

Alawa Primary School

Annual Performance Report to the School Community 2021



School Overview

Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 21 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 2021 as we worked our way through the challenges of the COVID-19 Pandemic, 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 with the whole school community. We also continued a significant focus on sustaining and further developing our Farm & Kitchen Garden program.

Alawa Primary School had 12 primary classes with relatively large class numbers and 2 full day preschool groups at the start of the year. Our average enrolment was 316.

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 Sharon Griffey continued with us full time as a Highly Accomplished Lead Teacher as a Literacy Coach for Term 1 till she commenced Maternity leave. Mrs Gen Donohue continued as Assistant Principal, and Mr Matt Lotherington with Ms Ana Bernardino were Senior Teachers and Ms Athena Hammond returned from her Teacher Exchange year in Canada.

There were nineteen teaching staff in addition to the Principal and Assistant Principal which included twelve classroom teachers, two Early Childhood trained Preschool teachers, one Special Education Teacher, two part time teachers working across the school with the Kitchen and Garden program as well as one specialist teacher who worked across the school with a range of PE and Science programmes. Through the year Ms Jeffery left to have her second baby and Mrs McHatten returned to Canada. Ms Jen White and Ms Tess Bullock joined us to teach in Year 1 mid-year. Mrs Ange Henschke took the year off to spend with her new baby born late 2020.

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.

The administrative staff consisted of one Business Manager three Administration Officers, 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 nine Inclusion Support Officers for individual student and classroom support, one Kitchen Specialist, one Farm Manager, a playgroup co-ordinator and one Café (canteen) staff member. Two staff members identify themselves as Indigenous and two as Filipino. We outsourced our grounds work again in 2021 rather than employing someone through the Council.

Teaching awards

On World Teachers day the annual Teaching in the Territory Excellence Awards took place.

Alawa Primary School had a strong number of staff nominated for the annual Awards with two of our staff shortlisted and named as finalists.

- Saleena Allgood [Support Person of the Year] – finalist
- Amanda Lane [Early Childhood Educator of the Year] –finalist
- Kate Hughes [Primary Years Educator of the Year] - nominee
- Ana Bernardino [Primary Years Educator of the Year] – nominee

On the night Transition Teacher Amanda Lane was named as Darwin region Early Childhood Educator of the Year.



Apple for the Teacher

We once again had nearly 100% of our staff nominated for this Territory wide celebration and competition run by Hot 100. Due to our high number of nominees we had the morning show team join us on site for a class meet and greet as well as an interview done with one of our Year 4 students. This was then played on the Hot 100 site which reaches the top end of the NT.

Defence kids:

We were successful in securing a grant once again 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.



Our Students

Student enrolment numbers remained steady with an average enrolment of 316, an average attendance of 93.3% 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.



Wrap Around Service

We had some funds remaining from our Community Benefit Grant from 2020 which enabled us to continue having Dr Mantho on site for 2 pediatric clinics a term as well as weekly counselling sessions facilitated by Catholic Care for Term 1.

Special Education

Special Education at Alawa is considered high priority and has significant financial and personnel resources. We have very clear systems and processes in place to identify learning needs and cater for individuals. With input from families we create individual learning plans to support students with specific needs.

Our support staff continued their professional learning opportunities on Friday mornings and this allows for our us to have informed and skilled staff to support all students across the school.

Wellbeing

Our Wellbeing team continued to create material and provide training on the program called the Zones of Regulation. This program aims to embed a consistent approach to teaching children how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them and be successful socially. Our team also received a grant to convert our Community room to a Wellbeing room. Although not quite finished, this space provides the environment, tools and learning opportunities at school to teach small groups of students to better manage their emotions and learn strategies to help them self-regulate.

Student Leadership / Student Voice



At Alawa Primary School we are committed to ensuring students have a voice – an opportunity to inform and influence all that goes on at our school. We are also committed to providing a range of opportunities for students to develop and display leadership skills.

School Captains / Vice-Captains and House Captains



Learning Commission

The Senior Learning Commission focussed on 'How we Learn not What we Learn' for 2021. They presented their journey and way of working to 150 principals at the Annual Departmental Leaders Forum and to the Minister for Education in November.

The Junior Learning Commission spent time developing their confidence in speaking, persuading others to listen to their views and exploring some issues they saw with learning around our school.



Celebrations: What has been your highlight from being in the Alawa Learning Commission this year?



Student Representative Council

Our SRC students did a fantastic job purchasing and selling for our Mother's day and Father's day stall. They also created a fantastic Rubbish Warrior clip to encourage students to put their rubbish in the bin.

Tek Ninja's

Led by Ms Sacha Evans and supported by Mr Jed Henderson. New shirts were designed and purchased for the Tek Ninjas and Tek Interns. The Tek Ninjas learned coding in Scratch and HTML and participated in the Hour of Code and Lego League. The theme for the Lego League Challenge for 2021 was Cargo Connect with the Tek Ninjas choosing to focus their research project around designing and using drones to deliver small packages in Palmerston taking into account the weather we experience in the Top End. The team also built and coded an EV3 robot to undertake the robotic part of the challenge. They then participated in the regional competition presenting their ideas and work to 3 judges via video link. The team won the Championship Trophy and the coach was given the Coach award. Due to timings the team did not go on to compete in the Nationals.



Tek interns 2021

Led by Ms Courtney Jeffery Term 1 then Mrs Bron Cleary for the rest of the year. 8 in total from Years 2 and 3.

Students participated in learning different programs and devices that the transition and year 1 teachers highlighted as a need for their students. In Term Two students began running lunch groups to give extra support to the transition children with such devices as Beebot robots and Osmo [shape focus].

Students progressed to learning gradually harder programs for example coding with Scratch jnr and then onto Scratch. They experimented with the we-dos lego based robotics, built circuits with Makey Makey and made a short video with a green screen. Students were very involved in helping during class time for the digital technology lessons helping the teacher set up and pack away technologies. They had a strong focus on pride, wearing their special tshirts and collaboration, supporting the younger students and also their peers.

Teachers' spoke about the Tek Interns great confidence in class to help and assist their peers or teachers with technology. Tek Intern feedback and interests were always considered, helping to create their own digital literacy journey.

Student Bulletins

This year the Marketing and Communications officer Ms Tamra along with Ms Sullivan and student leaders created our first Student Bulletins which were shared with both the school and the wider community via our school Facebook page. Student leaders reported on each Term, the events held, learning in classroom and school celebrations. A total of 4 Bulletins were created for the year.

Early Years Swimming program

Preschool to Year 2 classes participated in swimming lessons at Casuarina Swimming Pool conducted by Royal Life Saving NT. Great excitement for many with being bussed to and from the pool. Lessons took place in Week 1 of Term 2 and consisted of 8 lessons. 2022 will see the inclusion of a Primary Years swimming program as well as the continuation of the program for the Early Years.



Sport In Schools

Our students in Years 3-6 continued all heading out for regular sport Friday mornings and engaged with students from other schools for games. We had teams in 6 Gala Days through the year bringing home a few winning banners.

Sport in Schools & Club Connect

In 2021 we were able to secure 2 sporting schools grants and 1 Club Connect grant through Sports Australia to the total value of \$10,200.

Funds were used to provide a variety of free sports sessions both during lunch times and after school. These sports included volleyball, table tennis, gymnastics, AFL, Netball and swimming.



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 'Our Territory Home' night, the annual Sports Day 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 and SeeSaw.

Annual Meet, Greet n Eat

Our annual Meet, Greet n Eat and School Council AGM was once again held in March for the start of the new year. This event provides an opportunity for families to explore their child's classroom as well as meet their class teacher. This event plays an important role in bringing together our Alawa School community and staff and students look forward to it each year. We had 71% of students and their parents attend this event.



Harmony Day

Our Harmony Day breakfast was held in conjunction with Harmony Week on the 26th March. Students, families and staff enjoyed a community breakfast and were treated to performances by both the junior and senior choirs along with students who showcased cultural dances. This early morning event saw 50% of our student population attend. During the day classes took part in culturally diverse activities with their buddy classes.

Rainbow Run

Our first ever Colour run [Rainbow run] was held on the 28th May. Through the assistance of Australian Fundraising the Rainbow Run was coordinated by a staff and parent run committee. The event was extremely popular with students and brought in an impressive amount of funds with over \$12,500 being raised. Due to the large scale of this event it has been decided to run every 2 years with the next one to be considered for 2023.

Funds raised were allocated to purchasing literacy resources, refurbishing the Wellbeing office, Early Years investigations, supporting our main community event in term 3, out Student Noticeboard and therapy equipment for students.



Sports day

Our annual sports day once held over 2 days with the 800m and high jump activities taking place on the Thursday of Week 8 and the whole school day being held on the Friday. As COVID permitted we had a strong number of volunteers attend and help out with both sporting activities and in the Café. Manton were the winning team on the day.





This event raised \$2613 and is schedule to take place again in 2022.

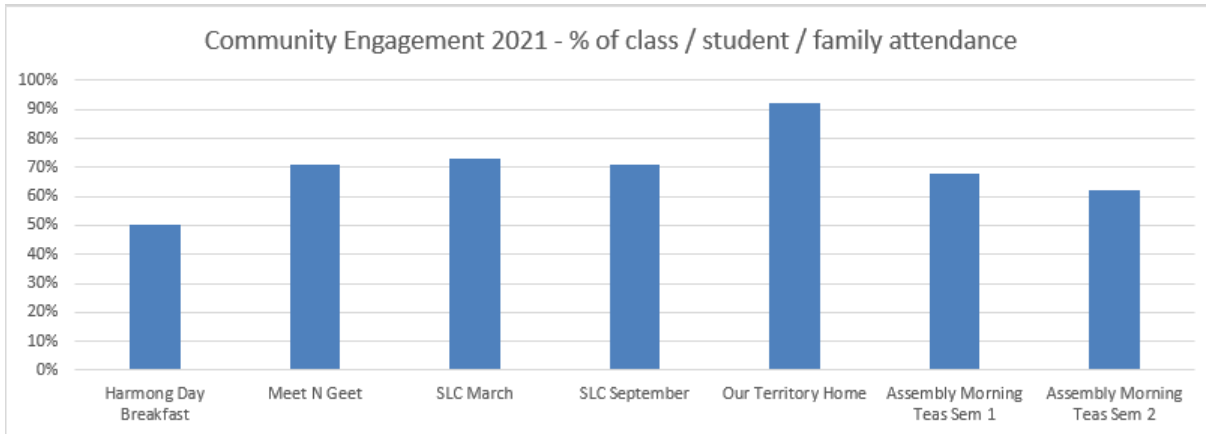
Preschool Bikeathon

The Preschool Bikeathon lead by the Preschool teachers and a parent run committee took place in Week 4 of Term 3. This was the second time for this event to take place with a strong contingent of both students and families attending. Students from across the school came out to show their support to the Preschool students with some of the older students from Year 6 volunteering their time to help with activities such as face painting and track coordination. The funds raised were used to replenish the Preschool book library, towards new furnishings, bikes, scooters and equipment to allow us to create and provide wonderful outdoor and indoor learning opportunities.

Our Territory Home – whole school performance night

In Term 4 music artist Sara Storer joined the team to coordinate music writing lessons with the students to be performed at our annual whole school performance night. This year taking on a Territory theme Sara mentored students in the art of song writing during weekly lessons. Class levels then came together to perform these songs to our wider community. Families were also able to take part in numerous fund raising activities with their children and purchase dinner to have before the show. 92% of student population and their families attended this event with \$2434 being raised. Funds raised were put towards new outdoor seating for Year 2 and 3.





Bunnings BBQ

In conjunction with Father's day weekend the Alawa Primary School Council secured a fundraising stall at Bunnings Darwin in Week 7. Lead by the Alawa school council and run by a team of parents and staff volunteers a profit of \$1929 was made.

End of Year Awards and Volunteers morning tea

In Week 10 our end of Year student awards were held followed by our annual morning tea. This event provides an opportunity to celebrated high achieving students as well as students that have shown growth during the year in their learning. The volunteer's morning tea gives our teachers and staff an opportunity to spend time and say thanks to the many volunteers we have from across the school.



Back to school

At the start of school in 2021 our DSM Katie Wedel and Principal had the opportunity to take part in a promotional video with Lauren Moss for the NTG Back to School voucher program. This was also picked up by the NT News and an article published. Both of these were widely shared across the NT on social media platforms.

Woolworths Landcare Grant

In July we were once again successful in receiving a Woolworths Junior Landcare grant. An additional funding component was including if you had a program focusing around Bees which our farm Teacher had been exploring. A Beehive is now in the process of being set up with the aim of on-selling fresh produce to the Alawa community as well as use in our kitchen and café. This grant was celebrated and shared through the national Junior Landcare website and social media pages.

Seabreeze Festival

With the support of one of our parents Alawa Primary School once again entered into the Seabreeze Festival Jetty Artspace competition. This competition is held in May as part of the Sea breeze festival which attracts a large number of the local community.

Principal's Report

Alawa Primary school achieved many successful outcomes in 2021 to provide an excellent education for all students with a clear focus on school improvement. Teachers spent many hours reflecting, reviewing, trialing 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 DoE 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 practice 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 rigor behind the Meaningful Maths approach. An English team led the development of our Whole School Literacy Plan and continued the focus on the whole school approach to the teaching and assessment of writing connected to reading. School wide monitoring and tracking was established to record student data online, inclusive of school wide diagnostic testing data. 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. Students continued to review their own data, their progress and establish their own learning goals which they then worked towards achieving.

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 also hosted our first ever 'Mini Master Chef' event co-ordinated by Mrs Sullivan with seven teams entering and excelling.



Focus for Improvement in 2021

Vision: To foster happy inclusive students ready for the 21st Century who are reaching their potential, have a sense of belonging and are engaged through supportive, mutually respectful relationships.

Main Focus Areas

- Whole School Approach to Literacy: To embed a whole school approach to the teaching and learning of literacy in a connected way that is sustainable and has meaningful impact on student outcomes
- 21st Century Learners: 21st Century Learning is linked to all areas of learning and evident in all classrooms resulting in student learning improvement and engagement

Strategies to enable the main focus areas

- Systematic Curriculum Delivery: General Capabilities will be embedded in teaching and learning. Teachers will continue to deliver a systematic curriculum which includes the General Capabilities
- Quality Teachers: We want to have the best teachers that have the biggest impact on student engagement & achievement through excellence and equity [Owning our Own]

Alawa Primary School undertook a rigorous external school review in 2019 which combined with a data review of our main academic and wellbeing data along with our perception surveys and student feedback informed the development of our 2020 -2023 Strategic Improvement Plan. From this the priorities for 2020 have been identified. Alawa has been on an intentional, focussed improvement agenda since 2014 and is currently regarded as a high performing school – we all agree through working together we can sustain the momentum and ensure sustainability of what we have and continue to build as a connected learning community.

Engage

Increase the number of children and students engaged in education from birth to Year 12 and maximize their participation.

	Performance	Progress
Attendance Rate	93.0%	-0.6 ppt
Attending >80%	88.9%	-3.0 ppt
Real Retention Within Year	90.4%	-4.6 ppt
NAPLAN Participation	97.3%	97.3 ppt
PAT Participation	99.1%	-0.3 ppt
Student Wellbeing (Student Perception)		

Grow

Every student achieves at least one year of growth for one year of education.

PAT Performance (overall)	Matched (with NTG schools)	Matched (at same school)
Reading	9.7 ppt	8.7 ppt
Maths	0.7 ppt	0.3 ppt

The School Improvement Dashboard is a tool to help focus school and system leaders on measures most likely to drive whole-of-system improvement.

The dashboard shows current (performance) and trend (progress) data to help schools identify, set and monitor school improvement targets.

To delve further into the data, please navigate to the other School Improvement dashboards as listed in the mega menu at the top of the page.

Achieve

Students leave school with options that allow them to achieve their ambitions.

PAT Performance (Hydrocove secondary)	Performance	Progress
Reading	40.8%	-0.3 ppt
Maths	56.6%	1.0 ppt

NAPLAN % Above	National Minimum Standard	Australian Mean	National Minimum Standard	Australian Mean
Writing	82.5%	28.8%	82.5 ppt	28.8 ppt
Reading	81.5%	48.1%	81.5 ppt	48.1 ppt
Numeracy	79.0%	46.9%	79.0 ppt	46.9 ppt

A-E % C grade and above	Performance	Progress
Maths	77.1%	1.7 ppt
English	78.6%	4.9 ppt

English

An English team led the development of our Whole School Literacy Approach and focused on the planning, teaching and assessing of Reading. School wide monitoring and tracking allowed us to continue to record student data online. This allowed for all students' progress to be mapped. Teachers used this data in the planning and teaching to identify where students are at and the next steps to help them improve.

Curriculum Connections

Curriculum Connections in 2021 continued its work with the aim of making Critical and Creative Thinking visible to students in teaching and learning at Alawa Primary School. This consisted of mini workshops around Critical And Creative Thinking activities in the classroom. The use of Thinking Stems to promote Critical and Creative Thinking were shared with staff. All class teachers were given Critical and Creative Thinking laminated icons to place in their classrooms to highlight to students when they were engaged in Critical and Creative Thinking activities. In addition, teachers were encouraged to tell students that were doing Critical and Creative Thinking tasks so that it would increase the visibility of this learning to students. Teachers were required to embed CCT in their programming and planning through the General Capabilities.

21st Century Learners

The 21st Team explored and engaged in professional learning focusing on their own understandings about inquiry learning. Through support from external consultant Kath Murdoch they developed an Inquiry Learning model for Alawa and trialed this out in six classrooms Semester Two. The team also took time to investigate our understandings about how well embedded ALLE the Assessment Capable Learner was through the school community and then reframed this ready for 2022 to launch as ALLE the 21st Century Learner.

Library

In 2021 the Library earned \$2869.00 in Scholastic Rewards through a total of 4 Book Clubs [1 per term] - \$1293.00 and the Annual Book Fair held during the week Student Conversations are held - \$1576 of this was from the Book Fair. Extra activities which were introduced to the library through the year and which are extensively used by the students include a Lego Table and Puzzles.

Student Enrolment, Attendance and Learning

	2021			
	Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	2	92.7%	42	92.1%
Transition	8	87.6%	40	93.9%
Year 1	6	93.7%	48	94.6%
Year 2	7	80.0%	41	93.2%
Year 3	8	94.0%	42	95.3%
Year 4	4	90.3%	30	94.2%
Year 5	11	84.4%	39	91.0%
Year 6	13	88.9%	34	91.1%
Alawa Primary School	59	88.2%	316	93.3%

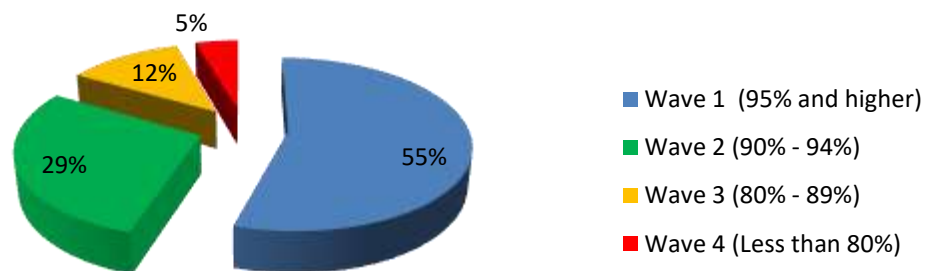
Student Attendance: Transition – Year 6

	2016	2017	2018	2019	2020	2021
School average	91.88%	93%	90.7%	91.9%	92.08%	93.8%

Student Lates: Preschool – Year 6

	2016	2017	2018	2019	2020	2021
School Total	2041	1128	1015	1298	1260	1384

% Attendance of Primary Students at Alawa 2021



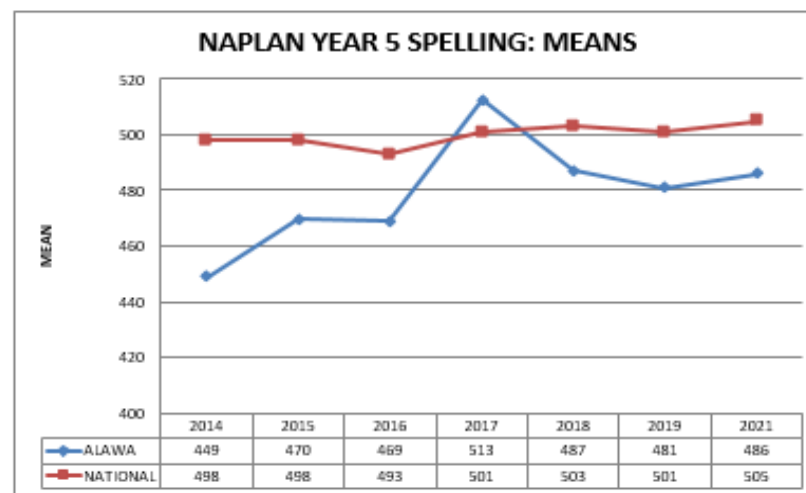
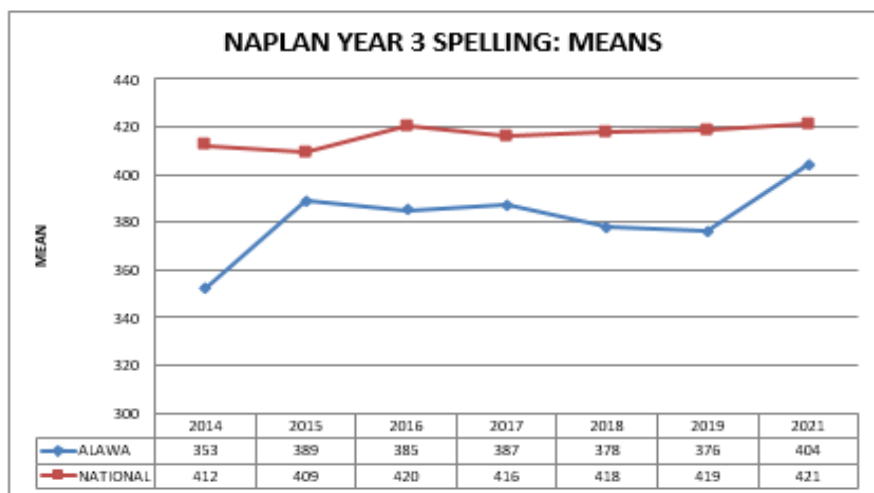
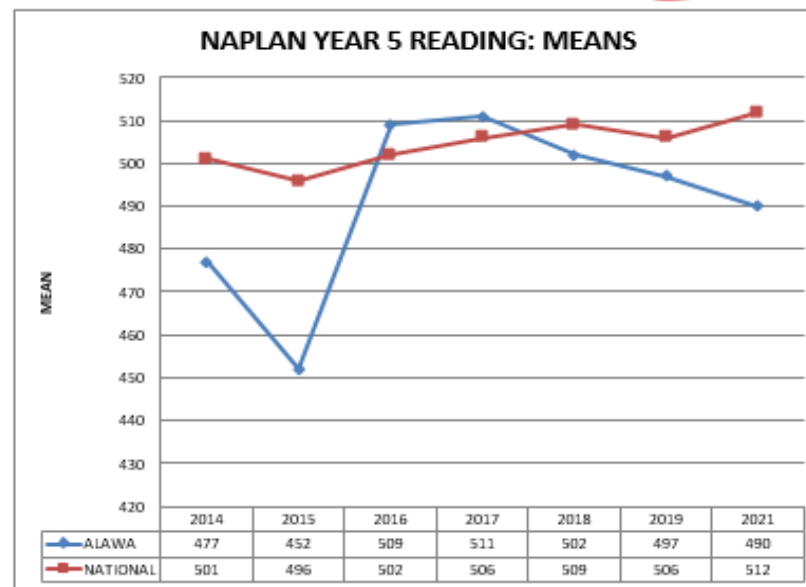
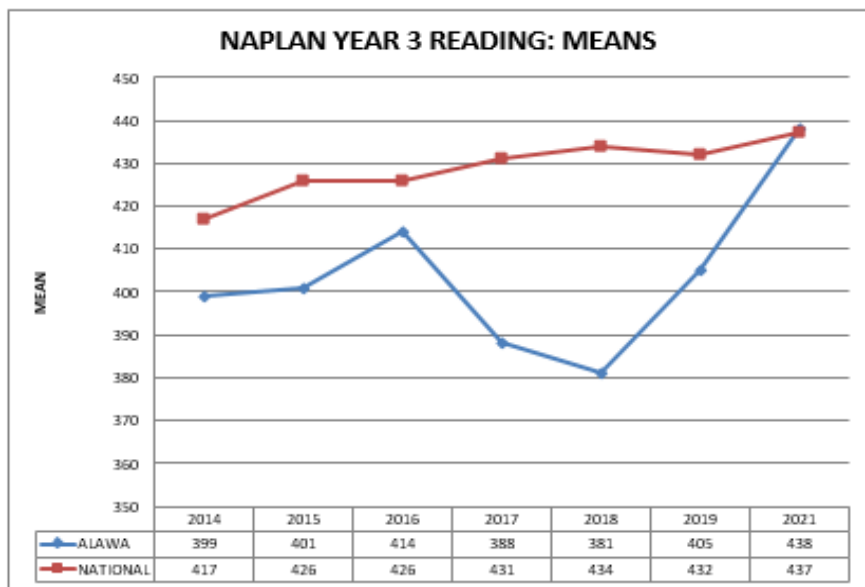
NAPLAN

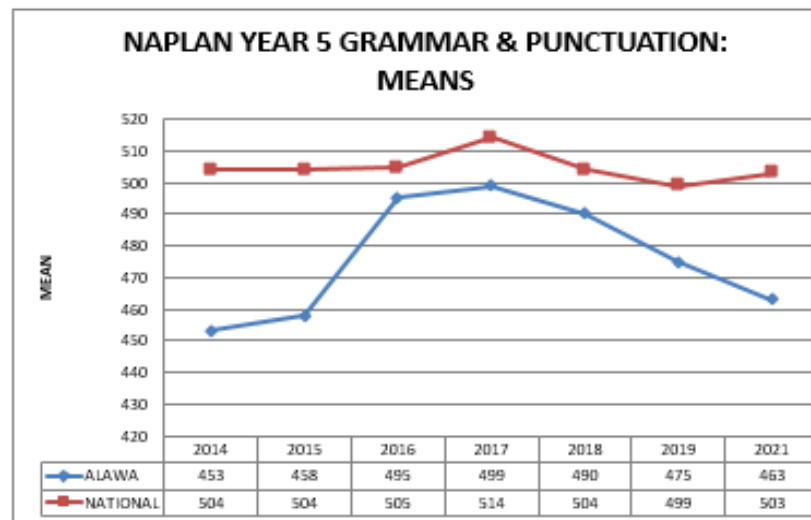
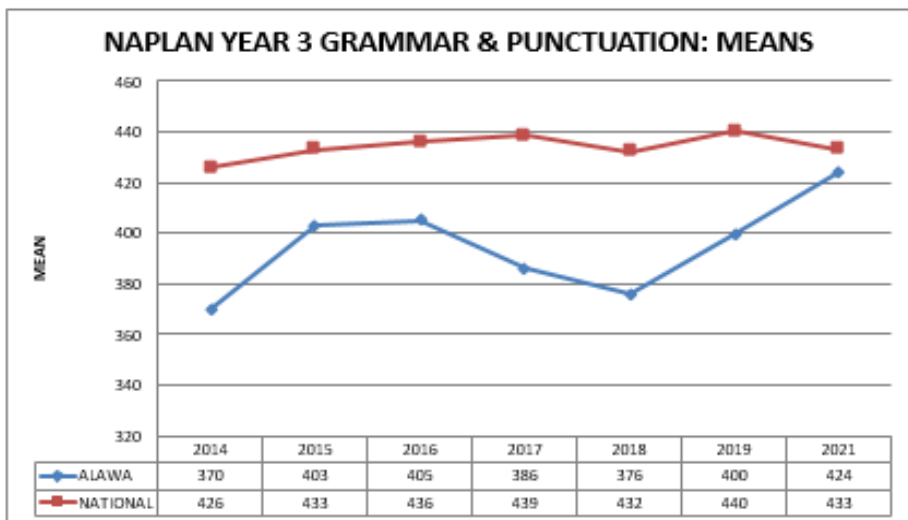
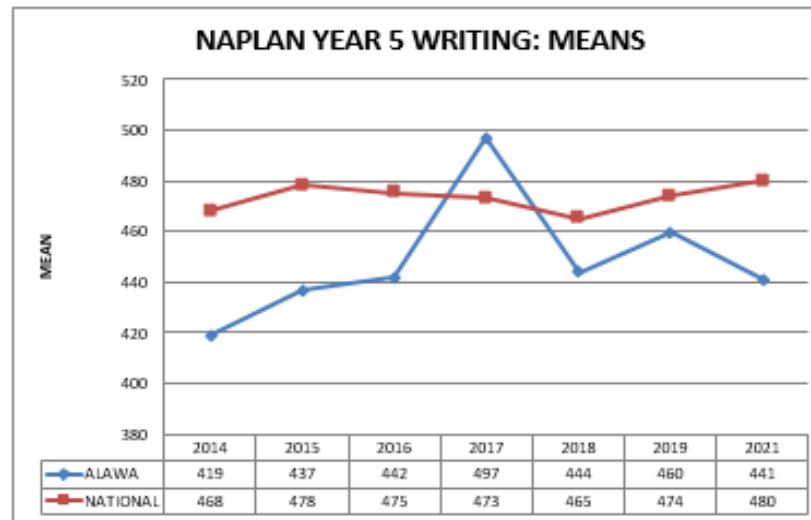
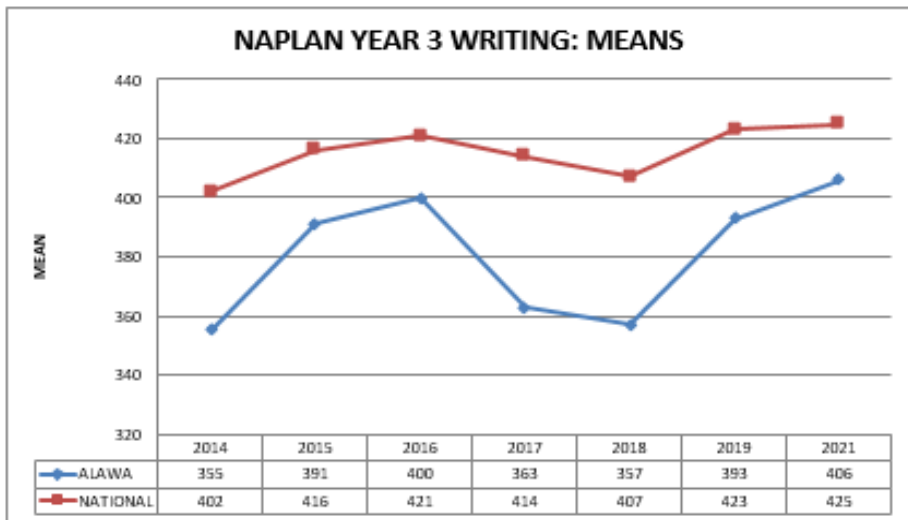
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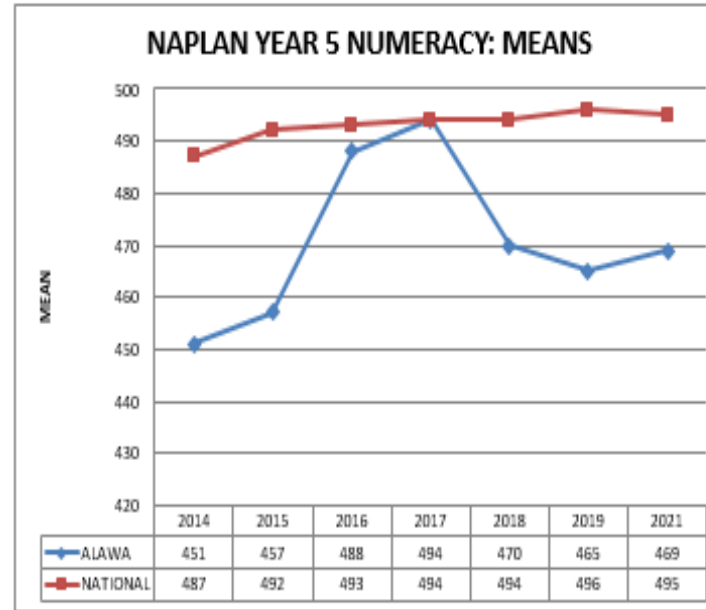
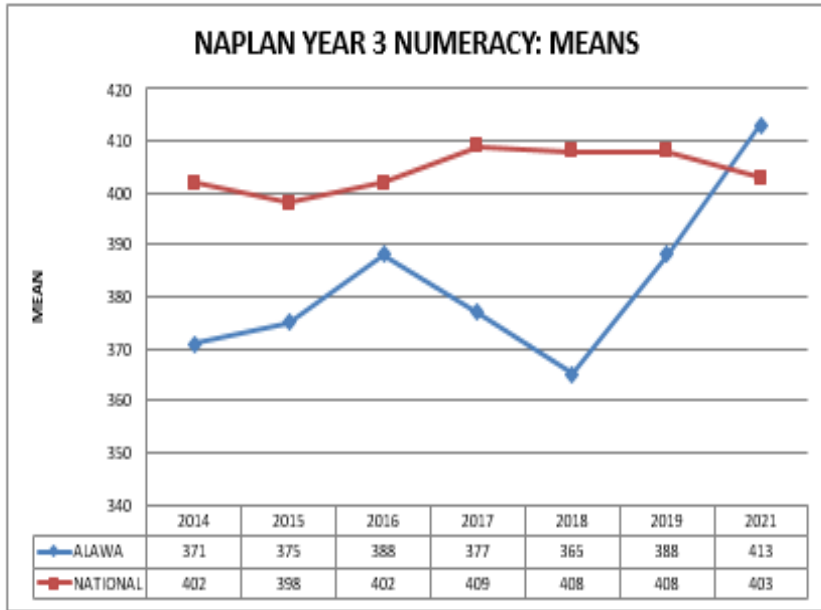
2021		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	42	100%	42	100%
	Writing	41	98%	41	100%
	Spelling	42	100%	40	95%
	Grammar	42	100%	39	93%
	Numeracy	42	100%	41	98%
Year 5	Reading	39	95%	37	95%
	Writing	39	95%	33	85%
	Spelling	39	95%	37	95%
	Grammar	39	95%	37	95%
	Numeracy	39	95%	33	85%

2021		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading			6	14	36	86
	Writing			2	5	39	95
	Spelling	2	5	5	12	35	83
	Grammar	3	7	5	12	34	81
	Numeracy	1	2	5	12	36	86
Year 5	Reading	2	5	7	18	30	77
	Writing	6	15	6	15	27	69
	Spelling	2	5	7	18	30	77
	Grammar	2	5	14	36	23	59
	Numeracy	6	15	5	13	28	72

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Student Data: ASC [Assessment of Student Competencies]

Preschool Term 4 2021

Competency	Percentage of students attained
Perceptual Motor	96%
Fine Motor	92%
Gross Motor	88%
Self-Care	98%
Speaking & Listening	87%
Reading & Writing	95%
Number & Geometry	94%
Measurement & Geometry	93%

School Survey Results

2021 Parent Perception Survey

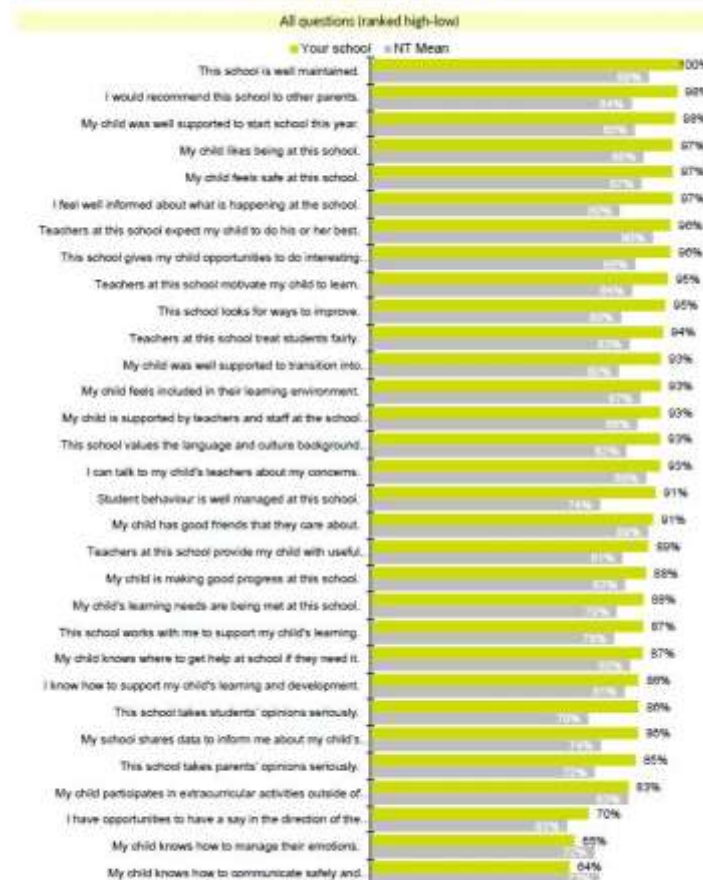
	No. of responses:	Respondents					
		Aboriginal	Non-Aboriginal	Early Years	Primary	Middle	Senior
2021	128	8	120	92	35	1	0
2020	120						
2019	118						

Highest scoring responses for 2021		Lowest scoring responses for 2021	
This school is well maintained.	100%	I have opportunities to have a say in the direction of the school and its education programs.	70%
I would recommend this school to other parents.	98%	My child knows how to manage their emotions.	65%
My child was well supported to start school this year.	98%	My child knows how to communicate safely and respectfully online.	64%

Change from previous year (2021 vs 2020)					
Highest ranking items	% point change	2021 vs 2020	Lowest ranking items	% point change	2021 vs 2020
My child was well supported to transition into Primary/Middle/Senior school.	+9%	93% 84%	I can talk to my child's teachers about my concerns.	-3%	93% 96%
My child knows how to manage their emotions.	+7%	65% 58%	This school takes parents' opinions seriously.	-4%	85% 89%
My child was well supported to start school this year.	+6%	98% 91%	My child knows how to communicate safely and respectfully online.	-6%	64% 69%

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

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Note: N/A indicates less than 4 responses or question missing from survey. Refer to next section for full question text.

2021 Staff Perception Survey

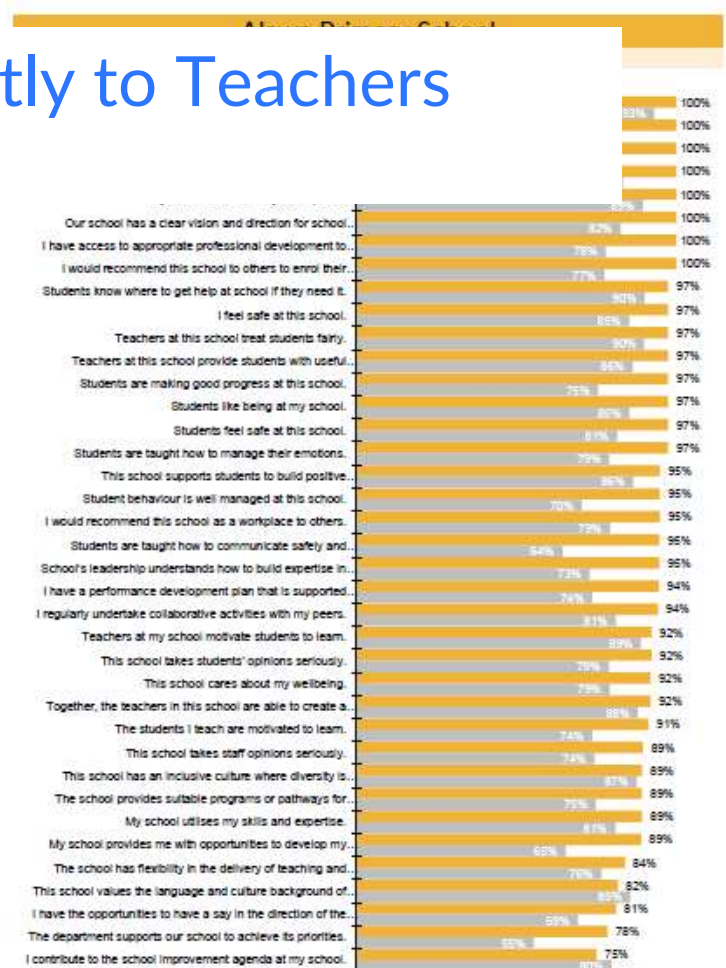
2021 Student Feedback – directly to Teachers Years 3-6

2021	38	84%	1	37	14	16	5
2020	33	103%					
2019	39	115%					

Highest scoring responses for 2021		Lowest scoring responses for 2021	
Teachers at this school expect students to do their best.	100%	I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	81%
Teachers at my school use data to inform their teaching.	100%	The department supports our school to achieve its priorities.	78%
Student's learning needs are being met at this school.	100%	I contribute to the school improvement agenda at my school.	75%

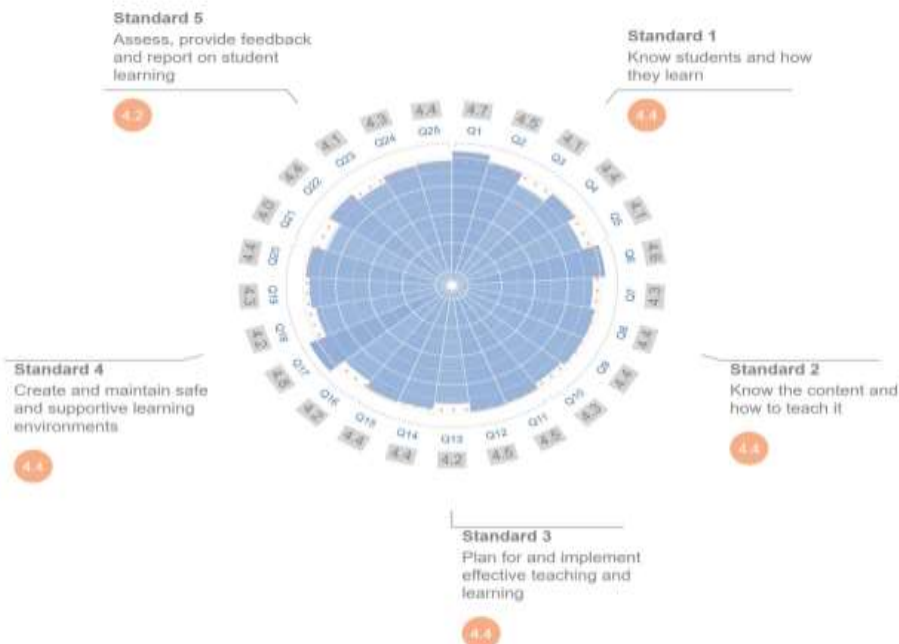
Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
My school provides me with opportunities to develop my leadership capacity.	+17%	89% 71%	Student behaviour is well managed at this school.	-5%	95% 100%
I would recommend this school to others to enrol their children.	+9%	100% 91%	Teachers at my school motivate students to learn.	-8%	92% 100%
I regularly undertake collaborative activities with my peers.	+8%	94% 86%	The department supports our school to achieve its priorities.	-8%	78% 87%

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



School Report | Alawa Primary School

Heatmap
September 2021



Scores range from 1 (strongly disagree) to 5 (strongly agree)

● School average score per Standard

Insights from your survey

Areas of strength Standard 2 - Know the content and how to teach it

Highest individual question scores

1st	Q17	This teacher is clear about the behaviour they expect from us
2nd	Q1	This teacher treats me with respect
3rd	Q6	This teacher is knowledgeable about the topics in this subject

Areas for growth Standard 5 - Assess, provide feedback and report on student learning

Lowest individual question scores

1st	Q21	I understand how my work will be assessed in this class
2nd	Q3	This class keeps my attention
3rd	Q23	I know how well I am doing in this class

Greatest Improvement in individual questions

+0.41	Q19	This class is focused on learning
+0.25	Q3	This class keeps my attention
+0.21	Q2	This teacher cares about students' point of view

NCCD Profile 2021

Enrolment	273	Students in NCCD	77 - 28.2%	Aboriginal students in NCCD	28 - 10.3%
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Figure 1: Number and percentage of students reported from 2018 to 2021

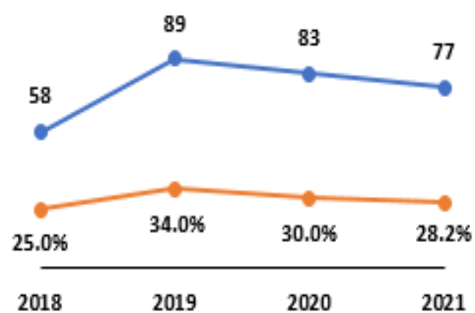


Table 1: Number of students reported in 2021 compared to 2020

	QDTP	Supplementary	Substantial	Extensive	Total	Variance from 2020
Cognitive	4	20	13	0	37	4
Physical	0	1	0	0	1	0
Sensory	0	0	0	0	0	0
Social	3	13	19	4	39	-10
Total	7	34	32	4	77	-6

Figure 2: Level of adjustment percentage of enrolment

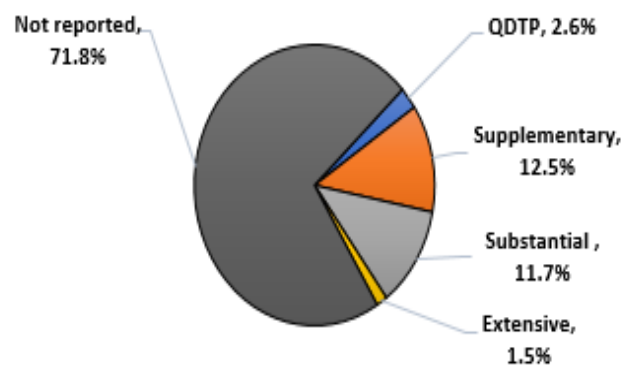
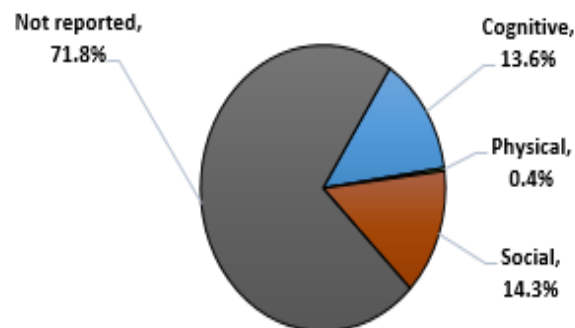
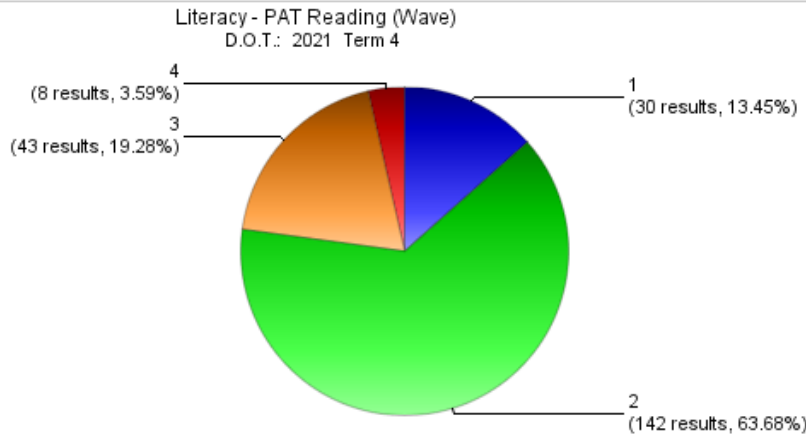


Figure 3: Category of disability percentage of enrolment



PAT test Results 2021

Combined Results by Range

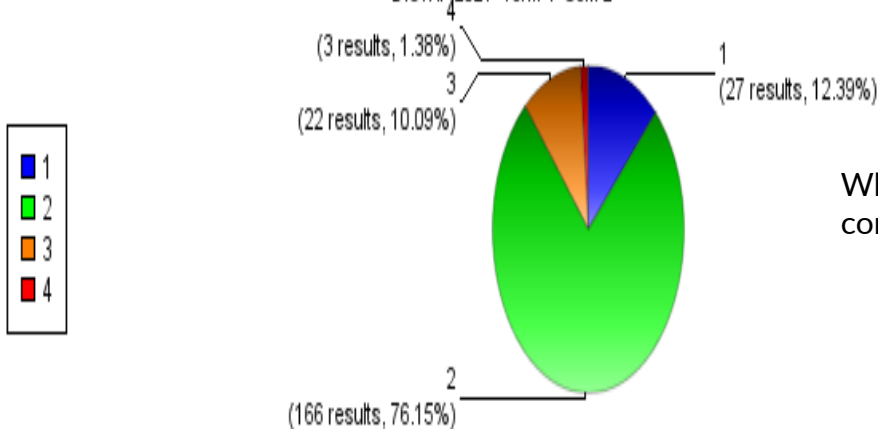


Whole School Performance compared to 2020

- Wave 1 increased 5.75%
- Wave 2 decreased 11.32%
- Wave 3 increased 2.93%
- Wave 4 increased 2.63%

77.13% of our students in Years 1-6 were at or above the expected standard for reading at the end of 2021.

Numeracy - PAT Maths (Wave)
D.O.T.: 2021 Term 4 Sem 2



Whole School Performance compared to 2020

- Wave 1 increased 2.9%
- Wave 2 decreased 2.13%
- Wave 3 decreased 0.3%
- Wave 4 decreased

88.54% of our students in Years 1-6 were at or above the expected standard for maths at the end of 2021.