

# 2024 NT School Survey Report

## Anula Primary School






## 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 schools and for the system.

### This report

This report brings together data from the student, parent 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 table below 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	✓	✓	✓
Growth mindset & perseverance	✓		
Positive learning environment	✓	✓	✓
Transitions & pathways	✓	✓	✓
Shared vision & voice	✓	✓	✓
School community engagement		✓	✓
School satisfaction		✓	✓
Professional development			✓

✓ Themes covered in each survey group

## Report contents

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### NT Inquiry Cycle:



Inquiry + Implementation = Improvement

## Unpacking the results

### Measuring response rates

Response rates for students and staff are calculated using the number of responses received and counts 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 Age Grade Census.

### 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' shows the proportion of participants who responded agree/strongly agree to each statement, conveyed as a percentage (%). Figures are rounded.



### Anonymity and data suppression

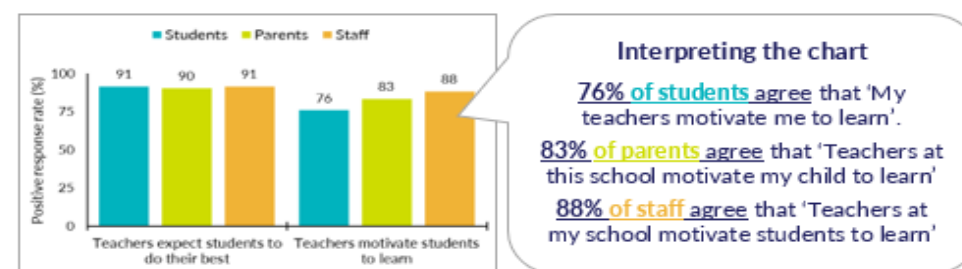
Responses to the school survey are anonymous and this report is designed to protect anonymity. No attempt to identify individual respondents is to be made.

Data will be 'suppressed' where less than 4 responses were received, i.e. if there are 3 responses from staff the data will not be shown and will be 'suppressed'. In data tables, 'Supp' indicates the data has been suppressed. In graphs, suppressed data will not appear. All responses are included in the region and whole-of-NT report.

## Analysis by theme

### Triangulation

These graphs bring together student, parent and staff 2024 responses that can be aligned for comparison. It is important to note that questions differ slightly between the survey groups, so the individual questions need to be considered when analysing these graphs. There will be gaps in the 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. The graphs order the results from 2024 as the top bar, through to 2020 as the bottom bar for each question. A gap in this chart represents a missing question; either the question was introduced in later years or was missing from the survey.

### Headline Improvement Measures

School Survey is a data source for 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. This report provides a snapshot against the identified Headline Improvement Measure items in the Student Wellbeing and Teacher-Student Relationships themes.

## 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 resource for Inquiry



- What does the data tell us?
- What alignment is there for Annual School Improvement Plan?

Inquiry questions are provided throughout this report to prompt further exploration of the data.

## School Survey Dashboard

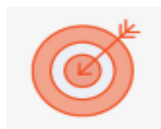


A suite of **eDash > School and System Focused** dashboards are now available to all approved school and corporate staff. This includes a School Survey Delve dashboard.

The dashboard has the capacity to filter data to provide further insights into school survey responses.

Lines of inquiry are provided alongside each page to support analysis.

## Target Setting



School Survey data contained within the report and **eDash** can be used for school improvement targets.

Information on target setting is available on **eLearn > Annual School Improvement Plans > Target Setting**

## Raw data

All schools are provided with the free text responses, captured in an excel document. This report provides a count of respondents who provided additional free text responses.

Schools who included additional school-specific questions will be provided raw data responses to these, captured in an excel document. These are not reported in this document. The NT School Survey is an anonymous survey and no attempt to identify individual respondents is to be made.

## 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. Visit eLearn for more information and resources.

## Further information

Visit [eLearn](#) for a range of School Survey resources; including research spotlights, 'how to' guides and FAQs.

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



NT School Survey Team  
[schoolsurvey.doe@education.nt.gov.au](mailto:schoolsurvey.doe@education.nt.gov.au)  
(08) 8901 1326

# Participation

RESPONSES	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	
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.	2024	191	100	84%	2024	65		2024	22	40%	
	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%	

When analysing participation graphs, consider response rate first. Changes in enrolment can impact participation numbers and rates.

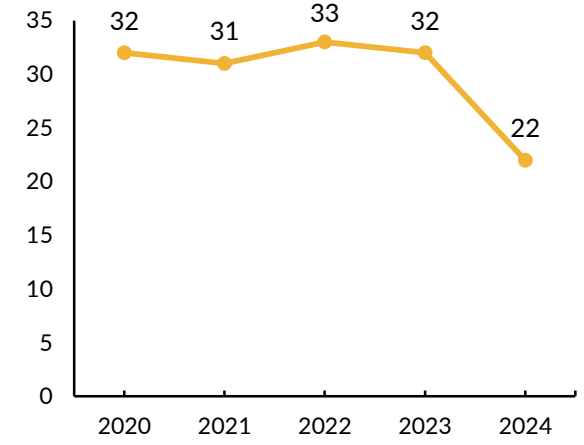
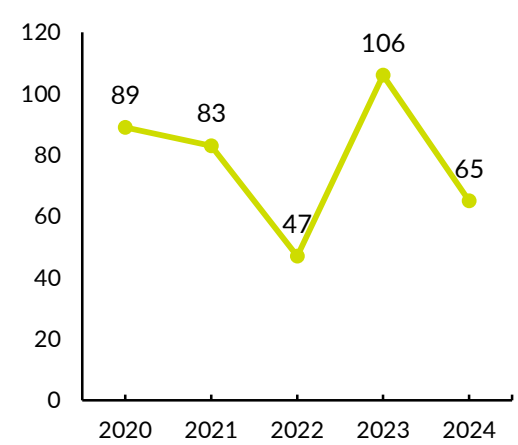
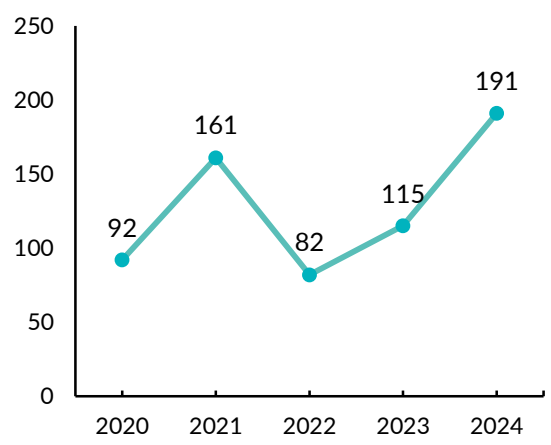


Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?



2024 Responses*	Total	Aboriginal	Non Aboriginal	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
	<b>Students</b>	191	35	156	46	145	0	0	-	-
<b>Parents</b>	65	4	61	42	22	0	0	-	-	-
<b>Staff</b>	22	0	18	5	7	0	0	12	3	3

\*breakdowns in response numbers may not add up to the overall total as they do not include 'other' or 'not specified' responses

## Most positive and least positive responses

### HIGHEST / LOWEST

These tables identify the three most positive and least positive responses for each survey group: student, parent and staff.



What are the areas of strength?

What are the opportunities for improvement?

Are there similar themes across the survey groups: students, parents and staff?

How do these results compare with the region and NT? (refer to the cohort comparison section)

### Students

#### Most Positive items for 2024

#### Least Positive items for 2024

I have good friends that I care about.	94%	Student behaviour is well managed at this school.	58%
My teachers expect me to do my best.	93%	My school takes students' opinions seriously.	58%
I know where to get help at school if I need it.	85%	Once I plan to get something done, I stick to it.	61%

### Parents/carers

#### Most Positive items for 2024

#### Least Positive items for 2024

My child has good friends that they care about.	94%	My child knows how to communicate safely and respectfully online.	54%
This school is well maintained.	94%	My child knows how to manage their emotions.	58%
My child likes being at this school.	92%	I have opportunities to have a say in the direction of the school and its education programs.	60%

### Staff


#### Most Positive items for 2024

#### Least Positive items for 2024

Students feel safe at this school.	100%	The department supports our school to achieve its priorities.	50%
Students know where to get help at school if they need it.	100%	This school cares about my wellbeing.	50%
Students like being at my school.	100%	This school takes staff opinions seriously.	64%



## Change from previous year (2024 vs 2023)

CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2024 vs 2023	Lowest ranking items	% point change	2024 vs 2023
<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><b>Are the changes significant? How many responses do they represent?</b></p> <p><b>What are the areas of strength?</b></p> <p><b>What are the opportunities for improvement?</b></p> <p><b>Are there similar themes across the survey groups: students, parents and staff?</b></p>	<b>Students</b>					
	Teachers at my school treat students fairly.	+11%	70% 59%	I plan to progress through school and finish Year 12.	-10%	74% 84%
	I can talk to my teachers about my concerns.	+9%	65% 56%	My teachers challenge me to think.	-8%	78% 86%
	My teachers provide me with useful feedback about my school work.	+8%	76% 68%	I know how to communicate safely and respectfully when I am online.	-8%	81% 89%
	<b>Parents/carers</b>					
	My child has good friends that they care about.	+8%	94% 86%	My child was well supported to transition into primary / middle / senior school.	-24%	63% 87%
	This school looks for ways to improve.	+5%	85% 80%	My child knows how to communicate safely and respectfully online.	-17%	54% 71%
	I feel well informed about what is happening at the school.	+4%	89% 85%	My school shares data to inform me about my child's learning in a way that I can understand.	-16%	68% 84%
	<b>Staff</b>					
	This school has an inclusive culture where diversity is valued and respected.	+16%	100% 84%	This school cares about my wellbeing.	-22%	50% 72%
Teachers at my school use data to inform their teaching.	+13%	100% 87%	My school utilises my skills and expertise.	-11%	77% 88%	
Teachers at this school treat students fairly.	+11%	95% 84%	The department supports our school to achieve its priorities.	-9%	50% 59%	

## Theme: Wellbeing - Triangulation

### WELLBEING

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

Assess Set Goals Plan Act Review & Report

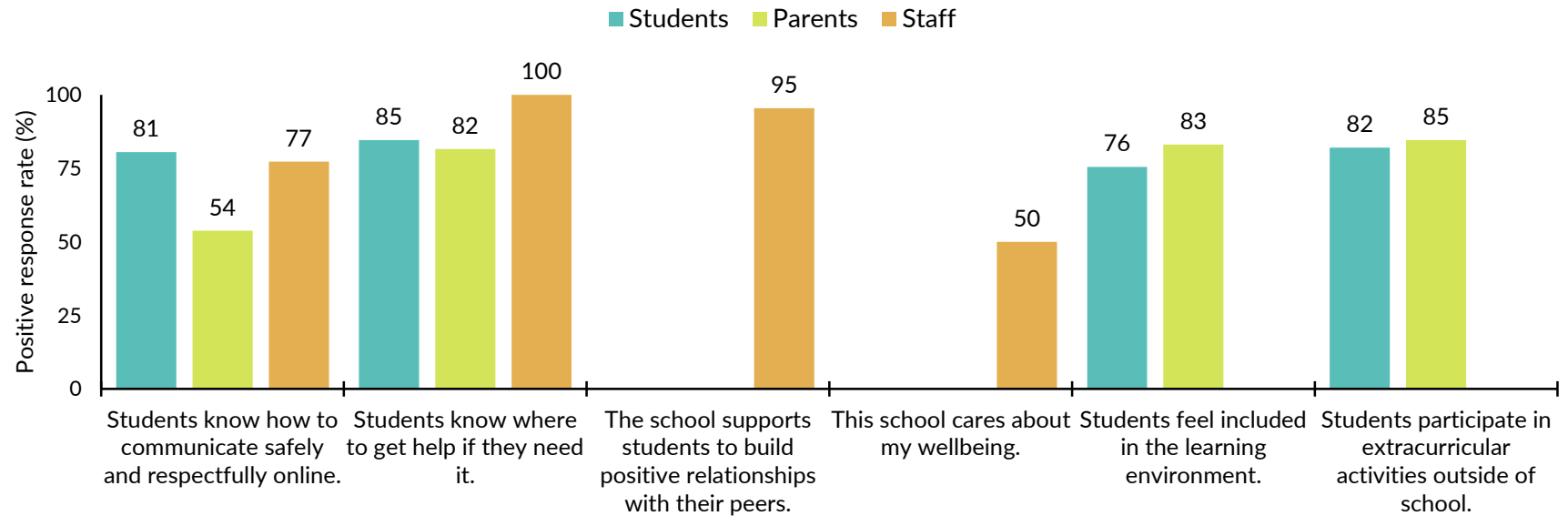
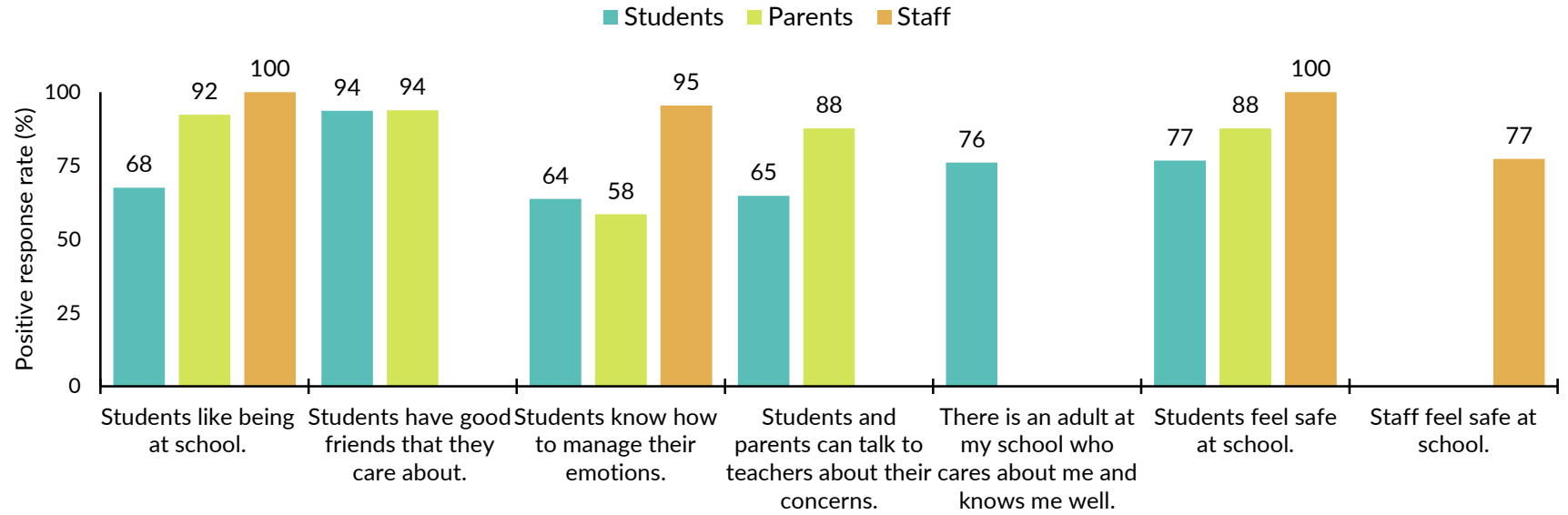
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

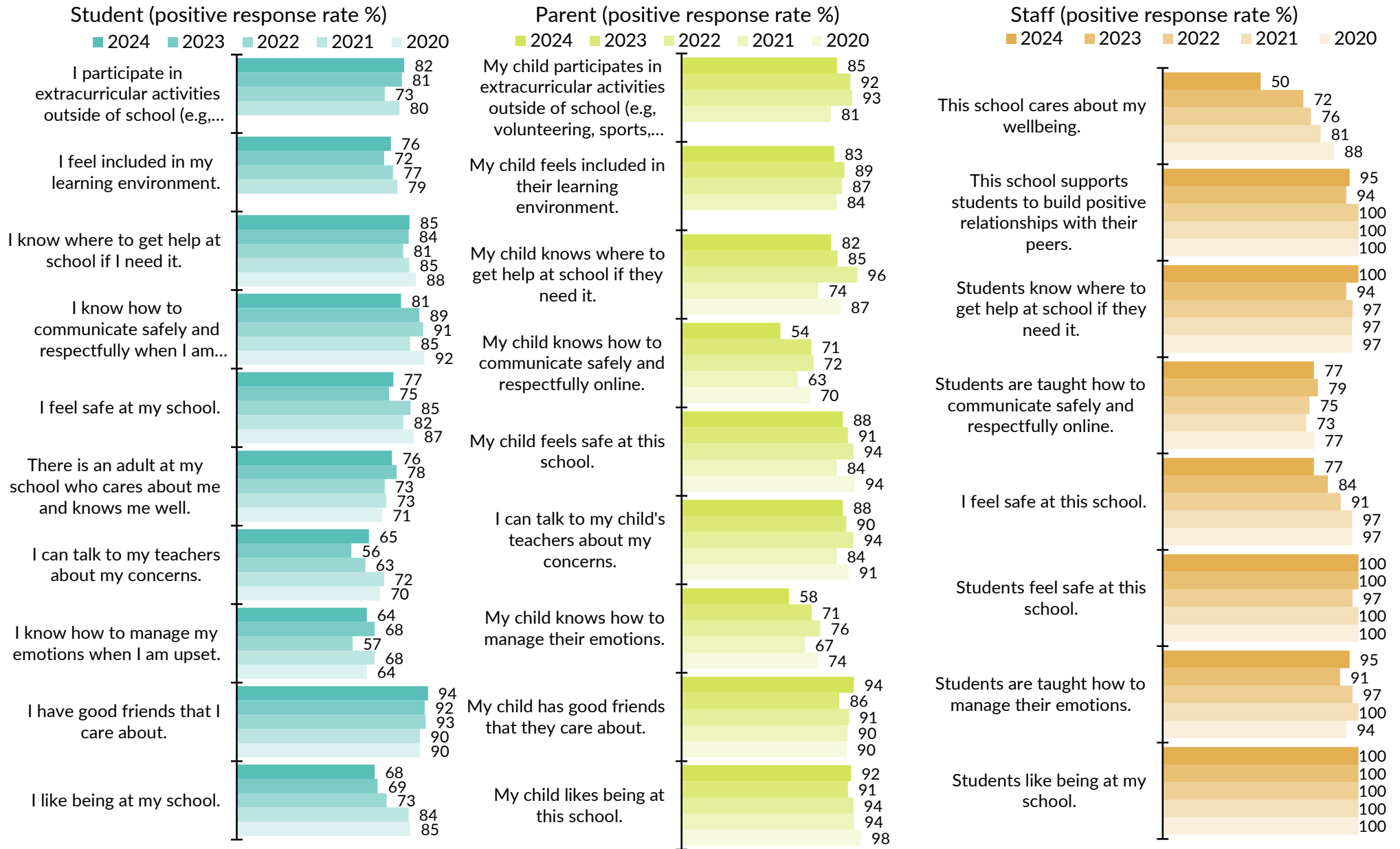
What trends do we see?

How can we explore further with our school community?





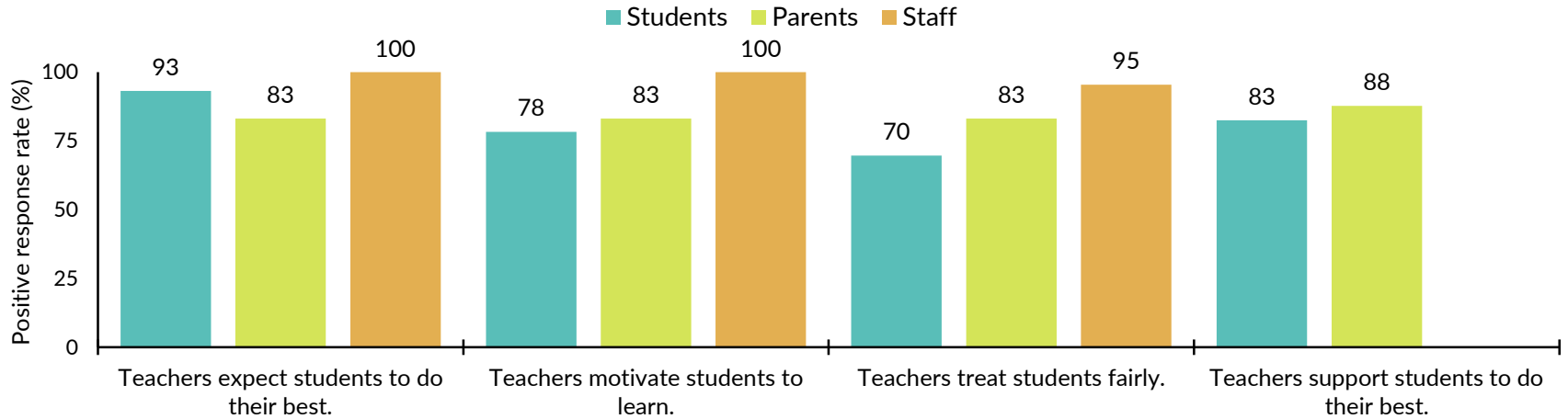
# Theme: Wellbeing - Trends (5 years)



# Theme: Teacher-Student Relationships - Triangulation & Trends (5 years)

## 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.



Student (positive response rate %)

Parent (positive response rate %)

Staff (positive response rate %)

2024 2023 2022 2021 2020

2024 2023 2022 2021 2020

2024 2023 2022 2021 2020



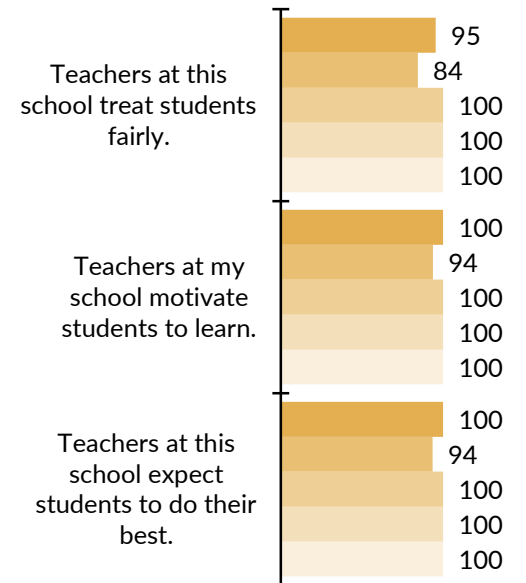
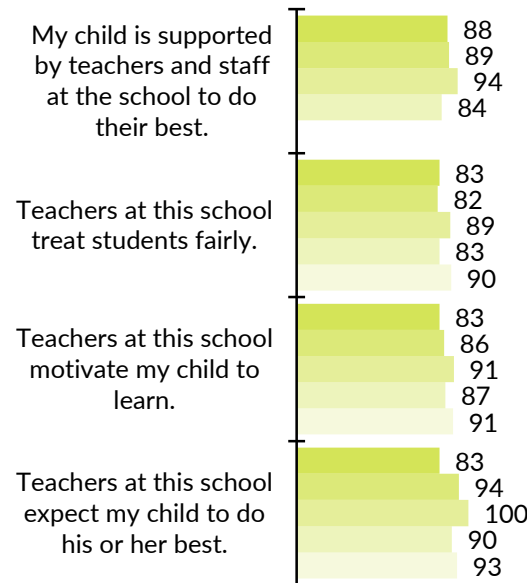
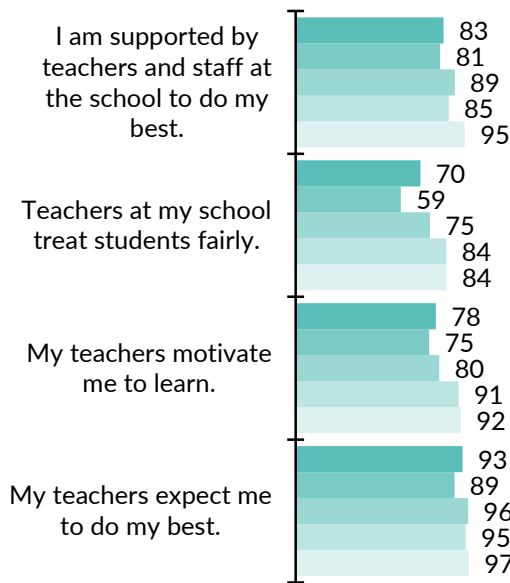
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# Theme: Quality teaching & learning - Triangulation

## 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.



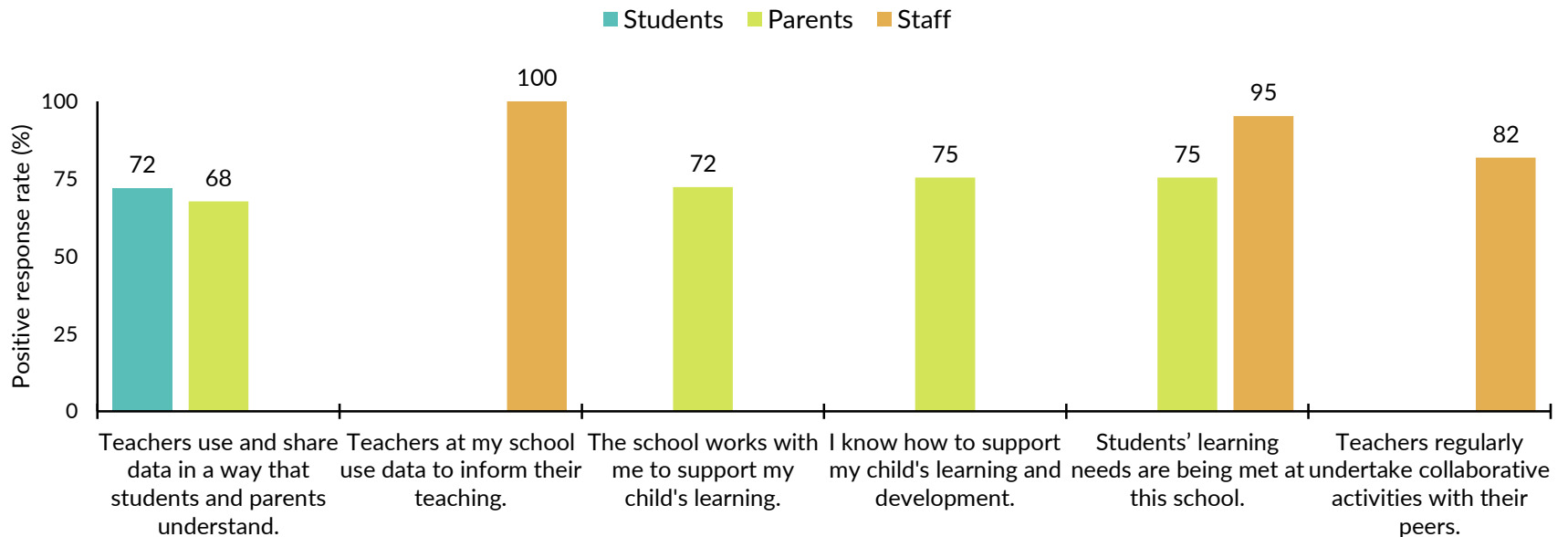
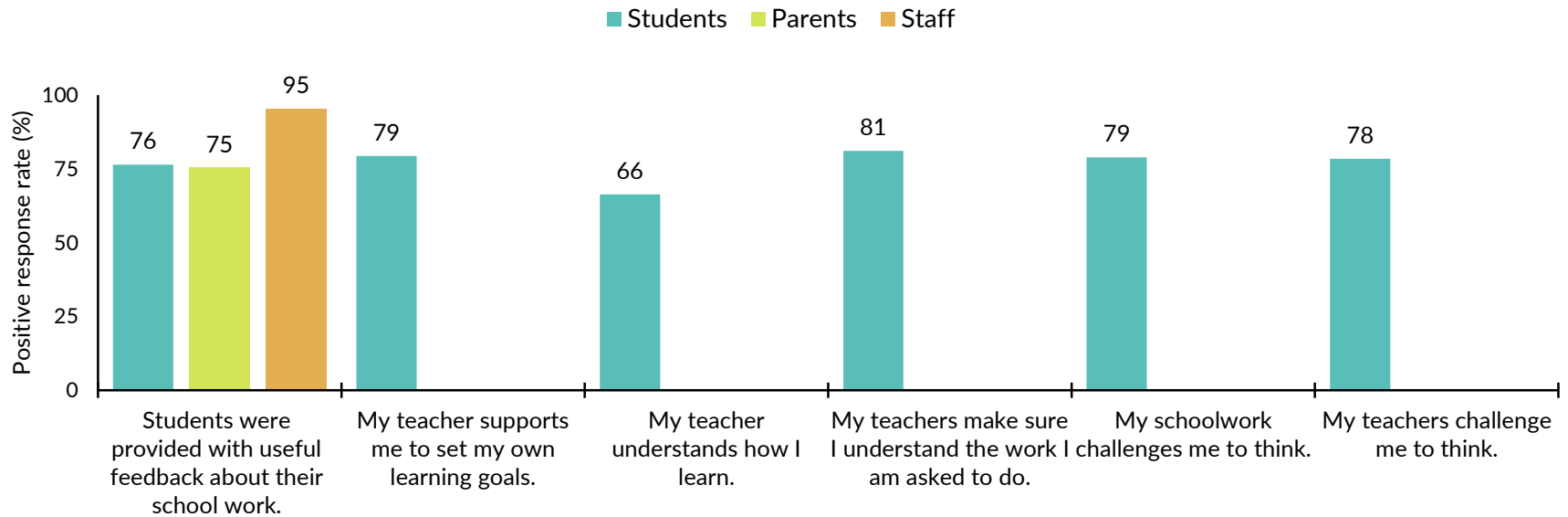
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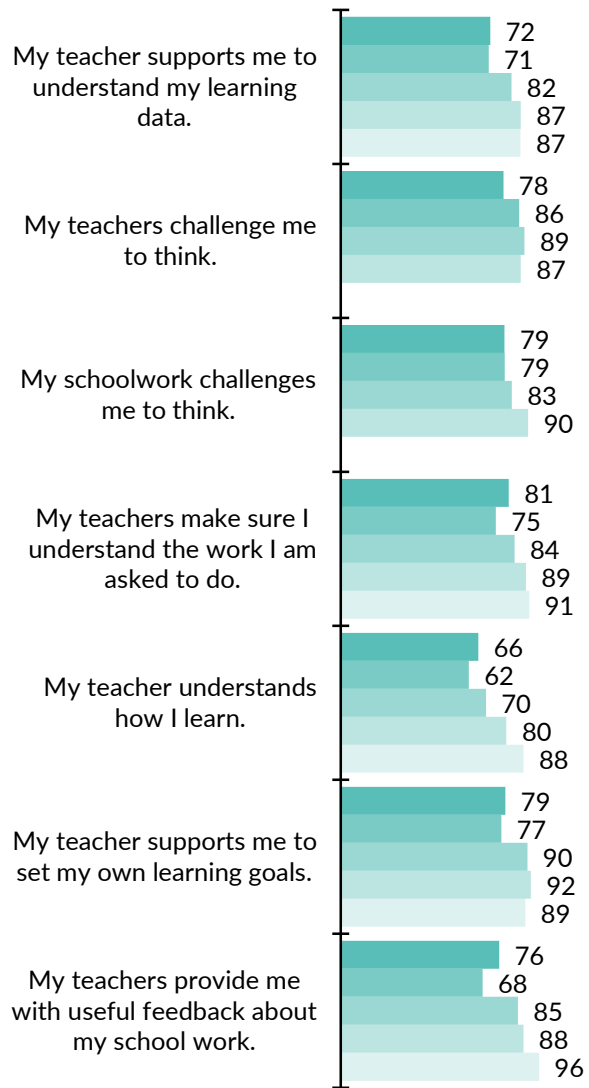
How can we explore further with our school community?



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

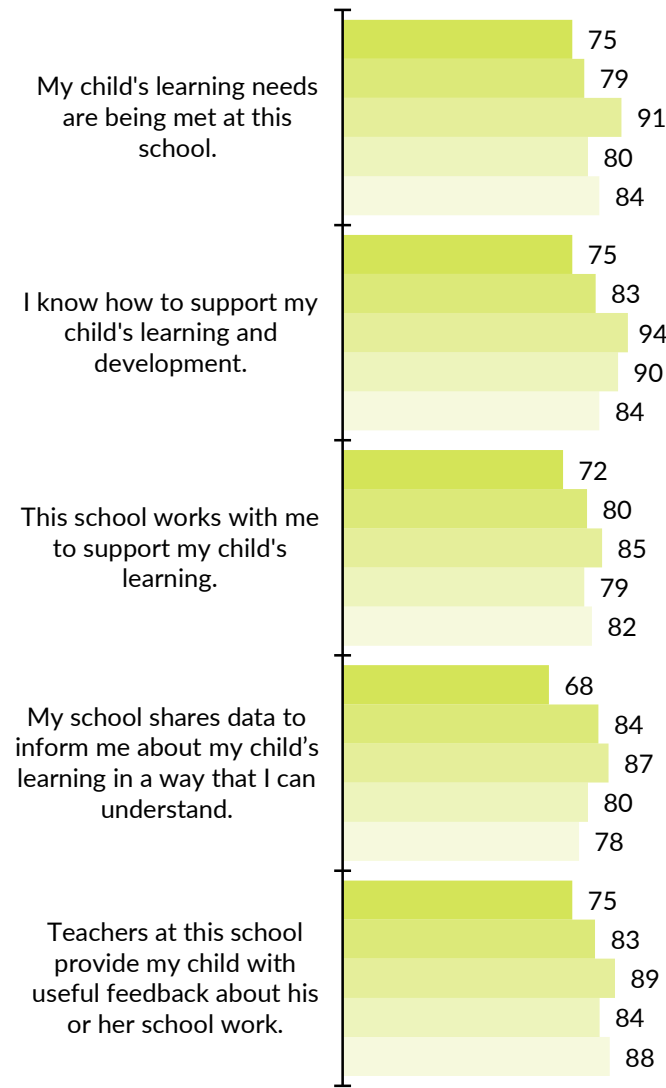
Student (positive response rate %)

2024 2023 2022 2021 2020



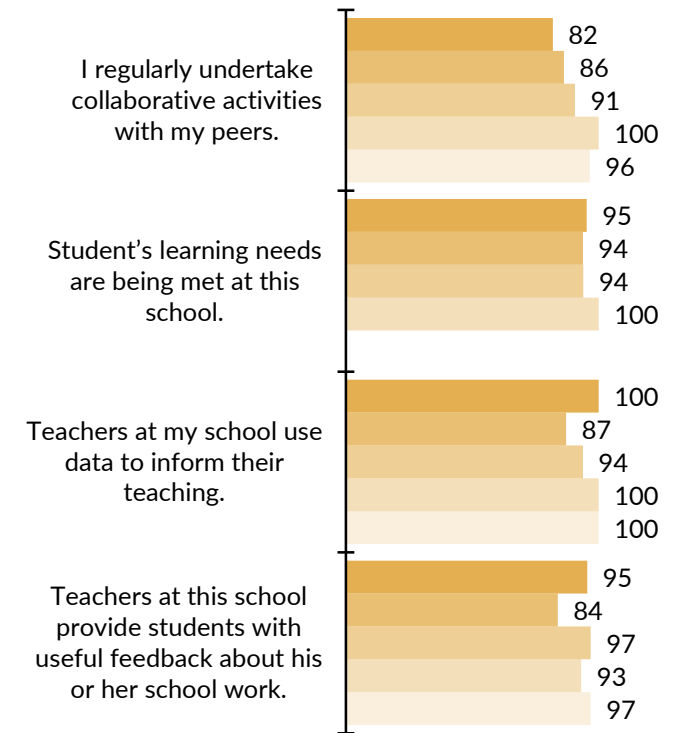
Parent (positive response rate %)

2024 2023 2022 2021 2020



Staff (positive response rate %)

2024 2023 2022 2021 2020



## 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.



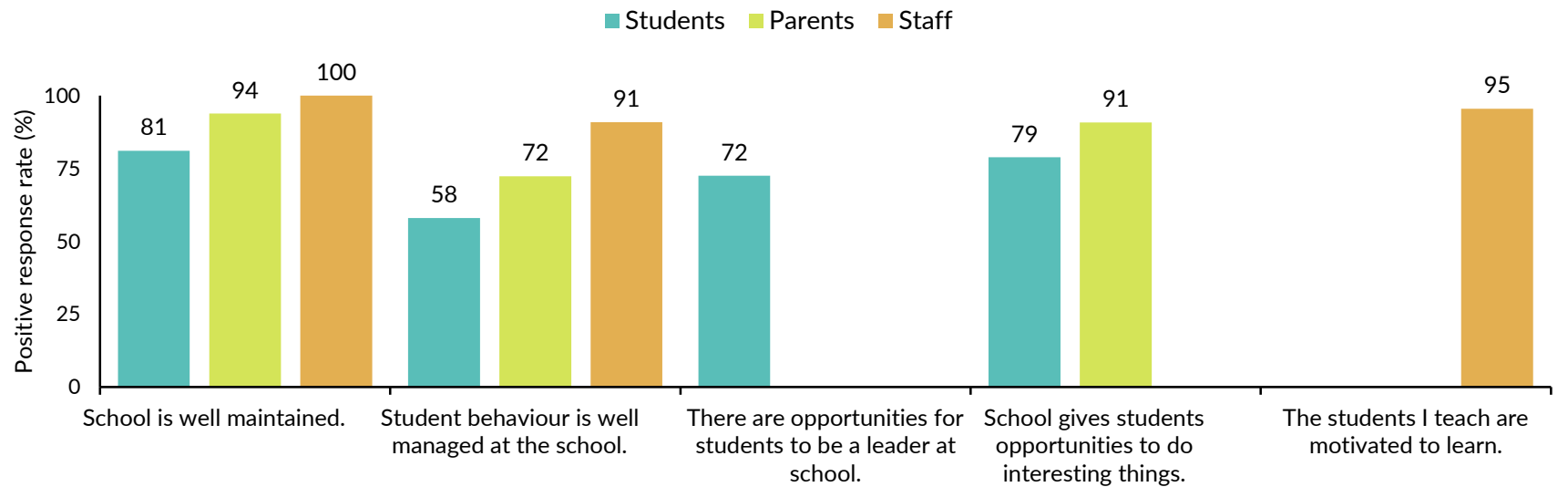
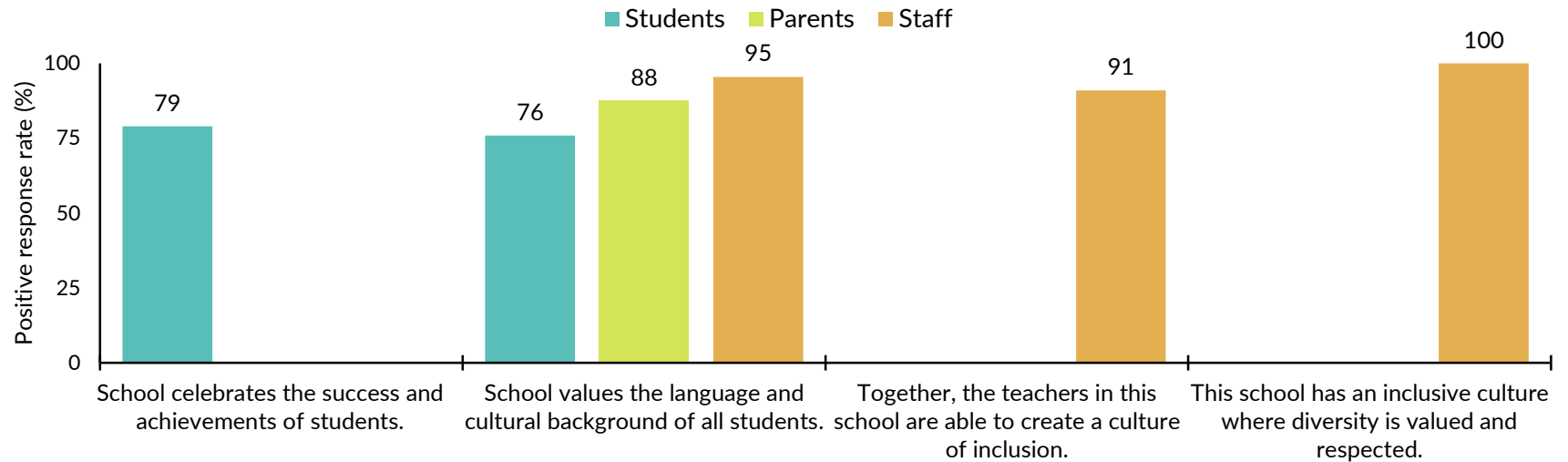
What does our data tell us?

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Where do perceptions differ the most?

What trends do we see?

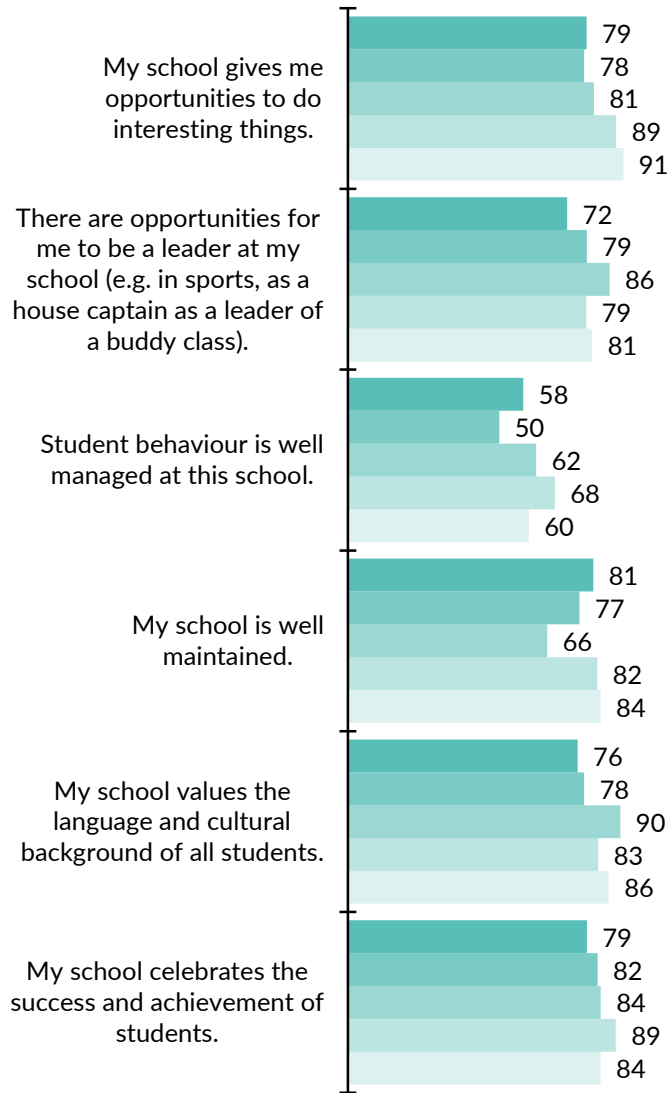
How can we explore further with our school community?



# Theme: Positive learning environment - Trends (5 years)

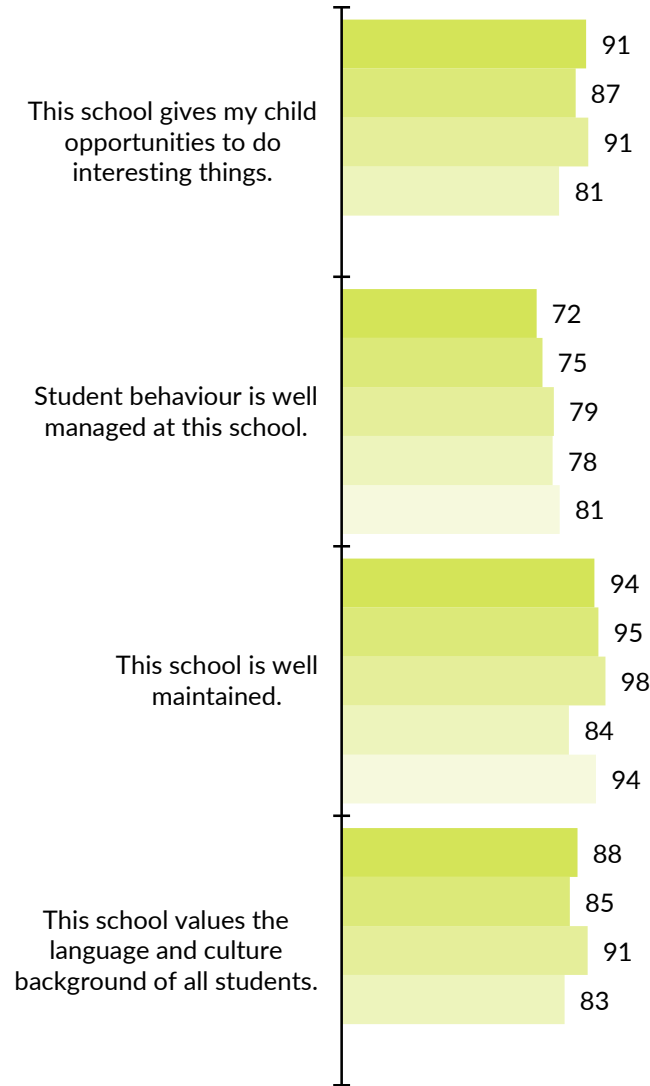
Student (positive response rate %)

2024 2023 2022 2021 2020



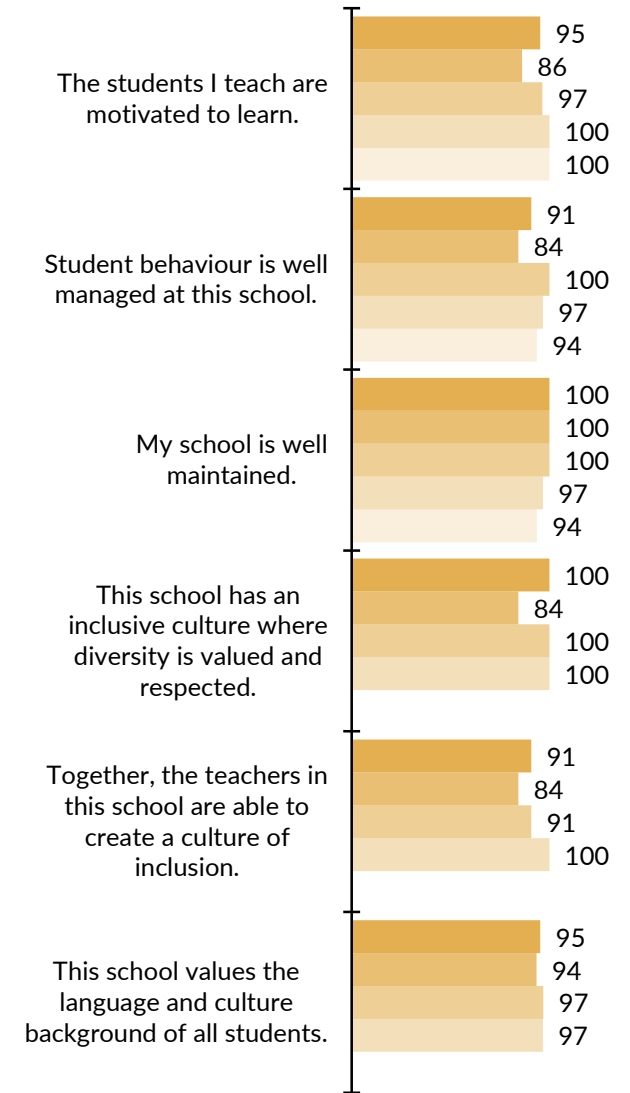
Parent (positive response rate %)

2024 2023 2022 2021 2020



Staff (positive response rate %)

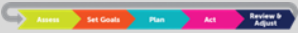
2024 2023 2022 2021 2020



# 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.



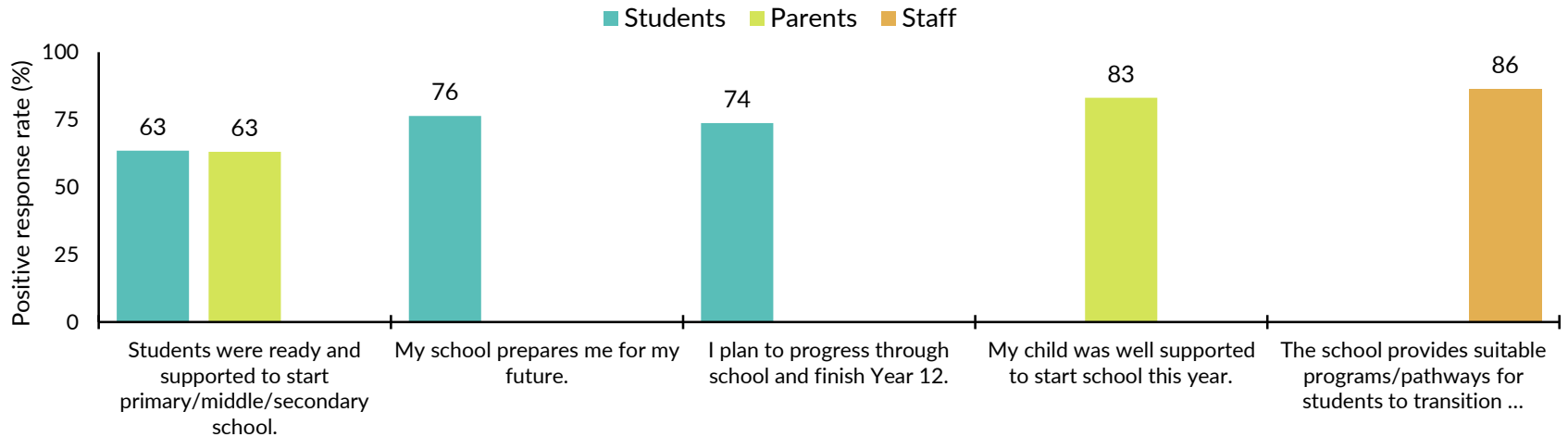
**What does our data tell us?**

**Where is there strong alignment?**

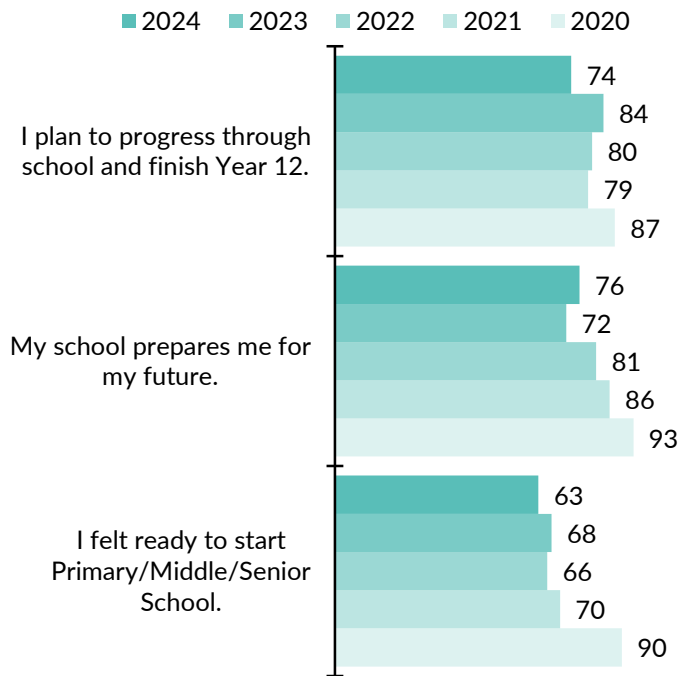
**Where do perceptions differ the most?**

**What trends do we see?**

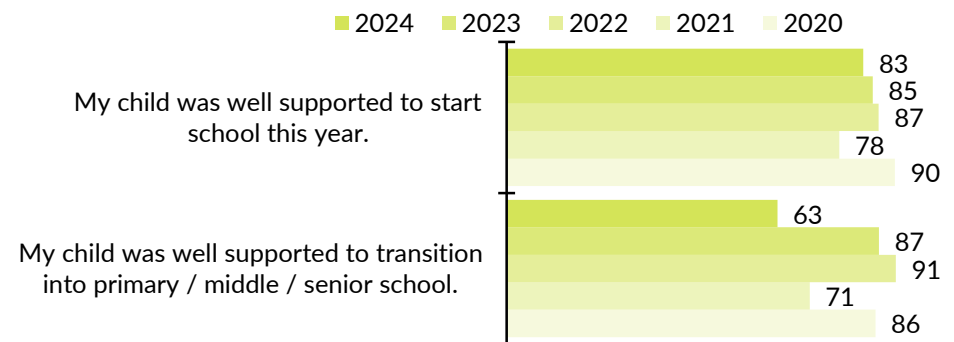
**How can we explore further with our school community?**



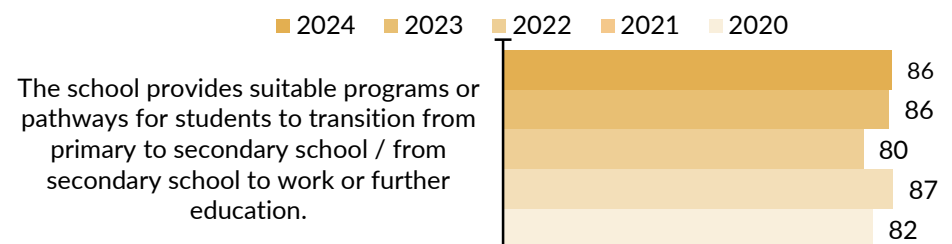
Student (positive response rate %)



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.



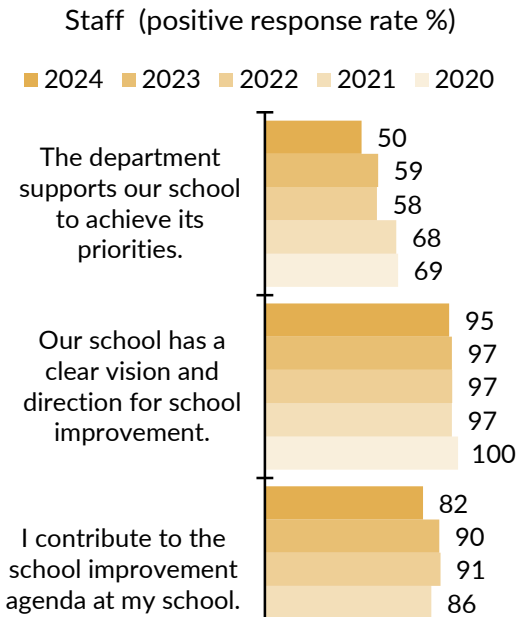
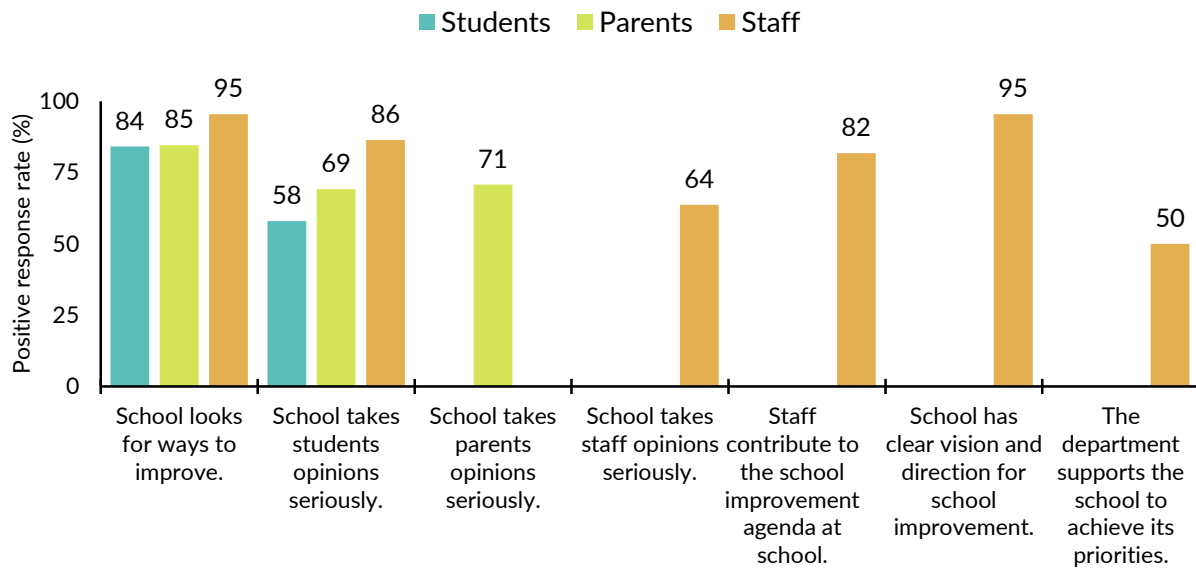
What does our data tell us?

Where is there strong alignment?

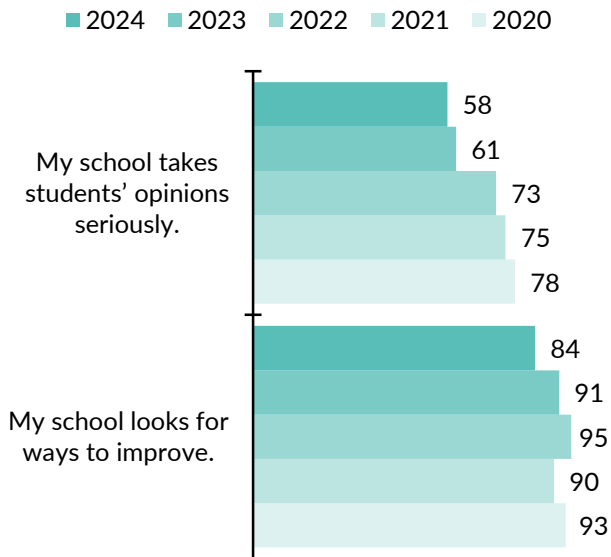
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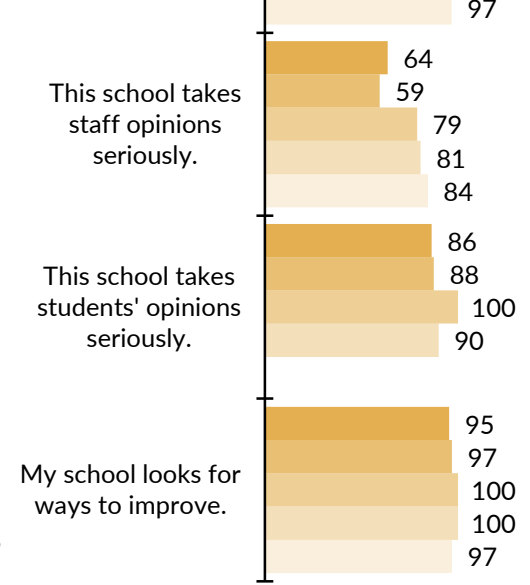
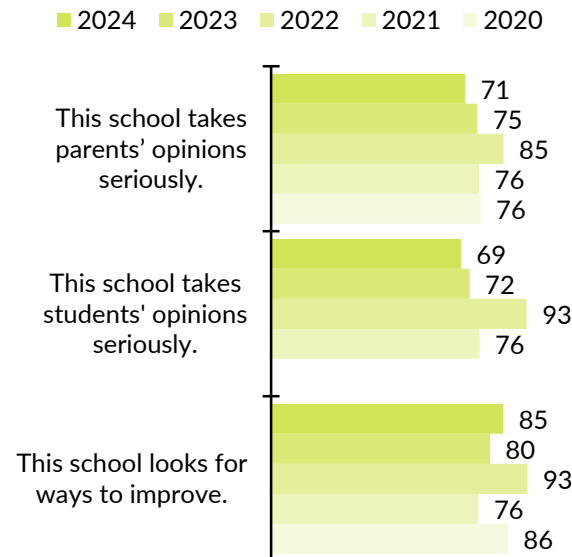
How can we explore further with our school community?



Student (positive response rate %)



Parent (positive response rate %)



# 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.



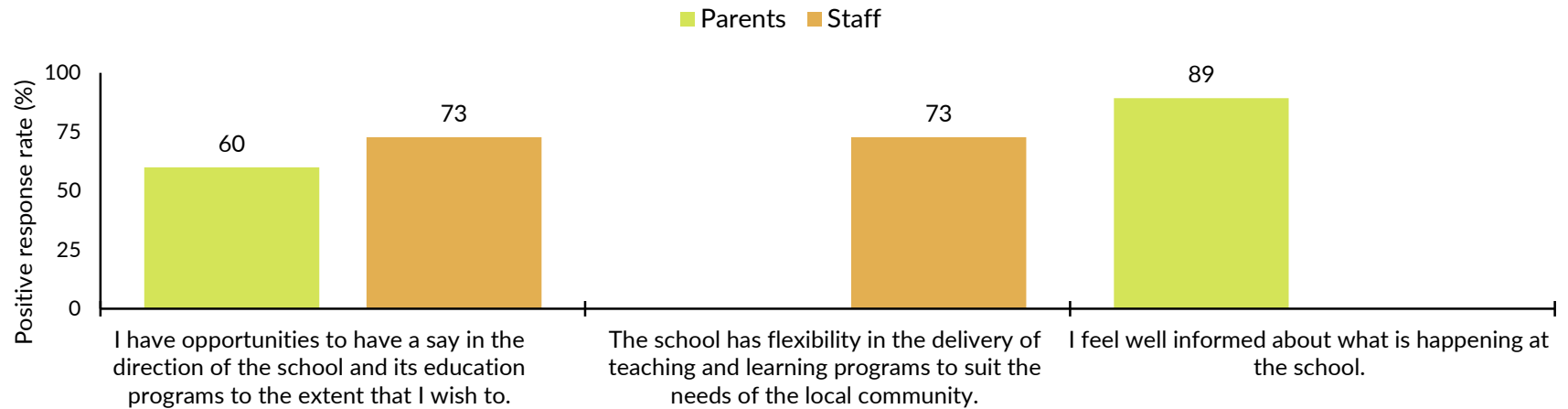
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

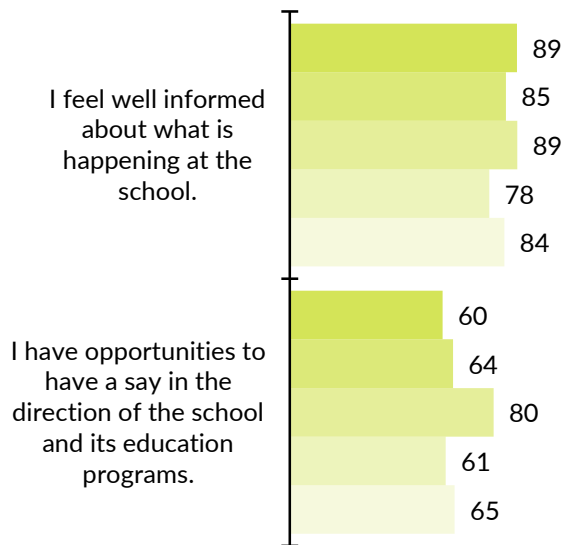
What trends do we see?

How can we explore further with our school community?



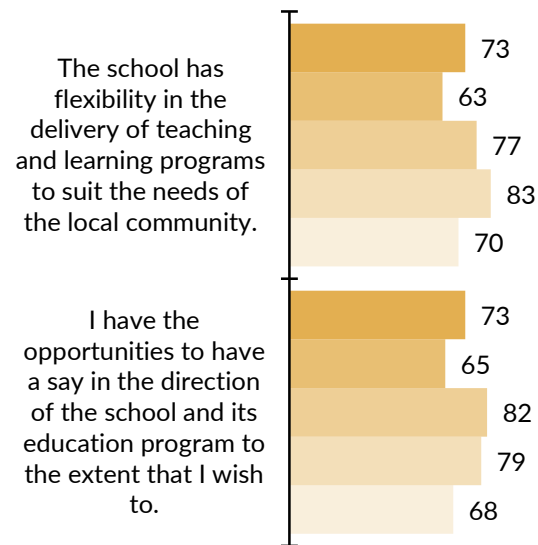
Parent (positive response rate %)

2024 2023 2022 2021 2020



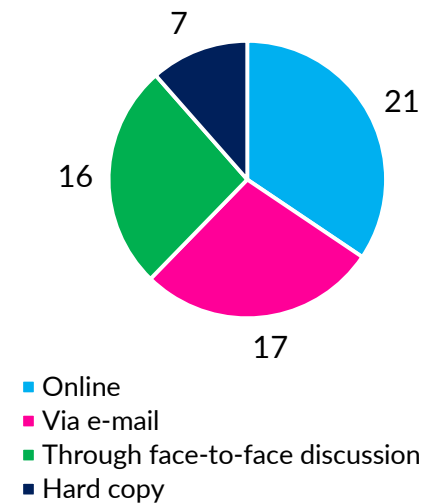
Staff (positive response rate %)

2024 2023 2022 2021 2020



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.



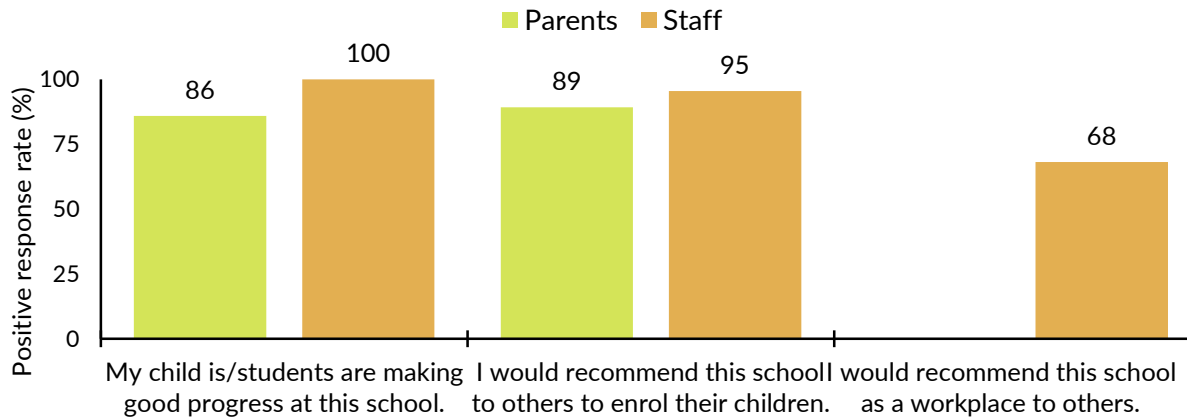
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

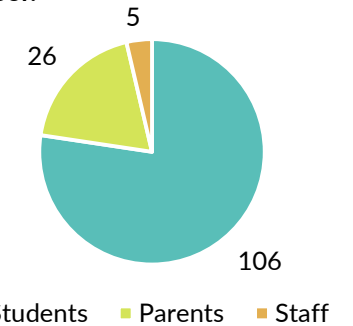
What trends do we see?

How can we explore further with our school community?

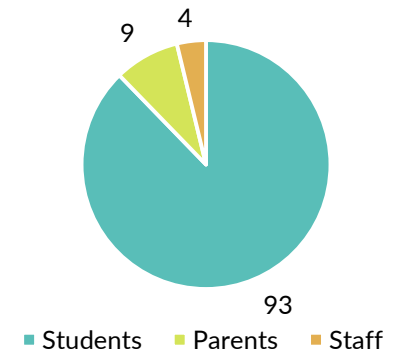


**ADDITIONAL FEEDBACK (optional)**  
 'Number of respondents who provided comment in the optional feedback questions'  
 These charts give a count of respondents who provided a comment in the optional text boxes; this includes any text response. Free text responses are provided to schools separately.

No. of respondents who provided comment for 'Do you have any other comments you would like to share with your school?'

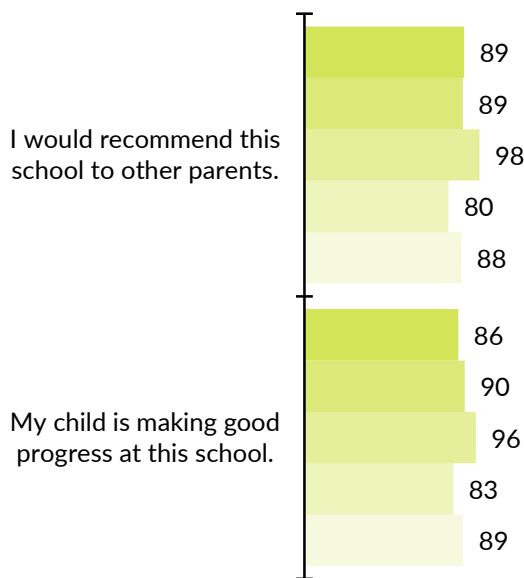


No. of respondents who provided comment for 'Do you have any feedback on this survey?'



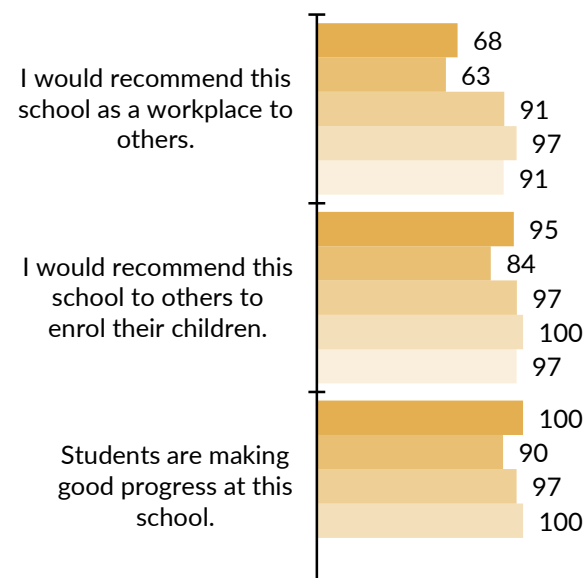
Parent (positive response rate %)

2024 2023 2022 2021 2020



Staff (positive response rate %)

2024 2023 2022 2021 2020



## 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?

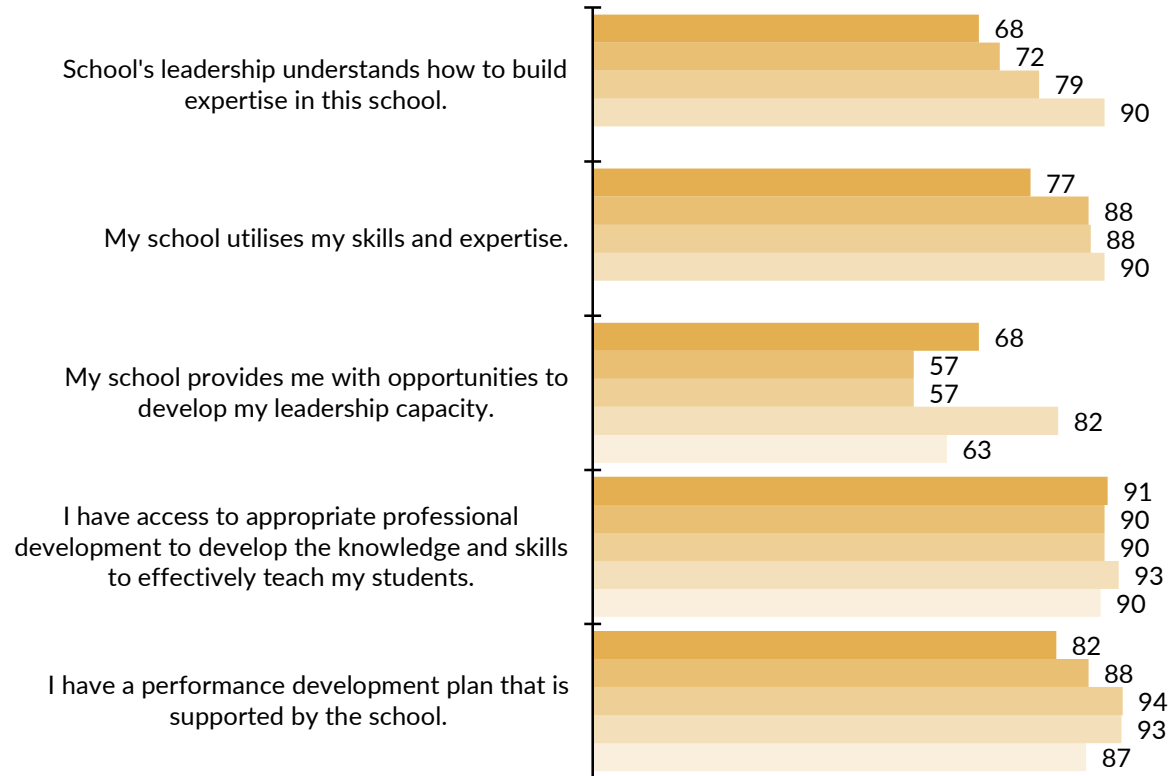
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?

Staff (positive response rate %)

2024 2023 2022 2021 2020



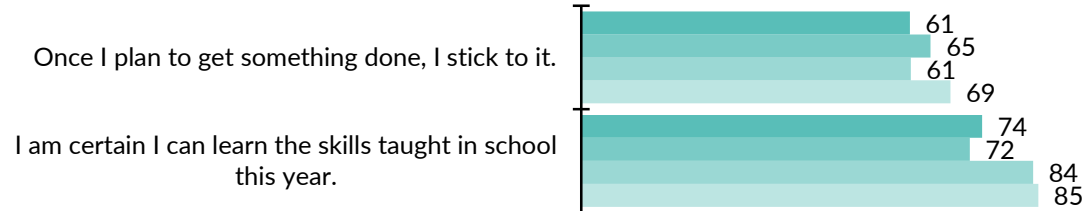
## Theme: Growth mindset & perseverance (student only) - Trends (4 years)

### 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 %)

2024 2023 2022 2021



# Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2024 Snapshot

## Anula Primary School

### Education NT Strategy 2021 - 2025, Headline Improvement Measures

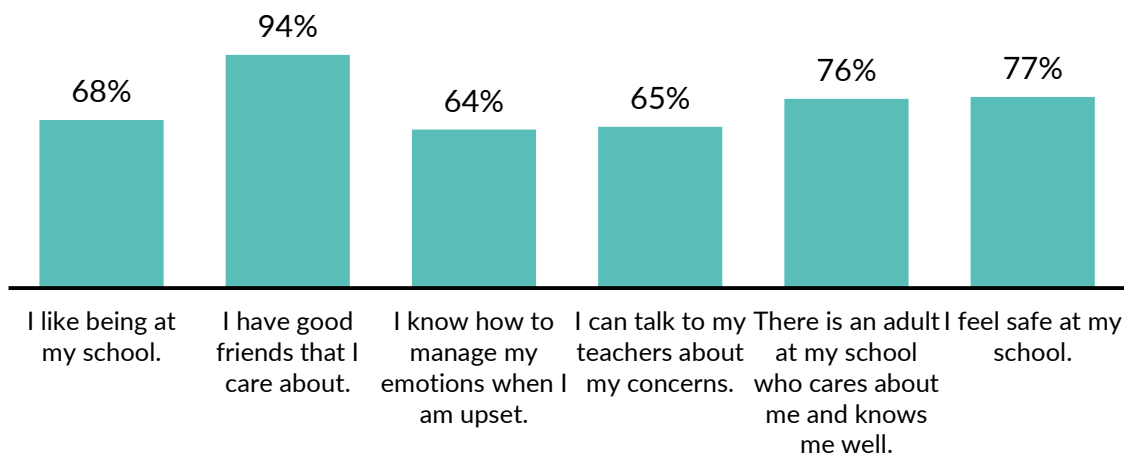
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

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.



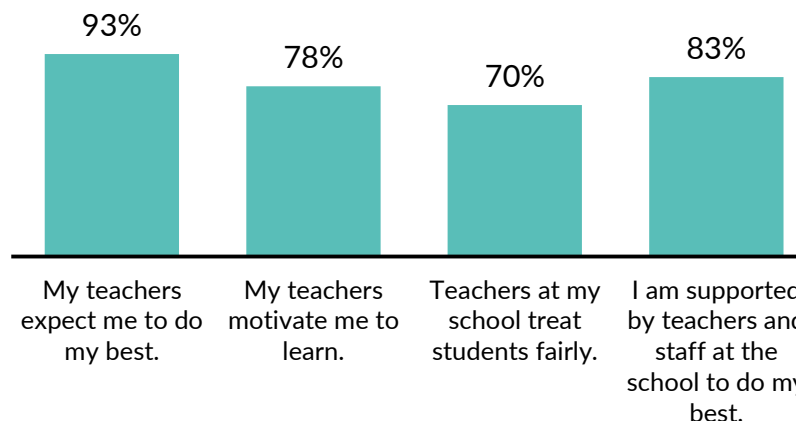
### Wellbeing

2024 student positive response rates (%)



### Teacher-Student Relationships

2024 student positive response rates (%)



**Overall Headline Improvement Measure\***  
(4 years trend)



**Overall Headline Improvement Measure\***  
(4 years trend)



\*The 'Overall Headline Improvement Measure' is calculated as the overall average of the items, with each item receiving equal weighting.