



Northern  
Territory  
Government

DEPARTMENT OF EDUCATION

## Larapinta School

# Annual Performance Report to the School Community

2015



# School Overview

## Our School

Larapinta Primary School is located on the western outer area of the town of Alice Springs at the foothills of Mount Gillen, West MacDonnell Ranges. The school caters mainly for students from the local neighbourhood, however, enrolment is open to all regardless of place of residence. In 2015 there were ten classes from Transition to Year 6. Music and Science resource programs were provided to all classes. A number of wellbeing programs supported students' social and emotional growth and development. School attendance averaged 89.2%.

## Our Staff

In 2015 the staff was made up of nineteen teachers including senior staff, seventeen support staff that included nine fulltime and one part-time administrative (AO staff) and a maintenance officer. A further eight staff were employed through school council. Staff attendance was strong throughout the year. There was one Indigenous teacher on staff in the preschool. Two staff employed through the school council identify as Indigenous.

There were ten classroom teachers, two resource teachers, a .6 Impact Coach and two Early Childhood qualified preschool teachers. Three male teachers taught in the primary school. All teaching staff met the requirements of the Teacher Registration Board and the AITSL professional standards for teachers. One teacher held highly accomplished lead teacher (HALT) status.

Senior teacher, Kylie Hanson won a promotion position mid-year with Student Support Services Central Australia. The vacated position was filled temporarily in Semester Two by Jacqueline Bramley who was extended at the end of the year for Semester 1 2016. Sarah Crook, Year 6 classroom teacher, continued to act in the second senior teacher position.

Four staff members took periods of long service leave across the year.

## Our Students

In addition to approximately 220 students in the primary school, the preschool caters for 84 children. Thirty eight percent of the student cohort identifies as Indigenous. Other cultural groups include Maori, Indian, Chinese, Estonian, Vietnamese, Filipino, Thai and German. The majority of students reside in the local Larapinta community. Eight students were supported by Inclusion Support workers and required significant adjustment to their learning programs.

## Principal's Report

2015 brought major changes for Larapinta Primary School. In June the Chief Minister announced funding for a Child and Family Centre (CFC) to be built on the school site. The ensuing months saw the design come to light, the tender awarded and building of the centre commence as the school year closed. The Centre will comprise a Long Day Care service for 70 children as well as a Family Centre that will coordinate education, health and social services for families and children. The CFC is a first for Alice Springs and will be a tremendous resource for our community.

The Larapinta Preschool was acknowledged for its high quality service when awarded an 'Exceeding' rating in the National Quality Framework assessment and rating process. The Preschool received further accolades later in the year winning the Outstanding Education and Care Service (preschool) award for the Northern Territory. The preschool was one of ten schools invited to trial a new preschool curriculum in Term 4.

For the third time the school participated in the Australian Early Developmental Census (AEDC). This data collection occurs every three years and is a population measure of children and their development in their first year of formal schooling.

Teaching and Learning at Larapinta saw an increased emphasis on student progress. Teachers continued to collect and analyse student data in the areas of maths, reading and phonological awareness and to target learning to support student growth.

In March a whole school 'big breakfast' was held to celebrate Harmony Day and the National Day of Action against Bullying. In Term 3 the school celebrated Literacy and Numeracy Week, Science Week and Book Week. The Student Representative Council raised funds for Legacy and organised and promoted a footy colours day and the school social. Other school fundraising across the year included the annual Bush-a-thon and a Pink Stumps cricket day in support of the McGrath Foundation. Student leaders participated in a BluEarth leadership program throughout the year that culminated in a very successful whole school student led 'move-a-thon' in Term 4. Students, staff and parents respectfully observed ANZAC Day and Remembrance Day at commemorative ceremonies.

All students participated in daily whole school morning fitness in addition to a physical education lesson with their teacher. Many other sporting opportunities were offered including tennis gala day. The whole school sport day in Term 2 was well attended by families.

A Territory Day grant allowed us to hire Araluen Theatre to perform a whole school production, Desert Stories. Students played to a sell-out audience on the night; this was a most memorable event on our school calendar. All students attended the Musica Viva performance by African group Ternaga and participated in Music Count Us In. Thirty students participated in Alice Can Dance held at Araluen, the choirs performed in the Alice Beat, both junior and senior choirs were place winners in the Eisteddfod. Choirs also performed at Carols by Candlelight. The Year 6 students showed off their talent in an amazing ensemble of dance at their graduation at the end of the year; in all a busy year musically at Larapinta!



In Term 4 a group of our Indigenous senior students joined the Alice Springs Maths and Science Centre of Excellence; a joint initiative between the Polly Farmer Foundation and Department of Education. These students attended after school sessions held at Centralian Middle School.

The school community undertook a school survey which was offered online for the first time. The results of the survey indicated that 90% of students agreed or strongly agreed that they felt safe at school and 96% of parents agreed or strongly agreed that their children felt safe at our school.

Our school grounds and facilities continued to be maintained to a high standard to ensure safety and a sense of pride and wellbeing for students, staff and parents.

Both teaching and support staff at the school remained stable across the year. The end of year saw changes as some staff members moved on to other pursuits for the year ahead. Many families came along to see the end of the school year out and to celebrate with staff at a relaxed family picnic evening in the school grounds.

*Brenda Jolley*

## Teaching and Learning

The Larapinta Preschool was acknowledged for its high quality service when awarded an 'Exceeding' rating in the National Quality Framework assessment and rating process. The Preschool received further accolades later in the year winning the Outstanding Education and Care Service (preschool) award for the Northern Territory. The preschool was one of ten schools invited to trial a new preschool curriculum in Term 4; both of the Larapinta preschool teachers were involved in the trial.

Teachers used the Australian Curriculum and the Multi Year Level Curriculum Units to plan their teaching programs. Larapinta staff continued the Visible Learning journey embedding the use of learning intentions and success criteria in their daily lessons whilst also implementing feedback strategies and working with students and families to grow an understanding of effective learner qualities.

The use of data at a class and school level continued with a further collection of PAT Maths, PAT Reading and Sutherland Phonological Awareness Test (SPAT). This data enabled calculation of student progress in maths, reading and phonological awareness. The collection and analysis of the data allowed targeted intervention programs to be put in place as required.

Minilit, a literacy intervention program catered for children in Years 1-3 who attended a half hour session three times a week. Data indicated that students who attended this program made significant progress across the year.

Collaborative planning times for teachers working in similar year levels continued across the year with teachers meeting to plan and share best practice with colleagues working in the same phase of schooling.

The Arts program included a weekly music lesson for all students in Transition to 6. Visiting performances, for example Musica Viva and the African group Ternaga provided extra opportunities for all students. Selected groups of students participated in productions such as Alice Can Dance, The Alice Beat, Eisteddfod and Carols by Candlelight. The whole school participated in Music Count Us In and a whole school concert which was performed at Araluen Theatre.

## Wellbeing

The school commenced a new journey this year taking on the Schoolwide Positive Behaviour Support program (SWPBS). Staff worked with consultant Louise O'Kelly to develop understandings and with the support of an SWPBS school team developed a behaviour matrix, shared understandings of minor and major behaviours, and a reporting system. A data base (SWIS) was implemented to record behaviours. Plans towards a whole school acknowledgement system were also commenced; this will be further realised in 2016. We are Safe, We are Respectful and We are Learners are the foundation statements for the Larapinta SWPBS program.

The Positive Learning Centre (PLC) supported the school with weekly visits. The three PLC staff worked primarily with six students to support their social/emotional and behavioural development through one on one and group sessions that drew on music and art to develop student strengths and understandings. These staff also spent time in the playground engaging students in activities during break times to build relationships with and between students. PLC supported classroom teachers with strategies to support the transference of new skills back into the classroom environment.

All teaching staff attended 'Essential Skills for Classroom Management' professional learning presented by Georgie Mullins from the Positive Learning Centre. All staff attended a two-hour session further exploring the area of mandatory reporting.

The Calm Room continued to be used as a place of reflection at lunchtimes for students whose behaviours were either unsafe, disrespectful or interfered with their own or others' learning. Across the year there were only two suspensions from school.

A lunchtime garden club, coordinated by senior teacher Sarah Crook in Term 4 reaped positive benefits for a group of Early Childhood boys who discovered the joys of growing and harvesting plants as well as a renewed sense of happiness and improved relationships with both peers and teachers. Jacqui Bramley, special education teacher and senior teacher provided a social skills group to assist in the development of these skills again for an Early Years cohort. Kidshope mentors worked with a number of students on a weekly basis, providing a wonderful support and role modelling to them. Holyoake continued its Sandplay counselling sessions to numerous students across the year working from the school one day a week. The Student Support Services counsellor worked with many students. Relationships Australia and Child and Adolescent Mental Health Service (CAMHS) also supported students. Our students are well supported socially and emotionally and thrive in the positive environment of our classrooms and wider school.

## Participation, Transitions and Pathways

Orientation sessions were held for students and families commencing preschool in 2016. For children moving from preschool to Transition, visits were arranged during Term 4 to both the Transition classrooms and the Science and Music rooms to help students become familiar with the spaces, staff and one another. Sessions for parents were also conducted to ensure they had information to support their children as they commenced preschool or moved from preschool to primary school.

Centralian Middle School (CMS) principal Eddie Fabijan attended a school council meeting mid-year to discuss the opportunities available at the school. A CMS open night was offered for students and their parents to visit and explore the school environment.

Year Six students attended transition sessions at Centralian Middle School throughout the year sometimes participating in activities with Year 6 students from other schools. These opportunities help allay anxieties and prepare students for the move from primary to middle school.

Two Indigenous students participated in a Science/Maths after school program that commenced in Term 4. Sessions were held at CMS and sponsored by the Polly Farmer Foundation.

## Partnerships

Larapinta continued its partnership as a teaching school with Charles Darwin University and this year hosted five preservice teachers at different stages in their study. Jackie Mullins, assistant principal, is the professional learning leader and coordinates the practicums liaising with the university, teachers and preservice teachers.

A new partnership was formed this year with the Polly Farmer Foundation which allowed two senior Indigenous students to access a Science/Maths program that was held weekly at Centralian Middle School in Term 4.

A number of senior students also participated in a robotics program at Centralian Senior College which was presented in association with the Maths Teachers Association of the Northern Territory (MTANT).



## Leadership

Professional Learning focused around Visible Learning (VL) continued to be offered both at a school and regional level in 2015. Staff attended sessions including Visible Learning into Action and followed up by developing and implementing their own impact cycles. Staff revisited learning intentions and success criteria to ensure it was included in daily teaching practice as well as providing feedback to students linked to success criteria. Staff also further explored Mindframes throughout the year.

The Visible Learning Impact Coach worked with many teachers using the VL Classroom Observation Tool which provided them an opportunity to nominate areas of practice they wanted to improve and then to plan, implement and evaluate changes over a period of time. The Impact Coach also continued to upskill through participation in the Impact Coach Network and professional learning offered.

Professional learning undertaken by the principal included a resource management program and a coaching accreditation program for principals through Growth Coaching International in association with the Department of Education. The assistant principal participated in a 'Preparation for School Leadership' program facilitated by the Centre for School Leadership. Senior staff members all updated merit selection training.

School Wide Positive Behaviour (SWPBS) and Essential Skills for Classroom Management were the areas covered during the whole school professional development days in Semester One and Two respectively. Mandatory Reporting sessions were held for all staff at the commencement of each semester. Staff undertook professional learning sessions together each Tuesday after school with focuses from the annual operational plan or other department initiatives. Mitch Donaldson, Year 6 teacher, worked alongside the Blueearth Coach, Josh Mapstone, to deliver the Blueearth Leadership program to a group of Year 6 students across the year.

Larapinta Preschool teachers attended training in Darwin related to the implementation of the new preschool curriculum. The preschool teachers also attended an Early Childhood Conference in Darwin and the teachers and assistants attended further professional learning related to the Early Years delivered by visiting specialist Heather Barnes. The preschool teachers were invited to present to Central Australian Principals, presented at the Alice Springs Early Childhood Conference and to Larapinta Primary teaching staff. Preschool teacher, Denise Williams-Kennedy took up a position on the Northern Territory Teacher Registration Board.



## ATTACHMENT A

**NAPLAN data****Student Participation in NAPLAN****Year 3**

	Participating Present		Participating Exempt		Not Participating Absent/Withdrawn		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	35	92%			3	8%	38
Writing	35	92%			3	8%	38
Spelling	35	92%			3	8%	38
Grammar	35	92%			3	8%	38
Numeracy	35	92%			3	8%	38

**Year 5**

	Participating Present		Participating Exempt		Not Participating Absent/Withdrawn		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	23	92%			2	8%	25
Writing	23	92%			2	8%	25
Spelling	23	92%			2	8%	25
Grammar	23	92%			2	8%	25
Numeracy	23	92%			2	8%	25

**Percentage of students achieving National Minimum Standard (NMS)****Year 3**

	Below NMS		At NMS		Above NMS		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	5	14%	4	11%	26	74%	35
Writing	5	14%	3	9%	27	77%	35
Spelling	7	20%	3	9%	25	71%	35
Grammar	8	23%	4	11%	23	66%	35
Numeracy	4	11%	8	23%	23	66%	35

**Year 5**

	Below NMS		At NMS		Above NMS		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	1	21%	7	12%	15	67%	23
Writing	1	21%	2	12%	20	67%	23
Spelling	1	19%	2	7%	20	74%	23
Grammar	3	26%	4	10%	16	64%	23
Numeracy	2	24%	4	21%	17	55%	23

## ATTACHMENT B

# Student Enrolment, Attendance and Learning

Year Level	Previous Year (2014)				Reporting Year (2015)			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	14	79.5%	76	86.8%	15	77.0%	67	85.9%
Transition	13	77.9%	33	85.2%	11	81.7%	30	87.9%
1	14	84.9%	29	88.9%	15	81.3%	35	88.6%
2	16	84.9%	36	89.2%	13	86.0%	31	89.9%
3	12	80.9%	27	87.4%	11	86.9%	36	92.7%
4	11	81.9%	26	87.7%	12	85.9%	26	90.6%
5	17	83.5%	41	89.2%	9	81.1%	26	89.1%
6	12	84.1%	23	88.0%	16	82.7%	38	88.4%
<b>ALL</b>	<b>110</b>	<b>82.5%</b>	<b>290</b>	<b>87.7%</b>	<b>101</b>	<b>83.2%</b>	<b>289</b>	<b>89.2%</b>

Learning and Engagement Plans		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place	40	28
Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan	18%	32%
Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan	18%	32%

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.