

Alawa Primary School

Annual Performance Report to the School Community 2018

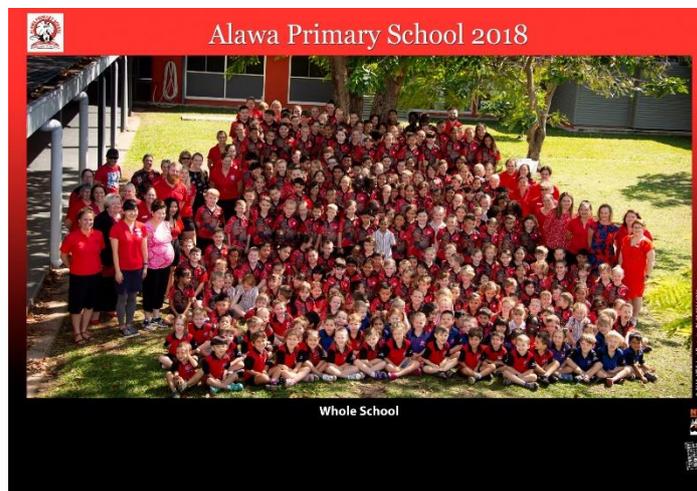
**ALAWA PRIMARY SCHOOL
ANNUAL SCHOOL IMPROVEMENT PLAN 2018**



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 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 2018 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 10 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 2018. Our average enrolment was 277. 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, Ms Ebony Rusconi took up the vacant Senior Teacher Primary role. 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 2018. There were sixteen teaching staff in addition to the Principal and Assistant Principal which included ten classroom teachers, three Early Childhood trained Preschool teachers, 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. 4 teachers successfully transitioned from provision to full registration through the NT Teacher Registration Board.

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 a National award through the National Excellence in Teaching Awards sponsored through the Australian Scholarship group. Emma Connelly was subsequently nominated for a similar award towards the end of 2018 and was shortlisted down to the top 40 by the end of the year. Outcome will be advised early in 2019.

The administrative staff consisted of one Business Manager [changeover of personnel mid-year], four 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 six Inclusion Support Officers for individual student and classroom support, one Kitchen Specialist, one Farm Manager, and one Café (canteen) staff member. One staff member identify themselves as Indigenous and two as Filipino. We outsourced our grounds work from the start of 2018 rather than employing someone through the Council.

Our Students

Student enrolment numbers remained steady with an average enrolment of 277, an average attendance of 93.2% 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	312
End of the Year	192	198	196	192	226	261	292	
Growth during the year	17	-3	5	6	17	7	21	
% growth during the year	9.71%	-1.49%	2.62%	3.23%	8.13%	2.76%	7.75%	
Growth from Year to Year start		26	-10	-5	23	45	17	41
% growth from year to year		14.86%	-4.98%	-2.62%	12.37%	21.53%	6.69%	15.13%

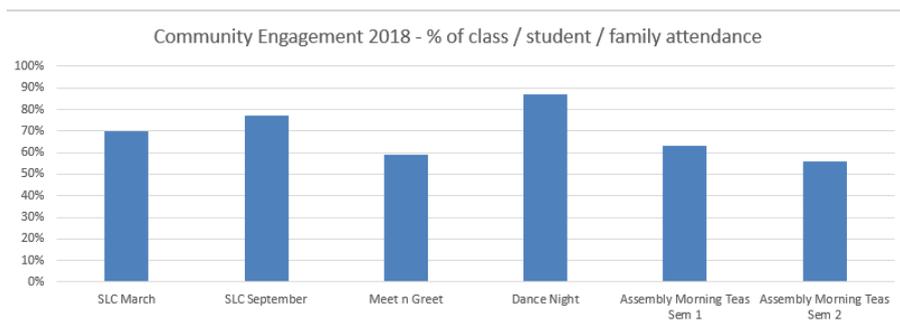
Our Community

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 in times of need such as the aftermath of Cyclone Marcus back in March.

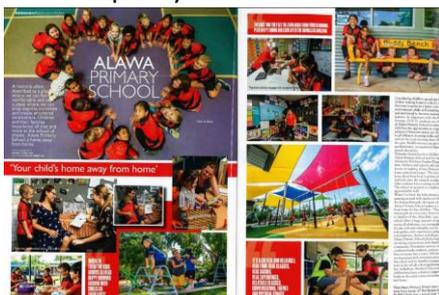
Our School Council continued to meet through the year as a whole to advise of matters and contribute to the direction of the school. In addition sub groups for the Café, Finance and Marketing met off line to report back to the broader group on specific matters.

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 Alaween Disco, the Fathers Day fun afternoon 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 StoryPark.



We again featured in 2 RESIDENT Magazine spreads – with a view to celebrating the programs at the school and the quality of education and care offered.



Principal's Report

Alawa Primary school achieved many successful outcomes in 2018 to provide an excellent education for all students with a clear focus on school improvement, resulting in a 7.75% enrolment increase from the start of 2017 to the start of 2018. 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 again 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 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 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 and the many parent volunteers who put in many hours to keep this program sustainable.

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

<p><u>NT Teacher of Excellence Nominations:</u></p> <ul style="list-style-type: none"> • Deb Levett [Special Education] • Ana Bernardino • Emma Connelly • Olivia Ashford • Jed Henderson 	<p>National Excellence in Teaching Awards [Shortlisted from 1400 nominations]</p> <ul style="list-style-type: none"> • Emma Connelly
<p>Apple for the Teacher [Local Radio Station]</p> <ul style="list-style-type: none"> • Ana Bernardino • Courtney Jeffery • Ebony Rusconi • Emma Connelly • Jed Henderson • Olivia Ashford • Riley France • Rochelle Hunt 	<p>Autism NT Teacher Appreciation Award</p> <ul style="list-style-type: none"> • Emma Connelly • Dawn Soares • Matt Lotherington 

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 and STEM fostering Creative and Critical thinking was another school focus for 2018. Many students and teachers enjoyed the use of new technologies such as Chrome books, I pads 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 2018 we continued including the teaching of an additional language through the inclusion of Indonesian in our Farm program Ibu Lasmi from the NT School of Language worked closely with Mrs Smith, Ms 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 Languages and instrumental music tuition in partnership with the NT School of Music.

In 2018 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, Ms Conder, 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.



Term 2 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 continue some improvements to our facilities. We continued working to address the areas identified through the infrastructure survey. Over \$90 000 was provided for small projects and urgent repairs. New furniture was purchased for a few classrooms as well as for the outdoor area for Year 1/2 children.

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.

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

Enrolment and Attendance Summary - Alawa Primary School

Data source: Enrolment and Attendance

Notes

- Enrolment and attendance data is collected twice a term. The reporting period for this data covers weeks 1 to 4 and weeks 5 to 8 of each term. Data provided does not include Weeks 9, 10 or 11 (where applicable).
- The average enrolment number is the average number of enrolled students over the reporting period.
- The attendance rate is the proportion of time students attend compared to the time they are expected to attend during the reporting period.

	2017				2018			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance						
Preschool	8	88.6%	53	90.8%	4	93.1%	47	91.6%
Transition	4	82.3%	35	91.9%	10	85.9%	46	91.0%
Year 1	11	88.2%	41	93.2%	4	97.2%	32	94.7%
Year 2	11	91.9%	30	93.8%	9	90.7%	38	93.1%
Year 3	10	90.5%	31	93.2%	11	95.0%	30	94.2%
Year 4	8	91.1%	29	94.1%	11	92.7%	34	93.8%
Year 5	7	93.4%	20	95.4%	8	92.5%	27	93.3%
Year 6	3	94.1%	19	94.1%	8	95.3%	24	95.0%
Alawa Primary School	61	90.2%	259	93.2%	65	92.4%	277	93.2%

In 2018 we maintained an overall attendance rate of 93.2% with the school continuing to acknowledge the attendance rate on a weekly basis through the newsletter and at musters. The best attending class for the week and the best attending class overall for the term was celebrated each week. We continued in 2018 to celebrate attendance with an Attendance Reward at the end of each term for those students whose attendance was 90% or over and had had no more than 5 lates for the term. This reward continued to be a highlight on the school calendar.



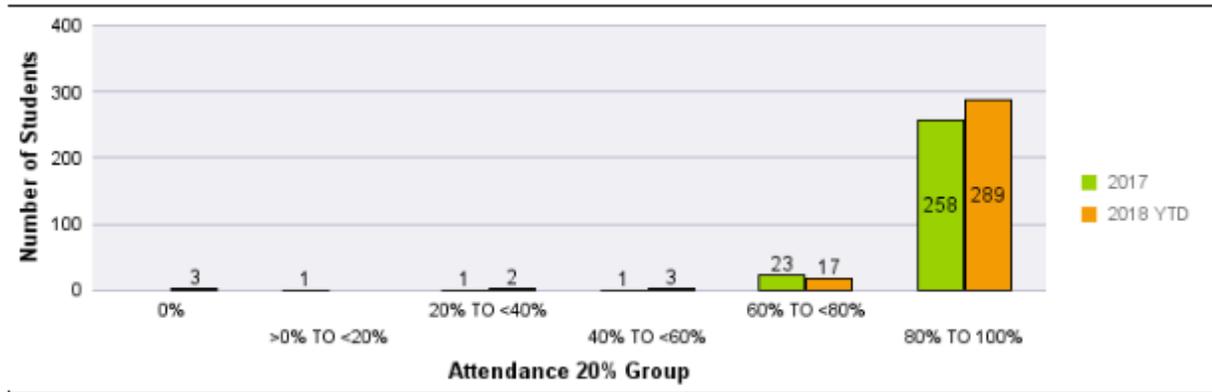
We set ourselves a challenge in 2018 to have no more than 1000 late arrivals for the school year – we came close and recorded 1015 late arrivals for 2018. Promotion of the importance of being at school every day and on time continued to be a consistent message that we communicated to the school community at every opportunity.

We began both semesters in 2018, with a data focus for teachers to look at the attendance and late data of the students in their class and identified families they believed needed support to ensure that their attendance improved. We continued to formally notify families of students whose attendance was below 90% twice each term. Our greatest challenges in 2018 have been families taking advantage of cheap airfares during school time and the wave of illness that struck the school in Term 4 which resulted in a dramatic increase in absenteeism with both staff and students for a period of a few weeks.

In 2018 we provided a range of ways that families could notify the school when a student was absent. Through newsletters we educated families on the different ways of communication through the school email, Skoolbag app, telephone, Class Dojo and SeeSaw. By providing a range of options we saw parent notifications of absences increase throughout the year.

Number and Proportion of Students Attending by 20% decile

2017 to 2018



	2017	2017	2018 YTD	2018 YTD
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
0%			3	1%
>0% TO <20%	1	0%		
20% TO <40%	1	0%	2	1%
40% TO <60%	1	0%	3	1%
60% TO <80%	23	8%	17	5%
80% TO 100%	258	91%	289	92%

In 2018, 92% of our students attended more than 80% of the time which was a slight increase from 2017. We will continue to focus our efforts in 2019 through the continued implementation of our Student Attendance Plan with the aim to raise the awareness of the importance of attendance and reward students whose attendance is above 90%. Whilst preschool is a non-compulsory part of schooling, we have identified that we need to educate families of the need for regular attendance even with students so young. We will continue to look at some of our students individually whose attendance is between 60 and 80% and work with these families to improve their attendance. We have also set ourselves some targets to continue to improve our attendance overall, reduced late arrivals and the notification of absences.

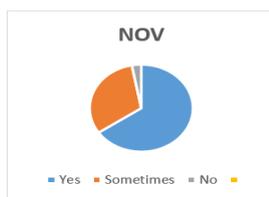
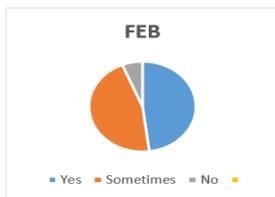
Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

In 2018 we ramped up our whole school focus to improve writing at our school as a major priority in our school improvement agenda. The English team led a whole school approach to the way we teach writing in our school by having Lisa Keskinen, an educational consultant from Victoria and well known for her work in effective writing in the classroom provide professional development for our staff for a whole day in March and then return to our school 4 weeks later and provide demonstration lessons across the grades for teachers to learn from.

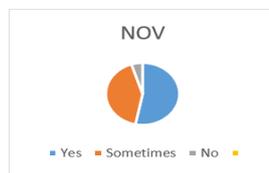
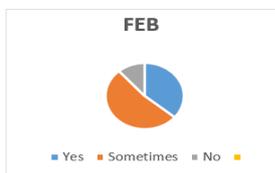
This professional development inspired our teachers to enact change in the way we teach writing. All students in the school now have a Writer's Notebook where they record their ideas for writing; teachers began to model and think aloud the process of writing for students; all classes have an Author's chair providing an audience and a purpose for writing and students were also offered more choice in what they wrote. We have found the enthusiasm amongst the students to write has increased as more and more they see themselves as writers.

Whole School Survey Writing Data 2018

How much do you enjoy writing?



Are you a good writer?



We collected data at the beginning of 2018 and then in Term 4 from the students as to whether they enjoyed writing and if they felt they were good at writing. We have been delighted with the improvement overall in the school of students confidence and enjoyment that they now get from writing.

In Semester 2 we began to develop a whole school approach to the way we assessed a writing piece by working with teachers to develop a common understanding on how to use the NAPLAN marking guide when assessing students writing. Matt Lotherington, 5/6 teacher, shared his expertise as a NAPLAN marking leader to lead this professional development. This is an ongoing piece of work that will continue on into 2019 when we will be able to measure individual student growth in writing across the school from Years 1 to 6.

In 2018 our NAPLAN results have shown that the gap between the school and the Australian mean in writing stayed the same. Looking at the Year 3 to Year 5 cohort of the same students we saw a 3% increase in the top 20%, however overall there was a 25% decrease in the upper 2 bands and a 3% increase in the bottom 20%. We acknowledge these results but believe in the past 12 months we have seen a real change in the way writing is being taught across the school. Students are now engaged in the opportunities that encourage them to develop their ideas; they increasingly see themselves as writers; they give and receive feedback for their writing. With this whole school approach and the measure of writing growth across all year levels from 1 to 6, we believe this will be reflected in our NAPLAN results in the future.

NAPLAN Writing Results 2014 - 2018, Year 3 to Year 5 Cohorts Alawa Primary School

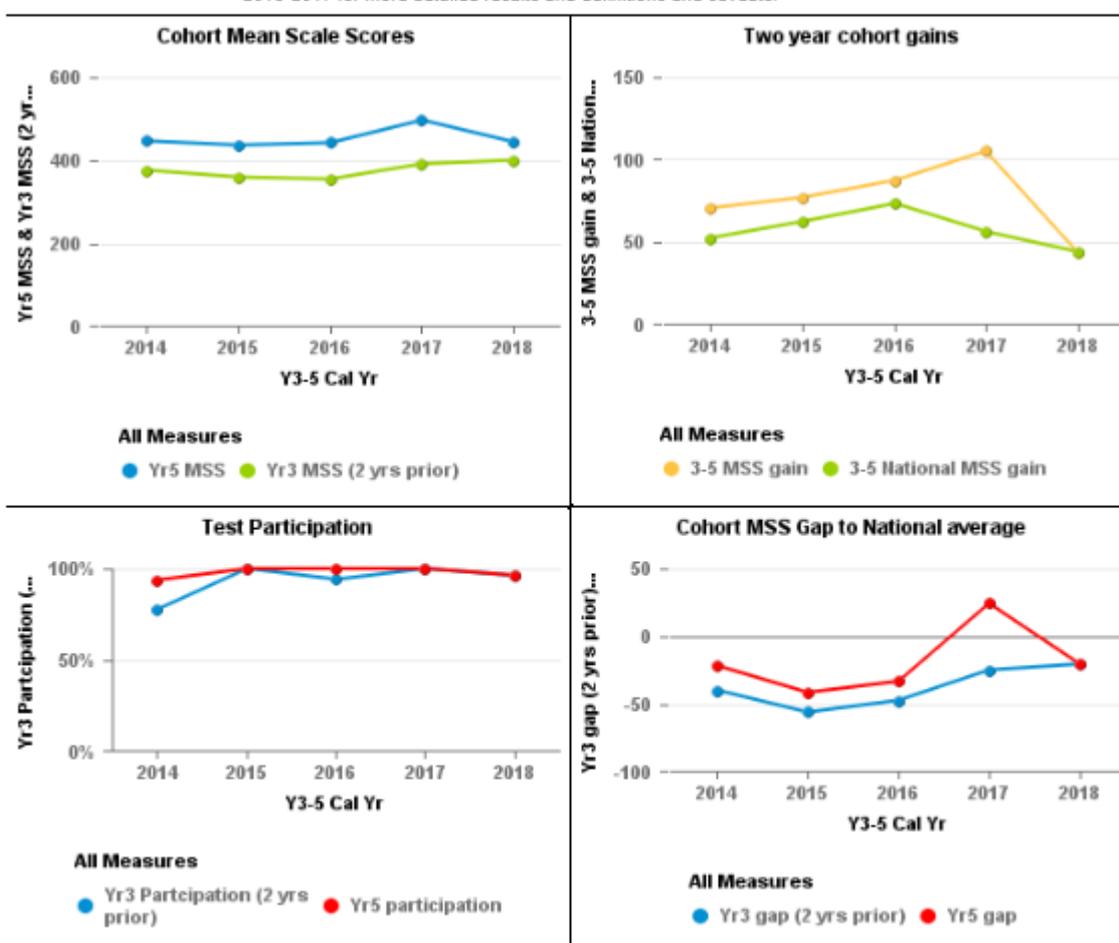
School Measures	2014	2015	2016	2017	2018
Year 5 MSS	447	437	442	497	444
Year 5 MSS difference	-22	-42	-33	24	-20
2yr cohort gain	71	77	87	105	44
National 2yr cohort gain	53	63	73	56	44
Gain difference	18	15	14	49	0
Year 5 students tested	15	17	17	18	26
Year 5 Cohort Size	18	17	18	19	27

Year 5 MSS difference: the difference in the Year 5 MSS for the school compared to the national Year 5 MSS.

2yr cohort gain: the change in the school's writing mean scale score for Year 5 compared to that achieved in Year 3 two years earlier.

Gain difference: the difference, in MSS points, of the writing cohort gain from Year 3 to Year 5 for the school compared to nationally.

Note: the students included in the cohort will have changed over the two year period with movements in and out and between schools. The table and charts will only be populated if there are students from both Year 3 and Year 5 at the school. See the BIG report 17030 NAPLAN School Summary Report 2013-2017 for more detailed results and definitions and caveats.



NAPLAN Writing Results 2014 - 2018, Year 3 to Year 5 Cohorts (Matched Students) Alawa Primary School

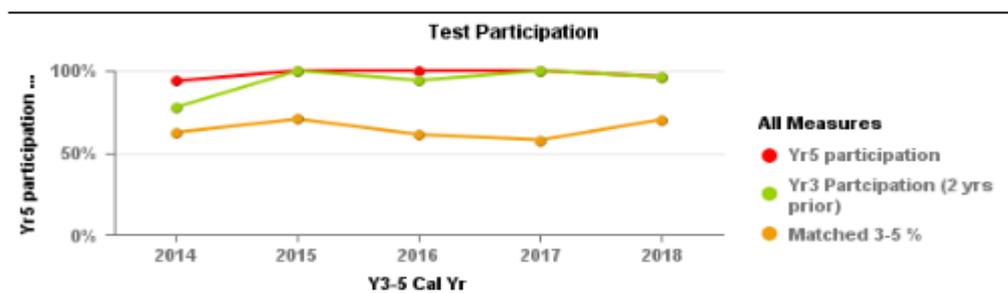
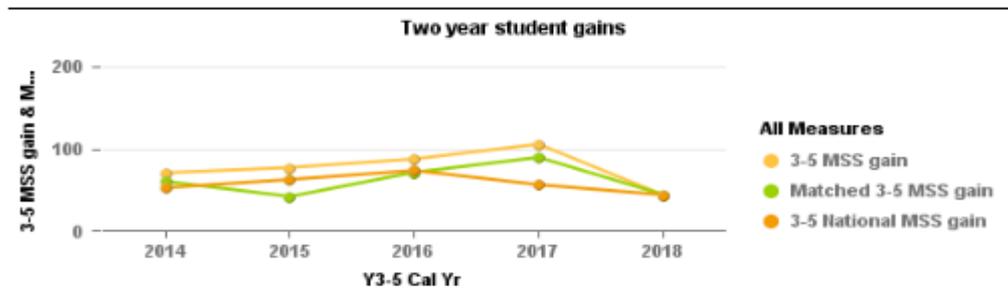
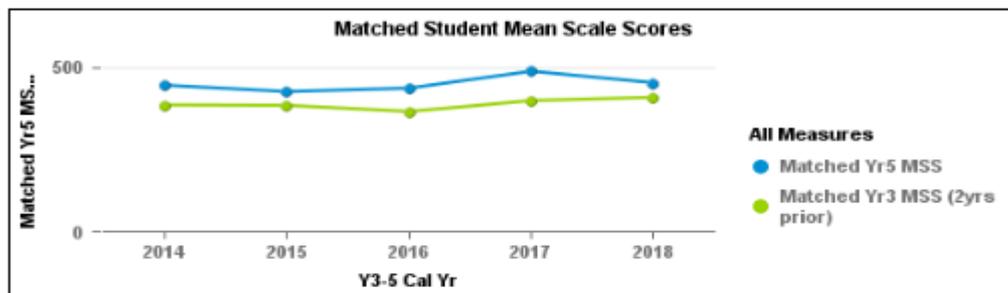
School Measures	2014	2015	2016	2017	2018
Year 5 MSS	446	426	437	488	453
Year 3 MSS (2 yrs prior)	386	384	366	399	409
Matched Students 2yr Growth	60	42	71	89	44
Matched Students tested	10	12	11	11	19
Year 5 Students tested	15	17	17	18	26
Year 5 Cohort Size	16	17	18	19	27

Year 5 MSS and Year 3 MSS (2yrs prior):

the mean scale scores for just the subset of students with matched tests across the two years for the year levels.

Notes:

the second chart below compares matched gain (green line), cohort gain (yellow line) and national average gain (orange line). The table and charts will only be populated where there are matched students for the cohort at the school. See the BIC report 17030 NAPLAN School Summary Report 2013-2017 for more NAPLAN definitions and caveats. Use caution in interpreting the results particularly where there are small numbers of matched students tested - there are no minimum sample sizes for data inclusion.



In Term 3 when we analysed the data from NAPLAN we found that our spelling results in NAPLAN were improving however student spelling when writing was low. Students weren't transferring their spelling knowledge into their writing. The English team decided to trial a different spelling program across 3 classes in 2019 called 'Words Their Way' in order to ensure that the program we use as a whole school approach is the most effective one available. Into 2019 we will continue to develop the whole school writing approach.

Every student a successful learner

Through 2018 focussed on new key drivers through the continual collection, analysis and use of data to inform our improvement agenda with a solid instructional model with a foundation belief of Growth mindset:

- **Being at School:** Increase the number of students attending more than 80%, reducing late arrivals and maintaining our 93% attendance rate
- **Looking after our own:** Ongoing implementation of the Ruby Payne Poverty Framework to complement our Kidsmatter Framework as well as a staff wellbeing focus with both ensuring cultural inclusiveness
- **Writing through Life:** Improve student's two year gain in NAPLAN writing in Years 5, 7 and 9. A continuation of the whole school approach to the teaching of writing through the implementation of 6 Plus 1 Traits of Writing
- **Assessment Capable Learner [Visible Learning]:** Embedding visible learning strategies, practises & language 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 in 2019.



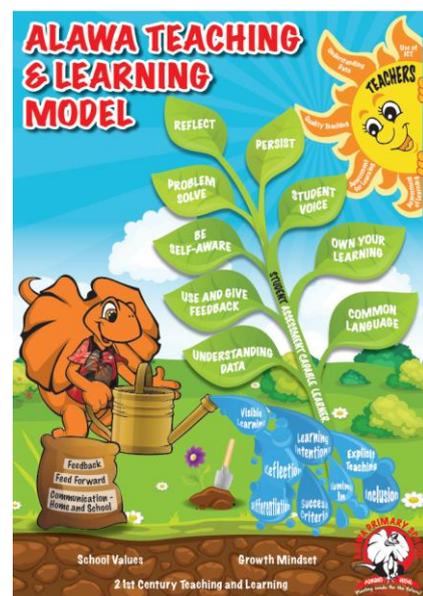
We also enhanced / further developing other elements of our continuous improvement agenda:

- **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 by expanding into a STEM focus.
- **Differentiation for Learners:** Identifying, catering for and ensuring differentiation and explicit teaching strategies for all learners [EALD, Special Needs, Gifted and Talented].
- **Kitchen Garden Program:** Building the sustainability of the program
- **Integration of the Preschool Curriculum.**

Teaching and Learning Model

In 2018 we launched the Alawa Teaching & Learning Model, ensuring clear expectations and common language for all in our community.

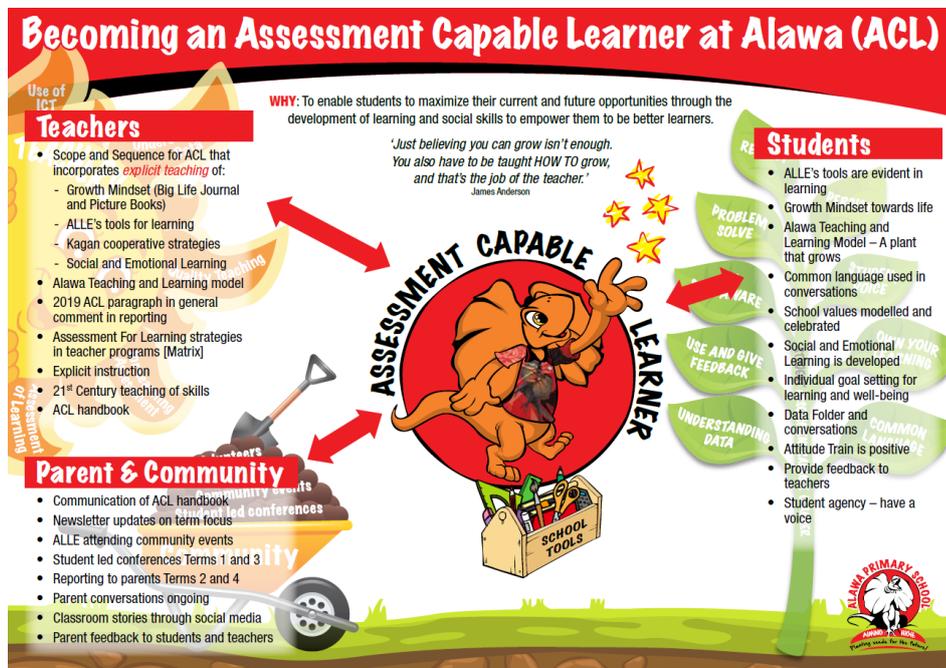
Students all unpacked this model and a group from Year 4/5 shared their understandings at Assembly and produced a video for the website and for sharing in all classrooms.



Assessment Capable Learner

At Alawa Primary School we believe for students to maximize their current and future opportunities that the development of learning and social skills will empower them to be better learners. An Assessment Capable Learner uses ALLE's tools, a Growth Mindset and a positive attitude towards learning and life. Our Teaching and Learning Model, Big Life Journal, picture story books, Kagan Strategies, Attitude Train and ALLE as an Assessment Capable Learner, are initiatives that we have introduced to support students in becoming Assessment Capable Learners.

In preparation for the Assessment Capable Learner focus becoming a pillar in our Improvement Agenda for 2019 across the school staff and students are embedding the language and skills to express where students are at in their learning, what they need to do to progress further and how they will do this. This encompasses social learning as well as academic learning. All the Alawa Learner is already a tool that students discuss and model their learning on. A scope and sequence that links all areas of Social Emotional Learning with the Australian Curriculum Health strand has now been developed collaboratively.



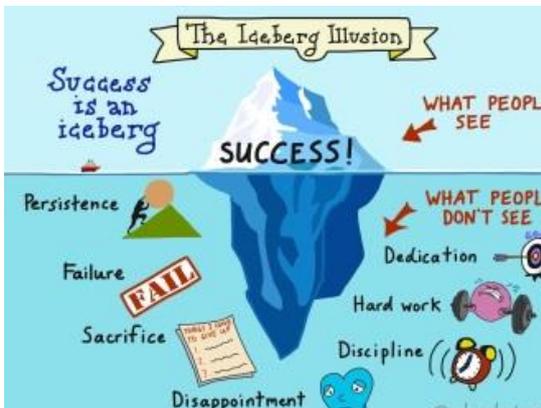
Looking After Our Own

Alawa Primary School values the wellbeing of its greatest asset - our Staff. Early in 2018 we identified and registered to use the Nesli Wellbeing Toolkit for Staff to help deliver wellbeing strategies, information and advice for its whole staff. A team called, Looking After Our Own, was set to help ensure that a variety of wellbeing aspects were being catered for at Alawa Primary School. Two teachers were specifically designated to the task of the delivery of the Nesli Wellbeing Toolkit. The toolkit and its 5 modules were broken up into smaller learning modules to be delivered over the course of 2 years. This was to ensure that relevant topics were given the time to be explored and discussed in greater detail. All new staff members to Alawa Primary School are required to attend a Nesli Wellbeing induction session to ensure they are brought up to speed with their colleagues. The sessions are held twice a term for 45mins at a staff meeting. Wellbeing, at Alawa Primary is important and is alive and well.



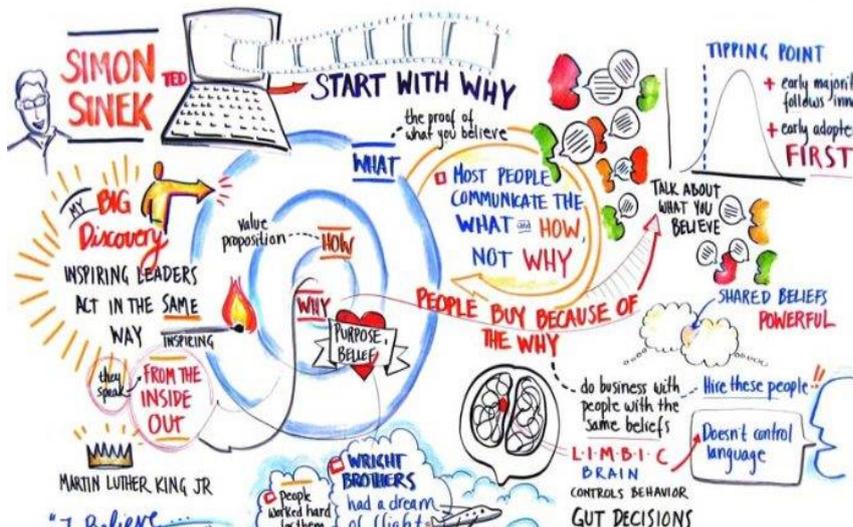
The engine room continued to offer supportive therapy for identified students on a daily basis aimed at helping them regulate their engines and put them in the best frame for learning.

The Year 6 Graduation was held in the school library with a fun day out the next day – ice skating and bowling – loads of fun!



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.

Through 2018 as a staff and learning community we also maintained a very specific focus and deliberate challenge – questioning our intent and WHY we took on board new initiatives, adopted new programs or in fact maintained existing programs and events. This was based on the beliefs of Simon Sinek – *Imagining a world in which the vast majority of our community wake up inspired, feel safe at work and return home fulfilled at the end of the day.*



NAPLAN

NAPLAN - Summary - 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.

2018		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	28	97%	24	86%
	Writing	28	97%	25	89%
	Spelling	28	97%	23	82%
	Grammar	28	97%	24	86%
	Numeracy	28	97%	27	96%
Year 5	Reading	25	93%	23	92%
	Writing	26	96%	20	77%
	Spelling	26	96%	25	96%
	Grammar	26	96%	25	96%
	Numeracy	25	93%	25	100%

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%

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.

2018		Participating		Not Participating		Not Participating	
		Present		Absent		Withdrawn	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	28	97			1	3
	Writing	28	97			1	3
	Spelling	28	97			1	3
	Grammar	28	97			1	3
	Numeracy	28	97			1	3
Year 5	Reading	25	93	1	4	1	4
	Writing	26	98			1	4
	Spelling	26	98			1	4
	Grammar	26	98			1	4
	Numeracy	25	93	1	4	1	4

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		

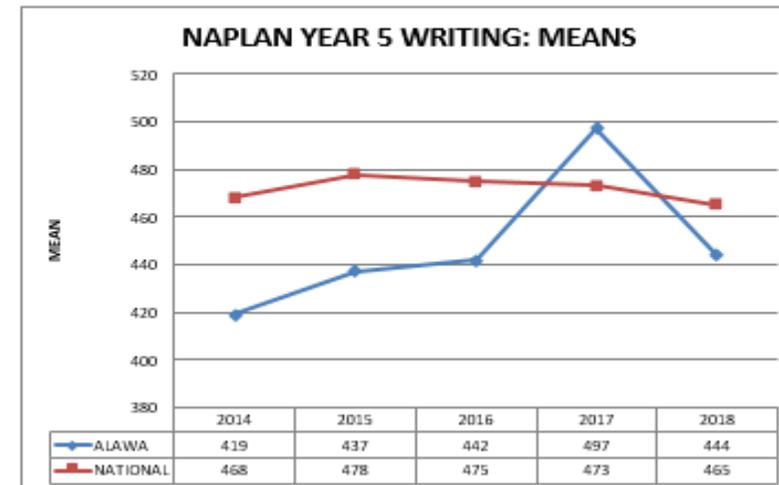
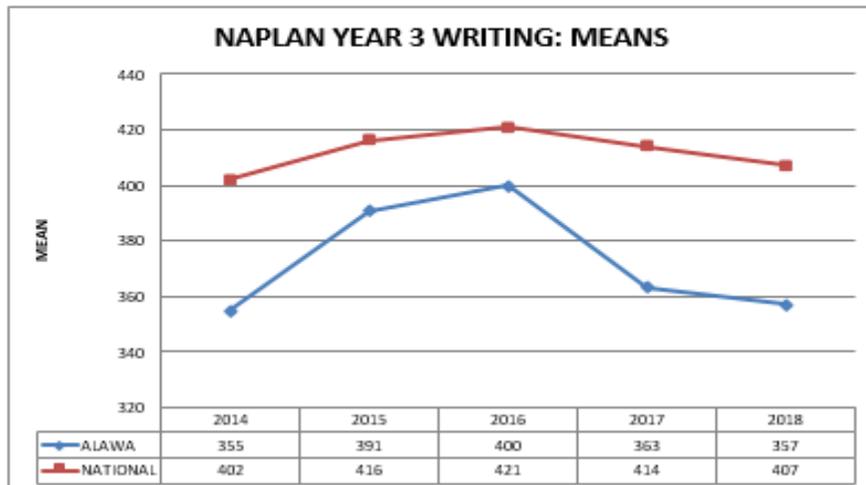
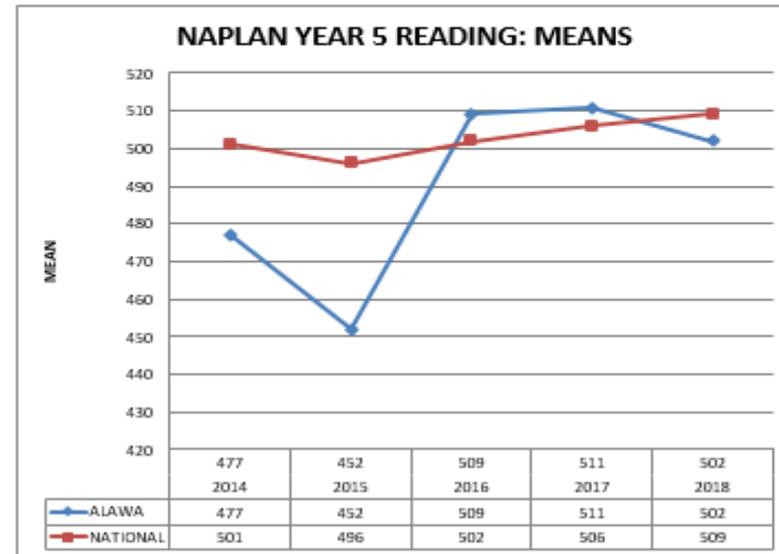
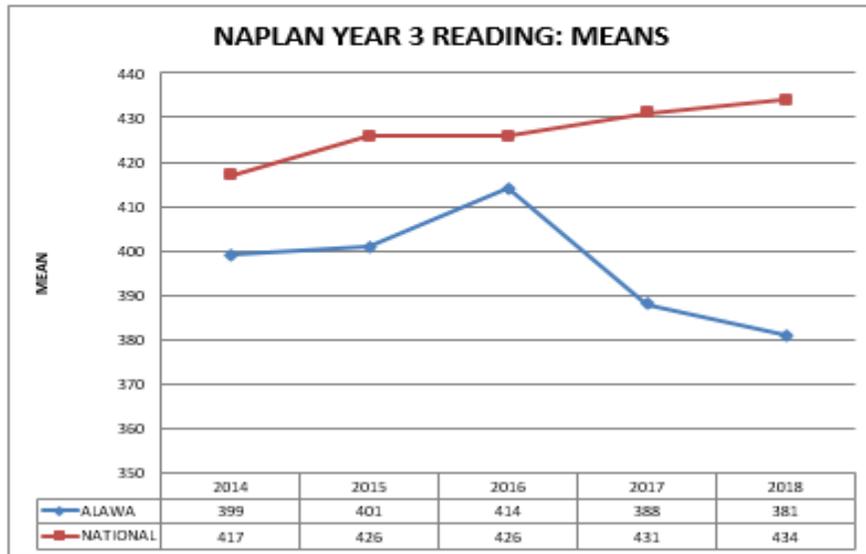
ALAWA PRIMARY SCHOOL
Annual Performance Report to the School Community 2018
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

NAPLAN - Achievement - Alawa Primary School

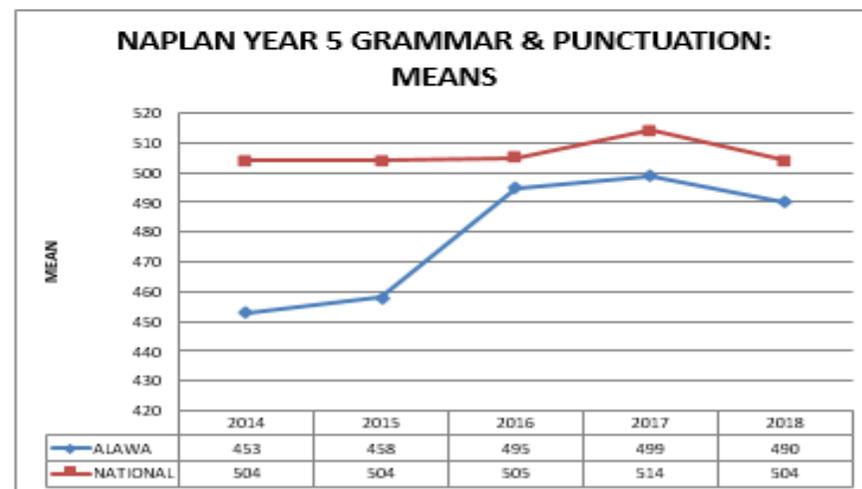
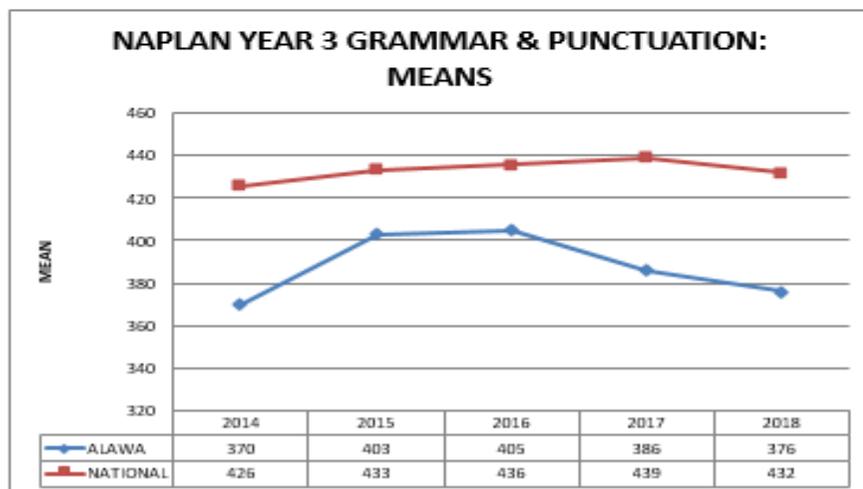
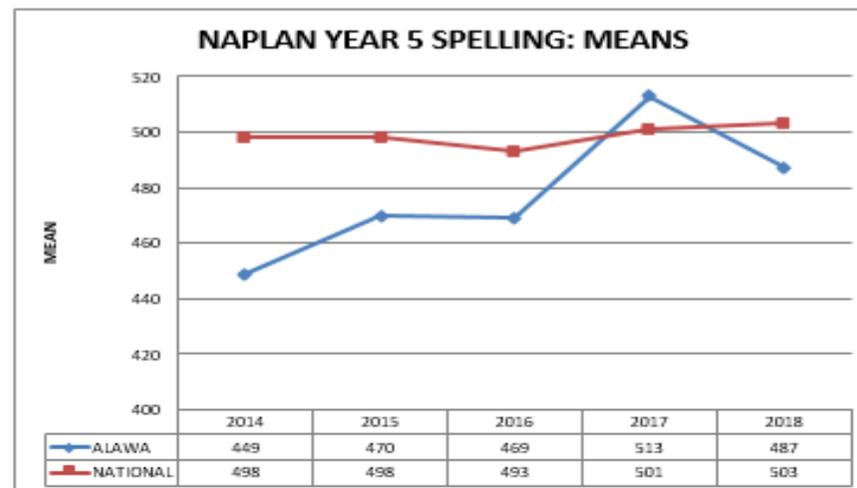
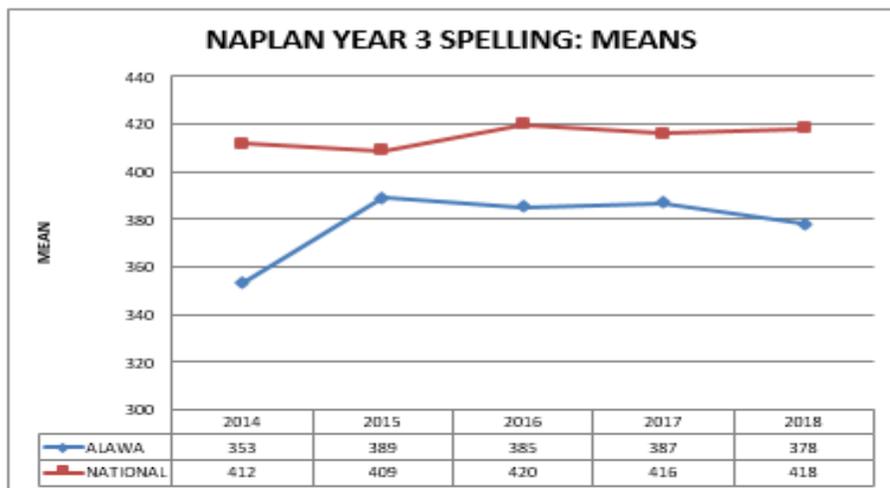
- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

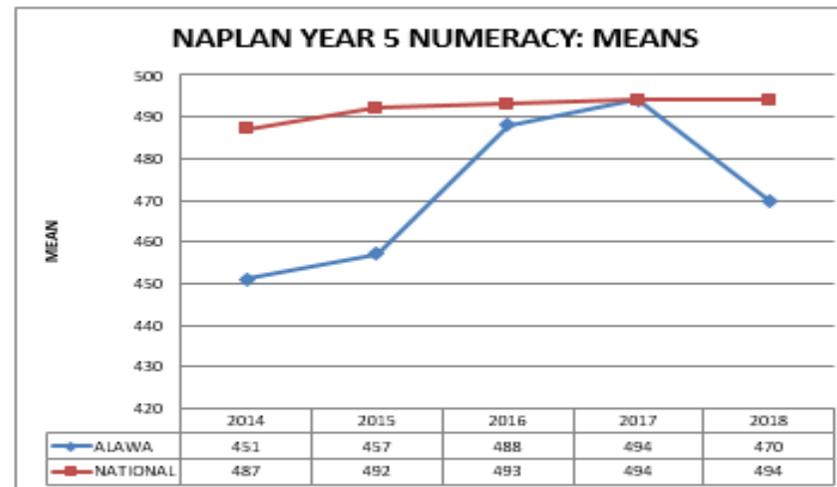
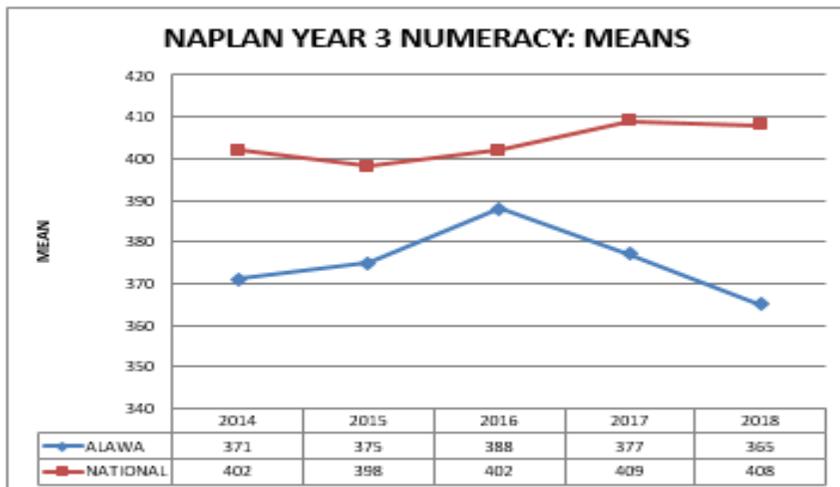
2018		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	4	14	2	7	22	79
	Writing	3	11	5	18	20	71
	Spelling	5	18	4	14	19	68
	Grammar	4	14	4	14	20	71
	Numeracy	1	4	6	21	21	75
Year 5	Reading	2	8	4	16	19	76
	Writing	6	23	3	12	17	65
	Spelling	1	4	3	12	22	85
	Grammar	1	4	6	23	19	73
	Numeracy			5	20	20	80
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

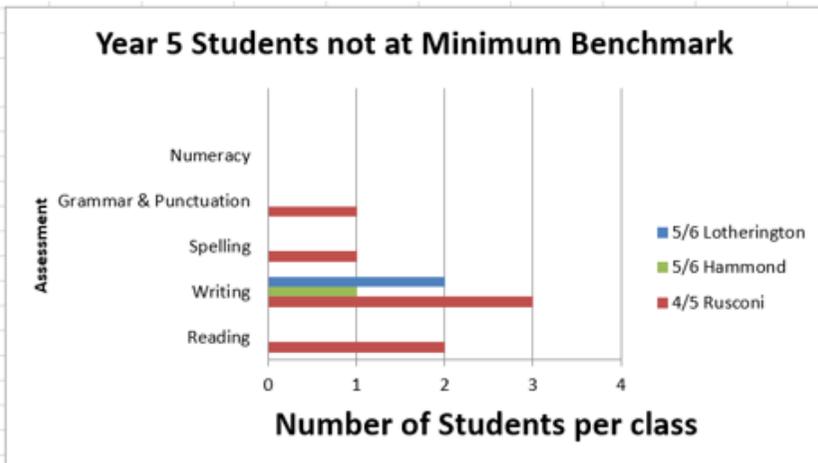
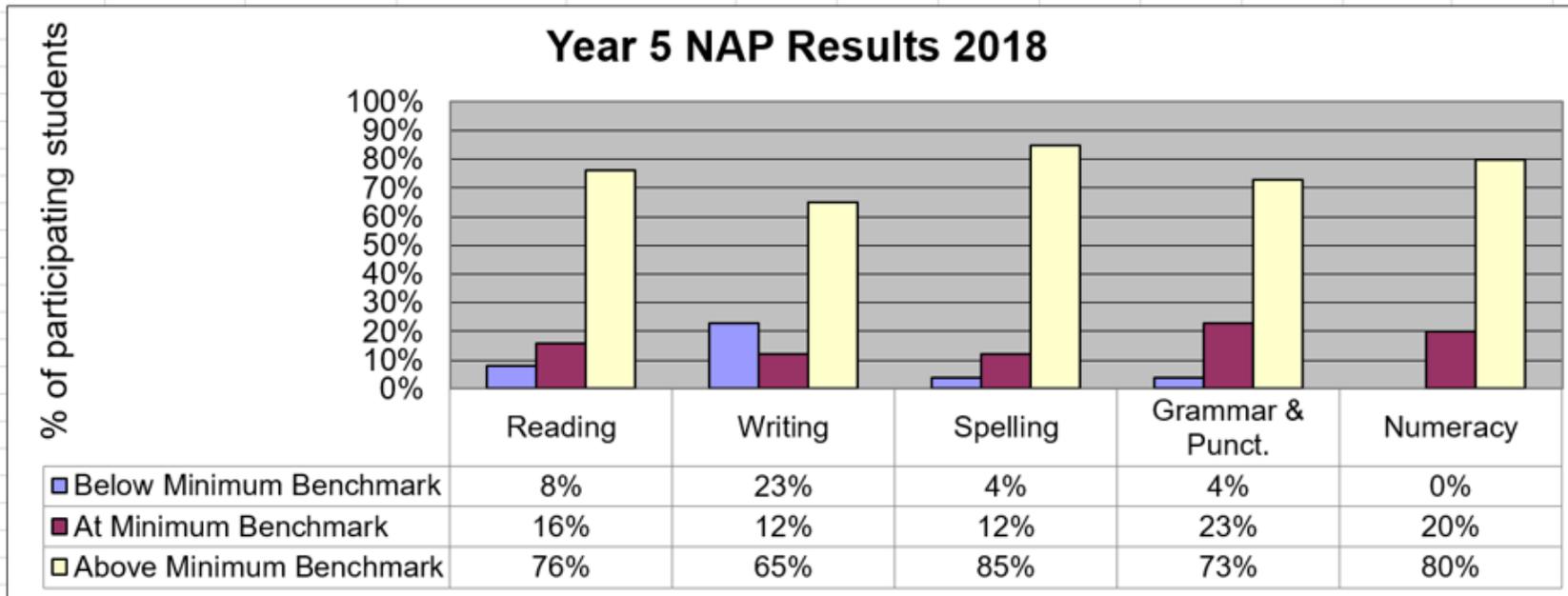
ALAWA PRIMARY NAPLAN JOURNEY

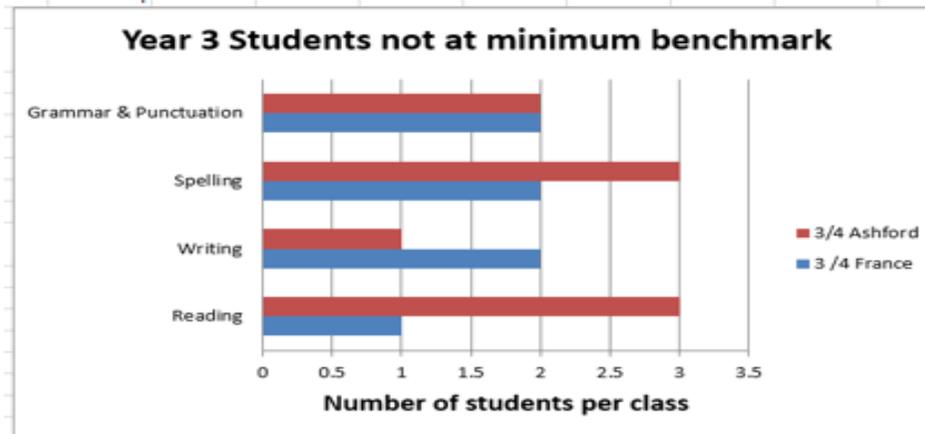
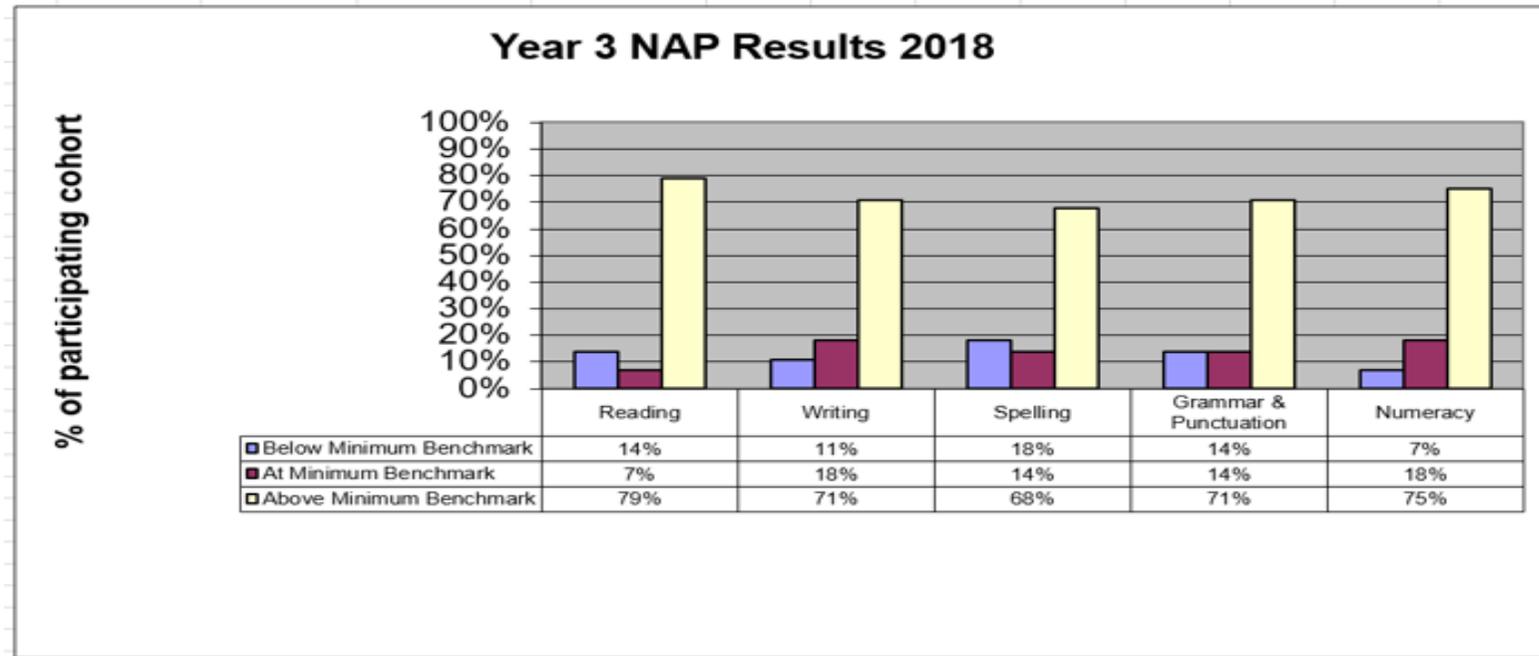


ALAWA PRIMARY SCHOOL
Annual Performance Report to the School Community 2018
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

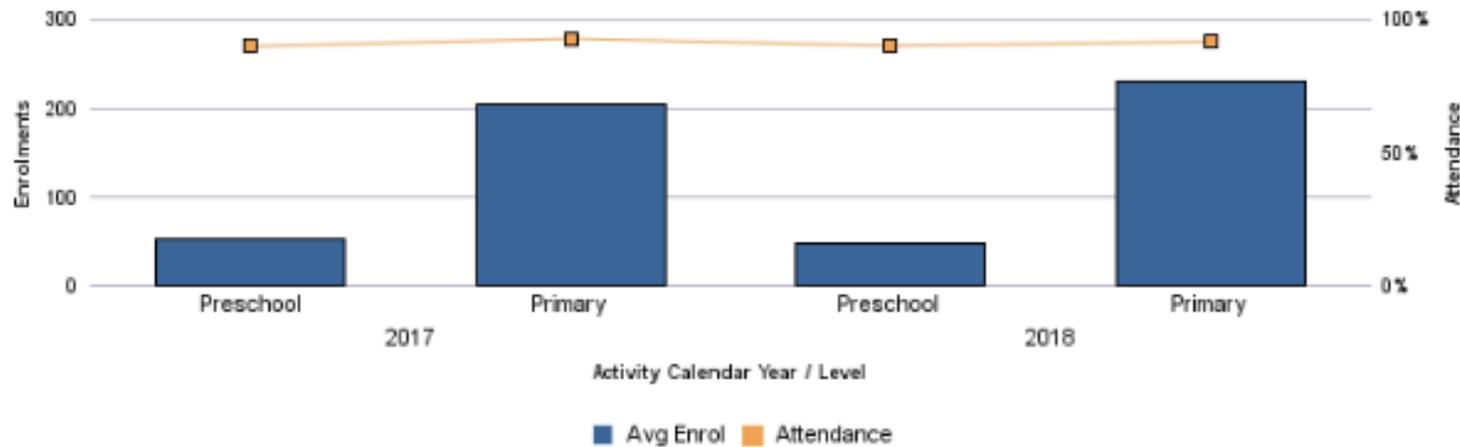








Student Enrolment and Attendance



		2017 (Year to date)				2018			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	Preschool	8	86.7%	53	90.1%	5	87.6%	49	90.3%
Primary	Transition	4	82.4%	35	91.4%	9	84.9%	45	89.7%
	Year 1	11	87.7%	41	92.8%	4	95.3%	32	92.8%
	Year 2	11	92.0%	30	93.5%	9	89.3%	39	91.2%
	Year 3	9	90.6%	31	93.0%	12	93.4%	30	93.0%
	Year 4	8	91.2%	29	94.0%	11	91.9%	34	92.6%
	Year 5	7	92.7%	20	95.1%	8	91.0%	27	92.2%
	Year 6	3	94.2%	19	93.8%	8	91.9%	23	94.0%
Total:		61	90.1%	258	92.8%	65	90.7%	280	91.8%

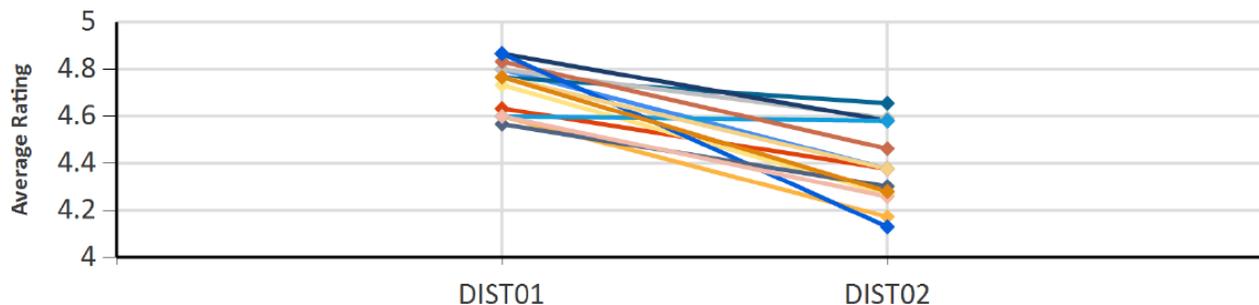
Enrolment, Attendance and Student Mobility

	2017							2018						
	Indigenous				All			Indigenous				All		
	Enrol	% Indig Enrol	Attend	Student Turnover	Enrol	Attend	Student Turnover	Enrol	% Indig Enrol	Attend	Student Turnover	Enrol	Attend	Student Turnover
Term 1	63	25%	90.2%	7%	257	94.0%	3%	65	24%	92.1%	4%	272	93.3%	4%
Term 2	59	23%	89.5%	5%	252	92.0%	3%	64	24%	91.5%	4%	269	92.7%	2%
Term 3	63	24%	90.5%	8%	265	92.9%	6%	66	23%	91.9%	7%	291	92.2%	7%
Term 4	60	23%	90.0%	1%	258	92.4%	2%	66	23%	87.2%	9%	288	89.0%	7%
Total:	61	24%	90.1%	21%	258	92.8%	13%	65	23%	90.7%	24%	280	91.8%	19%

School Survey Results: Parents / Carers

	Male		Female	
	Num	%	Num	%
DIST01	6	20%	24	80%
DIST02	26	28%	67	72%

- Teachers at this school expect my child to do his or her best.
- I can talk to my child's teachers about my concerns.
- This school takes parents' opinions seriously.
- Teachers at this school provide my child with useful feedback about his or her school work.
- Student behaviour is well managed at this school.
- Teachers at this school motivate my child to learn.
- Teachers at this school treat students fairly.
- My child likes being at this school.
- My child is making good progress at this school.
- This school is well maintained.
- This school looks for ways to improve.
- My child's learning needs are being met at this school.
- My child feels safe at this school.



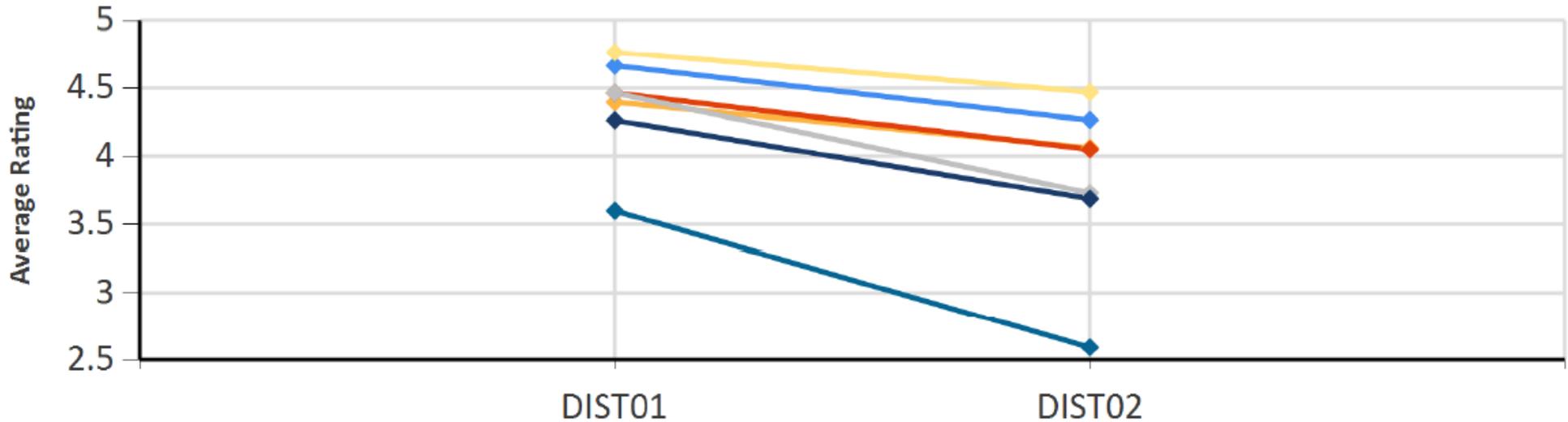
- I feel well informed about what is happening at the school (eg school curriculum, after school program, wellbeing programs, building works).

I know how to support my child's learning and development.
- My school shares data to inform me about my child's learning in a way that I can understand.

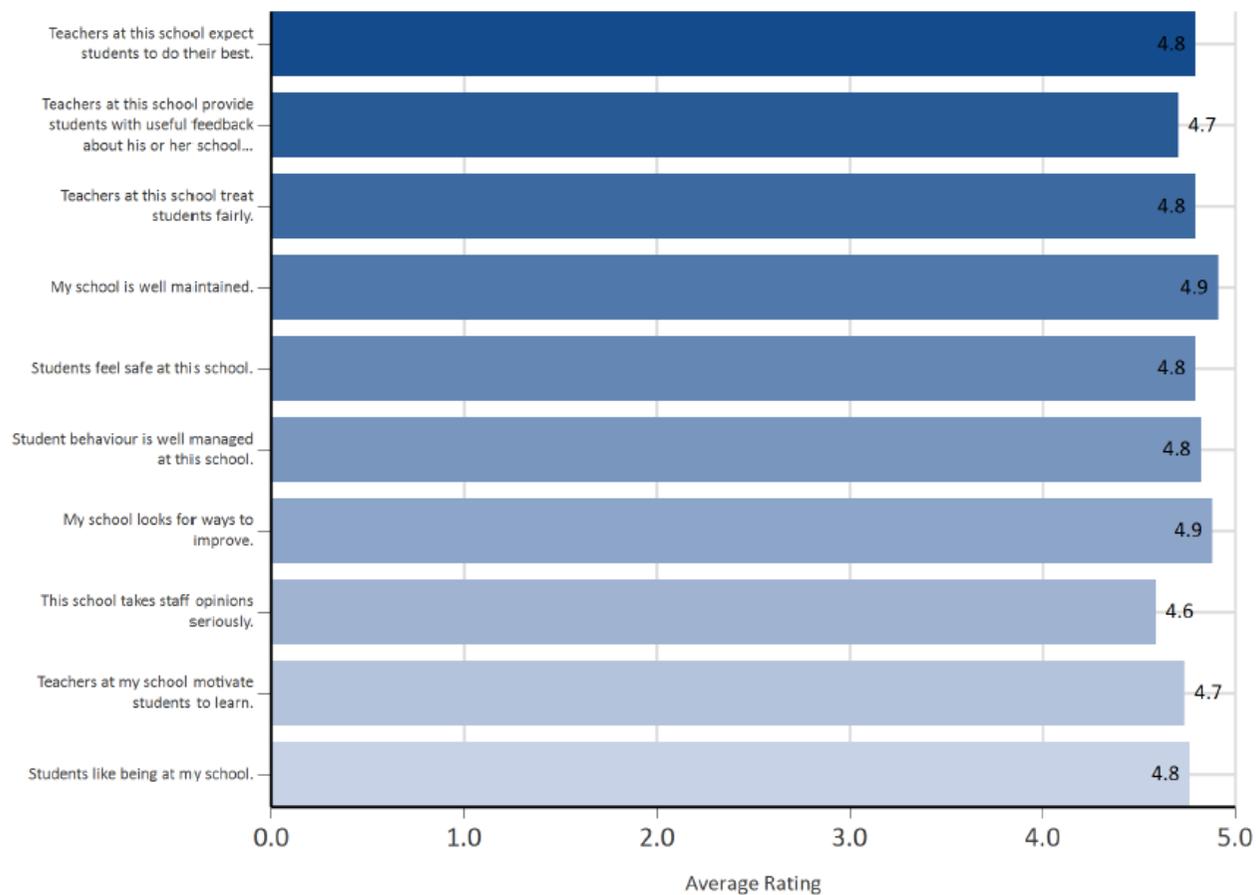
My child was well supported to transition into primary school.
- My child was well supported to start school this year.

I have opportunities to have a say in the direction of the school and its education programs.

I would recommend this school to other parents.

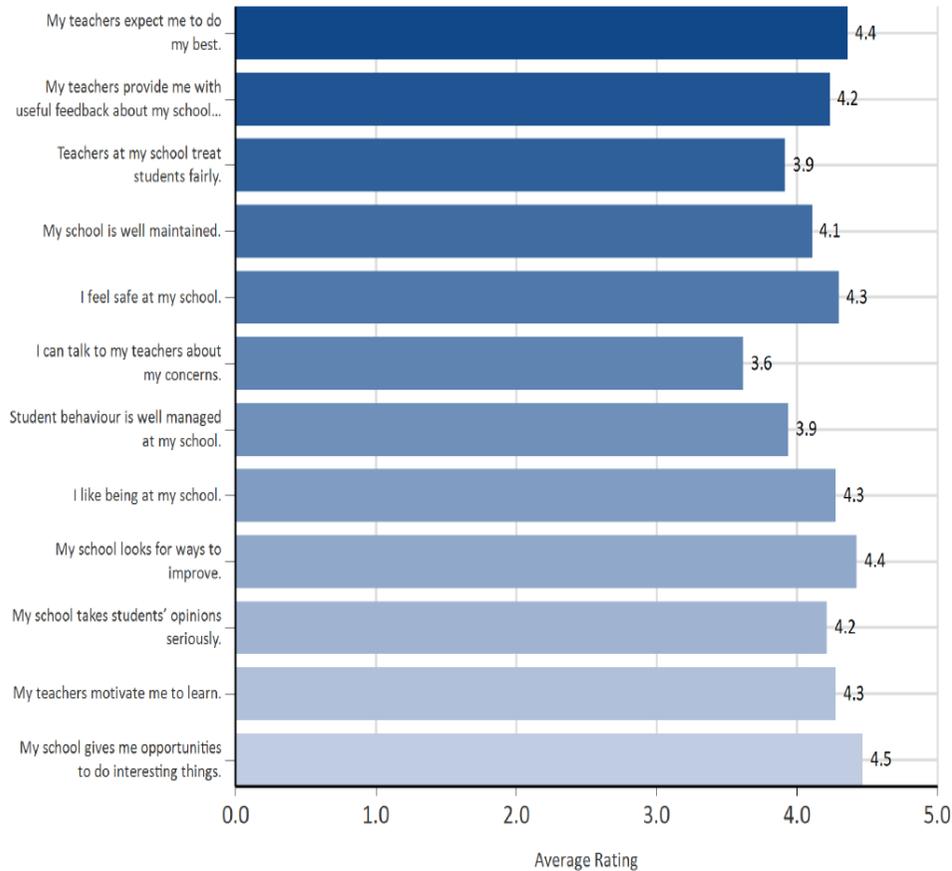


School Survey Results: Alawa Staff

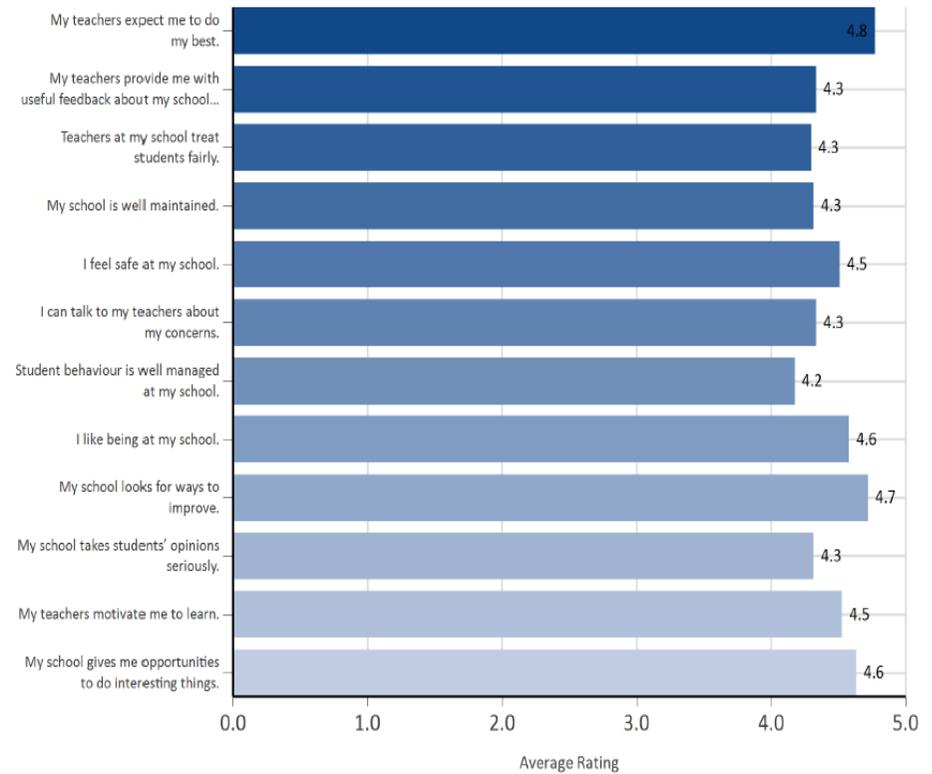


School Survey Results: Year 3-6 Students

Years 5-6



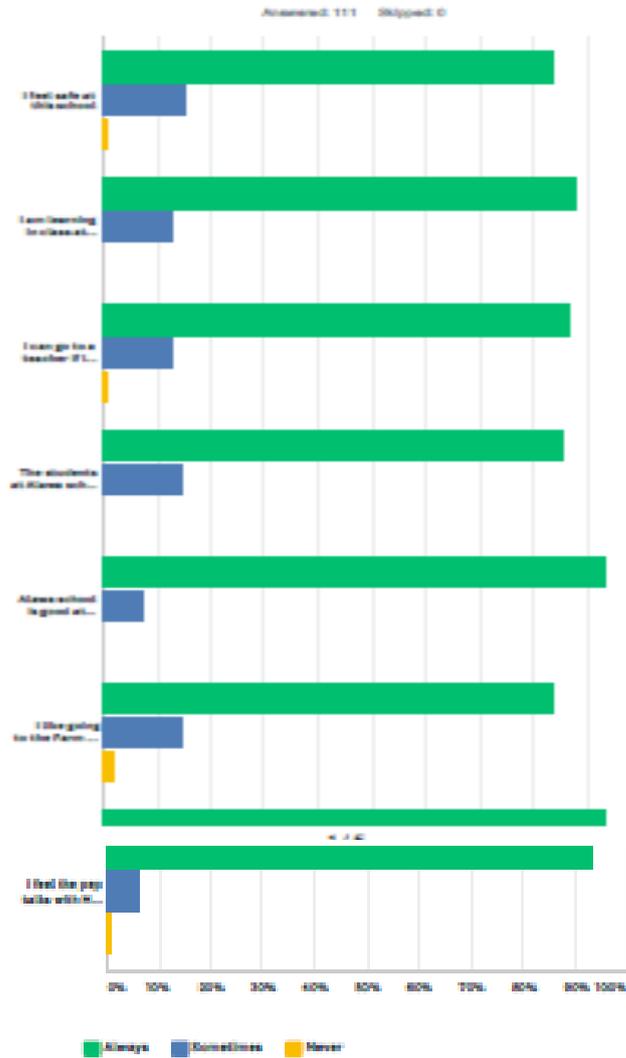
Years 3-4



Early Years Perception Survey: 2018

Alawa Student Perception Survey 2018 - Students Years T-2

Q1 Please read each statement and click the box that says how you feel.



	ALWAYS	SOMETIMES	NEVER	TOTAL
I feel safe at this school	83.7% 93	15.3% 17	0.0% 1	111
I am learning in class at Alawa	87.3% 97	12.7% 14	0.0% 0	111
I can go to a teacher if I have a problem	88.8% 98	11.2% 12	0.0% 1	111
The students at Alawa school are friendly and happy	85.5% 95	14.5% 16	0.0% 0	111
Alawa school is good at dealing with students when they behave badly	91.7% 102	7.2% 8	0.0% 0	111
I like going to the Farm at Alawa	83.7% 93	14.4% 16	1.8% 2	111
I feel the pep talks with the teachers each term are helpful to me	91.7% 102	6.2% 7	0.0% 1	111

Darwin Region Primary Interschool Sport Participation Numbers 2018

Primary Schools	Total Students Attended Interschool Days 2018	Total Students Attended Interschool Days 2017	Total Students Attended Interschool Days 2016
Alawa	141	171	68

Audited Financial Statements