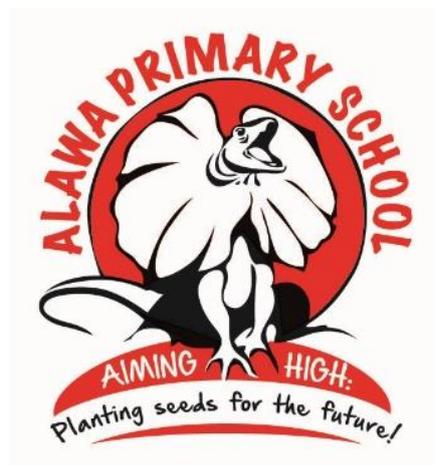


Alawa Primary School

Annual Performance Report to the School Community 2017



Alawa Primary School - #makeithappy



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 Namarluk School took up residence on the old Preschool site and a strong partnership was formed with the school from 2013.

In 2017 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 9 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 2017. Our average enrolment was 258. A Namarluk Early Years 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 as Assistant Principal, Mrs Mandy McKinnon continued as Senior Teacher till July when she won a promotion position at a near by school. Mrs Brenda Kellam stepped in from Moil as Acting Senior Teacher for the second semester. We welcomed 5 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 fifteen teaching staff in addition to the Principal and Assistant Principal which included nine classroom teachers, three Early Childhood trained Preschool teacher, one Special Education Teacher, one part-time Garden teacher [who also was Teacher in Charge at the preschool]; 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, three 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. One staff member identify themselves as Indigenous and two as Filipino.

Our Students

Student enrolments numbers remained steady around 258, with an average attendance of 93.3% and a student turnover of 13%. 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.

Principal's Report

Alawa Primary school achieved many successful outcomes in 2017 to provide an excellent education for all students with a clear focus on school improvement, resulting in a 23% enrolment increase from the start of 2016 to the start of 2017. 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 6+1 Traits of Writing. 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 three 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 Namarluk School for partnering with Alawa in this venture.



On a personal note I was honoured to receive the Darwin and the NT Principal of the Year award at the annual awards evening. This was awarded in recognition of my outstanding contribution over a period of time to the improvement of student and organisation outcomes.

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"> • Donna Harding • Emma Connelly • Emma Churchman • Athena Hammond • Deb Levett • Olivia McClelland • Sandy Cartwright [Principal Darwin Region & NT] 	<ul style="list-style-type: none"> • Mandy McKinnon • Athena Hammond • Beth Waterhouse <hr/> <p>National Excellence in Teaching Awards [Shortlisted from 1400 nominations]</p> <ul style="list-style-type: none"> • Athena Hammond
<p>Apple for the Teacher</p> <ul style="list-style-type: none"> • Courtney Jeffery • Emma Connelly • Riley France • Athena Hammond • Beth Waterhouse • Julie Cox 	<p>Autism NT Teacher Appreciation Award</p> <ul style="list-style-type: none"> • Olivia McClelland

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 counsellors from outside agencies 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 2017. 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 piloted moving to the Google 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.



In 2017 we continued including the teaching of an additional language through the inclusion of Indonesian in our Farm & Kitchen program Ibu Heriati from the NT School of Language worked closely with Mrs Dawn Soares, Mrs Smith, Mrs Conder and the students engaged in a vibrant hands on learning approach to this

rich language. We also offered after school Indonesian Club in partnership with the Nt School of Lanaguges and instrumental music tuition in partnership with the NT School of Music.

In 2017 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. A special thank you to Mrs Aminah Howard 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.



Term 4 saw the offering of an Early Years swimming program utilising the Namarluk swimming pool. We were thrilled to see 96% of students in Preschool-Year 1 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. Over \$150 000 was provided for small projects and urgent repairs. Additionally over \$600 000 was provided for minor new works projects [Classroom renovation, outdoor classrooms, ICT Network upgrade and staffroom plus toilets].

We were very pleased to officially launch our new website designed by Captovate mid year. Feedback continues to be very positive about the design and the dynamic content.

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.

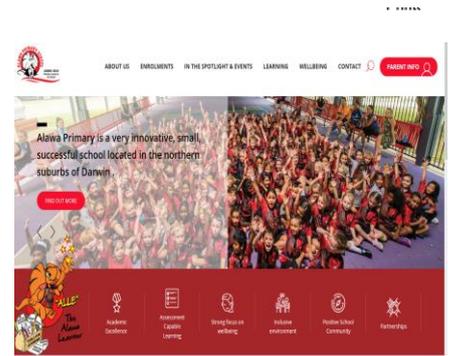
Alawa Primary School

Enrolment, Attendance and Student Mobility

	2017 (Year to date)						
	Indigenous				All		
	Enrol	% Indig Enrol	Attend	Student Turnover	Enrol	Attend	Student Turnover
Term 1	63	25%	90.2%	7%	257	94.0%	3%
Term 2	59	23%	89.5%	5%	252	92.0%	3%
Term 3	63	24%	90.5%	8%	265	92.9%	6%
Term 4	60	23%	90.0%	1%	258	92.4%	2%
Total:	61	24%	90.1%	21%	258	92.8%	13%

*The data in this table is derived from the Student Activity dataset. Student Activity is unit level enrolment and attendance information for all students at NT Gc unpublished and should be considered indicative and subject to change.

Data source: Student Activity V3.0 Switching



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 of the areas 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 continued 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. 12 students for Speech and 12 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 Jeffery [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 continue 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.

Preschool: Assessment of Student Competencies			
Competency	% students attained in 2015	% students attained in 2016	% students attained in 2017
Speaking & Listening	85%	89%	81%
Reading & Writing	86%	96%	86%
Number & Geometry	71%	89%	88%
Measurement & Geometry	83%	92%	88%

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 75 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.



In 2017 we also continued the Alawa Playgroup led by Mrs Donna Harding and facilitated by Ms Opal Stenbaum.



Goal 2 – Every student a successful learner

In 2017 the school identified specific goals to improve student's progress and achievement levels:

- **Great Start:** Implementation of the Preschool Curriculum
- **Wellbeing:** Introduction and implementation of the Ruby Payne Poverty Framework to our Kismatter Framework
- **Literacy Focus:** A whole school approach to the teaching of writing through the implementation of Plus 1 Traits of Writing
- **Assessment Capable Learner [Visible Learning]:** Embedding visible learning strategies across all areas of the curriculum to enhance the profile and development of the Assessment Capable Alawa learner. This includes the preparation for NAPLAN Online



We also enhanced / further developing other elements of our continuous improvement agenda:

- **Numeracy:** Continued focus on the rigorous implementation & extension of the consistent whole school approach to the teaching of Mathematics through the Meaningful Maths approach.
- **Reading:** Continued focus on reading, specifically building a culture of reading across the year levels.
- **ICT:** Further develop and embed the use of ICT to fully engage students in learning in the 21st Century.
- **Differentiation for Learners:** Identifying, catering for and ensuring differentiation and explicit teaching strategies for all learners [EALD, Special Needs, Gifted and Talented].
- **Wellbeing:** Ensuring positive relationships, inclusivity and celebrations for our student cohort from diverse cultural backgrounds in our community. Improving student behaviour and attendance through consistent school programs and expectations and promoting and providing support for families with regards to mental health. Continuation of the Kismatter program.
- **School Profile:** Raising the public perception and profile of the school with a view to increased enrolments.

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 writing 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 2017



Meaningful Maths was further embedded across the school through observation visits to other schools using the same approach, professional learning, planning and coaching sessions 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 writing across the school through the 6 + 1 Traits of Writing.



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 Teams to enhance their programming, pedagogical and assessment practices. [Inclusive of school based and regional moderation].
- 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.



Learning	Year 1	Year 2	Year 3	Year 4
Reading	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Maths	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Writing	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Science	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
History	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Art	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Music	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Physical Education	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Personal, Social and Health Education	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
English	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Mathematics	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Science	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
History	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Art	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Music	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Physical Education	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment
Personal, Social and Health Education	Year 1 Diagnostic Assessment	Year 2 Diagnostic Assessment	Year 3 Diagnostic Assessment	Year 4 Diagnostic Assessment



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.

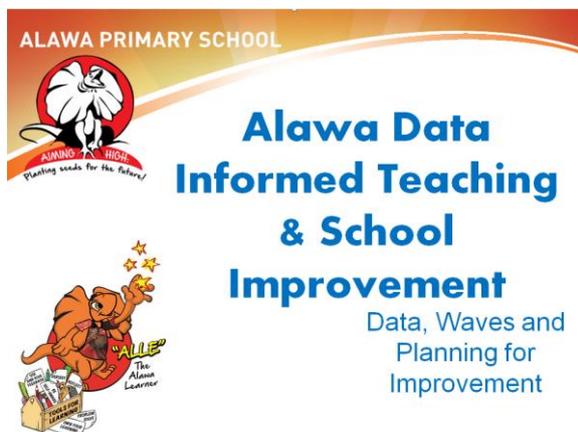


Goal 3 – Quality leaders, quality educators

In 2017 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 AITSL 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 767 hours of PD.

Actions implemented in 2017

- 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



In 2017 36 staff recorded their professional learning through 72 different events which totalled 767 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.

KWE (Know/Wonder/Expect)

Topic: Access to data and use of data to inform teaching & learning at Alawa

What I K now	What I W onder
About accessing data	About accessing data
About using data to inform	About using data to inform
What I E xpect to Learn	
About accessing data	
About using data to inform	



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

Goal 4 – Coherent and capable organisation

Focus for 2017:

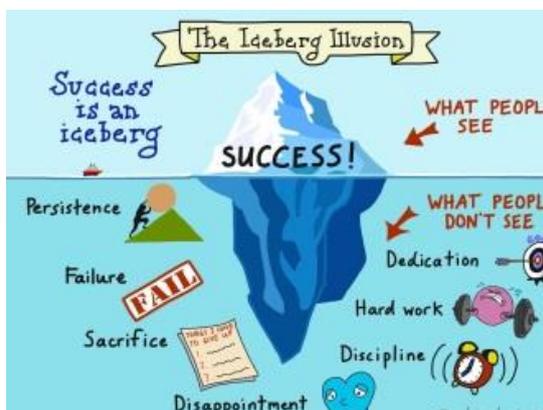
School Profile: Raising the public perception and profile of the school with a view to increased enrolments and wellbeing through the community.

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 2017 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 2017:

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

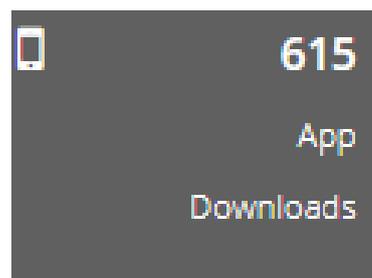
In 2017, an emphasis was placed on enhancing positive parent and community partnerships and building new links with a number of support-based agencies to further support and promote learning opportunities for students. The financial sustainability of the SAKGP was reviewed and a number of positive initiatives were put in place to make this viable. Improving school community perception and aligning educational outcomes with this program was achieved in 2017.

To engage parents and members of the school community positively in the school a number of events took place in 2017 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 Dance 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, and Harmony Day events. Invitations were designed by students and taken home to parents for community events showcasing our learning such as writers picnic and Literacy and Numeracy events such as book character parade, maths before school and invitation to join a Mathematics lesson.

Actions implemented in 2017

- Utilised positive community partnerships to achieve the SAKGP outcomes – partnered with Namarluk 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 Fishing community 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 to 562 by the end of 2017.





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 4th Year Speech therapy and OT students and covered the costs of their supervision.
- Continued partnership with Namarluk School through the annual Walkathon, the Farm and the shared use of each other's facilities and resources.



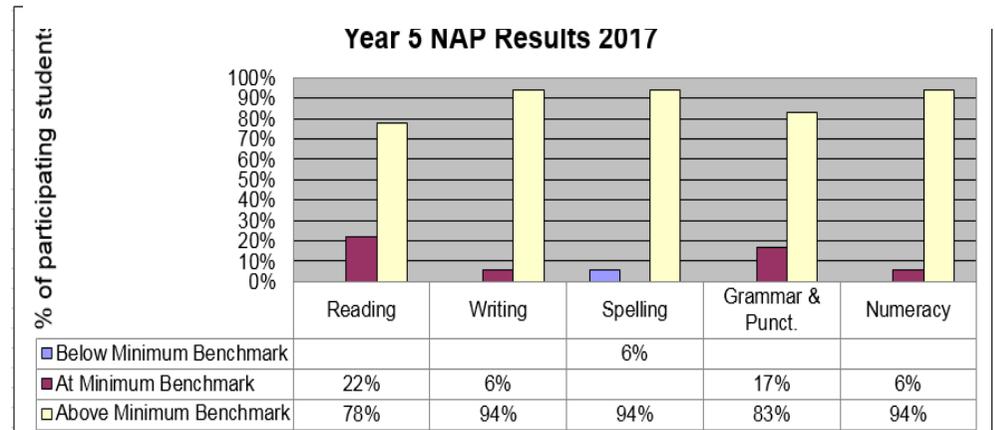
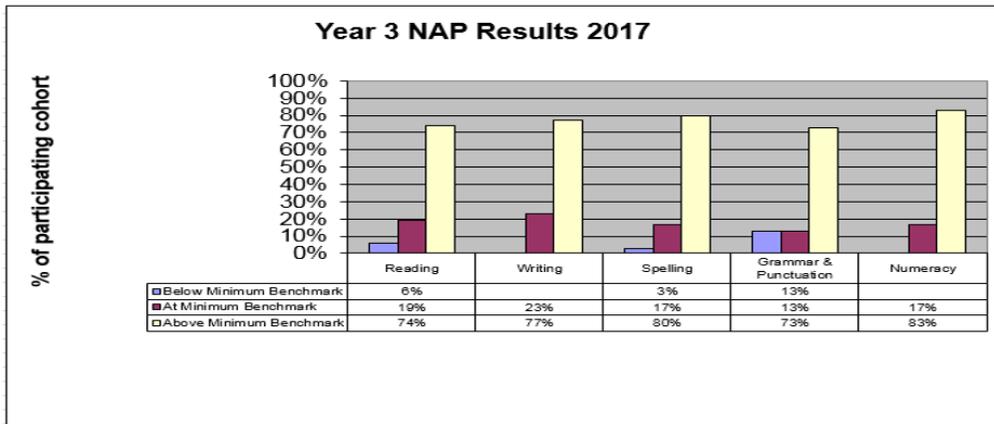
ALAWA PRIMARY SCHOOL
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(Aligned to the Department of Education Strategic Plan 2016 – 2018)

NAPLAN

2017		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	31	100%	29	94%
	Writing	30	97%	30	100%
	Spelling	30	97%	29	97%
	Grammar	30	97%	26	87%
	Numeracy	30	97%	30	100%
Year 5	Reading	19	100%	18	95%
	Writing	19	100%	18	95%
	Spelling	19	100%	17	89%
	Grammar	19	100%	18	95%
	Numeracy	19	100%	18	95%

2016		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	25	96%	23	92%
	Writing	25	96%	25	100%
	Spelling	25	96%	24	96%
	Grammar	25	96%	24	96%
	Numeracy	25	96%	25	100%
Year 5	Reading	18	100%	16	89%
	Writing	18	100%	14	78%
	Spelling	18	100%	16	89%
	Grammar	18	100%	16	89%
	Numeracy	18	100%	16	89%



NAPLAN Proportion of students achieving at or above NMS - Alawa Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

	2016		2017	
	No of Students	% of Students	No of Students	% of Students
Proportion of Year 3 students achieving at or above NMS in Numeracy				
Non-Indigenous	17	100%	22	100%
Indigenous	8	100%	8	100%
Proportion of Year 3 students achieving at or above NMS in Reading				
Non-Indigenous	16	94%	21	95%
Indigenous	7	88%	8	89%
Proportion of Year 5 students achieving at or above NMS in Numeracy				
Non-Indigenous	14	93%	12	100%
Indigenous	2	67%	6	86%
Proportion of Year 5 students achieving at or above NMS in Reading				
Non-Indigenous	13	87%	12	100%
Indigenous	3	100%	6	86%

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2017		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	2	6	6	19	23	74
	Writing			7	23	23	77
	Spelling	1	3	5	17	24	80
	Grammar	4	13	4	13	22	73
	Numeracy			5	17	25	83
Year 5	Reading	1	5	4	21	14	74
	Writing	1	5	1	5	17	89
	Spelling	2	11			17	89
	Grammar	1	5	3	16	15	79
	Numeracy	1	5	1	5	17	89

2016		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	2	8	3	12	20	80
	Writing			3	12	22	88
	Spelling	1	4	6	24	18	72
	Grammar	1	4	2	8	22	88
	Numeracy			6	24	19	76
Year 5	Reading	2	11	4	22	12	67
	Writing	4	22	3	17	11	61
	Spelling	2	11	2	11	14	78
	Grammar	2	11	2	11	14	78
	Numeracy	2	11	1	6	15	83

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2017

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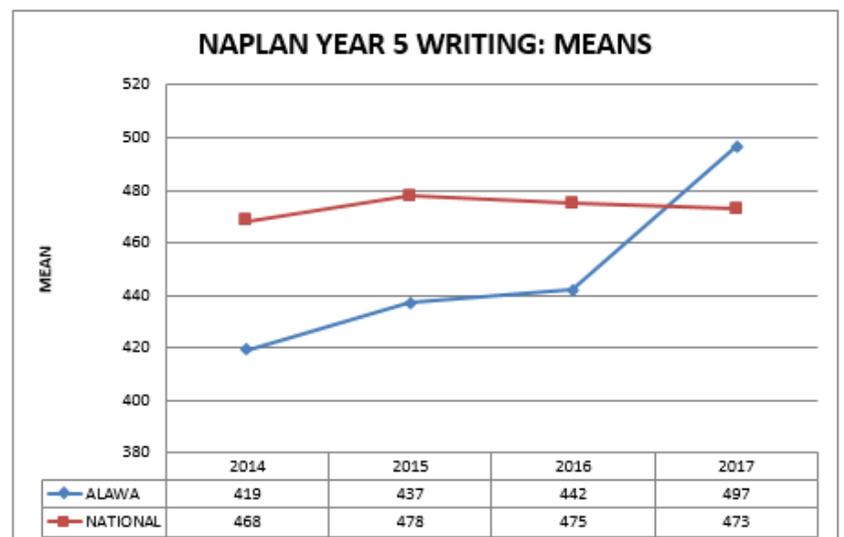
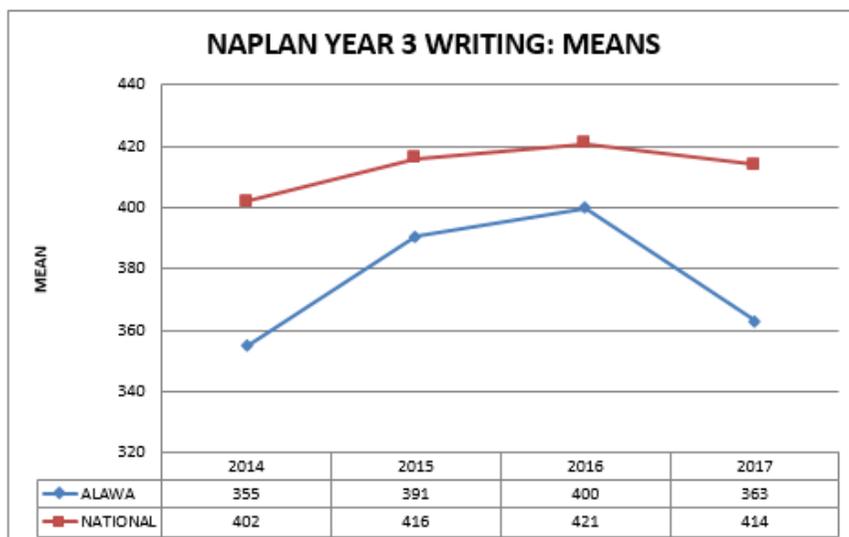
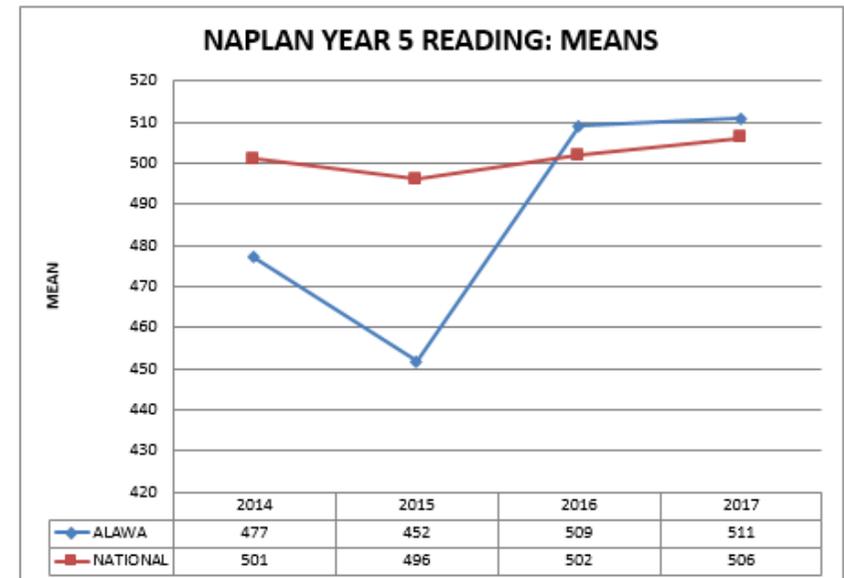
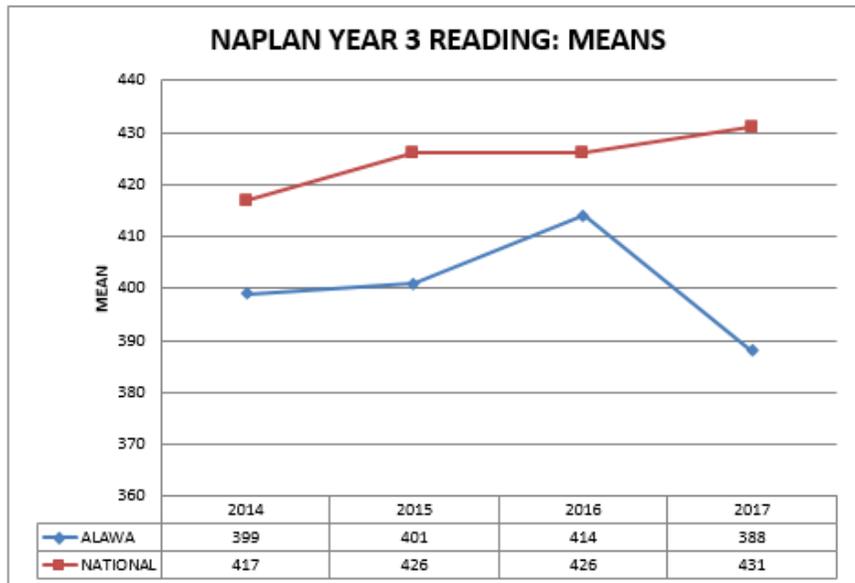
NAPLAN - Participation - Alawa Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

2017		Participating		Participating		Not Participating	
		Exempt		Present		Absent	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading			31	100		
	Writing			30	97	1	3
	Spelling			30	97	1	3
	Grammar			30	97	1	3
	Numeracy			30	97	1	3
Year 5	Reading	1	5	18	95		
	Writing	1	5	18	95		
	Spelling	1	5	18	95		
	Grammar	1	5	18	95		
	Numeracy	1	5	18	95		

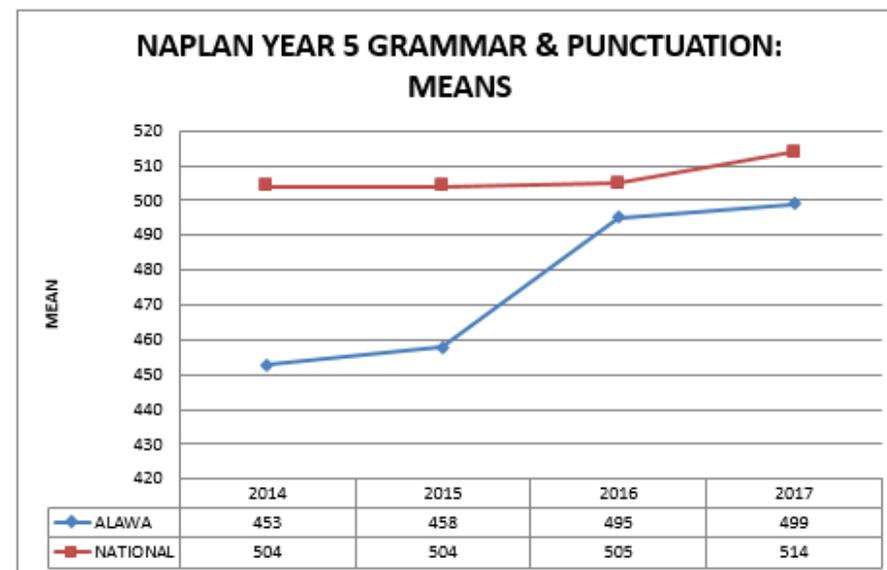
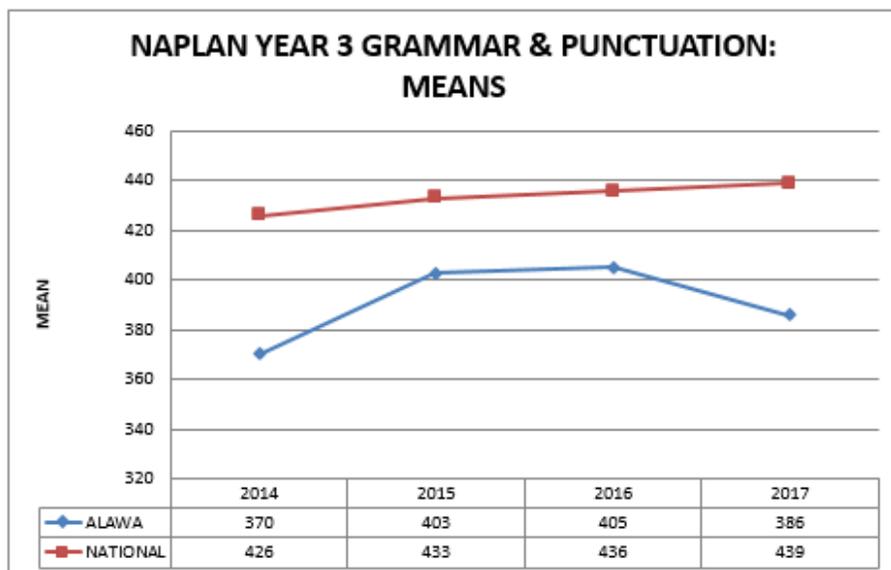
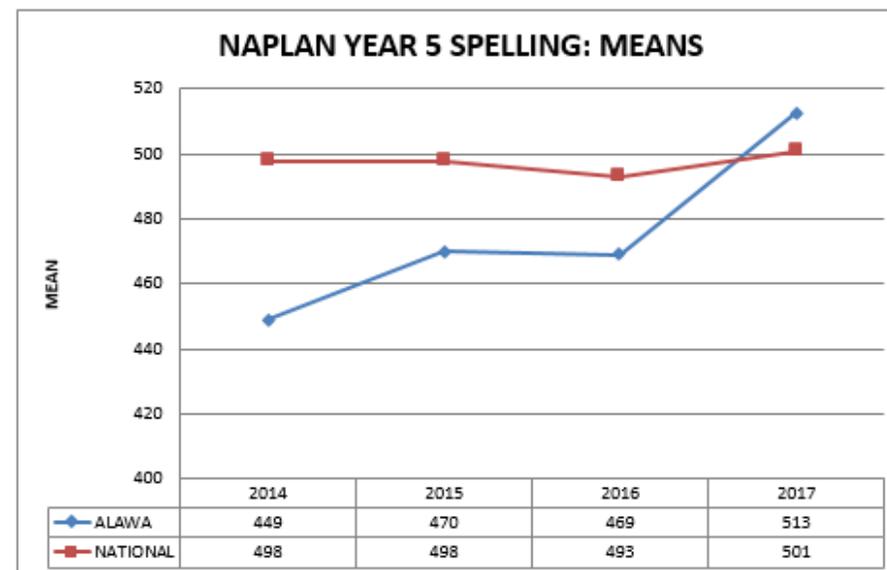
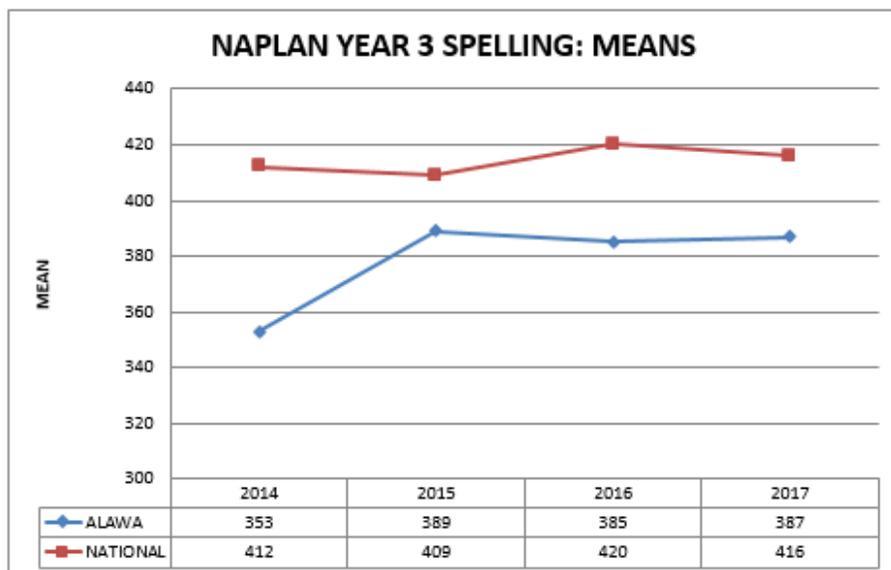
2016		Participating		Participating		Not Participating	
		Exempt		Present		Absent	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading			25	96	1	4
	Writing			25	96	1	4
	Spelling			25	96	1	4
	Grammar			25	96	1	4
	Numeracy			25	96	1	4
Year 5	Reading	1	6	17	94		
	Writing	1	6	17	94		
	Spelling	1	6	17	94		
	Grammar	1	6	17	94		
	Numeracy	1	6	17	94		

ALAWA PRIMARY NAPLAN JOURNEY



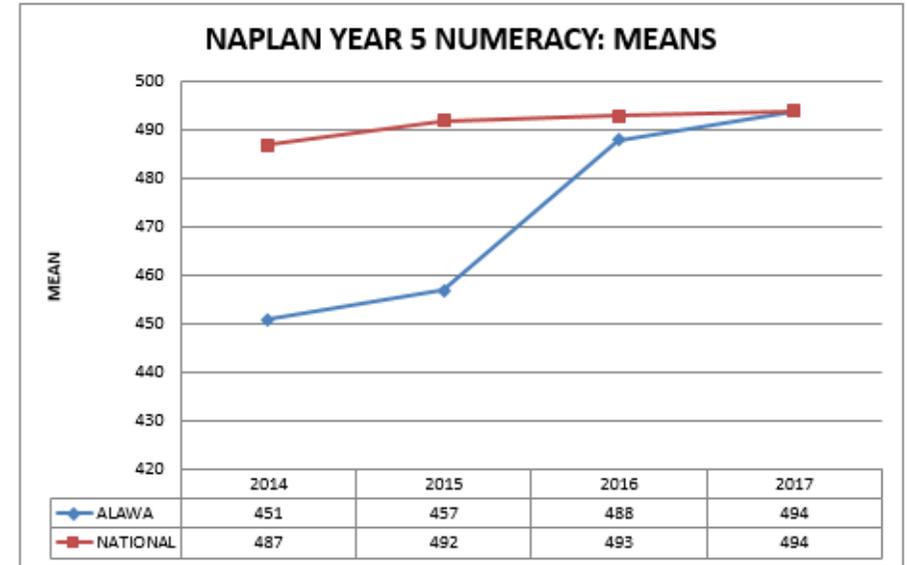
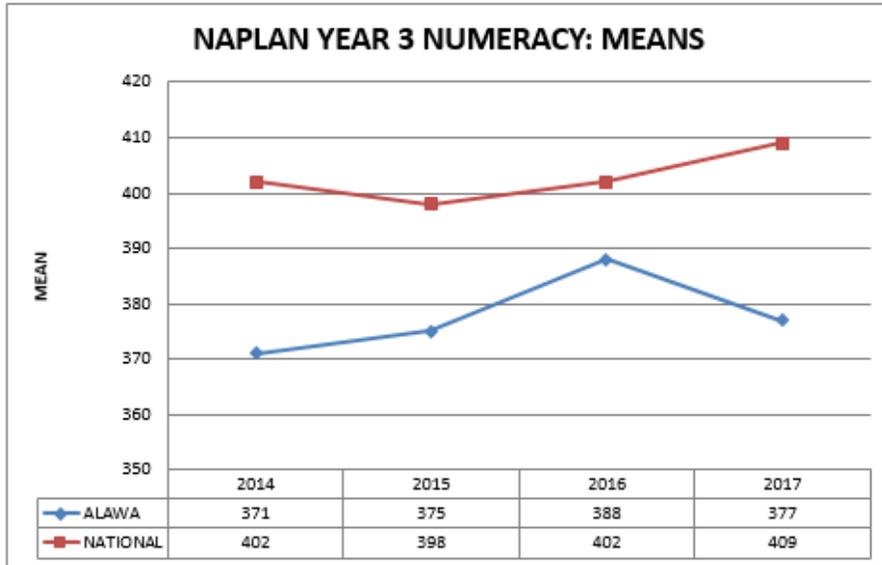
ALAWA PRIMARY SCHOOL Annual Performance Report to the School Community 2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)



ALAWA PRIMARY SCHOOL
Annual Performance Report to the School Community
2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)



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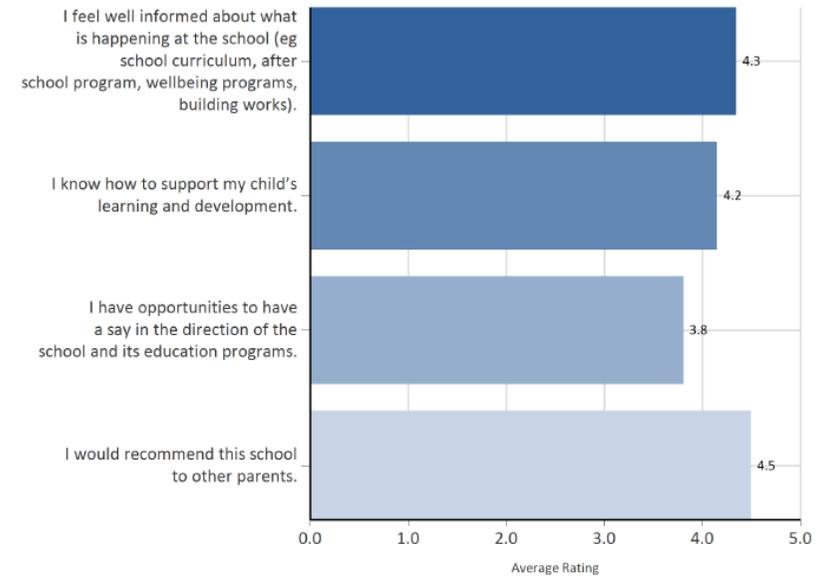
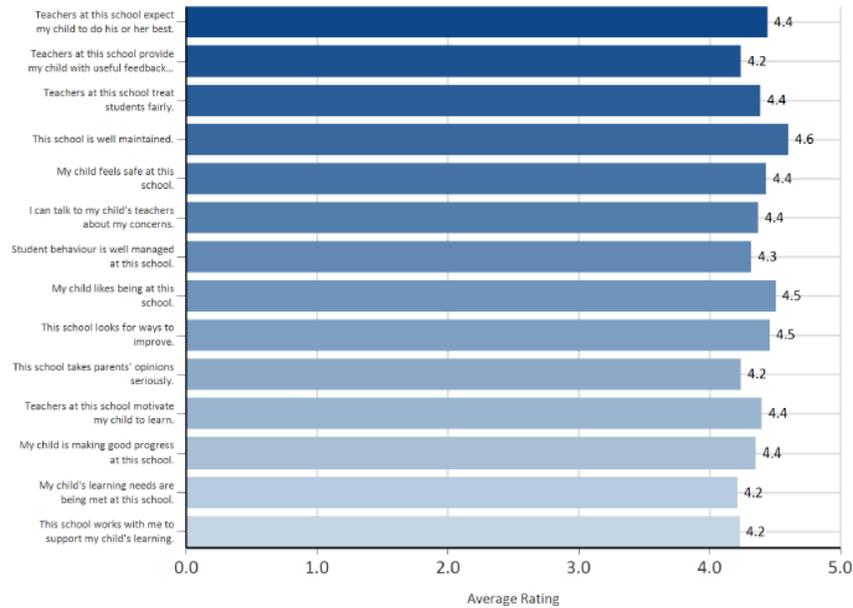
Student Enrolment, Attendance and Learning

	2016				2017			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance						
Preschool	4	81.6%	48	88.4%	8	85.4%	52	91.2%
Transition	10	90.9%	43	91.5%	4	81.7%	36	90.9%
Year 1	7	94.2%	22	92.7%	11	88.3%	41	93.5%
Year 2	10	89.4%	26	91.8%	11	92.3%	30	94.0%
Year 3	8	92.7%	26	93.1%	9	89.6%	31	93.2%
Year 4	7	94.2%	16	95.6%	8	91.6%	29	94.6%
Year 5	3	93.1%	18	93.3%	7	92.7%	20	95.3%
Year 6	9	92.7%	20	94.6%	3	94.4%	19	94.8%
Alawa Primary School	59	91.7%	219	92.3%	62	90.0%	258	93.3%

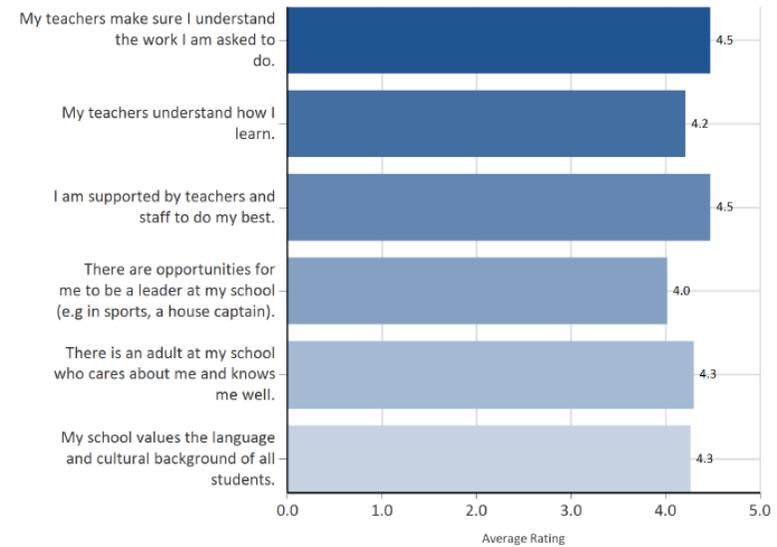
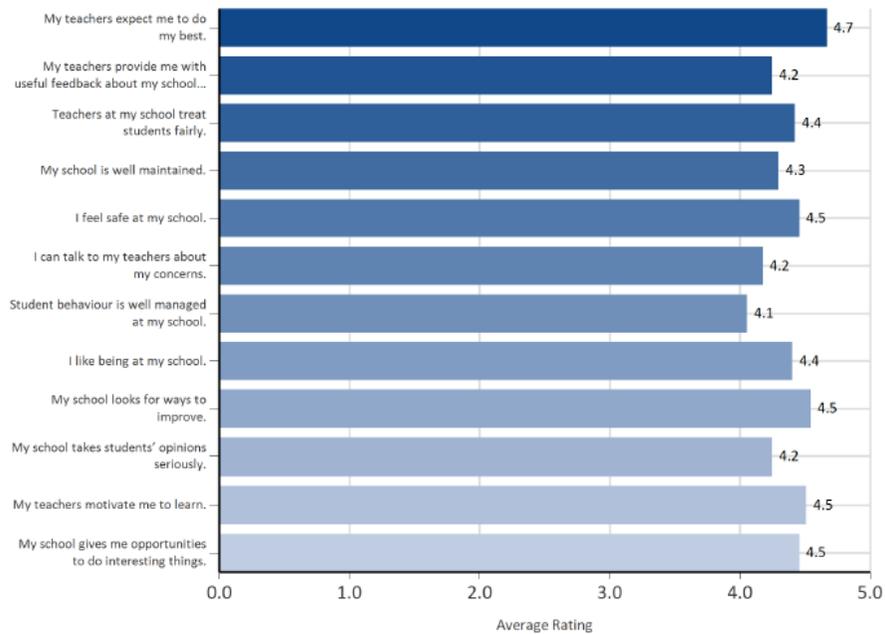
	2016		2017	
	No of Students	% of Students	No of Students	% of Students
Proportion of children enrolled in preschool the year before full time schooling for 600 hours per year	52	100%	62	100%
Indigenous	5	100%	10	100%
Non Indigenous	47	100%	52	100%

	2016		2017	
	No of Students	% of Students	No of Students	% of Students
Proportion of students attending four days or more per week				
Non-Indigenous	164	88%	203	94%
Indigenous	57	86%	55	79%

School Survey Results: Parents / Carers



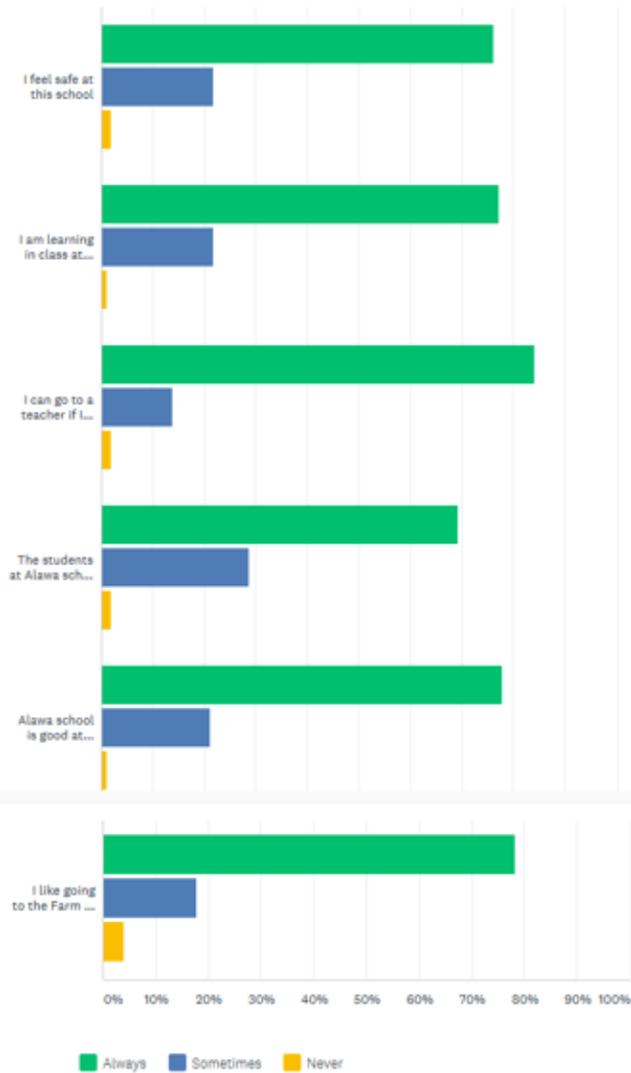
School Survey Results: Year 3-6 Students



Early Years Perception Survey 2017

Please read each statement and click the box that says how you feel.

Answered: 101 Skipped: 0



Darwin Region Primary Interschool Sport Participation Numbers 2017

Primary Schools	Total Students Attended Interschool Days 2017	Total Students Attended Interschool Days 2016	Total Students Attended Interschool Days 2015	Total Students Attended Interschool Days 2014
Alawa	171	68	56	79

Darwin Region Interschool Days held in 2017				
Term	Primary	Middle	Senior	Total Days Offered
1	7	5	2	14
2	3	4	4	11
3	4	4	3	11
4	4	3	2	9
Total	18	16	11	45



*Some Interschool days are combined either Pri/MY/Snr, Pri/MY or MY/Snr.

* 27 Primary Schools, 9 Middle Schools and 7 Senior Schools

Total Primary/Middle/Senior Participation 2017
5963

Audited Financial Statements