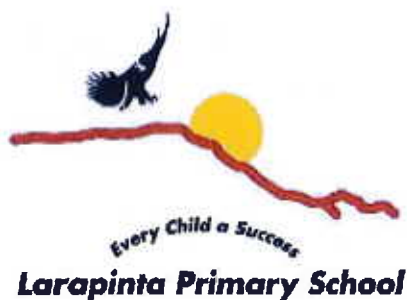


Larapinta Primary School

Annual Performance Report to the School Community

2012



Aboriginal and Torres Strait Islander Education Action Plan Focus School

School Overview

Our School

As identified in the school's strategic improvement plan Larapinta Primary School aims:

- for all students to demonstrate improvement in literacy and numeracy;
- for maximum attendance and participation for all students;
- for smooth transitions between the phases of learning: preschool, primary school and middle school;
- to work in strong partnership with families and community organisations;
- to recruit, retain and develop a high quality workforce.

Throughout 2012 staff continued to develop their understandings of the national curriculum and implemented Australian Mathematics curriculum from Semester One and Australian English curriculum from Semester Two.

Excellent sporting and music opportunities were provided through regular lessons, visiting clinics and performances and participation in a wide range of community events. Weekly library lessons were provided to all classes by the teacher-librarian who also coordinated the Lexile reading program for senior students.

Significant community engagement took place over the year including a very successful open night at the commencement of the school year and an end of year concert and awards night in the open air that drew a great crowd. The Indigenous Parent Group once again held a large number of successful events throughout the year.

Our Staff

In 2011 our teaching staff included ten classroom teachers, 2.8 resource teachers, a .5 ESL teacher and two preschool teachers as well as the Principal, Assistant Principal and two senior teachers. An extra .6 teacher was made available for the Preschool as part of the Universal Access program. There was one male teacher on staff. The school council employed twelve school support staff who acted as tutors, inclusion support assistants and in special project positions across the school. Six Indigenous staff members were employed in a variety of roles. Staff attendance was strong throughout the year. 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.

Our Students

Fifty percent of the student cohort identifies as Indigenous. Other cultural groups are also represented including Maori, Indian and Chinese. The majority of students reside in the local Larapinta community. As in past years student mobility was high with an average of 56% turnover of students over the year.

Principal's Report

2012 was another busy and successful year at Larapinta School. Staff commenced implementation of the Australian Curriculum in English and Maths and implementation of the Early Years Learning Framework in Transition. Teachers trained in and implemented the First Steps Maths Measurement program. Intervention programs; QuickSmart Maths, SoundCheck and Lexiles led to gains for students involved. NAPLAN results for Year 3 and 5 students showed that the following percentages of Year 3 students performed at and above the national minimum standard in reading (86%), writing (91%) and numeracy (82%). Year 5 students performed at and above the national minimum standard in reading (68%), writing (71%) and numeracy (80%). Increased data collection, analysis and use resulted in greater evidence based decision making for school improvement. The school participated in a review process in November that provided commendations and affirmations of our efforts along with recommendations to be implemented.

Larapinta School has one of the best attendance records in Central Australia and in 2012 attendance remained strong. Social programs to support students were continued including Kidsmatter, KidsHope, Sandplay and BluEarth. Students were supported in their transitions; into preschool, from preschool to primary and from primary to middle school, through orientation sessions and with the assistance of the Preschool Engagement Officer and Beginning Strong Officer.

The year's calendar included events and activities that engaged students including a successful Sports Day, Jump Rope for Heart, a visit by artist Ann James, a celebration of NAIDOC, school camps, and a combined Big Breakfast and Bushathon. Partnerships within the school through School Council and the Indigenous Parent Group remained strong as did ongoing partnerships with other schools and organisations. A very successful Open Night at the commencement of the year brought many families along to meet staff and learn about our programs. Parents and carers attended Personalised Learning Plan meetings and Parent-Teacher Interviews over the year. They also contributed to the very successful School Fair held in April. The Richmond Football Club continued to support the school through attendance incentives including a trip for four students to the Indigenous AFL Dreamtime Game in Melbourne. The Aboriginal Literacy Foundation provided backpacks of books to Indigenous students to help improve literacy outcomes. Our association with Charles Darwin University continued through the Teaching Schools program; we hosted three pre-service teachers during the year.

Two staff members were recognised through awards in 2012; teacher Michelle Rowe was nominated for a National Excellence in Teaching Award and Kahlia Preece our Aboriginal Islander Education Worker (AIEW) was named Support Staff member of the Year for Central Australia. Staff accessed a wide range of professional learning opportunities over the year.

The school grounds and facilities were upgraded through various funding grants. Building the Education Revolution (BER) funded an ablutions block, new lawn area complete with irrigation and a new gazebo. Primary School Upgrade funded refurbishment of the administration block, landscaping, courts resurfacing, and completion of fencing around the school. Specific Maintenance Repair grants enabled flooring to be replaced in two teaching blocks, recarpeting and new joinery in the library, replacement of verandah sheeting on the demountables and repainting of the demountable exterior. Support through Water Wise allowed irrigation issues in the preschool and school to be addressed and the provision of associated landscaping. I acknowledge the significant efforts of Shirley Young our Administration Manager in the many projects managed throughout the year. These works have resulted in the continued positive presentation of our school. **Brenda Jolley**

Teaching and Learning

Teachers participated in a broad range of professional learning throughout 2012 with a strong focus on implementation of the Australian Curriculum. Following on from the First Steps Mathematics number component staff participated in professional learning in First Steps Mathematics measurement training and implemented this learning into their teaching.

Student performance data was collected and used to drive individual and whole-of-school improvement across the year. Teachers collected and analysed spelling data from the South Australian Spelling Test, reading data from the PM Benchmark program and National Assessment Program Literacy and Numeracy (NAPLAN) data.

There was high level participation in NAPLAN testing by Year 3 and 5 students. The percentage of Year 3 students achieving at or above national minimum standards increased by at least 5% from 2011 in Year 3 Grammar and Reading as per the improvement target (areas less than 80%) level.

Students at risk in Early Years received extra tuition in literacy through targeted one on one and small group work. Transition students participated in the Gateways to Literacy program throughout the year. Similarly students at risk or requiring extension in middle and upper primary classes received intervention through special programs which included Quicksmart, Lexiles, SoundCheck.

Support staff provided extra in-class assistance to students at risk and a literacy specialist worked one on one and in small groups with students to improve literacy skills.

A teacher was employed to act as co-ordinator for the nationally funded Next Steps Initiative and as part of their role drove implementation of personalised learning plans across the school as well as up-skilling teachers in data collection and analysis.

Sport played a large part in the students' learning experiences over the year with weekly physical education lessons provided to all classes, extra sporting clinics and opportunities through Desert Storm School Sport.

Year 5/6 students attended a school camp to Hamilton Downs and Year 4/5 experienced outdoor education camping at Wallace Rockhole.

Through the School Review process the school was commended for the high level of professionalism amongst staff evidenced through the level of collaboration and planning and the high standards that teachers have of themselves and their colleagues. A further commendation related to the well-resourced and orderly learning environment that is promoted and maintained.

Wellbeing

Attendance strategies remained a focus throughout the year with resultant strong attendance. The school worked closely with Department of Education and Children's Services (DECS) truancy officers to proactively follow up poor attendance when required. School-wide incentives for good attendance were provided. Tigers in the Territory and Dick Smith once again donated incentives and rewards such as ipods and laptop computers to students who demonstrated strong or improved attendance and good participation at school.

Social programs continued to support whole class, small group and individual students. These included BluEarth, Kidshope, Sandplay and Drumbeat. Weekly assembly awards acknowledged the particular efforts of students from each class. A lunch to acknowledge the best attending students was held each term. Four lucky students were chosen to attend a trip to Melbourne generously hosted by 'Tigers in the Territory' for the Indigenous Dreamtime Football match.

Aboriginal staff including the Aboriginal Islander Education Worker (AIEW), the Aboriginal Resource Officer (ARO), Beginning Strong Officer, Preschool Engagement Officer, canteen manager and a tutor worked well to engage Indigenous students and their families and improve connections between home and school.

The Targeting Health Improving Engagement (THIE) program ran throughout the year with nurses visiting on a fortnightly basis, administering both checks and treatment as required.

Support to the school for students displaying challenging behaviours was provided through the Positive Learning Centre. Nine boys were engaged in a music based program throughout the year.

Sandplay sessions conducted by Holyoake staff at the school supported targeted students who attended weekly for approximately one term. A number of students accessed the school counsellor on an 'as needs' basis. Counsellors from other services at times met with students on school premises. The successful 'Kidshope' program continued throughout 2012 with several students accessing this program at school.

Our school continued the 'Kismatter' journey with staff attending professional learning regarding social emotional learning programs.

The 'Calm Room' was instituted at the commencement of the year. This is a space for students to physically and emotionally calm, resolve problems, consider how to make reparation, and prepare for returning to the classroom or playground.

The School Review commended the tone of the school as reflecting the importance staff place on developing positive and caring relationships in an environment where all students are encouraged to achieve.

Participation, Transitions and Pathways

As a Focus school identified under the Aboriginal and Torres Strait Islander Education Action Plan we employ a raft of strategies addressing readiness for school including; playgroup, engagement of Indigenous staff in identified positions in the preschool and school, opportunities to engage with the school settings and staff, and liaison with supporting organisations. The school's attendance strategy has seen increases in attendance from 87.7% to 90% for all students and from 84.7% to 86.9% for Indigenous students from 2011 to 2012.

The school continued to run a successful weekly playgroup as the first port of contact for the Early Years. The playgroup, located in the preschool, was coordinated by two Indigenous staff members; the Beginning Strong Officer and the Preschool Engagement Officer. The Preschool Engagement Officer liaised closely with the Central Australian Aboriginal Congress Preschool Readiness program to support children and parents from the Larapinta area to connect with the preschool and assist with a smooth transition into the preschool program.

The preschool maintained strong enrolments across the year filling to capacity by Term Four. As per the Universal Access policy all preschool students were offered a fifteen hour a week program. Additional teaching and support staff allocated through Universal Access were utilised in the preschool.

The Early Years Learning Framework (EYLF) continued to be effectively implemented in the preschool. A long term preschool assistant took up the new role of Transition Assistant in 2012, moving to the school with the preschool group at the commencement of the year. This greatly assisted the students in their transition from preschool as well as providing the opportunity to share a good working knowledge of the EYLF with the Transition teachers.

Links between the preschool and school continued with pre-schoolers attending a weekly assembly session and rotating activities to develop familiarity with the primary school environment and school staff.

Orientation/familiarisation sessions conducted by Centralian Middle School (CMS) were attended and well received by Year 5 and 6 students. CMS Principal, Andrew Leslie attended a Larapinta School Council meeting early in 2012 building important connections and providing information about the middle school.

Partnerships

The school implements strategies to meet the needs of all members of the school community and maintains a dedicated focus on the local Aboriginal and Torres Strait Islander community.

Opportunities for family-school connectedness activities were held each term. These included; Meet the Teacher/Open Night, Sports Day, Harmony Day Big Breakfast, Parent-Teacher interviews, 'Help your child to read' information session, Year Six Graduation and the end of year concert and awards night.

As a Focus School identified under the Aboriginal and Torres Strait Islander Education Action Plan the school has implemented a School-Community Partnership Agreement, including strategies to support improved engagement, well-being and educational outcomes. The School Community Partnership Agreement was promoted to highlight the importance of education in the Early Years and to promote strong school attendance.

Indigenous parents were invited to participate in the development of personalised learning plans for their children. This involved dedicated meetings with the teacher and the child over the year to build relationships and set learning goals.

Dedicated family forums were conducted each term to engage Aboriginal and Torres Strait Islander families. The Indigenous Parent Group held regular meetings with strong numbers in attendance.

The school council maintained a high level of participation in school governance and through their support a successful fair raised funds for school improvement. Indigenous parent representation and participation on council was encouraged and increased to three Indigenous parents elected to council.

Important partnerships with community organisations that support the school, students and families were maintained and fostered. These partnerships included Holyoake, KidsHope, Congress, Charles Darwin University, Centralian Middle School, the Eisteddfod Committee, and Northern Territory School Sport.

Parent, student, and teacher satisfaction surveys were collected in 2011 and will be collected again in 2013.

Leadership

The Principal and other staff participated in various professional learning activities designed to assist in leading improvement in learning outcomes for all students and a particular focus on Aboriginal and Torres Strait Islander students. These included professional learning focused on data, school improvement, and the implementation of personalised learning plans.

A number of staff had the opportunity to act in positions of responsibility over the year. Senior teacher, Suzi Burgess acted in the Assistant Principal role for five weeks. Kylie Hanson, Sue Thomson and Jenny Hurn all acted in a senior teacher role at various times.

Two whole school professional development days and weekly teacher meetings held throughout the year had a professional learning focus. In addition many staff members regularly attended network meetings and other professional learning activities in their own time.

All teaching staff participated in extensive professional learning around the implementation of Australian Curriculum Maths and English as well as First Steps in Mathematics (Measurement). All teaching staff undertook the second component of the KidsMatter training focused on Social Emotional Learning.

Senior Teacher, Suzi Burgess took on the role of 'fellow' in the Preparation for School Leadership program facilitated by the Centre for School Leadership Learning and Development. Suzi also participated in the Literacy and Numeracy Leadership program.

Significant work was conducted with staff to progress the development of processes for the collection and recording of student data. Teacher, Michelle Rowe completed a five week ICT internship. Six staff members went through various levels of the BluEarth training with five becoming accredited BluEarth facilitators.

Indigenous staff members were employed at the school in a range of roles; Aboriginal Islander Education Worker (AIEW), Aboriginal Resource Officer, Beginning Strong Officer (preschool), Preschool Engagement Officer, tutor and Canteen Manager. The AIEW in particular accessed many professional learning opportunities throughout the year including training with the Reach Foundation in Melbourne to support students with emotional and behavioural challenges.

The school continued to support pre-service teachers and over the year provided placements for three teachers studying through Charles Darwin University. Several staff participated in professional learning centred on mentoring particularly in relation to supporting pre-service teachers and new recruits.

ATTACHMENT A

NAPLAN data

Student Participation in NAPLAN

Year 3

	Participating Present		Participating Exempt		Not participating Absent		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Grammar	40	89%	3	7%	2	4%	45
Numeracy	40	89%	3	7%	2	4%	45
Reading	40	89%	3	7%	2	4%	45
Spelling	40	89%	3	7%	2	4%	45
Writing	40	89%	3	7%	2	4%	45

Year 5

	Participating Present		Participating Exempt		Not participating Absent		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Grammar	34	97%	1	3%			35
Numeracy	34	97%	1	3%			35
Reading	34	97%	1	3%			35
Spelling	34	97%	1	3%			35
Writing	34	97%	1	3%			35

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	
Grammar	7	16%	8	19%	28	65%	43
Numeracy	8	19%	11	26%	24	56%	43
Reading	6	14%	8	19%	29	67%	43
Spelling	5	12%	6	14%	32	74%	43
Writing	4	9%	3	7%	36	84%	43

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	
Grammar	12	34%	12	34%	11	31%	35
Numeracy	7	20%	15	43%	13	37%	35
Reading	11	31%	6	17%	18	51%	35
Spelling	8	23%	10	29%	17	49%	35
Writing	10	29%	5	14%	20	57%	35

Comparison against NT and national mean

Year 3	Australian Mean	NT Mean	School Mean
Numeracy	395	322	355
Reading	419	332	394
Writing	415	322	405
Spelling	414	335	387
Gram & Punctuation	424	314	396

Year 5	Australian Mean	NT Mean	School Mean
Numeracy	488	416	422
Reading	493	403	439
Writing	477	390	431
Spelling	494	413	426
Gram & Punctuation	491	392	402

ATTACHMENT B

Student Enrolment, Attendance and Learning

Student enrolment and attendance data for all students and Indigenous students for each year level and whole school

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	20	75.9%	72	81.9%	17	83.6%	67	86.9%
Transition	11	76.6%	29	85.8%	22	87.2%	44	90.0%
Year 1	12	89.7%	23	91.8%	16	83.7%	33	88.8%
Year 2	19	86.6%	42	88.6%	17	84.3%	27	88.5%
Year 3	17	90.9%	31	91.8%	19	91.8%	45	92.8%
Year 4	20	85.4%	40	89.5%	16	88.2%	28	90.3%
Year 5	12	79.6%	27	86.1%	19	89.4%	35	92.3%
Year 6	16	86.5%	31	87.7%	11	83.6%	23	88.7%
ALL	128	84.7%	295	87.7%	137	86.9%	302	90%

Personalised Learning Plan data

Personalised Learning Plans		
	All	Indigenous
Number of students in first year of schooling to Year 6 with a Personalised Learning Plan in place	65	65
Proportion of students in first year of schooling to Year 6 with a Personalised Learning Plan	28%	54%
Proportion of students in first year of schooling to Year 6 whose parent/carer have worked with the teacher to develop a Personalised Learning Plan	28%	54%