

Durack School

Annual Performance Report to the School Community

2020

Aligned to the Department of Education's 'Education NT Strategy 2018-22'

Durack School

Annual Report

2020



School Overview

Our School

Durack School is a large urban primary school situated in the city of Palmerston, and is one of 10 government schools who are part of the Palmerston City Schools Hub. Durack School was very proud to have been awarded Independent Public School status commencing in 2016. The school opened in January 1998 and is located in the beautiful suburb of Durack. The school and suburb were named after the pioneering family, the 'Duracks'.

The school logo was designed around the surrounding environments of golf course and lakes, with the use of green and blue. The crown gives reference to the story 'Kings in Grass Castles', which was written about the Durack family. The crest design on the logo also suggests a formal and historical institution which was an important tool when the school was first established. This was further encouraged with the writing of the school song and the motto of Dignity and Determination, both of which continue to play a significant part in the Durack School community today.

Mission:

A community that ignites curiosity and prepares children for the future.

Vision:

- Our curriculum is both progressive and balanced. It is consistent, clear and connected to the real world.
- Instruction is varied, authentic and high quality to ignite the curiosity of our learners.
- We use timely, transparent assessment that is consistent, reliable and growth focused.
- Our school environment is welcoming, safe and fosters mutually respectful relationships.

Values:

Respect, Responsibility and Integrity

(NB: New mission and vision statements agreed to by the school community November 2018. School values remain unchanged.)

Our Staff

Durack School employed 38 Department of Education members of staff including staff members who identify as Aboriginal (1 teaching staff and 2 AO2 members).

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. All Preschool Assistants were assessed by Quality Educations and Care NT as having the appropriate qualifications to work in the preschool. Part of the teaching team included one Lead Teacher who actively supported teachers and projects across the school.

The Durack School Board employs a number of staff members on a part time or casual basis. In 2020 that totaled 12 staff members; 8 x Special Education Support Assistants, including a Defence Student Mentor (DSM) and 3 x cleaning staff.

Number of Staff

Term	2019				2020			
	1	2	3	4	1	2	3	4
Executive Contract Principal	1	1	1	2	1	1	1	1
Senior Teacher	4	5	4	3	4	4	2	3
Teacher	27	25	25	26	24	23	27	27
Administration Officer	10	9	9	8	7	6	6	6
Physical	1	1	1	1	1	1	1	1
Total	43	41	40	40	37	35	37	38

Staff Numbers are a snapshot taken from PIPS at week 8 of each term. Number of staff includes Fixed Period and Ongoing staff only.

This report only includes staff who are Active.

Staff Attendance

	2019				2020			
	1	2	3	4	1	2	3	4
Not Absent	90.2%	90.7%	91.4%	93.2%	94.3%	94.8%	94.4%	93.5%
Expected Absence	1.9%	2.0%	1.4%	2.7%	0.4%	0.1%	0.5%	1.8%
Unexpected Absence	7.9%	7.3%	7.2%	4.1%	5.3%	5.0%	5.1%	4.7%

Staff Attendance is defined as the total number of staff days recorded as either expected absences or not absent (present).

Our Students
Enrolment

Term 1	Term 2	Term 3	Term 4
457	460	466	473

Average enrolment for 2020: 464

Attendance

Average attendance for 2020: 92.6%

The average enrolment was 464 during 2020 which was a decrease of 7 students from 2019.

The average attendance rate was 92.6% which continues to be a similar level since 2015.

Term 1 attendance was very low due to the pandemic (COVID 19) and changing situations for many families.

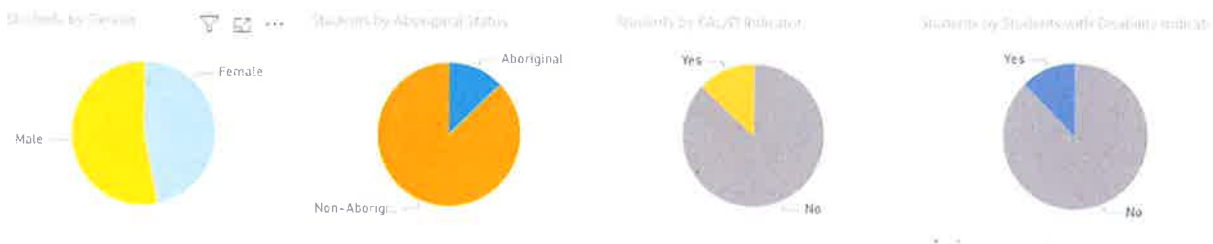
Unnotified attendance rates decreased in 2020 but unacceptable reasons and attendance not required increased. This again was due to the changing situations with the pandemic.

Administration staff continued to diligently contact all parents, if notification of student absence was not received. Parents had a number of options to let the school know of the reason for their child's absence (phone, email and website.)

	2018	2019	2020
Attendance not required	1.62%	0.59%	2.48%
Community Unrest		0.00%	
Cultural Activity	0.01%	0.02%	0.02%
Excursion	0.81%	0.71%	0.06%
Funeral	0.02%	0.01%	0.04%
G2 Attendance not required	6.67%	5.94%	6.72%
Internal Suspension	0.04%	0.01%	0.01%
Late	1.59%	2.06%	2.10%
Natural Event	0.49%		0.00%
Non-school Event	0.00%		0.00%
Notified as Sick	2.56%	2.36%	2.76%
Not yet marked	0.05%		
Out of Class	0.00%	0.03%	0.12%
Present	81.30%	82.66%	79.84%
Sanctioned	2.74%	3.79%	4.42%
School unavailable	0.24%		0.00%
Suspended	0.01%	0.02%	0.01%
Unacceptable Reason	0.42%	0.13%	0.15%
Un-Notified Absence	1.42%	1.68%	1.28%

In 2020 the school experienced a change in demographics due to changes in the surrounding suburbs, the commencement of a new school in Palmerston and Defence Housing shifting to newer suburbs.

- Students from Defence Force families continued to decrease in 2020 to 5.6% the lowest percentage to date (2019 7.64%)
- Students who identify as Indigenous increased from 8.7% to 11.74%
- Students with English as an Additional Language or Dialect was 12.96%, a slight decrease compared to 2019 of 15.29%.
- Students identified with a special need continued to increase from 40 to 57 students, which was 12.34% of total enrolments.



Gender	Aboriginal Status	EAL/D Status	Students with a disability
Female : 46.87%	Aboriginal: 11.74%	EAL/D Students: 12.96%	Students with a Disability: 12.34%
Male: 53.13%	Non Aboriginal: 88.26%	Non EAL/D Students: 87.04%	Student with no disability: 87.16%

Our Community

The second largest city in the Northern Territory, Palmerston is a young, vibrant regional hub with a fast-growing future. Located 20kms from the Territory's capital Darwin. Palmerston is a diverse community with many young families calling the city 'home', along with Defence personnel and a range of local businesses. Palmerston City has 10 government schools, which work closely together as Palmerston City Schools.

In 2020 all Palmerston City Schools worked collaboratively to drive Inclusive Practices in the 10 government schools. Lead Inclusive Practice teams were created in each school, to improve practices in schools and ensure the needs of all students were being met. A diverse range of professional learning opportunities were implemented to build capacity in all teachers. A Speech Pathologist was employed to provide support for students entering preschool. As part of the initiative Durack School reviewed their Student Wellbeing practices with the support of a range of professionals and experts.

Student Leadership at Durack continued to thrive through our Student Voice Positive Choice, SVPC team. SVPC at Durack consisted of: 2 School Captains, 2 Vice School Captains, 3 House Captains, 3 Vice House Captains, 10 Class Representatives (Year 3-6) and 3 invited VIPs. The SVPC team found creative ways of dealing with the restrictions and challenges that COVID brought to the activities that could be organised. Here are some of the activities SVPC participated and lead in 2020:

- Elections
- Lunch time disco (Term 1)
- Attended SVPC summits – Term 1 and Term 3
- Fundraised for Starlight (Superhero dress up day)
- GRIP Virtual Conference
- Sports dress up day (raised money for new sports equipment)
- Hosted assemblies – virtual and face-to-face

Aquaponics at Durack continued as a focus with involvement from Bunnings in a planting project and developing the vegetable and edible gardens. Bunnings supplied some products for the new garden beds and worked with the Aquaponics teacher and classes to increase their understanding of plants suitable for our environment.



Sustainability projects are another area in which we saw community support. Lia Finocchiaro MLA, Member for Spillet, supported our students in the annual tree planting day, which incorporated CDU and local arborists. Year 5/6 students participated in the 'That's My Water' project with Power Water Living developing their knowledge on the importance of being water wise, and students shared their learning through an informative showcase for all Year 3/4 classes.



Students in Year 5/6 also had the opportunity to participate in the Ecoclub.

Students:

- collected, counted and educated the students about recycling (10c container deposit scheme)
- maintained our whole-school compost programme to create healthy soil to use in our veggie garden
- led assembly items to build all students knowledge on the importance of recycling and sustainability
- were involved in inquiry projects to help reduce our carbon footprint: litter reduction, recycling, saving water and power

Our Defence School Mentor (DSM): continued to work with our school community and organised events virtually for our students and school community.

Durack School Supported Playgroup: Durack Discoverers

With lower enrolments in preschool at the beginning of 2020, one of the preschool rooms was not being used on Thursday's and Friday's. As a community engagement project it was decided that Durack School would provide a community playgroup (**Durack Discoverers**) for children aged 0 to 4 years on a Thursday and Friday morning between 8.30am and 11.30am.

Cassie Knight was identified as the educator and began the planning and programming. Durack Discoverers was to commence at the beginning of Semester 2. Unfortunately, the pandemic impacted greatly on the school at that time and we were unable to begin.

As pandemic plans were put into place, it was agreed that there was sufficient space in the preschool grounds to successfully maintain social distancing and the playgroup began on the 15/10/2020. This was well attended with an average of 25 families and 34 children attending each week.

Attendance

Week	Date	Attended	
		Families	Children
1	15/10/2020	26	36
	16/10/2020	25	34
2	22/10/2020	20	27
	23/10/2020	31	46
3	29/10/2020	21	32
	30/10/2020	42	60
4	5/11/2020	24	34
	6/11/2020	39	45
5	12/11/2020	20	25
	13/11/2020	25	33



Parents enjoyed the opportunity to network with other parents, while their children enjoyed the educational activities that were provided. Ashleigh Singleton, the visiting speech pathologist, visited the playgroup every second Friday to liaise with parents about their child's speech. The Playgroup provided an excellent opportunity to identify students at risk enabling plans to be put in place for their commencement in Preschool. It also provided the opportunity for children to become familiar with the school environment and parents to build relationships with the educators that would be working with their children.

Due to the great success of Durack Discoverers, the Playgroup has become an ongoing project for Durack School.

Principal's Report

In 2020 Durack School focused on building strong relationships and a positive culture in a year that was challenging but productive.

Student enrolments were steady and comparable with 2019, with 457 students at the beginning of the year and 473 at the end of the year. There was a steady turnover of students leaving throughout the year and new families enrolling in the school. Our Preschool enrolment numbers increased in Semester 2 and all 3 preschool classes were at capacity (22 students per class).

COVID 19 impacted attendance, programs, community events and parent engagement throughout 2020. Our teachers and staff were committed to providing all Durack students with optimal learning opportunities and experiences to enable them to reach their full potential.

Our partnership with Real Schools entered the second year of a three year commitment. All staff participated in a professional learning day to build their knowledge, skills and capacity in the Restorative practices approaches. This was followed by a parent evening to build understanding and partnerships with our parents in our journey of building the schools' capacity in Restorative practices approaches.

NAPLAN was cancelled for 2020, however all students in Years 2 to 6 completed NAPLAN practice tests in all areas. The data was analysed and discussed at a cohort, class and individual level to determine areas of strengths and required growth. A targeted approach to resourcing was implemented to meet the areas of need (Data Today – Instruction Tomorrow). DT (Differentiated Teachers) for Number in Year 2 and Writing in Year 3/4 enabled small group and targeted learning in these year levels and curriculum areas.

Students built their capacity to develop learning goals in 3 curriculum areas: English, Maths and Student Wellbeing, and continued to develop the skills of assessment capable learners. They shared their achievement and progress with parents/carers at 3 Way Conferences.

Durack School worked collaboratively with all Palmerston City Schools on improving 'Inclusive Practices' in Palmerston City Schools. A Durack School Lead Team attended a range of diverse Professional Learning. Through the analysis of staff, student and parent feedback and Student Wellbeing Data the 'Durack School Student Wellbeing Framework' was developed with the support and guidance of the Inclusive Practices leaders and professionals.

Japanese continued to be the focus of Language Learning working collaboratively with the NT School of Languages. Our international partnership with Kansai International Academy in Kobe, Japan, continued but was effected by COVID 19. The planned visit by staff and students from Kansai was cancelled however with the support of our Japanese Tutors from the NT School of Languages our extension class and several other classes developed connections via the digital world.

The Durack School Board became the Approved Provider of the Outside School Hours Care Service (OSHC) at Durack School for 2021. In Semester 2, a Director was employed to prepare for the change in service providers from the YMCA to Durack School.

Although 2020 was a very different year for our school community we were able to engage in a range of community events that sometimes required modification:

- Ride to School Day, School Disco, Sports Day, Dress up Days

To conclude I would like to thank students, staff and the school community for the support they have given over the year. It is this support and trust that builds the sense of belonging and positive learning culture that we have at Durack School.

Cindy McLaren
Principal

School Board Report

In 2020 we welcomed our new School Principal Cindy McLaren to Durack School. Cindy has moved across from Bakewell School where she previously held the role as Acting Principal. Throughout her first year at Durack, Cindy has shown exceptional Leadership Skills that have helped Durack School move forward and grow through what has been a very challenging year.

At our AGM held in March we farewelled two Board Members, David Costelloe and Nicole Matthews and welcomed two new Board Members Laura McDonald and Kara McMahan. We thank both David and Nicole for their contributions to the School Board for the two years they volunteered their time, skills and effort.

From late March onwards COVID 19 had an effect on the running of the School and many changes were made to accommodate the 'New Way' of how the School was to function. The Executive Leadership Team at Durack School and all the teachers/staff are to be congratulated on the excellent service, flexibility, resilience and dedication that they provided to all students/families during this time.

Our Canteen staff manager (Laura) resigned and at the beginning of Term 4. It was decided to outsource the canteen to a local provider. Feedback about the menu and service has been very positive from both students and staff.

Car parking and the pick up and drop off is still an ongoing issue and throughout the year new plans for the carpark were discussed, both within Board Meetings and with the Department of Infrastructure and Palmerston City Council. Plans are still being revised and we hope to now have the carpark completed in 2021.

An Infrastructure committee was formed and many areas around the school grounds have been identified to be fixed or upgraded in coming years.

After reviewing feedback about the YMCA OSHC (Outside School Hours Care), it was moved by the Board that Durack School manage our own OSHC from 2021. We have been fortunate to have Julia Deveney come onboard as our Director for the new Durack School OSHC and thank her for the work she has done to get the OSHC up and running by February 2021. We welcome Julia and all the OSHC staff to Durack School.

Throughout the year, the School Board ratified the Updated School Board Constitution, new Uniform Policy and an updated Food Awareness Policy.

Term 4 saw the start of the Playgroup, held in the Preschool classroom on Thursdays and Fridays each week. Attendance since the playgroup has started has been exceptional and we believe this starts the positive relationship between the parents/children and school staff that will develop through their continuing education at Durack School.

We were able to hold School Disco in Term 4 (within COVID guidelines). This was welcomed by parents and students and well attended. It was fantastic to see students (and teachers) having a great time on the dance floor.

As Chairperson of the School Board, I would like to acknowledge our Business Manager, Cathy Kerr and all of the Administration Staff, our Grounds men, all the Teachers and Support Staff at the school as well as the Leadership team of Cindy McLaren, Kerry Vincent and Catherine Way for their invaluable contributions to the running of Durack School and for providing a wonderful and safe learning environment for all our children.

I look forward to working with the School Board again this year and seeing Durack School continue to prosper and grow.

Lyndell Nichols
Durack School Board Chairperson

Identified signature strategies for 2020 school year

Recharge 5: Targeted and Strategic Differentiation

Goal:

Ensure targeted and differentiated support and programs in Writing and Maths are embedded and drive Student Achievement Data.

Action:

- Develop an explicit, coherent, sequenced plan for curriculum delivery in mathematics and writing across the school through consistent pedagogy and effective coaching (Engage 3).

Progress:

Writing -

A – E Data on Writing



A goal in the 2020 Strategic Plan was to raise student A – E grades in writing by 15%. This increase in grades was from any starting point, so an:

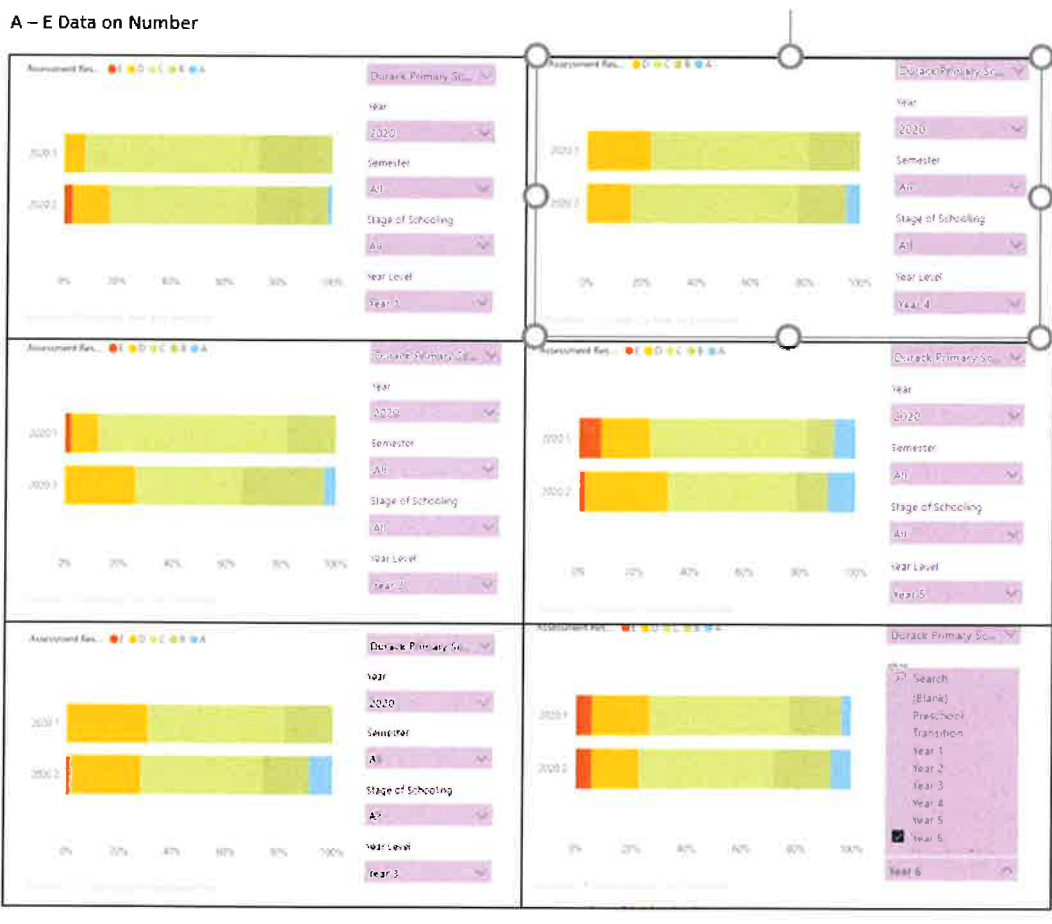
$E \rightarrow D, D \rightarrow C, C \rightarrow B$ and $B \rightarrow A$.

Although we did not reach the 15% in all year levels, we did improve student achievement in writing in all year levels. The specific actions that were implemented to improve outcomes were successful which included:

- Durack Writing Pedagogy developed and implemented.

- Writing Coach identified.
- A Differentiation Teacher in Year 3/4 - Each Year 3/4 class had a second teacher join three of their hour long writing lessons to work with a group of students.
- A focus was placed on persuasive and narrative writing. This focus has been mandatory in the newly written Durack Writing Pedagogy.
- NAPLAN was cancelled Australia wide due to COVID. To provide students with the opportunity to be familiar with NAPLAN testing conditions and to provide us with data, trial NAPLAN tests, including writing, were conducted for all student in Year 2 to 6.
- Early Childhood assessment rubrics were developed and used for end of year assessment.
- PM writing program was trailed in several classes and feedback was provided on the program.

Maths:



A goal in the 2020 Strategic Plan was to raise student A – E grades in Number by 15%. This increase in grades was from any starting point, so an:

E → D, D → C, C → B and B → A.

Although we did not reach the 15% in all year levels, we did improve student achievement in number in all year levels and increase achievement numbers in the grades 'B' and 'A'. The specific actions that were implemented to improve outcomes were successful which included:

- Review of Maths program implemented at Durack: Meaningful Maths.
- Meaningful Maths Coach identified and coaching implemented in Term 2 and 3.
- Due to staff changes the school was unable to continue this role in Term 4.
- Differentiation Teacher in Year 1/2 classes - Each Year 1/2 class had a second teacher join. three of their hour long number lessons to work with a group of students.
- A focus was placed on hands on learning to engage the students.
- NAPLAN was cancelled Australia wide due to COVID. To provide students with the opportunity to be familiar with NAPLAN testing conditions and to provide us with data, trial.
- NAPLAN tests, including Numeracy, were conducted for all students in Year 2 to 6.
- Professional Learning was provided for all staff to build their capacity and knowledge in the different Meaningful Maths Assessment Tools used at Durack.
- All staff participated in system level and school level professional learning opportunities.

Action:

- To develop and implement a systematic whole school approach to the collection, analysis and effective use of data, to enable every student to demonstrate growth in writing and math's (Engage 4).

Progress:

- Through rigorous professional dialogue and discussion the processes for collecting, analysing and using data were reviewed.
- The Durack School Assessment & Data Schedule 2021 – 2022 was developed in preparation for 2021.
- Data Folders: Data Folders were created for all students.

Action:

- All teaching staff will develop an Annual Professional Learning and Growth Plan in consultation with Executive Leadership that is linked to Continuous School Improvement (Engage 6).

Progress:

- Executive Leadership developed school wide processes for all staff to develop Annual Growth Plans and participate in professional dialogue.
- Regular scheduled opportunities were implemented for all staff to engage in professional discussions and share their plans and seek feedback and support.

Action:

- Develop an explicit, coherent, sequenced plan for curriculum delivery in mathematics and writing across the school through consistent pedagogy and effective coaching (Engage 3).

Progress:

- An explicit, coherent, sequenced plan for the curriculum delivery of writing was implemented and trialled in 3 classes. Feedback from participating teachers enabled adjustments to be made to the plan in preparation for whole school implementation in 2021.
- Due to staff changes the plan for maths was not completed. It was determined that in 2021 a full time Maths Pedagogical Coach would be employed to drive this action and drive Student Achievement Data.

- All teachers participated in the AFL (Assessment For Learning) program to continue to build their skills and knowledge to provide students with approaches and practices to be successful learners: Learning Intentions, Success Criteria, Bump It Up Walls

Overall reflection:

Durack School's CSI (Continuous School Improvement) in 2020 has set a solid foundation for our 2021 focus. Developing consistent whole school approaches and pedagogy will ensure that professional learning for all staff is targeted and strongly supports the pedagogical approaches and programs being implemented to improve SAD (Student Achievement Data).

In 2020 it was identified that Pedagogical coaches were required to assist teachers to enhance their practice in core curriculum areas. This approach will continue in 2021 and pedagogical coaches be identified and employed for Reading, Maths and Writing.

Identified pedagogical coaches in core curriculum areas will provide teachers with the support and opportunity to build their skills and capacity to deliver effective teaching learning experiences that are data and student driven.

Providing teaching teams with the opportunity to work and plan collaboratively in 2020 has built trust and a culture of collective efficacy and will continue to provide teachers with opportunities to improve and enhance their practice to drive improvements in SAD (Student Achievement Data).

For students to reach their full potential their Wellbeing must be 'in check'. In 2020 we focussed on Student Wellbeing by reviewing approaches, processes and policies. In 2021 the Durack School Student Wellbeing Framework will be implemented and all staff will participate in targeted professional learning. Durack School will also continue to be part of the 'Inclusive Practices' initiative with all Palmerston government schools and students and families will continue to have access to a Play Therapist which is a Durack School initiative. In 2021 a review of Durack Schools' processes and approaches to support students with additional needs with a focus on Student Wellbeing and engagement to support our diverse learners will be implemented. The review will focus on programs and resources.

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

What were the school's deliverables for this priority area in 2020?

- Striving for student attendance of 95%

What actions did the school undertake to address the deliverables?

- Review and adjust schools Attendance Plan
- Breakfast program offered to students whose attendance was below 80%
- Administration staff to make daily contact with families of students with 'un-notified' attendance
- An Individual Attendance Plan for each student below 80% attendance
- Communicating with families regularly
- Regular information in newsletters and on Facebook to share why attending school every day is important

What was the impact?

Student 1:

28 Sep 2020	0.00	16 Nov 2020	80.00
05 Oct 2020	0.00	23 Nov 2020	100.00
12 Oct 2020	100.00	30 Nov 2020	40.00
19 Oct 2020	60.00	07 Dec 2020	80.00
26 Oct 2020	40.00	14 Dec 2020	0.00
02 Nov 2020	0.00		
09 Nov 2020	0.00		

- Attendance of Student 1 increased when introduced to the school breakfast program
- Student also required support to get to school
- Discussion with family and plan developed for student to catch the bus to school

Student 2:

24 Aug 2020	60.00	12 Oct 2020	60.00
31 Aug 2020	40.00	19 Oct 2020	40.00
07 Sep 2020	0.00	26 Oct 2020	80.00
14 Sep 2020	0.00	02 Nov 2020	0.00
21 Sep 2020	60.00	09 Nov 2020	20.00
28 Sep 2020	0.00	16 Nov 2020	80.00
05 Oct 2020	0.00		

- Individual Attendance Plan developed for Student 2
- Family Cultural priorities and lifestyle were taken into consideration
- Communication with family has improved
- Student more engaged in learning

Average School Attendance:

Average attendance for 2020: 92.6%

- Term 1 poor attendance due to the pandemic greatly effected the yearly average attendance rate
- Term 2, 3 and 4 average attendance rate was 92.5%

What are the gaps?

- Parent Engagement: Ability to connect with parents and parents attending meetings to develop Attendance Plans was very poor

What are the next steps for 2021?

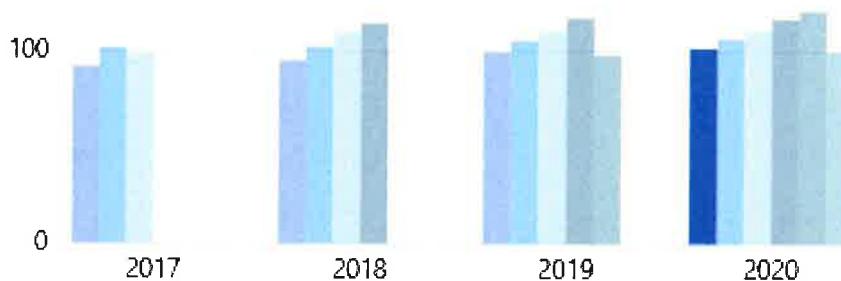
- Continue with Breakfast Program for identified students
- Send letters to parents/carers of students with attendance below 80% via post and email
- Continue providing all parents with vital information on the importance of attending school everyday

System Level Data – PAT Testing Replacing NAPLAN

Durack Scale Scores for Numeracy in Year 2 and 3 remained above the Australian Mean in 2020. The drop of scores to below the Australian Mean in Years 5 and 6 continued in 2020. We made no significant improvement. During 2020, we put in place differentiated teaching support for Maths in Years 1 and 2 and examined our curriculum and pedagogical approaches to teaching Maths. Strategic targets were set for 2021 and these will be supported by implementation of consistent pedagogical approaches, whole school curriculum planning and maths coaching.

Average Scale Score over time PAT-M

Year Level ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ● Australian mean scale score

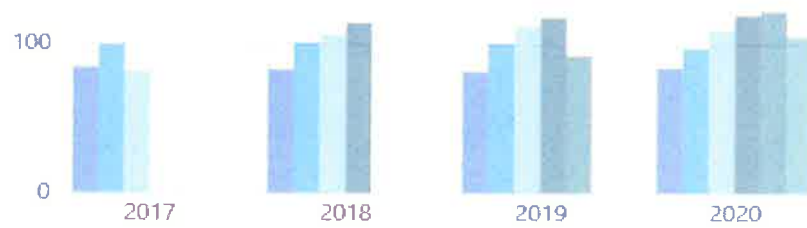


Durack Scale scores for Reading were close to or below the Australian Mean in 2020. This is similar to 2019. Scores for Reading in Year 6 were well below the Australian Mean and remained so in 2020. Approaches to teaching reading were reviewed in 2020 and a school-wide pedagogy was implemented. Staff participated in professional learning to implement this during our professional learning day in Term 3. Strategic targets were set for 2021 and these will be supported by implementation of consistent pedagogical approaches for guided reading and teacher coaching.

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Average Scale Score over time PAT-R

Year Level ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ● Australian mean scale score



Student Enrolment, Attendance and Learning

	2019				2020			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	5	89.7%	56	90.1%	2	92.9%	59	89.6%
Transition	8	93.6%	71	92.9%	6	81.8%	53	91.7%
Year 1	6	93.2%	58	91.9%	10	89.9%	66	93.4%
Year 2	4	92.1%	76	90.9%	4	92.4%	49	93.3%
Year 3	5	94.3%	57	92.7%	4	90.9%	72	94.2%
Year 4	4	97.6%	48	91.3%	7	87.7%	58	90.7%
Year 5	6	93.2%	54	91.6%	6	94.7%	52	93.0%
Year 6	6	84.1%	52	89.4%	9	88.0%	53	92.6%
Dureak Primary School	44	92.2%	471	91.5%	48	89.1%	463	92.6%

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Staff Survey 2020

National and Jurisdictional Questions Overview

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

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

	No. of responses	Response rate	Respondents				
			Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
2020	32	67%	3	27	24	5	2
2019	26	46%					
2018	34	63%					

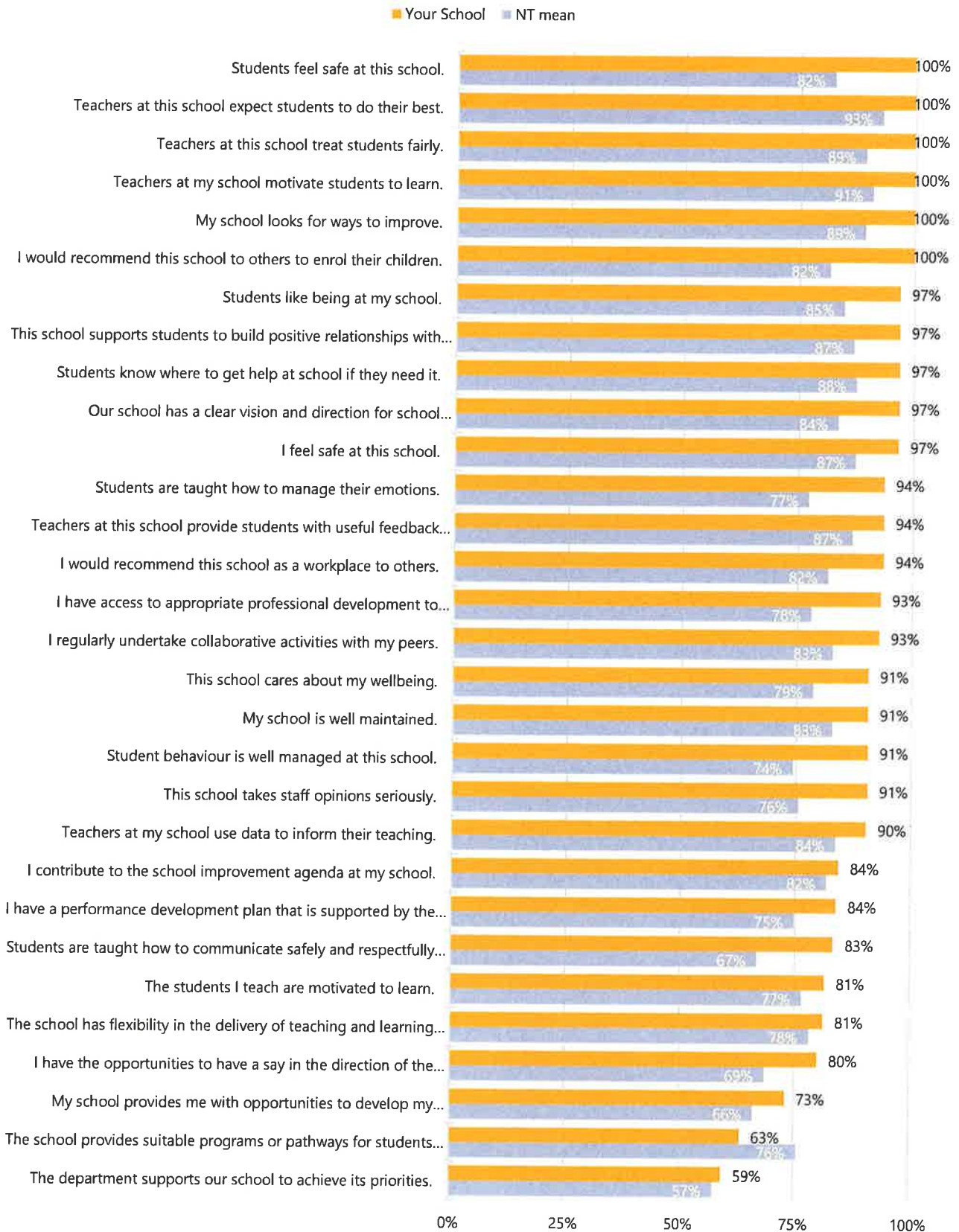
Highest scoring responses for 2020		Lowest scoring responses for 2020	
Students feel safe at this school.	100%	My school provides me with opportunities to develop my leadership capacity.	73%
Teachers at this school expect students to do their best.	100%	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further	63%
Teachers at this school treat students fairly.	100%	The department supports our school to achieve its priorities.	59%

Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
Students know where to get help at school if they need it.	+47%	97% 50%	The students I teach are motivated to learn.	-6%	81% 88%
My school provides me with opportunities to develop my leadership capacity.	+33%	73% 40%	Student behaviour is well managed at this school.	-9%	91% 100%
Students are taught how to manage their emotions.	+32%	94% 62%	Students are taught how to communicate safely and respectfully online.	-17%	83% 100%

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

Durack Primary School

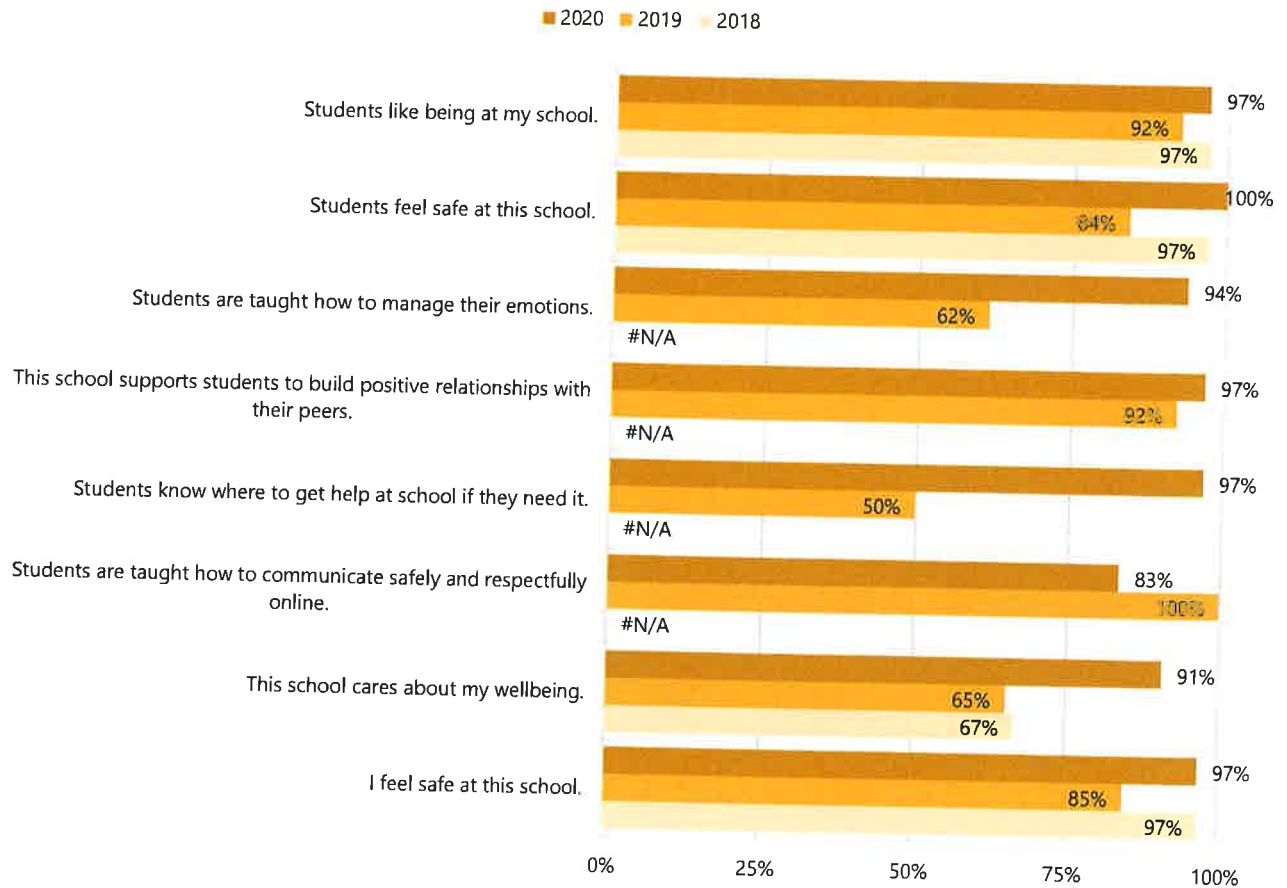
All questions (ranked high-low)



Durack Primary School

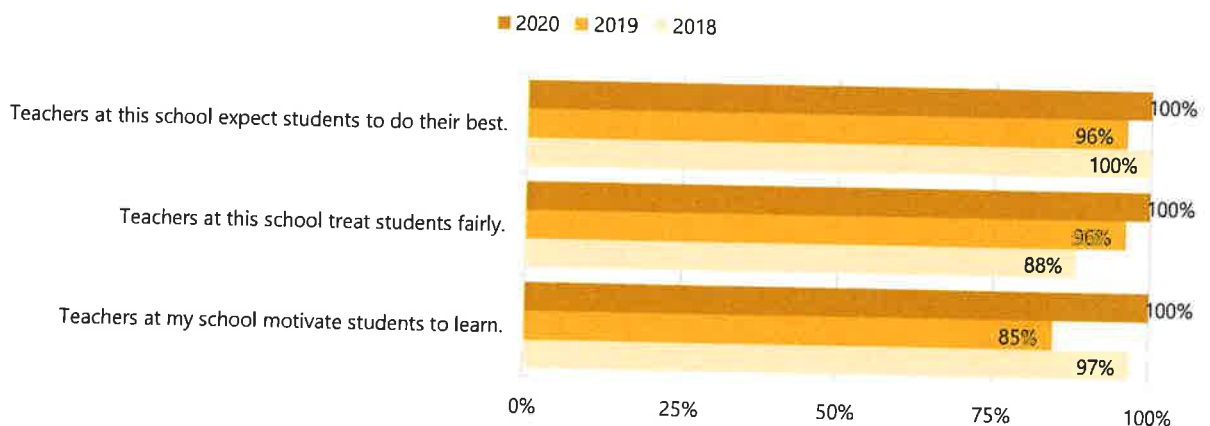
Wellbeing

These items measure whether staff think that the school fosters an environment where staff and students feel connected, safe, and supported at school.



Teacher-student relationships

These items measure whether teachers are fair and supportive in their interactions with students.

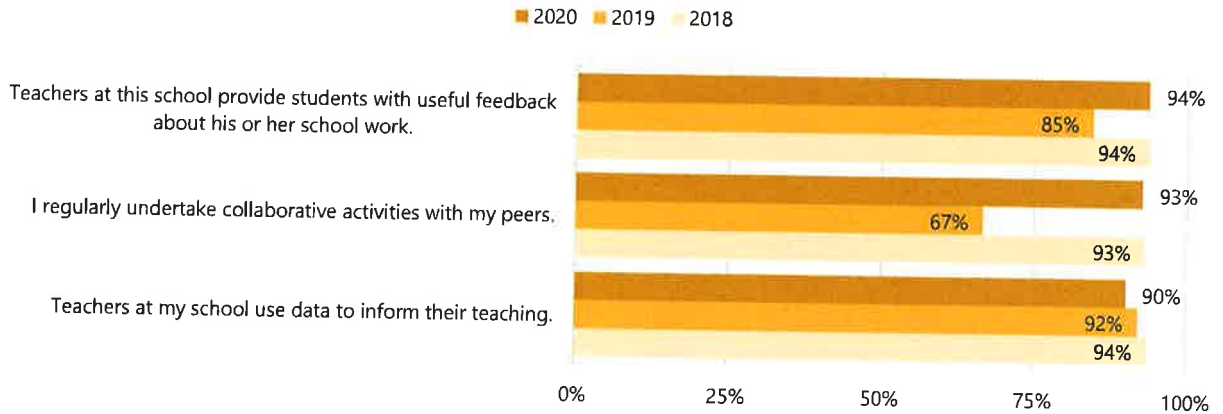


Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

Durack Primary School

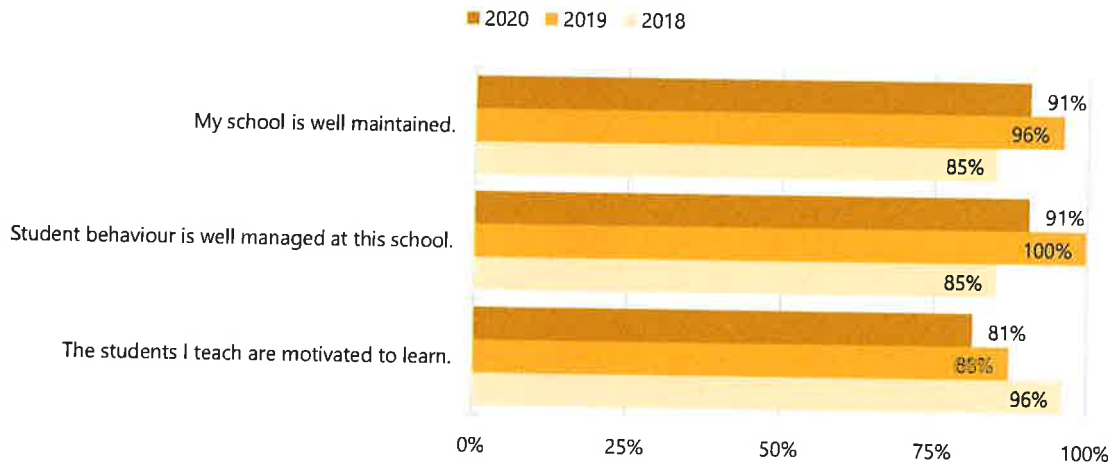
Quality teaching & learning

These items measure whether teachers use effective practices to deliver quality learning and teaching.



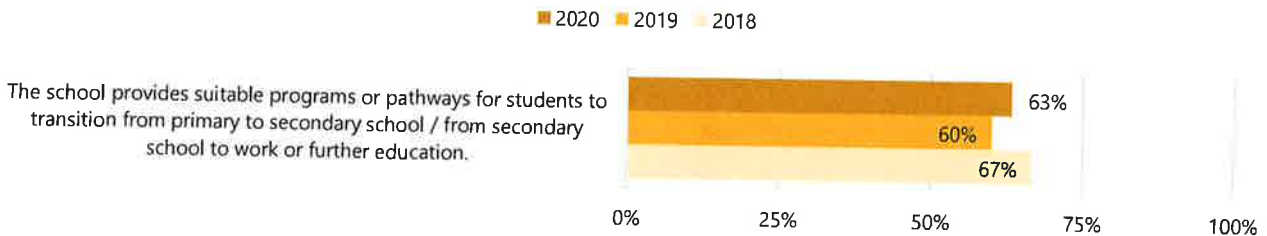
Positive learning environment

These items measure whether staff think that the school's learning environment is safe, respectful, and inclusive.



Transitions & pathways

These items measure whether staff think that the school successfully prepares students for different stages of school - from primary to secondary school, or from school to work or further education.

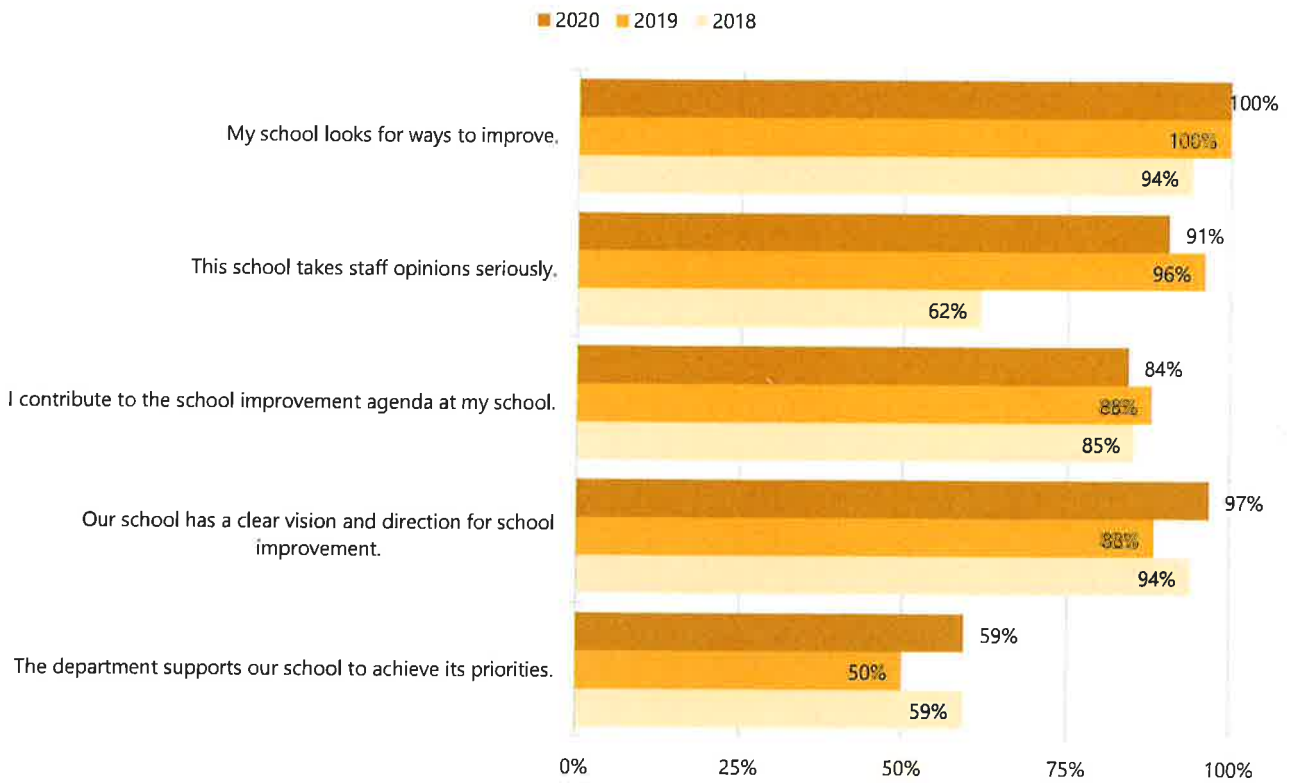


Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

Durack Primary School

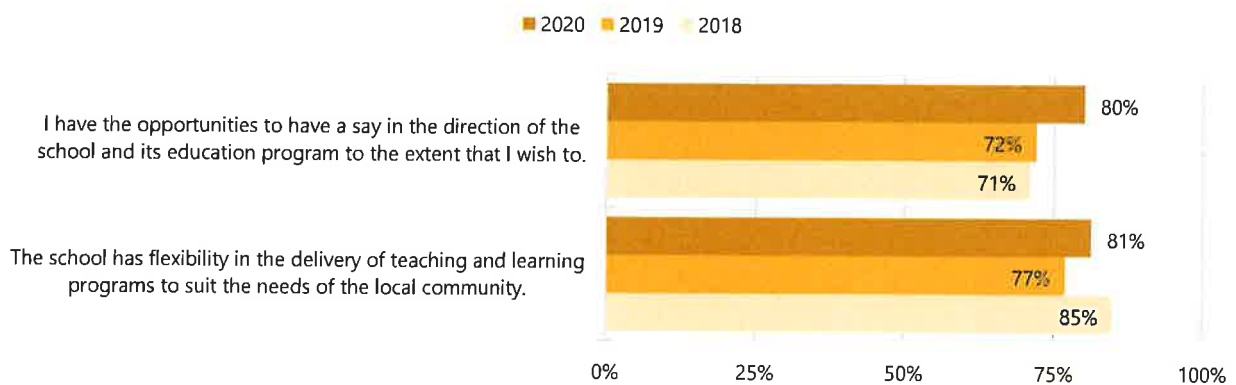
Shared vision & voice

These items measure whether staff feel that their voices are heard and valued.



School community engagement

These items measure whether staff think that the school fosters stakeholder engagement.

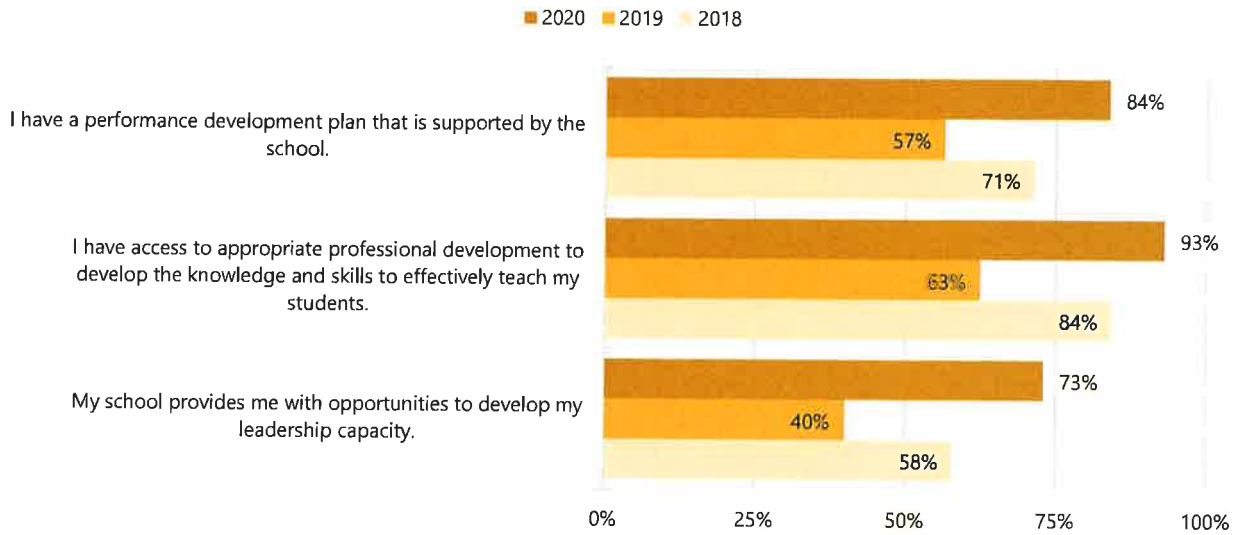


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Durack Primary School

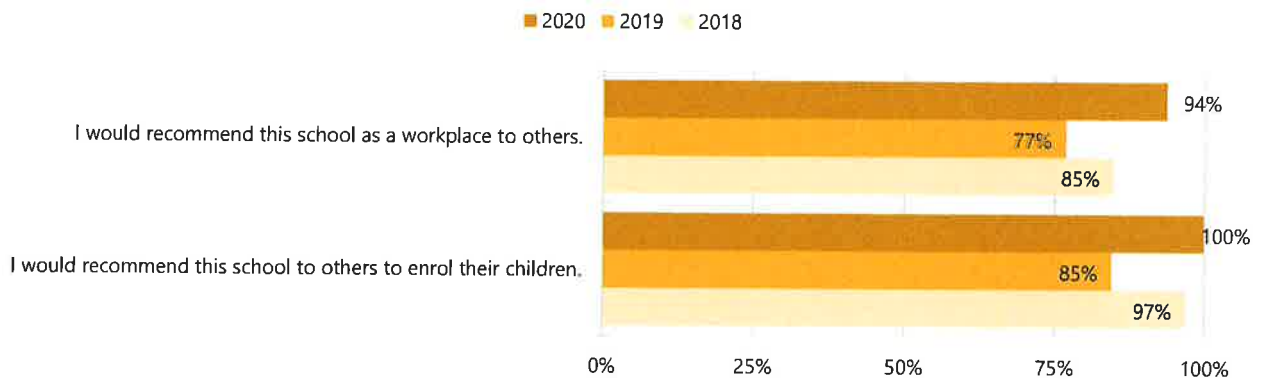
Professional development

These items measure whether staff feel the school provides adequate support for skill and career development.



School satisfaction

These items measure whether staff are satisfied with their school's performance, culture, and services.



Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

Durack Primary School

Staff Survey 2020

National and Jurisdictional Questions Overview

This section of the report provides each item disaggregated by respondent demographics.

To protect anonymity, items with three or fewer responses are suppressed ("Supp"). Empty cells (-) indicate that there are no data available.

The School Survey also provides an open text box for respondents to provide qualitative feedback to accompany their item responses. Principals are encouraged to access the detailed reports containing the raw survey data and text responses through the School Survey online tool.

	Total	Aboriginal	Non- Aboriginal	Teaching	Non- teaching	School leadership
No. of respondents	32	3	27	24	5	2

	Wellbeing				
	Aboriginal	Non- Aboriginal	Teaching	Non- teaching	School leadership
Students like being at my school.	Supp	96%	96%	100%	Supp
Students feel safe at this school.	Supp	100%	100%	100%	Supp
Students are taught how to manage their emotions.	Supp	96%	96%	80%	Supp
This school supports students to build positive relationships with their peers.	Supp	96%	96%	100%	Supp
Students know where to get help at school if they need it.	Supp	96%	96%	100%	Supp
Students are taught how to communicate safely and respectfully online.	Supp	85%	87%	75%	Supp
This school cares about my wellbeing.	Supp	96%	92%	80%	Supp
I feel safe at this school.	Supp	100%	96%	100%	Supp

	Teacher-student relationships				
	Aboriginal	Non- Aboriginal	Teaching	Non- teaching	School leadership
Teachers at this school expect students to do their best.	Supp	100%	100%	100%	Supp
Teachers at this school treat students fairly.	Supp	100%	100%	100%	Supp
Teachers at my school motivate students to learn.	Supp	100%	100%	100%	Supp

Durack Primary School

Quality teaching & learning

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
Teachers at this school provide students with useful feedback about his or her school work.	Supp	93%	96%	80%	Supp
I regularly undertake collaborative activities with my peers.	Supp	96%	96%	50%	Supp
Teachers at my school use data to inform their teaching.	Supp	88%	92%	100%	Supp

Positive learning environment

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
My school is well maintained.	Supp	89%	92%	80%	Supp
Student behaviour is well managed at this school.	Supp	93%	92%	80%	Supp
The students I teach are motivated to learn.	Supp	78%	83%	100%	Supp

Transition & pathways

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	Supp	58%	52%	100%	Supp

Shared vision & voice

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
My school looks for ways to improve.	Supp	100%	100%	100%	Supp
This school takes staff opinions seriously.	Supp	89%	88%	100%	Supp
I contribute to the school improvement agenda at my school.	Supp	81%	83%	100%	Supp
Our school has a clear vision and direction for school improvement.	Supp	96%	96%	100%	Supp
The department supports our school to achieve its priorities.	Supp	56%	58%	60%	Supp

Durack Primary School

School community engagement

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
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.	Supp	85%	83%	75%	Supp
The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	Supp	81%	79%	100%	Supp

Professional Development

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
I have a performance development plan that is supported by the school.	Supp	85%	91%	40%	Supp
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	Supp	96%	96%	50%	Supp
My school provides me with opportunities to develop my leadership capacity.	Supp	74%	70%	67%	Supp

School satisfaction

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
I would recommend this school as a workplace to others.	Supp	96%	92%	100%	Supp
I would recommend this school to others to enrol their children.	Supp	100%	100%	100%	Supp

For information on the Northern Territory Government School Survey please contact
 NT Department of Education School Survey team
 (08) 8999 5790
schoolsurvey.doe@nt.gov.au

Durack Primary School

Student Survey 2020

National and Jurisdictional Questions Overview

The annual Student Survey captures insights into student wellbeing, engagement, and learning from students' own perspective. The mandated survey contains national and jurisdictional questions that assess six key themes: **Wellbeing, Teacher-student relationships, Quality teaching & learning, Positive learning environment, Transitions & pathways, and Shared vision & voice.** Students are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree.

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

	Responses (all years)	Response rate (Years 5-12 only):	Respondents			
			Aboriginal	Non-Aboriginal	Male	Female
2020	42	40%	5	32	18	22
2019	154	73%				
2018	144	75%				

Highest scoring responses for 2020:		Lowest scoring responses for 2020:	
I have good friends that I care about.	98%	I felt ready to start Primary/Middle/Senior School.	67%
My teachers expect me to do my best.	95%	I can talk to my teachers about my concerns.	60%
I know how to communicate safely and respectfully when I am online.	93%	Student behaviour is well managed at this school.	57%

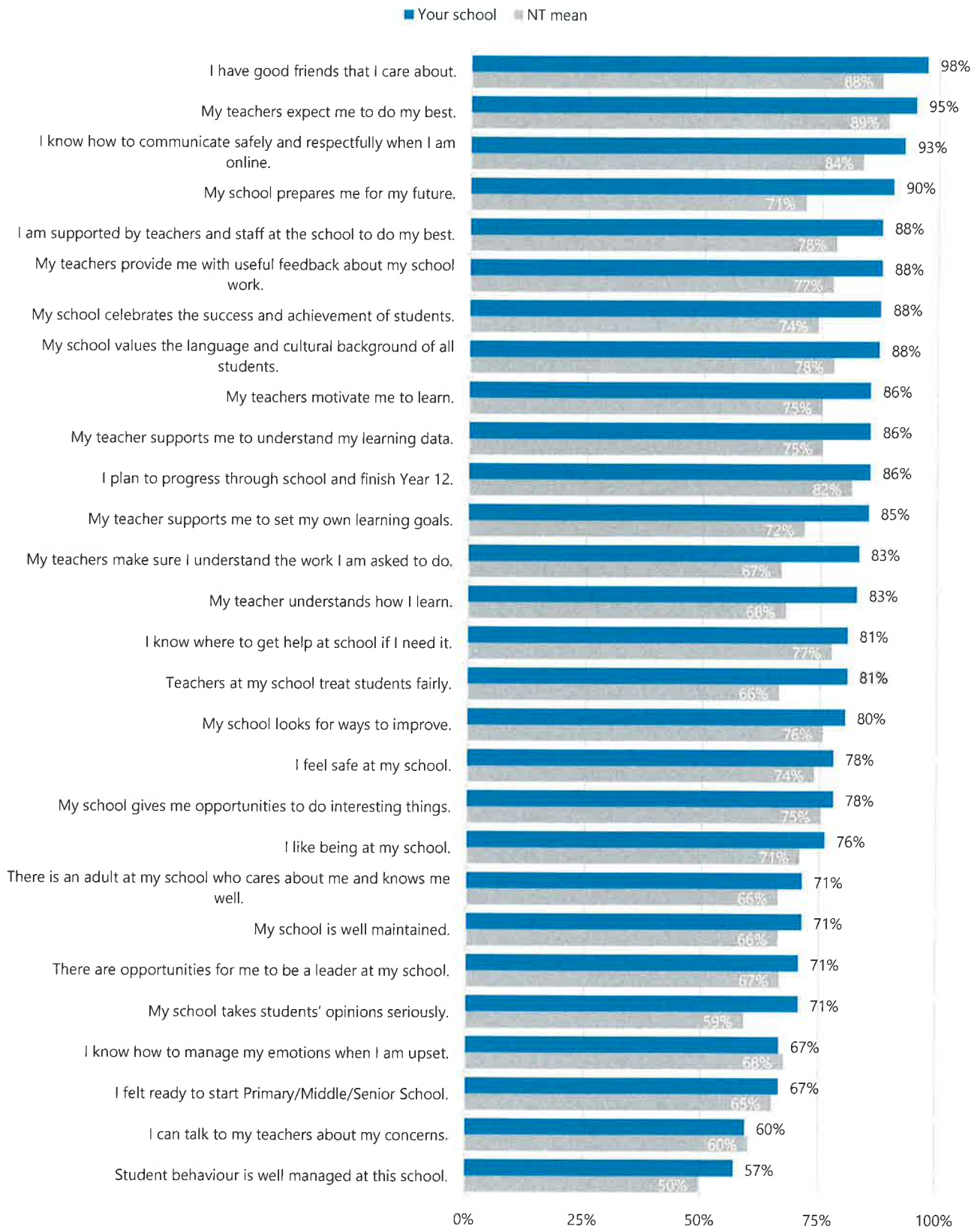
Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
I know how to communicate safely and respectfully when I am online.	+17%	93% 76%	I can talk to my teachers about my concerns.	-11%	60% 70%
I have good friends that I care about.	+16%	98% 81%	I know how to manage my emotions when I am upset.	-17%	67% 84%
My teachers make sure I understand the work I am asked to do.	+16%	83% 68%	I felt ready to start Primary/Middle/Senior School.	-19%	67% 86%

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

To protect confidentiality, surveys with three or fewer responses are suppressed. All raw results (including any school-specific additional questions) can be accessed by school principals via the School Survey online tool.

Durack Primary School

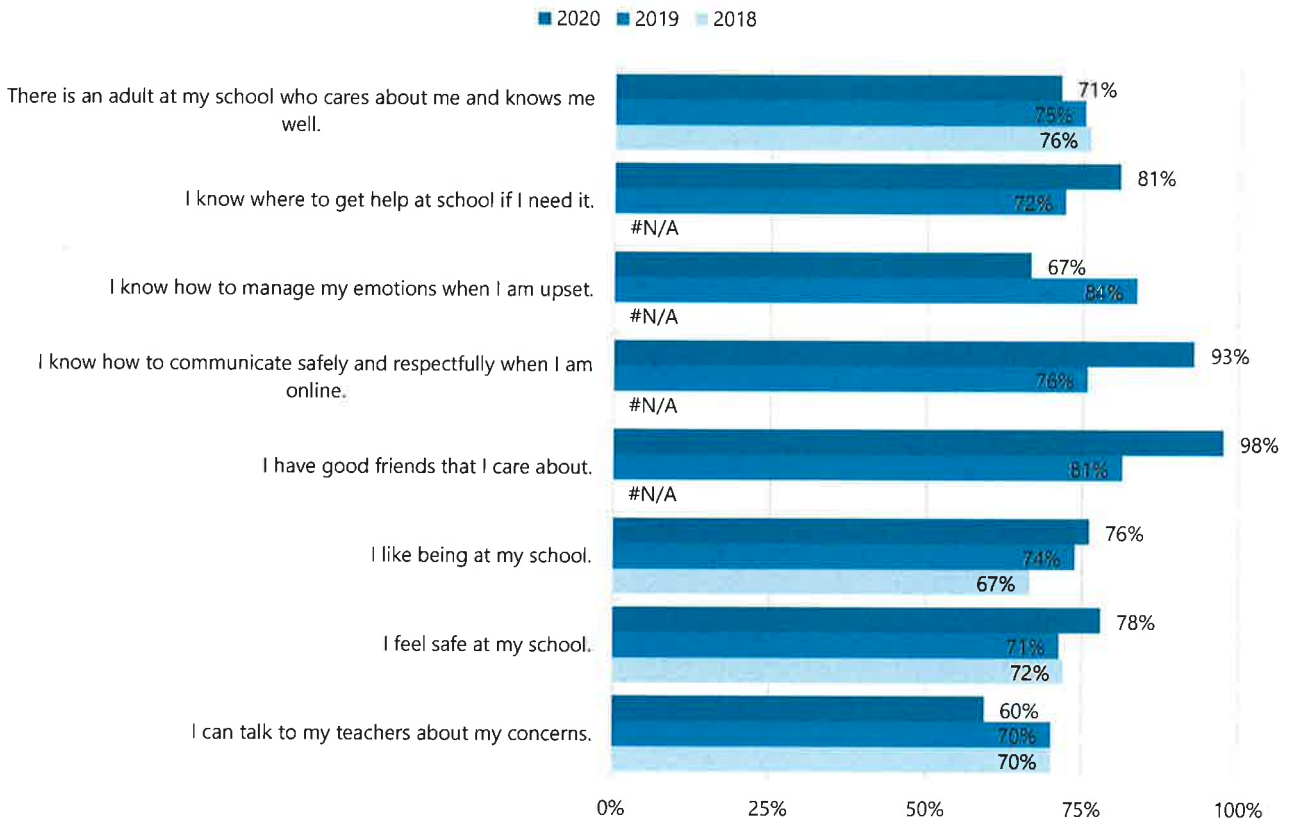
All questions (ranked high-low)



Durack Primary School

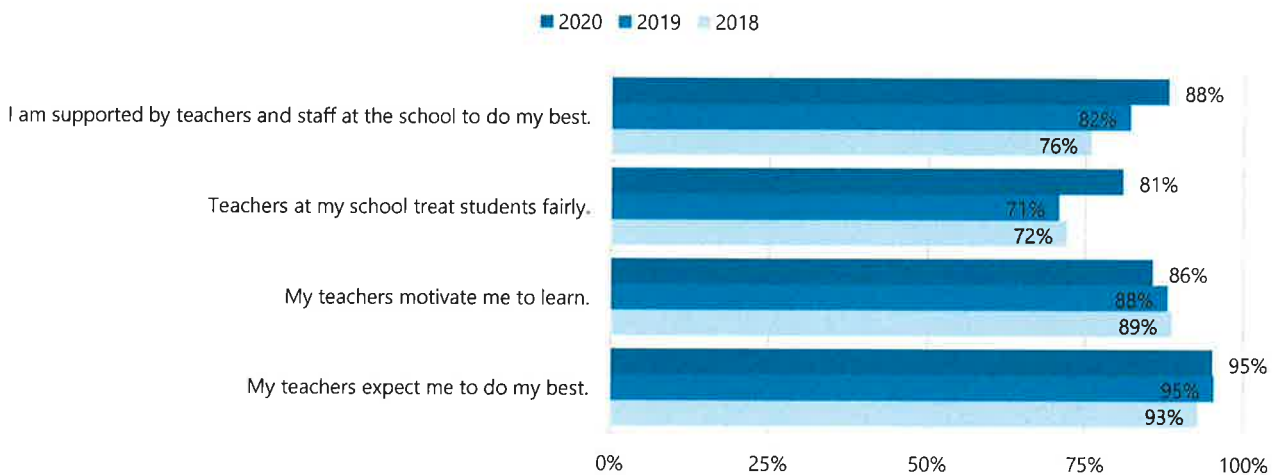
Wellbeing

These items measure whether students feel connected, safe, and supported at school.



Teacher-student relationships

These items measure whether students experience both fair and supportive interactions with their teachers.

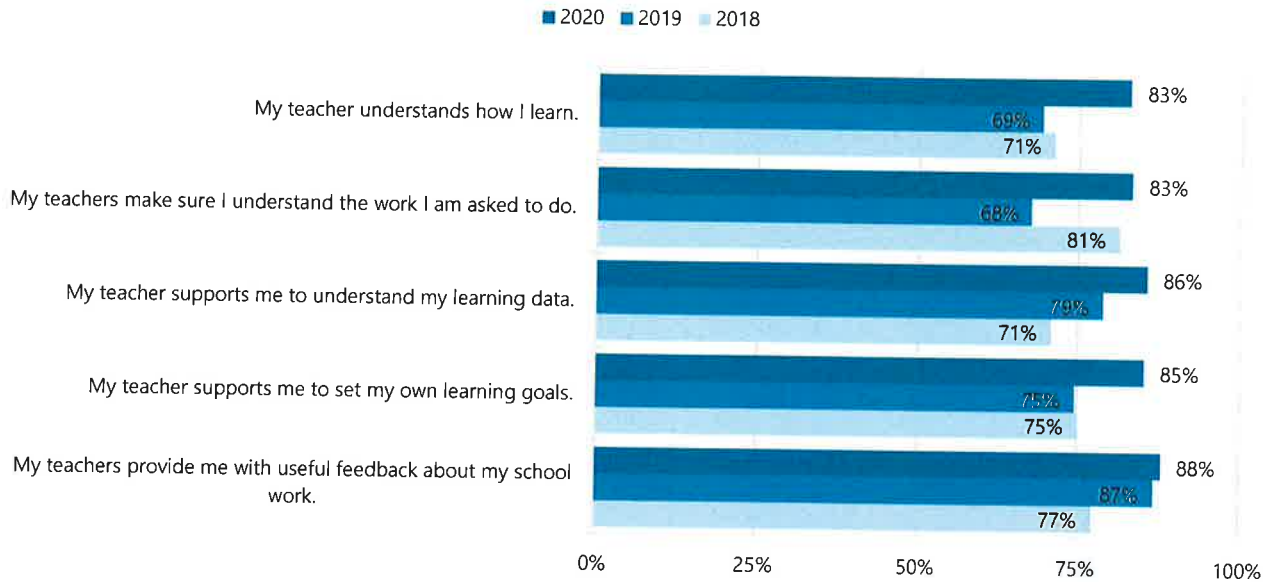


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Durack Primary School

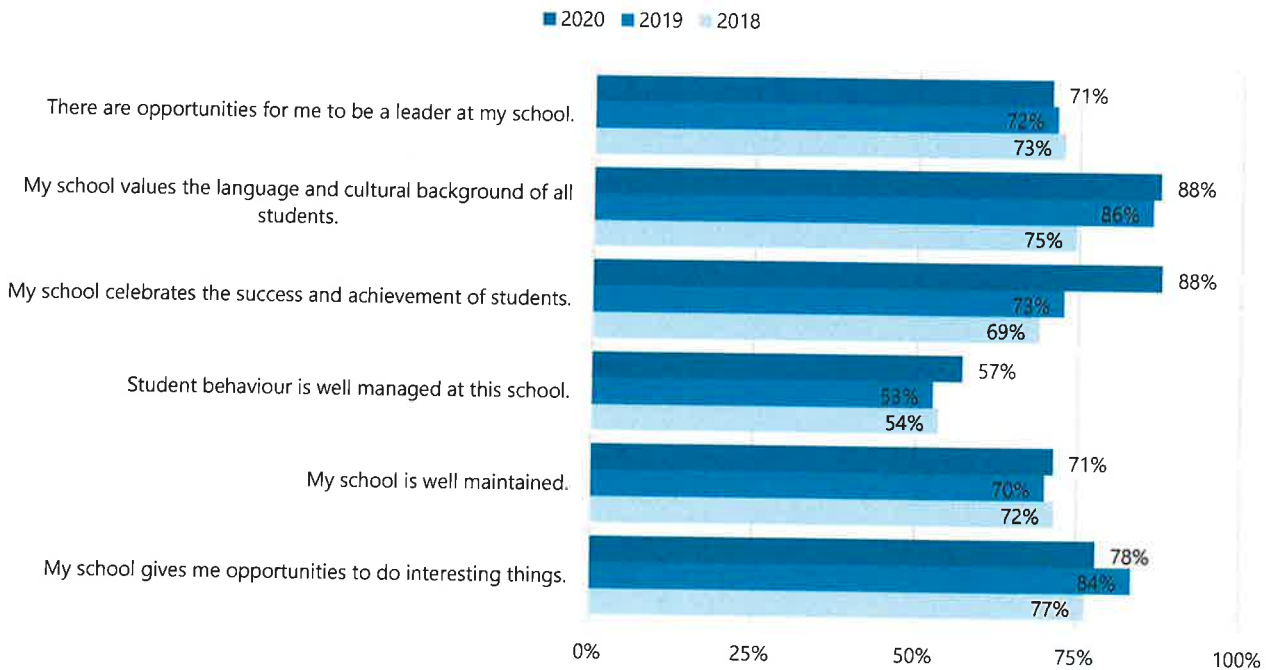
Quality teaching & learning

These items measure whether students experience appropriate feedback and differentiated support from their teachers.



Positive learning environment

These items measure whether students experience a learning environment that is safe, respectful, inclusive, and one that promotes learning and engagement.

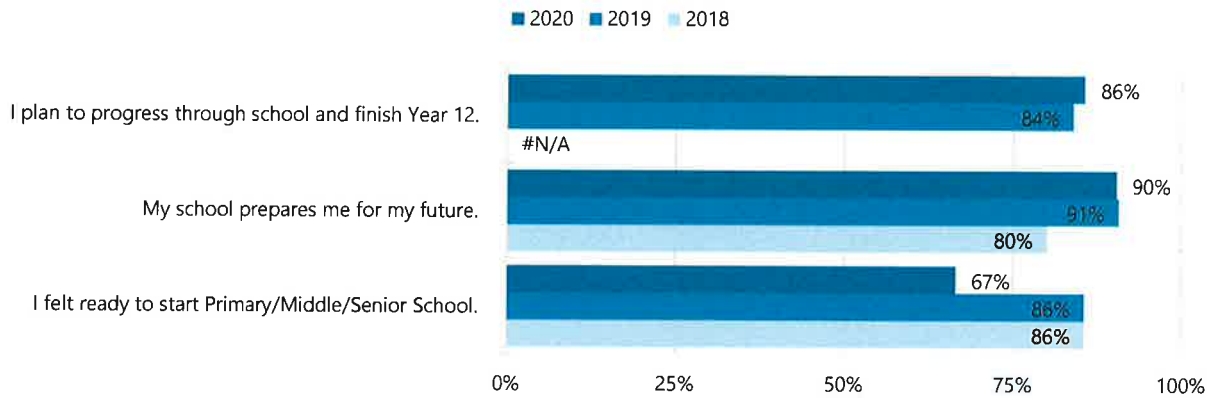


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Durack Primary School

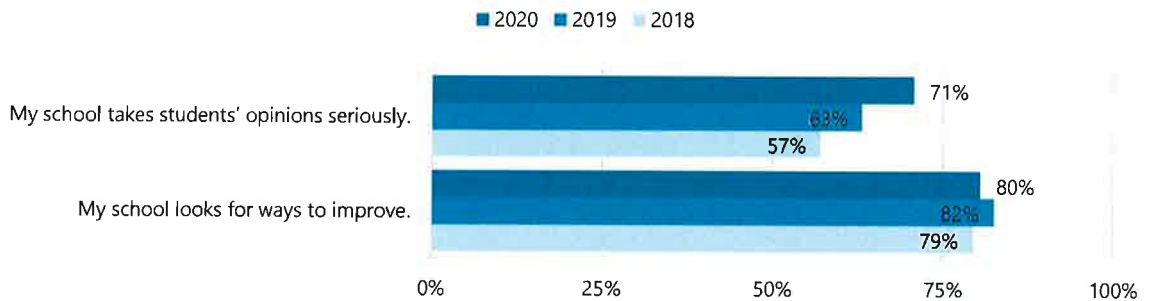
Transitions & pathways

These items measure whether students feel prepared for the different stages of school and beyond.



Shared vision & voice

These items measure whether students feel that their voices are heard and valued at school.



Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

Durack Primary School

Student Survey 2020

National and Jurisdictional Questions

This section of the report provides **each item** disaggregated by respondent demographics.

To protect anonymity, items with three or fewer responses are suppressed ("Supp"). Empty cells (-) indicate that there are no data available.

The School Survey also provides an open text box for respondents to provide **qualitative feedback** to accompany their item responses. Principals are encouraged to access the detailed reports containing the raw survey data and text responses through the School Survey online tool.

		Early Years	Year 4	Year 5	Year 6	Overall
No. of respondents:	Male	0	0	9	9	18
	Female	0	0	11	11	22
	Aboriginal	0	0	1	4	5
	Non-aboriginal	0	0	17	15	32
	Total	0	0	21	21	42

		Wellbeing				
		Early Years	Year 4	Year 5	Year 6	Overall
My school values the language and cultural background of all students.	Male	-	-	75%	89%	82%
	Female	-	-	100%	80%	90%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	88%	80%	84%
	Total	-	-	90%	85%	88%
I feel safe at my school.	Male	-	-	67%	100%	83%
	Female	-	-	91%	60%	76%
	Aboriginal	-	-	Supp	67%	75%
	Non-aboriginal	-	-	82%	80%	81%
	Total	-	-	81%	75%	78%
I like being at my school.	Male	-	-	56%	89%	72%
	Female	-	-	100%	64%	82%
	Aboriginal	-	-	Supp	75%	80%
	Non-aboriginal	-	-	76%	73%	75%
	Total	-	-	81%	71%	76%
I have good friends that I care about.	Male	-	-	100%	100%	100%
	Female	-	-	100%	91%	95%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	100%	93%	97%
	Total	-	-	100%	95%	98%
I know how to communicate safely and respectfully when I am online.	Male	-	-	78%	100%	89%
	Female	-	-	100%	91%	95%
	Aboriginal	-	-	Supp	75%	80%
	Non-aboriginal	-	-	88%	100%	94%
	Total	-	-	90%	95%	93%

Durack Primary School

		Wellbeing				
		Early Years	Year 4	Year 5	Year 6	Overall
I know how to manage my emotions when I am upset.	Male	-	-	67%	56%	61%
	Female	-	-	82%	64%	73%
	Aboriginal	-	-	Supp	75%	80%
	Non-aboriginal	-	-	71%	60%	66%
	Total	-	-	76%	57%	67%
I know where to get help at school if I need it.	Male	-	-	78%	89%	83%
	Female	-	-	73%	82%	77%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	76%	87%	81%
	Total	-	-	76%	86%	81%
There is an adult at my school who cares about me and knows me well.	Male	-	-	44%	100%	72%
	Female	-	-	73%	64%	68%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	59%	73%	66%
	Total	-	-	62%	81%	71%

		Teacher-student relationships				
		Early Years	Year 4	Year 5	Year 6	Overall
My teachers expect me to do my best.	Male	-	-	78%	100%	89%
	Female	-	-	100%	100%	100%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	88%	100%	94%
	Total	-	-	90%	100%	95%
My teachers motivate me to learn.	Male	-	-	67%	78%	72%
	Female	-	-	100%	91%	95%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	82%	80%	81%
	Total	-	-	86%	86%	86%
Teachers at my school treat students fairly.	Male	-	-	100%	56%	78%
	Female	-	-	91%	73%	82%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	100%	60%	81%
	Total	-	-	95%	67%	81%
I am supported by teachers and staff at the school to do my best.	Male	-	-	67%	100%	83%
	Female	-	-	100%	91%	95%
	Aboriginal	-	-	Supp	100%	100%
	Non-aboriginal	-	-	82%	93%	88%
	Total	-	-	86%	90%	88%