

LARAPINTA PRIMARY SCHOOL

Annual Performance Report to the School Community 2011



School Overview

Our School

Larapinta Primary School opened in 1998. The school is located in the western area of Alice Springs, nestled at the foot of the Macdonald Ranges. Larapinta is the newest government primary school in Alice Springs and as such it boasts excellent facilities throughout. The recent Australian Government BER project enabled the addition of an Arts Centre providing two teaching spaces and an upgraded carpark; other projects are still in construction. Primary School Upgrade funding received in 2011 has allowed the school to continue to keep facilities in top condition.

Our Students

The 2011 school year began with an enrolment of 318 students in the Primary and Preschool, compared to 322 at the beginning of 2010. Of these students 143 were Indigenous. At the end of 2011 the enrolments were 325 with 138 Indigenous students.

Our Staff

The school leadership team consisted of the Principal, Assistant Principal, two Senior teachers, an Administration Manager and the Aboriginal Islander Education Worker (AIEW).

In addition to the leadership team twenty-three teachers were employed, some in a part-time capacity. There were 10 classes in 2011 as in the previous year. The school had a nominated Teacher Librarian, Music Teacher and Physical Education teacher all of whom provided non-contact time. The school also had a Learning Support Teacher, and a .5 ESL teacher. Through School Council two part-time teachers provided extra literacy support to students at risk. There was one part-time and two fulltime preschool teachers.

Part-time support staff funded through Student Services worked in classrooms to support students with extra learning needs. Through other grants to the school council two Aboriginal Resource Officers and a Beginning Strong worker were employed in the primary school and preschool respectively.

The school had six AO positions and a Maintenance Officer. The School Council employed three long term part-time cleaners, two of whom finished in their positions toward the end of the year. There was one part-time canteen staff member.

Our Community

Community engagement, significant at Larapinta since its inception, continued to be a particular strength throughout 2011. Of note, the Indigenous Parent Group held a large number of successful events throughout the year.

Principal's Report

2011 saw many new developments at Larapinta Primary School. Teaching staff remained stable for the main with minimal movement which included a long term senior teacher moving out of the school to a promotion position. This position was filled internally on a short term basis and substantively at the end of Semester One. In Term Four the Assistant Principal took on a higher duties role outside of the school, providing an opportunity for other staff to act in leadership roles. Staff undertook extensive professional learning throughout the year, from courses conducted by the Centre for School Leadership, Learning and Development, to conferences, staff meetings and network meetings. Significantly, there was a high degree of movement amongst administrative staff taking leave and some moving on to new employment.

Many successful school events dotted the calendar throughout the year. A 'Big Breakfast' to celebrate Harmony Day was held in Term One and another in Term Three to mark Mental Health Week. Sports Day in Term Two was run as a daytime event and was well attended by many families. The Year Six Graduation and the end of year concert were both well attended events and a tribute to all involved. The Indigenous Parent Group was active throughout the year with highly successful functions each term for both social and business purposes.

One hundred percent of students eligible to sit NAPLAN did so this year. Results showed improvement from 2010 results in Year 3 grammar and punctuation, spelling and writing and in all areas of English in Year 5. A focus on spelling across the school saw a greater emphasis placed on explicit teaching. The First Steps Maths Number strand continued to be implemented across the school. *Quicksmart*, a Maths intervention program that aims to improve the automaticity of number facts commenced in Semester Two. In Semester Two the Lexile reading program was introduced to cater for stronger readers in the upper primary years and to improve comprehension skills. A perceptual motor/oral language based program, *Gateways to Literacy*, also commenced in Semester Two for Transition/Year 1 students with the aim of improving oral language development and vocabulary of students in the Early Years. Music played a big role in the school with many excellent opportunities for students throughout the year; the highlight of which was the Larapinta Choir being invited to perform with the Darwin Symphony Orchestra at the Desert Park before a crowd of 2000 people.

Phase Two of the Building the Education Revolution (BER) provision of funds saw the remodelling of the car-park and extensive grounds development to provide extra playground space for students. An ablutions block to service the Arts Centre was also commenced. Primary School Upgrade (PSU) funding allowed the school to replace and provide soft-fall under two play equipment areas, to upgrade the telephone system throughout the school and to upgrade the ICT infrastructure. DET funding was used to purchase a bank of laptops and a laptop trolley.

Larapinta School continued its strong commitment to both students and the community; bringing to reality our motto, *"Every Child a Success"*.

Teaching and Learning

Teachers worked on updating policies during the year; a curriculum committee reviewed and updated curriculum, assessment and reporting policies, procedures and practises and an Information Technology committee also developed ICT policy. Improvements in infrastructure and wireless connection, the purchase of a bank of laptops and professional learning in ICT contributed to greater integration of ICT in teaching programs. Teaching resources continued to be supplemented throughout the year and staff participated in ongoing learning in the areas of literacy, numeracy and Information Technology.

Continued assistance was provided to students with special needs through the employment of part-time teachers and support staff. *Quicksmart Maths* and *Lexiles Reading* were introduced for targeted students. The nationally funded MILaN project (Maximising Improvement in Literacy and Numeracy) enabled a continued focus on literacy development for students at risk throughout the year.

National Assessment Program Literacy and Numeracy (NAPLAN)

Students in Year 3 and 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) in Week 5 of Term 2. This program assesses skills in reading, writing, spelling, grammar and punctuation and numeracy. The 2011 data showed that in Year 3, 54% of students performed above national minimum standard in reading, 83% in writing, and 60% in numeracy. In Year 5, 70% of students performed above national minimum standard in reading, 67% in writing and 59% in numeracy.

The school made good progress towards achieving set targets with improvement in Year 3 and 5 results in literacy and numeracy, specifically:

- an increase in the percentage of Year 5 students achieving above the national minimum standard in all areas of literacy and numeracy as compared to 2009 Year 3 results
- a decrease in the percentage of students in Year 3 and 5 below national minimum standard in numeracy and all areas of literacy as compared to 2010 results
- a decrease in the % of Indigenous students in Year 3 and 5 below national minimum standard in numeracy and all areas of literacy

Year 3	At or above National Minimum Standard 2010	At or above National Minimum Standard 2011
Grammar	75%	77%
Numeracy	88%	91%
Reading	86%	77%
Spelling	84%	89%
Writing		92%
Year 5		
Grammar	68%	81%
Numeracy	83%	95%
Reading	70%	85%
Spelling	69%	85%
Writing		86%

Wellbeing

Across the school the department's *Every Child Every Day* strategy was implemented along with school based strategies to improve attendance. Student incentives for attendance included whole class acknowledgement at assembly, opportunity to use the WII, top attenders lunches and generous rewards provided through Dick Smith *Tigers in the Community* including ipods and laptop computers.

Unfortunately attendance fell short of a 90% whole school target with an average attendance across the year of 88.3%. The target of 87% for Indigenous students was also not met; the average rate for Indigenous students was 85.2% across the year. Notably both whole school and Indigenous attendance was markedly down in Term 3 due to much sickness and an outbreak of chickenpox.

In Semester Two the school implemented the national KidsMatter program and began working with the first of four modules to look at *Belonging* within the school and school community. Ongoing programs that support student wellbeing were continued: BluEarth, KidsHope, Girls Club and supervised lunchtime games. In addition Holyoake commenced Sandplay counselling for students in need and a Drumbeat program also commenced.

Despite a focus on appropriate behaviour and good citizenship, student suspensions increased from 6-9%, however, these involved only a small number of students.

Two full time Aboriginal Resource Officers and a fulltime Beginning Strong Program co-ordinator were employed. These staff members assisted Indigenous students and families to feel more comfortable and connected to the school and preschool environments.

Targeting Health Improving Engagement, a health initiative between NTDET and Central Australian Aboriginal Congress, commenced in Term 4 allowing students to be screened and treated at school or referred as necessary to minimise absences due to health problems.

Students with special needs were supported through ongoing liaison with Student Services and the employment of support staff to work in classrooms. Where necessary the school liaised with the Youth Engagement Officer and Truancy Officers who support attendance and participation of students in schools.

Through Building the Education Revolution (BER), work commenced on improving and extending outdoor play areas for students. This project will be completed in 2012.

Strategies to assist staff wellbeing included mindfulness of workloads, appropriate scheduling of meetings and school commitments and regular social events.

Transitions and Pathways

Larapinta aims to achieve maximum attendance and participation rates and ensure smooth transitions through the phases of learning for all students from preschool to Transition and from primary to middle school.

The position of a *Beginning Strong* project officer in the Preschool throughout 2011 supported Indigenous engagement at that level. This officer also took carriage of a weekly Playgroup session that grew in popularity as the year progressed.

The Aboriginal Resource Officer position was filled by a female during Semester 1 and two young males during Semester 2. All of these staff members were guided by the Aboriginal Islander Education Worker and together supported Indigenous students and families across the school and also assisted staff development of cultural issues that impact on education.

2011 saw the Early Years Learning Framework (EYLF) implemented by Larapinta Preschool staff. The EYLF describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Preschool students were assessed against the *Assessment of Student Competencies* in Term 4 to determine readiness for the school environment and to determine areas where intervention may be required.

Links between the preschool and school were continued throughout the year through weekly visits to the primary school library and assembly attendance. Primary School information sessions and school tours for preschool parents were conducted early in the year to promote Larapinta as the school of choice.

A target to improve the percentage of students moving from Larapinta Preschool to Larapinta Primary School in 2012 was reached with an increase from 36% in 2011 to 64% in 2012. Of 84 students enrolled in the preschool at the end of 2011 forty one transferred to Transition at Larapinta Primary, 21 transferred to Transition in other schools, 20 remained in the preschool and 2 moved away from Alice Springs.

Links with Centralian Middle School (CMS) were strengthened through student attendance at various sessions throughout the year. A number of families moved interstate at the end of 2011 and this affected the percentage of students who transferred from Larapinta Primary School to CMS. In 2011- 2012, 39% moved across from Larapinta to CMS as compared to 41% in 2010-11.

Partnerships

School Council

The Larapinta School Council was active throughout 2011. Through regular meetings and various subcommittees the council continued their strong involvement in school activities and decision making.

Parent Perception and Satisfaction

In October 2011 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents, and students in Year 5 and 6 took part in the survey. Of the parents/carers surveyed 100% indicated they were satisfied (40%) or highly satisfied (60%) with the education provided by the school.

School Community Partnership Agreement

A School Community Partnership Agreement between the Indigenous Parent Group and the school was established early in 2011 as per the Aboriginal and Torres Strait Islander Education Plan 2010-2014. It details a commitment by Larapinta School and its Indigenous community to work together to better support the education of Indigenous children. The partnership is based on three key principles shown to improve education and life outcomes for Indigenous students.

- Children who are expected to achieve at school and who have high expectation of themselves are more likely to succeed
- A sense of cultural identity and the active recognition and validation of Indigenous cultures by schools is directly linked to student wellbeing and success
- The involvement of Indigenous Australians in educational decision making and the participation of Indigenous education workers or community members in classrooms.

Indigenous Leadership

In 2011 the Aboriginal Islander Education Worker (AIEW) continued her strong and clear advocacy for understanding of issues affecting Indigenous families and students at the school. Her leadership continued to develop strong cultural awareness amongst the staff as a whole. The employment of other Indigenous staff in the preschool and primary school as well as the placement of an Indigenous cadet and fellow strengthened the team of Indigenous workers at Larapinta.

Charles Darwin University Teaching School

The school hosted three pre-service teachers throughout the year continuing our involvement with the Charles Darwin University Teaching School program. Of these, one took up a position at Larapinta Primary in 2012. Assistant Principal, Ashlea Farrell who is the Professional Learning Leader (PLL) coordinated the program at Larapinta and was awarded the inaugural 'PLL of the Year' Award by the Teaching School for her excellent work and contribution to the program.

Leadership

Staff Performance Management

Updated performance management processes in line with DET recommendations were implemented. Staff participated in performance management meetings with peers and management; these processes will continue to be developed in 2012.

Staff participation in professional development

During 2011 all teachers participated in the following professional learning: Spelling workshops, KidsMatter Module One and Australian Curriculum workshops. Three staff members including the principal participated in leadership programs through the Centre for School Leadership, Learning and Development. Two staff travelled interstate to an interactive whiteboard conference and several staff attended other conferences including Early Years Learning Framework, John Hattie's Visible Learning and the Next Steps forum. Various staff also attended First Steps in Mathematics Measurement Facilitator training, Bridges out of Poverty and Science in a Box. In addition professional learning took place on whole school professional learning days and through weekly staff meetings. Five support staff members participated in professional learning in Semester One; two were awarded a Diploma of Education Support, and three received Certificate 3 in Education Support.

Groups of teachers were involved in committees developing and updating policies and procedures in Curriculum, Assessment, Reporting and ICT. Several staff had the opportunity to act in higher duty positions throughout the year.

Student leaders

Students had opportunities throughout the year to develop leadership skills through involvement in the Student Representative Council (SRC) and as sports leaders.

The SRC undertook several fundraising events throughout the year including raising funds for Murphy Creek Primary after the floods. They also ran the school social, the ever popular talent quest and took carriage of weekly assemblies.

The sport leaders were instrumental in leading their teams on sports day and at other sport related games days throughout the year.

Both SRC and Sports Leaders were guided and assisted in their endeavours by staff members who spent many extra hours coaching and leading their development.

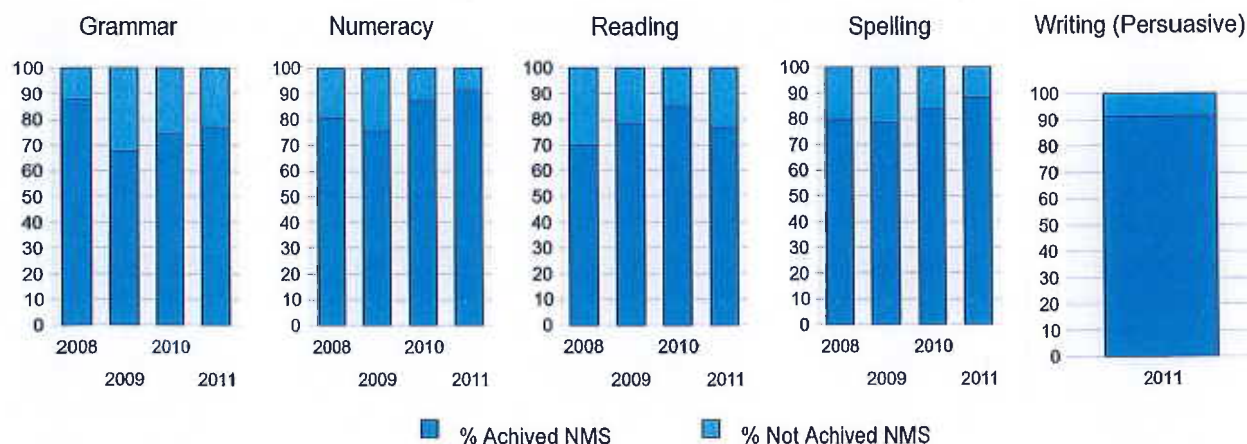
NAPLAN Results 2008 - 2011

Larapinta Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 Writing results should not be compared to previous years.

Year 3

Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008	3	12%	9	36%	13	52%	25
	2009	9	32%	2	7%	17	61%	28
	2010	11	26%	8	19%	24	56%	43
	2011	8	23%	5	14%	22	63%	35
Numeracy	2008	5	19%	7	27%	14	54%	26
	2009	7	24%	7	24%	15	52%	29
	2010	5	12%	9	22%	27	66%	41
	2011	3	9%	11	31%	21	60%	35
Reading	2008	8	30%	9	33%	10	37%	27
	2009	6	21%	6	21%	16	57%	28
	2010	6	15%	8	20%	27	66%	41
	2011	8	23%	8	23%	19	54%	35
Spelling	2008	5	20%	9	36%	11	44%	25
	2009	6	21%	5	18%	17	61%	28
	2010	7	16%	14	33%	22	51%	43
	2011	4	11%	8	23%	23	66%	35
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	3	9%	3	9%	29	83%	35

Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

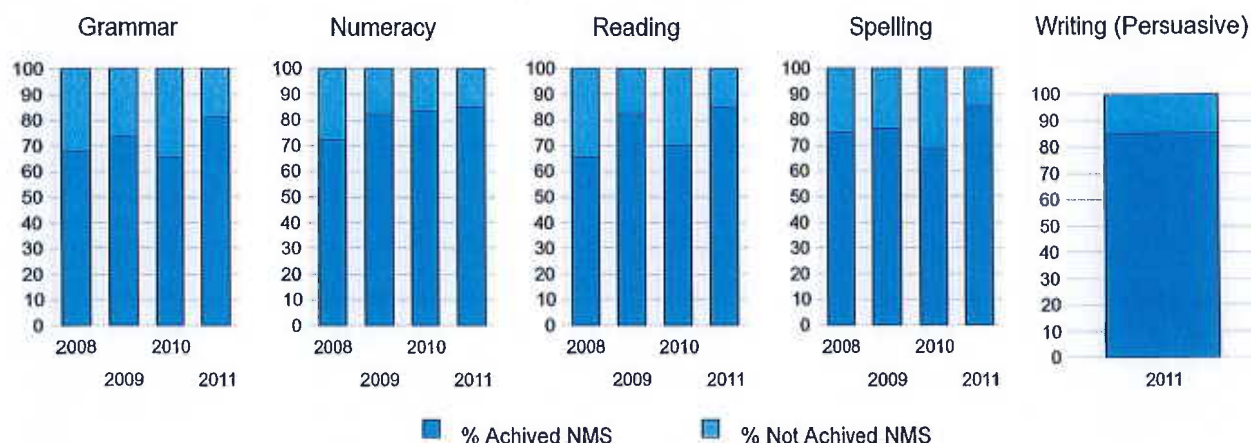
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Year 5

Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008	9	32%	4	14%	15	54%	28
	2009	9	26%	3	9%	22	65%	34
	2010	11	34%	4	13%	17	53%	32
	2011	5	19%	2	7%	20	74%	27
Numeracy	2008	8	28%	8	28%	13	45%	29
	2009	6	18%	6	18%	22	65%	34
	2010	5	17%	7	23%	18	60%	30
	2011	4	15%	7	26%	16	59%	27
Reading	2008	10	34%	4	14%	15	52%	29
	2009	6	18%	3	9%	25	74%	34
	2010	9	30%	5	17%	16	53%	30
	2011	4	15%	4	15%	19	70%	27
Spelling	2008	7	25%	7	25%	14	50%	28
	2009	8	24%	9	26%	17	50%	34
	2010	10	31%	8	25%	14	44%	32
	2011	4	15%	2	7%	21	78%	27
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	4	15%	5	19%	18	67%	27

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NAPLAN Results 2008 - 2011

17030 NAPLAN School Summary Report 2008 - 2011

Larapinta Primary School

Last Refreshed: 10/03/2012

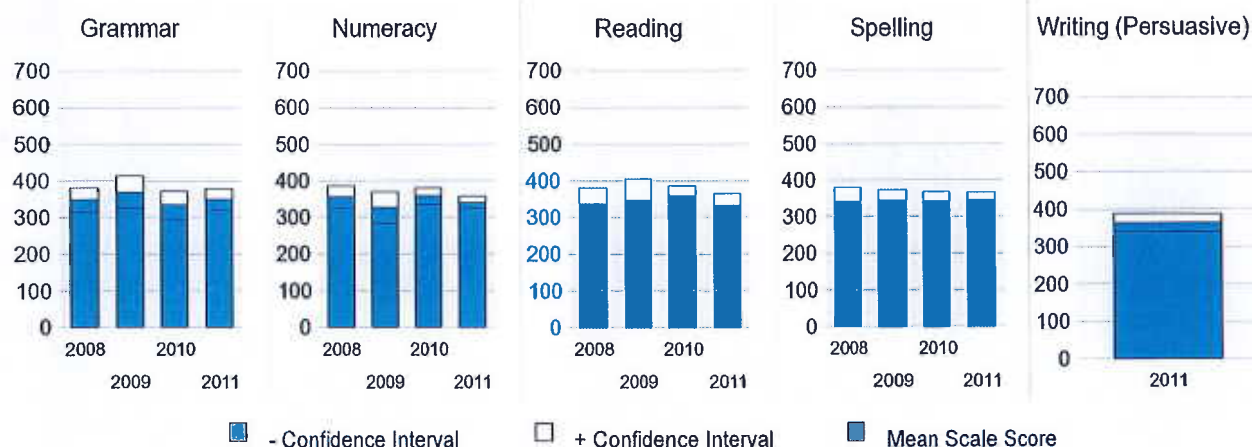
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When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2008 - 2011 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different, i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 Writing results should not be compared to previous years.

Year Level 3

School Mean Scale Scores



In the following table 2008 - 2011 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

		2008	2009	2010	2011
Grammar	School Mean Range	316 - 381	326 - 413	296 - 372	318 - 379
	School Mean	349	369	334	348
	NT Mean	291	316	311	313
	Aust Mean	403	420	417	421
Numeracy	School Mean Range	324 - 387	284 - 371	337 - 380	324 - 357
	School Mean	356	327	359	340
	NT Mean	338	322	329	338
	Aust Mean	397	394	395	398
Reading	School Mean Range	296 - 381	287 - 406	334 - 386	299 - 365
	School Mean	339	346	360	332
	NT Mean	307	322	329	323
	Aust Mean	401	411	414	416
Spelling	School Mean Range	304 - 380	317 - 373	316 - 369	325 - 366
	School Mean	342	345	343	346
	NT Mean	300	305	300	303
	Aust Mean	400	405	399	406
Writing (Persuasive)	School Mean Range	-	-	-	340 - 387
	School Mean	-	-	-	364
	NT Mean	-	-	-	330
	Aust Mean	-	-	-	416

Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

NAPLAN Results 2008 - 2011

17030 NAPLAN School Summary Report 2008 - 2011

Larapinta Primary School

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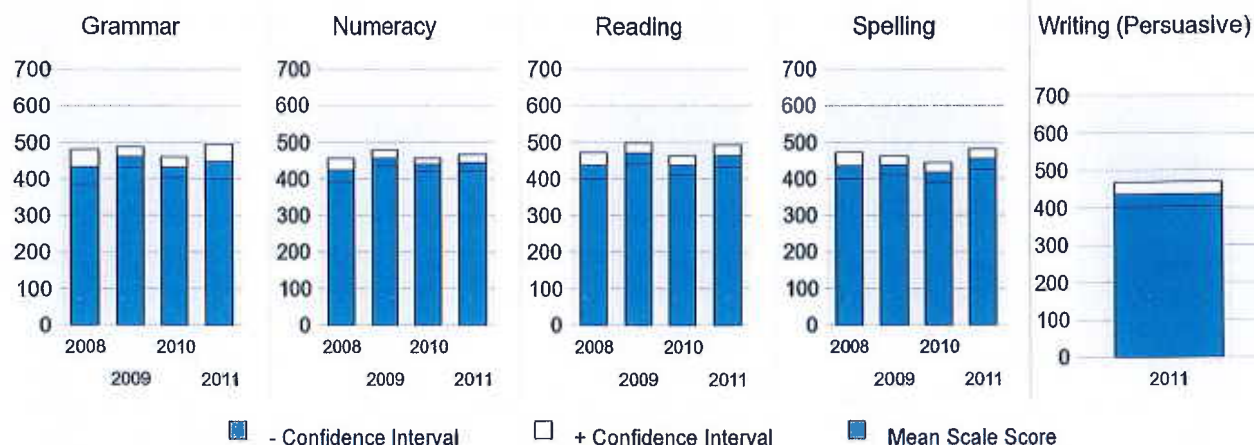
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Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 Writing results should not be compared to previous years.

Year Level 5

School Mean Scale Scores



In the following table 2008 - 2011 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

		2008	2009	2010	2011
Grammar	School Mean Range	386 - 480	432 - 488	403 - 461	401 - 496
	School Mean	433	460	432	449
	NT Mean	400	415	397	400
	Aust Mean	496	500	500	499
Numeracy	School Mean Range	394 - 456	436 - 480	424 - 458	421 - 468
	School Mean	425	458	441	444
	NT Mean	416	430	422	424
	Aust Mean	476	487	489	488
Reading	School Mean Range	400 - 474	442 - 500	410 - 463	434 - 494
	School Mean	437	471	437	464
	NT Mean	405	421	412	403
	Aust Mean	484	494	487	488
Spelling	School Mean Range	400 - 473	412 - 462	391 - 445	427 - 482
	School Mean	436	437	418	455
	NT Mean	399	411	409	393
	Aust Mean	484	487	487	484
Writing (Persuasive)	School Mean Range	-	-	-	403 - 469
	School Mean				436
	NT Mean				397
	Aust Mean				483

Universe: NAPLAN school summary results

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