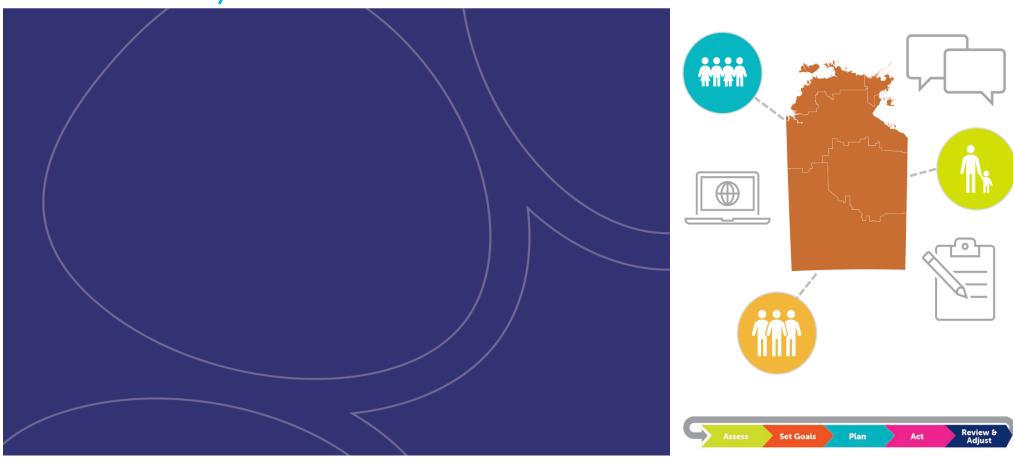
# 2024 NT School Survey Report

**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.

	<del>#1#1</del>	1	
Survey themes	Student Survey	Parent Survey	Staff Survey
Wellbeing	✓	<b>√</b>	✓
Teacher-student relationships	<b>✓</b>	<b>~</b>	<b>✓</b>
Quality teaching & learning	✓	✓	✓
Growth mindset & perseverance	<b>√</b>		
Positive learning environment	✓	✓	✓
Transitions & pathways	✓	✓	✓
Shared vision & voice	✓	✓	✓
School community engagement		<b>~</b>	<b>✓</b>
School satisfaction		✓	✓
Professional development			✓

<sup>√</sup> Themes covered in each survey group

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# NT Inquiry Cycle:



Inquiry + Implementation = Improvement

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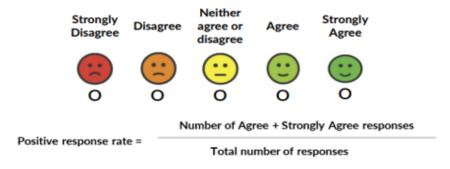
#### Unpacking the results

#### 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

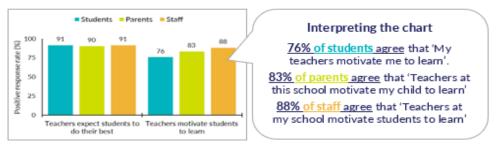
Responses to the school survey are anonymous and this report is designed to protect anonymity. No attempt to identify individual respondents is to be made.

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 <u>eLearn</u> 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 (08) 8901 1326

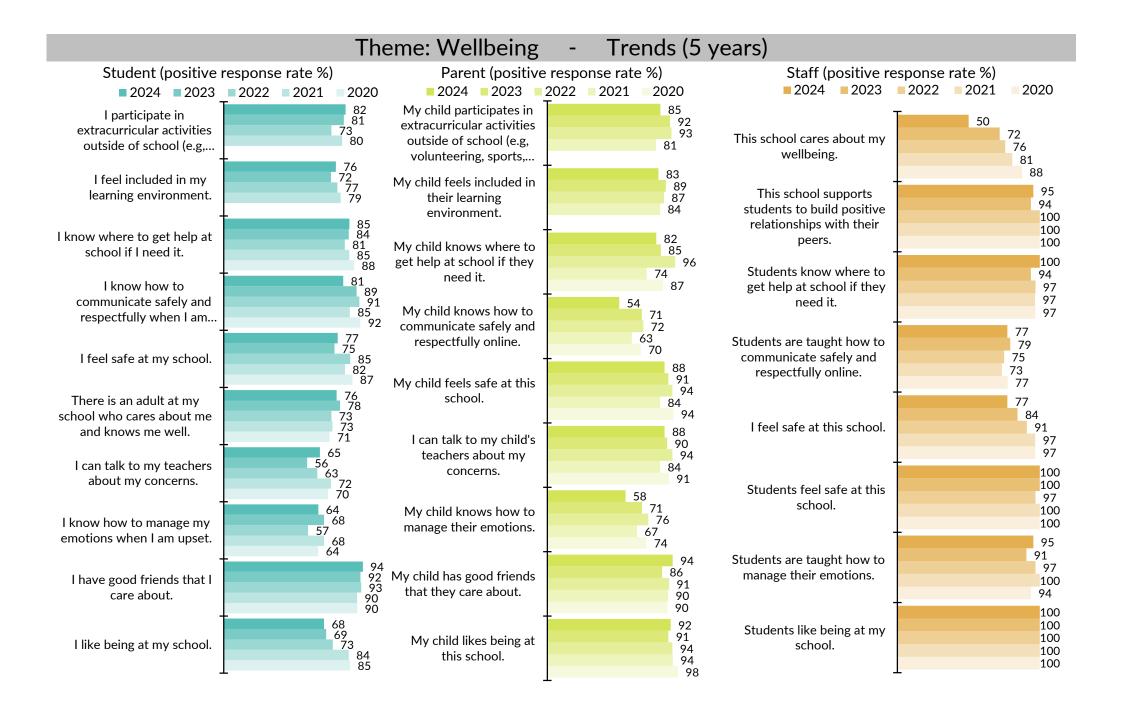
#### **Participation Students Parents** Staff **RESPONSES** Response In determining reliability Number of Number of Year of rate Year of Number of Year of Number of Response of survey results, responses responses (Yrs 5-12 rate survey survey responses survey responses consider sample size, (all years) (Yrs 5-12) only) number and diversity of 2024 191 65 100 84% 2024 2024 22 40% respondents against 2023 school population. 51% 2023 115 72 63% 2023 106 32 Compositions of schools 2022 82 2022 47 2022 62% 82 81% 33 and previous 2021 161 85% 2021 83 2021 31 58% 75 participation rates also 2020 92 92 89 2020 32 59% 88% 2020 need to be considered when comparing survey 33 35 32 32 250 31 120 results with previous 106 years. 30 191 100 89 200 When analysing 83 161 22 25 participation graphs, 80 consider response rate 150 20 115 first. Changes in 60 enrolment can impact 15 100 participation numbers 40 10 and rates. 50 20 5 0 0 2020 2021 2022 2023 2024 2020 2021 2022 2023 2024 2020 2021 2022 2023 2024 Is this data representative? Number of responses (all years) Number of responses (all years) Number of responses (all years) How many responses Early Primary Middle Senior 2024 Non Nonwere received? Years Total Aboriginal Years Years Years Teaching Leadership Responses\* Aboriginal **Teaching** (P-3) (4-6)(7-9)(10-12)From who? **Students** 156 0 0 191 35 46 145 \_ **Parents** 65 42 22 0 What needs to be 4 61 0 considered when **Staff** 22 0 18 5 7 0 0 3 3 12 analysing these results?

<sup>\*</sup>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					
	Students Students				
HIGHEST / LOWEST	Most Positive items for 2024		Least Positive items for 2024		
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.	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%	
Assess Set Goals Plan Act Review 6	Parents/carers				
Assess Set Goals Plan Act Adjust	Most Positive items for 2024		Least Positive items for 2024		
What are the areas of strength?  What are the opportunities for improvement?	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%	
Are there similar themes			Staff		
across the survey groups: students, parents and staff?  How do these results compare with the region and NT? (refer to the cohort comparison section)	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%	

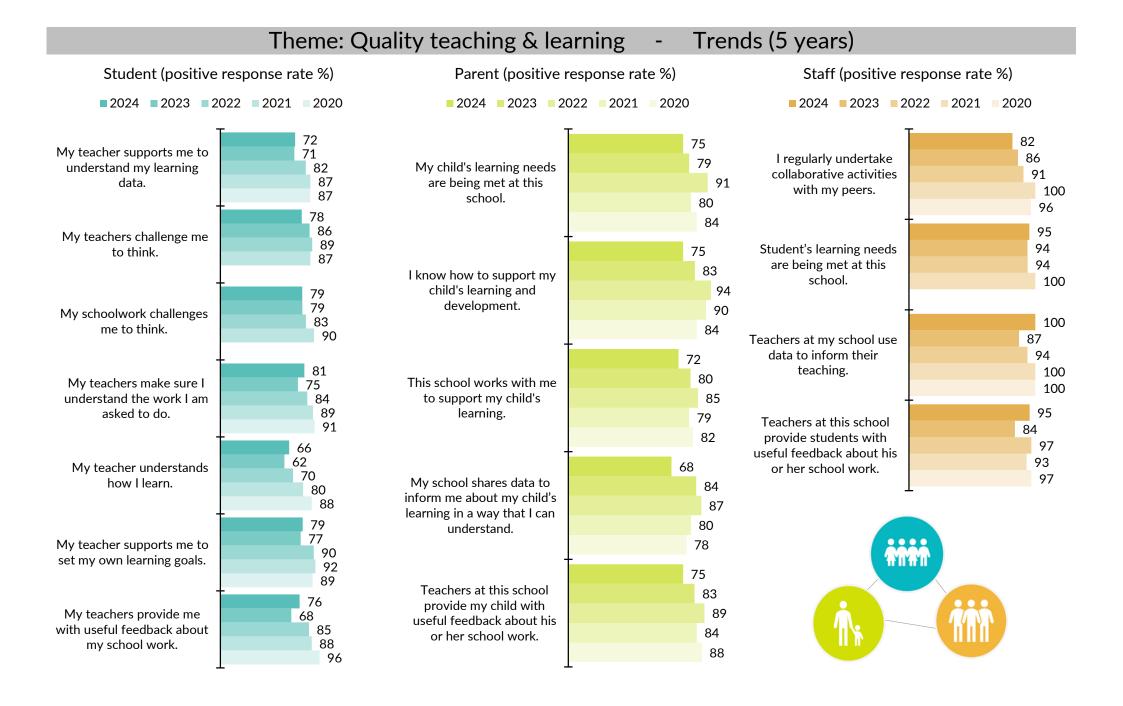
Change from previous year (2024 vs 2023)						
CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	<b>2024</b> vs 2023	Lowest ranking items	% point change	<b>2024</b> vs 2023
T1: 4 11	Students Stu					
This table presents the first three and last three items when ranked in	Teachers at my school treat students fairly.	+11%	<b>70%</b> 59%	I plan to progress through school and finish Year 12.	-10%	<b>74%</b> 84%
order of percentage point change.	I can talk to my teachers about my concerns.	+9%	<b>65%</b> 56%	My teachers challenge me to think.	-8%	<b>78%</b> 86%
Compositions of your school and previous participation rates also need to be considered	My teachers provide me with useful feedback about my school work.	+8%	<b>76%</b> 68%	I know how to communicate safely and respectfully when I am online.	-8%	<b>81%</b> 89%
when comparing survey	Parents/carers					
results with previous years.	My child has good friends that they care about.	+8%	<b>94%</b> 86%	My child was well supported to transition into primary / middle / senior school.	-24%	<b>63%</b> 87%
Are the changes significant? How many	This school looks for ways to improve.	+5%	<b>85%</b> 80%	My child knows how to communicate safely and respectfully online.	-17%	<b>54%</b> 71%
responses do they represent?	I feel well informed about what is happening at the school.	+4%	<b>89%</b> 85%	My school shares data to inform me about my child's learning in a way that I can understand.	-16%	<b>68%</b> 84%
What are the areas of			9	Staff		
what are the opportunities for improvement?  Are there similar themes across the survey groups: students, parents and staff?	This school has an inclusive culture where diversity is valued and respected.	+16%	<b>100%</b> 84%	This school cares about my wellbeing.	-22%	<b>50%</b> 72%
	Teachers at my school use data to inform their teaching.	+13%	<b>100%</b> 87%	My school utilises my skills and expertise.	-11%	<b>77%</b> 88%
	Teachers at this school treat students fairly.	+11%	<b>95%</b> 84%	The department supports our school to achieve its priorities.	-9%	<b>50%</b> 59%

#### Theme: Wellbeing Triangulation ■ Students ■ Parents ■ Staff 100 100 95 94 94 **WELLBEING** 92 100 88 88 Positive response rate (%) 77 77 76 Ensuring students and 68 75 65 64 school staff feel safe. 58 supported and welcome 50 in their environment is foundational to a school's ability to engage its 25 students and create a learning culture for 0 continuous improvement. Students like being Students have good Students know how Students and There is an adult at Students feel safe Staff feel safe at at school. friends that they to manage their parents can talk to my school who at school. school. care about. emotions. teachers about their cares about me and knows me well. concerns. ■ Students ■ Parents ■ Staff What does our data tell 100 us? 95 100 85 85 Positive response rate (%) 83 82 82 81 77 Where is there strong 76 75 alignment? 54 50 Where do perceptions 50 differ the most? 25 What trends do we see? How can we explore further with our school Students know how to Students know where The school supports This school cares about Students feel included Students participate in community? communicate safely to get help if they need students to build my wellbeing. in the learning extracurricular it. positive relationships environment. activities outside of and respectfully online. with their peers. school.



#### Theme: Teacher-Student Relationships Triangulation & Trends (5 years) ■ Students ■ Parents ■ Staff 100 100 95 **TEACHER-STUDENT** 93 100 88 Positive response rate (%) 83 83 83 83 **RELATIONSHIPS** 78 70 75 A student's relationship with their teachers has a 50 significant impact on how well they learn, their 25 engagement in schooling, their academic outcomes and their behaviour at 0 Teachers expect students to do Teachers motivate students to Teachers support students to do school. Teachers treat students fairly. their best. learn. their best. Parent (positive response rate %) Staff (positive response rate %) Student (positive response rate %) **2024 2023 2022 2021 2020 2024 2023 2022 2021 2020 ■** 2024 **■** 2023 **■** 2022 **■** 2021 **■** 2020 Set Goals Plan Act Review & Adjust 83 88 I am supported by My child is supported 95 89 81 What does our data tell by teachers and staff teachers and staff at 84 Teachers at this 94 89 us? at the school to do the school to do my school treat students 100 85 84 their best. best. 95 fairly. 100 Where is there strong 70 83 100 alignment? 59 82 Teachers at my school Teachers at this school 75 89 100 treat students fairly. treat students fairly. 84 83 94 Where do perceptions Teachers at my 84 90 differ the most? school motivate 100 78 83 students to learn. 100 Teachers at this school 75 86 My teachers motivate What trends do we see? 80 motivate my child to 91 100 me to learn. 91 87 learn. 92 100 91 How can we explore Teachers at this 94 93 further with our school 83 school expect Teachers at this school 89 94 100 community? My teachers expect me students to do their 96 expect my child to do 100 100 to do my best. best. 95 90 his or her best. 100 97 93

#### Theme: Quality teaching & learning Triangulation ■ Students ■ Parents ■ Staff **QUALITY TEACHING** 95 AND LEARNING 100 Positive response rate (%) 81 79 79 78 76 75 Quality teaching and 75 66 learning shapes the learning experiences and education outcomes of a 50 young person. Engaging teaching and learning 25 addresses individual student needs, includes useful and consistent My teachers challenge Students were My teacher supports Mv teacher My teachers make sure Mv schoolwork feedback and supports provided with useful understands how I I understand the work I challenges me to think. me to think. me to set my own students to achieve feedback about their am asked to do. learning goals. learn. learning goals and targets. school work. ■ Students ■ Parents ■ Staff 100 95 100 What does our data tell Positive response rate (%) 82 us? 75 75 72 72 68 75 Where is there strong alignment? 50 Where do perceptions differ the most? What trends do we see? Teachers use and share Teachers at my school The school works with I know how to support Students' learning Teachers regularly How can we explore my child's learning and needs are being met at undertake collaborative data in a way that use data to inform their me to support my further with our school students and parents teaching. child's learning. development. this school. activities with their community? understand. peers.



#### Theme: Positive learning environment Triangulation ■ Students ■ Parents ■ Staff 100 **POSITIVE LEARNING** 95 100 91 **ENVIRONMENT** 88 Positive response rate (%) 79 76 75 School improvement requires a positive learning environment 50 where there is a collective belief that 25 every student is capable of successful learning. This is built through positive and caring School celebrates the success and School values the language and Together, the teachers in this This school has an inclusive culture relationships, a culture of cultural background of all students. school are able to create a culture achievements of students. where diversity is valued and mutual trust and support, of inclusion. respected. and creating a learning environment that is safe, respectful and inclusive. ■ Students ■ Parents ■ Staff

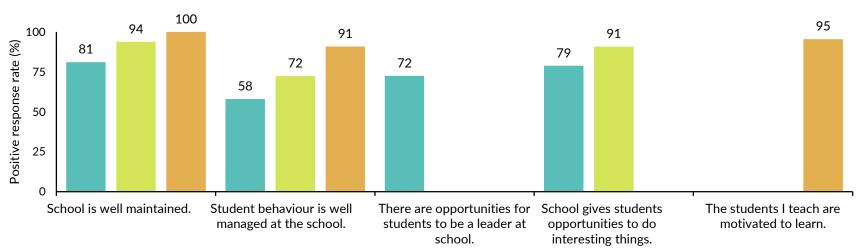


Where is there strong alignment?

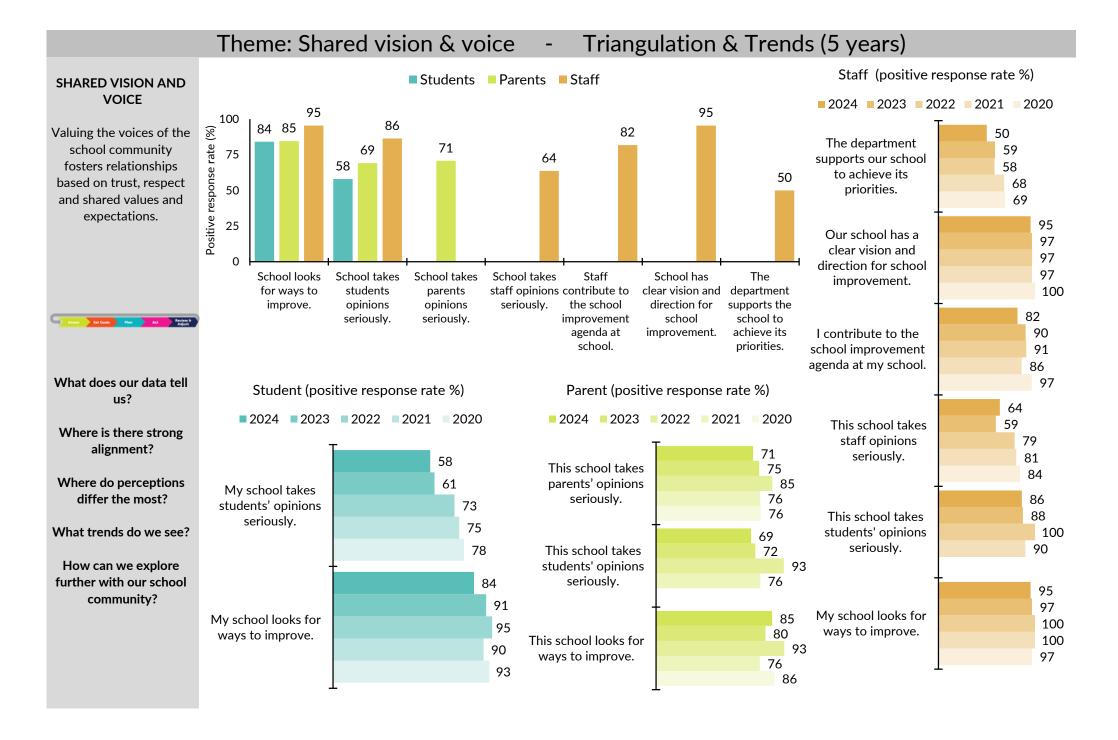
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



#### Theme: Transitions & pathways Triangulation & Trends (5 years) ■ Students ■ Parents ■ Staff TRANSITION AND 100 **PATHWAYS** 86 Positive response rate (%) 83 76 74 75 63 The child and student 63 experiences a number of transitions as they move 50 into, through and beyond schooling. To continue 25 through these transition points, students need to 0 feel supported by their Students were ready and My school prepares me for my I plan to progress through My child was well supported The school provides suitable school and believe in the supported to start future. school and finish Year 12. to start school this year. programs/pathways for primary/middle/secondary students to transition ... value of their education school. for achieving future goals. Student (positive response rate %) Parent (positive response rate %) **■**2024 **■**2023 **■**2022 **■**2021 **■**2020 **2024 2023 2022 2021** 2020 83 Set Goals Plan Act Review b 74 85 My child was well supported to start 84 87 school this year. I plan to progress through What does our data tell 78 80 school and finish Year 12. 90 us? 79 63 87 Where is there strong 87 My child was well supported to transition 91 alignment? 76 into primary / middle / senior school. 71 72 86 Where do perceptions My school prepares me for 81 differ the most? my future. Staff (positive response rate %) 86 **2024 2023 2022 2021** 2020 93 What trends do we see? 86 63 The school provides suitable programs or How can we explore 86 pathways for students to transition from 68 I felt ready to start further with our school primary to secondary school / from 80 Primary/Middle/Senior 66 community? secondary school to work or further 87 School. 70 education. 82 90



#### Theme: School community engagement Triangulation & Trends (5 years) ■ Parents ■ Staff **SCHOOL COMMUNITY ENGAGEMENT** 100 89 Positive response rate (%) 73 73 School community 75 60 engagement supports student learning and 50 wellbeing through common goals and 25 shared purpose with parents, families and the 0 wider school community. I have opportunities to have a say in the The school has flexibility in the delivery of I feel well informed about what is happening at It also supports flexible direction of the school and its education teaching and learning programs to suit the the school. needs of the local community. delivery of education programs to the extent that I wish to. programs to meet the needs of the local Parent (positive response rate %) Staff (positive response rate %) Count of parent selections for 'I community. would prefer the school to share 2024 2023 2022 2021 2020 **2024 2023 2022 2021** 2020 information about my child's achievement with me' (Parents can choose multiple options) 73 89 The school has 85 I feel well informed flexibility in the 63 What does our data tell about what is delivery of teaching 89 77 21 us? happening at the and learning programs school. to suit the needs of 78 83 Where is there strong the local community. 16 84 70 alignment? 60 73 Where do perceptions I have the opportunities to have differ the most? I have opportunities to 64 65 a say in the direction have a say in the 17 direction of the school 80 of the school and its 82 What trends do we see? Online and its education education program to 61 79 ■ Via e-mail programs. the extent that I wish

to.

68

65

■ Through face-to-face discussion

Hard copy

How can we explore

further with our school

community?

#### Theme: School satisfaction Triangulation & Trends (5 years) **ADDITIONAL FEEDBACK (optional)** ■ Parents ■ Staff **SCHOOL SATISFACTION** 'Number of respondents who provided 100 Positive response rate (%) 95 comment in the optional feedback 89 86 Satisfaction with school's auestions' performance, culture and These charts give a count of respondents 68 who provided a comment in the optional services is essential to text boxes: this includes any text response. retaining school staff and Free text responses are provided to schools students to create separately. continuity of learning. No. of respondents who provided comment for 'Do you have any other My child is/students are making I would recommend this school would recommend this school comments you would like to share with good progress at this school. to others to enrol their children. as a workplace to others. vour school?' 26 Parent (positive response rate %) Staff (positive response rate %) Set Goals Plan Act Review b 2024 2023 2022 2021 2020 **2024 2023 2022 2021 2020** What does our data tell 68 106 us? 89 63 I would recommend this Students Parents Staff 89 school as a workplace to 91 Where is there strong I would recommend this others. 97 alignment? 98 No. of respondents who provided school to other parents. 91 comment for 'Do you have any feedback 80 Where do perceptions on this survey?' 95 differ the most? 88 84 I would recommend this school to others to 97 What trends do we see? enrol their children. 100 86 97 How can we explore 90 further with our school 100 My child is making good 96 community? progress at this school. Students are making 90 good progress at this 97 83 school. 100 89 93 Students Parents Staff

# 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.



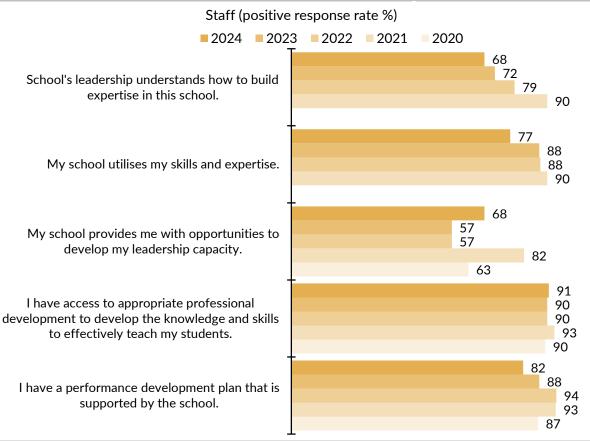
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

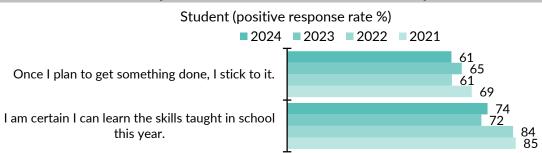
How can we explore further with our school community?



# 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.





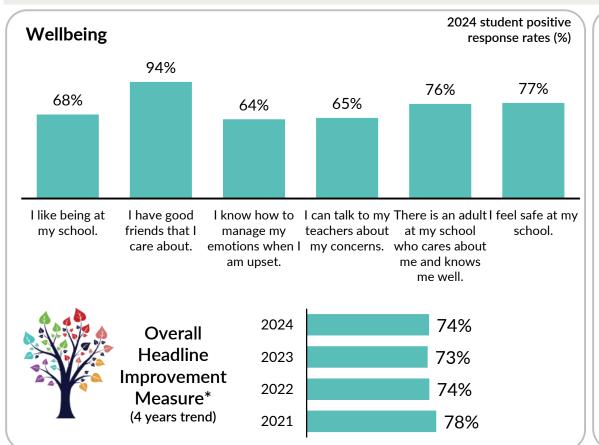
# Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2024 Snapshot Anula Primary School

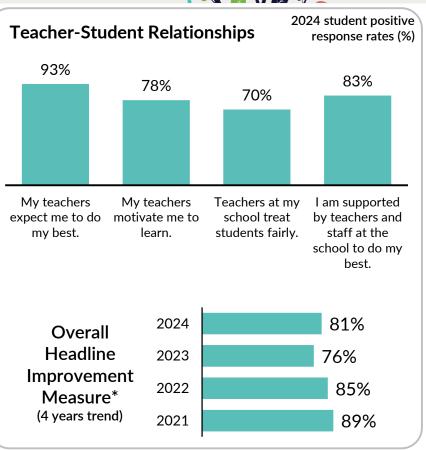
#### Education NT Strategy 2021 - 2025, Headline Improvement Measures

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.







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