

2023 NT School Survey Report

Anula Primary School



2023 NT School Survey Report

What is the NT School Survey?

The annual NT School Survey captures insights from students, their families and staff about school performance, culture, and services. The mandated survey contains national and jurisdictional questions that provide valuable perceptions of Northern Territory Government school communities' to drive improvement in our schools and for the system.

What is this report?

This report brings together data from the student, parents and staff survey to support the use of school survey data. Survey questions are grouped into 10 themes. Whilst many survey questions provide insights on a range of themes, they have been grouped to support meaningful analysis. The below table shows each theme covered in the student, parent/carer and school staff surveys.



Survey themes	Student Survey	Parent Survey	Staff Survey
Wellbeing	✓	✓	✓
Teacher-student relationships	✓	✓	✓
Quality teaching & learning	✓	✓	✓
Positive learning environment	✓	✓	✓
Transition & pathways	✓	✓	✓
Shared vision & voice	✓	✓	✓
Growth mindset & perseverance	✓		
School community engagement		✓	✓
School satisfaction		✓	✓
Professional development			✓

✓ Themes covered in each survey group.

Report contents

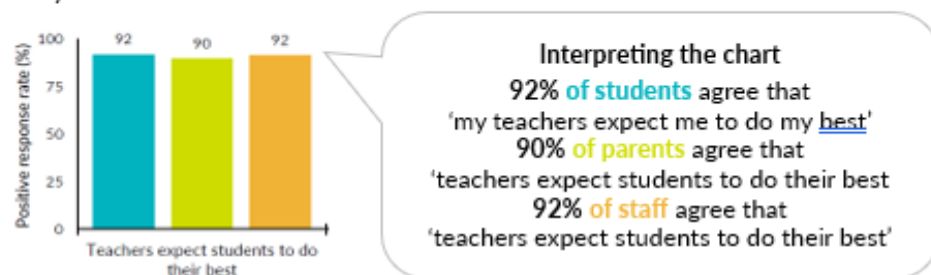
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Analysis by theme

Triangulation

These graphs bring together student, parent and staff responses that are aligned for comparison. It is important to note that questions differ slightly between the groups, so the individual questions need to be considered when analysing these graphs. There will be gaps in graphs as not every question is covered across all survey groups. These graphs can help provide insights on where students, parents and staff have similar or differing perceptions. Lines of inquiry are provided alongside these graphs to support analysis.



Trends (5 years)

These graphs provide 5 years of data (where available) for each survey question for each group; student, parent and staff. These graphs order the results with the latest year at the top. A gap in this chart represents a missing question; either the question was introduced in later years or was missing from your school survey.

Cohort comparisons

A summary table is provided for each survey group; student, parents and staff. The number in the first column next to each question indicates the order of the survey questions from most to least positive i.e., 1 = the most positive question. A range of comparisons is also provided, including results at a region and whole-of-system level, and various cohort disaggregation's.

Unpacking the results

Measuring participation rates

Participation rates for students and staff are calculated using the number of responses received and counts as at August Age Grade Census. The student response rate is calculated using the number of responses from the target year levels (Year 5-12) and the number of Year 5-12 students enrolled at August Age Grade Census.

Participation numbers count all responses from students, parents, and staff.

Measuring positive response rates

This report presents results using 'positive response rates'. Participants are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. 'Positive response rates' show the proportion of participants who responses agree and strongly agree with each statement as a percentage (%). Figures are rounded.



$$\text{Positive response rate} = \frac{\text{Number of Agree + Strongly Agree responses}}{\text{Total number of responses (excluding not applicable responses)}}$$

Anonymity and data suppression

Responses to the School Survey are anonymous and this report is designed to protect anonymity. No attempt to identify individual responses is to be made.

Data will be 'suppressed' where less than 4 responses were received, i.e., if there are 3 responses from 'school leadership' the data will not be shown for this breakdown and will be 'suppressed'. In the data tables, 'Supp' indicates the data has been suppressed. In graphs, suppressed data will not appear.

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Raw data

Results for each school are captured and stored in the Education Services Australia School Survey Online Tool –

<https://www.schoolsurvey.edu.au/Welcome>

'How to' guides for accessing the website and raw data are available on eLearn. Contact your school survey champion or the School Survey team if you require support.

Sharing school survey data

Schools are encouraged to share their survey insights with their school community, to celebrate their success and discuss areas for improvement. Regional and NT results are not publicly available. Visit eLearn for more information and resources.

Using school survey data

School Survey insights can help inform school and system improvement planning, such as establishing a basis for setting targets, measuring progress, and evaluating improvement efforts.

School Survey can be a valuable source of information for Inquiry.

Inquiry + Implementation = Improvement



Inquiry questions are provided throughout this report to support further exploration of the results.

Further information

Visit eLearn for a range of School Survey resources, including research spotlights, 'how to' guides and FAQ's –

<https://elearn.ntschoools.net/leading-school-improvement/assess/school-survey>

For further information or feedback on this report, please contact the School Survey team.

schoolsurvey.doe@education.nt.gov.au

08 8901 4991

Participation

RESPONSES
 In determining reliability of survey results, consider sample size, number and diversity of respondents against school population. Compositions of schools and previous participation rates also need to be considered when comparing survey results with previous years. When analysing participation graphs, consider response rate first. Changes in enrolment can impact participation numbers and rates.



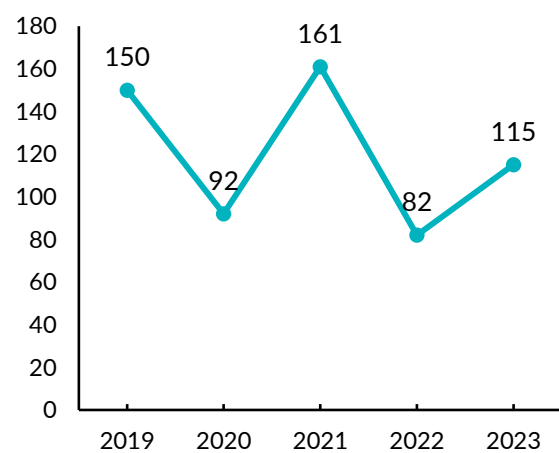
Is this data representative?

How many responses were received?

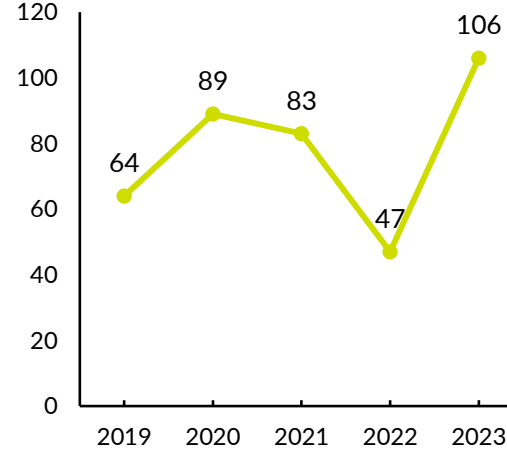
From who?

What needs to be considered when analysing these results?

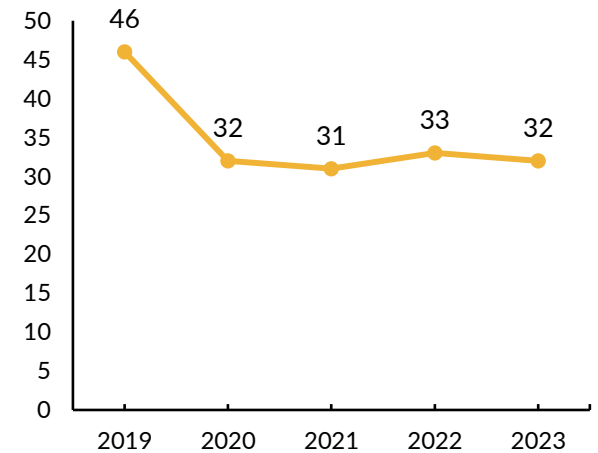
Students				Parents			Staff			
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate	
2023	115	72	63%	2023	106		2023	32	51%	
2022	82	82	81%	2022	47		2022	33	62%	
2021	161	75	85%	2021	83		2021	31	58%	
2020	92	92	88%	2020	89		2020	32	59%	
2019	150	76	80%	2019	64		2019	46	92%	



● Number of responses (all years)



● Number of responses (all years)



● Number of responses (all years)

2023 Responses	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
	Student	115	23	92	0	115	0	0	-	-
Parents	106	8	98	62	44	0	0	-	-	-
Staff	32	2	30	5	6	0	0	18	4	3

*breakdowns may not add up to the overall total as they do not include 'N/A or nil responses'

Most positive and least positive responses

HIGHEST / LOWEST	Student			
	Most Positive items for 2023		Least Positive items for 2023	
These tables identify the three most positive and least positive responses for each survey group; student, parent and staff.	I have good friends that I care about.	92%	Student behaviour is well managed at this school.	50%
	My school looks for ways to improve.	91%	I can talk to my teachers about my concerns.	56%
	I know how to communicate safely and respectfully when I am online.	89%	Teachers at my school treat students fairly.	59%
	Parent/carer			
	Most Positive items for 2023		Least Positive items for 2023	
<p>What are the areas of strength?</p> <p>What are the opportunities for improvement?</p>	This school is well maintained.	95%	I have opportunities to have a say in the direction of the school and its education programs.	64%
	Teachers at this school expect my child to do his or her best.	94%	My child knows how to communicate safely and respectfully online.	71%
	My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	92%	My child knows how to manage their emotions.	71%
Are there similar themes across the survey groups; students, parents and staff?	Staff			
	Most Positive items for 2023		Least Positive items for 2023	
How do these results compare with the region and NT? (refer to the cohort comparison section)	Students feel safe at this school.	100%	My school provides me with opportunities to develop my leadership capacity.	57%
	Students like being at my school.	100%	The department supports our school to achieve its priorities.	59%
	My school is well maintained.	100%	This school takes staff opinions seriously.	59%

Change from previous year (2023 v 2022)

CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2023 vs 2022	Lowest ranking items	% point change	2023 vs 2022
<p>This table presents the first three and last three items when ranked in order of percentage point change.</p> <p>Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.</p> <p>Are the changes significant? How many responses do they represent?</p> <p>What are the areas of strength?</p> <p>What are the opportunities for improvement?</p> <p>Are there similar themes across the survey groups; students, parents and staff?</p>	Student					
	I know how to manage my emotions when I am upset.	+11%	68% 57%	My teachers provide me with useful feedback about my school work.	-17%	68% 85%
	My school is well maintained.	+11%	77% 66%	Teachers at my school treat students fairly.	-16%	59% 75%
	I participate in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	+8%	81% 73%	My teacher supports me to set my own learning goals.	-13%	77% 90%
	Parent/carer					
	My child feels included in their learning environment.	+1%	89% 87%	This school takes students' opinions seriously.	-21%	72% 93%
	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	-1%	92% 93%	I have opportunities to have a say in the direction of the school and its education programs.	-16%	64% 80%
	My child knows how to communicate safely and respectfully online.	-1%	71% 72%	This school looks for ways to improve.	-14%	80% 93%
	Staff					
	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education	+6%	86% 80%	I would recommend this school as a workplace to others.	-28%	63% 91%
Students are taught how to communicate safely and respectfully online.	+4%	79% 75%	This school takes staff opinions seriously.	-19%	59% 79%	
Students feel safe at this school.	+3%	100% 97%	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.	-17%	65% 82%	

Theme: Wellbeing - Triangulation

WELLBEING

Ensuring students and school staff feel safe, supported and welcome in their environment is foundational to a schools ability to engage its students and create a learning culture for continuous improvement.



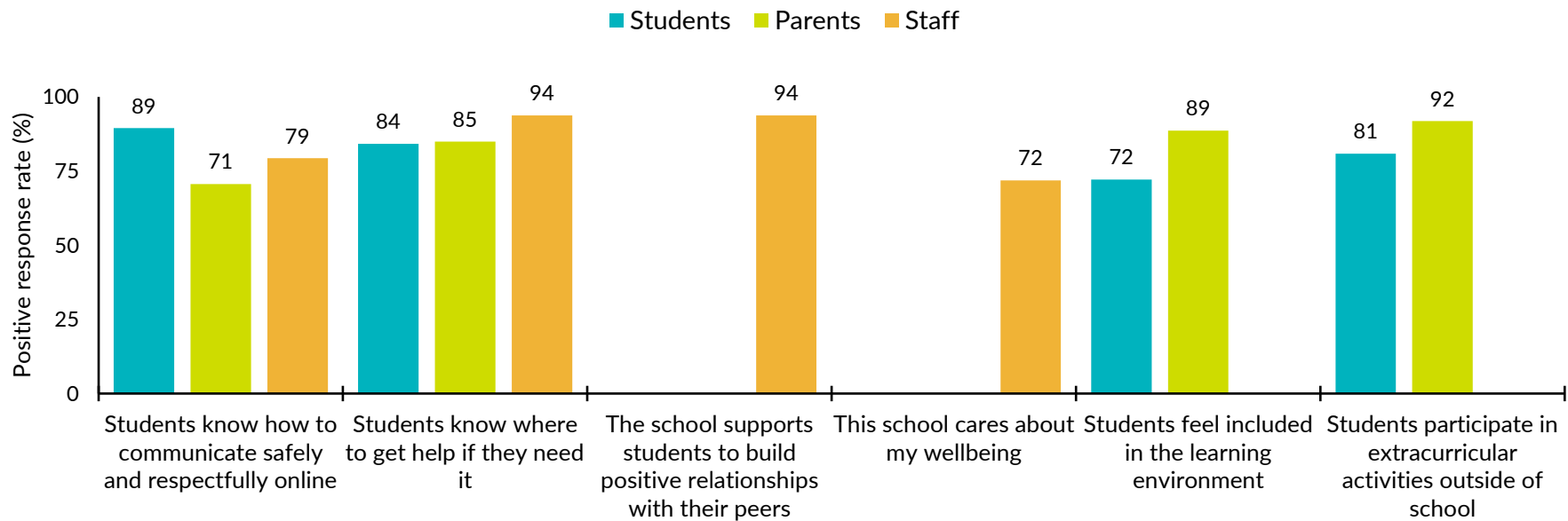
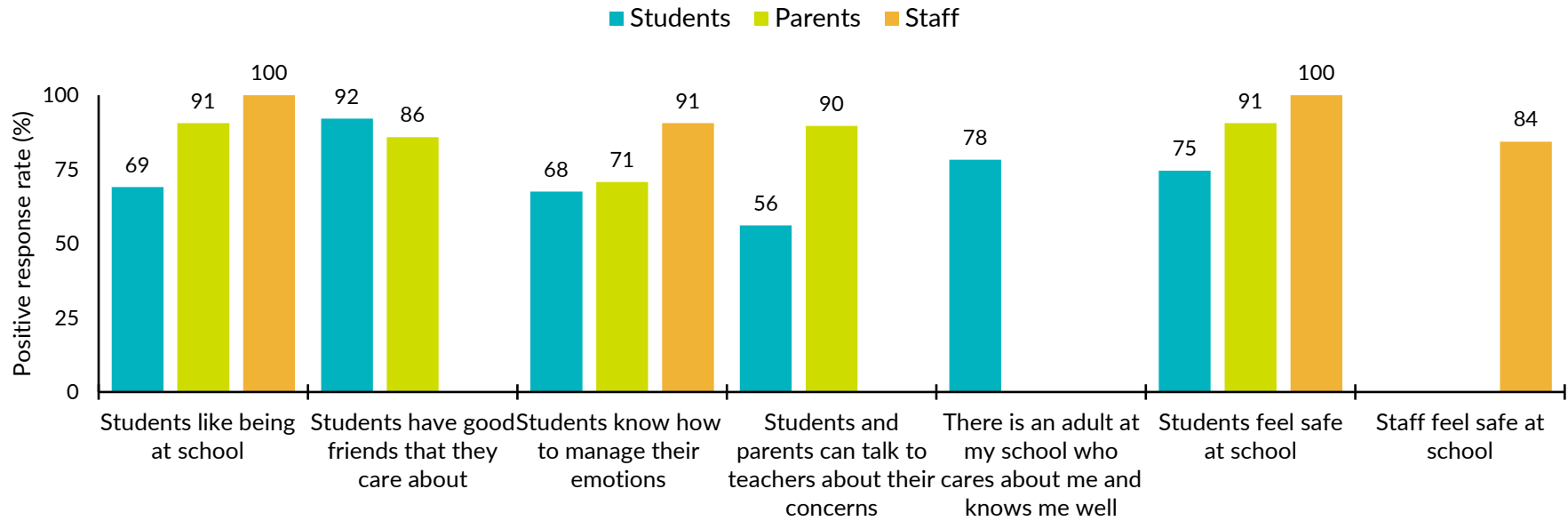
What does our data tell us?

Where is there strong alignment?

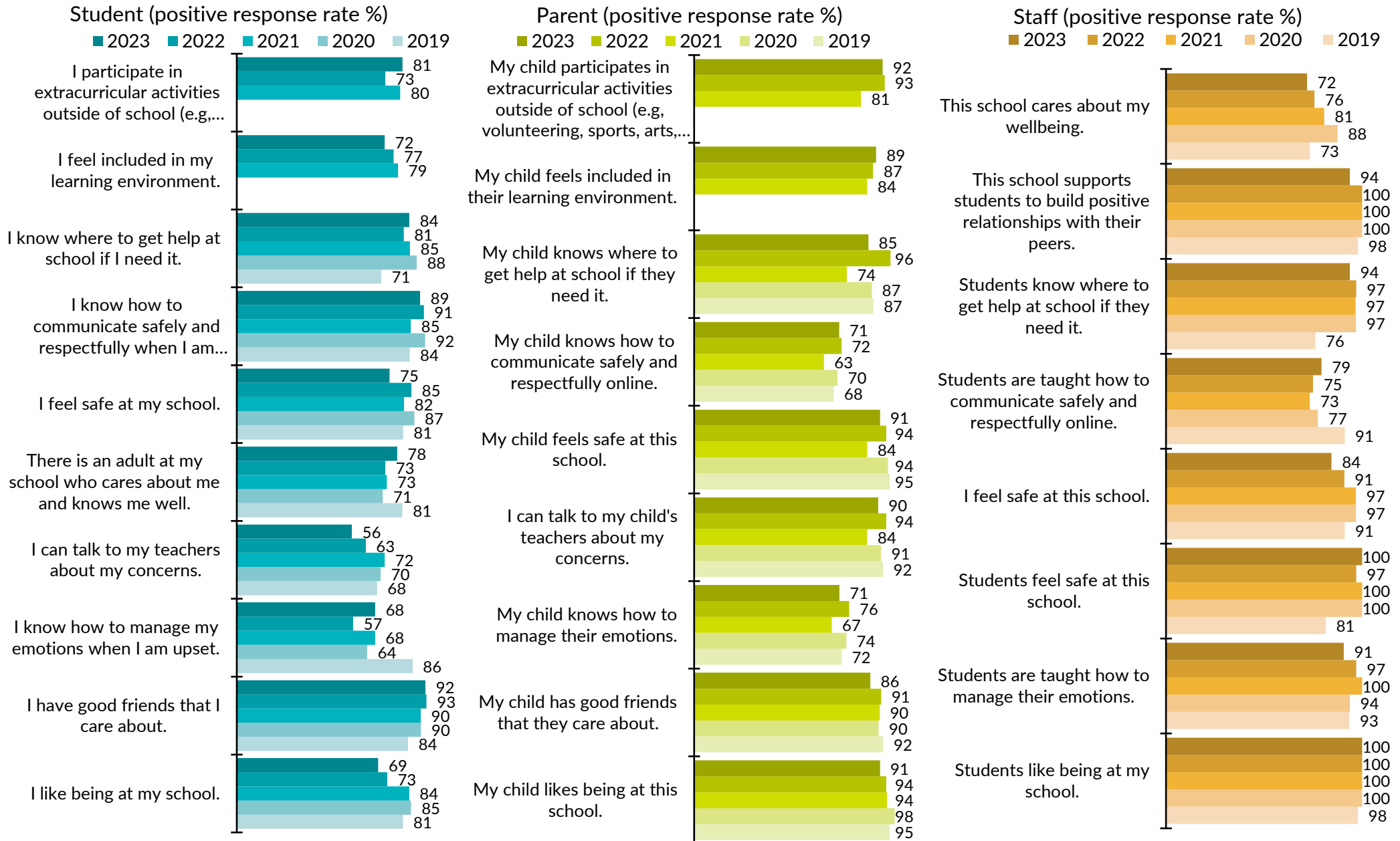
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Wellbeing - Trends (5 years)



Theme: Teacher-Student Relationships - Triangulation

TEACHER-STUDENT RELATIONSHIPS

A student's relationship with their teachers has a significant impact on how well they learn, their engagement in schooling, their academic outcomes and their behaviour at school.



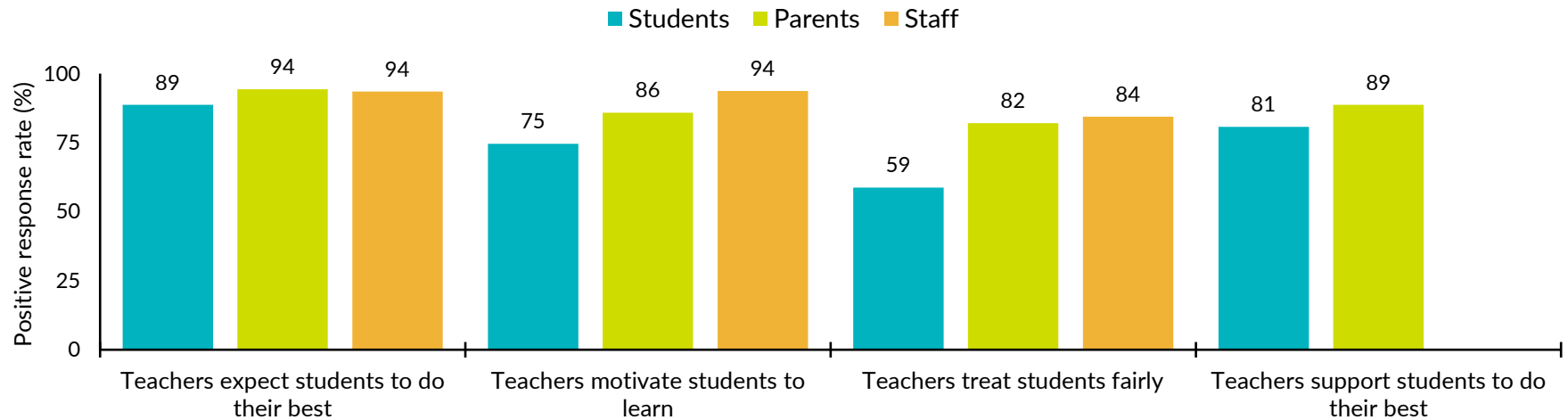
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Student (positive response rate %)

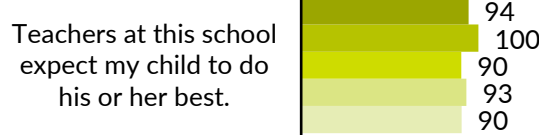
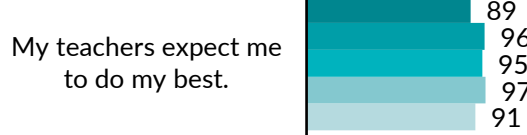
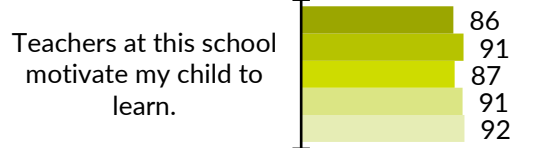
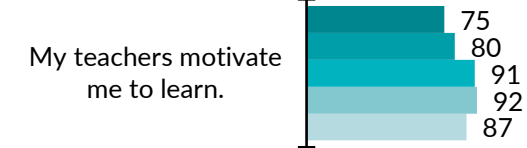
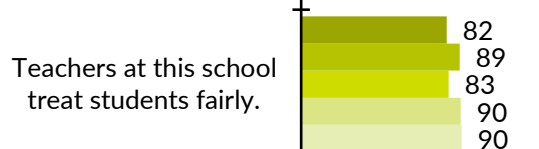
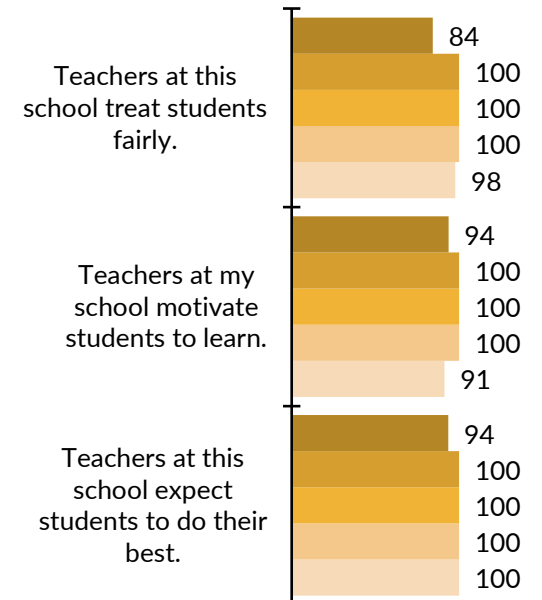
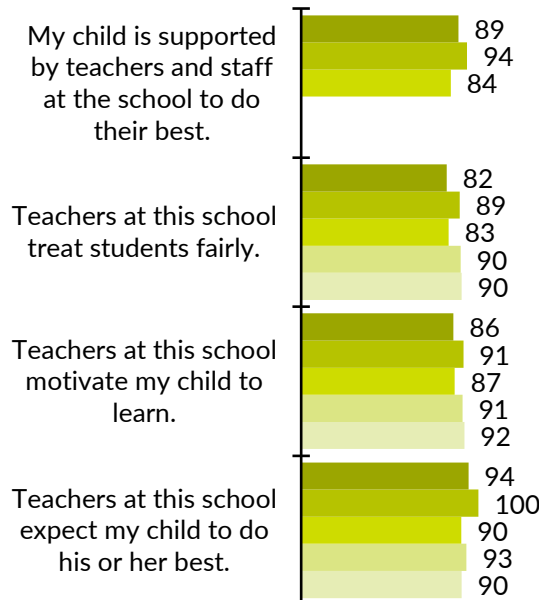
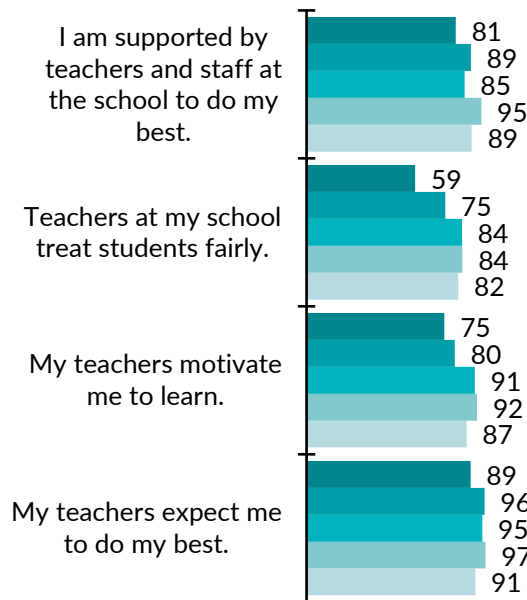
2023 2022 2021 2020 2019

Parent (positive response rate %)

2023 2022 2021 2020 2019

Staff (positive response rate %)

2023 2022 2021 2020 2019



Theme: Quality teaching & learning - Triangulation

QUALITY TEACHING AND LEARNING

Quality teaching and learning shapes the learning experiences and education outcomes of a young person. Engaging teaching and learning addresses individual student needs, includes useful and consistent feedback and supports students to achieve learning goals and targets.



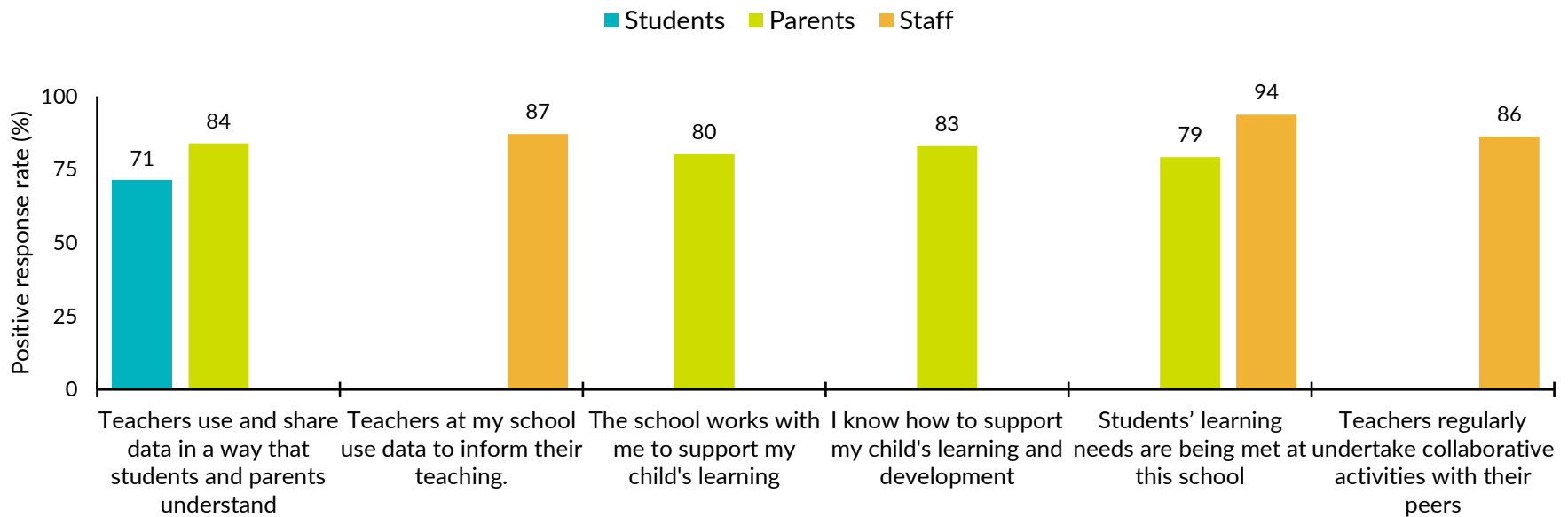
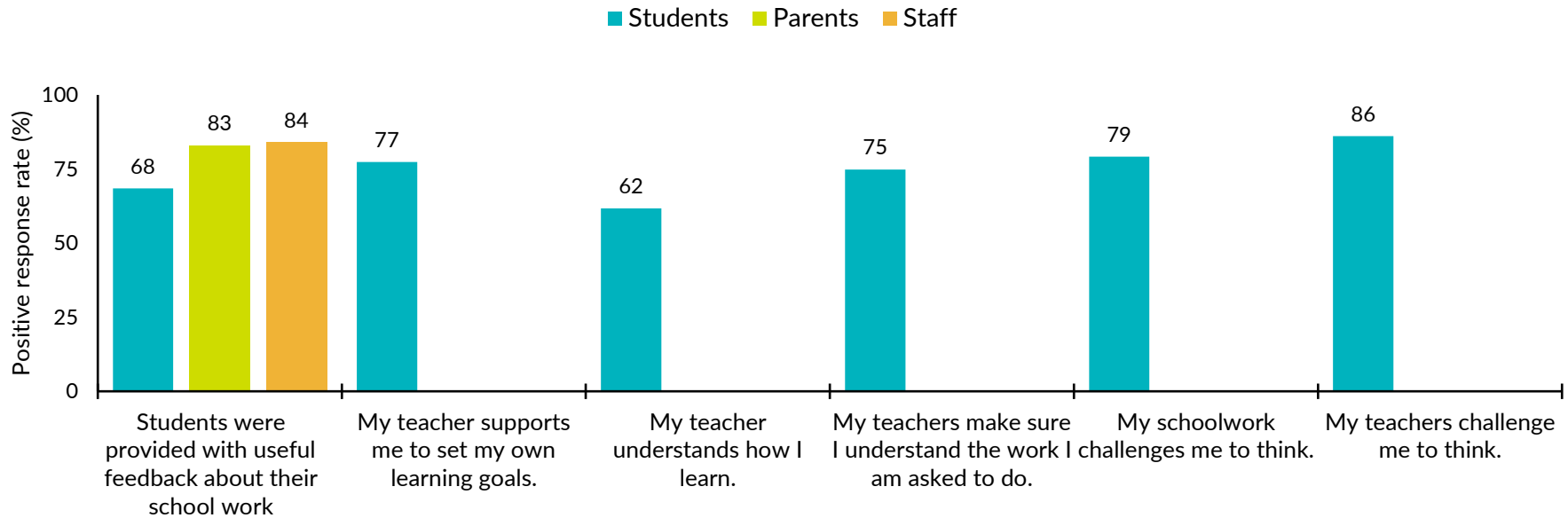
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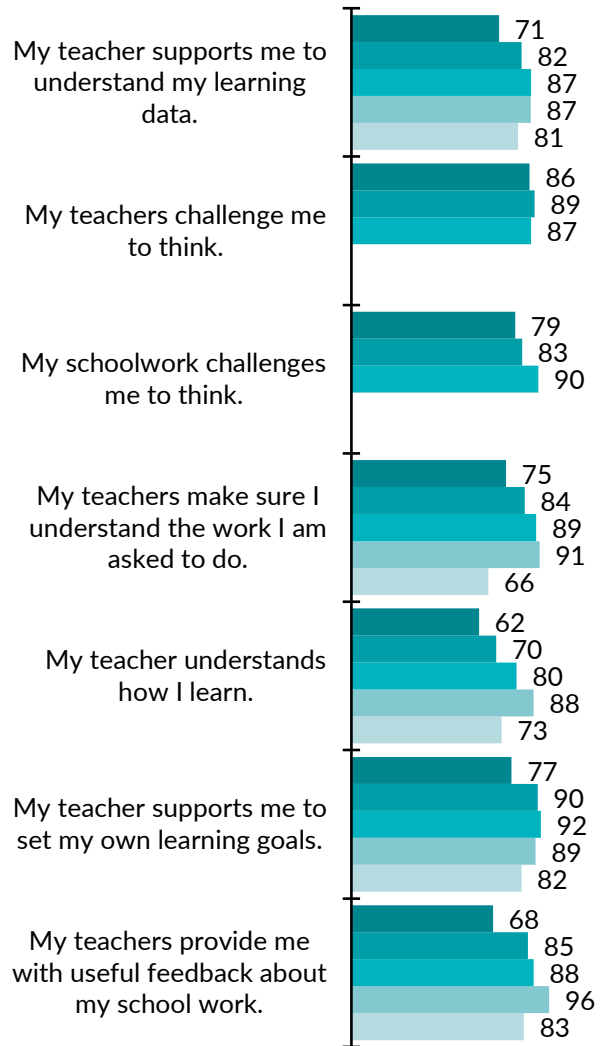
How can we explore further with our school community?



Theme: Quality teaching & learning - Trends (5 years)

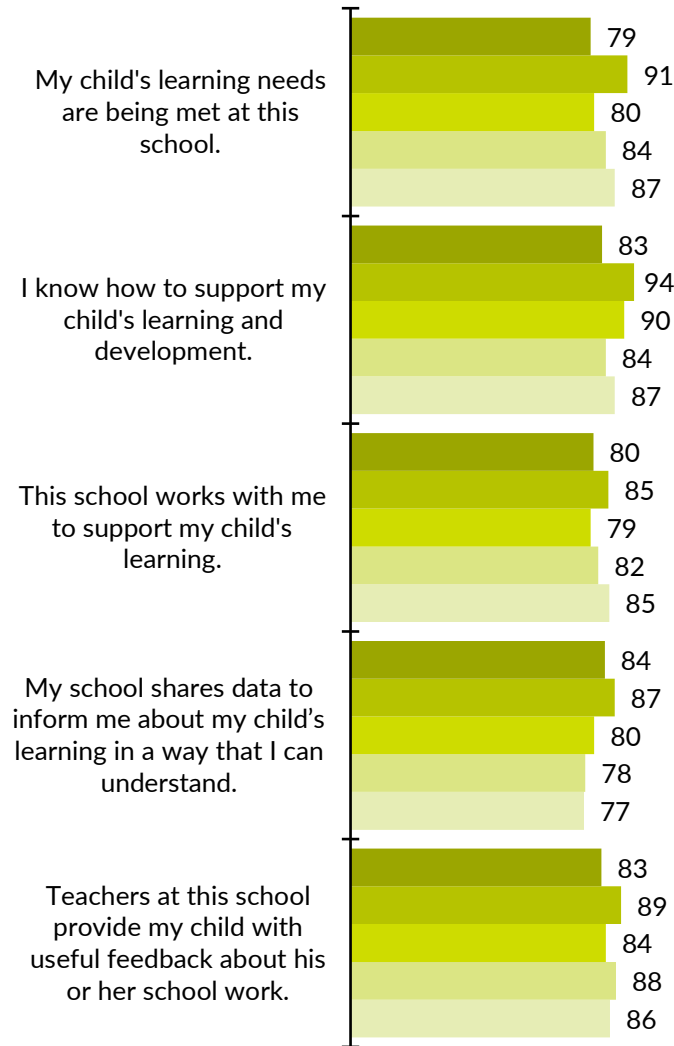
Student (positive response rate %)

■ 2023 ■ 2022 ■ 2021 ■ 2020 ■ 2019



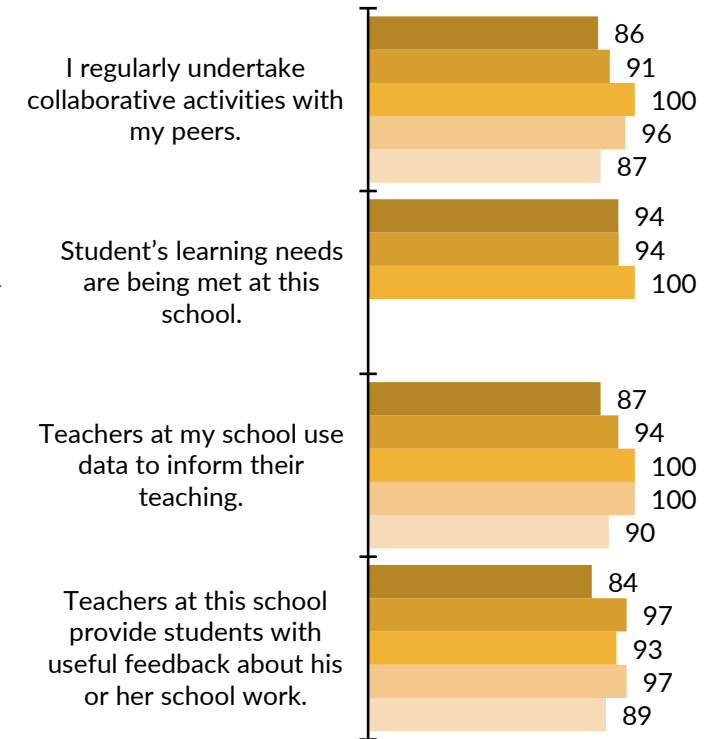
Parent (positive response rate %)

■ 2023 ■ 2022 ■ 2021 ■ 2020 ■ 2019



Staff (positive response rate %)

■ 2023 ■ 2022 ■ 2021 ■ 2020 ■ 2019



Theme: Positive learning environment - Triangulation

POSITIVE LEARNING ENVIRONMENT

School improvement requires a positive learning environment where there is a collective belief that every student is capable of successful learning. This is built through positive and caring relationships, a culture of mutual trust and support, and creating a learning environment that is safe, respectful and inclusive.



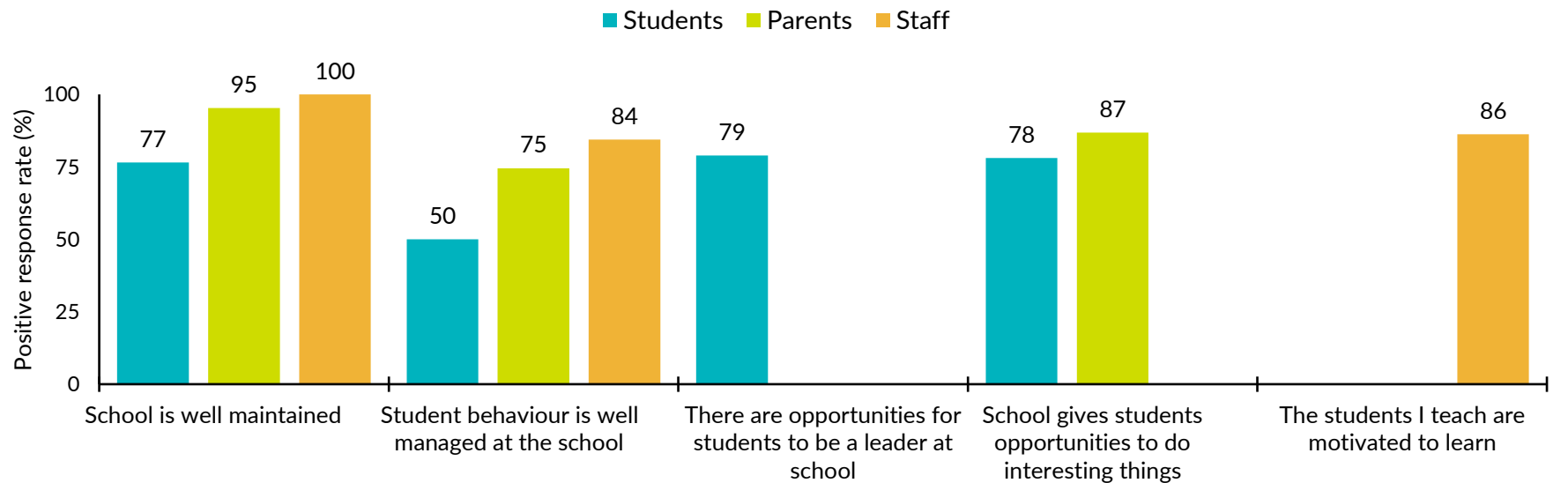
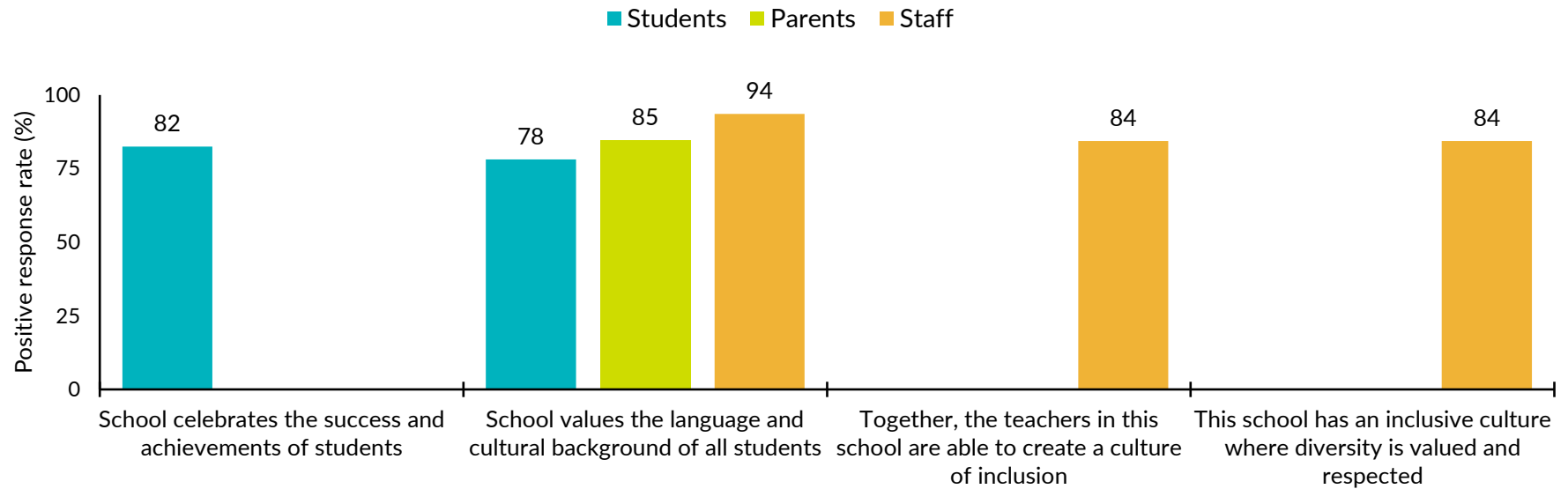
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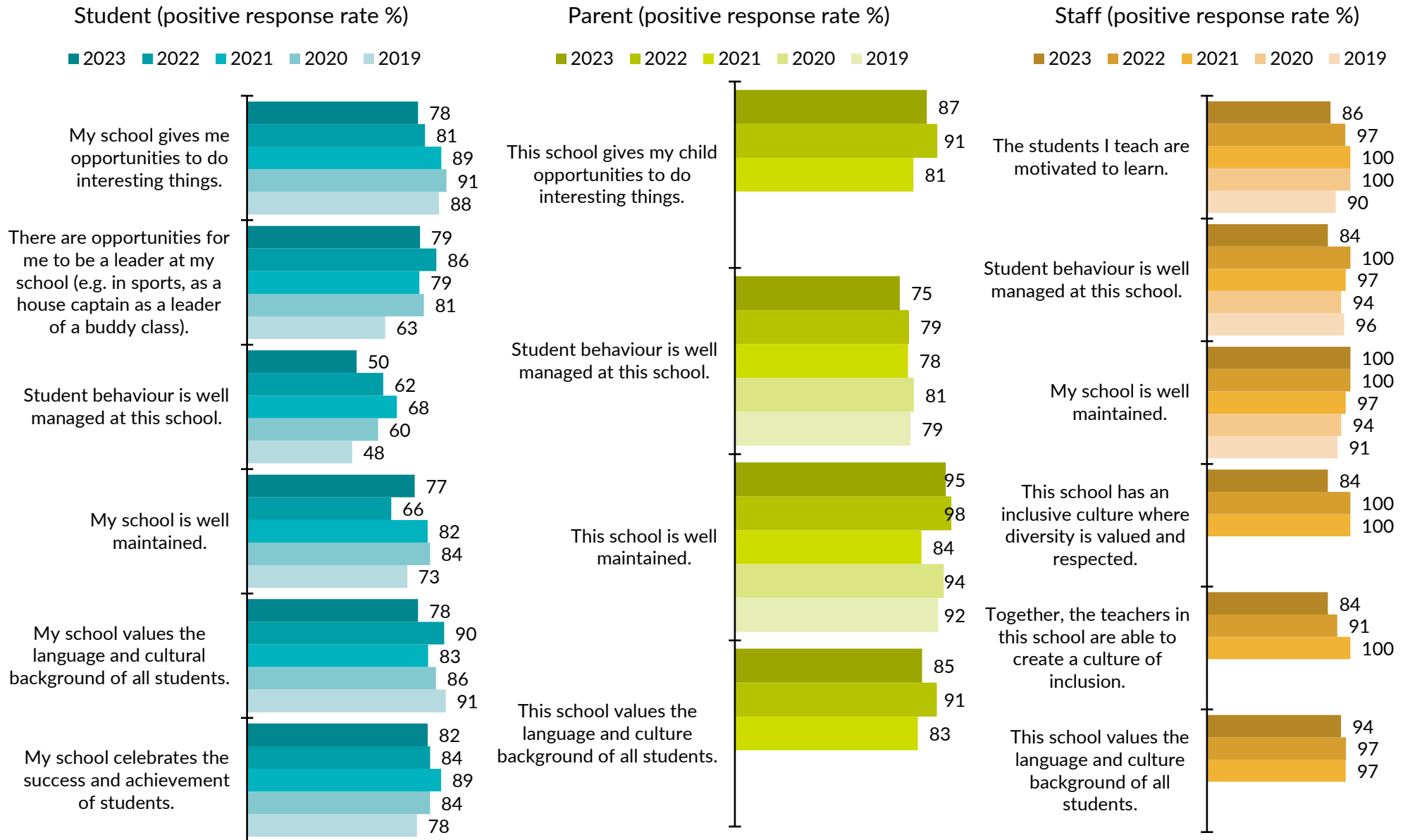
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Positive learning environment - Trends (5 years)



Theme: Transitions & pathways - Triangulation & Trends (5 years)

TRANSITION AND PATHWAYS

The child and student experiences a number of transitions as they move into, through and beyond schooling. To continue through these transition points, students need to feel supported by their school and believe in the value of their education for achieving future goals.



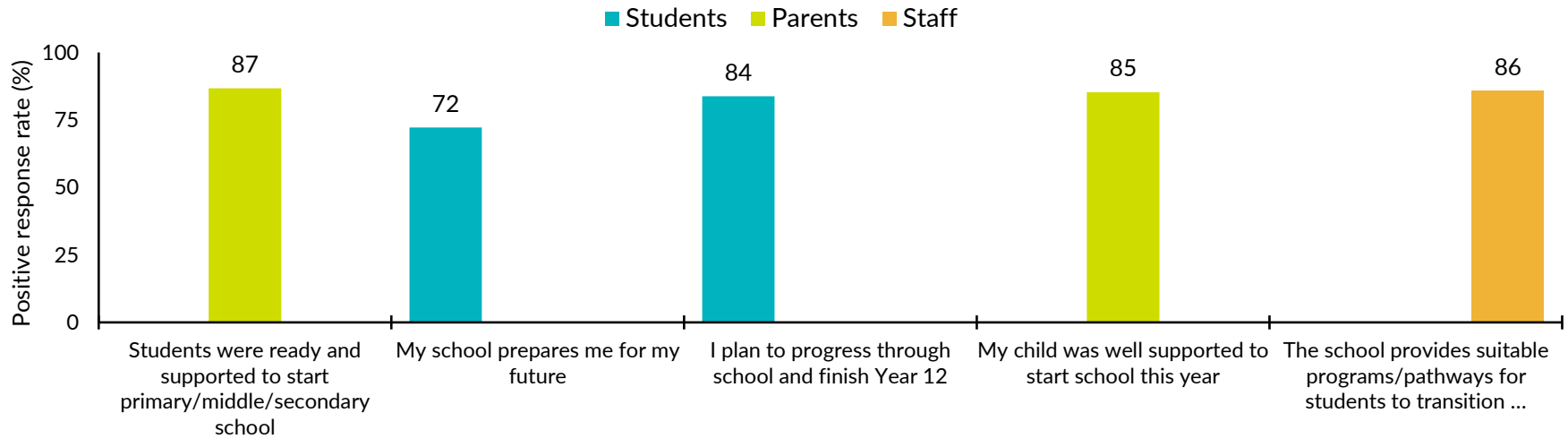
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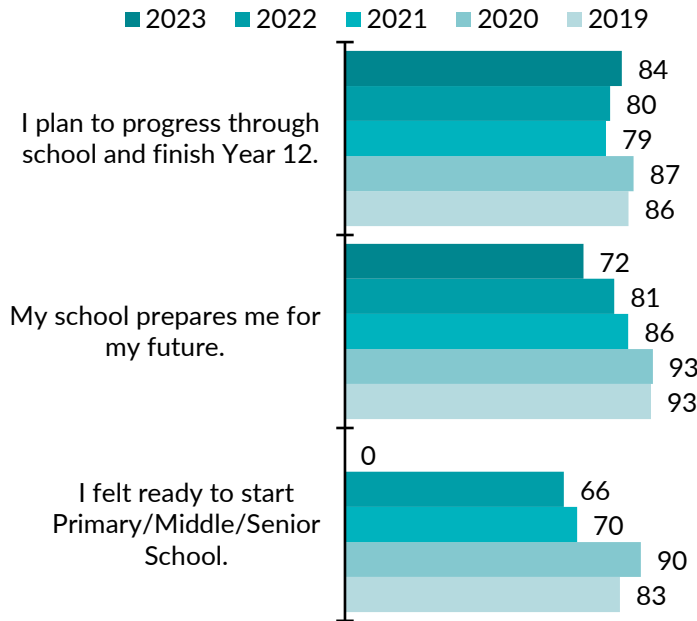
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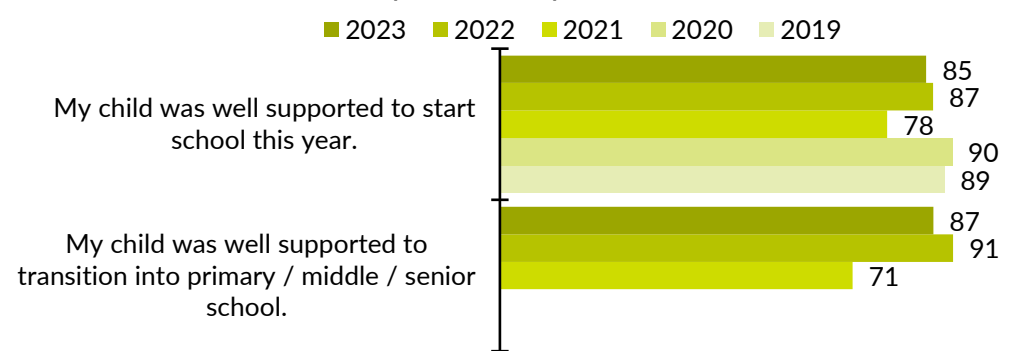
How can we explore further with our school community?



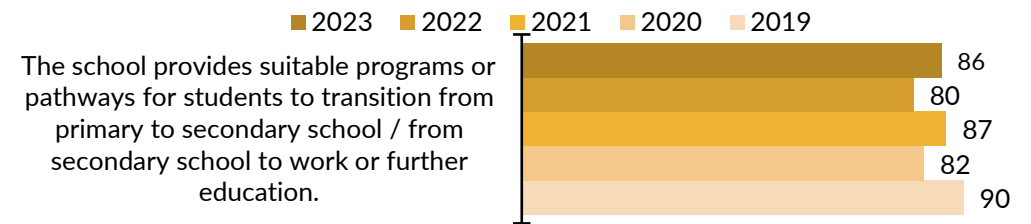
Student (positive response rate %)



Parent (positive response rate %)



Staff (positive response rate %)



Theme: Shared vision & voice - Triangulation & Trends (5 years)

SHARED VISION AND VOICE

Valuing the voices of the school community fosters relationships based on trust, respect and shared values and expectations.



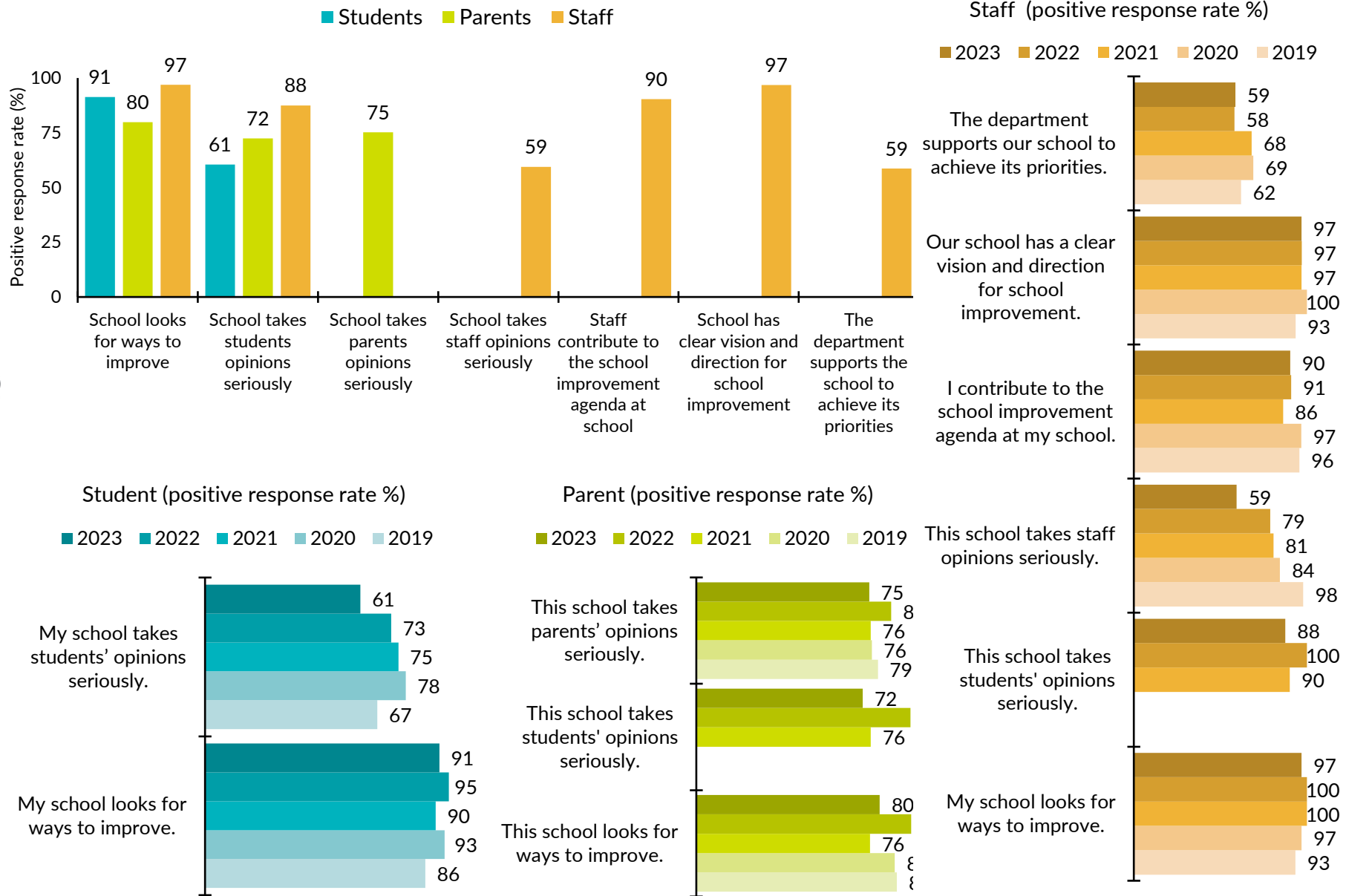
What does our data tell us?

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Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: School community engagement - Triangulation & Trends (5 years)

SCHOOL COMMUNITY ENGAGEMENT

School community engagement supports student learning and wellbeing through common goals and shared purpose with parents, families and the wider school community. It also supports flexible delivery of education programs to meet the needs of the local community.



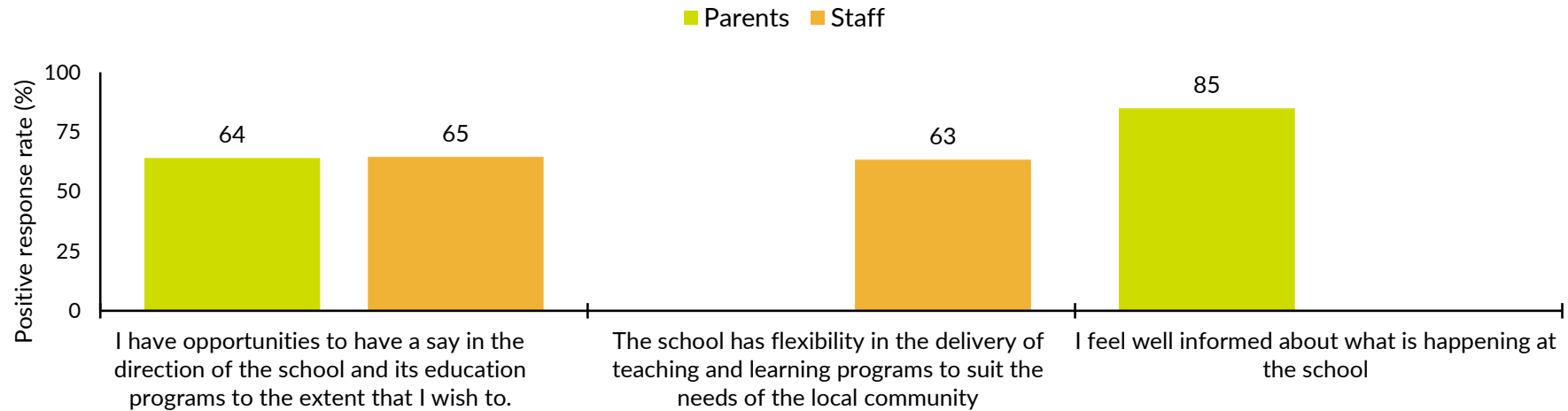
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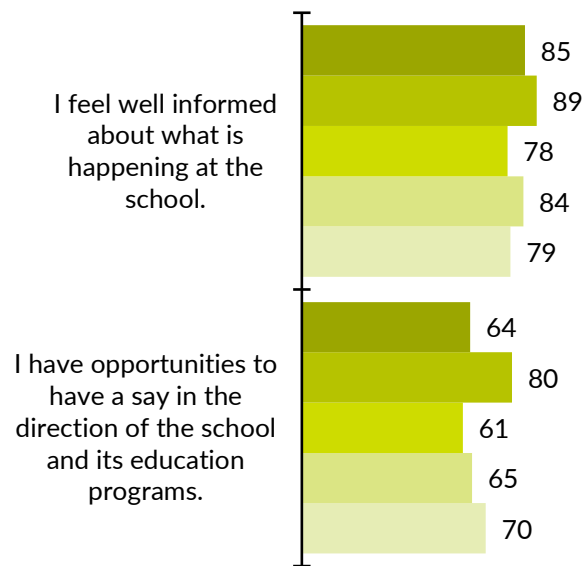
What trends do we see?

How can we explore further with our school community?



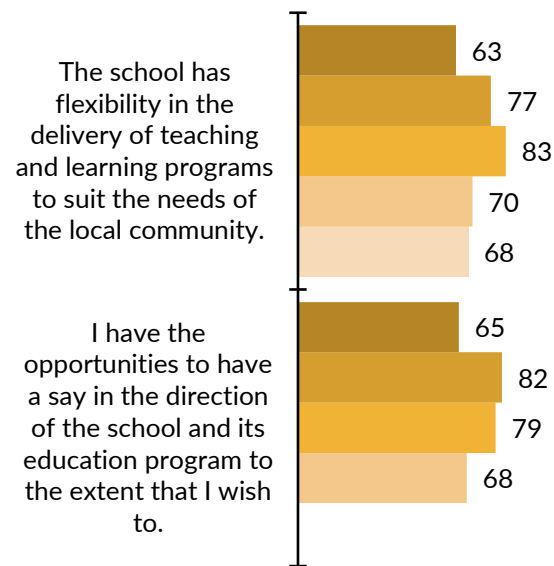
Parent (positive response rate %)

Legend: 2023 (dark green), 2022 (medium green), 2021 (light green), 2020 (pale green), 2019 (very pale green)

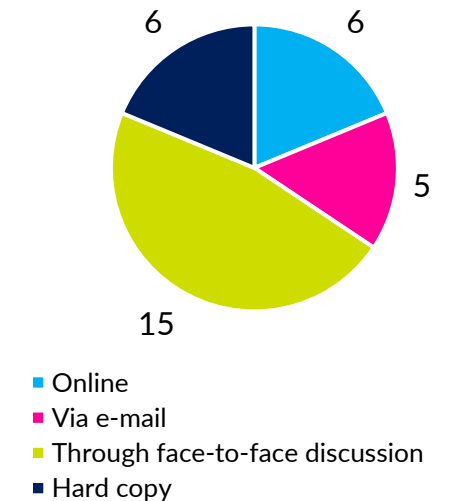


Staff (positive response rate %)

Legend: 2023 (dark brown), 2022 (medium brown), 2021 (light brown), 2020 (pale brown), 2019 (very pale brown)



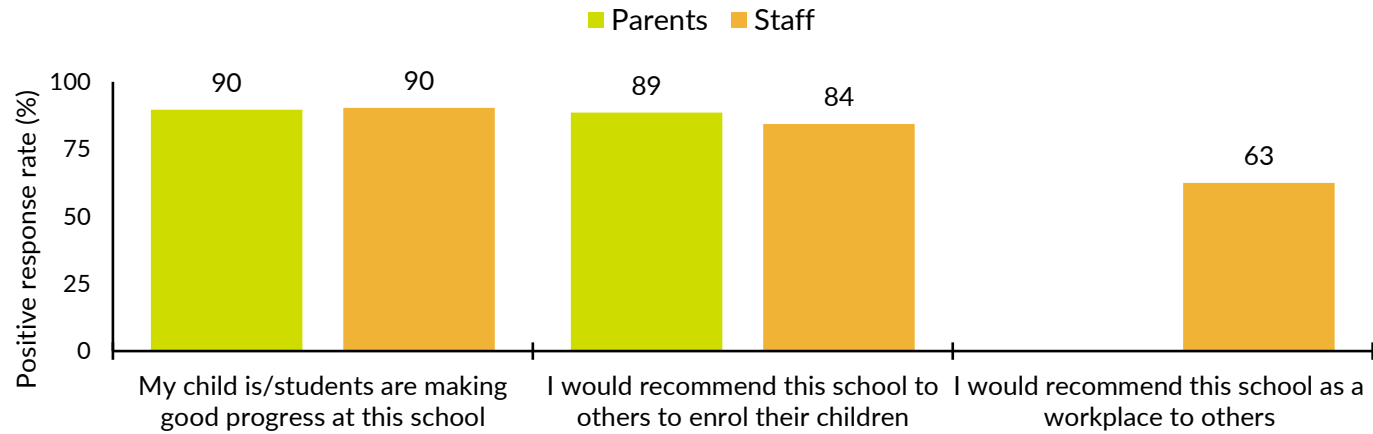
Count of parent selections for 'I would prefer the school to share information about my child's achievement with me' (Parents can choose multiple options)



Theme: School satisfaction - Triangulation & Trends (5 years)

SCHOOL SATISFACTION

Satisfaction with school's performance, culture and services is essential to retaining school staff and students to create continuity of learning.



Parent (positive response rate %)

Staff (positive response rate %)

2023 2022 2021 2020 2019

2023 2022 2021 2020 2019



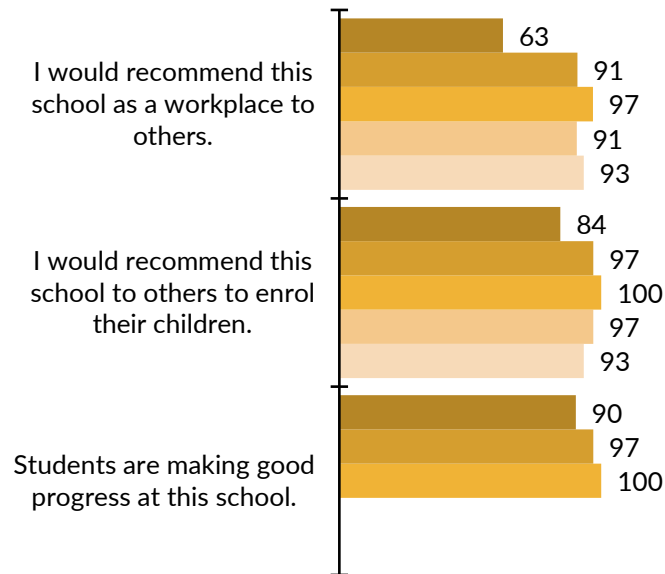
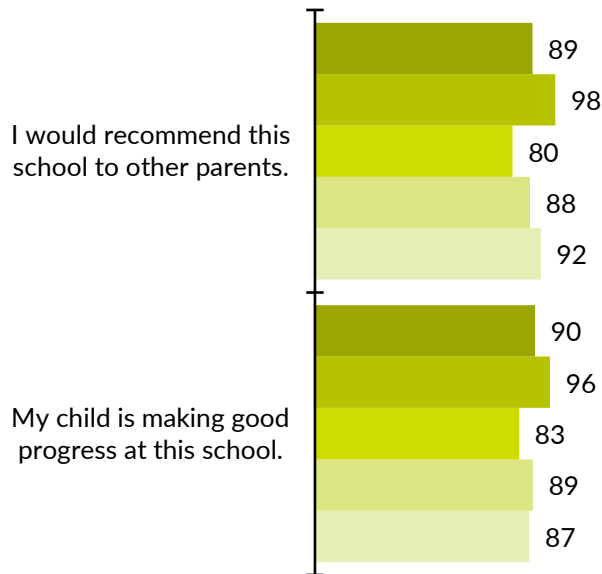
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

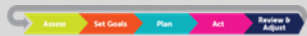
How can we explore further with our school community?



Theme: Professional development (staff only) - Trends (5 years)

PROFESSIONAL DEVELOPMENT

A culture of continuous professional development, including opportunities for teachers to take an active leadership role beyond the classroom, is integral to school improvement and student learning.



What does our data tell us?

Where is there strong alignment?

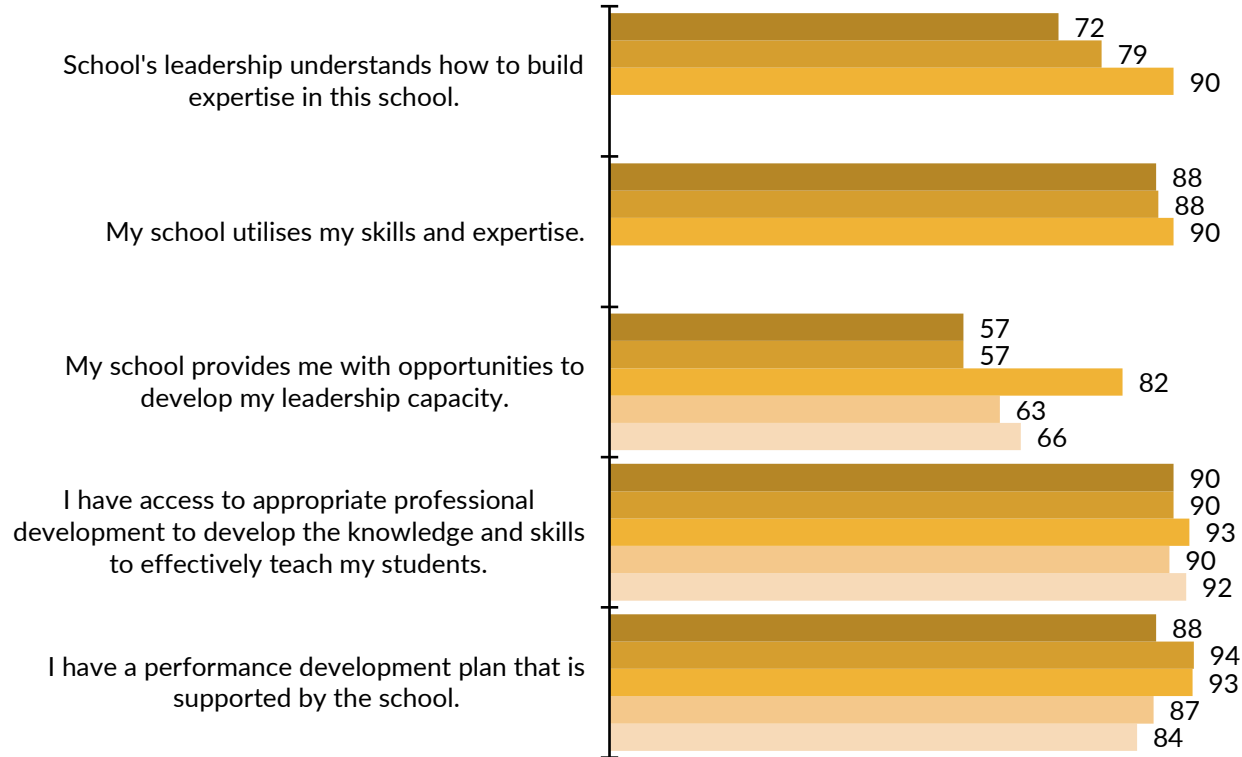
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?

Staff (positive response rate %)

■ 2023 ■ 2022 ■ 2021 ■ 2020 ■ 2019



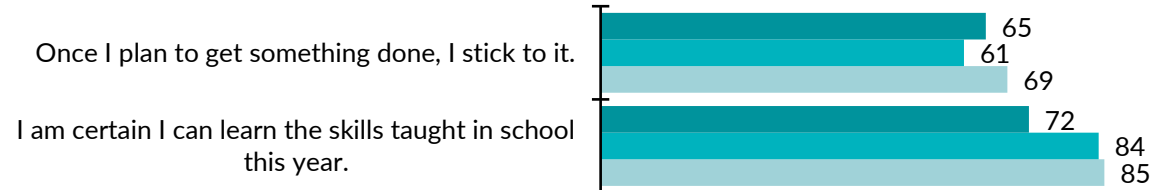
Theme: Growth mindset & perseverance (student only) - Trends (3 years)

GROWTH MINDSET AND PERSEVERANCE

It is important for students to develop perseverance and resilience to overcome the challenges they may experience throughout their education journey.

Student (positive response rate %)

■ 2023 ■ 2022 ■ 2021



Student summary and cohort comparisons

STUDENT PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By stage of schooling			
	Total (this report*)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Number of responses	115	3243	8395	23	92	0	115	0	0

*this report = Anula Primary School

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)

Wellbeing										
I can talk to my teachers about my concerns.	32	56%	52%	59%	70%	53%	-	56%	-	-
I feel included in my learning environment.	21	72%	66%	69%	83%	70%	-	72%	-	-
I feel safe at my school.	19	75%	62%	66%	74%	75%	-	75%	-	-
I like being at my school.	25	69%	60%	64%	78%	67%	-	69%	-	-
I have good friends that I care about.	1	92%	87%	87%	91%	92%	-	92%	-	-
I know how to communicate safely and respectfully when I am online.	3	89%	85%	82%	96%	88%	-	89%	-	-
I know how to manage my emotions when I am upset.	27	68%	67%	67%	74%	66%	-	68%	-	-
I know where to get help at school if I need it.	6	84%	72%	76%	87%	84%	-	84%	-	-
There is an adult at my school who cares about me and knows me well.	13	78%	61%	68%	78%	78%	-	78%	-	-
I participate in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	9	81%	69%	70%	87%	79%	-	81%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Teacher student relationships										
My teachers expect me to do my best.	4	89%	89%	90%	87%	89%	-	89%	-	-
My teachers motivate me to learn.	20	75%	68%	73%	70%	76%	-	75%	-	-
Teachers at my school treat students fairly.	31	59%	57%	60%	61%	58%	-	59%	-	-
I am supported by teachers and staff at the school to do my best.	10	81%	70%	73%	91%	78%	-	81%	-	-
Quality teaching & learning										
My teachers provide me with useful feedback about my school work.	26	68%	72%	75%	78%	66%	-	68%	-	-
My teacher supports me to set my own learning goals.	16	77%	64%	70%	87%	75%	-	77%	-	-
My teacher supports me to understand my learning data.	24	71%	62%	66%	83%	68%	-	71%	-	-
My teachers make sure I understand the work I am asked to do.	18	75%	73%	76%	83%	73%	-	75%	-	-
My teacher understands how I learn.	29	62%	54%	62%	74%	59%	-	62%	-	-
My schoolwork challenges me to think.	11	79%	76%	76%	87%	77%	-	79%	-	-
My teachers challenge me to think.	5	86%	76%	77%	87%	86%	-	86%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Positive learning environment										
My school gives me opportunities to do interesting things.	14	78%	74%	75%	91%	75%	-	78%	-	-
My school is well maintained.	17	77%	55%	57%	83%	75%	-	77%	-	-
Student behaviour is well managed at this school.	33	50%	39%	44%	57%	48%	-	50%	-	-
My school celebrates the success and achievement of students.	8	82%	77%	77%	78%	84%	-	82%	-	-
My school values the language and cultural background of all students.	15	78%	74%	75%	78%	78%	-	78%	-	-
There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	12	79%	65%	67%	78%	79%	-	79%	-	-
Transitions and pathways										
I felt ready to start Primary/Middle/Senior School.	-	-	-	-	-	-	-	-	-	-
My school prepares me for my future.	22	72%	65%	68%	74%	72%	-	72%	-	-
I plan to progress through school and finish Year 12.	7	84%	82%	79%	77%	85%	-	84%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Shared vision & voice										
My school looks for ways to improve.	2	91%	72%	74%	83%	93%	-	91%	-	-
My school takes students' opinions seriously.	30	61%	50%	54%	78%	56%	-	61%	-	-
Growth mindset & perseverance										
I am certain I can learn the skills taught in school this year.	23	72%	73%	74%	78%	71%	-	72%	-	-
Once I plan to get something done, I stick to it.	28	65%	56%	61%	70%	64%	-	65%	-	-

Parent summary and cohort comparisons

PARENT PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By stage of schooling			
	Total (this report*)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Number of responses	106	1822	4831	8	98	62	44	0	0

*this report = Anula Primary School

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)

Wellbeing

My child likes being at this school.	5	91%	88%	87%	100%	90%	92%	89%	-	-
I can talk to my child's teachers about my concerns.	6	90%	89%	89%	100%	89%	92%	86%	-	-
My child feels safe at this school.	4	91%	87%	85%	100%	90%	95%	84%	-	-
My child knows how to manage their emotions.	29	71%	75%	73%	100%	68%	71%	70%	-	-
My child has good friends that they care about.	13	86%	89%	89%	100%	85%	85%	86%	-	-
My child knows where to get help at school if they need it.	16	85%	83%	84%	100%	84%	84%	86%	-	-
My child knows how to communicate safely and respectfully online.	30	71%	74%	73%	63%	71%	58%	84%	-	-
My child feels included in their learning environment.	8	89%	86%	86%	100%	88%	94%	82%	-	-
My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	3	92%	83%	81%	67%	93%	89%	95%	-	-

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Teacher-student relationships										
Teachers at this school expect my child to do his or her best.	2	94%	89%	90%	100%	94%	97%	91%	-	-
Teachers at this school treat students fairly.	22	82%	82%	83%	100%	81%	85%	77%	-	-
Teachers at this school motivate my child to learn.	14	86%	82%	84%	100%	85%	85%	86%	-	-
My child is supported by teachers and staff at the school to do their best.	9	89%	85%	86%	100%	88%	92%	84%	-	-
Positive learning environment										
This school is well maintained.	1	95%	88%	88%	88%	96%	95%	95%	-	-
Student behaviour is well managed at this school.	27	75%	72%	72%	100%	72%	81%	66%	-	-
This school values the language and culture background of all students.	18	85%	82%	82%	88%	84%	85%	83%	-	-
This school gives my child opportunities to do interesting things.	11	87%	84%	85%	88%	87%	90%	82%	-	-
Quality teaching & learning										
Teachers at this school provide my child with useful feedback about his or her school work.	21	83%	81%	81%	100%	81%	81%	86%	-	-
This school works with me to support my child's learning.	23	80%	77%	79%	88%	80%	85%	73%	-	-
I know how to support my child's learning and development.	20	83%	78%	81%	100%	82%	84%	82%	-	-

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Quality teaching & learning cont.										
My school shares data to inform me about my child's learning in a way that I can understand.	19	84%	74%	75%	100%	83%	84%	84%	-	-
My child's learning needs are being met at this school.	25	79%	78%	79%	88%	79%	84%	73%	-	-
Transitions & pathways										
My child was well supported to transition into primary / middle / senior school.	12	87%	79%	80%	88%	87%	93%	78%	-	-
My child was well supported to start school this year.	15	85%	84%	85%	100%	84%	89%	80%	-	-
School community engagement										
I have opportunities to have a say in the direction of the school and its education programs.	31	64%	63%	65%	88%	62%	65%	63%	-	-
I feel well informed about what is happening at the school.	17	85%	82%	82%	100%	84%	84%	86%	-	-
School satisfaction										
My child is making good progress at this school.	7	90%	81%	82%	100%	89%	90%	89%	-	-
I would recommend this school to other parents.	10	89%	84%	84%	100%	88%	92%	84%	-	-
Shared vision & voice										
This school looks for ways to improve.	24	80%	79%	81%	86%	79%	87%	70%	-	-
This school takes parents' opinions seriously.	26	75%	70%	73%	88%	74%	82%	65%	-	-
This school takes students' opinions seriously.	28	72%	67%	71%	88%	71%	79%	64%	-	-

Staff summary and cohort comparisons

STAFF PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By position type		
	Total (this report*)	Darwin	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
		Region						
Number of responses	32	884	2639	2	30	18	4	3

*this report = Anula Primary School

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Wellbeing									
Students like being at my school.	2	100%	88%	82%	Supp	100%	100%	100%	Supp
Students feel safe at this school.	1	100%	86%	80%	Supp	100%	100%	100%	Supp
Students are taught how to manage their emotions.	12	91%	81%	78%	Supp	90%	94%	100%	Supp
This school supports students to build positive relationships with their peers.	7	94%	89%	86%	Supp	93%	89%	100%	Supp
Students know where to get help at school if they need it.	6	94%	92%	91%	Supp	93%	89%	100%	Supp
Students are taught how to communicate safely and respectfully online.	30	79%	73%	65%	Supp	78%	75%	100%	Supp
This school cares about my wellbeing.	31	72%	78%	77%	Supp	73%	67%	100%	Supp
I feel safe at this school.	23	84%	88%	85%	Supp	87%	78%	100%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Teacher-student relationships									
Teachers at this school expect students to do their best.	10	94%	94%	92%	Supp	93%	94%	100%	Supp
Teachers at this school treat students fairly.	24	84%	90%	88%	Supp	87%	83%	100%	Supp
Teachers at my school motivate students to learn.	8	94%	90%	88%	Supp	93%	94%	100%	Supp
Quality teaching & learning									
Teachers at this school provide students with useful feedback about his or her school work.	29	84%	88%	85%	Supp	86%	83%	100%	Supp
I regularly undertake collaborative activities with my peers.	20	86%	84%	81%	Supp	89%	78%	100%	Supp
Teachers at my school use data to inform their teaching.	19	87%	84%	81%	Supp	86%	83%	100%	Supp
Student's learning needs are being met at this school.	9	94%	83%	76%	Supp	93%	94%	100%	Supp
Transitions & pathways									
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	22	86%	84%	78%	Supp	85%	86%	100%	Supp
School community engagement									
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.	33	65%	67%	68%	Supp	66%	56%	100%	Supp
The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	34	63%	72%	75%	Supp	64%	50%	100%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Positive learning environment									
My school is well maintained.	3	100%	83%	76%	Supp	100%	100%	100%	Supp
Student behaviour is well managed at this school.	26	84%	75%	68%	Supp	83%	83%	100%	Supp
The students I teach are motivated to learn.	21	86%	79%	75%	Supp	85%	83%	100%	Supp
Together, the teachers in this school are able to create a culture of inclusion.	28	84%	87%	86%	Supp	87%	83%	100%	Supp
This school has an inclusive culture where diversity is valued and respected.	27	84%	88%	86%	Supp	83%	89%	100%	Supp
This school values the language and culture background of all students.	11	94%	88%	86%	Supp	93%	94%	100%	Supp
Professional development									
I have a performance development plan that is supported by the school.	17	88%	77%	73%	Supp	86%	93%	100%	Supp
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	15	90%	79%	77%	Supp	93%	89%	100%	Supp
My school provides me with opportunities to develop my leadership capacity.	38	57%	65%	65%	Supp	57%	44%	100%	Supp
My school utilises my skills and expertise.	18	88%	81%	80%	Supp	87%	78%	100%	Supp
School's leadership understands how to build expertise in this school.	32	72%	71%	69%	Supp	73%	61%	100%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Shared vision & voice									
My school looks for ways to improve.	4	97%	90%	88%	Supp	97%	94%	100%	Supp
This school takes staff opinions seriously.	36	59%	73%	73%	Supp	60%	56%	100%	Supp
I contribute to the school improvement agenda at my school.	13	90%	80%	79%	Supp	90%	89%	100%	Supp
Our school has a clear vision and direction for school improvement.	5	97%	85%	82%	Supp	97%	94%	100%	Supp
The department supports our school to achieve its priorities.	37	59%	49%	52%	Supp	59%	60%	75%	Supp
This school takes students' opinions seriously.	16	88%	82%	79%	Supp	87%	83%	100%	Supp
School satisfaction									
I would recommend this school as a workplace to others.	35	63%	82%	81%	Supp	63%	56%	100%	Supp
I would recommend this school to others to enrol their children.	25	84%	84%	79%	Supp	87%	78%	100%	Supp
Students are making good progress at this school.	14	90%	84%	75%	Supp	90%	89%	100%	Supp

Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2023 Snapshot

Anula Primary School

Education NT Strategy 2021 - 2025, Headline Improvement Measures (Page 23)

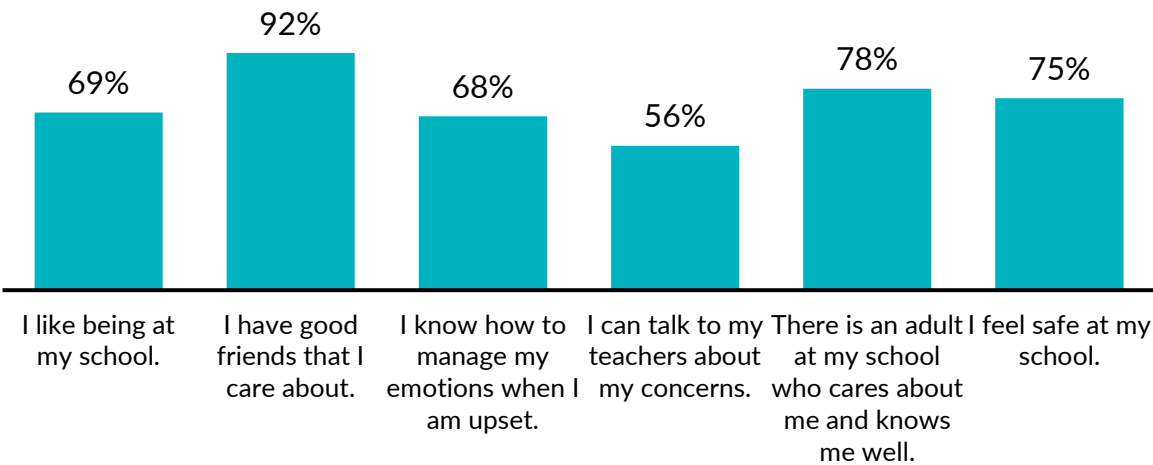
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

School Survey is one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes, Wellbeing and Teacher-Student Relationships.



Wellbeing

2023 student positive response rates (%)

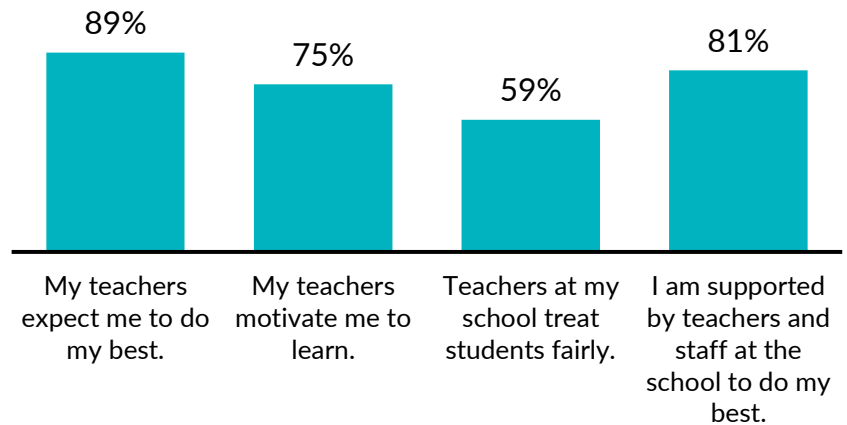


Overall Headline Improvement Measure (3 year trend)



Teacher-Student Relationships

2023 student positive response rates (%)



Overall Headline Improvement Measure (3 year trend)

