

Ross Park Primary School

Annual Performance Report to the School Community 2022



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School Overview

Our School

Ross Park Primary School is the oldest operating government school in Alice Springs, established in 1961. With Rona Glynn Preschool situated across the street, the school had an enrolment of around 440 students in 2022 from preschool to Year 6. The grounds have extensive native gardens, and the school is fortunate to have access to the Town Council oval, giving the students excellent playing space. As a well-established school with a recognised profile within the Alice Springs Community for providing positive academic and wellbeing outcomes for students, Ross Park is the school of choice for many families. We have excellent resources and high-quality staff that have been maintained and improved over time. The school has an Enrolment Management Plan in place to support capacity management. Ross Park has an ICSEA of 1052.

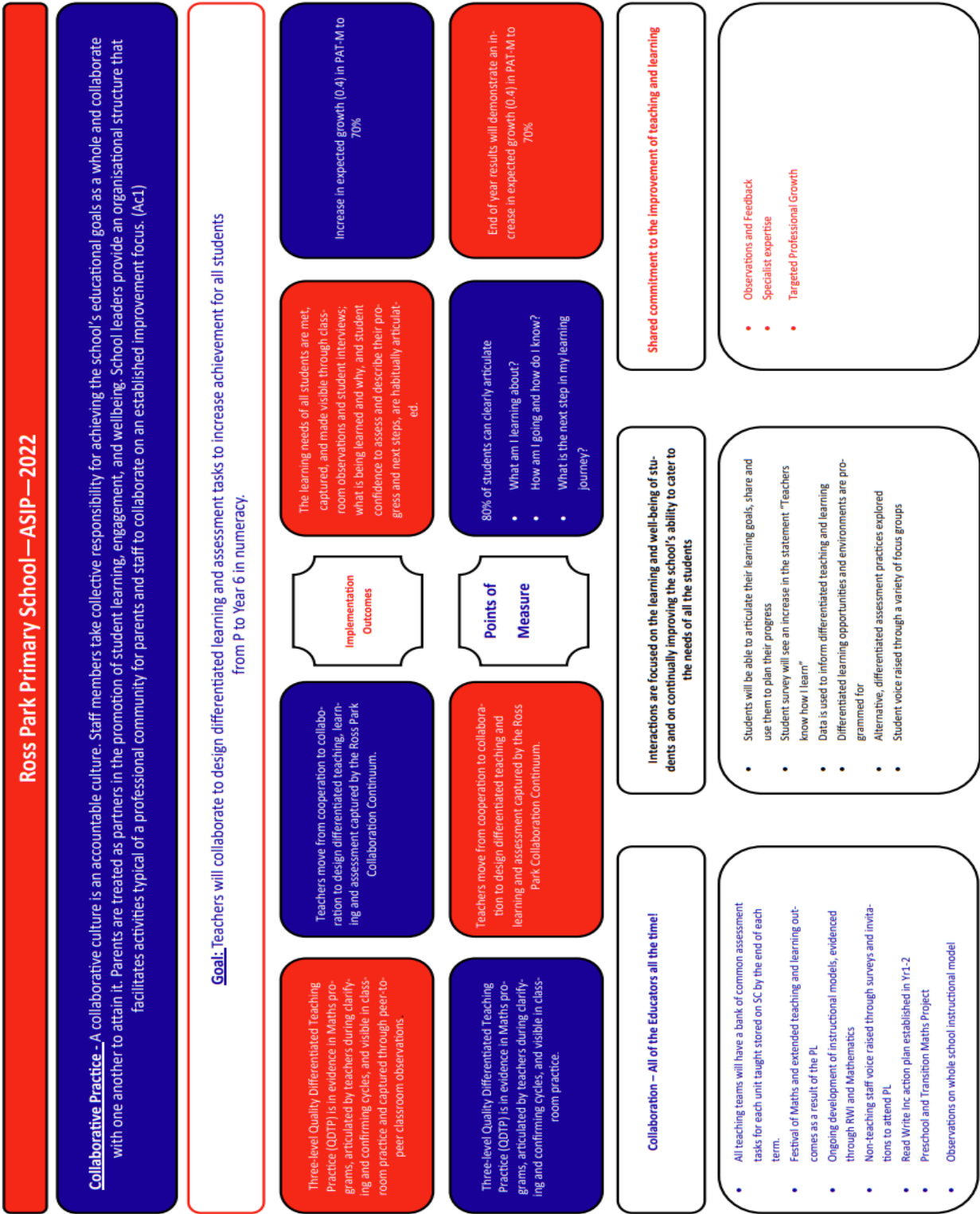
Our Vision underpins all that we do – **“Ross Park Primary School will be an inclusive, happy and caring community that encourages a love of learning. We will work together to foster responsible, confident children who have a strong social and environmental conscience.”** Learning both academic and social skills helps to build self-awareness, social and communication skills, and connects to our core values that guide and inspire our work. **Respect - Responsibility - Resilience - Creativity - Equity.**

Ross Park has experienced significant leadership change over the past twelve (12) months with 4 principals in place from October 2021 to October 2022. This left the staff and school community unsettled and anxious about the stability and direction of the school. The appointment of Penny Weily to the Principal role for 4 years from 2023, has been settling.

Ross Park has a student cohort that is approximately 17% Indigenous, and 31% of students who have a language background other than English. The school community is made up of families from rich cultural backgrounds, emanating from over 20 countries.

In 2022, the Annual School Improvement Plan (ASIP) built on the work of previous years and focused on a goal of, “Teachers will collaborate to design differentiated teaching and learning and assessment to increase achievement for all students from P to Year 6 in numeracy.” (Teachers in Years 1 and 2 maintained their focus on the implementation of RWI, as their contribution of to this goal.) As COVID and changes in leadership had an impact on the progress of the ASIP goals, a concentrated effort to grow the collaborative culture and practice of the school was the focus for Semester 2, 2022.





Our Staff

Staff at Ross Park are dedicated and passionate about the progress and development of all Ross Park students. In 2022, Ross Park employed approximately 60 staff, including school leadership, teaching staff, classroom support staff, administrative staff and maintenance staff. While there were staff changes throughout the year for various reasons, numbers remained fairly stable. All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

Posiiton/ Role	Number of Employees	Aboriginal	Additional Notes	
AO296: Student Support and Admin	5	2		
AO396: School Administration Officer	1	1	Permanent from Sem2	
AO396: Special Education Support Staff	1	1		
AO492: Special Education Support Officer	2	1		
AO496: Aboriginal Education Officer	1	1		
AO496: Executive Assistant		-	Started permanently in the role in July.	
AO5: Business Manager	1	-		
CT: Classroom teachers including specialist roles	25	1	CT7-9 – 20 CT4-6 – 3 CT1-3 - 2	Permanent – 76% Fixed Term – 24%
PH2R: Maintenance Officer	1	-		
ST1: Senior Teachers	2	-	One part time from March – Ongoing One on Fixed Term Contract	
ST3: Assistant Principal	2	-	One ongoing One Fixed Term	
Principal	1	-	Two Principals Sem1 / Sem2	
Casual Support Staff – Classroom Support	16	1	Support form Preschool to Year 6	
Total	58	8 (14%)		

All staff at Rona Glynn Preschool held Early Childhood qualifications, as did 2 teachers in the primary school, one senior teacher and the principal.

Salima Spring was acting principal at the end of 2021, Simon Rowlands began 2022 in the position, and Penny Weily took on the Principal role from Semester 2, 2022, for the next 4 years. There was a real sense of instability

and confusion with the changes in leadership over such a short period, however with the long term appointment of Penny Weily, and the focus on creating an open and welcoming community for all, a sense of calm direction was established. COVID-19 still played a significant role in staff absences and, whilst guidelines changed over the course of the year, erring on the side of caution when symptoms appeared, meant that staff took time away from the work place.



Report : 15220 - STAFF 2.20 School Staff Attendance - Select School(s)

Last Refreshed 22/02/2023

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Teaching Staff Attendance

Selected Schools - Ross Park Primary School

Teachers

Year	School Term	Number of Staff	Unexpected Absences	Staff Days	Absence Rate	** Attendance Rate
2022	1	29	159	1,392	11.4%	88.6%
	2	31	76	1,275	6.0%	94.0%
	3	26	78	1,177	6.6%	93.4%
	4	28	65	1,334	4.9%	95.1%
Total			378	5,178	7.3%	92.7%

Non-Teachers

Year	School Term	Number of Staff	Unexpected Absences	Staff Days	Absence Rate	** Attendance Rate
2022	1	12	35	594	5.9%	94.1%
	2	14	67	558	12.0%	88.0%
	3	15	23	674	3.4%	96.6%
	4	16	41	754	5.4%	94.6%
Total			166	2,580	6.4%	93.6%

Staff Attendance - Leave Summary

This report uses information from PIPS that was entered through myHR. The staff absences are listed.

Ross Park Primary School

2022

Position Group	Attendance Group	Absence Type	Days
Active	Expected Absence	Recreation Leave	66
			66
	Unexpected Absence	Absence Without Auth	13
		Compassionate	21
		COVID-19 Full Pay	8
		Emergency	3
		Industrial/Strike WO	17
		Miscellaneous - Full	13
		Personal Leave - Ful	450
		Personal Leav - Half	19
	544		
Total			610
Total			610

The Ross Park School Council employed multiple (10-15 across the year) casual Special Education Support Assistants who provided classroom support for identified students with a disability and/ or additional special needs over the course of the year. These employees participated in regular training sessions led by school leaders, teacher leaders and N.T DoE education and health advisors. These roles are vital in a school, and students build strong relationships with support staff, in order to engage in learning and experience success. School funding does not lend itself to the continued employment of casual support staff, as the model provides very little funding, in a space where vulnerable students require support. This support also contributes to teacher sustainability, as their burden is somewhat reduced as casual staff are upskilled in key areas. In 2023, there will be a significant reduction in support staff due to funding restrictions.

Our Students

Ross Park has a student cohort that is approximately 17% Indigenous, and 31% of students who have a language background other than English. The school community is made up of families from rich cultural backgrounds, emanating from over 20 countries.

The school maintained 17 classes in the primary school and 2 preschool classes in 2022. Due to the impact of COVID, some classes were reduced to smaller numbers than would normally be the case. Preschool enrolments and inquiries remained extremely high, with the preschool operating at capacity most of the year and a waiting list maintained throughout the year.

Enrolments were managed based on the school Priority Enrolment Plan. Attendance was impacted by COVID-19 in 2022, however still sat at approximately 85%.

Opportunities for student leaders were abundant, including Team Leaders, Eco Rangers, SRC and Library Monitors.

	2021				2022			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	7	77.2%	60	85.2%	5	77.0%	54	84.1%
Transition	7	86.0%	68	91.0%	7	68.4%	45	80.8%
Year 1	6	91.2%	50	90.2%	9	77.8%	67	86.3%
Year 2	7	88.1%	50	90.8%	6	86.7%	46	86.7%
Year 3	10	92.3%	68	93.2%	9	80.6%	47	86.3%
Year 4	13	87.6%	69	91.1%	9	79.9%	63	86.9%
Year 5	15	87.6%	61	90.7%	16	81.5%	68	84.1%
Year 6	13	87.5%	76	91.2%	13	82.2%	57	83.0%
Ross Park Primary School	79	87.9%	501	90.9%	74	79.9%	446	84.9%

Please see demographic information from MySchool Website below.

2022

School facts

School sector	Government
School type	Primary
Year range	P-6
Location	Remote

School staff

Teaching staff	28
Full-time equivalent teaching staff	25.1
Non-teaching staff	27
Full-time equivalent non-teaching staff	20.6

School links

School website

[Ross Park Primary School](#)

Sector, system or association website

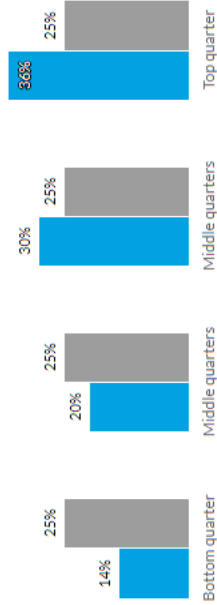
[Department of Education Northern Territory](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1045
Average ICSEA value	1000
School ICSEA percentile	67

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

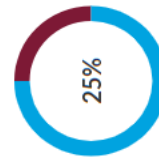
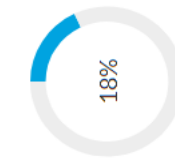
Students

Total enrolments: 391



Full-time equivalent enrolments: 391.0

Indigenous students



Language background other than English: Yes (25%), No (75%), Not stated (0%)

Students with Additional Needs

The inclusion team in 2022 comprised of one special education teacher (Semester 1 only), 6 Administration Officers (AO) working in classrooms and delivering Tier 2 and 3 support and 12 Special Education Support Assistants (SESA) working daily in classrooms to offer Tier 1 support, all overseen by an assistant principal.

The year began with its challenges as we organised 50 Education Adjustment Plan (EAP) meetings in Semester 1 via TEAMS due to COVID. The online option proved to be a welcome alternative for working parents and one we continue to offer. EAP meetings are conducted every six months and in Semester 2, 57 meetings were prepared, facilitated and finalised.

Throughout the year, our AO staff supported classroom teachers to collect and collate information that showed the extent of adjustments made in classrooms to best support all of our children. In total, 190 children received high quality differentiated lesson content and classroom experiences that were beyond the teaching and learning offered as standard classroom practice. Of these, 91 children received substantial or extensive adjustments to their learning to best support their individual needs. This data is reported annually through the National Consistent Collection of Data (NCCD).

There are approximately thirty languages spoken by Ross Park families with 31% families identifying that they speak a language other than English at home. In 2022, 81 students were identified and assisted by quality differentiated teaching practice to support their language for learning needs, with the data collated biannually during each reporting cycle.

We received ongoing support from the Student Wellbeing and Inclusion Provision and Service (SWIPS) team including professional learning for educators and working directly with teachers to enrich their understanding of how best to support children with additional needs in the classroom. Professional learning for teachers, AO and SESAs included externally provided courses including Helping Children with Autism facilitated by Positive Partnerships and NT EALD Monitoring and Reporting workshop facilitated by Jennifer Lopes. In house professional learning included behaviour management strategies, supporting neurodiverse students in the classroom, and ADHD, particularly its presentation in girls. Kate Worrall attended 4 Centralian Inclusion Network Meetings to participate in professional learning and share resources with our region. Tier 3 interventions included 10 students who received occupational therapy services, 3 who received speech therapy, 15 who accessed Sandplay and 5 who received individual counselling within the school day. We ran 4 DRUMBEAT groups, a Tier 2 intervention for children with social and emotional needs.

Our SET and AO staff ran a number of Tier 2 intervention programs to support all children's needs. TalkAbout, a social and emotional learning program, catered to the needs of 65 children in Years 1-4. Thirty children accessed MiniLit, a literacy intervention program; this number lessened as Read Write Inc (RWI) became the established way to teach core literacy skills across our junior years and by the end of 2022, 4 students in Year 1 and 10 students in Year 3-4 were supported by MiniLit. Ten children in Transition-Year 6 received gross motor skill development as a small group intervention and 18 students in Year 5-6 participated in Life Skills, a program incorporating literacy and numeracy skill building when applied to meal planning and cooking. We also facilitated a Riding for the Disabled program each week which 2 children accessed off-site. Our SET and AO staff are involved in RWI teaching to maximise the impact of Tier 1 support in the classroom.

High quality teaching and learning that considers the individual learning needs of all students is the Ross Park way.

Our Community

Ross Park continued its long standing tradition of having a positive and productive relationship with its school community. We continued to have regular parent support through the classroom volunteer program, Book Club management, Sports Day and Swimming Carnival, Year 6 Graduation, and many more.

Families come from diverse educational and professional backgrounds to come together to form a supportive and cohesive school community. Families were able to engage in the school through a range of activities (COVID Allowed) such as, Harmony Day, NAIDOC Week Celebrations, 3-Way Conferences with students and teachers, Sustainability Showcase, Sports Day, classroom support, School Council, as well as many other educational and social school events. The re-introduction of parent morning teas after assembly, the opportunity to contribute to the 2023 ASIP through parent consultation meetings, and our re-invigorated communication platforms (Facebook, Text messaging, newsletters and website) all meant that families felt welcomed and engaged with the school as 2022 drew to a close.

Students in Year 3/4 held an overnight camp at the Telegraph Station and a Big Day Out at the Desert Park. Students in Years 5/6 participated in a camp at Hamilton Downs. Parent support was positive at each of these events.

We celebrated the successes of students and staff through assembly presentations, newsletters, Facebook and the exciting Year 6 Graduation evening. Students and families also came together through our Mother's Day and Father's Day stalls and activities, various class fundraising events, dress-up days, crazy hair day, and many more community events. We held a variety of fundraising events throughout 2022, with funds being donated to various charities and minor school projects. (Some still in progress). Our major fundraising event for 2022 was our Colour Smash at the end of Term 3. What a way to bring the community together, and finish the term on a high! Colour Smash raised over \$30 000 which will go towards our IT projects.

Our School Council continued to meet monthly throughout the year, enabling us to draw upon the support and expertise of a range of parents to facilitate/support many of these key events.

Our school community remains in touch with the school initiatives and events through our active Facebook page, as well as through newsletters, email, face to face communication and our classroom platform - SeeSaw.



Photos of School Community Events





Principal's Report

What an absolute privilege it was to come into Ross Park Primary School in July of 2022, and lead the school community forward for the next 4 years. In 2022 the Annual School Improvement Plan (ASIP) focused on the goal, "Teachers will collaborate to design differentiated teaching and learning and assessment to increase achievement for all students from P to Year 6 in numeracy (Read Write Inc for Years 1 and 2)." This included a focus on growing Quality Differentiated Teaching Practice (QDTP) through a Festival of Maths combined PD Day, the introduction of collaborative processes, and peer observation cycles. These collaborative processes were designed to support teachers to move from cooperation to collaboration on the Ross Park Collaboration Continuum. This growth in professional practice was also aimed at ensuring individual students needs were met and students could describe their learning, progress and next steps.

Due to the impact of COVID and the changes in leadership, the ASIP was condensed into some focused work during Terms 3 and 4. Data was collected from staff around the collaborative processes introduced with extremely positive indicators of success. Equally, staff shared their collaborative journey with all educators at the end of Term 3, further developing our collective capacity. Student Data was collected in Term 4, 2022 to indicate progress against students' ability to talk about their learning, however the sample size was too small to make a judgement on this point of measure. Whilst very positive progress in teacher practice and perception was seen in a short period of time, the foundations that have been laid will support further collaborative work moving forwards. The details of this improvement initiative are unpacked in the School Priority 2022 section of this report.

Ross Park has operated in multiyear-level classrooms for several years. The feedback from teachers and parents, across 2022, was very clear that this approach was no longer valued and, as such, a return to single year level classes in 2023 (where possible) is planned. This will impact the Curriculum Plan that will consequently require revision.

A range of partnerships exist with internal and external service providers, to support the physical, academic and wellbeing needs of students. These include movement programs, specialist performing arts and sporting programs, and a range of intervention programs and strategies designed to meet the individual needs of all students. Continued partnership with Blueearth, Charles Darwin University, N. T Music School, N.T School of Sport and the Alice Springs Language Centre (ASLC) were maintained to facilitate and deliver excellent educational programs. The Girls on Country Program continued to support the cultural and wellbeing growth of our Indigenous girls in years 4-6.

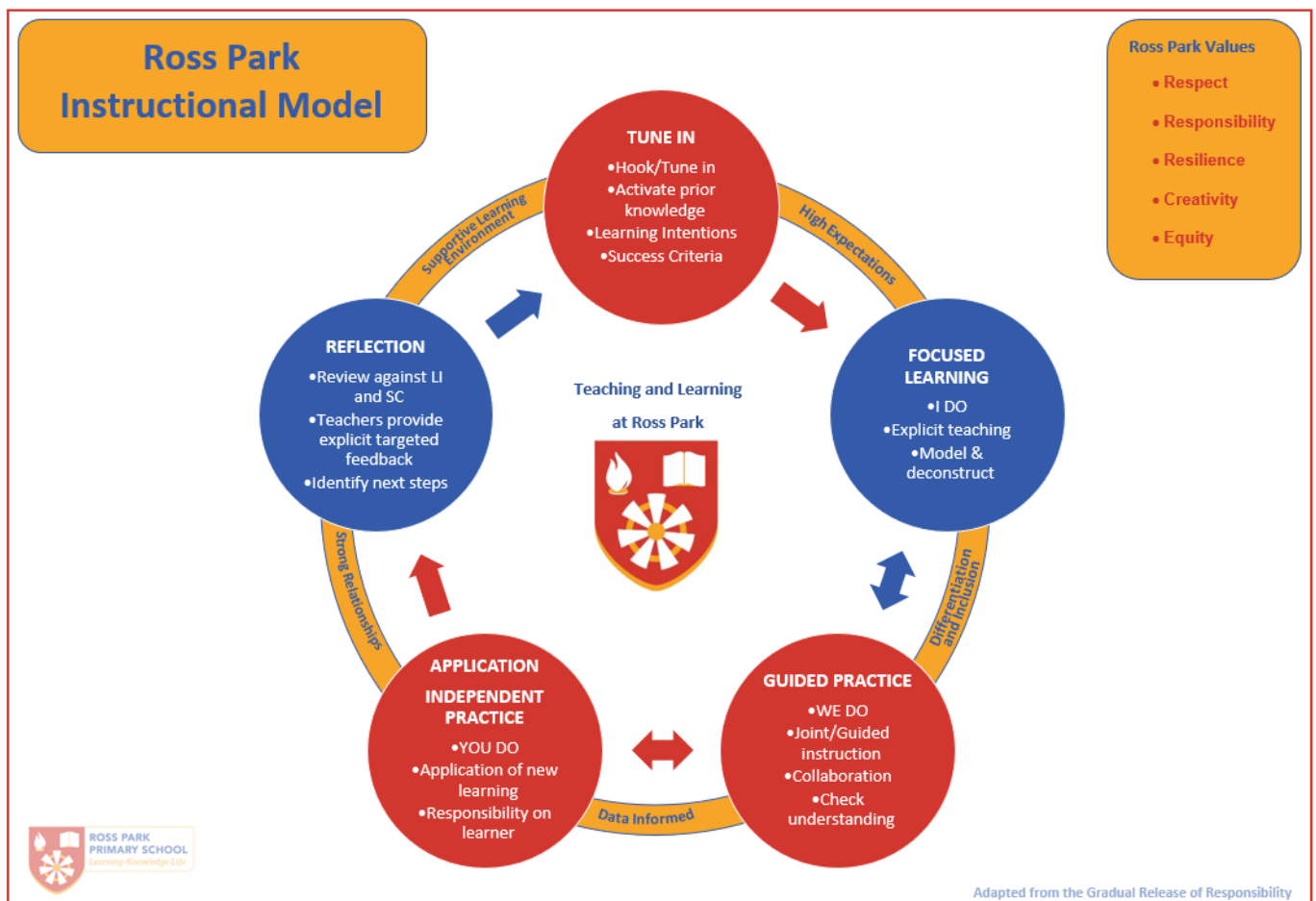
There was a strong emphasis on sport with daily fitness offered and many school teams involved in local competitions. Whilst some inter-region competitions and national school sport competitions were still cancelled, approximately 25 students were selected from Ross Park for Cricket, Netball, Soccer, AFL, Athletics and Swimming regional competitions. Ross Park was represented at interschool programs and cluster selection events in: Swimming, Athletics, Cricket, Orienteering, Cross Country, Touch Rugby, Tennis, Gymnastics, Soccer and Netball. Ross Park was awarded first place for Athletics and Gymnastics. Physical activity and sports are essential elements of the curriculum and in developing a healthy lifestyle. All teachers conducted daily fitness activities and a well organised Sports Day and Year 3-6 Swimming Carnival complemented by T-2 Learn to Swim Program and special sporting clinics accessed through the Sporting Schools Grants. KIDDO is an Early Years Physical Health and Movement program which was used by preschool and Transition teachers to ensure the development of foundational movement skills.

*In November, almost 40 students participated in the NT Music School's Alice Beat, and again, Ross Park students hosted this regional event at the Araluen Arts Centre. Ms young coordinated our choirs and was a key player in the event. Other staff members supported and supervised at rehearsals and on the night of the performance. In 2022, Ross Park was selected to be part of the **Anthem of the Desert Pea** project. This will include our choirs singing as part of a national project, showcasing the story of the Desert Pea and its importance to local culture and history, written by our won Auntie Bev. Filming will be done in early 2023.*

At the end of Term 3 30 students from Year 3-5 participated in the Alice Can Dance program, designed and delivered by GUTS Dance Company. There were two 45 minutes sessions for 8 weeks before more than 200 students across all Alice Springs' government schools joined together on the stage of the Araluen Arts Centre giving two performances. An exceptionally entertaining event combining dance, digital technologies, student voice and creative choreography.

The Teaching in the Territory Excellence Awards recognise the contribution of Northern Territory Government school teachers, principals, leaders and support staff to quality education. This year 8 staff members were nominated. Brooke McAllan was shortlisted in the NT Early Childhood Educator of the Year category and Lea Feuerriegel was shortlisted in the NT Aboriginal and Torres Strait Islander Educator of the Year category. Most importantly, the team from Ross Park celebrated our collective strength and dedication on World Teachers Day.

High quality teaching and learning remained the focus for professional development. Teachers refocused on the Ross Park Instructional Model, as an evidence-informed tool to guide their programming and practice. Further support was offered to students through intervention programs such as Minilit, Gross Motor and Talkabout. Tournament of the Minds, Science and Engineering Challenge and the Australian Maths Competition, provided students with multiple opportunities to further challenge and extend their problem-solving skills.



At the end of 2022, a team of students embarked on the journey to create our new school shirt. They sort designs from across the classes, sorted the most popular ones and then synthesized the ideas. They also consulted with local indigenous staff and families around the meaning of images, that they wanted to include in the shirt. Students also drove the fabric choice and created a hoodie for our winter uniform. A new era of uniforms has now begun.

The school continued to pride itself on strong attendance levels, and ongoing connections with families and the wider community. Student wellbeing remained a core focus area and was integrated across a broad curriculum, building an inclusive and supportive learning culture. It has been my absolute pleasure to lead the school at a time of change, and to 'steady the ship' as we prepare for future improvements.



The dedication, passion and expertise of staff, combined with the commitment of our school community, means that we have continued to optimise the learning experiences for all students. The following outlines some of the Events and Initiatives undertaken at Ross Park Primary School in 2022:



Events and Initiatives

Read Write Inc - In 2022, Read Write Inc (RWI), was introduced across Years 1 and 2, with data indicating strong progress for all students involved in the program. MiniLit was continued with a small group of students who still required intensive support in developing their early literacy skills.

Ross Park Primary School committed to the implementation of a structured literacy approach to teaching reading and writing across T-2. After a program analysis and supported by the Department of Education NT, Read Write Inc. was implemented in Years One and Two in 2022. Read Write Inc has the following attributes:

- *Explicit – clear, direct teaching*
- *Systematic – follows a plan, methodical and routine*
- *Cumulative – each skill is built upon the previous skill.*
- *Sequential instruction – begins with basic concepts and progresses to more difficult concepts and elements.*

Read Write Inc teaches students phonemic awareness, phonics and grapheme correspondences, vocabulary, reading and spelling through blending and segmenting handwriting and sentence writing with regular assessments and data tracking to ensure students are taught at their point of need.

Due to COVID guidelines and regulations, we were unable to begin in Term 1, 2022 as planned and initiated a soft start where teachers taught students the sounds of the basic (Sounds ABC) and advanced alphabetic code (Set 2&3 Sounds).

Annual Performance Report to the School Community 2022

RESOURCES

Training:

Five teachers and five SESA's attended the 2-day Read, Write Inc training in early May, 2022 this provided the educators with a greater knowledge of teaching phonics and implementing the components of RWI. In October 2022, five more teachers and three SESA's attended RWI Training.

RWI March/April 2022 Number 1 NB: Not using decodables yet – coloured groups are indicative only

Student Groups: 110 assessments completed

Jane Marshall 6	Aimee 11	Alicia Bedford 8	Vijaya Raja 14	Lauren/Maddie 12	Sarah Hill 9	Bri Creeper 6	Yasmin/Bec 9	Geraldine Butter 11
Set 1 Sounds	Set 2 Sounds only	Set 3 Sounds only	Set 4 Sounds only	Set 5 Sounds only	Set 6 Sounds only	Set 7 Sounds only	Set 8 Sounds only	Set 9 Sounds only
HP Cooper-Hazemehall	HP Anwar	SH Zohy Quan	HP Ameer Dookhramgobind	HP Benito Barnard	HP Isha Cortez	HP Marvek Patel	Y Raka Rana	HP Rahim Gopal
HP Kiera Zverba	HP Sam Gould	SH Lyle Van	Y M. Chaitanya Langaraj	HP Isha Cortez	HP Marvek Patel	HP Marvek Patel	M Ella Neal	HP Tia Young
SH Justin Abbott	HP Bibek Racer	SH Cobey Jones	Y M. Chaitanya Langaraj	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Liam Money	Y Jack McRyde	VR Anaya Patel	VR Anaya Patel	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Scotty Woodford	Y Eliza Charles	VR Mark Oliver	VR Mark Oliver	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Bailey Rees	Y Charlotte Clifton	VR Sali Bilar	VR Sali Bilar	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Lucy Kummer	Y Anas Nayaj	LB Anas Nayaj	LB Anas Nayaj	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Sounds Group B Kate Wilson 10	Y Harry Bedford	LB Harry Bedford	LB Harry Bedford	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Anayah Fathama	SH Maci Work	SH Maci Work	SH Maci Work	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Jalbhav Hill	VR Dot North	VR Dot North	VR Dot North	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Lucy Kummerfield	VR Rita Glaze	VR Rita Glaze	VR Rita Glaze	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Saikat Singh				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Kingston Fa'oa				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Arlo Claghorn				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Alice O'connor				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Lola Collins				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Fern Knight				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Bobby Wilson				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Sounds Group C Heather/Lisa 15				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
HP 'O' Volter				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Y Wal Alan				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Y Jackson Bettasochi				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Y Charlie Headup				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Kasper Androsou				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Zilka Bilar				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Mitchell Masuku				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
VR Elizabeth Clifton				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
VR Charlie Fullerton				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Jed Gould				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Bey Smith				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Lala Lala				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Dylan Robertson				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Anoni De Lange				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Grace Hunter				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel

March 2022. Initial assessment based on students' current knowledge of phonics and their reading fluency (blue and grey levels).

RWI May/June 2022 Number 2 Teaching with sounds and decodables.

Student Groups: 110 assessments completed

Jane Marshall/ Heather Pedrotti/Lisa Wallace 14	Vijaya Raja 14	Lauren Brown 8	Aimee Gilbert 5	Yasmin Morris/Bec Hewitt 14	Sarah Hill 18	Alicia Bedford 9	Geraldine Butter 11	Brianna Creeper 6
Heather's room	Vijaya's room	Lauren's room	Aimee's room	Yasmin's room	Sarah's room	Alicia's room	Geraldine's room	Brianna's room
HP Liam Money	HP Eliza Charles	SH Zohy Quan	HP Anaya Patel	HP Benito Barnard	HP Isha Cortez	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
HP Bailey Rees	SH Charlotte Clifton	SH Zohy Quan	Y M. Chaitanya Langaraj	HP Benito Barnard	HP Isha Cortez	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
SH Scotty Woodford	HP Kasper Androsou	SH Zohy Quan	Y M. Chaitanya Langaraj	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Cooper Hatz	Y Neil Maroo	VR Anaya Patel	VR Anaya Patel	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Jackson Bettasochi	Y Bailey Wilson	VR Rita Glaze	VR Rita Glaze	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Justin Abbott	Y Rita Glaze	VR Marvek Patel	VR Marvek Patel	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Lucy Kummer	Y Lala Lala	LB 'O' Volter	LB 'O' Volter	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
SH Zilka Bilar	Y Kataro Nejima	LB Anas Nayaj	LB Anas Nayaj	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
SH Mitchell Masuku	SH Fern Knight	SH Elizabeth Clifton	SH Elizabeth Clifton	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Sounds Group B	Y Harry Bedford	VR Anas Nayaj	VR Anas Nayaj	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Alice O'connor	VR Anoni De Lange	VR Anoni De Lange	VR Anoni De Lange	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Kingston Fa'oa	LB Charlie Headup	VR Anoni De Lange	VR Anoni De Lange	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Jalbhav Hill	LB 'O' Volter	VR Anaya Patel	VR Anaya Patel	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Arlo Claghorn	LB Wal Alan	VR Anaya Patel	VR Anaya Patel	YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Saikat Singh				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Sounds Group C Kate Wilson 9				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
HP Seb-Sparks				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Y M. Chaitanya Langaraj				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Y Dot Muir				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
Y Jack Wilkie				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Anayah Fathama				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Dylan Robertson				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
LB Kiera Zverba				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
VR Jed Gould				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel
VR Charlie Fullerton				YM Prashanth C	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel	HP Marvek Patel

May 2022, Term 2 data after Educators had been trained in RWI and resources had arrived.

Annual Performance Report to the School Community 2022

RWI November/December 2022 Number 4 – All kids bright green need assessing.

Room A3	Overflow Room	Overflow Room	Room A3	Room A8	Learning Support Unit	Learning Support Unit	Room A8	Room A6	Room A7	RWI Spelling, Language and Literature Group	Reading beyond RWI Phonics, Language and Literature Group
Sounds Group A	Blue group	Red group	Green group	Purple group	Pink Group	Orange Group	Yellow Group	Blue group	Grey group		
Lucas Henderson	Scotty Woodford	Michael Mount	Zaida Brar	Felix Timbouth	Kasper Johnson	Sally Speare (could do pink)	Angie Pullman	Robert Speare	Amelia Hatfield	Olivera Mirovic	Ducar Robinson
Justin Abbott	Dylan Robertson	Jack White	Charlotte Fullerton	Charlotte Clifton	Saki Bilar	Maoi Wark	Ayla Bhodral	Dr Mckay	Archie Wilcock	Grah Wilkinson	Henry Scobie
Sounds Group B	Kingston Fical	Isabella Hill	Aria Cleghorn	Fern McDonald	Ellen Whitehead	Rena Jansz	Isabella Brown	Fiona Carter	William Tudor	Finlay	Suzanne Ember
Isabella Hill		Aashish Fathima	Arman Wroon*	Kara Zimba	Joshua Doorbecgassing*	Ellie Glaze	Hayley Tate	Marcom Pizzop	Katelyn Mack	AJ Meeks	Quinn Balfour
Sounds Group C		Alice O'Connor	Charlie Heaslop		Henry Bedford	Sam Gould	Ayla Inman	Alaan Aar	Ayla Inman	Tuani Tupou	William George
Isabella Hill		Jackson Bennett	Caeser Singh		Eva Nam	Layken Volter	Carissa Schultz	Amara Panyai	Eliza Charles	Emilia Quan	William Wicks
		Emma Brown-Cook			Bailey Wilson		Olivia Coburn	Anaya Kama	Leif Treloar	Isha Cortez	Shayaa Mirza
					Te Abata		Olivia Williams	Shaun S	Kaia Salomson		Mack Cunningham
					Benjamin		Jack McBrat	Maria Oliver	Mila Bovey-Snook		Ellie Young
					Wai Aban		Edoardo Ochoa	Neel Maric	Zoeey Quan		Suzanne
					SJ Junior Descajento		Grace Hunter	Dr Madhavan	Shubast		Jack Darkan
							Benjamin		Elie Neal		Harry Clifton
							Keliana Noone				Fiona Ochoy
							Laila Lala				Charlotte Langcake
							Charlotte Stiles				Maddy Warren
							Ri Volter				Leslie Michan
											Darcy Goodwin
											Bernie Barwick
											Shy Tudor
											Pamantha Cooc

November 2022, Term 4 data, note the additional two columns on the right hand side showing students who have completed RWI Phonics.

Read Write Inc is a 2-year phonics approach, after less than one year of implementation 54% or 22 Year 2 students have completed RWI Phonics, with 41% of those students reading to learn with fluency of over 100 words per minute. 16 or 39% of Year 2 students after less than a year of RWI still need to complete RWI, with 9 or 21% of those students close to completion of the program.

Of the 62 Year 1 students, 48% of students are beginning Year 2 in orange group and higher with 5 students, 8%, already completing RWI Phonics.

RWI Term 1, February 2023 Number 1

Room	Room	Room	Room	Room	Room	Room	Room	Room	Room	Room	RWI Spelling, Language and Literature Group	Reading beyond RWI Phonics, Language and Literature Group
Sounds Group A	Blue group	Red group	Green group	Purple group	Pink Group	Orange Group	Yellow Group	Blue group	Grey group			
Emma Henderson	Scotty Woodford	Michael Mount	Zaida Brar	Charlotte Clifton	Kasper Johnson	Sally Speare (could do pink)	Angie Pullman	Amara Panyai	Leif Treloar	Emilia Quan	Shy Tudor	
Justin Abbott	Dylan Robertson	Jack White	Charlotte Fullerton	Fern McDonald	Saki Bilar	Maoi Wark	Jack McBrat	Anaya Kama	Kaia Salomson	Isha Cortez	Pamantha Cooc	
Isabella Hill	Kingston Fical	Isabella Hill	Aria Cleghorn	Kara Zimba	Ellen Whitehead	Rena Jansz	Edoardo Ochoa	Shaun S	Mila Bovey-Snook		Bernie Barwick	
Isabella Hill	Berry Mossop Cook	Aashish Fathima	Arman Wroon*	Tasha	Joshua Doorbecgassing*	Ellie Glaze	Grace Hunter	Maria Oliver	Zoeey Quan			
Hani	Sam H	Alice O'Connor	Charlie Heaslop	Osette	Henry Bedford	Sam Gould	Shy Tudor	Neel Maric	Shubast			
Ethan	Hannah C	Alexson Bennett	Caeser Singh	Chris Garwood	Eva Nam		Keliana Noone	Ali Madhavan	Elie Neal			
Lara	James	Betty McLaughlin	Sonoma Clifton	Tyler	Bailey Wilson		Laila Lala	Henry Bruce (could do pink)				
Caeser	Harper	Charlie Rich	Arish Moolgani	Tommy	Te Abata		Charlotte Stiles					
Isabella Hill	Darcy	Muri	Aurion H	Aislee	Benjamin		Ri Volter					
Isabella Hill	Oscar			Agnes	Wai Aban		Saki					
Noisaka	D'Arcy			Senan	SJ Junior Descajento							
Merley Rose	Murphy				Mila Muri							
	Aisara				Declan Tai							
	Yasmin				Viggo							
	Levi				Vivienne							
					Kashira							

February 2023, This data displays the current cohort of students entering Year 1 and 2. The 2022 Transition teachers taught phonics using a structured approach.

RESOURCES

Purchases

- 5 Teacher Kit Easy Buy Packs with additional packs photocopied at school to create 11 packs.
- 850 Storybooks in levels Red to Grey.
- 850 Take Home Books for follow up reading at home.
- Read Write Inc. Comprehension for students who have completed RWI Phonics
- Read Write Inc. Spelling for students who have completed RWI Phonics

ACHIEVEMENTS

- RWI instructional routines are embedded with some teachers.
- All storybooks and take-home readers are catalogued and stored in the Reading Resource Room.
- Regular assessment of students.
- All children are making measurable progress.
- Ongoing support through team teaching, coaching sessions and the teachers' Professional Growth Plans.

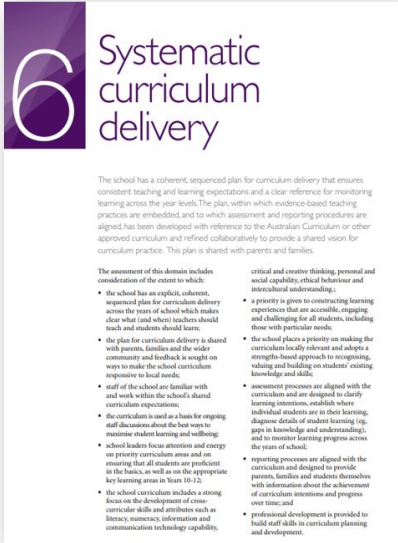
GOALS for 2023

- New educators to become familiar with the program and receive ongoing training.
- Purchase new Take Home books, enough to resource the school.
- Absences of educators was high in 2022, meaning some RWI groups needed to be collapsed into others affecting the integrity of the program. A floater teacher would be beneficial here.
- Educators with the most knowledge of RWI are placed with groups with the largest number of students, rather than students with the greatest need.

Maths and Science Planning Documents and Collaboration with the Curriculum Leaders Network in Alice Springs

Ross Park is on a continuous improvement journey as we work towards achieving an Outstanding rating against Domain 6 of the National School Improvement Tool, Systemic Curriculum Delivery. This journey includes developing our whole school scope and sequence documents to support our educators to begin implementing Version

9 of the Australian Curriculum over the next three years. Underpinning our work is the support we have received from Teaching and Learning Services (T&LS) and involvement in the Central Region Curriculum Leaders' Network.




Systematic curriculum delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

The assessment of this domain includes consideration of the extent to which:

- the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn;
- the plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs;
- staff of the school are familiar with and work within the school's shared curriculum expectations;
- the curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing;
- school leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in Years 10-12;
- the school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding;
- a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs;
- the school places a priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills;
- assessment processes are aligned with the curriculum and are designed to clearly learning intentions, establish where individual students are in their learning, diagnose details of student learning (e.g. gaps in knowledge and understanding), and to monitor learning progress across the years of school;
- reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and
- professional development is provided to build staff skills in curriculum planning and development.



Outstanding

The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.

A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.

Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.

A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence.

The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.

Maths and Science Planners

Ross Park was supported by T&LS consultants to hold a full Professional Learning Day in Week 6, Term 4, 2022 designed to familiarise teachers with the content and navigation of Version 9 of the Australian Curriculum including a delve into the differences and similarities in each subject area. Staff then explored the language in the Achievement Standards of the new curriculum through the Plan to Teach, Plan to Assess Professional Learning session. These sessions were designed to support Ross Park educators to begin their V9 curriculum implementation journey.

Members of the Ross Park leadership team then worked closely with T&LS to develop the Maths and Science Scope and Sequence documents for each year level (T-6) which sequence the learning over a school year. These documents have been designed specifically to suit Ross Park’s context and are aligned to the seasons in Central Australia as well as whole school key focus areas throughout the year. Teachers use the scope and sequence documents to plan learning and assessment and integrate subject areas using a DoE endorsed Learning Sequence template.

SCIENCE		TRANSITION	
TRANSITION – TERM 1	TRANSITION – TERM 2	TRANSITION – TERM 3	TRANSITION – TERM 4
Science understanding	Science understanding	Science understanding	Science understanding
	PHYSICAL SCIENCE Students identify factors that influence the movement of objects.	BIOLOGICAL SCIENCE Students group plants and animals based on external features.	CHEMICAL SCIENCE Students recognise that objects can be composed of different materials and describe the observable properties of those materials
Science as a Human Endeavour	Science as a Human Endeavour	Science as a Human Endeavour	Science as a Human Endeavour
USE AND INFLUENCE OF SCIENCE Students identify examples of people using observation and questioning to learn about the natural world.	USE AND INFLUENCE OF SCIENCE Students identify examples of people using observation and questioning to learn about the natural world	USE AND INFLUENCE OF SCIENCE Students identify examples of people using observation and questioning to learn about the natural world	USE AND INFLUENCE OF SCIENCE Students identify examples of people using observation and questioning to learn about the natural world
Science Inquiry	Science Inquiry	Science Inquiry	Science Inquiry
QUESTIONING AND PREDICTING Students pose questions and make predictions based on their experiences	COMMUNICATING Students share ques observations and id with others	PROCESSING AND MODELLING AND	EVALUATING
PLANNING AND CONDUCTING Students engage in investigations and make observations safely			


SCIENCE UNDERSTANDING	1	2	3	4
Biological sciences observe external features of plants and animals and describe ways they can be grouped based on these features AC:PSFU01				✓
Physical sciences describe how objects move and how factors including their size, shape or material influence their movement AC:PSFU02		✓		
Chemical sciences recognise that objects can be composed of different materials and describe the observable properties of those materials AC:PSFU03				✓

SCIENCE AS A HUMAN ENDEAVOUR	1	2	3	4
Use and influence of science explores the ways people make and use observations and questions to learn about the natural world AC:PSFE01	✓	✓	✓	✓

SCIENCE INQUIRY	1	2	3	4
Questioning and predicting pose questions and make predictions based on experiences AC:PSFI01		✓		
Planning and conducting engage in investigations safely and make observations using their senses AC:PSFI02		✓		
Processing and modelling and analysing represent observations in provided templates and identify patterns with guidance AC:PSFI03			✓	
Evaluating compare observations with predictions with guidance AC:PSFI04				✓
Communicating share questions, predictions, observations and ideas with others AC:PSFI05		✓		

Curriculum At A Glance

The Ross Park Curriculum At a Glance documents are one page overviews of what teachers need to teach, when they need to teach it aligned to the assessments and resources available and required. These documents are colour coded according to our Scope and Sequence docs and hyperlinked to the corresponding subject folders in School Central.



**ROSS PARK
PRIMARY SCHOOL**
Learning-Knowledge-Life

Subject	Strands Term 1	Strands Term 2	Strands Term 3	Strands Term 4	Assessment	Resources
English	Exposure and response to a variety of texts	Exposure and response to a variety of texts	Exposure and response to a variety of texts	Exposure and response to a variety of texts	PEA Writing Samples	Assailable RWI Resources, Sheema Cameron Writing Book, NAPLAN Marking Guide, Bradshaw Placements, AS Writing Resources
Reading	RWI- Continuous sounds	RWI- Continuous, simple sounds and special friends	RWI- Continuous, simple sounds and special friends	RWI- Continuous, simple sounds and special friends	RWI Program	RWI Program
Writing						
Listening & Speaking						

Subject	Strands Term 1	Strands Term 2	Strands Term 3	Strands Term 4	Assessment	Resources
Maths	Exposure and response to a variety of texts	Exposure and response to a variety of texts	Exposure and response to a variety of texts	Exposure and response to a variety of texts	PAT RWI	Assailable RWI Resources, Sheema Cameron Writing Book, NAPLAN Marking Guide, Bradshaw Placements, AS Writing
Number and Algebra	RWI Program	RWI Program	RWI Program	RWI Program	RWI Program	RWI Program
Measurement and Geometry						
Statistics and Probability						

Transition

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Colour Palette

PANTONE P 16-38-2X
CMYK 90 34 45 40
#D02090

PANTONE P 285-C
CMYK 70 10 20 20
#D9534F

PANTONE P 13-51-4
CMYK 65 10 20 5
#F06A47

PANTONE P 11-56-4
CMYK 50 10 20 5
#F09970

PANTONE P 11-51-4
CMYK 50 10 20 5
#F09970

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Curriculum Leaders Network

In 2022, ACARA released the Australian Curriculum v9. The proposed timeline moving NT schools from v8 to v9 is:

- **2022 Phase One Familiarisation:** Schools become familiar with the revised Australian Curriculum version 9.0. Teachers and school leaders engage with the revised curriculum and how the changes will impact teaching and learning in their school context.
- **2023 and 2024 Phase Two Consolidation:** Schools consolidate their understanding of version 9.0 of the Australian Curriculum and the impact to teaching, learning and assessing in their context, taking the time to plan their move to version 9.0 by updating existing curriculum documentation and or co-developing curriculum documentation and resources.
- **2025 Phase Three Implementation:** Schools teaching, learning and assessing with Australian Curriculum v9

System support for schools includes face to face workshops, a webinar series, as well as resources in eLearn. Regional support for schools is led by the Curriculum Leaders Network focussing on the curriculum itself. It is acknowledged that the relationship between curriculum, assessment and pedagogy means that the work of the Network will be underpinned by the group's expertise across all three areas of practice.

Until Term 3 - 2022, schools in the Central Region worked individually to familiarise their staff with the new version of the Australian Curriculum. With the formation of the Curriculum Leaders Network (CLN) schools now have opportunity to work collectively and collaboratively around shared problems of practice associated with curriculum.

The CLN was established to grow and support curriculum leadership and expertise in schools and support schools to implement v9 of the Australian Curriculum. The Network has agreed to use NT Inquiry Cycle and collaborative ways of working to share and develop their knowledge, processes and practices to drive quality curriculum implementation so that students have expanded opportunity to demonstrate achievement at the year level standards.

To support familiarisation with v9 of the Australian Curriculum, so that teachers are ready to plan, teach, assess and report in 2024/25, the Network established processes for building consistency in curriculum practices through the use of the Quality Assurance Cycle.

Ross Park curriculum leaders have played a key role in contributing to the vision and momentum of the network and have shared the Ross Park Maths and Science Scope and Sequence documents with the network so that other schools can build on the work already developed.

ECO Rangers

Students elected to the Eco Rangers took on the project of "Waste – The cycle of stuff."

Aims

- To reduce the amount of litter in and around the school grounds.
- To reduce the amount of rubbish going into landfill through recycling and reusing materials.

Actions (Keep them S.M.A.R.T!)

- Raise awareness of rubbish around the school and what we can do about it
- Set up recycling baskets for the recycling of drink containers through the container deposit scheme
- Reusing of paper within the school where possible
- Set up composting stations around the school to reduce the amount of food waste going into the bins
- Once set up, all of these projects will be ongoing.

Project 1

Timeline of project

- 'Do the right thing' signage put up around the school grounds for students to see as well as the general public, who come into the school grounds after hours and on the weekends. (Term 2, 2022)
- Class competitions and awards to encourage students to care for their school grounds and classroom areas. Vary competitions each semester to continue momentum. (Semester 2, 2022)

Responsibilities: who is responsible for different aspects of the project?

- The Eco Rangers were responsible for presenting the signage to each individual class and discuss what they are trying to achieve across the school.
- Each class took responsibility for an area of the school grounds to tidy up and maintain.

Monitoring: how you will keep the project on track?

- Goals and progress was discussed in weekly Eco Ranger meetings for representative students to feed back to their classrooms.
- Eco Rangers ran 'Do the right thing' competitions, present updates at assemblies and give recognition to those classrooms who are making progress. Fortnightly certificates handed out at assemblies with overall term encouragement awards.

Evaluation: how will you collect data and measure progress?

Students completed a spreadsheet to observe different areas of the school and monitor this progress over the terms.

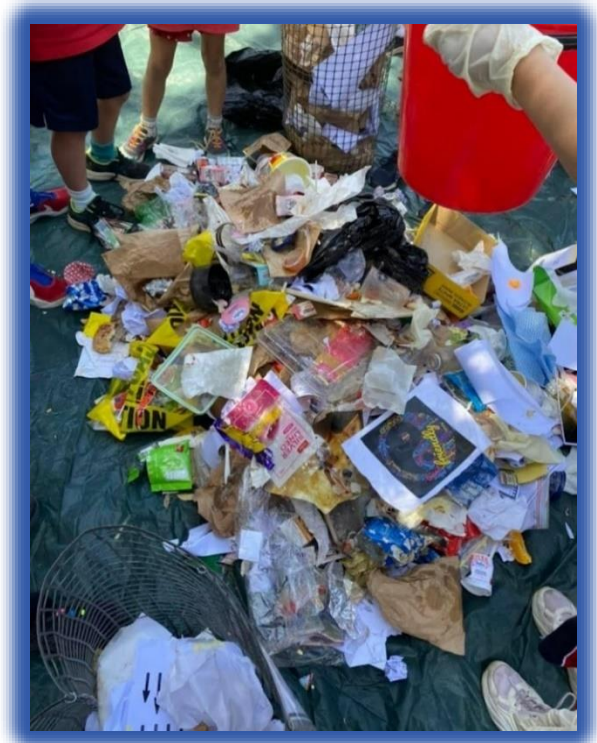
Project 2

Timeline of project

- Recycling of drink containers and paper to be set up at the beginning of Term 2 and is to be ongoing.

Responsibilities: who is responsible for different aspects of the project?

- The Eco Rangers were responsible for educating students about what can be put in the baskets and what cannot (rubbish, straws etc.) Each class created their own signage for their own baskets.
- Eco Rangers or an allocated class collected, counted and sorted containers at the end of each term. Teachers transported containers to recycling facility.
- Baskets were placed near every general waste bin and in the staff room.



Monitoring: how you will keep the project on track?

- Weekly inspection of baskets to sort out items that should not be present
- Weekly discussion of progress at meetings.
- Progress reports shared at fortnightly assemblies, along with presenting information about what the Eco Rangers are using the container scheme refund money for.

Evaluation: how will you collect data and measure progress?

- Sorting, counting and recording of containers collected.
- Spot check of general waste bins to check for drink containers that have not been put in the correct bins.
- Bi-annual rubbish audits.

Project 3

Timeline of project

- Composting stations set up at the start of Term 3.

Responsibilities: who is responsible for different aspects of the project?

- Eco Rangers placed small food waste buckets on each classroom as well as the staff room, to collect compostable food waste. Students presented new program at an assembly with a presentation about what can and cannot be put in compost bins.
- All students used composting for food waste. A class representative to be responsible for emptying into compost tumblers.
- Eco rangers learnt how to maintain compost tumblers and add carbon materials and manure as required.
- Signage up around the school to encourage composting.

Monitoring: how you will keep the project on track?

- Supervising teachers, Eco Rangers and class monitors checked classroom bins, with tumblers inspected weekly to ensure correct ratios for creating healthy compost.

Evaluation: how will you collect data and measure progress?

- Eco Rangers checked that compost containers were being used.
- Bi-annual rubbish audits to check for improvement.
- Inspection of general waste bins.



Student Representative Council – SRC

Purpose:

The purpose of the Student Representative Council is to be role models for all students, lead the student voice within the school by representing the student body and to demonstrate the Ross Park School values.

Role:

- work with SRC teacher and members of the SRC to decide on the action plan for the year, such as school environment, communication, playground safety, or fundraising
- collaborate with teachers and people within the school community for special celebrations such as Harmony Day and Crazy Hair Day
- greet and welcome special visitors to the school, introduce themselves and show visitors to the office
- represent the school at outside functions
- represent the students in discussions with staff or parent groups, e.g. school council meets the SRC
- contribute to school newsletter and present relevant information at school assemblies

At the beginning of 2022 it was announced that there would be one person from each Year 3-6 class representing their peers on the Student Representative Council. Interested students needed to present a speech in front of their classes about why they should be chosen as their SRC member. Classes then voted to select the person who would best represent them.

Throughout the year, the SRC held weekly meetings, presented at assemblies and organised many activities and fundraising events for Ross Park Students.

In Term 1, the SRC raised money for the Cancer Council by holding Tutu Day on 22-2-22 as well as running the National Day of Action Against Bullying and Violence Harmony Day Free Dress and our Ride 2 School and Wheelie Day.

In Term 2 the SRC held Crazy Hair Day, ran our special ANZAC Day assembly and attended the ANZAC Day Service at ANZAC Oval, organised a Wear Your PJs to School Day and sold hot chocolate at Sports Day. All money raised in Semester 1 was set aside to donate to the Cystic Fibrosis Foundation and the Leukemia Foundation.

The SRC went on to introduce ideas boxes in all senior classrooms to hear student voice and use ideas in their planning. Some of the ideas were great and were taken to the Ross Park leadership team for further consideration.

In Term 3 the SRC organised a Footy Colours Day/ Sports Colours Day, announced and served at the NAIDOC Week assembly, ran the Book Week fancy dress parade, organised voting on the new school uniform material and ran the Father's Day Craft Stall.

In Term 4, the SRC ran the Halloween Dress Up Day, Remembrance Day special service, advertised for Book Fair and ran the special Christmas Disco Party.

All students really enjoyed being part of the SRC, developing their leadership skills, listening to what is important to students, raising money for charities and organising fun and important events for the school.



Colour Smash

Last year Ross Park Primary participated in a school fundraiser hoping to raise money for much needed updates in classroom technologies. We set the target of raising \$15 000 and our community certainly jumped on board. Students were asked to collect funds and the Ross Park Staff provided loads of fun incentives along the way. For every \$10 000 raised a teacher was slimed during assembly. Mr. Sheriff, Miss Hildebrandt and Mrs. Weily were some of our soaked participants. The highest fundraising classes, Transition and Year 6 received an ice cream and movie day. As the funds continued to rise, we were blown away when the total money raised was just over \$20 000 for the school (Gross total was larger, however this is reduced to allow for prizes for students and the resources for the day). Ross Park celebrated its success with a huge Colour Fun Run. Students wore white to school and completed an obstacle course while getting soaked with water and covered in powered colour. It was truly a highlight for our year.





TEAM LEADERS

The Team Leaders leadership position is one that can only be held by students in Year 6. Students in this position take the lead of and are responsible for running events for one of the four Ross Park Teams: Robb, Burton, Taylor and Standley. Students self-nominate to take on this position and perform a short speech in front of students in their respective houses from years 3-6. Based on student voice, consultation with teachers and senior leadership staff, four to six students are chosen to lead their houses.

Students in this position are responsible for running and organising of their houses at Athletics, Cross-Country and Swimming Carnival events. They also assist in the running of programs in the junior school such as fitness activities and the junior wet 'n' wild day. Based on suggestions and feedback from students across the school, they organise, set up and run lunchtime activities for students across the year levels on a weekly basis. Team Leaders are also responsible for hosting whole school assemblies fortnightly.

Students that are successful in obtaining a Team Leader Position are expected to uphold the Values of Ross Park and act as role models to their peers. They actively take the initiative in the playground to maintain safe play behaviours. Team Leaders constantly demonstrate consistent effort and a positive attitude towards their learning and engagement within the school and wider Ross Park community.



Year 6 Graduation

The year 6 graduation is the culminating event of the year 6 school year. It is used as a showcase to show parents the hard-work the students have completed throughout the school year, reminisce on some of the memories and award those students that have been stand-outs in a range of fields.

The Ross Park Graduation is used to acknowledge and celebrate students that have put in fantastic efforts throughout their time in primary school and year 6. One student is chosen to be awarded for each major subject area with additional awards being given for things such as being an effective learner, an outstanding leader and always demonstrating the school values.

The biggest award of the night is the Ross Park Honour Student. To be eligible for this award, all year 6 students create a resume demonstrating their achievements, reflections, and history at Ross Park. These resumes are used by the teachers to select a shortlist of students (Normally 5-10) of eligible students to receive the Ross Park Honour Student. Shortlisted students then undertake a panel meeting with the principal, assistant principals, and a representative from the parent board. From this meeting along with information gathered throughout the school year, the Honour Student is selected.

Student voice is extremely important in the organising and running of the year 6 graduation. Students are directly involved in the decision making so that they take ownership over the night with the result being a reflection of their final year of primary school. Examples of this include:

- Graduation song – A tradition of Ross Park is for students to create their year 6 graduation song that will be performed on the night. As a collective students gather a range of songs and vote on one they believe is the best representation of their cohort. They work with teachers to replace the lyrics with those that reflect their memories/experiences of primary school and their hopes, aspirations and dreams for the future.
- Graduation Shirt – Each year the graduation shirt is directly designed by the students. Every student is given the brief that their design must include the animal chosen for their class name, the year they are graduating and include the Ross Park name and/or logo. Student designs are submitted, and the final design chosen through student vote.
- Performances – Often on the night students vote on whether they would like to include some form of performance. Through parent feedback this is often a highly anticipated and enjoyed moment of the night. Each year students vote on what form the performance will take before taking responsibility over its theme/s, organisation and song choice.
- Student speeches – It is the aim of the graduation to give every child a chance to be in the spotlight at one point of the night. This is often done through the student speeches, with every child having a chance to share their experiences, hopes and memories. Students fill out a form that the teachers use to create their speeches. Students have control over what is included in their speech and have final say over the finished product. Additionally, students nominate themselves to present a small group of speeches on the night to ensure the attention is always on the students during this part.



School Council/Board Report

Chairperson's Report RPPS 2022

Acknowledgements

Thank you for attending our Ross Park Primary School Council Annual General Meeting. I acknowledge that we are gathered here in Mparntwe country. I offer my respect to their elders' past, present and emerging.

I would like to commend the hard work and dedication of the school; its leadership team, its administration and importantly its frontline educators. I further acknowledge the parents, guardians and students at our school as part of our inclusive community.

Why we are here

Beyond the requirement to hold an AGM as part of the governance requirements, we are all gathered here and at every school council meeting in the last year to strive to achieve the vision that Ross Park Primary School will be an inclusive, happy and caring community that encourages a love of learning. We will work together to foster responsible, confident children who have a strong social and environmental conscience.

This report follows a standard format adopted in last year's report.

How we proceeded

The meetings through the last year were conducted in alignment with the legislation and in a respectful, consultative manner whilst seeking reciprocity of outcomes. These attributes being consistent with the school values of respect, resilience, responsibility, equity and creativity.

Similar to previous years, the school council progressed matters through committees that looked at particular areas of focus – in 2022 these were the finance committee, traffic management committee and the Rona Glynn Preschool group as well as a review of the school survey results.

Whilst the elected school council provided direction in these matters; the principal, teachers and staff carry out the critical actioning of tasks, pedagogy and operations.

What was achieved and learnings

We have progressed several projects and aspects in the 2022 year, some of which are listed below. Minutes of our meetings are available for a more detailed breakdown.

Attendance

Quorum was achieved in 100% of all meetings. There were 11 school council meetings through the 2022 year, with an average attendance of around 8 meetings a year across the committee.

The record of this attendance and other administrative support was performed by our very capable secretary Laura Heaslip.

Rona Glynn Preschool

Enthusiastically supported by Naomi Hunter, the Rona Glynn Preschool group have delivered successful programs including arts and crafts, ongoing connection sessions to the primary school and fund raising that have strongly supported the preschool and its integrity.

Finance Committee

A finance subcommittee operated during 2022 to support the Finance Officer and Principal. The Financial Report is in the papers on tonight's agenda. At the date of the statement, there were reasonable grounds to believe that Ross Park Primary School Council Incorporated will be able to pay its debts as and when they fall due.

At the last meetings of Council, Principal Penny identified that the school has taken a considerable reduction in its budget for 2023. Ross Park is currently looking at \$800K less than what was available in the 2022 budget as a result of enrolment processes and new award agreements. The budget has been adjusted to mitigate the impacts of this situation and advocacy for support from the department is underway.

The use of the new accounting system progressed throughout the year.

2023 Annual School Improvement Plan

The Annual School Improvement Plan (ASIP) for 2023 as presented to Council was endorsed. The plan has three key areas to focus on – School Wide Positive Behaviour Support / High Quality Teaching and Learning / Data Literacy. Each focus explains how these goals will be managed and achieved.

The ASIP is ambitious and aspirational, and likely to be a two-year process in strengthening goals. Our thanks to Principal Weily and staff for preparing the plan.

Traffic Management Committee

Capably supported by Rebekah Spencer, the group progressed strategic and operational issues. The securing of a grant to install a permanent visual display board outside the school to note traffic speeds nears completion, ongoing analysis of previous reports were conducted to improve safety as well as raising awareness of issues through the newsletter were achieved.

School Leadership

During the 2021 to 2022 period there were different principals leading our school. We thank Suzie Burgess for leading the school in the previous period and now officially welcome Principal Penny Weily to lead the school into its best future in 2023.

Naomi Berriman has also resigned and will not be returning to her Business Managers role in 2023. We thank Naomi for her commitment to the role and wish her the very best in her future endeavours.

Other

One of the bigger achievements of late is getting the afterschool care program up and running.

Finally, in my second year of chairing, my sincere thanks to every amazing School Council member for volunteering their own time to progress the vision of our school in 2022 in such a united and committed manner. Thank you in particular to the administration team and staff representatives.

Yours sincerely

Robert Jennings

School Priority 2022

Our journey demonstrates our commitment to continued improvement. The Education NT Strategy 2021–2025 will enable us to continue to become the most improving education system in Australia.

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

Headline improvement measures

HIMS will be used as points of measure in our Signature Strategy work. These are unpacked in the following sections.



School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

Attended days

Increase the number of days students attend school each year by 10 days.

NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NT CET or Certificate II or higher.

Identified signature strategies for 2022 school year

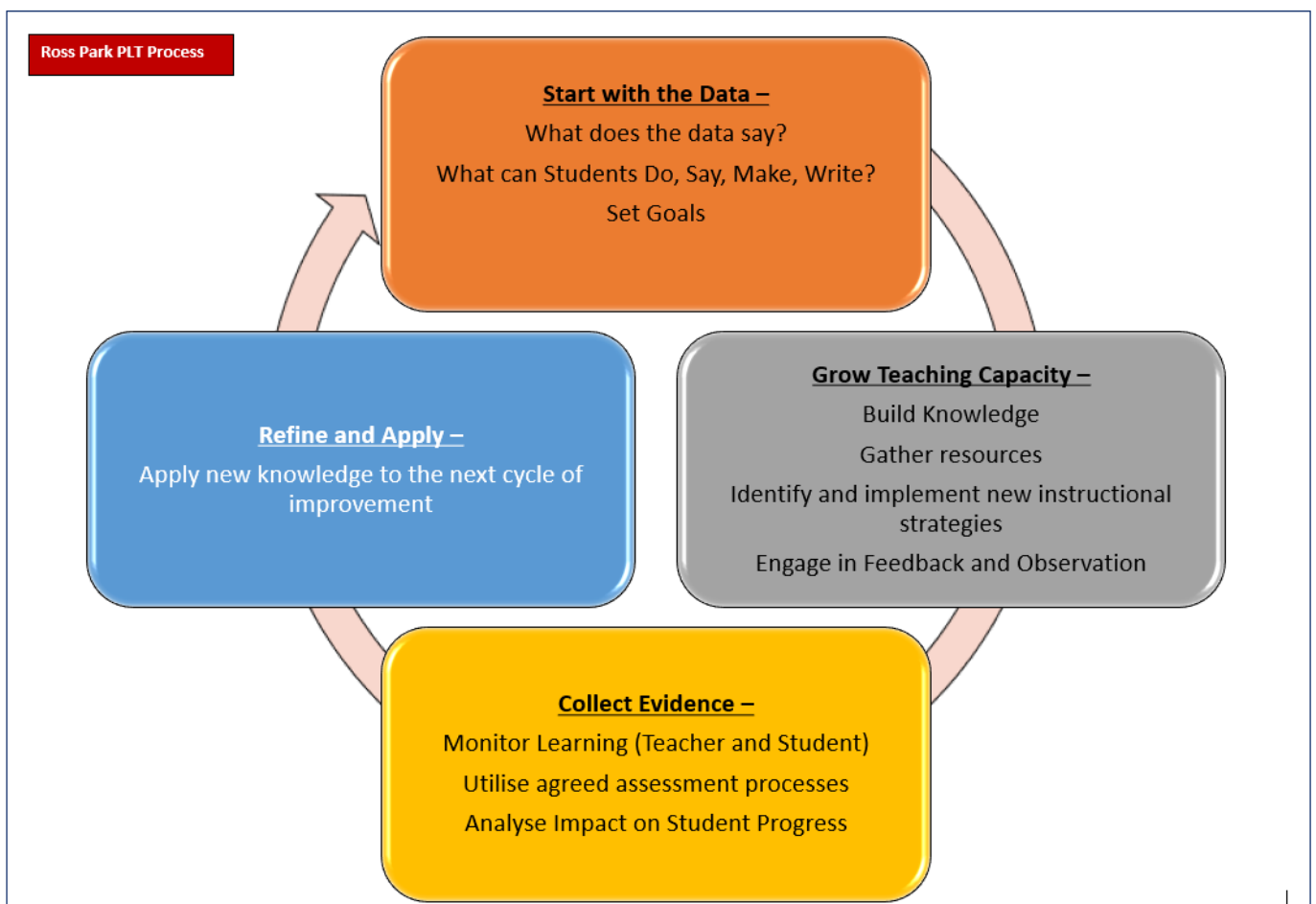
According to the 2022 Annual School Improvement Plan, “To anchor the progress already made in 2020-21 and continue to embed the gains in teacher practice, a focus on a culture that supports learning in 2022, through the signature strategy **Collaborative Review (Ac1)**, will provide an adjunct to the improvement journey that has been travelled, without losing the momentum of continued improvement to collaborative QDTP and assessment practices.” As I was not part of the development or refinement of the ASIP for 2022, I could only work with what was in place when I arrived mid-year. Ac1 – “**Collaborative Review**,” equips schools with the process and methods of design so they can be more intentional about facing and solving the priorities identified in their current improvement agenda, while building the collective understanding and authorship of a range of school and community members to ‘future-proof’ the school against the changes in leadership which can occur in a school at this point in their journey.

Leadership knowledge, skills and dispositions are not to be seen only as the domain of those with titles or leadership positions. When leaders build positive cultures of learning, and ones which review specific progress to established targets and goals; their impact on improvement is immense. For schools where professional learning communities have already been established, the groundwork has been laid for deeper forms of collaboration to occur, including collaborative inquiry. This is captured in clear protocols and expectations for partners in the collaborative review of progress (including council/board member duty statements and overviews, partnership agreements and expectations for PLCs in the school).” I am unsure of the process in choosing this strategy, and needed to work in a targeted way to address a small portion of its scope.

In 2022 the Annual School Improvement Plan (ASIP) focused on the goal, “Teachers will collaborate to design differentiated teaching and learning and assessment to increase achievement for all students from P to Year 6 in numeracy (Read Write Inc for Years 1 and 2).” This included a focus on growing Quality Differentiated Teaching Practice (QDTP) through a Festival of Maths combined PD Day, the introduction of collaborative processes, and

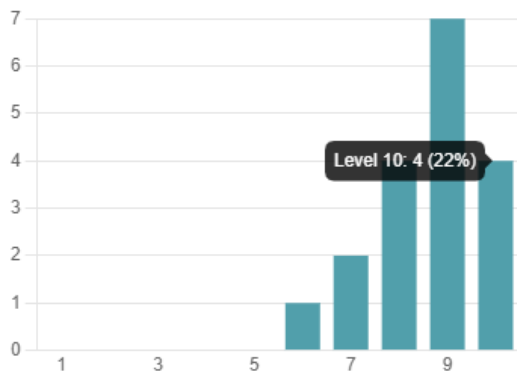
peer observation cycles. These collaborative processes were designed to support teachers to move from cooperation to collaboration on the Ross Park Collaboration Continuum. This growth in professional practice was also aimed at ensuring individual students needs were met and students could describe their learning, progress and next steps.

Due to the impact of COVID and the changes in leadership, the ASIP was condensed into some focused work during Terms 3 and 4. Data was collected from staff around the collaborative processes introduced with extremely positive indicators of success. Equally, staff shared their collaborative journey with all educators at the end of Term 3, further developing our collective capacity. Student Data was collected in Term 4, 2022 to indicate progress against students' ability to talk about their learning, however the sample size was too small to make a judgement on this point of measure. Whilst very positive progress in teacher practice and perception was seen in a short period of time, the foundations that have been laid will support further collaborative work moving forwards.

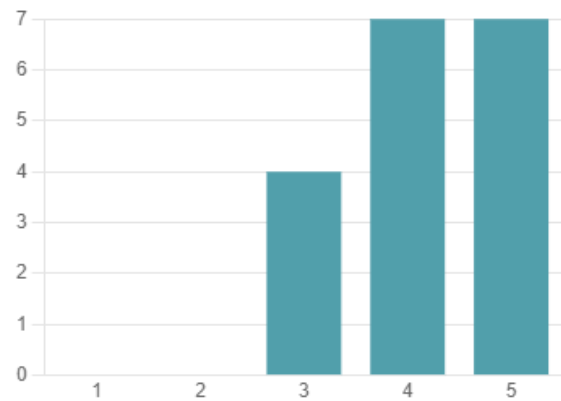


Staff provided feedback on the development of the framework, the implementation process, and the professional learning outcomes experienced. Overall, feedback was very positive and staff were open and honest around areas of growth and areas for further improvement. From a leadership perspective the feedback around the positive impact of true collaboration and sharing of practice, including the need to listen deeply to colleagues, the value of teamwork, the importance of clarity and direction, the importance of an open mind when it comes to personal growth and, practical application of strategies, was key.

Staff rated the co-construction of collaborative processes introduced at the start of Term 3. With an average rating of 8.61 out of 10.

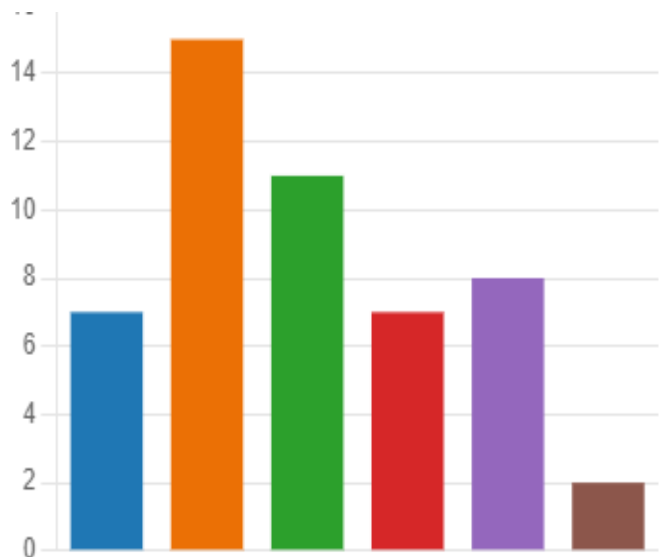


On a 5-point scale staff rated how well the process contributed to their understanding of professional collaboration. Average 4.17 / 5



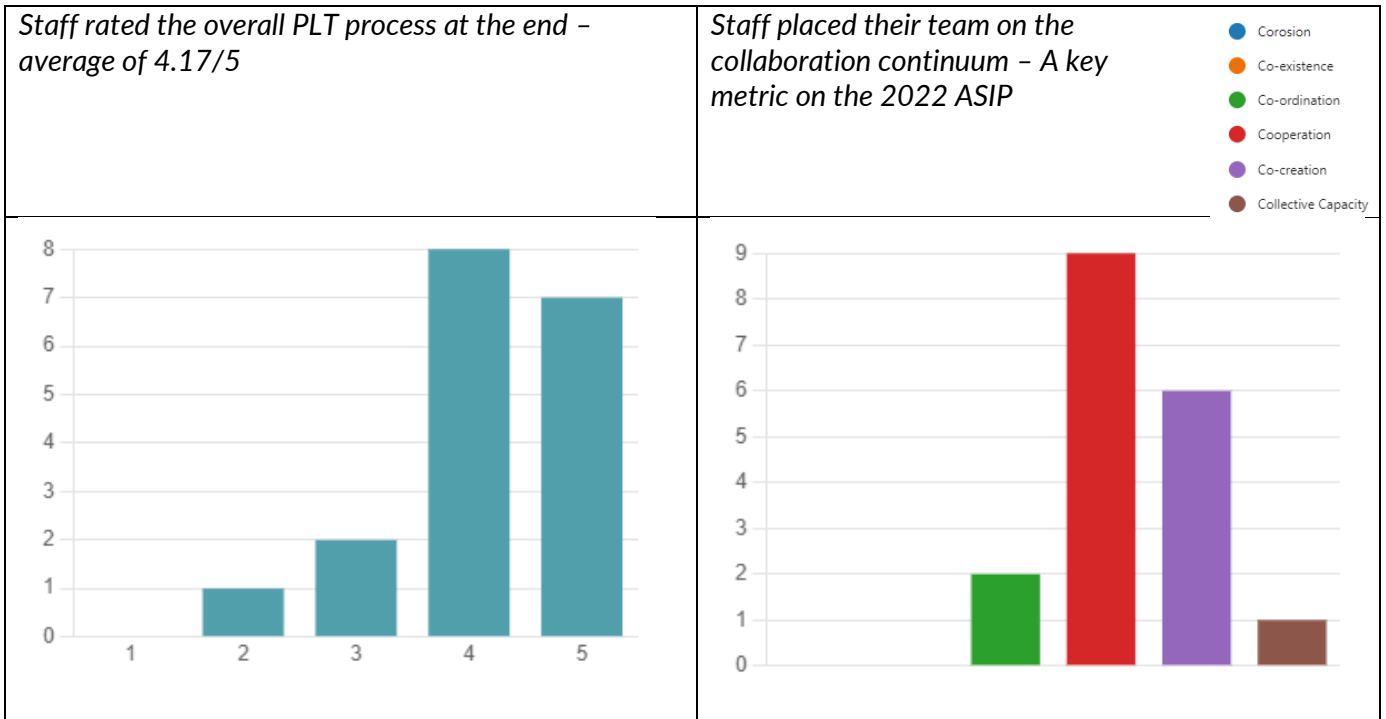
Staff provided feedback on what part of the process was most helpful.

- Model 7
- Staff meeting prioritization 15
- Documentation Template 11
- Protocols 7
- Leadership support/ guidance 8
- Other 2



Staff provided qualitative data on ways in which the process strengthened their practice.

structured time to discuss practice, looking at data to direct teaching
We were able to share ideas and we had protocols for discussion
Highlighted the importance of data collection and using data to inform my practice.
I think making me focus on the way I question in mathematics and how the children respond differently and making sure you are capturing everybody.
Reinforced the need for meaningful questions/discussions about WHAT has been learnt.
Working on a common goal with a common approach has been positive and reaffirming. This approach has strengthened my practice across all subjects.
Open communication about what is happening in other classes.
reflecting with teams and sharing the success and downfalls
Confidence that differentiation can be achieved through open ended tasks that allows access for all.
Providing the time and space to share practice.
Consistent instructional routines from the 5 principles in RWI. These strategies are evidence based and effective with the PLT process keeping these strategies frequently in our minds so that we learn them well.
Coming from preschool background where it is very much collaborative, to a new area of teaching, at first I felt very much on my own but the PLTs have provided me with knowledge and insight from others that I can take back to my classroom and know I'm heading in the right direction.
Confidence in team members using same strategies and producing evidence of improved understandings.
Structure for expecting all others to take on a variety of roles
It has helped me to see the value in ending a lesson with substance and to stop overplanning so that the conclusion of lessons are thoughtful and engaging
It allowed me to gain greater understanding in how to implement certain aspects of RWI due to our discussions and videos we watched in our meetings.
discussion around RWI strategies, process, resources, students, data
It has been great to have time set aside to discuss with colleagues, ideas, best practice and experiences

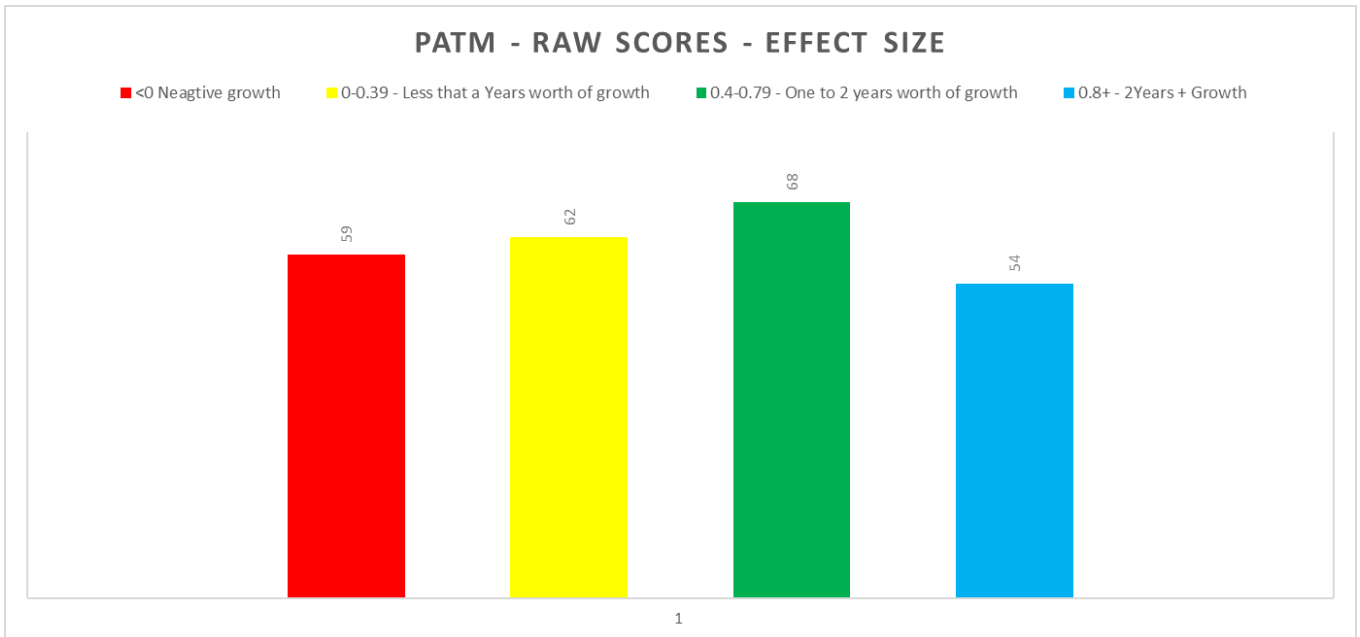


Student results indicated that there was a decrease in the number of students who received a “D” grade in Maths from Semester 1 to 2, and an increase in the number of students who received an “A” or a “B” grade across the year, in Number and Algebra. Overall, 83% of students received a grade of “C” or above in Semester 1, and 84% in Semester 2. More students received an “A” or “B” grade in Semester 2. This result was consistent in both Measurement and Geometry and Statistics and Probability.

Number of Students: 361

		2022									
		Semester 1				Semester 2					
		A	B	C	D	A	B	C	D	E	
English	Reading and viewing	47	85	129	71	64	75	122	52	2	
	Writing	18	69	166	79	21	61	180	51	2	
	Speaking and listening	31	86	196	20	31	95	175	15		
Mathematics	Number and Algebra	27	83	163	58	28	98	137	52		
	Measurement and Geometry	30	87	183	29	26	102	161	26		
	Statistics and Probability	23	56	122	22	28	90	173	24		
Science	Science	17	61	193	17	20	103	179	20		
Health and PE	Health					32	91	195	3		
	Physical Education					36	72	207	6		
The Arts	Music	3	82	227	21						
	Visual Arts					22	38	59	1		
	Media Arts					1	43	158	15		
	The Arts					1	46	56			
Languages	Languages	37	111	82		27	93	206			
Humanities and Social Sciences	History	22	97	189	31						
	Geography					41	88	179	14		
	Economics and Business					7	41	60	7		
	Civics and Citizenship	6	28	76	12	14	14	72	2		
Technologies	Digital Technologies	7	34	77	5	11	54	120	17	1	
	Design and Technologies	12	49	135	13	24	46	44	5		

Using PATM Data the goal was to have 70% of students make 0.4 effect size growth from 2021-2022. Data indicates that 50% of students who had comparable data made a years-worth of growth for a years-worth of work (0.4 effect size growth). Equally, negative growth was recorded in some of our highest achieving students.



In 2023, the school will focus on School Wide Positive Behaviour and Engagement linking academic learning and behavioural learning to create engaging and supportive learning environments that meet the needs of all students.

Student Enrolment, Attendance and Learning

Enrolment and Attendance Summary - Ross Park Primary School

Data source: Enrolment and Attendance

Notes

- Enrolment and attendance data is collected twice a term. The reporting period for this data covers weeks 1 to 4 and weeks 5 to 8 of each term. Data provided does not include Weeks 9, 10 or 11 (where applicable). Data provided is unpublished and should be considered subject to change.
- The average enrolment number is the average number of enrolled students over the reporting period.
- The attendance rate is the proportion of time students attend compared to the time they are expected to attend during the reporting period.

	2021				2022			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	7	77.2%	60	85.2%	5	77.0%	54	84.1%
Transition	7	86.0%	68	91.0%	7	68.4%	45	80.8%
Year 1	6	91.2%	50	90.2%	9	77.8%	67	86.3%
Year 2	7	88.1%	50	90.8%	6	86.7%	46	86.7%
Year 3	10	92.3%	68	93.2%	9	80.6%	47	86.3%
Year 4	13	87.6%	69	91.1%	9	79.9%	63	86.9%
Year 5	15	87.6%	61	90.7%	16	81.5%	68	84.1%
Year 6	13	87.5%	76	91.2%	13	82.2%	57	83.0%
Ross Park Primary School	79	87.9%	501	90.9%	74	79.9%	446	84.9%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

NAPLAN - Summary - Ross Park Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were post 2010 Writing results should not be compared to previous years.

2022		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	48	98%	43	90%
	Writing	48	98%	44	92%
	Spelling	48	98%	45	94%
	Grammar	48	98%	47	98%
	Numeracy	47	96%	44	94%
Year 5	Reading	66	96%	60	91%
	Writing	65	94%	60	92%
	Spelling	65	94%	60	92%
	Grammar	65	94%	61	94%
	Numeracy	65	94%	61	94%

Annual Performance Report to the School Community 2022

NAPLAN - Participation - Ross Park Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2022		Participating		Participating		Not Participating		Not Participating	
		Exempt		Present		Absent		Withdrawn	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	1	2	47	96	1	2		
	Writing	1	2	47	96	1	2		
	Spelling	1	2	47	96	1	2		
	Grammar	1	2	47	96	1	2		
	Numeracy	1	2	46	94	2	4		
Year 5	Reading	2	3	64	93			3	4
	Writing	2	3	63	91	1	1	3	4
	Spelling	2	3	63	91	1	1	3	4
	Grammar	2	3	63	91	1	1	3	4
	Numeracy	2	3	63	91	1	1	3	4

NAPLAN - Achievement (NMS) - Ross Park Primary School

- 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. Du post 2010 Writing results should not be compared to previous years. This data includes exempt students, who are assigned to the category of "Below NMS".

2022		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	5	10			43	90
	Writing	4	8	5	10	39	81
	Spelling	3	6	8	17	37	77
	Grammar	1	2	5	10	42	88
	Numeracy	3	6	4	9	40	85
Year 5	Reading	6	9	6	9	54	82
	Writing	5	8	14	22	46	71
	Spelling	5	8	7	11	53	82
	Grammar	4	6	8	12	53	82
	Numeracy	4	6	11	17	50	77

NAPLAN - Achievement (Score) - Ross Park Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior post 2010 Writing results should not be compared to previous years. This data includes present students only.

2022		Average Scale Score	
		School	NT
Year 3	Reading	419	371
	Writing	361	357
	Spelling	397	336
	Grammar	410	360
	Numeracy	382	341
Year 5	Reading	496	445
	Writing	469	413
	Spelling	492	438
	Grammar	474	436
	Numeracy	467	433

NAPLAN Summary

Over 90% of students achieved at or above National Minimum Standard in strands in both Year 3 and Year 5. Equally, students at Ross Park achieved above NT Mean scores in all areas.

READING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	419	371	90%
YEAR 5	496	445	91%
WRITING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	361	357	92%
YEAR 5	469	413	92%
SPELLING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	397	336	94%
YEAR 5	492	438	92%
GRAMMAR AND PUNCTUATION			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	410	360	98%
YEAR 5	474	436	94%
NUMERACY			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	382	341	94%
YEAR 5	467	433	94%

School Survey Results

In 2022, Ross Park had the largest participation of families in the School Survey, ever.

Ross Park Parent Survey

2022 Parent Survey:
213 responses - 73% of families

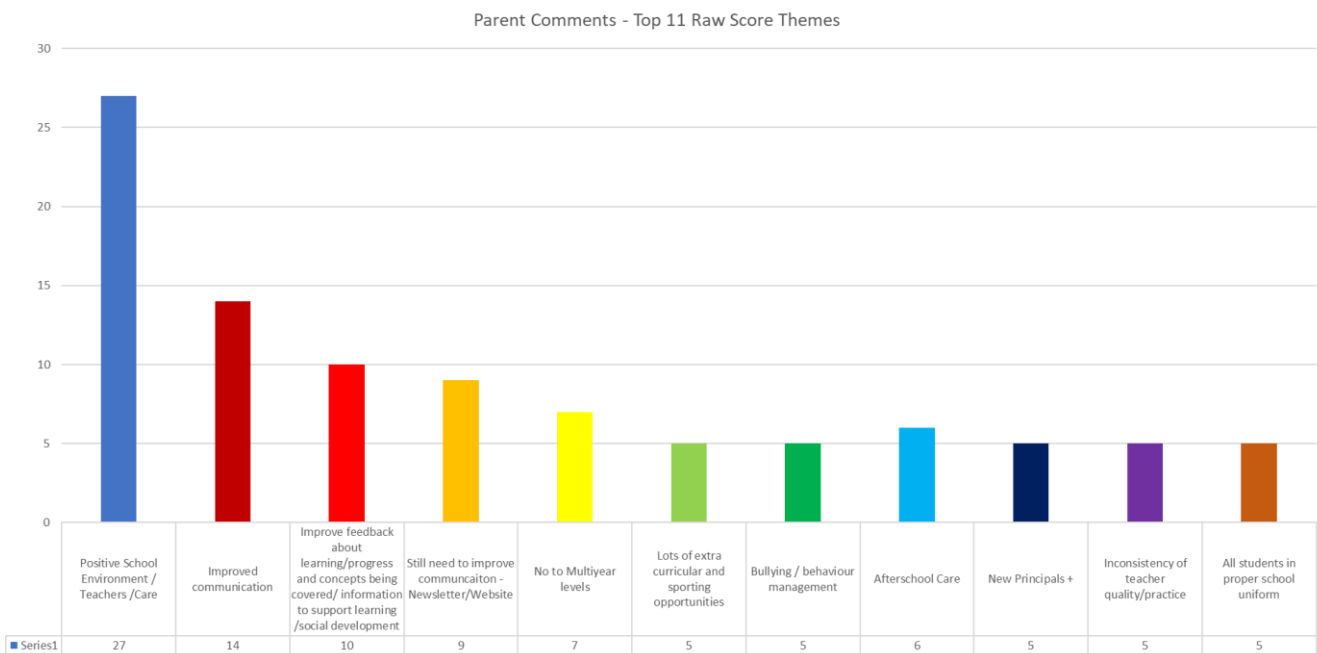
2021 Parent Survey:
96 responses

2020 Parent Survey:
99 responses

2019 Parent Survey
130 responses

Leadership spent time analysing both the quantitative and qualitative data to find some common themes for future planning. Overall:

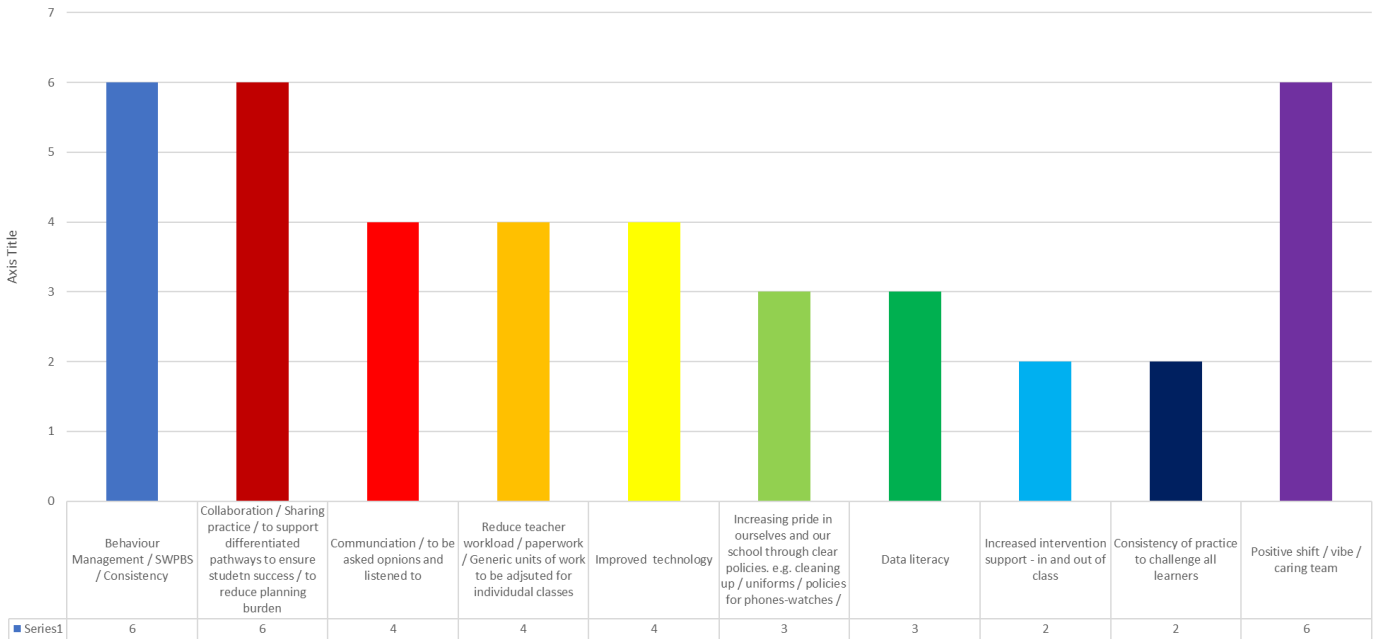
Over most parents noted that the school is a positive learning environment, and that teachers care about the learning and wellbeing of students. Whilst parents noted improvements in communication, this was still an area for further improvement. Improved behaviour management, afterschool care and an end of multiyear classes were all key themes.



Staff also noted the need to have school-wide systems in place to support improved behaviour and learning outcomes for students. Staff noted a need for increased opportunities for collaboration, continued improvements in communication processes, reductions in teacher workload and improved technology in the school. A significant change in staff comments notes a positive shift in the school culture, climate and cohesive approach across the year.

Annual Performance Report to the School Community 2022

Top 10 Staff Themes



We had 138 responses to the School Survey from students at Ross Park. Overall, comments from students focused on:

- More challenging / fun / interesting work / more use of our imaginations
- Improved behaviour management / Stop the Bullies / Social wellbeing for students / Fairness
- More group work / time to talk about learning / less noise / let students help each other
- Better explanations about the learning / practical examples
- Learning how to be a learner – concentrate / confidence / focus / read first / time to think / practise / etc
- More sport / extra-curricular activities
- Arts and crafts and music
- More friends / people who get me
- Brain breaks
- Help me even if I don't ask
- Teachers who listen – talk to kids about learning and social issues and understand everyone's perspective
- Fresh air
- Technology
- **No yelling**

Students also noted the best things about Ross Park School as:

- Friends
- Camp
- Computers
- Playing / Playground / extra activities and groups / Sports
- Teachers
- Social / Caring / Kind / Inclusive / Safe
- Achieving my best
- Friendly learning environment
- Art / HPE
- Learn different things

Quantitative Data is shared below:

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.	2022	138	76	60%	2022	213	2022	34	56%
	2021	121	121	89%	2021	96	2021	39	64%
	2020	133	133	93%	2020	99	2020	28	55%
	2019	79	79	64%	2019	130	2019	34	68%

Number of responses (all years)

Number of responses

Number of responses

2022 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	138	19	115	22	112	0	0	-	-	-
Parents	213	12	194	111	98	1	0	-	-	-
Staff	34	2	31	10	15	0	0	17	9	6

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

Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?

Annual Performance Report to the School Community 2022

Most positive and least positive responses				
HIGHEST / LOWEST	Student			
	Most Positive items for 2022		Least Positive items for 2022	
These tables identify the three most positive and least positive responses for each survey group; student, parent and staff.	My teachers expect me to do my best.	94%	I can talk to my teachers about my concerns.	61%
	I have good friends that I care about.	93%	My school takes students' opinions seriously.	60%
	I know how to communicate safely and respectfully when I am online.	92%	Student behaviour is well managed at this school.	43%
	Parent/carer			
	Most Positive items for 2022		Least Positive items for 2022	
	I can talk to my child's teachers about my concerns.	94%	This school takes parents' opinions seriously.	74%
What are the areas of strength?	My child likes being at this school.	94%	My child knows how to communicate safely and respectfully online.	63%
What are the opportunities for improvement?	My child feels safe at this school.	93%	I have opportunities to have a say in the direction of the school and its education programs.	53%
	Staff			
	Most Positive items for 2022		Least Positive items for 2022	
Are there similar themes across the survey groups; students, parents and staff?	Students like being at my school.	97%	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	66%
How do these results compare with the region and NT? (refer to the cohort comparison section)	Teachers at this school expect students to do their best.	97%	Student behaviour is well managed at this school.	59%
	Students feel safe at this school.	94%	The department supports our school to achieve its priorities.	56%

Change from previous year (2022 v 2021)						
CHANGE FROM PREVIOUS YEAR	Highest ranking items		Lowest ranking items		2022 vs 2021	
					% point change	2022 vs 2021
This table presents the first three and last three items when ranked in order of percentage point change.	Student					
	My teacher understands how I learn.	+17%	My teachers make sure I understand the work I am asked to do.	+1%		77%
	I like being at my school.	+16%	My teachers expect me to do my best.	+1%		94%
Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.	My teacher supports me to understand my learning data.	+16%	I plan to progress through school and finish Year 12.	-2%		77%
						78%
	Parent/carer					
	This school looks for ways to improve.	+19%	I know how to support my child's learning and development.	+1%		78%
Are the changes significant? How many responses do they represent?	This school takes parents' opinions seriously.	+17%	Teachers at this school provide my child with useful feedback about his or her school work.	-1%		83%
What are the areas of strength?	I would recommend this school to other parents.	+17%	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	-3%		84%
						89%
What are the opportunities for improvement?						92%
	Staff					
What are the areas of strength?	This school takes staff opinions seriously.	+29%	Student's learning needs are being met at this school.	-13%		76%
What are the opportunities for improvement?	This school takes students' opinions seriously.	+25%	The department supports our school to achieve its priorities.	-16%		90%
Are there similar themes across the survey groups; students, parents and staff?	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.	+16%	Teachers at my school use data to inform their teaching.	-16%		56%
						72%
						79%
						95%

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.



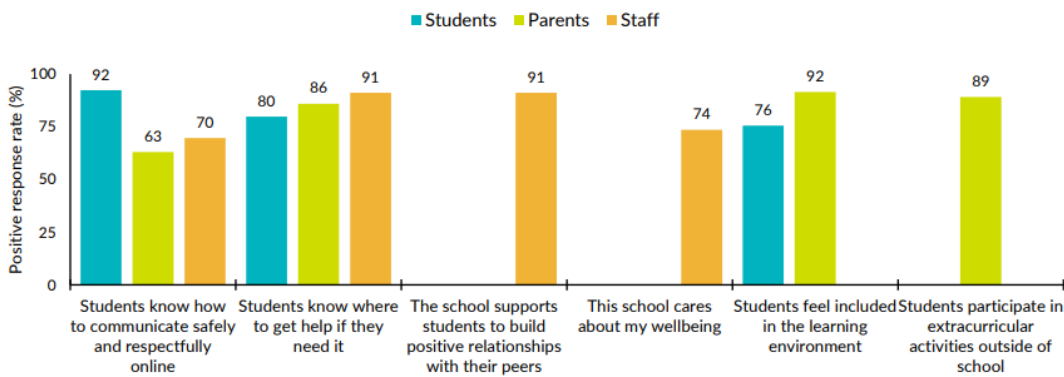
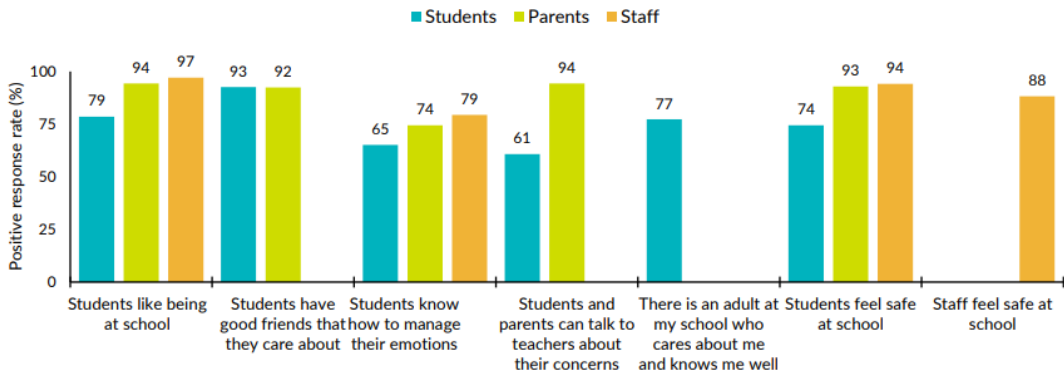
What does our data tell us?

Where is there strong alignment?

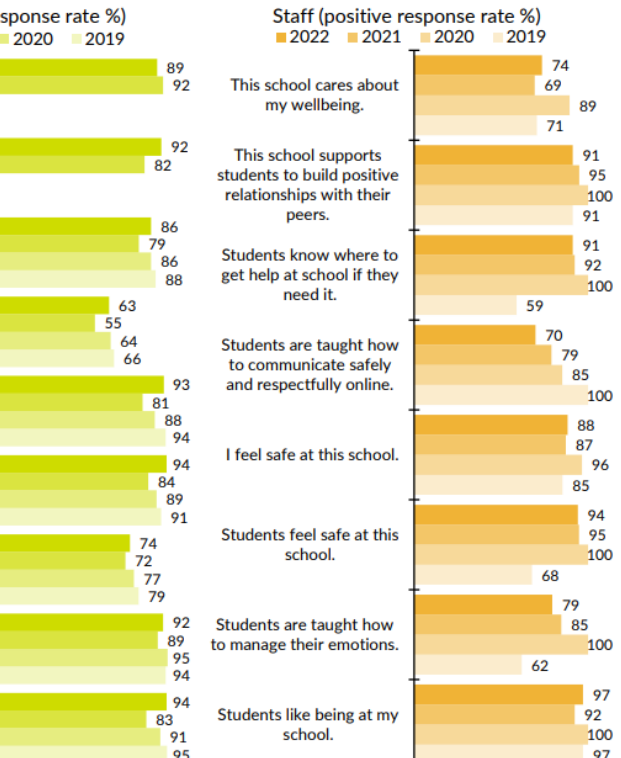
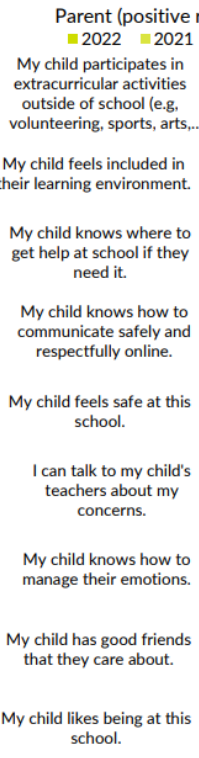
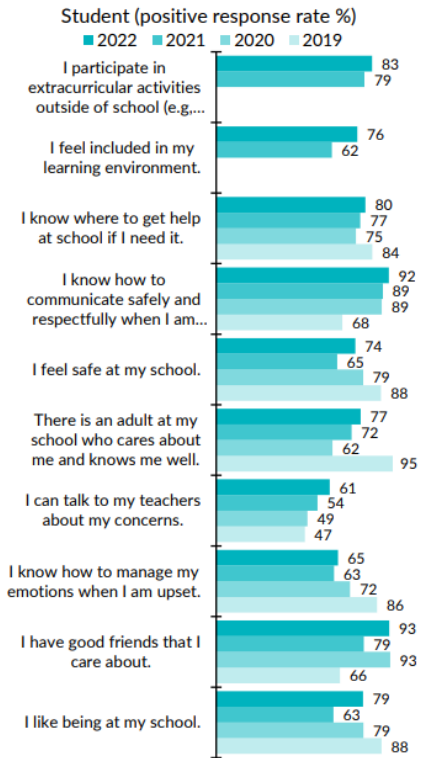
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Wellbeing - Trends (4 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.

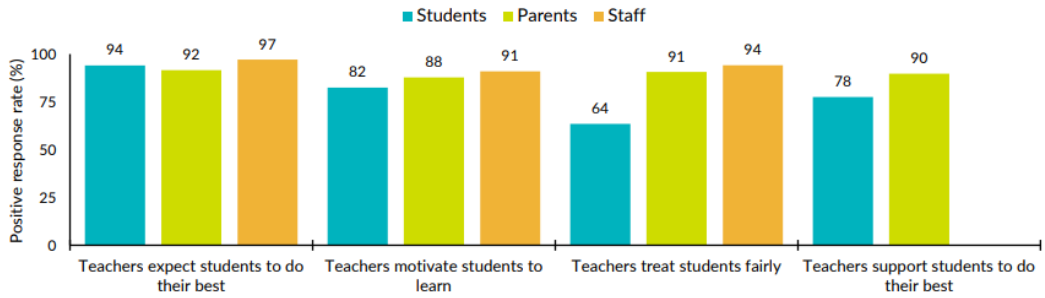


What does our data tell us?

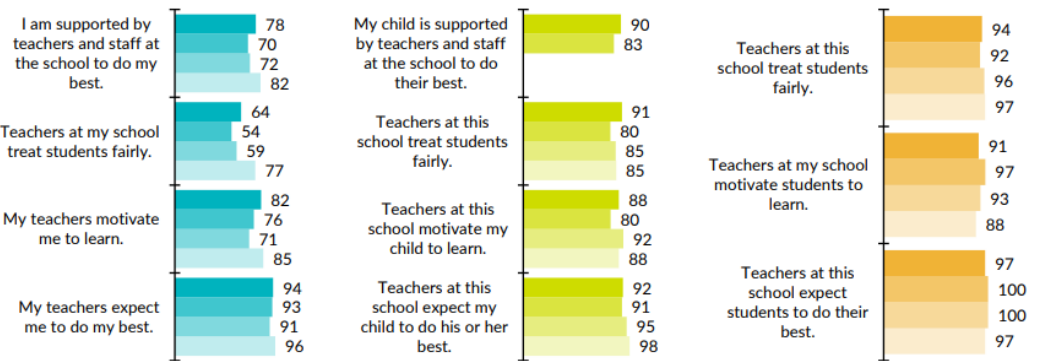
Where is there strong alignment?

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: 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.

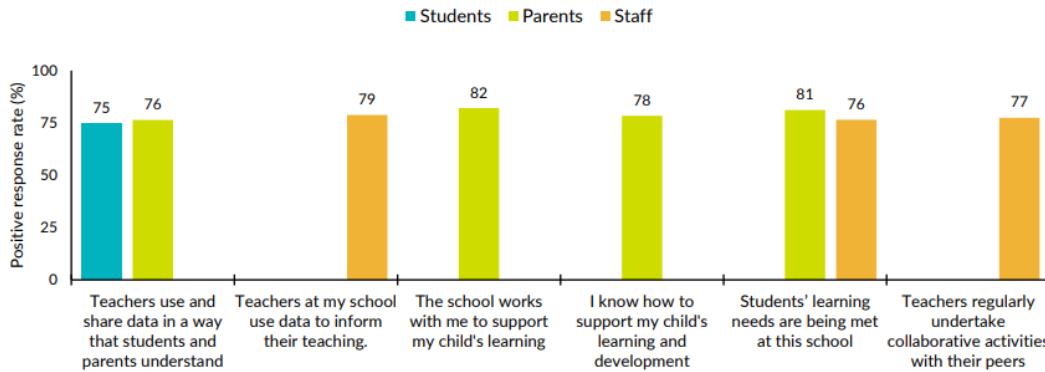
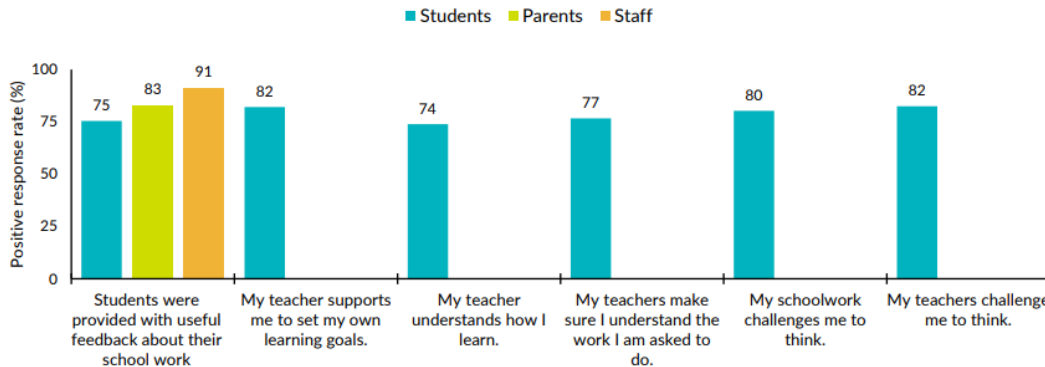


What does our data tell us?

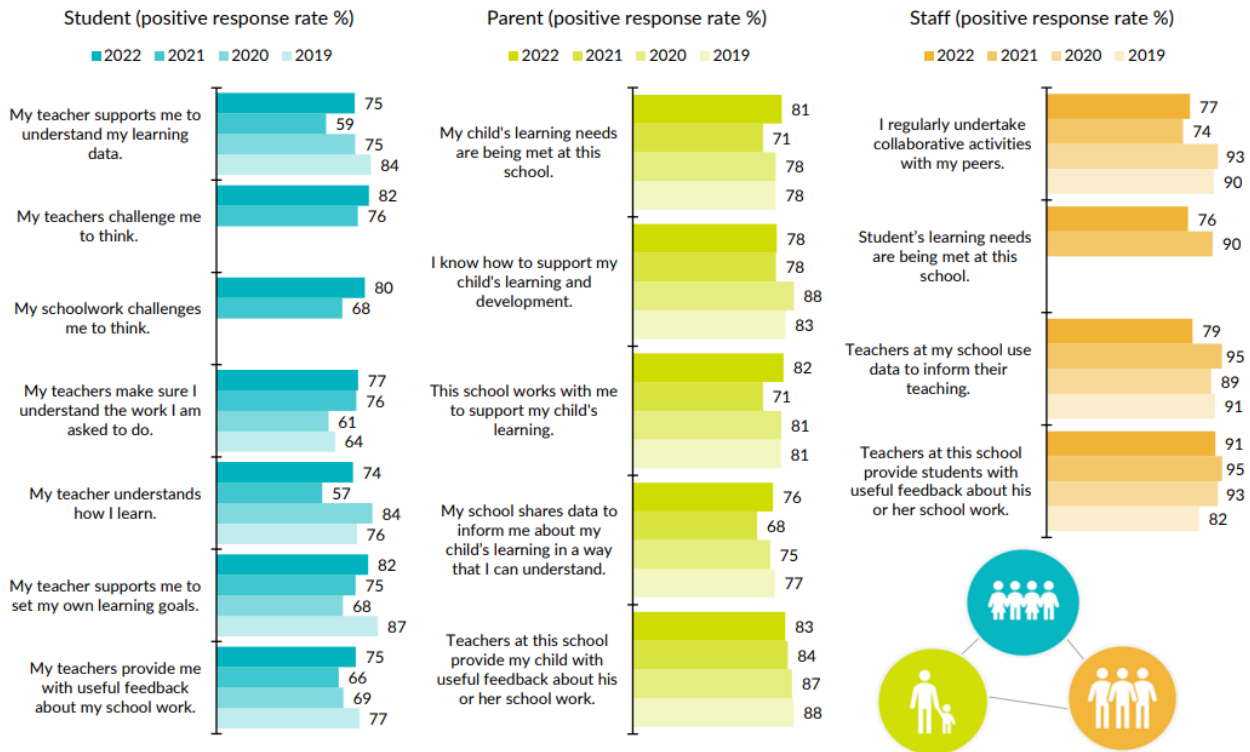
Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?
How can we explore further with our school community?



Theme: Quality teaching & learning - Trends (4 years)



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.

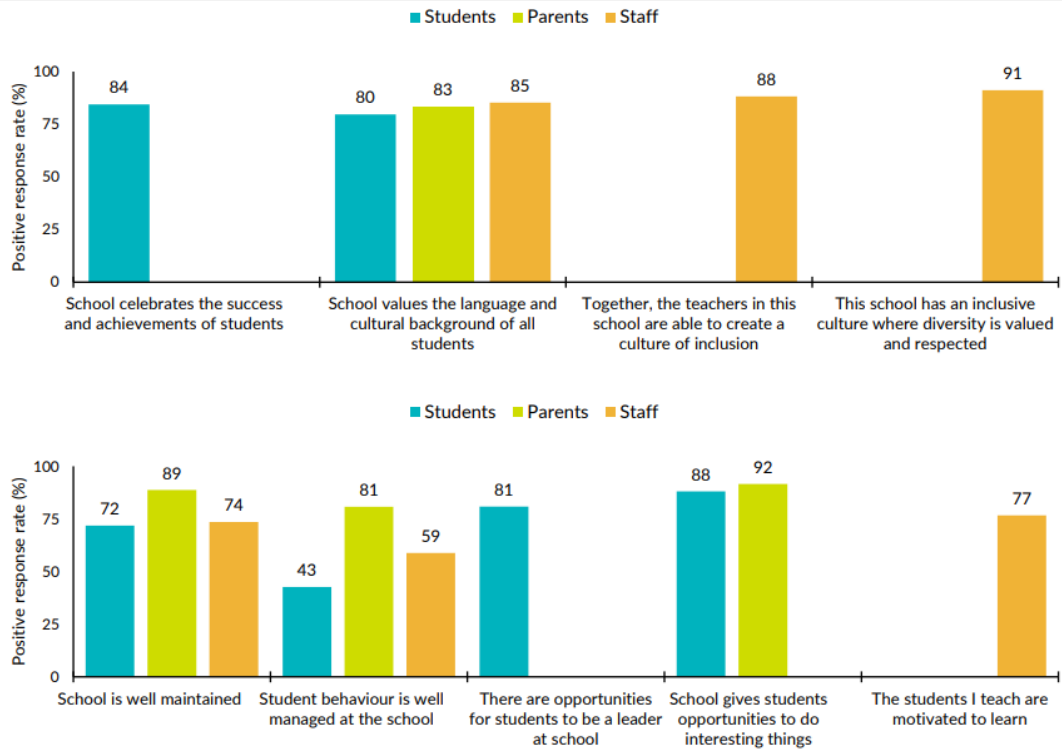
What does our data tell us?

Where is there strong alignment?

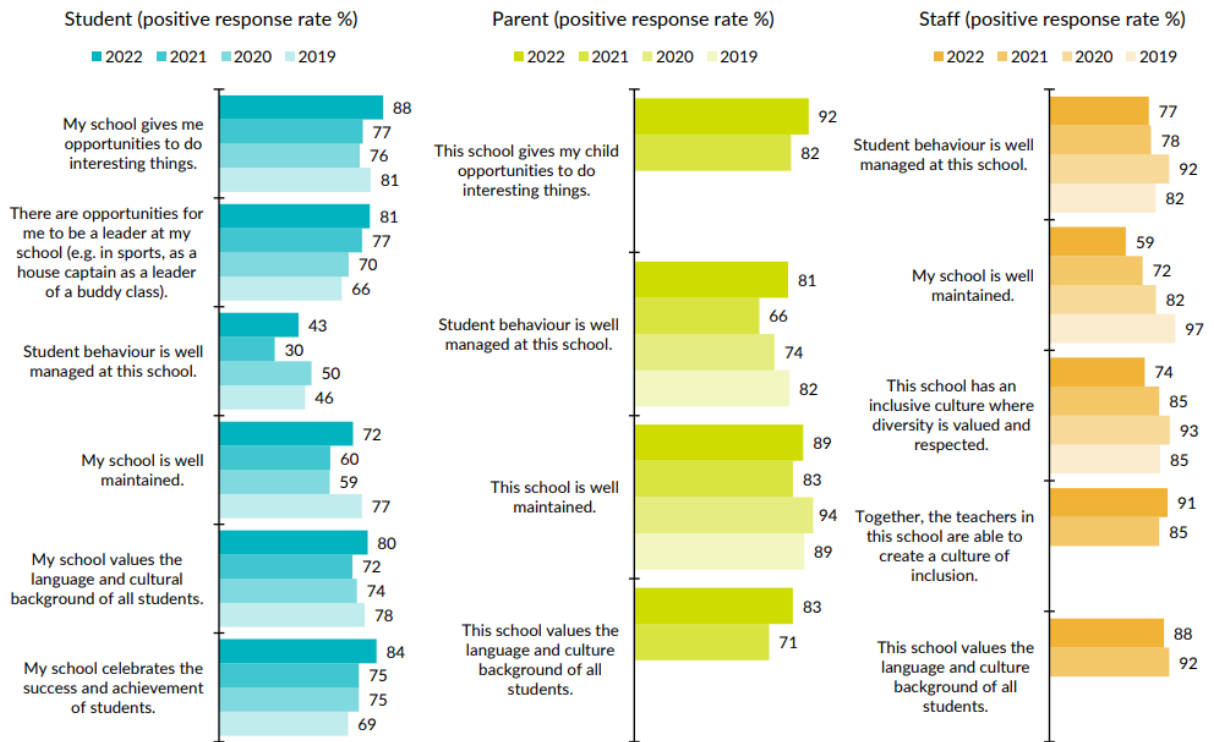
Where do perceptions differ the most?

What trends do we see?

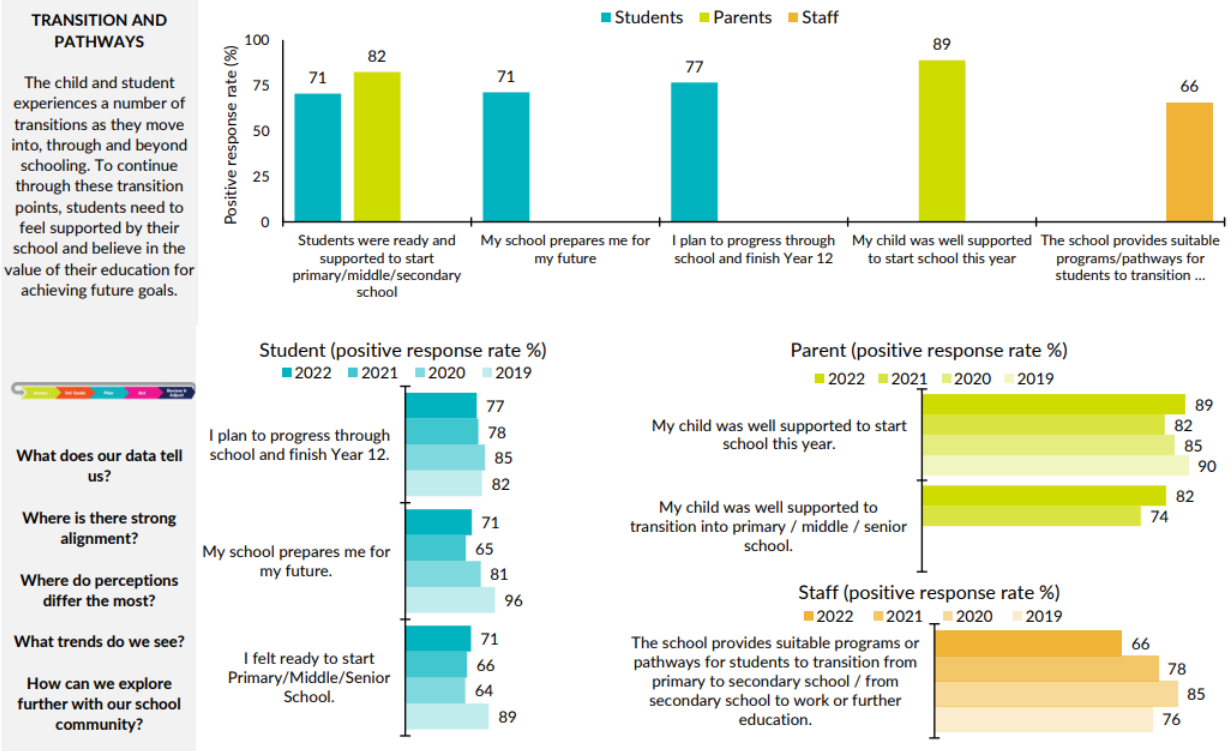
How can we explore further with our school community?



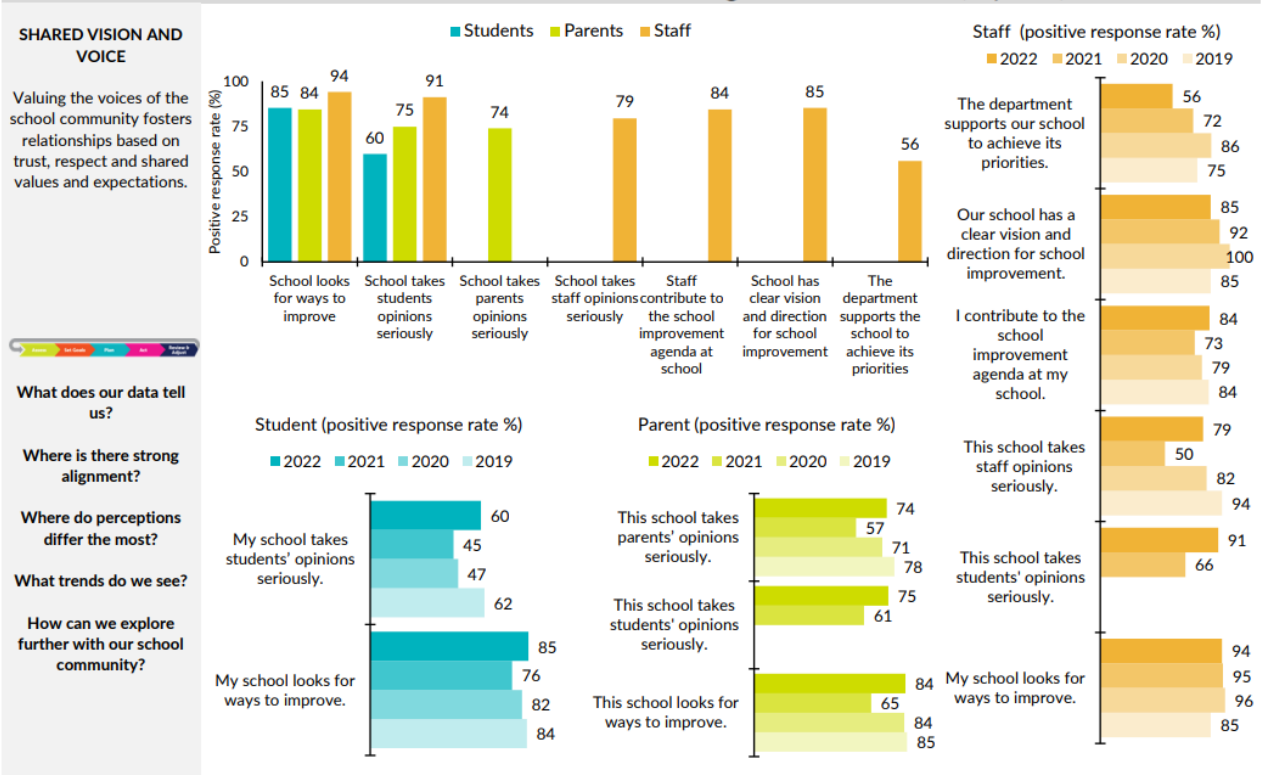
Theme: Positive learning environment - Trends (4 years)



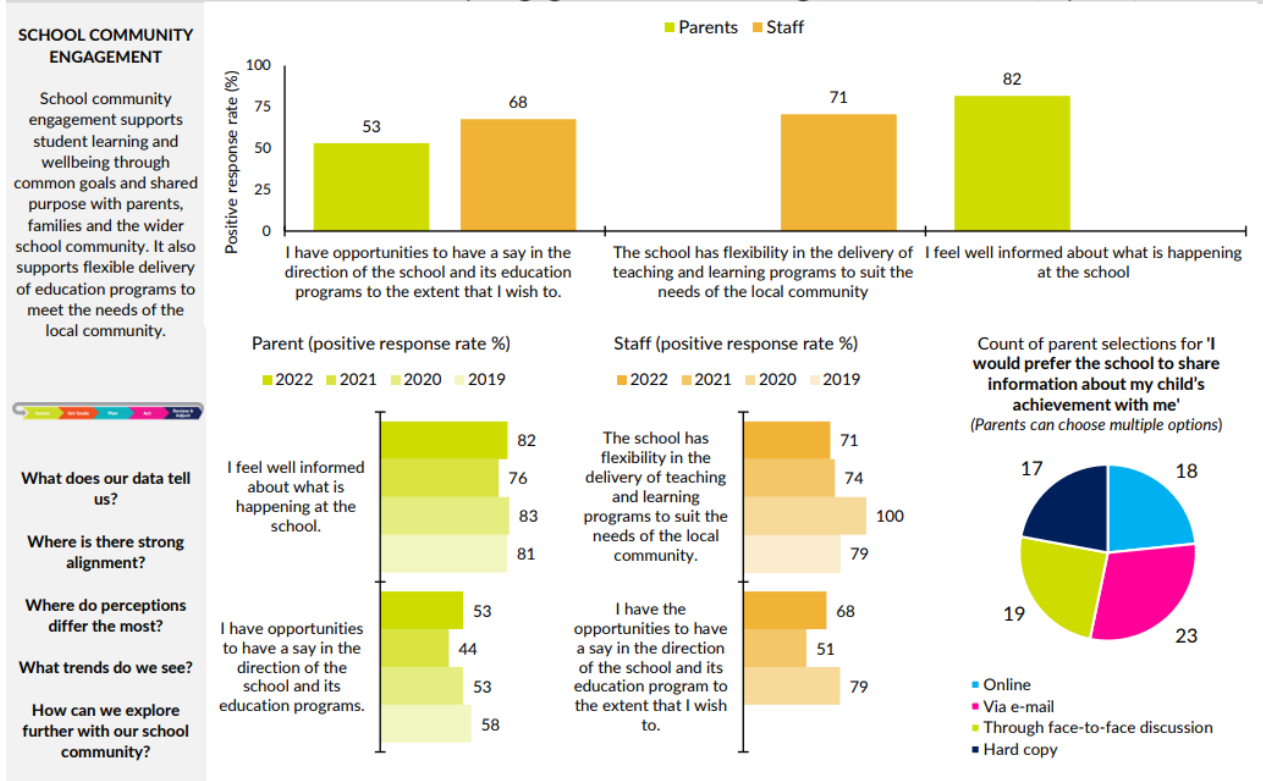
Theme: Transitions & pathways - Triangulation & Trends (4 years)



Theme: Shared vision & voice - Triangulation & Trends (4 years)



Theme: School community engagement - Triangulation & Trends (4 years)



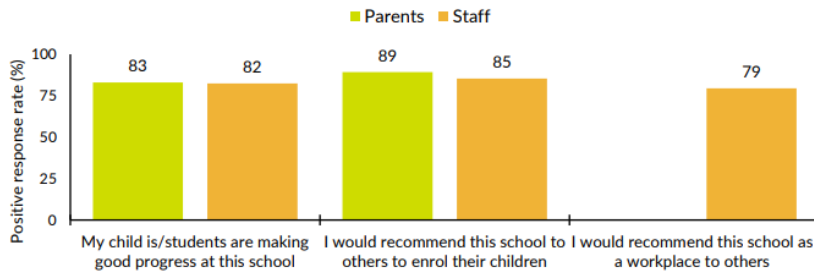
Theme: School satisfaction - Triangulation & Trends (4 years)

SCHOOL SATISFACTION

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

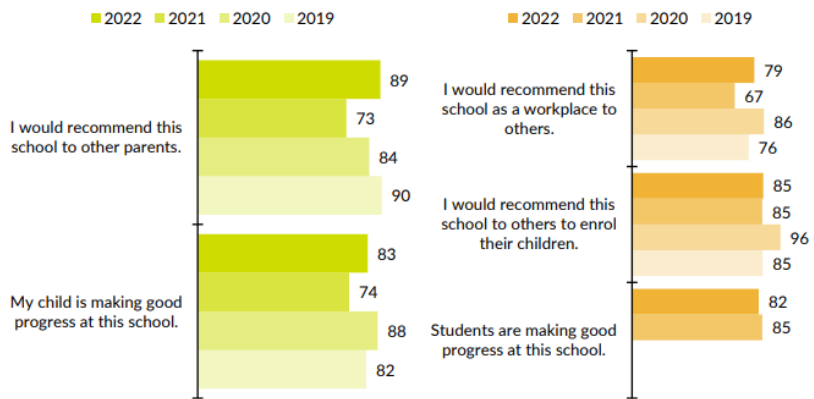


- What does our data tell us?
- Where is there strong alignment?
- Where do perceptions differ the most?
- What trends do we see?
- How can we explore further with our school community?



Parent (positive response rate %)

Staff (positive response rate %)



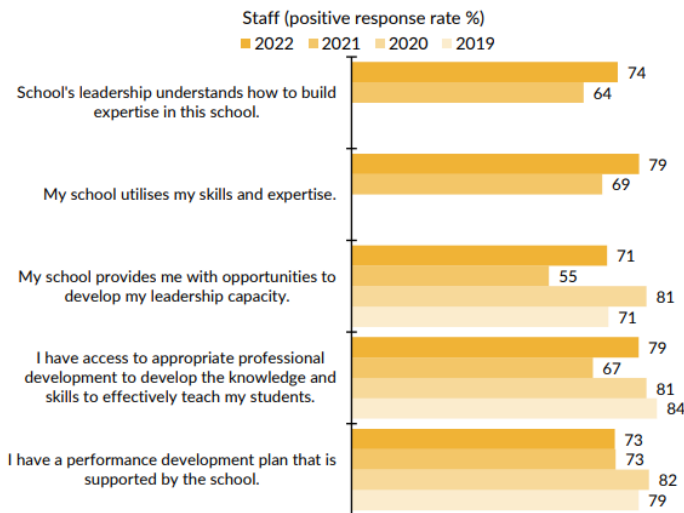
Theme: Professional development (staff only) - Trends (4 years)

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.



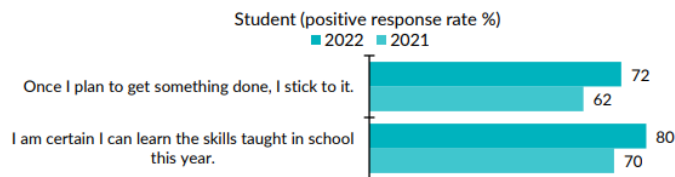
- What does our data tell us?
- Where is there strong alignment?
- Where do perceptions differ the most?
- What trends do we see?
- How can we explore further with our school community?



Theme: Growth mindset & perseverance (student only) - Trends (2 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.



There is much to celebrate in our survey results. On a 5-point scale, all responses averaged over 3.1, with an overall average of (4) across all domains and stakeholders. There was a strong correlation between staff, families and students in both strengths and areas to focus on. (Except for a couple of anomalies).

Key focus areas for 2023 include:

Focus areas:

- Continued staff, students and families having a say in the direction of the school – guided by data and research
- Continued strengthening of a positive school culture
- Focus on strong positive behaviour and wellbeing
- Continued focus on consistent, high quality practice and programs that engage, support and challenge all learners
- Processes for collaboration within and across all stakeholder groups, including classrooms / staff and / more opportunities for families to be involved in the school
- Continued focus on communication processes within and across the school community – events, improvement agenda, learning and progress etc.
- Continued opportunities to lead, extend, participate and challenge ourselves in and out of the classrooms
- Improved technology and data literacy
- Work smarter not harder



We look forward to an exciting and productive year in 2023, where we will build on the strengths already present, challenge ourselves to learn new things, and continuously improve the outcomes for all Ross Park students.

Audited Financial Statements

Ross Park Primary School Council Inc

87 995 978 673

Financial Statements

For the Year Ended 31 December 2022

Ross Park Primary School Council Inc
87 995 978 673

Contents

For the Year Ended 31 December 2022

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Ross Park Primary School Council Inc
87 995 978 673

Statement of Profit or Loss
For the Year Ended 31 December 2022

	2022	2021
	\$	\$
Income		
Grants from DoE	977,951	919,402
School council	128,525	119,796
Other grants from NTG	91,000	46,753
Student activities	43,986	37,443
Commonwealth grants direct to school	5,111	10,759
Grants from 3rd parties	2,836	764
Interest income	1,216	24
Receipts from other government schools	-	2,000
Total income	1,250,625	1,136,941
Expenditure		
Salary and wages	456,090	350,909
Cleaning	236,796	212,576
Essential Services	184,499	181,167
General expenses	139,255	110,823
Curriculum	82,702	78,659
Non urgent repairs	73,320	17,753
Student activities	45,212	54,372
Non-core activities	34,481	14,207
Grounds	11,217	29,845
Motor vehicle expenses	8,848	8,175
IT expenses	6,623	58,443
Depreciation	1,534	1,785
Payments to other government entities	939	500
Urgent minor repairs	-	31,234
Total expenses	1,281,044	1,150,448
Surplus / (Deficit)	(30,419)	(13,507)
Retained surplus at the beginning of the financial year	304,857	318,364
Retained surplus at the end of the financial year	247,438	304,857

The accompanying notes form part of these financial statements.

Ross Park Primary School Council Inc
87 995 978 673

Assets and liabilities statement
As At 31 December 2022

	2022	2021
	\$	\$
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	294,434	291,535
Inventories	53,403	60,471
Prepayments	1,574	2,725
TOTAL CURRENT ASSETS	349,411	354,731
NON-CURRENT ASSETS		
Plant and equipment	2 6,294	7,827
TOTAL NON-CURRENT ASSETS	6,294	7,827
TOTAL ASSETS	355,705	362,558
LIABILITIES		
CURRENT LIABILITIES		
Trade and other payables	3 23,768	18,634
Employee benefits	5,745	-
Unexpended grants	51,754	39,067
TOTAL CURRENT LIABILITIES	81,267	57,701
NON-CURRENT LIABILITIES		
TOTAL NON-CURRENT LIABILITIES	-	-
TOTAL LIABILITIES	81,267	57,701
NET ASSETS	274,438	304,857
MEMBERS' FUNDS		
Retained surplus	274,438	304,857
TOTAL MEMBERS' EQUITY	274,438	304,857

The accompanying notes form part of these financial statements.

Ross Park Primary School Council Inc

87 995 978 673

Notes to the Financial Statements

For the Year Ended 31 December 2022

1 Summary of Significant Accounting Policies

(a) Basis of Preparation

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Education Act of the Northern Territory. The school management has determined that the school is not a reporting entity because in the opinion of the school management there are unlikely to exist users of the financial statements who are unable to command the preparation of reports tailored so as to satisfy specifically all their information needs. Accordingly, these special purpose financial statements have been prepared in order to satisfy the financial reporting requirements of the Northern Territory of Australia Education Act.

The financial report has been prepared on an accruals and is based on historic costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

(b) Income Tax

The accounts have been prepared on the basis that the school is not subject to income tax.

(c) Revenue and other income

Government grants are recognised as revenue in accordance with the year to which they relate. Grants receivable for the current year but not received are accrued as a receivable, grants for future years, received in the current year are treated as liability.

All revenue is stated net of the amount of goods and services tax (GST).

(d) Teachers' Salaries

General teachers' salaries are paid directly from the NT Department of Education and are therefore not included in this financial report.

(e) Economic dependence

Ross Park Primary School Council Inc is dependent on the Northern Territory Government for the majority of its revenue used to operate the school. At the date of this report the committee members have no reason to believe the Northern Territory Government will not continue to support Ross Park Primary School Council Inc.

Ross Park Primary School Council Inc
87 995 978 673

Notes to the Financial Statements
For the Year Ended 31 December 2022

2 Property, plant and equipment

	2022	2021
	\$	\$
Plant and equipment		
At cost	39,336	39,336
Accumulated depreciation	(33,043)	(31,509)
Total property, plant and equipment	6,293	7,827

3 Trade and other payables

	2022	2021
	\$	\$
CURRENT		
Unsecured liabilities		
Sundry payables and accrued expenses	14,920	19,221
Trade payables	7,559	(587)
GST payable	1,289	-
Total trade and other payables	23,768	18,634

Ross Park Primary School Council Inc

87 995 978 673

Statement by Management

The school management have determined that the school is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the school management the financial report as set out on pages 1-4:

1. Presents fairly the financial position of Ross Park Primary School Council Inc as at 31 December 2022 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Ross Park Primary School Council Inc will be able to pay its debts as and when they fall due.
3. The School has, in respect of the financial year, kept accounting records which correctly record and explain its transaction and financial position of the school.
4. All grants have been used for the approved activity as outlined by each grant's guidelines.
5. Where a grant asset costing over \$10,000 has been acquired with grant funds, the asset has been included on the asset register.
6. The attached financial statements and independent audit report have been presented to and accepted by the members of the school council.

This statement is made on behalf of the school management by:



Principal



Business Manager

Dated this 13th March 2023

Ross Park Primary School Council Inc

Independent Audit Report to the members of Ross Park Primary School Council Inc

Report on the Audit of the Financial Report

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Ross Park Primary School Council Inc (the school), which comprises the statement of assets and liabilities as at 31 December 2022, the statement of profit or loss for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and statement by management.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying financial report of the school for the year ended 31 December 2022 is prepared, in all material respects, in accordance with the Northern Territory Education Act. ("the Act")

Basis for Qualified Opinion

As is common for organisations of this type, it is not practicable for Ross Park Primary School Council Inc to maintain an effective system of control over donations, sundry income and other fund raising activities until their initial entry into the accounting system. Our audit, in relation to these items was limited to the amounts recorded in the accounting records. Accordingly, we are unable to express an opinion on the completeness of income.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the school in accordance with the auditor independence requirements of the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note of the financial report, which describes the basis of accounting. The financial report is prepared to assist the school in meeting the requirements of the Act. As a result, the financial report may not be suitable for another purpose. Our report is intended solely for the school and should not be distributed to or used by parties other than the school. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance

Management is responsible for the preparation and fair presentation of the financial report in accordance with the Northern Territory Education Act, and for such internal control as management determines is necessary to enable the preparation of the financial report is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the the school 's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the school or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the school 's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

Perks Audit Pty
Suite 7, Alice Springs Business Centre
4/8 Gregory Terrace
Alice Springs NT 0871

Peter Hill
Director
Registered Company Auditor

Dated this day of February 2023