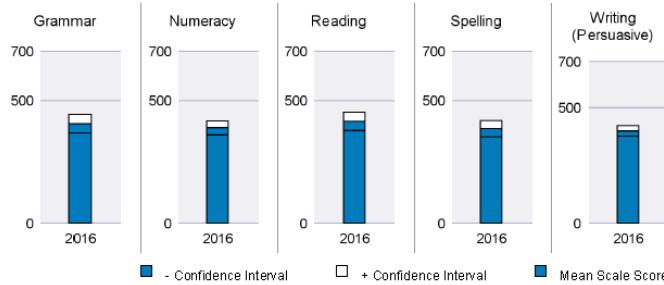
- Continued to mentor CDU Pre-service teachers as part of teaching school agreement.
- Hosted intensive placements for 4<sup>th</sup> Year Speech therapy and OT students and covered the costs of their supervision.
- Continued partnership with Nemarluk School through the annual Walkathon, the Farm and the shared use of each other's facilities and resources.



# NAPLAN

## Year Level 3

### School Mean Scale Scores

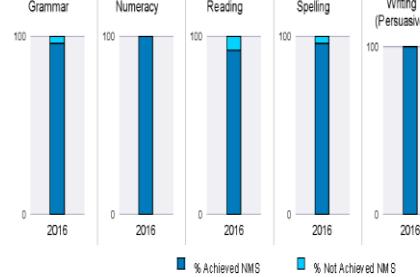


In the following table 2009 - 2014 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

### Mean Scale Scores - Comparison

	2016
Grammar	School Mean Range 368 - 442 School Mean 405 NT Mean 351 Aust Mean 436
Numeracy	School Mean Range 359 - 417 School Mean 388 NT Mean 343 Aust Mean 402
Reading	School Mean Range 377 - 452 School Mean 414 NT Mean 348 Aust Mean 426
Spelling	School Mean Range 351 - 419 School Mean 385 NT Mean 339 Aust Mean 420
Writing (Persuasive)	School Mean Range 378 - 423 School Mean 400 NT Mean 346 Aust Mean 421

### Year 3 Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

	Below NMS		At NMS		Above NMS		Total No of Students	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students		
Grammar	2016	1	4%	2	8%	22	88%	25
Numeracy	2016			6	24%	19	76%	25
Reading	2016	2	8%	3	12%	20	80%	25
Spelling	2016	1	4%	6	24%	18	72%	25
Writing (Persuasive)	2016			3	12%	22	88%	25

[School Name]

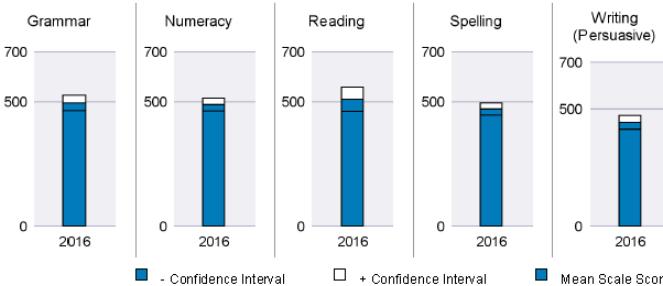
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**Year Level 5**

## School Mean Scale Scores



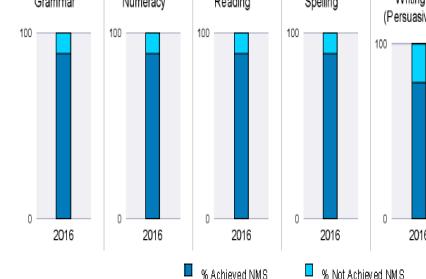
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## Mean Scale Scores - Comparison

		2016
	School Mean Range	464 - 526
Grammar	School Mean	495
	NT Mean	425
	Aust Mean	505
	School Mean Range	461 - 514
Numeracy	School Mean	488
	NT Mean	436
	Aust Mean	493
	School Mean Range	461 - 557
Reading	School Mean	509
	NT Mean	423
	Aust Mean	502
	School Mean Range	445 - 494
Spelling	School Mean	469
	NT Mean	416
	Aust Mean	493
	School Mean Range	413 - 471
Writing (Persuasive)	School Mean	442
	NT Mean	401
	Aust Mean	475

**Year 5**

## Percentage of Students Achieving NMS (%)



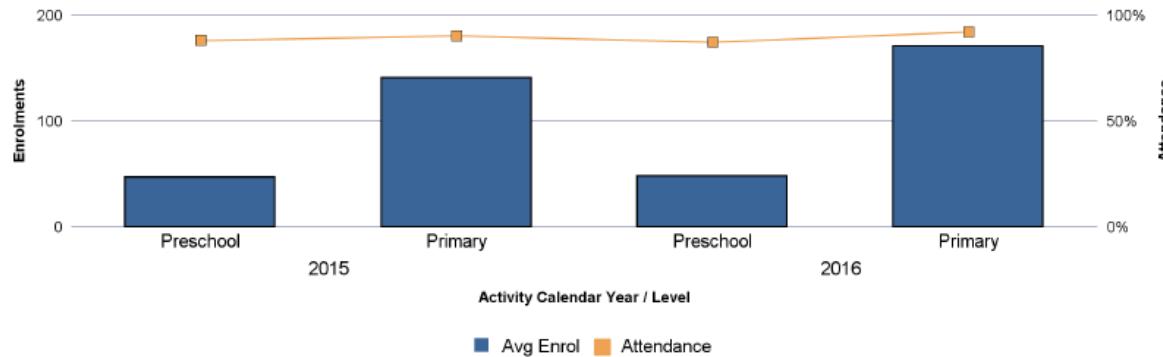
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	Below NMS		At NMS		Above NMS		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar 2016	2	11%	2	11%	14	78%	18
Numeracy 2016	2	11%	1	6%	15	83%	18
Reading 2016	2	11%	4	22%	12	67%	18
Spelling 2016	2	11%	2	11%	14	78%	18
Writing (Persuasive) 2016	4	22%	3	17%	11	61%	18

# Student Enrolment, Attendance and Learning

## Alawa Primary School

### Enrolment and Attendance

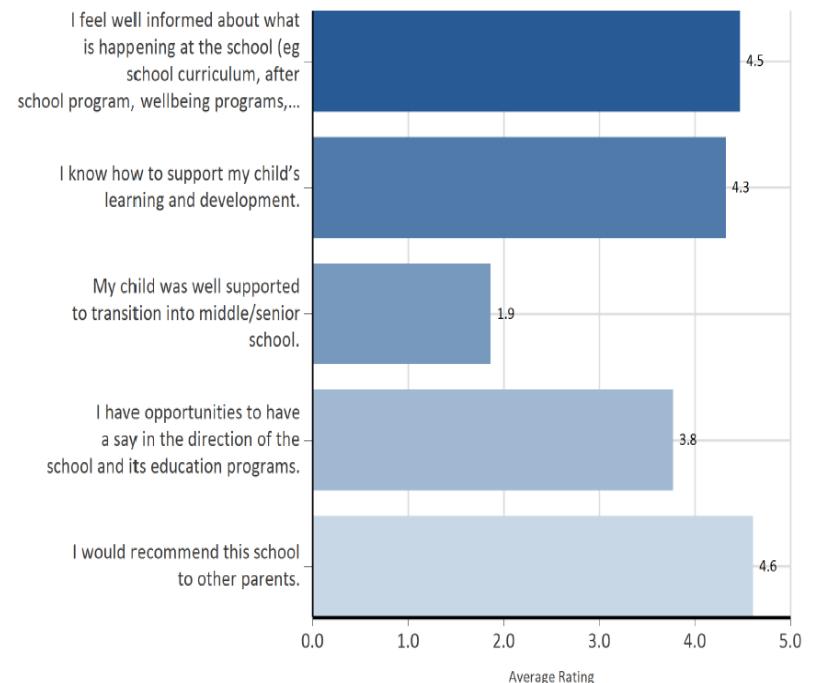
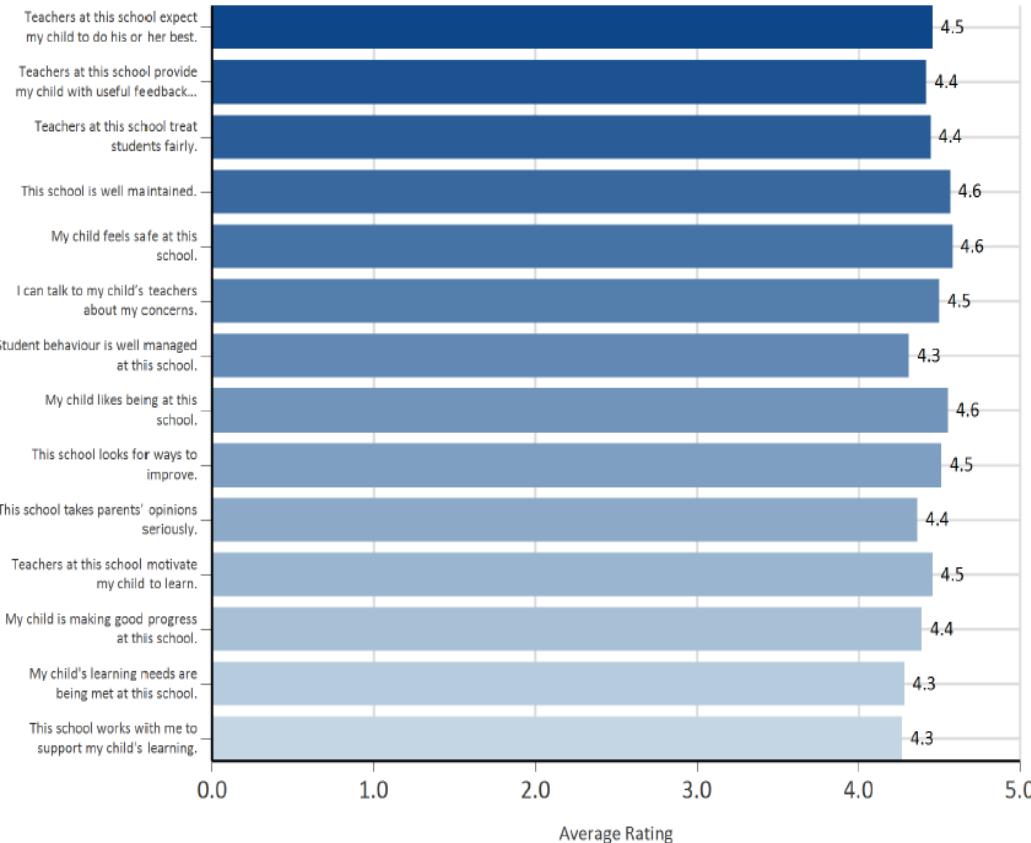


		2015				2016 (Year to date)			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Primary	Preschool	8	82.6%	47	88.2%	4	79.0%	48	87.5%
	Transition	7	89.4%	21	90.1%	10	90.0%	43	91.2%
	Year 1	12	85.6%	31	90.2%	7	93.6%	22	91.9%
	Year 2	7	84.9%	24	91.2%	10	88.1%	26	91.2%
	Year 3	5	80.6%	14	90.8%	8	92.4%	26	92.5%
	Year 4	3	86.2%	17	91.3%	7	93.4%	16	95.4%
	Year 5	9	86.1%	17	89.2%	3	93.1%	18	92.9%
	Year 6	5	89.1%	17	90.7%	9	92.0%	20	93.4%
Total:		57	85.8%	188	90.2%	59	90.9%	219	91.7%

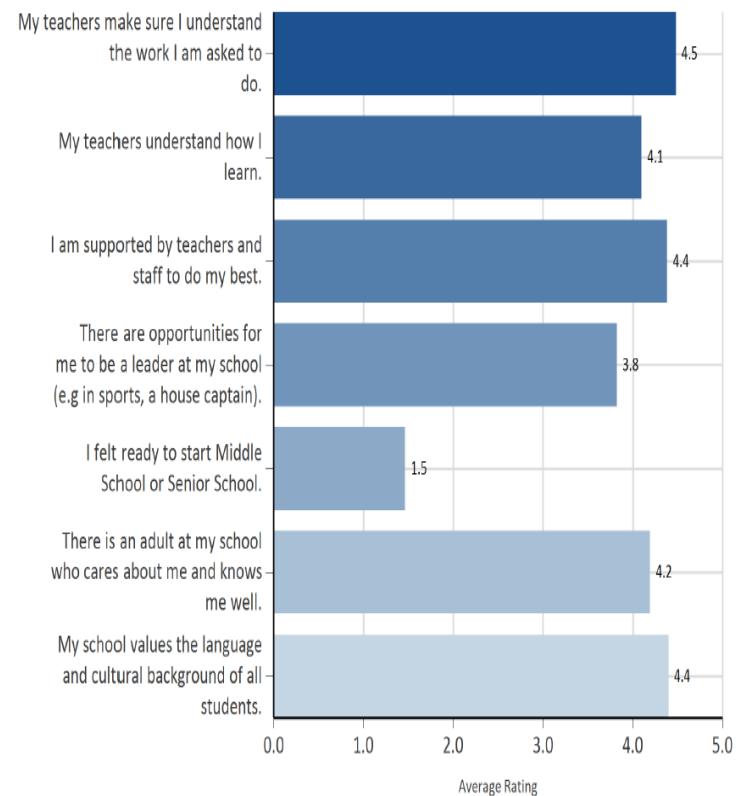
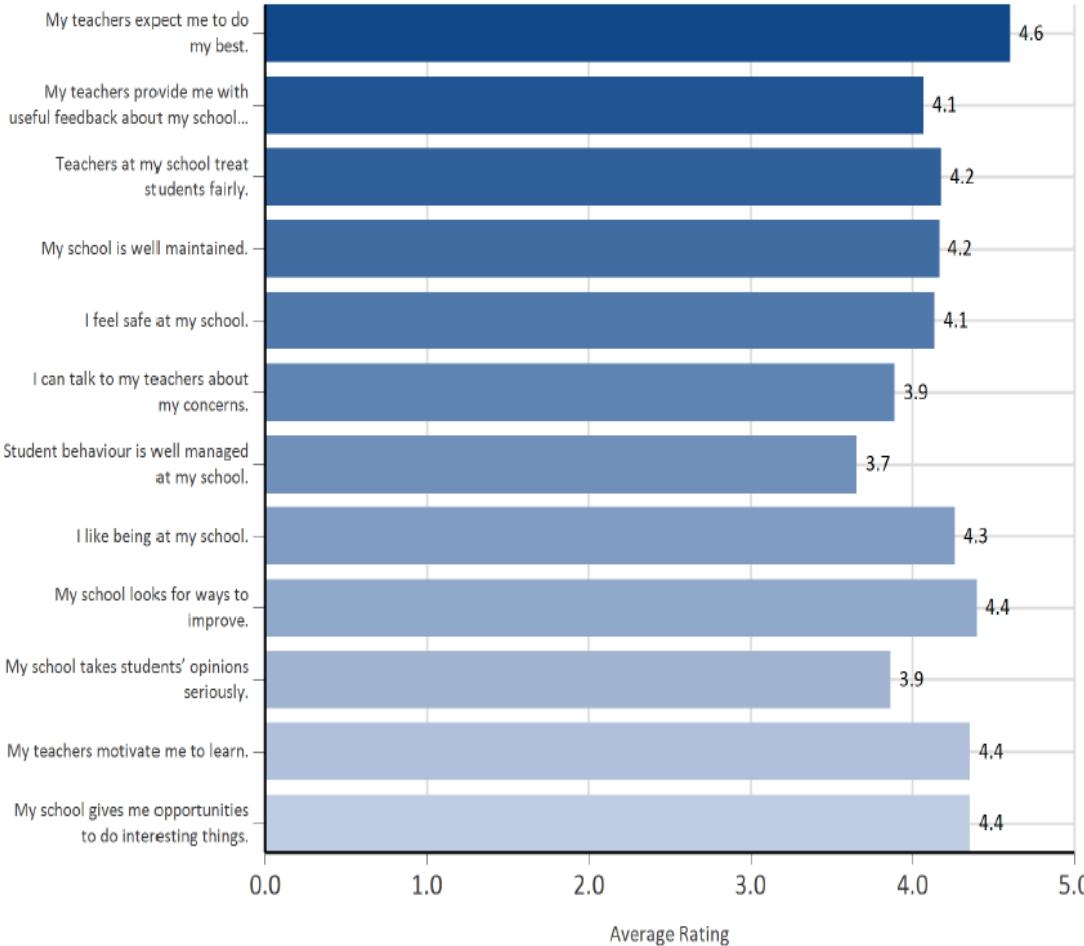
### Student Mobility

	2015				2016 (Year to date)			
	Arrivals		Departures		Average Enrolments		Student Turnover	
	1	2	3	4	Arrivals	Departures	Average Enrolments	Student Turnover
1	11	13	186	6%	6	12	209	4%
2	4	10	186	4%	8	9	214	4%
3	18	8	188	7%	21	5	227	6%
4	16	6	192	6%	1	1	226	0%
Total:	49	37	188	23%	36	27	219	14%

## School Survey Results: Parents / Carers



# School Survey Results: Year 3-6 Students



**[School Name]**  
**Annual Performance Report to the School Community**  
**2016**  
*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

## **Audited Financial Statements**