

Alawa Primary School

Annual Performance Report to the School Community 2019

ALAWA PRIMARY SCHOOL
ANNUAL SCHOOL IMPROVEMENT PLAN 2019



AIMING HIGH
Planting Seeds for the future

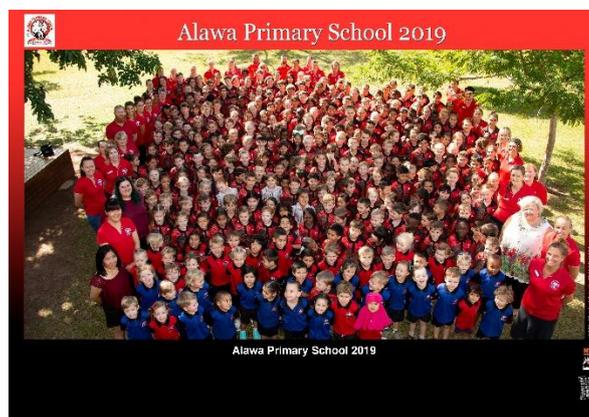
 ASSESSMENT CAPABLE LEARNERS	 QUALITY TEACHING: <small>HOW WELL WE TEACH = HOW WELL THEY LEARN</small>	 CONNECTING READING AND WRITING	 BEING AT SCHOOL
	MEANINGFUL MATHS	LOOKING AFTER OUR OWN	
KITCHEN GARDEN PROGRAM	21ST CENTURY LEARNING WITH ICT	QUALITY START TO SCHOOLING	DIFFERENTIATION FOR LEARNERS

OUR SCHOOL PURPOSE *Achievement of potential in a caring, collaborative environment for all members of the Alawa School Community.*

OUR SCHOOL VALUES *Respect, Encouragement, Pride and Personal Best*

OUR SCHOOL MOTTO *Aiming High: Planting seeds for the future.*





School Overview

Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 20 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 2019 Alawa Primary School continued to provide rich opportunities for learning, engagement and wellbeing. We had a continued 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 11 primary classes with relatively large class numbers [particularly in the early years classes] and 2 full day preschool groups at the start of the year. Our average enrolment was 307. A Nemarluk 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. Ms Angela Henschke joined us as a Highly Accomplished Lead Teacher in the Early Years section of the school. Mrs Donna Harding remained as Assistant Principal, and Ms Ebony Rusconi, Ms Athena Hammond, Ms Ana Bernardino formed the rest of the Leadership Team.. We welcomed 3 other experienced teachers to the team. I would like to thank all members of the leadership team for their positive contributions and outstanding efforts during 2019. There were eighteen teaching staff in addition to the Principal and Assistant Principal which included eleven classroom teachers, two Early Childhood trained Preschool teachers, one Special Education Teacher, two part time teachers working across the school 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. In July Mrs Sharon Griffey joined the team as a Highly Accomplished Lead Teacher supporting intervention and support in the early years classes due to large class sizes with a number of students with identified special needs. 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. In April both Ms Jeffery and Ms Connelly left us to await the arrivals of their babies and Ms Barb McHatten and Ms Tiffany Corless joined our team.

Athena Hammond continued as a Highly Accomplished teacher in recognition of her exemplary classroom practice and leadership across the school, particularly in the areas of ICT and Maths. Athena was recognized with further certification to the higher level as a Lead Teacher through the year.

The administrative staff consisted of one Business Manager [changeover of personnel mid-year], three Administration Officers, one part time AEIW, one Maintenance Officer, one Preschool Assistant, one part-time Transition Support Officer, one library and ICT support officer and two Student Education Support Officers as well as a part time Marketing & Communications officer. The School Council employed seven Inclusion Support Officers for individual student and classroom support, one Kitchen Specialist, one Farm Manager, and one Café (canteen) staff member. Two staff members identify themselves as Indigenous and two as Filipino. We outsourced our grounds work again in 2019 rather than employing someone through the Council.



Defence kids: We were successful in securing a grant to have a Defence School Mentor on staff who did a terrific job supporting our children from defence families. Ms Katie Wedel offers individual support to children and families as well as a lunch time defence club and in class support.

Ms Emma Connelly was recognised through a parent nomination for the ASG National Excellence in Teaching Awards and was one of just 12 winners nationally. Ms Connelly also was awarded the Regional and Remote award.



Our Students

Student enrolment numbers remained steady with an average enrolment of 307, an average attendance of 92.3% and a student turnover of 19%. 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 and an increasing enrolment of EAL/D learners.

ALAWA ENROLMENT GROWTH

	2012	2013	2014	2015	2016	2017	2018	2019
Start of the Year	175	201	191	186	209	254	271	314
End of the Year	192	198	196	192	226	261	292	293
Growth during the year	17	-3	5	6	17	7	21	-21
% growth during the year	9.71%	-1.49%	2.62%	3.23%	8.13%	2.76%	7.75%	-6.60%
Growth from Year to Year start		26	-10	-5	23	45	17	43
% growth from year to year		14.86%	-4.98%	-2.62%	12.37%	21.53%	6.69%	15.87%

Our Community

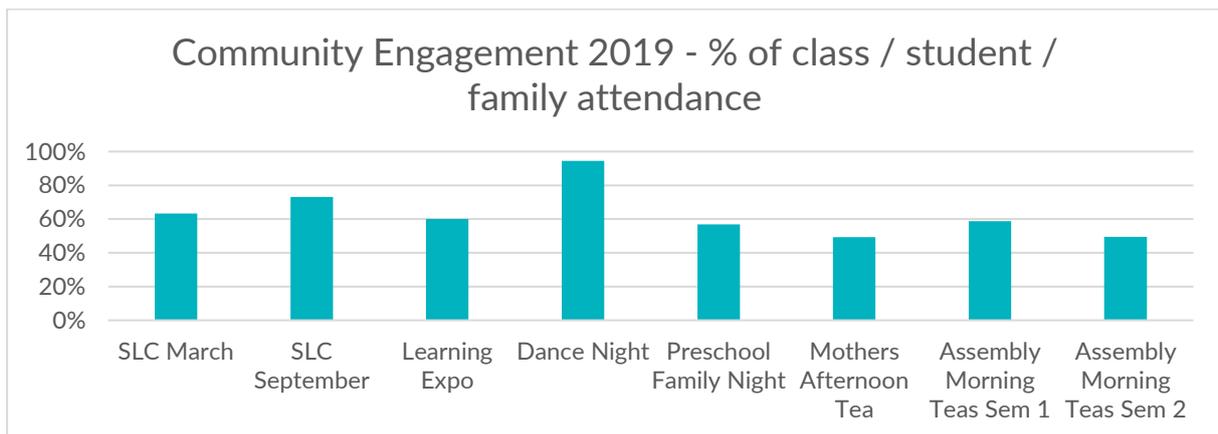
Our school continued to thrive in the local community and many events were hosted through the year bringing the school community together. We were pleased once again with the

relationships developed and sustained and the way the community comes together for special events and celebrations.

Our School Council continued to meet through the year as a whole to advise of matters and contribute to the direction of the school. In addition sub groups for the Café, Finance and Fundraising met off line to report back to the broader group on specific matters.

We distributed the volunteer survey at the start of the year which then enabled us to harness / draw on support from a range of parents for key events such as the Rad Rhythm community night, the Fathers Day fun afternoon, Mothers Day afternoon tea and the school camps as well as weekly farm and kitchen lessons.

Our community keep in touch in various ways such as social media with a very active Facebook page as well as through face to face contact, email and classroom social media such as Class DoJo, SeeSaw and StoryPark.



Loads of fun in September at our annual community night – our students had all been exploring Rhythm through the term as our Performing Arts focus and shared their skills at the Rad Rhythm event.

Principal's Report

Alawa Primary school achieved many successful outcomes in 2019 to provide an excellent education for all students with a clear focus on school improvement, resulting in a 15.87% enrolment increase from the start of 2018 to the start of 2019. 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.

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 led the development of our whole school plan and introduced the whole school approach to the teaching and assessment 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 four 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 endeavored 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 and the many parent volunteers who put in many hours to keep this program sustainable.

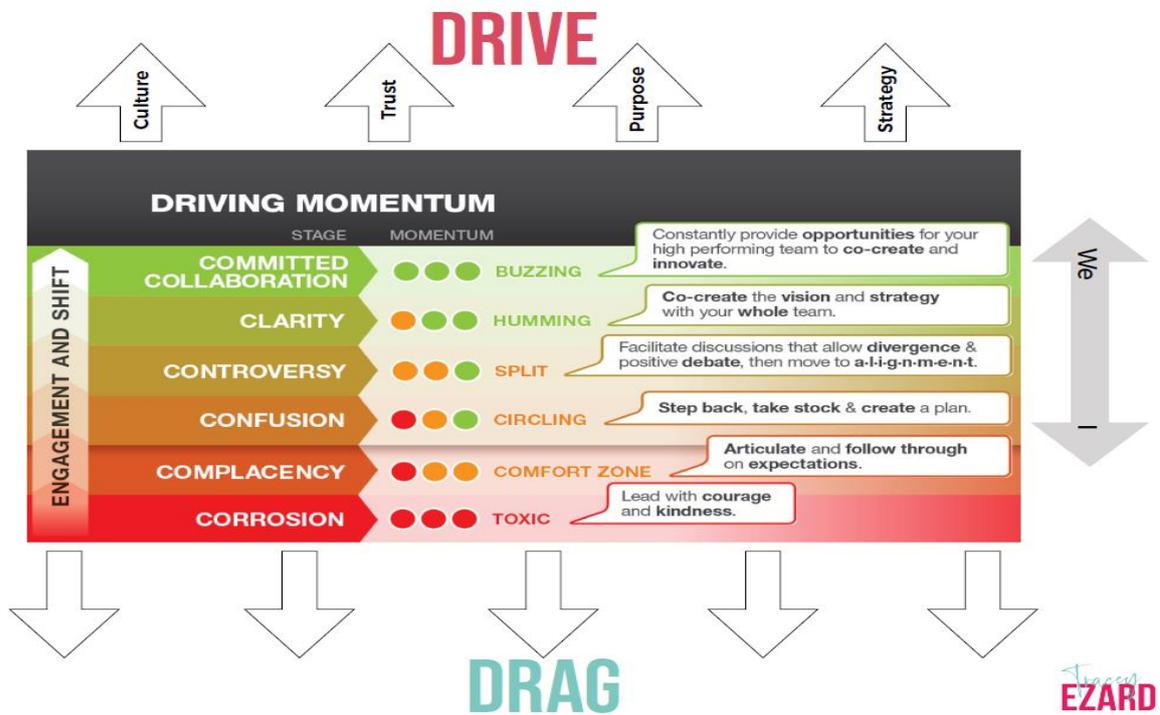


We were thrilled to take out the Junior NTRM Resource Award and also the People's Choice Award in November.



Engage: Increase the number of students attending school more than 80 per cent

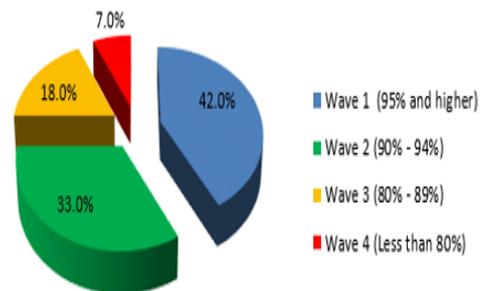
Through a continued focus on quality teaching in line with our ASIP all staff worked together to support ALL students at the school to provide a safe, supportive learning environment where students WANTED to come to school and maximise their opportunities to grow as Assessment Capable Learners.



We continued to have attendance rewards at the end of each term for students attending 90% or more and who arrived late less than 5 times.



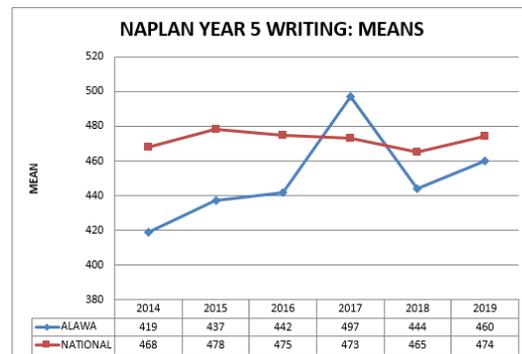
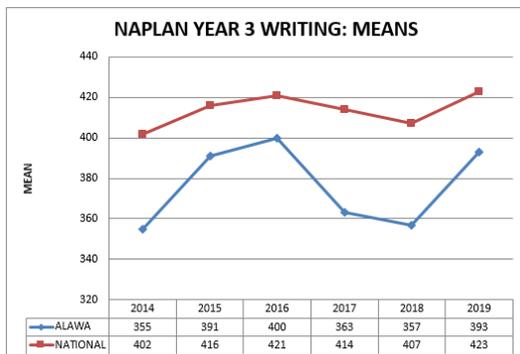
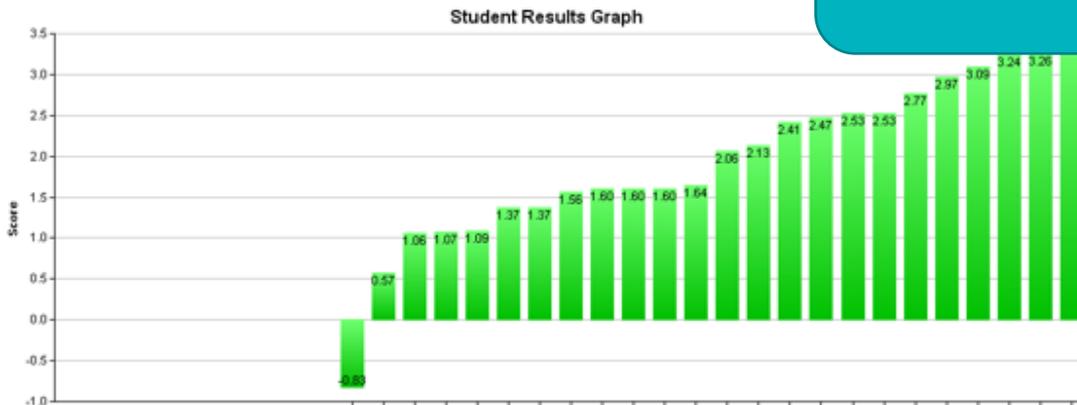
% Attendance of Primary Students at Alawa 2019



Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

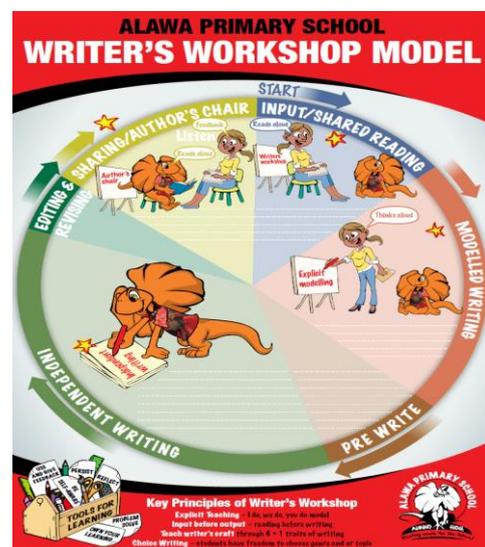
Writing: Effect size per individual

Average Effect Size: 1.94



Writing continued to be a major focus at Alawa – the explicit teaching following the Writers Workshop model as well as the assessment and moderation. We were pleased to see the growth in results through NAPLAN.

Teachers confidence in teaching writing has shown significant growth as has student enjoyment of writing and their beliefs in their own abilities.



NAPLAN

2017-2019 Growth Years 3-5 24 matched students

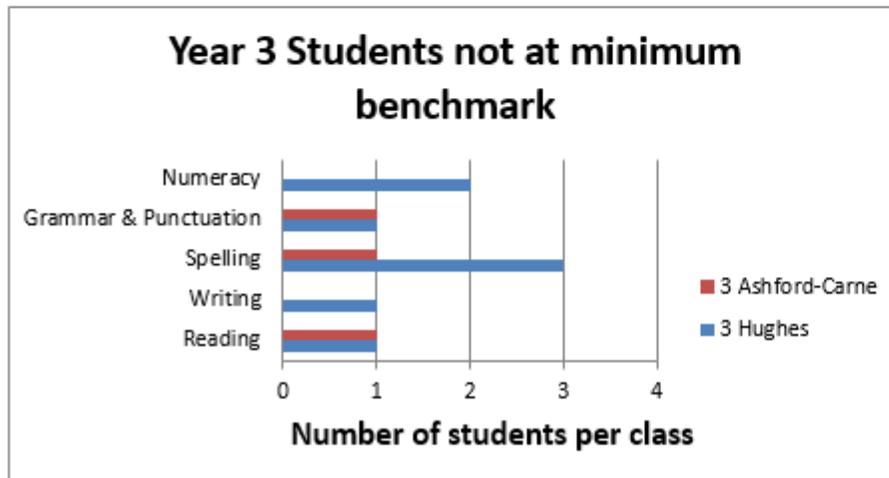
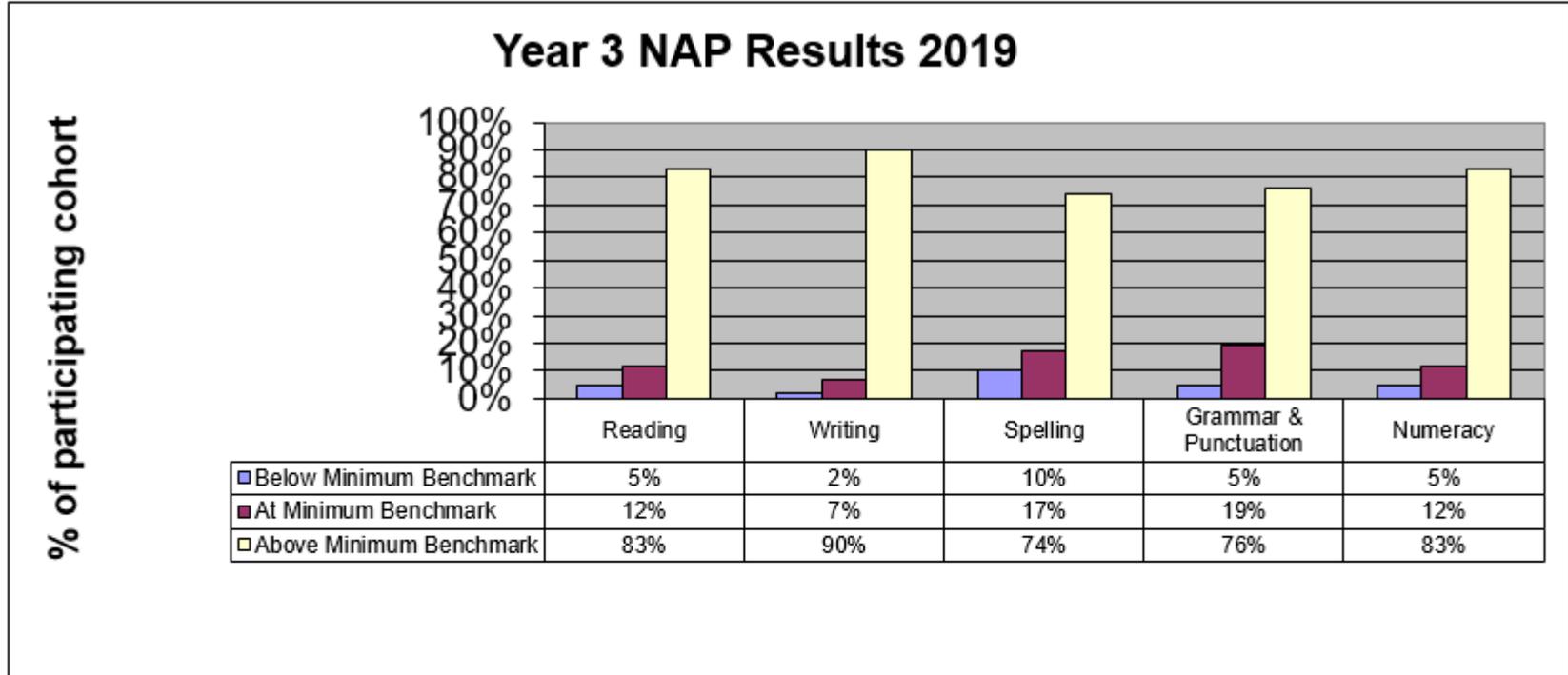
	National 2 year gain	NT 2 year gain	Alawa 2 year gain
Reading	75	87	109
Writing	60	71	97
Spelling	85	101	94
Grammar & Punctuation	60	82	89
Numeracy	86	88	88

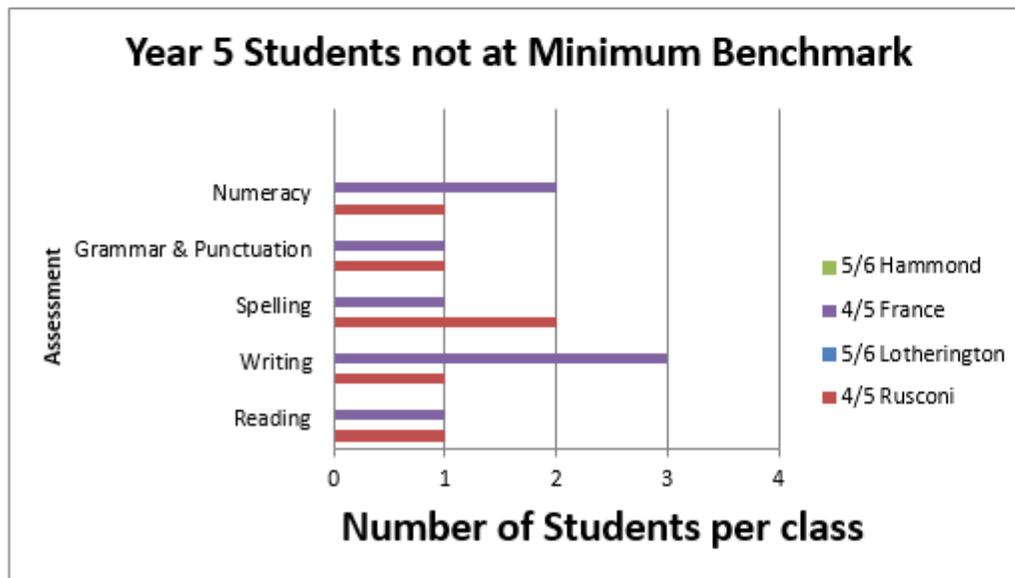
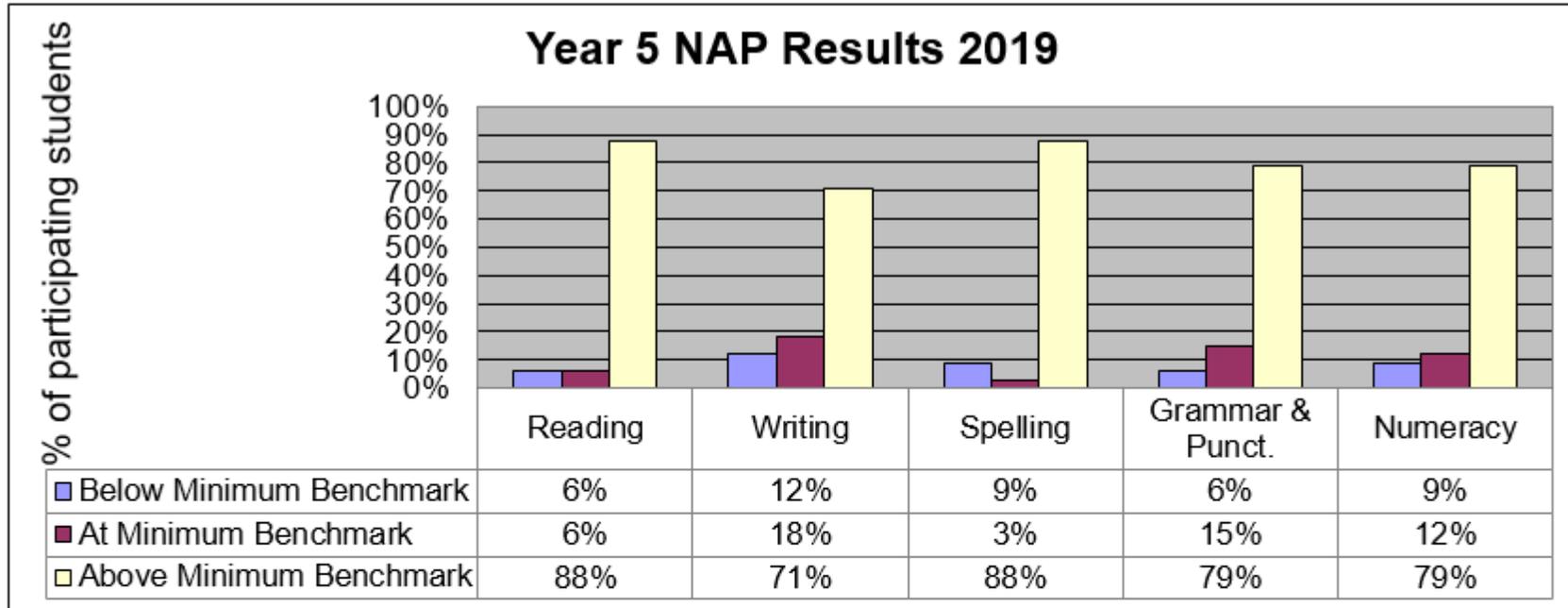


[School Name]
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2019
Aligned to the Department of Education's 'Education NT Strategy 2019-22'

2019		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	43	100%	40	93%
	Writing	42	98%	41	98%
	Spelling	43	100%	38	88%
	Grammar	43	100%	40	93%
	Numeracy	43	100%	40	93%
Year 5	Reading	34	100%	32	94%
	Writing	34	100%	30	88%
	Spelling	34	100%	30	88%
	Grammar	34	100%	31	91%
	Numeracy	34	100%	31	91%

2019		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	3	7	5	12	35	81
	Writing	1	2	3	7	38	90
	Spelling	5	12	8	19	30	70
	Grammar	3	7	8	19	32	74
	Numeracy	3	7	5	12	35	81
Year 5	Reading	2	6	2	6	30	88
	Writing	4	12	6	18	24	71
	Spelling	4	12	1	3	29	85
	Grammar	3	9	5	15	26	76
	Numeracy	3	9	4	12	27	79



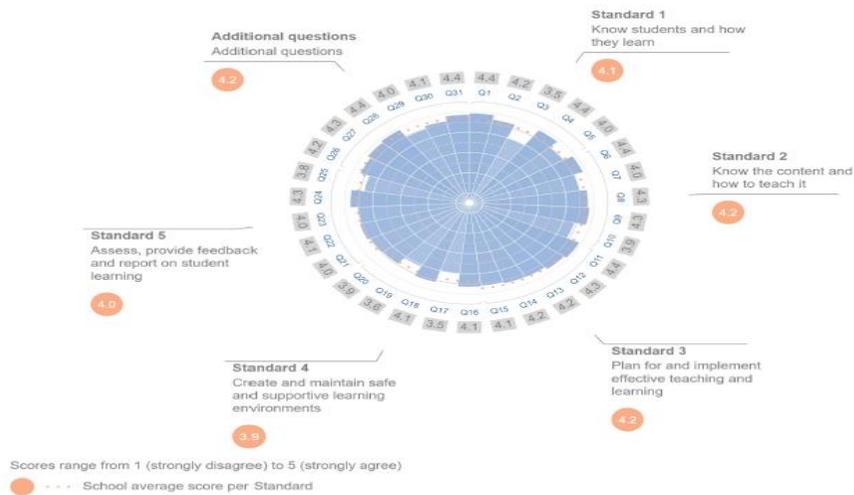


Student Enrolment, Attendance and Learning

	2019			
	Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	8	82.3%	45	90.2%
Transition	7	76.3%	44	91.4%
Year 1	10	92.5%	47	92.5%
Year 2	4	92.3%	31	93.8%
Year 3	9	88.4%	42	91.9%
Year 4	14	90.7%	37	92.6%
Year 5	11	89.4%	34	92.9%
Year 6	9	89.9%	28	92.8%
Alawa Primary School	71	88.5%	307	92.3%

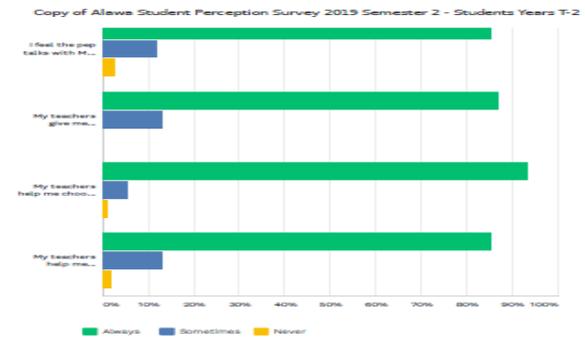
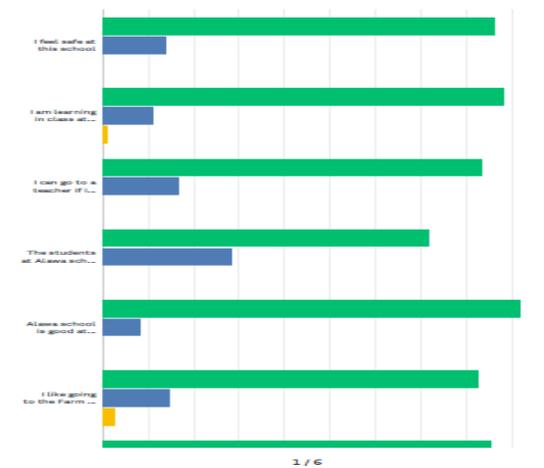
School Survey Results

School Report | Alawa Primary School
Heatmap | October 2019



Areas of strength		
Standard 3 - Plan for and implement effective teaching and learning		
Highest individual question scores		
1st	Q1	My teacher treats me with respect
2nd	Q11	My teacher wants me to think instead of giving me the answers
3rd	Q28	In class we work together in pairs or small groups to help us learn
Areas for growth		
Standard 4 - Create and maintain safe and supportive learning environments		
Lowest individual question scores		
1st	Q3	This class keeps my attention – I don't get bored
2nd	Q17	In my class, the students are well behaved
3rd	Q19	My class is busy learning and doesn't waste time
Greatest Improvement in individual questions		
+0.41	Q17	In my class, the students are well behaved
+0.39	Q8	My teacher wants me to set challenging learning goals
+0.32	Q21	I understand how my teacher will mark my work

Copy of Alawa Student Perception Survey 2019 Semester 2 - Students Years T-2
Q1 Please read each statement and click the box that says how you feel.
Answered: 109 Skipped: 0



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Alawa Primary School
Parent/Carers Survey 2019
National and Jurisdictional Questions Overview

The annual Parent/Carers Survey captures insights into student wellbeing, engagement, and learning from the perspective of parents and families with children enrolled at the school. The mandated survey contains National and Jurisdictional questions that assess eight key themes: Wellbeing, Quality teaching & learning, Teacher-student relationships, Positive learning environment, Transitions & pathways, Shared vision & values, School community engagement, and School satisfaction. Parents/carers are asked to rate the items on a five-point agreement scale, from strongly disagree to strongly agree.

This report provides the parents/carers' perception of these key areas for Northern Territory Government schools. The report presents agreement percentages (%) to show the proportion of parents/carers who responded agree/strongly agree with each statement.

	No. of responses:	Respondents			
		Aboriginal	Non-Aboriginal	Early Years	Primary
2019	118	13	105	84	30
2018	123				
2017	113				

Highest scoring responses for 2019:		Lowest scoring responses for 2019:	
This school is well maintained.	99%	I have opportunities to have a say in the direction of the school and its education programs.	77%
My child feels safe at this school.	97%	My child knows how to communicate safely and respectfully online.	70%
My child likes being at this school.	95%	My child knows how to manage their emotions.	67%

Change from previous year (2019 vs 2018)					
Highest ranking items:	% point change	2019 vs 2018	Lowest ranking items:	% point change	2019 vs 2018
I have opportunities to have a say in the direction of the school and its education programs.	+7%	77% 70%	Teachers at this school provide my child with useful feedback about his or her school work.	-5%	83% 88%
This school is well maintained.	+2%	99% 97%	I can talk to my child's teachers about my concerns.	-7%	89% 96%
My child likes being at this school.	+2%	95% 93%	My child was well supported to transition into Primary/Middle/Senior school.	-8%	84% 92%

This table presents the first three and last three items when ranked in order of percentage point change.

Alawa Primary School
Staff Survey 2019
National and Jurisdictional Questions Overview

The annual Staff Survey captures insights into wellbeing, engagement, and school services from school staffs' perspective. The mandated survey contains national and jurisdictional questions that assess nine key themes: Wellbeing, Teacher-student relationships, Quality teaching & learning, Positive learning environment, Transitions & pathways, Shared vision & values, School community engagement, Professional development, and School satisfaction. School staff (teaching and non-teaching) are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree.

This report provides school staffs' perception of these key areas for Northern Territory Government schools. The report presents agreement percentages (%) to show the proportion of staff who responded agree/strongly agree with each statement.

	No. of responses:	Response rate:	Respondents				
			Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
2019	39	100%	4	35	16	20	3
2018	34	100%					
2017	35	100%					

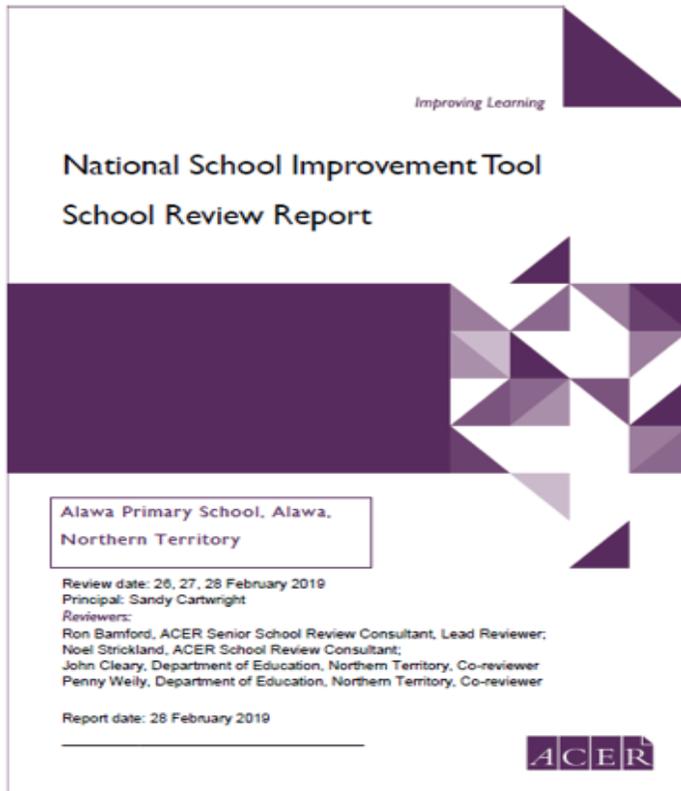
Highest scoring responses for 2019:		Lowest scoring responses for 2019:	
Students like being at my school.	100%	I contribute to the school improvement agenda at my school.	82%
This school supports students to build positive relationships with their peers.	100%	I have the opportunities to have a say in the direction of the schools and its education program to the extent that I wish to.	80%
I feel safe at this school.	100%	The department supports our school to achieve its priorities.	76%

Change from previous year (2019 vs 2018)					
Highest ranking items:	% point change	2019 vs 2018	Lowest ranking items:	% point change	2019 vs 2018
This school takes staff opinions seriously.	+6%	100% 94%	The school provides suitable programs or pathways for students in my class(es) to transition.	-6%	84% 90%
I regularly undertake collaborative activities with my peers.	+3%	97% 94%	The department supports our school to achieve its priorities.	-10%	76% 86%
Students like being at my school.	+3%	100% 97%	I have the opportunities to have a say in the direction of the schools and its education program to the extent that I wish to.	-12%	80% 92%

This table presents the first three and last three items when ranked in order of percentage point change.



2019 External School Review



Domain	Rating
An explicit improvement agenda	High / Outstanding
Analysis and discussion of data	Outstanding
A culture that promotes learning	High / Outstanding
Targeted use of school resources	High / Outstanding
An expert teaching team	High / Outstanding
Systematic curriculum delivery	High
Differentiated learning and teaching	High / Outstanding
Effective pedagogical practices	Outstanding
School-community partnerships	High

Audited Financial Statements