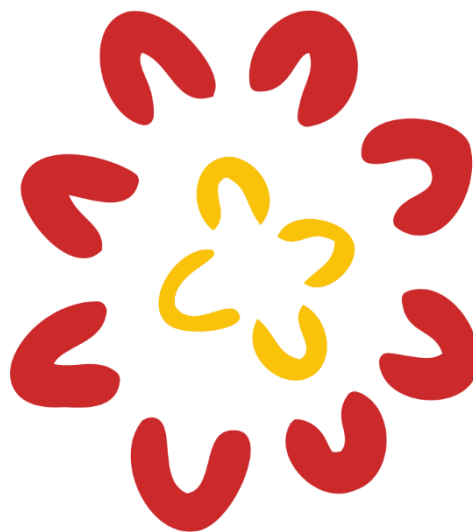
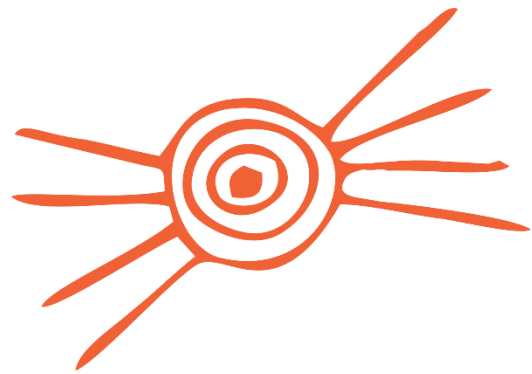


Ross Park Primary School

Annual Performance Report to the School Community
2023



Acronyms	Full form
NT	Northern Territory
ASIP	Annual School Improvement Plan
SWPBE	School Wide Positive Behaviour and Engagement
NTLC	Northern Territory Learning Commission
SRC	Student Representative Council
NAPLAN	National Assessment Program – Literacy and Numeracy
HIMs	Headline Improvement Measures



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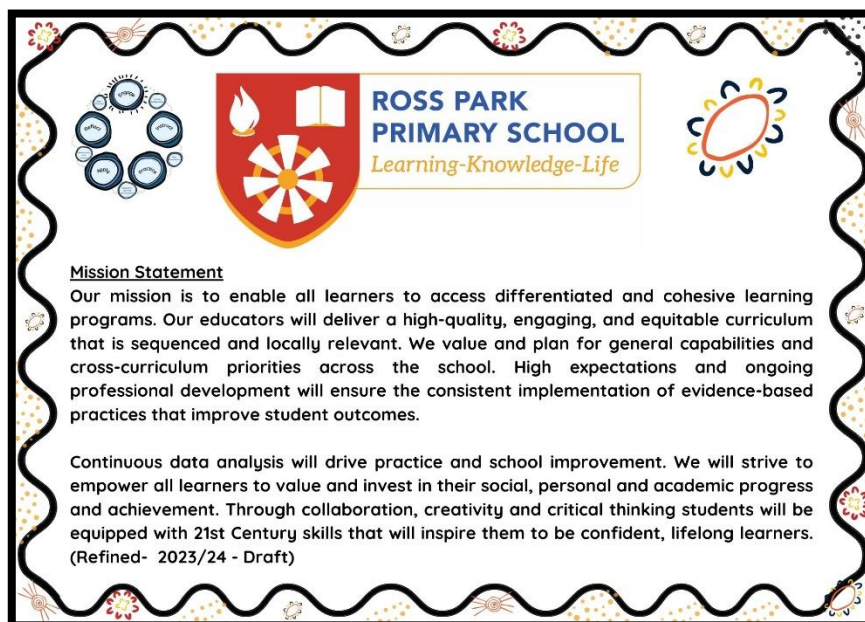
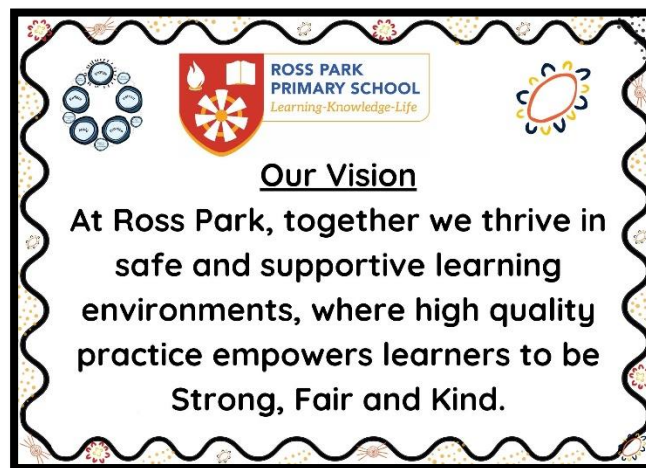
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School Overview: Context and Focus for Improvement in 2023

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 approximately 450 students in 2023 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 1028.

Throughout 2023 staff, students and families spent time revising our Vision and Mission statements and our school values. This was a comprehensive consultation process that allowed for all voices to be heard. As a result of this work, we have draft vision and mission statements for 2024 and new, but now well-established, values for our school community.




 <h1 style="margin-left: 20px;">Our Values</h1>		
Be Strong	Be Fair	Be Kind
<p>We are strong when we strive to achieve and continuously take the next steps in our learning.</p> <p>We are strong when we persevere and adapt to change.</p> <p>We are strong when we take the space to heal and grow.</p> <p>We are strong when we ask for help when we need it.</p>	<p>We are fair when we follow the rules.</p> <p>We are fair when we accept responsibility for our actions.</p> <p>We are fair when we value difference and give everyone the opportunity to shine.</p> <p>We are fair when we give people what they need to learn, knowing that looks different for us all.</p>	<p>We are kind when we do the right thing, even when no one is watching.</p> <p>We are kind when we build people up and treat them with gentleness and care.</p> <p>We are kind when we consider ours and others' rights, <u>abilities</u> and feelings.</p> <p>We are kind when we show gratitude and thanks to others.</p>

Whilst there were ongoing changes to leadership and staffing in 2023, these were not as significant as the year before and the school was settled and focused on achieving our goals. Ross Park has a student cohort that is approximately 14% Indigenous, and 26% 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 2023, the Annual School Improvement Plan (ASIP) focussed on School Wide Positive Behaviour and Engagement. To improve engagement, the school focused on the implementation of an SWPBS Framework to support the strengthening of highly engaging learning environments and the consistent language of interactions at Ross Park, from preschool to Year 6. Consistent behavioural expectations enable students to learn in a predictable environment. Effective schools have clear rules and expected norms around student behaviour, and uphold these fairly and consistently. These behaviours are taught by applying a teaching and learning logic. Macklin and Zbar's research clearly indicate that, "a school can neither be effective nor improve if it does not have an orderly learning environment." (Macklin and Zbar, *Driving School Improvement* 2017 p43). Research was utilised through E2(Orderly Learning Environment), A1(Readiness to Learn), SWPBS research, and an inquiry into best practice, focused on behaviour for learning. The framework at Ross Park synthesised the research to implement an evidence-informed model known as SWPBE – School Wide Positive Behaviour and Engagement.

The Strengthening Instruction goal had a focus on consistent, high-quality, evidence informed practice in every class, every lesson, every day. This included a focus on high-quality preschool pedagogy. This was to support educator capacity through a shared language of teaching and learning and professional growth, resulting in a positive impact on both literacy and numeracy results for all students. Evidence came from E5 (Instructional Model), as well as an inquiry cycle into contemporary evidence-based practice, and the impact of high-quality teaching on student learning.

Whilst the above initiatives were vital next steps, we also needed to improve our data literacy to inform and evaluate the decision-making for each. This formed a third goal, that underpinned each of the above. It was not our main focus but was developed as part of each of the above focus areas - E4 (Whole School Data Plan) and A2 (Access to and use of data to target teaching) informed the process.



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

Annual School Improvement Plan 2023

SCHOOL VISION
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.

ROSS PARK VALUES Respect | Responsibility | Resilience | Creativity | Equity

<p>School Wide Positive Behaviour & Engagement</p> <ul style="list-style-type: none"> Develop and Implement evidence-informed framework and practice Establish and teach consistent behaviour expectations and responses Ensure safe, supportive and orderly learning environments across the school Effectively Target Teaching Build Professional Capacity Utilise Data for Decision-Making Increased engagement with the school community 	<p>High Quality Teaching & Learning</p> <ul style="list-style-type: none"> Collaborative Inquiry Into current research and practice Create our Vision for Teaching and Learning Review / Refine / Relaunch Ross Park Instructional Model Develop capacity In differentiation Empower students In their learning Journey Build Professional Capacity Utilise Data for Decision-Making 	<p>Data Literacy</p> <ul style="list-style-type: none"> Create School Wide Data Plan and Processes Professional Capacity In GradeXpert Professional Capacity In Data Literacy
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Metrics

- Attendance rate - 90%
- Clear understanding of Major and Minor Behaviours
- Development of Continuum of Responses
- Reduced behavioural disruptions to learning from Semester 1 - Semester 2
- Increased capacity to differentiate and engage learners effectively

Average of (4) in perception data for:


- Behaviour is well managed at this school
- I feel included in my learning environment
- Students can manage their emotions
- Students feel safe

Calm, orderly, and engaging learning environments
Consistent language of teaching and learning
Consistent use of Instructional Model

Statistics:

- 5% Increase At or Above - NAPLAN
- 5% Decrease Below NMS - NAPLAN
- 80% of students show 0.4 effect size in PATR/M
- 80% students at expected level in FELA/RWI
- 80% of students can articulate what they are learning, how they are going, where to next.

EDUCATION STRATEGY 2021-2025
ENGAGE GROW ACHIEVE



OUR GOALS
All children and students engage, grow and achieve. Continue to be the most improving education system in Australia.

OUR AMBITION
Every child in the NT has the best start in life and, through early learning and school education, gains a bright future.

OUR COMMITMENT
We are committed to a strong public education system that promotes excellence and equity and supports every child to become confident and creative individuals, successful lifelong learners and informed members of communities.

OUR STRENGTHS
Collaborative and dedicated staff with growth mindsets.
Research-informed practice.
Highly engaged school community.

Our Students

In 2023, Ross Park had a student cohort that was approximately 14% Indigenous, and 26% 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 16 classes in the primary school and 2 preschool classes in 2023. 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 maintained at an average of 88% for 2023.

As a first for Ross Park, we formed the Ross Park School Band, in partnership with the NT Music School. This dedicated group of musicians, rehearsed before school every week and performed at several events throughout the year.

With sport also high on the agenda, students worked hard to represent at local, regional and national events, across many different sports, including soccer, AFL, netball, touch football, swimming and athletics.

Opportunities for student leaders were abundant, including Team Leaders, NTLC, Eco Rangers, SRC and Library Monitors. These will be further unpacked later in this report.



Ross Park Primary School

Source: Student Activity V3.0 Switching.
 The data is subject to change and should be considered indicative only.
 Data is current at time of provision.
 For help contact Data Team stats.det@education.nt.gov.au (08) 8901 1388.

Enrolment, Attendance and Student Mobility

	2023						
	Indigenous				All		
	Enrol	% Indig Enrol	Attend	Student Turnover	Enrol	Attend	Student Turnover
Term 1	69	15%	82.4%	14%	451	88.9%	5%
Term 2	70	15%	75.8%	4%	461	85.2%	4%
Term 3	68	15%	76.7%	10%	457	85.5%	6%
Term 4	66	15%	75.0%	2%	443	86.8%	3%
Total:	68	15%	77.5%	30%	453	86.6%	18%



16031 - School Annual Performance Report

E & A

Enrolment and Attendance Summary - Ross Park Primary School

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets. Please note this report does not show data for current year due to incomplete data.

Enrolment and Attendance - Whole Year Attendance Rate

	2023			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	11	66.6%	60	82.0%
Transition	7	76.9%	56	89.1%
Year 1	5	74.5%	46	85.1%
Year 2	7	78.3%	70	87.3%
Year 3	5	84.9%	45	88.7%
Year 4	12	74.4%	53	86.0%
Year 5	9	77.7%	64	86.7%
Year 6	13	85.8%	60	85.8%
Ross Park Primary School	69	78.1%	455	86.7%

Approximately 24% (109) of students were included on the National Consistent Collection of Data of Students with a Disability (NCCD). Of these, 24% identified as Aboriginal, 16% were EAL/D, and 24% had a Language Background other than English. Of the students identified through the NCCD:

- 41% had attendance above 95%
- 40% had attendance of 80-95%
- 14% had attendance of 60-80%
- 5% had attendance of less than 60%



Current enrolment at Ross Park Primary is 389 in the primary school which is indicated on <https://myschool.edu.au> (+62 preschool students – 451 altogether)

Year levels reported against the Nationally Consisted Collection of Data (NCCD)

110 Students (28%) were reported against the NCCD for 2022-2023

- 3 students – preschool – 0.77%
- 9 students – transition – 2.3 %
- 15 students – Year 1 – 3.85%
- 16 students – Year 2 – 4.11%
- 26 students – Year 3 – 6.68%
- 10 students – Year 4 – 2.57%
- 12 students – Year 5 – 3.08%
- 19 students – Year 6 – 4.88%

Formal Diagnosis from the NCCD Data 2022-2023

33 students have a formal diagnosis

- 15 females have a formal diagnosis.
- 18 males have a formal diagnosis.

Level of adjustment

- 10 students were indicated as extensive – 2.5%
- 17 students were indicated as substantial – 4.37%
- 61 students were indicated as supplementary – 15.68%
- 22 students were indicated as QDTP – 5.6%

Gender - NCCD Data 2022-2023

49 Females

- 1 female: extensive
- 9 females: substantial
- 26 females: supplementary
- 13 females: QDTP

61 Males

- 9 males: extensive
- 8 males: substantial
- 35 males: supplementary
- 9 males: QDTP

Category of disability

- 12 (3.3%) students: physical (8 females, 4 males)
- 48 (12%) students: Cognitive (22 females, 26 males)
- 3 (0.77%) students: sensory (3 females, 0 males)
- 47 (6.9%) students: Social Emotional (16 females, 31 males)

Educational Adjustment Plans

40 students on EAPS – 10.28%

- 12 Females (3%) are on an Educational Adjustment Plan
- 28 Males (7%) are on an Educational Adjustment Plan
- 33 students (8.4%) have a formal diagnosis.

Tier 1 Universal - Whole School/Class

Whole school and whole school/class approaches to improve wellbeing and inclusion

- Be You Wellbeing
- Guidance on classroom adjustments
- Co-delivery of Social and Emotional Learning classes
- Critical incident response and recovery
- Transition support services
- Professional learning for educators
- Strengthening wellbeing teams
- Links to external support agencies
- Coaching for teachers, support staff and school leaders

Tier 2 Targeted - Small Groups

Targeted groups to improve wellbeing and inclusion

- Small group work
- Evidence-based programs eg Drumbeat and Lovebites (respectful relationships)
- LGBTQTI groups

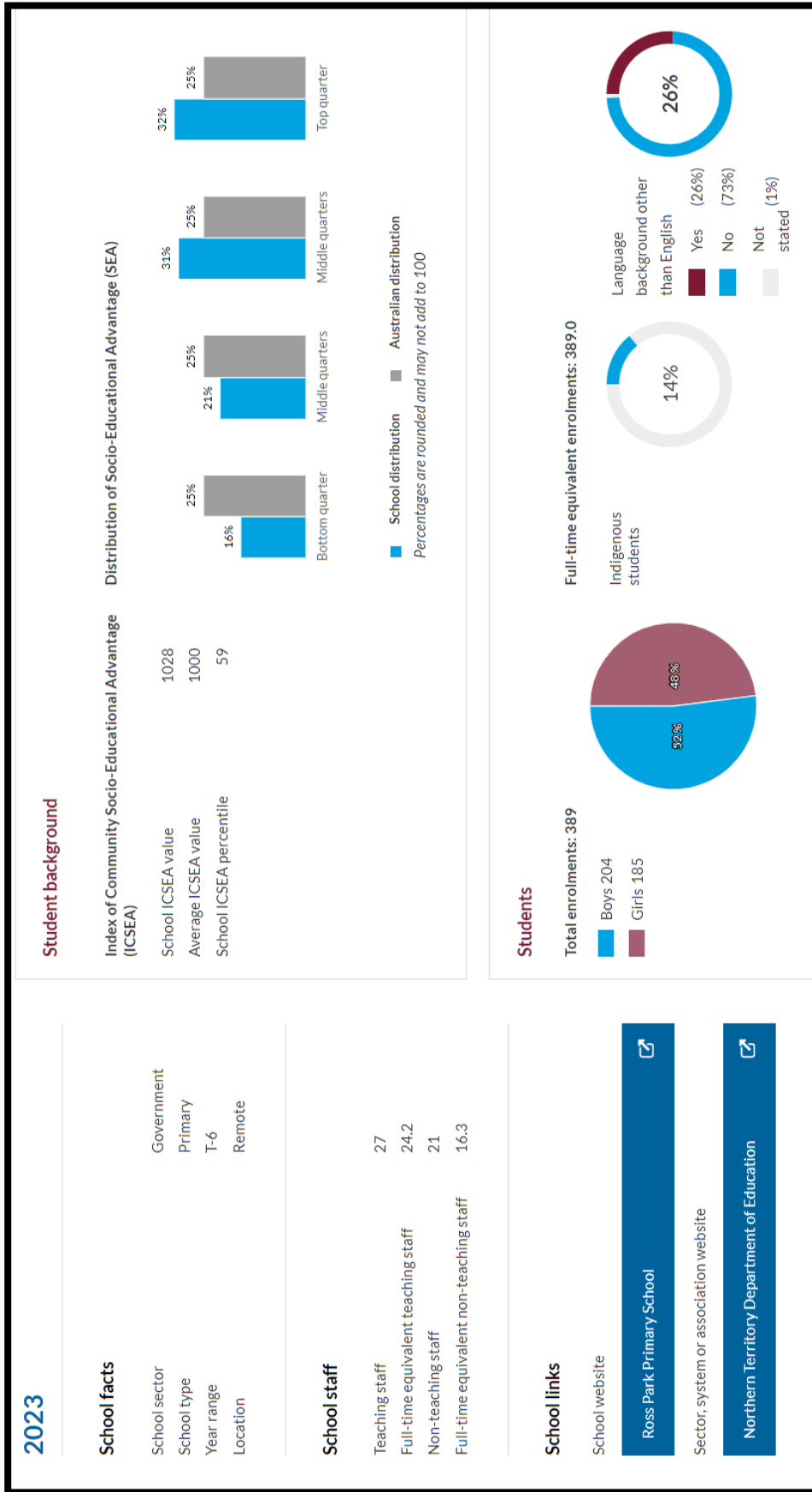
Tier 3 Focused - Individual Interventions

School Counselling

- Classroom/student observation and recommendations
- Assistance with developing personalised learning plans
- Functional behaviour assessments
- Case conferencing meetings
- Short term counselling sessions for individual students
- Referrals to specialist external services



Please see demographic information from MySchool Website below.



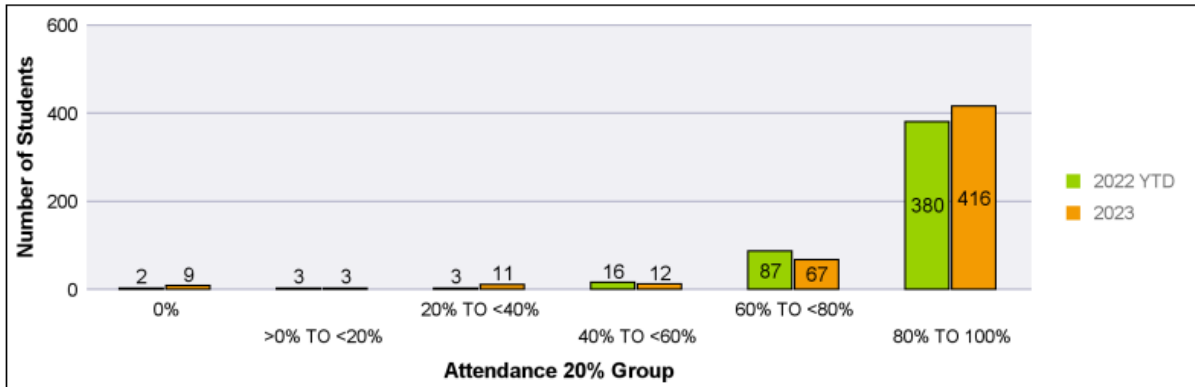
Student attendance rate	Percent ¹
All students	88%
Indigenous students	81%
Non-Indigenous students	89%
Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	57%
Indigenous students	26%
Non-Indigenous students	63%

Ross Park Primary School

Source: Student Activity V3.0 Switching.
 Please note that the data has been provided for the requested purpose only. This data cannot be used for commercial purposes and the source of this data should be acknowledged in any publication using or referring to this data. The data is subject to change and should be considered indicative only. Data is current at time of provision. For help contact Strategic Reporting and Analysis on stats.det@nt.gov.au or (08) 8901 1388.

Number and Proportion of Students Attending by 20% decile

2022 to 2023



Attendance 20% Group	2022 YTD	2022 YTD	2023	2023
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
0%	2	0%	9	2%
>0% TO <20%	3	1%	3	1%
20% TO <40%	3	1%	11	2%
40% TO <60%	16	3%	12	2%
60% TO <80%	87	18%	67	13%
80% TO 100%	380	77%	416	80%

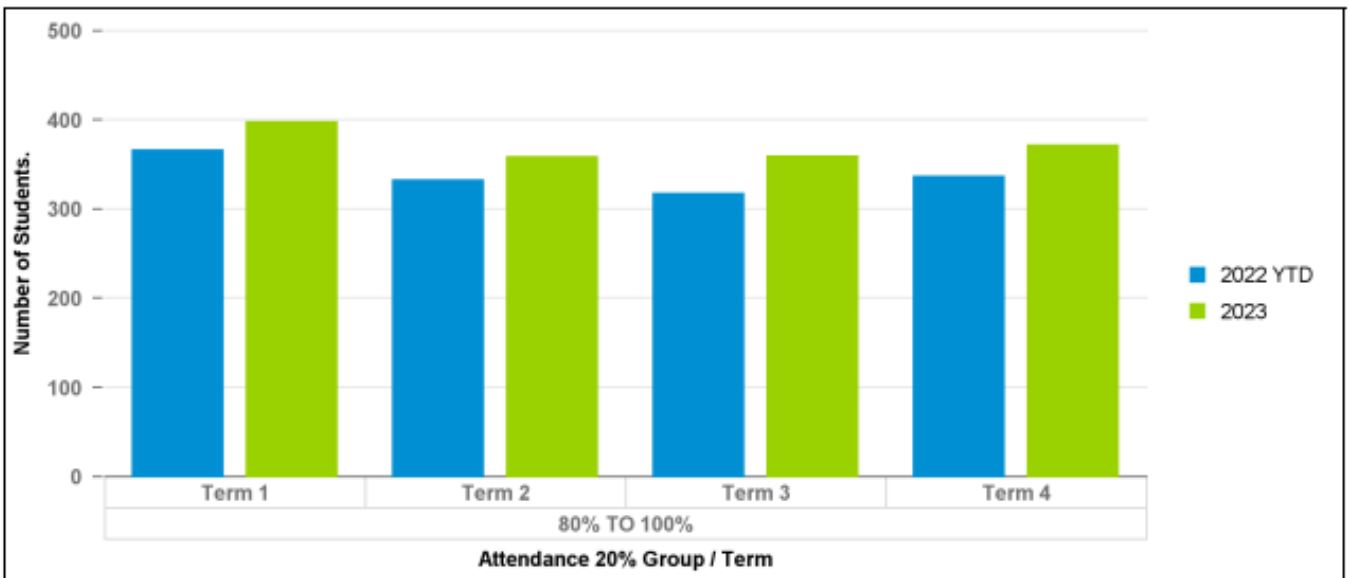
Ross Park Primary School

Source: Student Activity V3.0 Switching.

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Number and Proportion of Students Attending by 20% decile and Term

2022 to 2023



Proportion of Students Attending by 20% decile

	2022 YTD				2023			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
0%	1%	1%	1%	1%	2%	1%	2%	1%
>0% TO <20%	0%		1%	0%	0%	1%	0%	1%
20% TO <40%	1%	1%	1%	1%	2%	1%	2%	3%
40% TO <60%	3%	5%	3%	3%	4%	3%	3%	3%
60% TO <80%	16%	20%	24%	20%	8%	17%	17%	12%
80% TO 100%	79%	73%	69%	75%	84%	76%	76%	80%

Our Staff

Staff at Ross Park are dedicated and passionate about the progress and development of all Ross Park students. In 2023, 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. Ross Park remained flexible in offering opportunities for staff to work part time, thus providing the school with staff who were at their best in the times they were at work, whilst maintaining a level of work/life balance and satisfaction.

Four staff members completed the Future Leaders Program in 2023, through Teach for Australia. This was a year long program that provided research-informed professional development to aspiring and early career leaders. Our team led various initiatives across the school as part of their research project, including different components our SWPBE work and a focus on improving literacy outcomes in the junior classes.

Teachers and support staff were nominated in every category of the Teach in the Territory Awards in 2023. Finalists were:

- Naomi Hayes (ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATOR OF THE YEAR)
- Sarah George (EARLY CHILDHOOD EDUCATOR OF THE YEAR)
- Kate Worrall (LEADER IN EDUCATION)
- Toni Hawker (PRIMARY EDUCATOR OF THE YEAR)
- Penny Weily (PRINCIPAL OF THE YEAR)

Sarah George (Teacher in Charge at Preschool) was awarded the Early Childhood Educator of the Year for Central Australia and Kate Worrall (Assistant Principal) was awarded the Leader in Education for Central Australia. We are so proud of all of work of our staff at Ross Park, and love that we have been able to acknowledge the work of two of our amazing staff members. We celebrated with a morning tea at school on World Teachers Day and then as a team at the awards ceremony in the evening.

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

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 workplace. Generally, staff attendance was high and absence was often managed internally, however, in a busy school there were always multiple absences to cover on any given day, and relief staff or other strategies were utilised.

The following tables indicate the Age/Grade Census data collected in August 2023:

Staff			
Schooling Level	Role	Number of Staff	FTE
Preschool	TEACHING	3	2.8
	NON TEACHING	3	2.3
Primary	TEACHING	32	25.6
	NON TEACHING	21	16.3
Total		59	47

Annual Performance Report to the School Community 2023

Ross Park Primary School				2023	
				No	FTE
Preschool	Preschool - Assistant Principal	TEACHING	Part Time	0	0.1
	Preschool - Assistant Teacher General	TEACHING	Full Time	2	2
	Preschool - Principal	TEACHING	Full Time	0	0.1
	Preschool - Teacher Aide/Assistant	NON TEACHING	Full Time	2	1.6
	Preschool - Teacher Aide/Assistant Special Education	NON TEACHING	Part Time	1	0.7
	Preschool - Teacher Senior / Head	TEACHING	Part Time	1	0.6
Preschool				Total:	6 5.1
Primary	Primary - Admin & Clerical	NON TEACHING	Full Time	5	5
	Primary - AIEWs	NON TEACHING	Full Time	1	1
	Primary - Assistant Principal	TEACHING	Full Time	1	1
	Primary - Assistant Principal	TEACHING	Part Time	2	0.9
	Primary - Building & Maintenance	NON TEACHING	Full Time	1	1
	Primary - ISA	NON TEACHING	Part Time	11	6.3
	Primary - Principal	TEACHING	Full Time	1	0.9
	Primary - Teacher Aide/Assistant	NON TEACHING	Full Time	1	1
	Primary - Teacher Aide/Assistant Special Education	NON TEACHING	Full Time	2	2
	Primary - Teacher General	TEACHING	Full Time	20	19.6
	Primary - Teacher General	TEACHING	Part Time	3	1.8
	Primary - Teacher Relief	TEACHING	Full Time	1	0.5
	Primary - Teacher Relief	TEACHING	Part Time	4	0.9
Primary				Total:	53 41.9
				chool Total:	59 47

Ross Park Primary School				Indigenous		Non Indigenous		
				Female		Female	Male	
				No	FTE	No	FTE	No
Preschool	2023	Preschool - Assistant Principal	Part Time			0	0.1	
	2023	Preschool - Assistant Teacher General	Full Time			2	2	
	2023	Preschool - Principal	Full Time			0	0.1	
	2023	Preschool - Teacher Aide/Assistant	Full Time			2	1.6	
	2023	Preschool - Teacher Aide/Assistant Spec	Part Time			1	0.7	
	2023	Preschool - Teacher Senior / Head	Part Time			1	0.6	
Preschool				Total:		6	5.1	
Primary	2023	Primary - Admin & Clerical	Full Time	1	1	4	4	
	2023	Primary - AIEWs	Full Time	1	1			
	2023	Primary - Assistant Principal	Full Time			1	1	
	2023	Primary - Assistant Principal	Part Time			2	0.9	
	2023	Primary - Building & Maintenance	Full Time					1 1
	2023	Primary - ISA	Part Time			10	5.7	1 0.6
	2023	Primary - Principal	Full Time			1	0.9	
	2023	Primary - Teacher Aide/Assistant	Full Time	1	1			
	2023	Primary - Teacher Aide/Assistant Special	Full Time	1	1	1	1	
	2023	Primary - Teacher General	Full Time	3	3	15	14.6	2 2
	2023	Primary - Teacher General	Part Time			2	1.2	1 0.6
	2023	Primary - Teacher Relief	Full Time			1	0.5	
	2023	Primary - Teacher Relief	Part Time			3	0.6	1 0.3
Primary				Total:	7 7	40	30.4	6 4.5
				School Total:	7 7	46	35.5	6 4.5

The Ross Park School Council employed multiple (8-10 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. The number of support staff was reduced in 2023, due to significant budget cuts from 2022-2023, placing a much higher burden on teaching staff and leadership.

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 in some classrooms, 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 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 2024 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 in 2023.

Camps were held at Ross River, Hamilton Downs and the Telegraph Station, with significant family participation at all events. Parents regularly attended excursions, enabling students to gain from real world experiences to enrich their learning.

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 2023, with funds being donated to various charities and minor school projects. (Some still in progress). Our major event in 2023 was our community disco. This event drew families together for an exciting evening of dancing and fun. Families volunteered their time to DJ, work on stalls or run their own small business, and then providing a donation to the school at the end. It was a fabulous school community event.

Another popular event on our school calendar was the 2023 Buddy Festival. This day provided multiple opportunities for families and organisations to come together to provide fun and engaging activities for students. It also provided all teaching staff with an entire day of release to reflect on student progress at the end of Semester 1 and prepare and plan for learning in Semester 2.

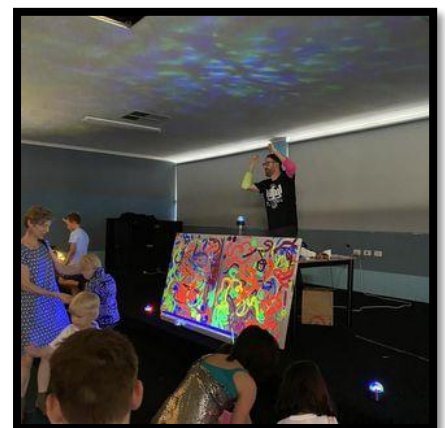
Ross Park has been privileged to be involved in a special reconciliation project to remember those who died on country and for country, through the creation of a music video. The **Anthem of the Desert Pea** song links with local elder and Ross Park staff member, Aunty Bev O'Callaghan's story, The Legend of the Desert Pea, which describes the pea as a flower of remembrance for lives lost on country during the Colonial Era Conflicts. The music video project is being led by Hazel Davies, from Making Peasce and OJ Rushton, who leads The OZY Youth Choir Honouring Defence Service, Inc.

On September 12, 2022, we were first introduced to the song and students learnt to sing and perform the Auslan of the song with OJ Rushton. In 2023, the Ross Park choirs were involved in the recording of the song and the senior school classes, along with Araluen Christian School and Yipirinya School students, created an amazing image of a desert pea on the oval while a drone filmed them from above. In 2024, OJ Rushton and Hazel Davies will be holding a pre-launch celebration and Emerging Voices workshop for the Anthem of the Desert Pea song at Ross Park on March 8, before the official launch of the song and video on Reconciliation Day in Canberra on 27 May 2024.

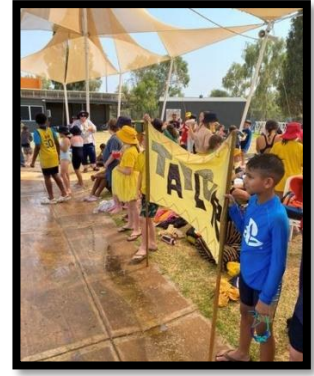
At the end of 2022, and throughout 2023, our students worked with local staff and community members to design our Year 6 shirt and our new school hoodies. The images were carefully chosen to represent stories such as coming together, sharing knowledge and place, and journeying together through our learning.

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. School council partnered with the Student Representative Council (SRC) to run the School Disco, and also ran a small fundraiser, putting names on our new school hoodies.

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



Annual Performance Report to the School Community 2023



Principal's Report

It has been an ongoing privilege to lead Ross Park Primary School. 2023 brought many challenges, and the most positive aspect of this, was the way the team came together to thrive across the year.

We started the year with a significant deficit to our budget. This meant that there were cuts across the school that had a huge impact on teachers and students. Most notably was the reduction in support staff across the school, and the increase in class sizes in almost every grade. Teachers had classes of 26 or 27, with some classes on 28. When staff were away, it was often necessary to split the class across multiple other classes, as there were very few relief teachers available, and even less funding to be able to secure additional staff. With this said, staff pulled together at every turn, to ensure every student accessed high-quality teaching and learning every day.

We also focused on increasing our connection and communication with families through regular Facebook updates, family morning teas and community events that brought everyone together to celebrate our great school community.

Ross Park had operated in multiyear-level classrooms for several years as a philosophical approach to teaching and learning. The feedback from teachers and parents was very clear that this approach was not valued and, as such, a return to single year level classes in 2023 (where possible) was implemented. This also impacted the Curriculum Plan that consequently required revision throughout the year.

Perception data in 2022 highlighted a need for a consistent approach to teaching and learning, as well as to behaviour management and expectations. The key focus for 2023 was the introduction of School Wide Positive Behaviour and Engagement to support the strengthening of highly engaging learning environments and the consistent language of interactions at Ross Park, from preschool to Year 6. Consistent behavioural expectations enable students to learn in a predictable environment. Effective schools have clear rules and expected norms around student behaviour and uphold these fairly and consistently. These behaviours are taught by applying a teaching and learning logic. Macklin and Zbar's research clearly indicate that, "a school can neither be effective nor improve if it does not have an orderly learning environment." (Macklin and Zbar, Driving School Improvement 2017 p43). At Ross Park we took an evidence-informed approach to the utilisation of Positive Behaviour Support research, ensuring that all behavior expectations and supports focused on increased engagement in learning as its goal. Hence the unique acronym of SWPBE (School Wide Behavior and Engagement) rather than the standard SWPBS (School Wide Behaviour Support).

Throughout the year we focused on developing an understanding of the different levels of behaviour and creating clear expectations for everyone across the school community through the development of matrices for staff and students. We created a dedicated team to drive the process, ensuring multiple opportunities for staff, students and families to be involved in the decision-making process. The team worked tirelessly to create a school wide acknowledgment system utilising a research base, and student voice in its production. Professional learning was focused on understanding the research that underpins Positive Behaviour Support, as well as the provision of a 'Book Club' style of learning providing all staff with a copy of "Running the Room" by Tom Bennett. This book was used as a catalyst for professional

 ROSS PARK PRIMARY SCHOOL Learning-Knowledge-Life			<h1>Our Values</h1>		
Be Strong		Be Fair		Be Kind	
We are strong when we strive to achieve and continuously take the next steps in our learning.		We are fair when we follow the rules.		We are kind when we do the right thing, even when no one is watching.	
We are strong when we persevere and adapt to change.		We are fair when we accept responsibility for our actions.		We are kind when we build people up and treat them with gentleness and care.	
We are strong when we take the space to heal and grow.		We are fair when we value difference and give everyone the opportunity to shine.		We are kind when we consider ours and others' rights, abilities and feelings.	
We are strong when we ask for help when we need it.		We are fair when we give people what they need to learn, knowing that looks different for us all.		We are kind when we show gratitude and thanks to others.	

discussions as well as a practical guide for teachers to trial strategies to increase the consistency of behavioural expectations across the school.

The team revised the school's values, in consultation with the school community, and reduced them from 5 to 3 in 2023 (there were 10 in 2022).

Signage was developed and displayed throughout the school, and consistent language began to emerge in all corners of the school.

The new school values were embedded into the school award certificates and became a constant focus for assemblies, classroom expectations and communication with the school community.

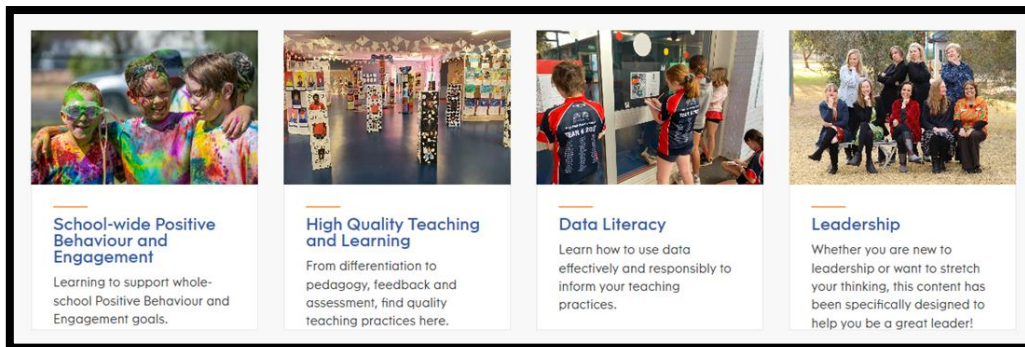
The team produced a Ross Park SWPBE Handbook as a comprehensive guide for staff. Throughout the year, student, staff, and community voices were actively engaged in decision-making processes, ensuring inclusivity and collaboration, as well as the partnership with an external consultant who provided additional support, data collection and valuable insights into continuously improving our practice.



In just one year, the change in practice and understanding is phenomenal. Whilst this is an ongoing journey, the foundations laid in 2023 have been substantial and will act as a solid base for all future iterations.

Staff continued to engage in multiple opportunities to collaborate on planning and preparation for learning, as well as part of the school wide decision-making processes. Professional Learning Teams worked throughout Terms 2 and 3 on projects with teams presenting back to staff at the start of Term 4, with their insights and improvements to practice, mostly focused on mathematical understandings, and the implementation of Read Write Inc across the Junior School.

The school invested in EC Premium as an online Professional Learning platform to assist staff in their professional growth. This platform allows for professional learning opportunities to be assigned to staff, as well as for staff to seek areas of personal and professional development. Through this platform, had unlimited access to world class professional learning for K-12 classrooms. Ross Park has our own Dashboard that has programs tailored to meet the goals of our Annual School Improvement Plan, and teachers can also search for programs they may wish to engage with, based on personal professional learning goals. Our platform was launched in Week 2 of Term 1, 2023 and all teachers have their own login to access the platform and build their own professional learning portfolio.



A range of partnerships continue to 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. Children's University also added another dimension to learning opportunities in 2023.

Ross Park continued its strong emphasis on sport with daily fitness offered and many students involved in local competitions. Multiple 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.

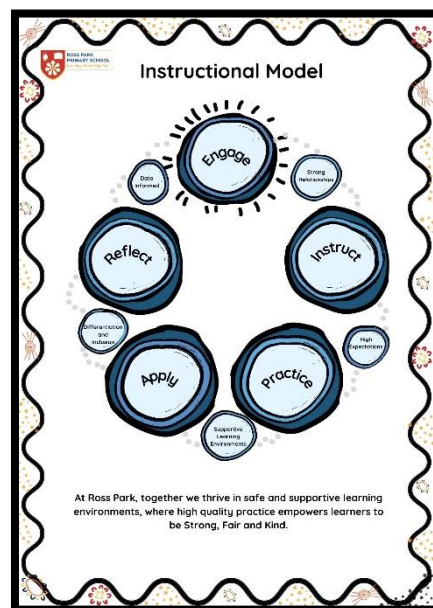
Ross Park was awarded first place for Athletics and Gymnastics. Physical activity and sports are essential elements of the curriculum and in developing a healthy lifestyle. A well organised Sports Day and Year 3-6 Swimming Carnival complemented by T-2 Learn to Swim Program and special sporting clinics accessed through the Sporting Schools Grants. KIDDO is an Early Years Physical Health and Movement program which was used by Early Childhood teachers to ensure the development of foundational movement skills.

At the end of Term 3, 30 students from Year 3-6 participated in the Alice Can Dance program, designed and delivered by GUTS Dance Company. There were two 45-minute rehearsals 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.

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. In 2023 this project included our choirs combining with other local and national choirs to sing as part of a national project, showcasing the story of the Desert Pea and its importance to local culture and history, written by our own Aunty Bev. Filming took place in 2023, with final recordings and editing to be done at the start of 2024.

High quality teaching and learning remained the focus for school improvement and professional development. Teachers reviewed and refined the Ross Park Instructional Model, as an evidence-informed tool to guide their programming and practice. Whilst a model had been in place for several years, it was clear that not all staff felt that they had been part of the development process. By the end of 2023 staff had reviewed the current model and the research, as well as models from across the country to develop the Ross Park Instructional Model. It was also important to get the marketing to match the current image of the school and its community members. This will be unpacked later in this report.

Further support was offered to students through intervention programs such as literacy support, Gross Motor and **Talkabout**. The Australian Maths Competition and Poetry Competition provided students with multiple opportunities to further challenge and extend their problem-solving skills, and literary prowess.



Initiatives and Events

Read Write Inc at Ross Park Primary School in 2023:

Ross Park Primary School, Year One and Year Two students and have now completed the second year of implementation for the Read Write Inc phonics literacy program which began in Term 2, 2022.

In 2023, Transition commenced teaching Read, Write Inc in Week Five of Term 1. This meant that 3 new classes joined the existing 4 classes sharing the existing resources.

Throughout the year around 170 students participated in RWI lessons 3-4 days a week. There were 14 educators taking groups each day. There was a huge achievement in upskilling P-2 educators as 2023 started with only 3 teachers and two SESAs having previously taught RWI in 2022.



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.

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.*

Using the NT Progressions 2023 outcomes:

- ✓ **51% of Year Two students have completed RWI.**
- ✓ **74% of Year One students are at level or above.**
- ✓ **73% of Transition students are at level or above.**

The Year Two cohort were taught with Jolly Phonics in Transition, then began a soft start to RWI in Term 1 and commenced RWI properly in Term 2, 2022. 20% of these students have been identified with reading difficulties and/or struggle with engagement and they have been included in the data. 30% are making steady progress, regular sound and word reading will assist them to move towards completing RWI. The 51% includes students who are at level 9% and 42% of students who are above level in RWI.

The Year One cohort are tracking well and are on track to complete RWI by the end of Year Two. Two students are a significant concern, 54% of students are at level and 25% of students are above level.

The Transition cohort are also tracking well with 34% of students above level and 25% just below, they commenced RWI storybooks in Term Two.

This is a fantastic result achieved from the dedication of the educators and the leaning qualities of the students.

RESOURCES

Training:

- In February 2023, 3 class teachers, 2 members of Leadership and five SESA's attended the RWI Training. Some staff were trained in late 2022 but had not had the opportunity to teach a group until Term 1, 2023.
- In Term 2-3 another member of leadership and 2 AO's attended the training and 2 members of the pre-school completed training in Term 4.
- RWI Network training was held in August and during the September school holidays.
- At the end of Term 3 and throughout Term 4, RWI training sessions commenced for 30 minutes once a week for teachers and SESA's. These sessions covered teachers and SESA's learning how to conduct assessments, revision of delivering sound lessons and the steps involved in running in class tutoring groups. Tutoring sets of sounds, Sets 1-3 have been made and laminated ready for tutoring in 2024.

Materials:

- 3 new Teacher Kit Easy Buy Packs were added to the existing 5. These kits and the photocopied packs were shared amongst 19 educators.
- Take Home Books were photocopied for student's home use this included 10 copies of each book from the 11 RWI levels.
- SPELD SA books were printed for student's home use across the 10 levels.
- All take home books have been moved to the RWI room alongside the existing storybook packs.

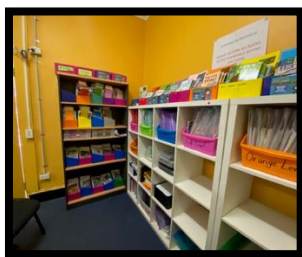


ACHIEVEMENTS

- *RWI instructional routines are embedded with embedded with educators.*
- *2024 begins with all class teachers and some SESA's already trained in RWI and with one year of practice in delivering the lessons.*
- *One teacher has taught the spelling and comprehension program for students who have completed RWI.*
- *All storybooks and take-home readers are catalogued and stored together in the Reading Resource Room.*
- *Regular assessment of students to track progress. In Term 4, teachers assessed their own classes.*
- *AT the end of Term 3, and throughout Term 4, all available educators participated in weekly practice sessions to improve the delivery of RWI.*
- *Tutoring sound packs were copied and laminated for each class in Term 4 to assist students who are tracking below level.*
- *High engagement for most students in participating in RWI lessons.*
- *A floater teacher for Semester Two enabled RWI classes to continue without having to collapse them into each other.*

GOALS for 2024

- *Due to timetabling RWI had separate delivery times for Transition and Year One and Two, if delivery times could be combined then resourcing may be simpler.*
- *Students exposure and practice with multi-syllable words and fluency to be a focus.*
- *New educators to become familiar with the program and receive ongoing training.*
- *Purchase new Take Home books, enough to resource the school.*
- *Purchase new Teacher Kits as needed.*
- *Replace storybooks as needed due to high use, particularly red and green levels.*
- *Educators with the most knowledge of RWI are placed with groups with the largest number of students, rather than students with the greatest need, if this could be reversed it would benefit the students .*
- *In-class tutoring for at risk students to commence when RWI does. This was the aim in 2023, however, students' SEL needs impacted on this goal.*
- *Tier 2 intervention for students at risk and with poor phonemic awareness and decoding skills.*



Read Write Inc. Phonics



Expected Reading Progress - mainstream

Foundation Year	Set 1 sounds Group A	Set 1 sounds Group B	Set 1 sounds Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange group	Yellow Group	Blue Group	Grey Group
End of Term 1												
End of Term 2												
End of Term 3												
End of Term 4												

Year 1	Set 1 sounds Group A	Set 1 sounds Group B	Set 1 sounds Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange group	Yellow Group	Blue Group	Grey Group
End of Term 1												
End of Term 2												
End of Term 3												
End of Term 4												

Year 2	Set 1 sounds Group A	Set 1 sounds Group B	Set 1 sounds Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange group	Yellow Group	Blue Group	Grey Group
End of Term 1												
End of Term 2												
End of Term 3												
End of Term 4												

 = Minimum RWI expectations achievable over three years in a high-fidelity school

2023 RWI Outcomes

- ✓ 51% of Year Two students completed RWI
- ✓ 9% of Year One students completed RWI
- ✓ 2% of Transition students completed RWI

Transition

NT RWI Progression Guide

- 73% of students are **at or above** (red level and above).
- 39% of students are **above** level (purple level and above).

England DFE RWI Progression Guide

- 52% of students are **at or above** level (green level and above).
- 19% of students are **above** level (purple level and above).

Year One

NT RWI Progression Guide

- 74% of students are **at or above** (pink level and above).
- 25% of students are **above** level (blue level and above).

England DFE RWI Progression Guide

- 30% of students are **at or above** level (blue level and above).
- 11% of students are **above** level (grey level and above).

Year Two

NT RWI Progression Guide

- 51% of students are **at or above** (grey level and above).
- 42% of students are **above** level (LLi level and above).

England DFE RWI Progression Guide

- 42% of students are **at or above** level (LLi level and above).
- 0% of students are **above** level (complete RWI phonics and comprehension levels).

Girls On Country

In 2023 we had a notable increase in engagement of our students in the Girls on Country program. Eighteen of our resilient and empowered young leaders actively participated in three immersive camps, each a transformative experience contributing to personal growth and fostering a strong sense of community. Alongside numerous day-long activities, these events provided a rich tapestry of learning and connection.

A notable highlight was their dynamic participation in the No Women Left Behind conference at the Araluen Arts Centre. Through a poignant choreographed dance, our students artfully conveyed their perspectives on domestic violence, contributing their voices to a collective call for positive change.

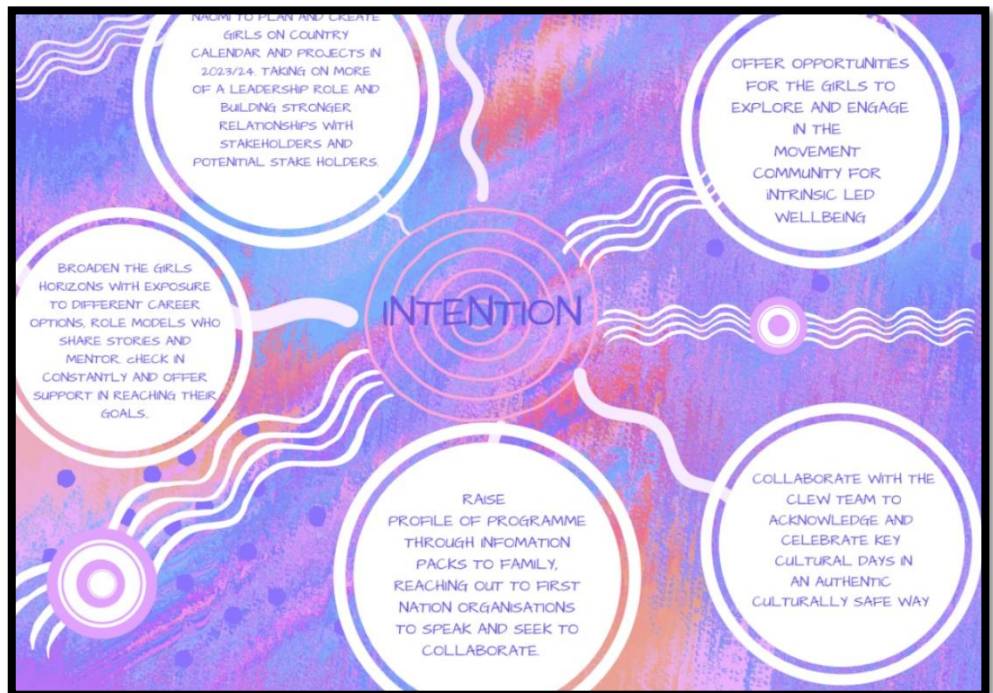
Our commitment to holistic development was further emphasized by hosting a songwriting workshop and team-building day, among numerous other activities throughout the year at our school for all Girls on Country participants from the four schools. These events not only showcased the creative talents of our students but also strengthened the bonds within our school community, fostering collaboration and mutual understanding.



Central to the success of the Girls on Country program is the dedicated support it receives from our school. We are proud to highlight the significant contribution of five staff members who, throughout the year, provided invaluable support to ensure the program's success. Special Education employee Naomi Hayes, among others, plays a key role in co-facilitating the group, creating a nurturing and inclusive environment for all participants. This collective effort reflects our ongoing dedication to providing a platform where every student can thrive.

Furthermore, we are delighted to announce that two of our outstanding students were selected to be part of the Girls on Country Leadership Cohort for 2024. Recognized for their strong leadership skills, these students play a pivotal role in identifying, planning, and delivering aspects of the program, ensuring it remains student led.

Our amazing Girls on Country partnership is facilitated by Katie Thompson and will continue in 2024.



The Northern Territory Learning Commission

The Northern Territory Learning Commission is a unique initiative that Ross Park Primary School has fostered into student leadership positions. Represented by a mixture of Year 5/6 students, (students) investigate data throughout the school and create student focused recommendations to assist with the school's wellbeing/behaviour outcomes.

Throughout 2023, students analysed data and made educational conclusions that behaviour in the school wasn't well managed and students didn't feel comfortable talking to a teacher about their concerns. Research was conducted and these students found that calm corners within classrooms would help with the regulation of students which would then decrease behaviours within the classroom.

Students had the opportunity to attend an NTLC conference in Darwin to share their ideas and recommendations with the greater population of the Northern Territory. From this program, students have made a recommendation list with the approval of the principal Penny Weily to have a calm corner in all classrooms for 2024 and what should be in this.



As of 2024, the remaining Year 6 students will stay in the NTLC with an addition of 5 new Year 5 students to continue their research and recommendations about student behaviour and wellbeing and lead a student driven program to develop a student voice within the Ross Park community.



CALM CORNERS

Children develop emotion regulation which provides structure and leaves them feeling safe and secure. A calm corner is a comfortable and calming space for children to go when they need some space, to calm down their bodies and take time to process their big feelings and helps kids reflect on their learning by addressing and controlling their emotions.

Things for calm corners

- pillows
- books
- sand timer / sensory bottles
- bean bag
- emotion chart
- reflection sheet (upper primary)

Suggested items -

- soft rugs / blankets
- soft toys / plushies
- stress balls
- fidget toys
- colouring sheets or books

Eco Rangers

In 2023, Ross Park continued its sustainability work through a few projects.

- The Eco Rangers continued to recycle drink containers throughout the year and saved over 3,000 recyclable containers from going to landfill.
- Each classroom was given a composting bucket to collect their food waste in. Over 150kg of food waste was composted rather than thrown in the bin.
- The Library Garden was given a complete makeover, thanks to a grant from Landcare and Woolworths, and efforts from Ross Park staff, families and friends. The space now features composting bays, a native garden, paved areas, new reticulation, two large wicking beds for food crops and even our own worms!



SRC - Student Representative Council

At the beginning of 2023 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 organised whole school and buddy class activities to celebrate Harmony Day. During Easter, they worked in the Junior classes to run craft activities.

In Term 2 the SRC attended the ANZAC Day Service and organised a wear your pajamas to school day. They also hosted a Pink Day fundraiser where students wore the colour pink for the day and donated money to the Breast Cancer Foundation.

In Term 3, the SRC facilitated a Jingle in July dress up day. Money raised was donated to a local Christmas appeal at the end of the year. They also support the Library Teacher to plan and prepare for Book Week, culminating in a dress up parade and reading shortlisted books to the junior school students.

In Term 4, the SRC were an integral part of hosting Ross Park's very first Family Fun Disco. This event raised money for Rona Glen Preschool.

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.



MAD - Making a Difference

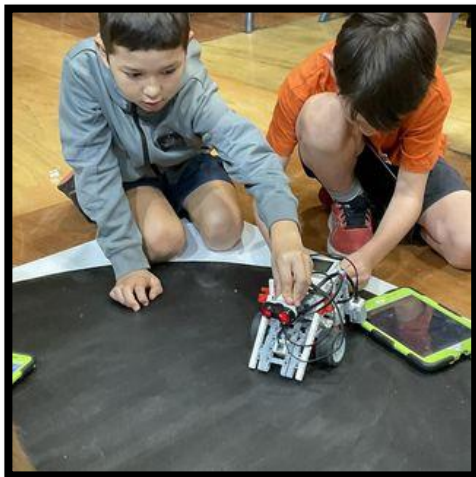
Ross Park continued its partnership with the MAD (Making a Difference) program in 2023. The program works with young people to manage behaviours and emotions through a fitness based therapeutic approach to provide a range of health and wellbeing activities, including youth mentoring to the community of Alice Springs.

Through participation in body-based exercises such as Boxing and Strength & Conditioning, supported by culturally sensitive, gender specific, mentoring which is tailored to meet the needs of Central Australian young people; the MAD program offers identified young people the complete package of early intervention-based services. These services are aimed at strengthening and fostering young people's inherent resilience and confidence whilst supporting them to live valued, physically, and mentally healthy lives.



RoboCup

This year Ross Park Primary had 4 teams across Years 3 & 4 participate in a robotics club on a weekly basis. This culminated with participating in RoboCup Junior where 3 teams attended the state competition along with teams from other schools in Alice Springs. Although we didn't take home any trophies this year, we were competitive with our robots.



Australian Maths Competition

44 students across years 3-6 participated in the Australian Maths Competition. 9 students were awarded with a Distinction and 2 High Distinctions. Other participating students were awarded with either a Proficiency or Credit acknowledgement.

Eisteddfod

Ross Park Primary students and classes had over 150 students participate in the Centralian Eisteddfod. Many of these were awarded with placings and distinctions. Teachers and their students were able to showcase their talents, creativity and their diversity, creating an amazing community event. The Eisteddfod also serves to increase student confidence as they perform on stage in front of an audience.



Children's University

Approximately 55 students from Years 3 and 4 participated in at least 30 hours of Children's University activities which saw them participate in the graduation ceremony held at the Marion Centre. This was a combined school's event with students from 5 schools celebrating their incredible achievements. One student from Ross Park managed an extra 130 hours of learning through Children's University, in 2023.



School Disco

November the 17th was the date for Ross Parks first ever Family Fun Disco. All families across the school were invited to attend the event where students danced, enjoyed a sausage sizzle, and had the option to buy ice cream, slushies, and other goodies. The theme for the night was Neon Nights. All proceeds from ticket sales went to Rona Glynn Preschool for their intended outdoor learning environment. This event was particularly special because it was organised and delivered by our Parent Fundraising Committee and the SRC. We sold 484 tickets and the feedback we received on the night was very positive.



Future Leaders Program

Four teachers from across the school were accepted into the Future Leaders Program (FLP) for 2023. The program is a one-year professional learning opportunity that develops the next generation of regional and remote school leaders to lead toward educational equity. The program supports educators in building the knowledge, skills, and capabilities needed to be effective school leaders and help all students thrive.

Teachers were required to initiate, manage and evaluate change from within their school. Some of the projects included literacy support for T-2 students, developing a whole-school acknowledgement system and embedding SWPBE within the school. At the completion of the course the participants presented their positive experience to other program participants and to the staff at our school.



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 assembly's 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.

A new award in 2023 was the Cultural Respect Award, acknowledging a student who demonstrated not only respect for personal culture, but also for those with a wide variety of cultural backgrounds. This award relies on the recipient to share their culture with others in a way that creates harmony and inclusion across our school.

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 Body / LEaD Committee Report

Date: February 26, 2024

Dear Parents, Teachers, and Members of the Ross Park Primary School Community,

I am writing to you as the Chairperson of the Ross Park Primary School Council to provide an update on activities and initiatives undertaken during 2023.

Working Bee for Outdoor Space Rejuvenation: One of the highlights of our efforts was the successful working bee organised by our dedicated parent and teacher volunteers. The goal was to rejuvenate the outdoor library space within our school. The working bee took place on 30th July, and it was great to see the collaborative spirit of our community.

Parents, teachers, and even students came together to clean, clear, and revitalise the outdoor space. The transformation was truly remarkable, and it now serves as an inviting and engaging area for students to enjoy.

Fundraising initiatives:

- In our continuous efforts to support the school's initiatives and enhance the overall experience for our students, we organised a fundraiser involving the customisation of school hoodies. This initiative not only allowed our students to showcase their school pride but also contributed to initial funds for various school programs. We look forward to potentially continuing with this initiative in 2024.
- The school disco, held on 17th November 2023, was a resounding success, bringing together students, staff, and families for a night of celebration. The event was not only about music and dance but also fostered a sense of community, as teachers and families actively participated in running stalls like facepainting, sausage sizzle, slushie station exclusive treats and lots more reinforcing the school's commitment to community engagement.

Upcoming Events and Initiatives: In 2024 we are exploring opportunities to engage the community in educational workshops, cultural events, and additional improvement projects to ensure our school continues to thrive.

Conclusion: In conclusion, the Ross Park Primary School Council is grateful for the ongoing support and commitment of our parents, teachers, and the wider community. It is through your dedication and involvement that we can create a positive and enriching environment for our students.

We encourage everyone to stay tuned for updates on future projects and events, and we welcome any suggestions or feedback you may have. Together, we will continue to foster a vibrant and supportive community at Ross Park Primary School.

Thank you for your continued support.

Sincerely,

Tenneil Wark Chairperson, Ross Park Primary School Council

School Priorities 2023

Headline Improvement Measures (HIMS)



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 NTCET or Certificate II or higher.

The Headline Improvement Measures (HIMS) have been included here as they are the most appropriate data sets to monitor and measure the system's progress towards the two goals set out in the [Education NT Strategy 2021-2025](#): to support all children and students to engage, grow and achieve, and for the NT to continue to be the most improving education system in Australia.

The HIMS are used by schools to monitor progress and evaluate their improvement journeys aligned to Strengthening Instruction for Young Territorians and Engaging Every Child and Student in Learning, in addition to local and systemic data sets.

Strengthening Instruction for Young Territorians

In 2023, the Ross Park Primary School Strengthening Instruction goal focused on developing and understanding of consistent, high-quality, evidence informed practice in every class, every lesson, every day. This included a focus on high-quality preschool pedagogy. It was designed to support and build educator capacity through a shared language of teaching and learning and professional growth, and to positively impact both literacy and numeracy results for all students. Evidence came from E5 Signature Strategy (Instructional Model), as well as an inquiry cycle into contemporary evidence-based practice, and the impact of high-quality teaching on student learning.

Over the course of 2023 staff engaged in multiple professional learning experiences to explore and review:

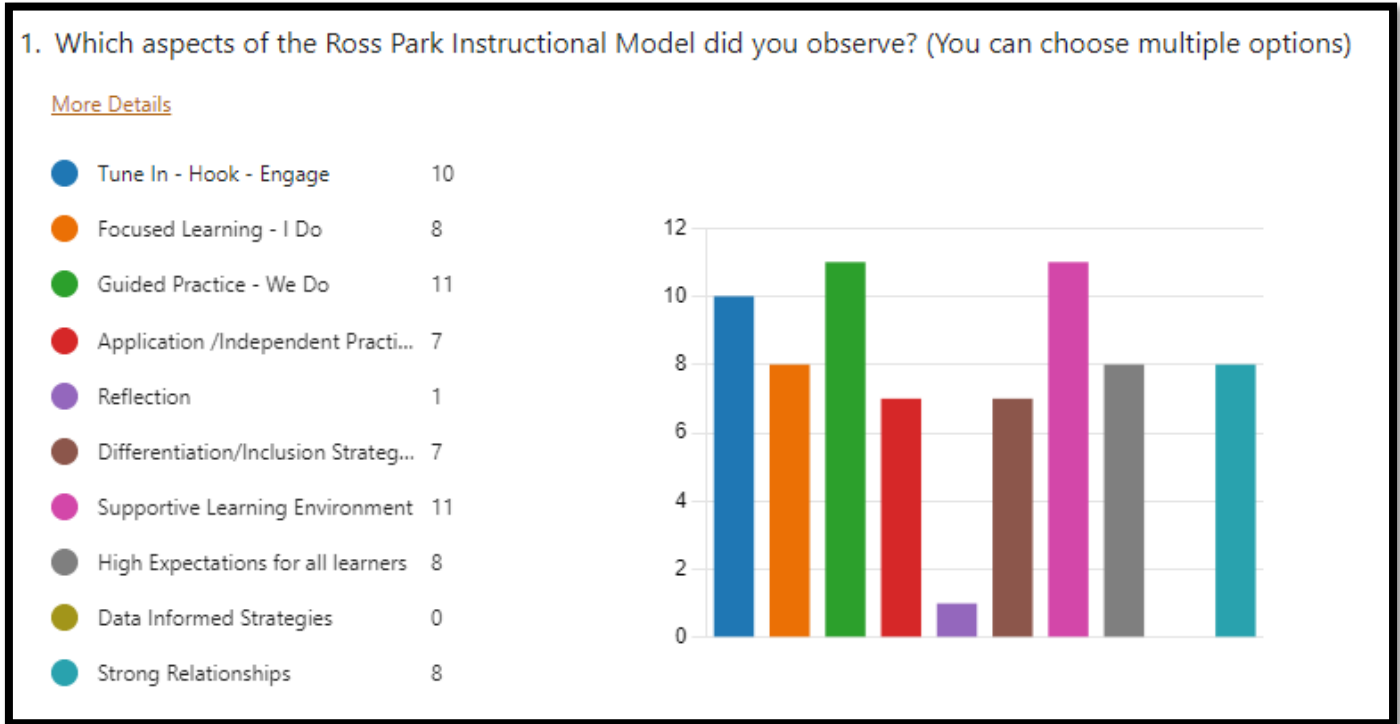
- Current model and practice – through observations and personal reflection.
- Models in use across other schools and jurisdictions – to ascertain what is already happening and what else needs to be considered in our work.
- Contemporary research into high-quality teaching and learning.

Time was allocated to staff meetings, team meetings and professional learning days, to work through this process slowly and carefully.

External professional development was provided through Read Write Inc training for all staff in the Junior school, and Learning through Doing, focusing on affective pedagogical practice in the teaching of mathematics.

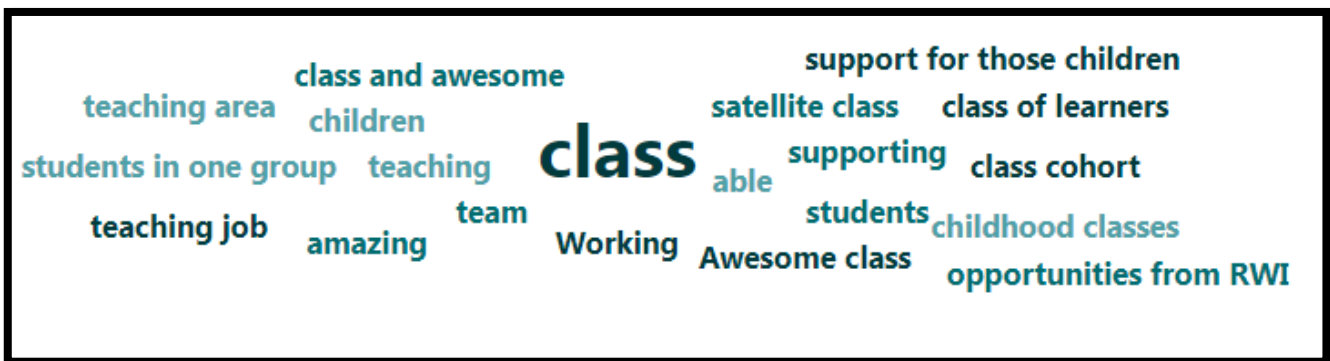
By the end of 2023, the Ross Park Instructional Model was developed, synthesising all work completed throughout the year, and taking into consideration the current ways of working across the school, as well as the new images and marketing that now represents our school.

Observation cycles were conducted by peers and leadership and data collated and shared with staff. Data below shows the initial progress of staff and was met with very positive feedback overall.

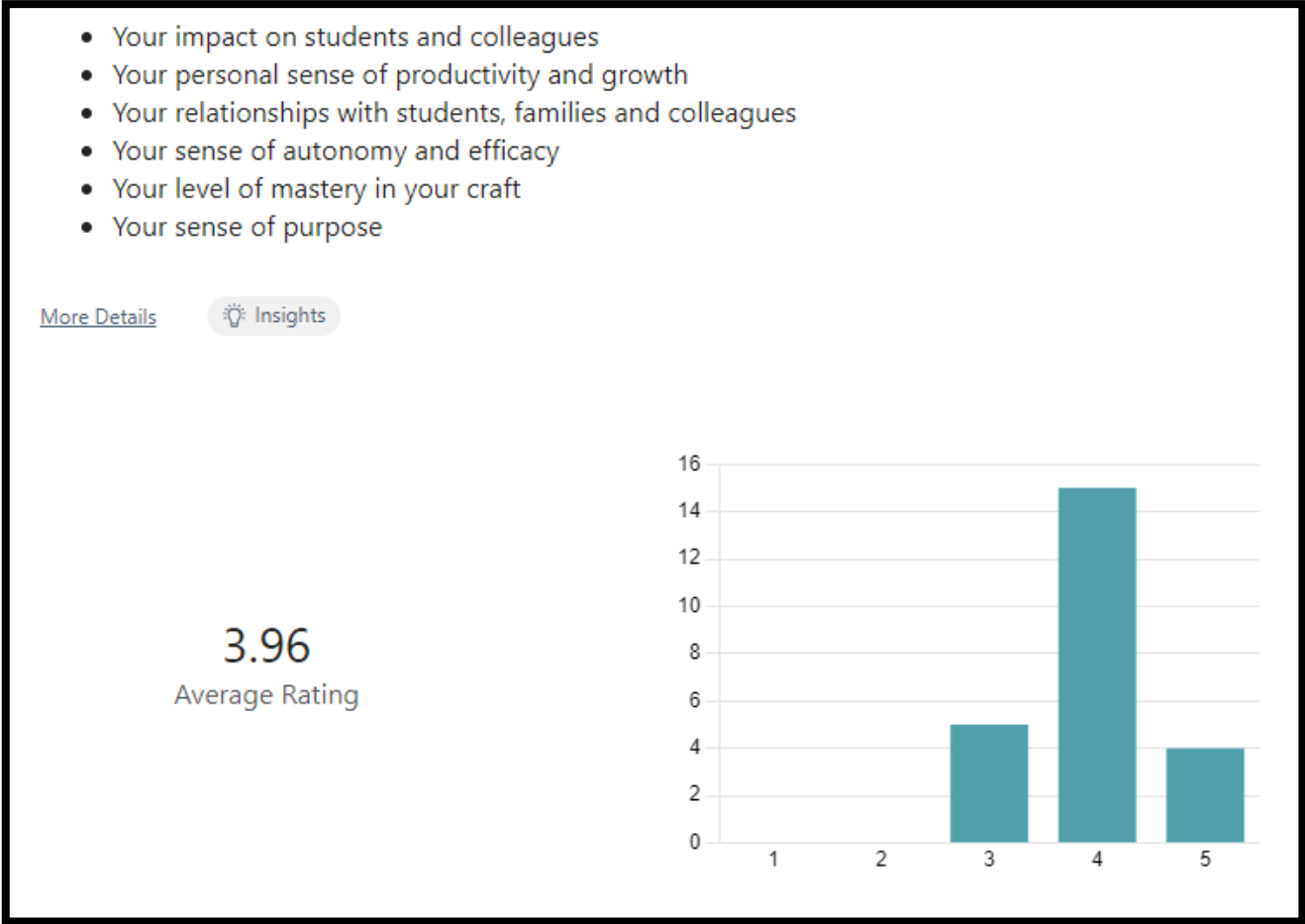


Teacher feedback regarding the observation process indicated that they felt comfortable with process, as it took a strengths-based approach and highlighted positive aspects of each lesson observed, as well as providing 1 simple stimulus for teachers to either explore more independently or have further discussions with colleagues.

Overall teachers clearly saw the collegiality and support throughout this process as the most positive component – as well as working with amazing students in their classes!



Teachers were asked to rate their year on a scale of 1-5, with one being 'wouldn't want to do that again', to five being a really positive year. An average across staff of just under 4 was very positive, especially with so much change. Teachers were asked to consider:

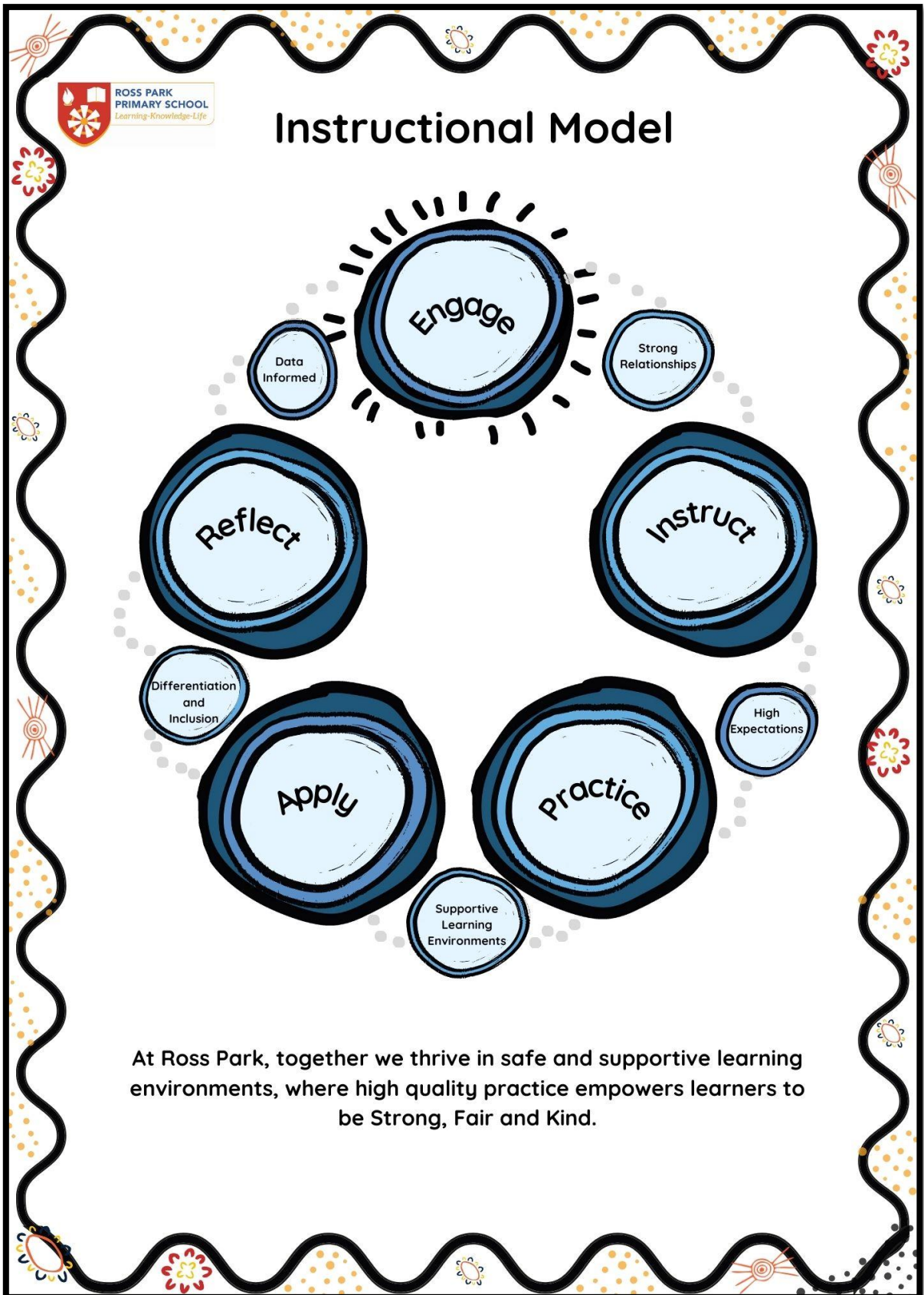


New documentation has been launched at the start of 2024 and will be constantly reviewed based on feedback and research. An Instructional Playbook has been developed outlining every aspect of the model and will be used as a basis for professional learning and observational feedback in 2024. It will also inform the next piece of work focused on effective planning documentation that follows the model's structure.

The Instructional Playbook acknowledges that nothing works every time, in every classroom, with every student. The complexity, art and science of teaching means it is a sacred vocation. The playbook outlines the expectations and strategies that are research-proven to have the greatest impact on student progress and achievement. Consistency of understanding and practice will support continuous improvement in teacher and student efficacy.

Whilst no Playbook captures the complexity, art, sacredness or science of teaching, this is a foundation upon which consistent practice can be built across the school. It translates research into practical strategies and processes and provides multiple opportunities for educators to reflect on aspects of their practice that could further impact student progress.

Our **Waterholes** represent the key components of our lesson structure (or series of lessons), and our **Billabongs** represent essential places to stop to ensure the learning journey is robust and meaningful.

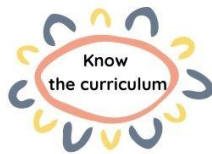




Principles for Excellence in Teaching Practice – “What we Believe”:

- The community has an unwavering belief in our students and ourselves!
- Relationships are the key for wellbeing and engagement.
- Consistently high expectations are vital for growth.
- Safe, supportive and productive learning environments create a sense of belonging.
- Equity, flexibility and differentiation celebrate diversity and promote inclusion and wellbeing.
- Student voice/agency inspires learners.
- Effective curriculum planning and implementation engages all learners.
- Deep learning challenges students to construct and apply new knowledge.
- Rigorous, purposeful assessment practices and feedback inform teaching and learning.
- Evidence-informed strategies drive improvements in professional practice.
- Real world experiences that include creativity, collaboration and critical thinking empower 21st Century learners.
- Effort, growth, personal and collective achievement are celebrated.
- Partnerships with parents, families and the community enhance student learning.

Effective Teachers:



Effective Teaching:

- Goal setting
- Effectively structured lessons
- Explicit Teaching
- Worked examples
- Creative, collaborative and critical thinking
- Multiple exposures
- Effective questioning
- Feedback-Feedforward
- Metacognition
- Differentiation



Effective Wellbeing:

- Build strong relationships
- Establish consistent classroom expectations and routines
- Support inclusion and belonging
- Celebrate diversity through cultural responsiveness
- Inspire student self-efficacy
- Engage all students
- Promote self-regulation

On top of the Instructional Practice work in 2023, a huge number of additional initiatives were developed to add richness and rigor to our practice.

Curriculum Highlights

- V.9 Australian Curriculum implemented across the school:
 - Science planning documents were clarified after 3 iterations and input from teachers (T-6)
 - EALD progressions specific to Science refined to support understanding of how to identify the needs of EALD learners in science specifically (T-2 and 3-6)
 - Embedded General Capabilities into Science explicitly with guidance for teachers to show how to use them (T-6)
 - Alignment of Geography, History (T-6), Civics and Citizenship (3-4), Economics and Business (5-6) and English (T-6) with Science
 - Development of Digital Citizenship curriculum (T-6), aligned with HPE, Digital Technologies and Digital Literacy General Capability, with teacher resources for students and parents
- Six Stars Wellbeing Survey (3-6) was conducted across Years 3-6 and informed social skills groups, referrals, intervention programs and whole school planning to support student progress. The survey was completed twice for standard data collection and was repeated more frequently for targeted students.
- Sound Waves (3-6) – Sound Waves was introduced and resourced in Years 3-6 in response to NAPLAN data indicating that spelling, as well as grammar and punctuation remain areas in need of attention.
- LTD – Learning Through Doing Mathematics was rolled out across the school in Semester 2. All staff attended a Professional Development Day, introducing the program, and all classes were provided with access to resources. Alignment to current maths scope and sequence documents was conducted, ensuring all concepts were fully covered throughout the year.
- Book Study: **Running the Room** by Tom Bennett. This was a strategy that linked our professional development, to our behaviour management and to our instructional practices. Feedback sessions on insights from chapters were the highlight of many staff meetings, and the changes in practice across the school were significant. It remains a basis for our conversations around orderly learning environments.

We established a commitment to whole school educator voice in curriculum development through:

- Establishing an English consultation group
- Developing the beginning of a Ross Park Book Spine to include a novel by an Australian author, a picture book by an Australian author and a Dreaming story in Transition to Year 6
- Transition to Year 6 writing genre established to trial in 2024
- Group decision on placement of cross curriculum priorities in Science and across all subject areas in 2024

Curriculum Leaders Network (CLN)

- One Assistant Principal (Kate Worrall) shared the lead role in driving the CLN with a member of the corporate team, to develop cross town curriculum expertise and create working documents to moderate samples from English, Maths, HPE and Science v.9

Digital Citizenship Project

- As a result of this project, we developed the Digital Citizenship framework for RPPS and offered it to others in region via Curriculum Leaders Network
- One Assistant Principal (Kate Worrall) participated in the Digital Citizenship Project in Brisbane to collate findings into a report and make recommendations for use of resources in 2024



Keeping Safe Child Protection Curriculum

- Penny Weily and Kate Worrall were trained in the delivery of program
- Kate then trained preschool and HPE teacher in Term 4 2023 to enable use of curriculum in 2024
- All staff will be trained in 2024

GradeXpert Development

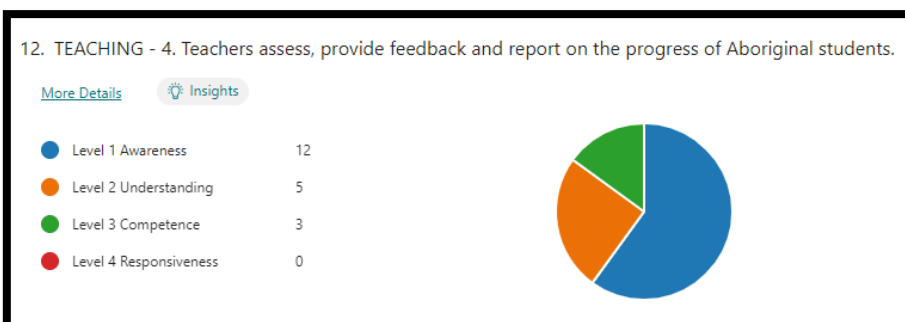
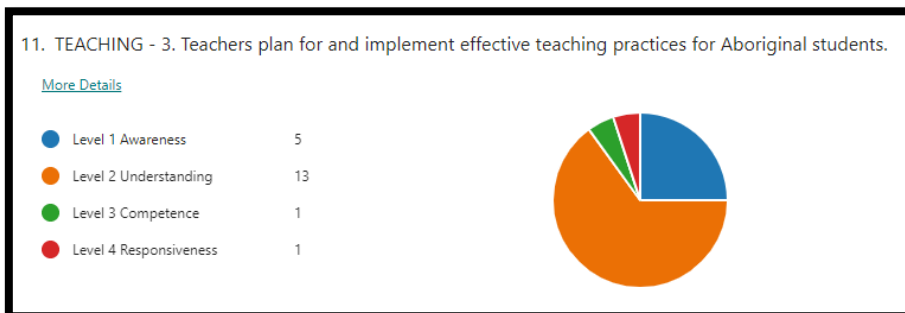
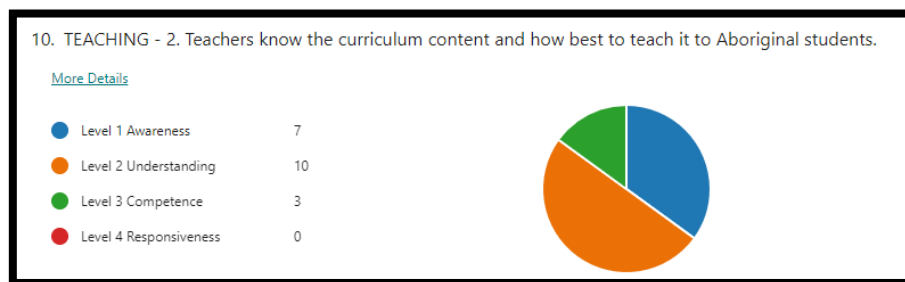
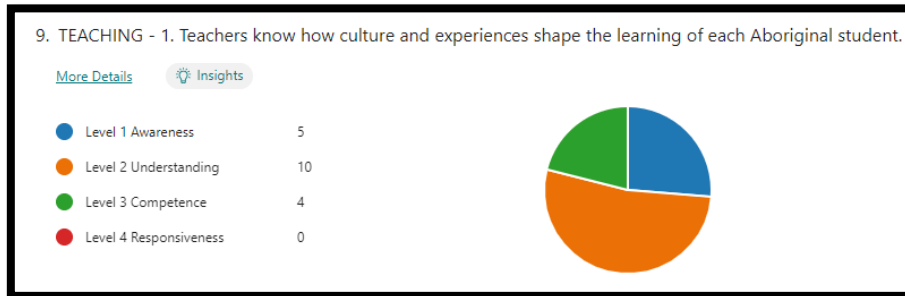
- Systems were established in 2023 ready for growth in 2024
- Behaviour data is consistently entered into the data base, and used to inform Student Support interventions and to meet with families to work to change behaviours.
- Significant learning 'behind the scenes' on creating GradeXpert maps for academic data collection

Student voice

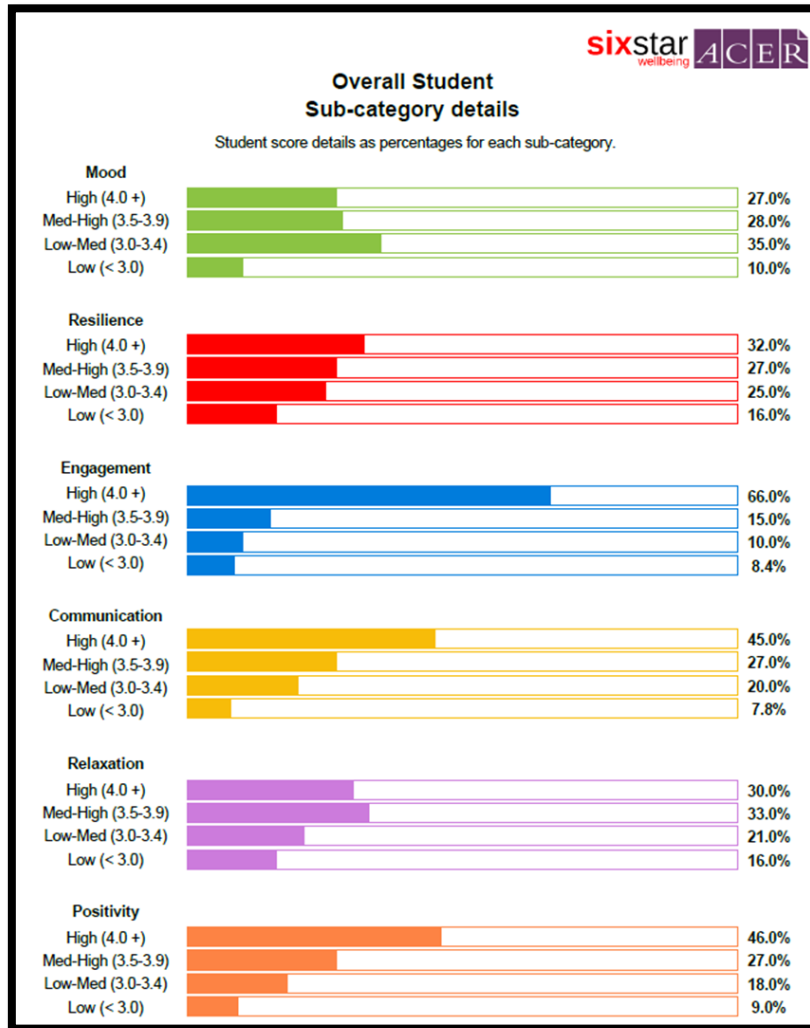
- School hoodies focus group to develop from design to manufacture and wearing in Winter 2023
- Year 6 shirts developed with student drawn designs
- Student designs and artwork have been used in the Acknowledgement System, as well as across all marketing and signage for documentation
- Student voice via different student leadership groups continuously informed decision-making

Cultural Responsiveness work

- Two staff members involved in the Aboriginal and Torres Strait Islander Curricular project
- Baseline data collection was carried out from Preschool-Year 6, including interviews (20 students per year group) and written work
- Data was collected via staff completing a cross-cultural responsiveness baseline survey based on the Cultural Competency Framework. Four of the 20 components focused on teachers perspectives of their own cultural competencies, providing a solid basis for future work
- Cultural Responsiveness plan developed ready for further consultation in 2024



Six Star Wellbeing Survey Data – Used to inform interventions and referrals



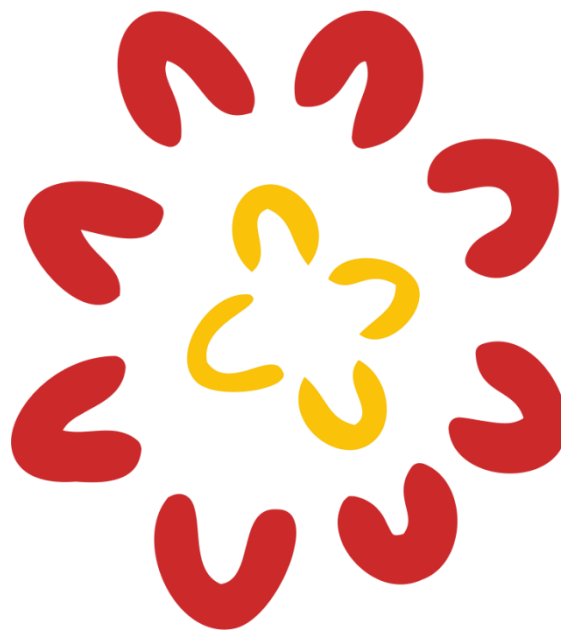
<p>Mood</p> <p>This sub-category reflects worry, mood changes and happiness. Assessing mood allows specific staff within schools to play a critical role in positive mood development and preventative mental health programs. Assessing mood also allows for schools to consider whether students require further follow-up with internal or external professionals.</p>	<p>Resilience</p> <p>Resilience represents successful adaptation in the face of challenges. This sub-category measures an individual's capacity to value effort, stay determined, and bounce back from challenges. Resilience is both a positive wellbeing construct, as well as an important target for identifying students with concerns. Research indicates that the resilience of students can be developed, and schools can play a critical role in this.</p>
<p>Engagement</p> <p>School engagement is beneficial for learning as well as personal development. The engagement subcategory provides information about effort, feeling safe at school, and feeling comfortable with peers and teachers. Engagement can also be related to motivation which many teachers and schools are interested in or link with school retention and performance.</p>	<p>Communication</p> <p>Communication is critical for students to be able to function in a school environment. This sub-category encompasses questions related to listening, speaking with others and asking for help. Effective communication is often associated with healthy relationships and is also an area that can readily be developed through programs conducted either with individuals or groups in schools.</p>
<p>Relaxation</p> <p>This sub-category is an inverse reflection of frustration and anger. The capacity for children and adolescents to be able to relax, both physically and emotionally has also been recognised as an important skill, as well as being shown to be able to be developed as a skill with intervention. The subcategory specifically identifies tension, managing frustration and a capacity to relax or calm down.</p>	<p>Positivity</p> <p>This sub-category reflects confidence, optimism and positivity. It also identifies how well students know their strengths. There is growing evidence that being positive through a range of strategies, is a skill that assists individuals to flourish and high positivity has been linked to health and wellbeing. It is also an area that can impact on the culture of a group or broader school environment.</p>

HIMs and ASIP goals impacted by the Strengthening Instruction Goal:

FELA	<ul style="list-style-type: none"> • Average across Subtests 1-8 – 82% of students competent (with slight dips (73-75%) in Subtests 2/4/7/8, and over 90% competent in Subtests 1/3/5/6) • Only a small number of students competent in Subtests 9 (11%) and 10 (2%)
NAPLAN	NAPLAN can't be compared to previous years due to the change in parameters. NAPLAN will be unpacked in a later section.
RWI	<ul style="list-style-type: none"> • 74% Transition students at or above expected levels • 75% Year 1 students at or above expected levels • 51% Year 2 students completed RWI by the end of 2023
Attendance	88% average across the year
A-E Summary	<p>At the end of 2023:</p> <ul style="list-style-type: none"> • A - 17.5% • B - 32.2% • C - 36.6% • D - 11.7% • E - 0.6%

Overall reflection: how has your school's work in 2023 informed your focus for improvement in 2024?

Building on the work of 2023, the focus will be the consistent implementation of high-quality teaching and learning in every class, every day. Embedding the Instructional Model, whilst continuously building on our current practice will be guided by observations, professional learning and collaboration.



Egaging Every Child and Student in Learning

Our **Improving Engagement** goal focused on the development and implementation of an SWPBE Framework to support the strengthening of highly engaging learning environments and the consistent language of interactions at Ross Park. Through evidence-based school wide practices, an orderly learning environment supports schools to establish a safe and inclusive learning environment that maximises students' opportunities to develop socially, emotionally, and academically. When an orderly environment is implemented well, students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

Consistent behavioural expectations enable students to learn in a predictable environment. Effective schools have clear rules and expected norms around student behaviour and uphold these fairly and consistently. Macklin and Zbar's research clearly indicate that, "a school can neither be effective nor improve if it does not have an orderly learning environment." (Macklin and Zbar, *Driving School Improvement* 2017 p43)

Research was utilised through **E2 Signature Strategy** (Orderly Learning Environment), **A1 Signature Strategy** (Readiness to Learn), **SWPBS** research, and inquiry into best practice focused on behaviour for learning (**E4L**).

Implementation of SWPBE at Ross Park in 2023

In 2022, Ross Park initiated conversations regarding the potential benefits of implementing a School Wide Positive Behaviour and Engagement (SWPBE) framework. Early data collected in 2023 substantiated the advantages of such a program. Consequently, preparations were made for its rollout in Term One, involving all staff members to ensure collective ownership of the process.

Key Steps Taken:

- **Creation of matrices:** Utilising the school's existing values, comprehensive matrices were developed outlining expectations for both staff and students across all areas of the school.
- **School-Wide Acknowledgment System:** In Term Two, an acknowledgment system was established, accompanied by the collection of behaviour data to facilitate analysis.
- **Staff Training and Engagement:** Despite some initial push back with some staff members regarding refining the values and a new rewards system being implemented part way through a year, engagement was fostered through success in others rooms and reading materials such as "Running the Room" by Tom Bennett, prompting many teachers to implement changes.
- **Integration of School Values:** The school's values were embedded into all aspects of the SWPBE initiative, evident through school certificates and assemblies where students are recognised as exemplifying Ross Park's values.
- **The Ross Park SWPBE Handbook:** A comprehensive handbook detailing the implementation of SWPBE at Ross Park was created, serving as a guide for staff members. Regular check-ins were scheduled with staff to ensure ongoing support and alignment. Audit documentation was also created to support the team to focus on each step and ensure they were data informed.
- **Inclusive Decision-Making:** Throughout the process, student, staff, and community voices were actively engaged in decision-making processes, ensuring inclusivity and collaboration.

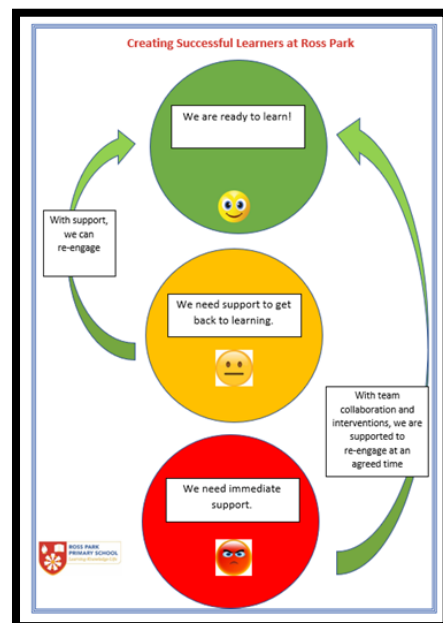
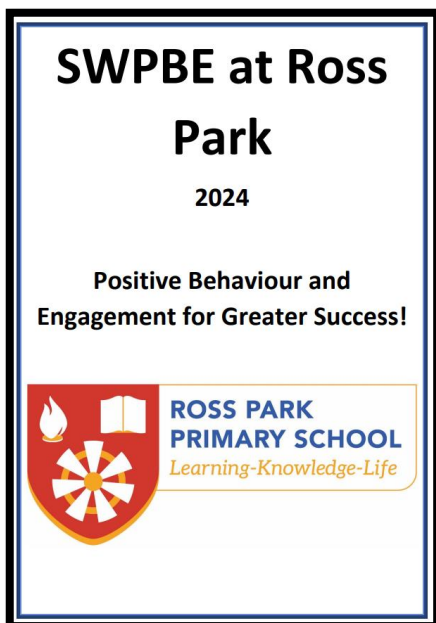
- **Utilisation of External Consultants:** External consultant Louise O’Kelly gathered data through interviews with students and staff, providing valuable insights for future enhancements in the SWPBE journey. From here we have identified our next steps.

Achievements and Impact:

- **Ownership and Engagement:** Involving all staff members from the outset fostered a sense of ownership and commitment to the SWPBE initiative.
- **Alignment with School Values:** Integration of school values into the program ensured alignment with the overarching ethos of Ross Park.
- **Improved Behaviour Data:** Collection of behaviour data provided a base for us to now analyse the valuable insights, enabling targeted interventions and enhancements.
- **Professional Development:** Reading materials and training sessions facilitated professional development opportunities for staff, resulting in tangible changes in classroom practices.
- **Student Empowerment:** Students gained a clear understanding of expected behaviors and the qualities of a good Ross Park learner, empowering them to contribute positively to the school environment.
- **Community Engagement:** Involvement of the broader community in decision-making processes enhanced collaboration and support for the SWPBE journey.

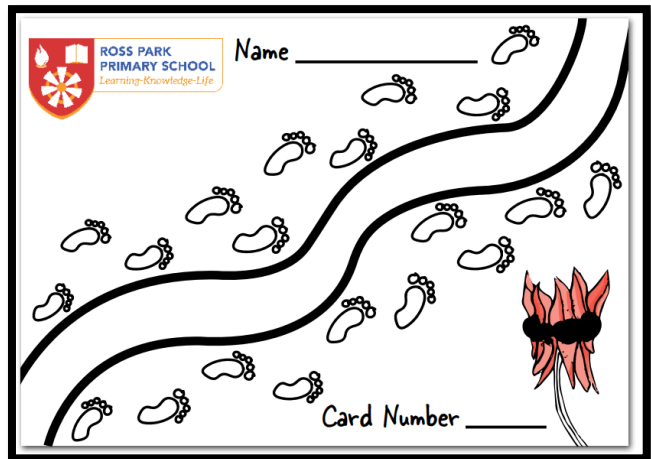
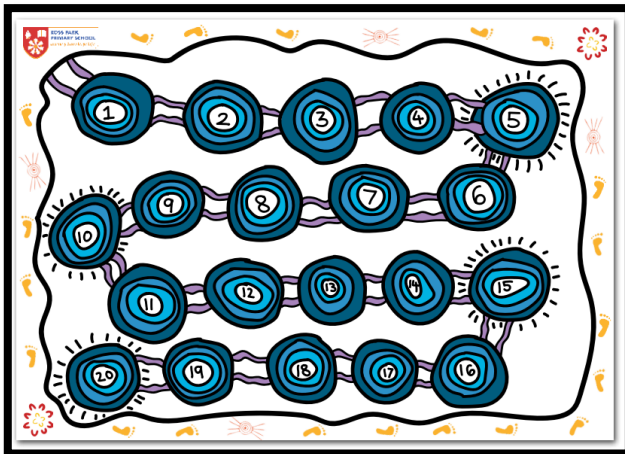
Conclusion: Overall reflection: how has your school’s work in 2023 informed your focus for improvement in 2024?

- The implementation of SWPBE at Ross Park in 2023 was a multifaceted journey, characterised by collaboration, engagement, and a commitment to fostering a positive school environment. Through the collective efforts of staff, students, and the community, significant strides have been made in promoting positive behaviours and values, laying a strong foundation for continued growth and enhancement in the years to come. Embedding this work will be a continued focus in 2024.






Ross Park Acknowledgement System

Celebrating individual and whole class success in making positive choices for behaviour and learning.



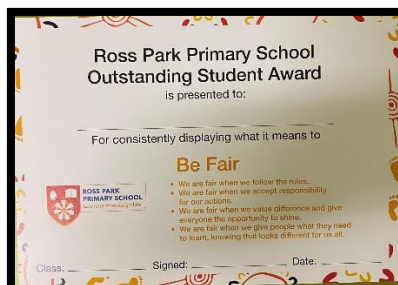
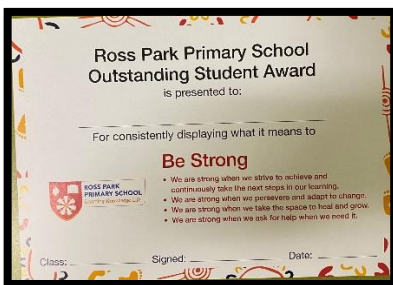
Continuum of Responses – Staff - Establish, Teach, Model, Practice, Acknowledge, Correct.

	Students	Teachers	Leadership
	<p>Students ready to learn! Follow expected behaviours in line with the school values</p> 	<ul style="list-style-type: none"> Teach positive behaviours, be consistent and follow through Create Safe and Orderly Learning Environments Differentiating effectively and know students well Monitor students closely who require additional support Utilise the acknowledgement system to encourage desired behaviours Model expected behaviours Redirect students before inappropriate behaviour occurs Create and maintain a positive environment Allow for student input in classroom decisions (student agency) 6:1 Positive to corrective interactions Acknowledge positive choices 	<ul style="list-style-type: none"> Encouraging, acknowledging and supporting expected behaviours Check ins Model expected behaviours Celebrate achievements
	<p>Students need support - Minor behaviours</p> 	<ul style="list-style-type: none"> Student requires support Observation of behaviour Remain calm, positive and consistent Redirecting Reminding and re-teaching of expected behaviours Offer choices of support eg. A break, going for a walk (specific area and specific time) Establish Boundary setting – “First This, Then That” Acknowledge good choices Record repeated behaviour in GradeXpert Contact families in a timely manner Private restorative justice conversation with students after the event when the student is calm and regulated (see examples of questions) Seek advice from leadership if required 	<ul style="list-style-type: none"> Check ins Follow up on repeated minor behaviours Communicate with teachers and use the same language to support Discuss individual students in inclusion meeting to make plans if required
	<p>Students need urgent support – Major behaviours</p> 	<ul style="list-style-type: none"> Student requires urgent support Co-create EAP's and behaviour plans Ensure safety of students and staff Call for support Enter information into GradeXpert Time out of the class Negotiate return to class Private restorative justice conversation with students after the event and the student is calm and regulated (see examples of questions) Use students interests to support de-escalation Contact families of all students involved in incident before the school day end Welcome students back to class when appropriate Don't take it personally <p>AND BREATHE</p>	<ul style="list-style-type: none"> Co-create EAPs and behaviour plans Senior on call at all times Available for intervention at repeated behaviours Support teacher by either staying with the child or offering to take the class Possible removal of child if required Allow time for staff and students in the class to reset Negotiate appropriate consequences – applying both equity and consistency Re-entry strategies in line with negotiated needs Contact families if teacher needs support Check back in with classroom teacher after the event for a debrief Send child home if the behaviour requires it – restorative justice conversation prior to student leaving or on return to school Time away from school for serious behaviours at principal's discretion and/or according to behaviour plan Re-entry meeting the morning of return

Ross Park SWPBE Matrix - Students			
Areas	Strong	Fair	Kind

Ross Park SWPBE Matrix - Staff			
Areas	Strong	Fair	Kind

 ROSS PARK PRIMARY SCHOOL <i>Learning-Knowledge-Life</i>			<h1>Our Values</h1>
Be Strong	Be Fair	Be Kind	
<p>We are strong when we strive to achieve and continuously take the next steps in our learning.</p> <p>We are strong when we persevere and adapt to change.</p> <p>We are strong when we take the space to heal and grow.</p> <p>We are strong when we ask for help when we need it.</p>	<p>We are fair when we follow the rules.</p> <p>We are fair when we accept responsibility for our actions.</p> <p>We are fair when we value difference and give everyone the opportunity to shine.</p> <p>We are fair when we give people what they need to learn, knowing that looks different for us all.</p>	<p>We are kind when we do the right thing, even when no one is watching.</p> <p>We are kind when we build people up and treat them with gentleness and care.</p> <p>We are kind when we consider ours and others' rights, abilities and feelings.</p> <p>We are kind when we show gratitude and thanks to others.</p>	



Student Enrolment, Attendance and Learning

		2021						2022						2023					
		Indigenous		All Students		Indigenous		All Students		Indigenous		All Students		Indigenous		All Students			
		Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance		
Preschool	7	79.5%	60	85.3%	5	83.3%	52	84.6%	11	68.7%	60	81.0%	8	77.7%	57	88.9%			
Transition	7	86.3%	68	91.4%	7	65.4%	45	79.6%	8	77.7%	57	88.9%	5	72.5%	45	84.2%			
Year 1	6	90.2%	50	90.0%	8	76.7%	68	86.2%	7	76.4%	70	87.3%	4	88.1%	44	89.1%			
Year 2	7	89.2%	50	91.0%	6	87.8%	46	85.7%	4	88.1%	44	89.1%	12	76.5%	53	86.1%			
Year 3	10	91.9%	68	93.7%	9	79.2%	47	85.4%	9	79.2%	47	85.4%	9	78.3%	65	87.2%			
Year 4	13	88.2%	69	91.7%	10	79.1%	64	86.3%	12	76.5%	53	86.1%	13	87.4%	61	85.9%			
Year 5	15	89.3%	61	91.4%	15	81.2%	69	84.0%	13	82.3%	57	82.9%	69	84.0%	65	87.2%			
Year 6	13	88.2%	76	91.8%	13	82.3%	57	82.9%	13	82.3%	57	82.9%	69	84.4%	61	85.9%			
Ross Park Primary School	79	88.6%	502	91.3%	74	79.6%	448	84.4%	69	79.3%	456	86.6%	69	79.3%	456	86.6%			

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2023

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

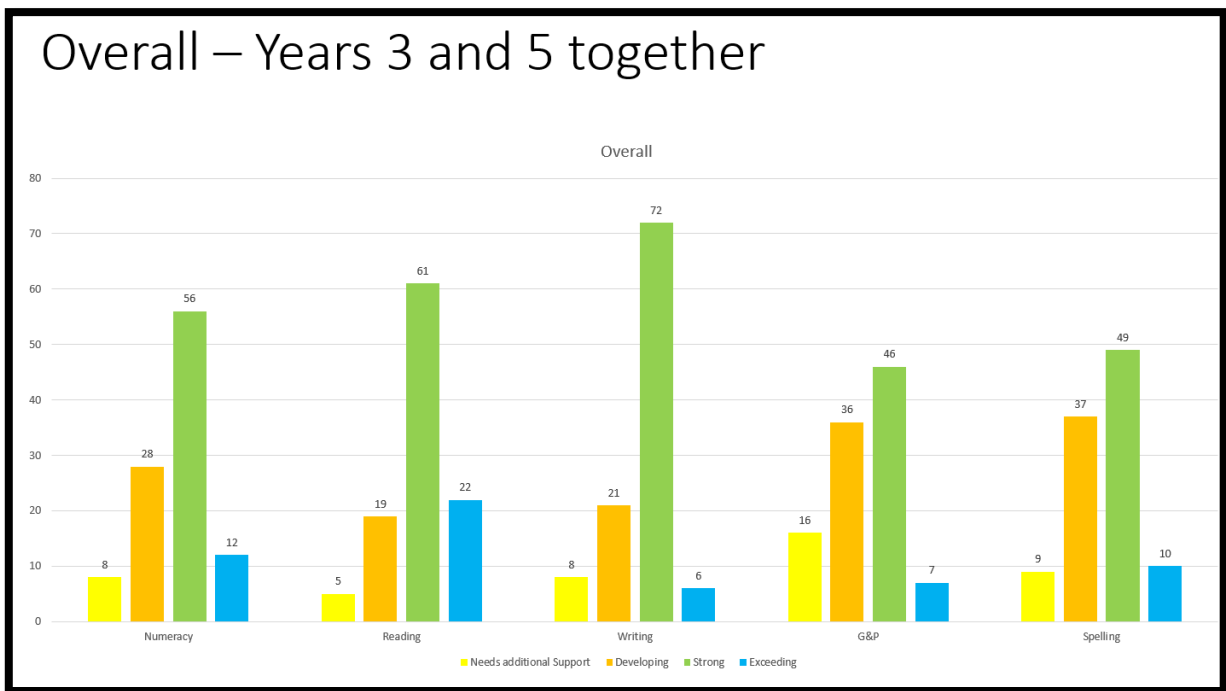
Whilst comparisons cannot be made with previous years due to the change in parameters for data collection, participation remained high, overall results exceeded the NT average in every area. Year 3 results exceeded the National average in Writing, Reading and Numeracy, and was equal to in Spelling and Grammar and Punctuation.

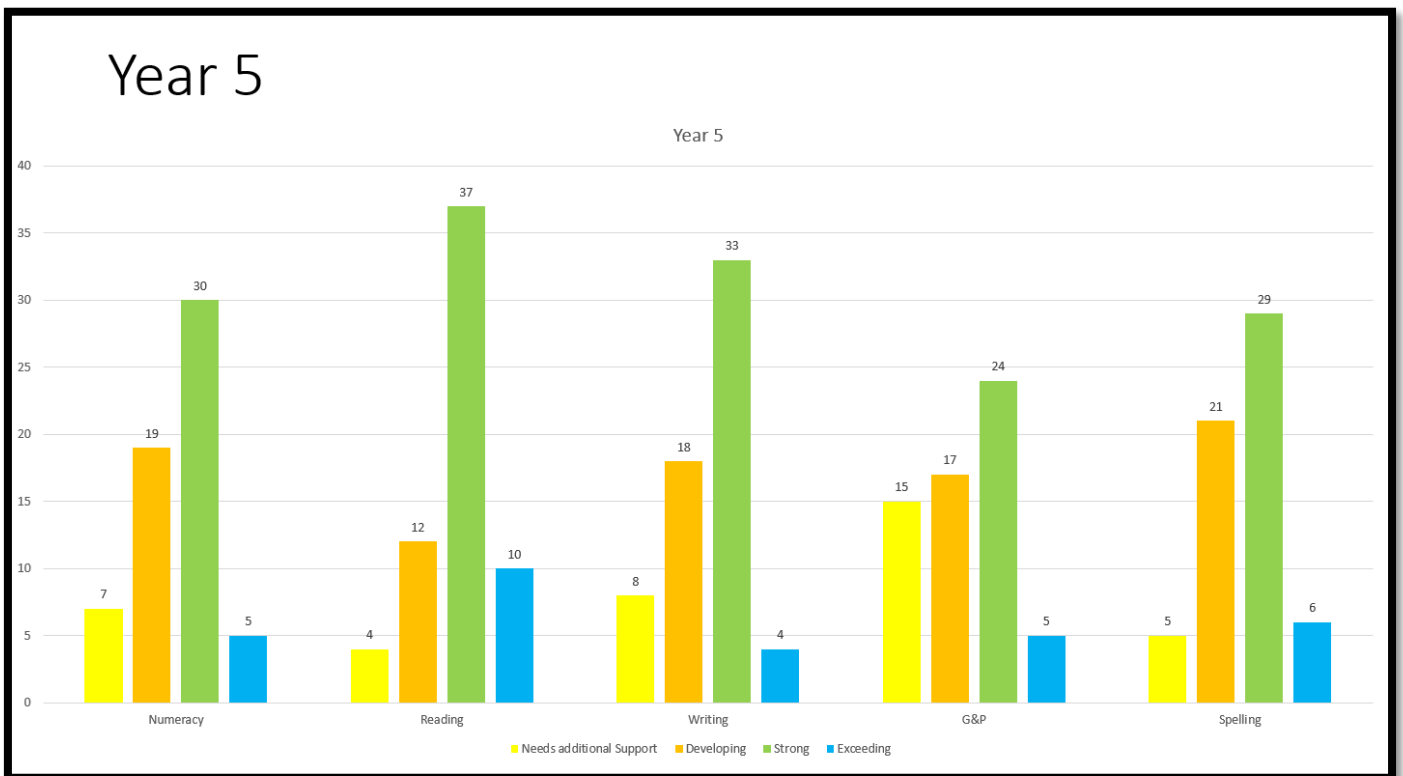
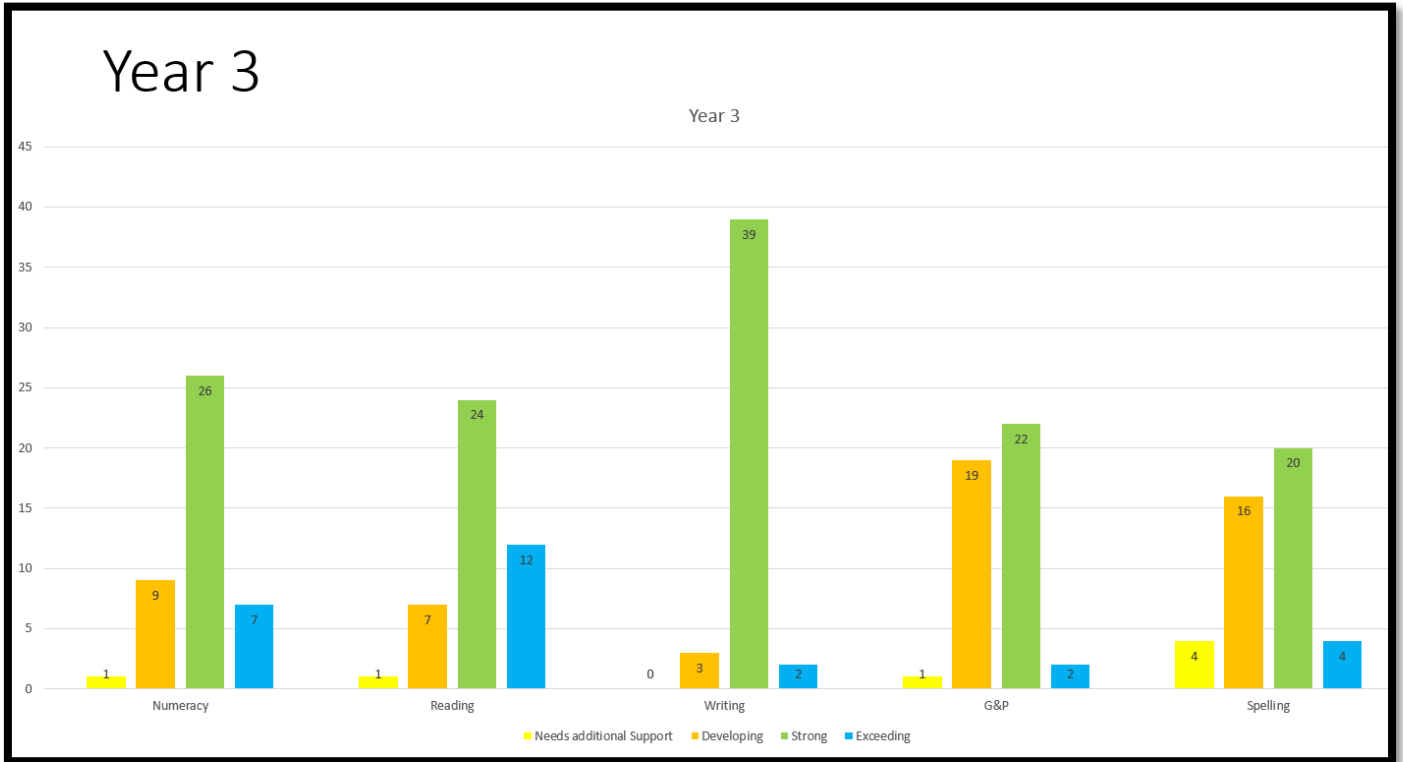
Year 5 was equal to the National average in Reading and just below in all other areas.

NAPLAN data indicates a need to focus on the fundamentals of literacy, including grammar, punctuation and spelling, as well as a need to be able to provide high-quality extension strategies to support more students to move from Strong to Exceeding, as well as high-quality intervention programs to support students in the lower two quadrants.

		Participating		Participating		Not Participating		Total Students	
		Exempt		Present		Absent			
		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%	44	96%	1	2%	46	100%
	Writing	1	2%	44	96%	1	2%	46	100%
	Spelling	1	2%	44	96%	1	2%	46	100%
	Grammar	1	2%	44	96%	1	2%	46	100%
	Numeracy	1	2%	43	93%	2	4%	46	100%
Year 5	Reading	1	2%	63	97%	1	2%	65	100%
	Writing	1	2%	63	97%	1	2%	65	100%
	Spelling	1	2%	61	94%	3	5%	65	100%
	Grammar	1	2%	61	94%	3	5%	65	100%
	Numeracy	1	2%	61	94%	3	5%	65	100%

READING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	431	330	2%	16%	80%
Year 5	496	427	6%	19%	76%
WRITING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	433	335	0%	7%	91%
Year 5	470	403	13%	28%	58%
SPELLING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	395	315	9%	36%	53%
Year 5	467	416	8%	34%	56%
GRAMMAR AND PUNCTUATION					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	413	328	2%	42%	53%
Year 5	464	424	24%	27%	47%
NUMERACY					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	423	337	2%	20%	75%
Year 5	473	416	11%	31%	56%





School Survey Results

School survey results still clearly indicate that some respondents do not fully understand the questions, or have not had clear communication around certain aspects of our work. While these responses are very minimal, they do provide us with further insights into how to effectively communicate our work, and share this work with all stakeholders.

Families' qualitative responses synthesised into some key areas used to inform planning for 2024.

- Strengthened/improved/more engaging /differentiated teaching and learning in literacy and Maths.
- Smaller class sizes.
- Smaller groups for intervention programs.
- Strengthened inclusion.
- Greater investment in Special Education Team - expertise/support staff to meet the needs of students who have academic and behavioural needs.
- Continued improvement in behaviour processes. (SWPBE)
- Opportunities for extension activities and programs for high achieving students.
- Continue extracurricular/enrichment activities.
- Greater investment in IT across the school. (IT in the school has not been addressed in many years and is at critically low levels).
- Wraparound services to support students and families. E.g. Allied Health support.
- Culturally responsive learning and activities that are representative of our place *and* our community.



Participation

RESPONSES

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

Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?

Students				Parents			Staff		
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses	Response rate	Year of survey	Number of responses	Response rate
2023	173	109	89%	2023	171	61%	2023	36	61%
2022	138	76	60%	2022	213	56%	2022	34	56%
2021	121	121	89%	2021	96	64%	2021	39	64%
2020	133	133	93%	2020	99	55%	2020	28	55%
2019	79	79	64%	2019	130	68%	2019	34	68%

2023 Responses	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	173	24	149	19	154	0	0	-	-	-
Parents	171	16	155	105	62	0	0	-	-	-
Staff	36	1	35	17	10	0	0	16	12	6

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

Most positive and least positive responses

HIGHEST / LOWEST

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

What are the areas of strength?

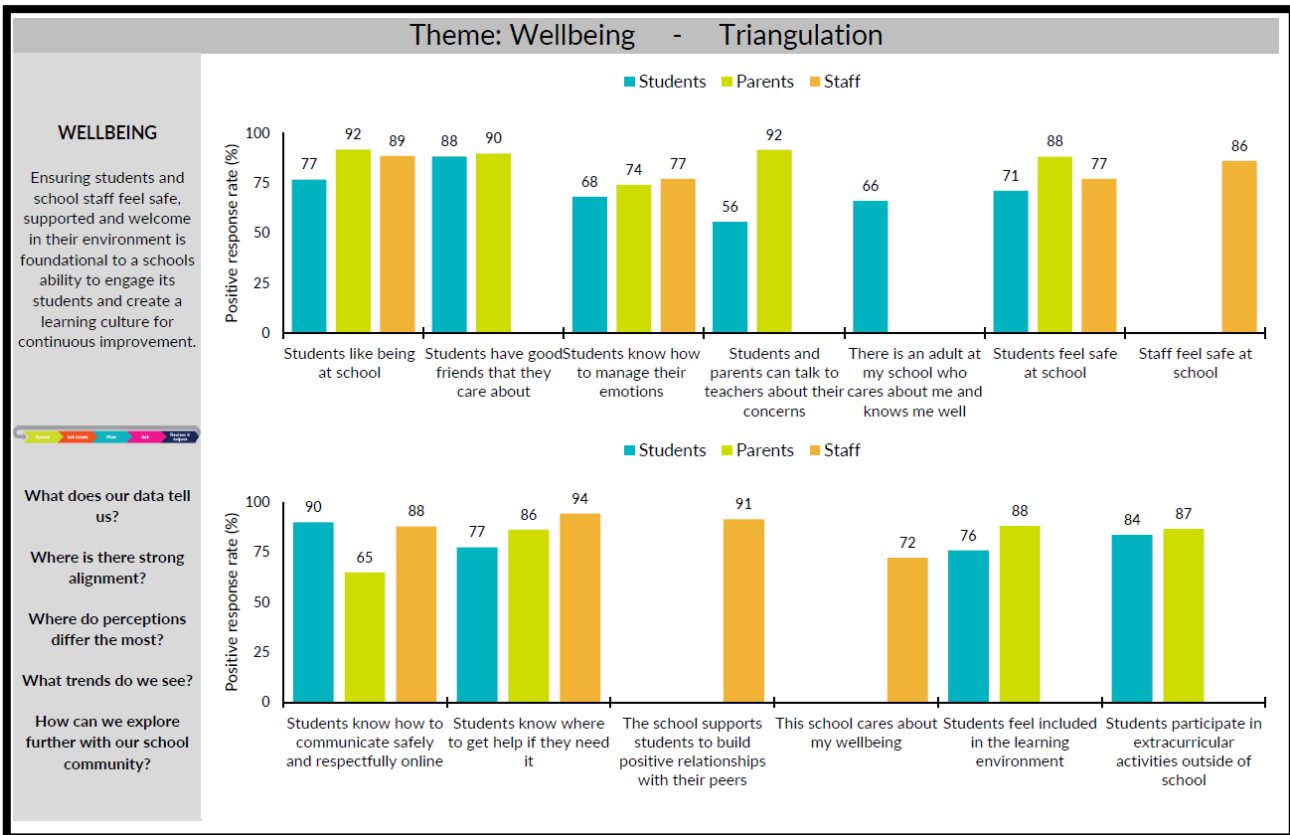
What are the opportunities for improvement?

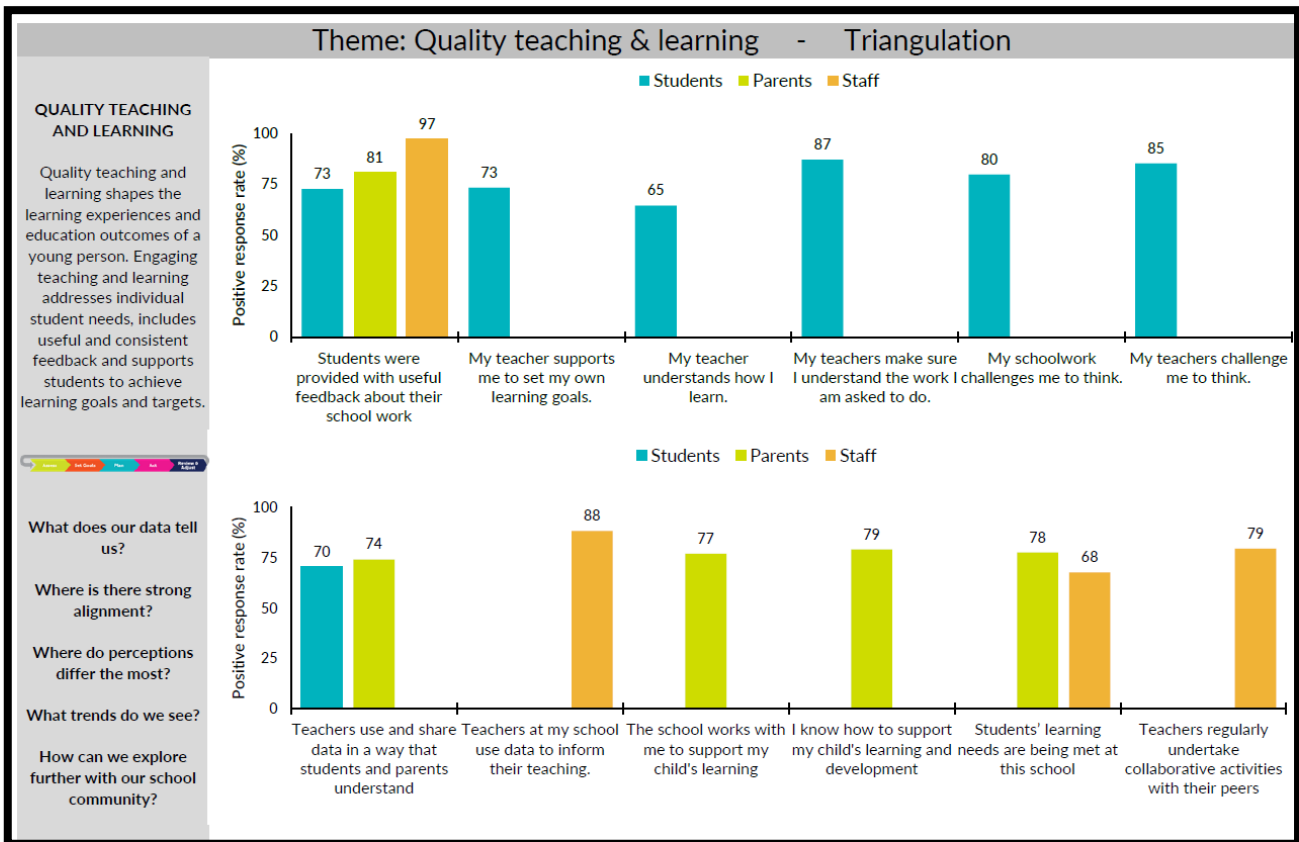
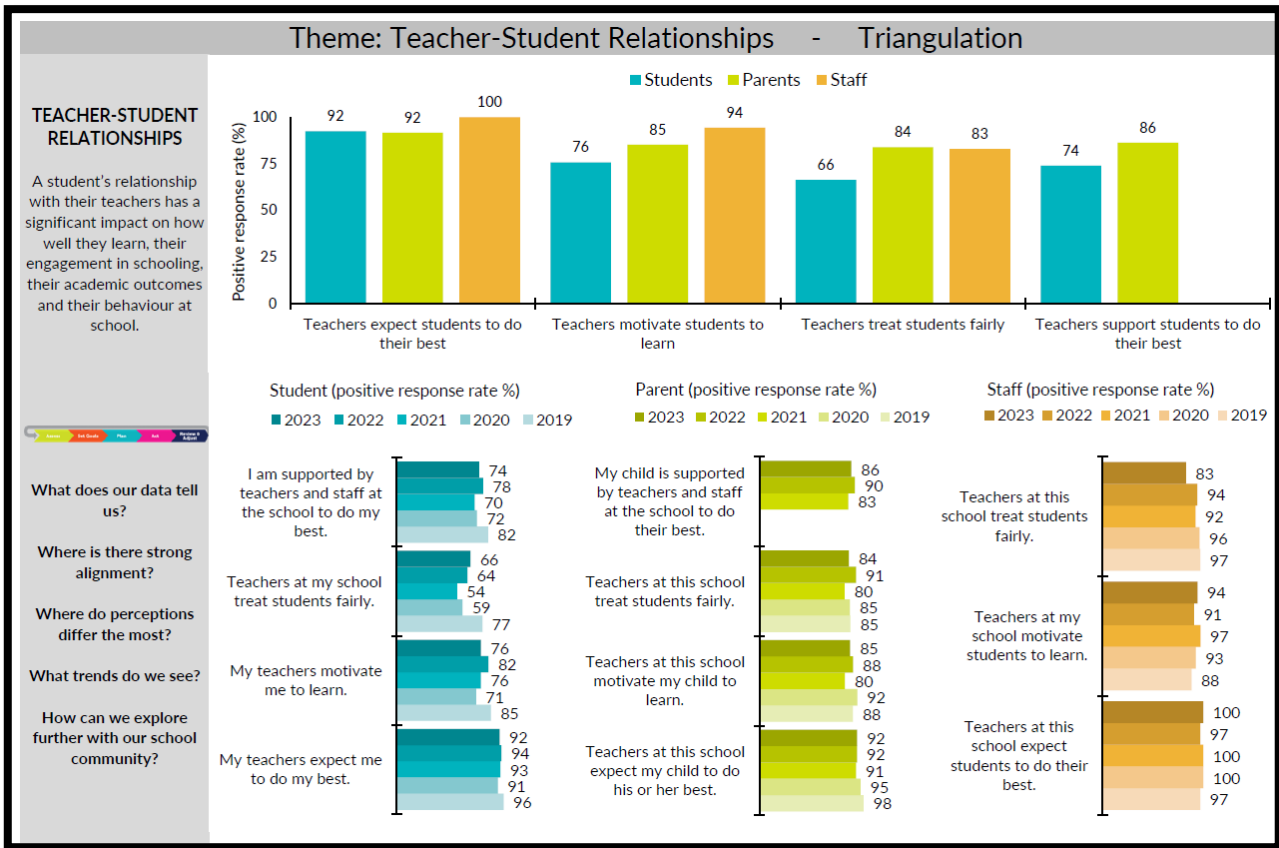
Are there similar themes across the survey groups; students, parents and staff?

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

Student			
	Most Positive items for 2023		Least Positive items for 2023
	My teachers expect me to do my best.	92%	Student behaviour is well managed at this school. 42%
	I know how to communicate safely and respectfully when I am online.	90%	My school takes students' opinions seriously. 53%
	I have good friends that I care about.	88%	I can talk to my teachers about my concerns. 56%
Parent/carer			
	Most Positive items for 2023		Least Positive items for 2023
	This school gives my child opportunities to do interesting things.	93%	I have opportunities to have a say in the direction of the school and its education programs. 61%
	My child likes being at this school.	92%	My child knows how to communicate safely and respectfully online. 65%
	I can talk to my child's teachers about my concerns.	92%	This school takes students' opinions seriously. 72%
Staff			
	Most Positive items for 2023		Least Positive items for 2023
	Teachers at this school expect students to do their best.	100%	The department supports our school to achieve its priorities. 47%
	Teachers at this school provide students with useful feedback about his or her school work.	97%	Student behaviour is well managed at this school. 51%
	This school has an inclusive culture where diversity is valued and respected.	97%	School's leadership understands how to build expertise in this school. 56%

Change from previous year (2023 v 2022)						
CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2023 vs 2022	Lowest ranking items	% point change	2023 vs 2022
<p>This table presents the first three and last three items when ranked in order of percentage point change.</p> <p>Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.</p> <p>Are the changes significant? How many responses do they represent?</p> <p>What are the areas of strength?</p> <p>What are the opportunities for improvement?</p> <p>Are there similar themes across the survey groups; students, parents and staff?</p>	Student					
	My teachers make sure I understand the work I am asked to do.	+10%	87% 77%	Once I plan to get something done, I stick to it.	-14%	58% 72%
	I plan to progress through school and finish Year 12.	+4%	80% 77%	There is an adult at my school who cares about me and knows me well.	-11%	66% 77%
	I know how to manage my emotions when I am upset.	+3%	68% 65%	My teacher understands how I learn.	-9%	65% 74%
	Parent/carer					
	I have opportunities to have a say in the direction of the school and its education programs.	+8%	61% 53%	Teachers at this school treat students fairly.	-7%	84% 91%
	I feel well informed about what is happening at the school.	+6%	87% 82%	Student behaviour is well managed at this school.	-6%	75% 81%
	This school takes parents' opinions seriously.	+3%	77% 74%	My child was well supported to start school this year.	-6%	83% 89%
	Staff					
	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	+21%	91% 71%	School's leadership understands how to build expertise in this school.	-18%	56% 74%
	I he school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	+19%	84% 66%	This school takes staff opinions seriously.	-18%	62% 79%
	Students are taught how to communicate safely and respectfully online.	+18%	88% 70%	Students feel safe at this school.	-17%	77% 94%



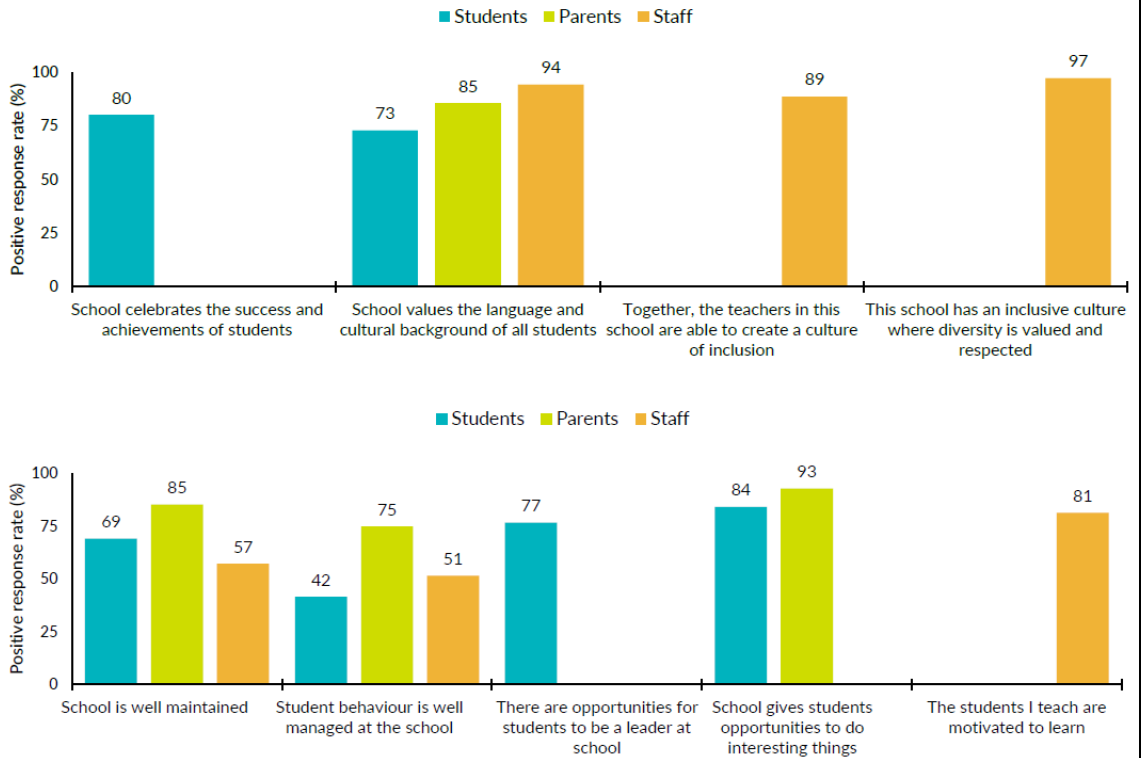


Theme: Positive learning environment - Triangulation

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?

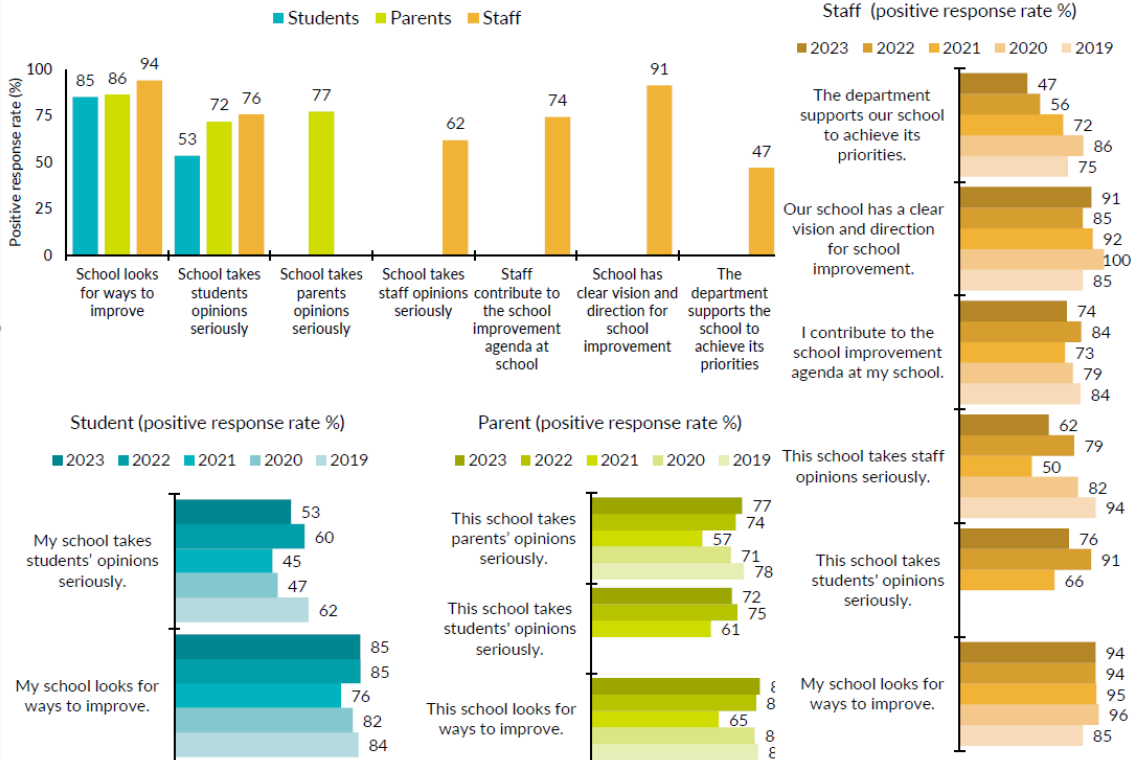


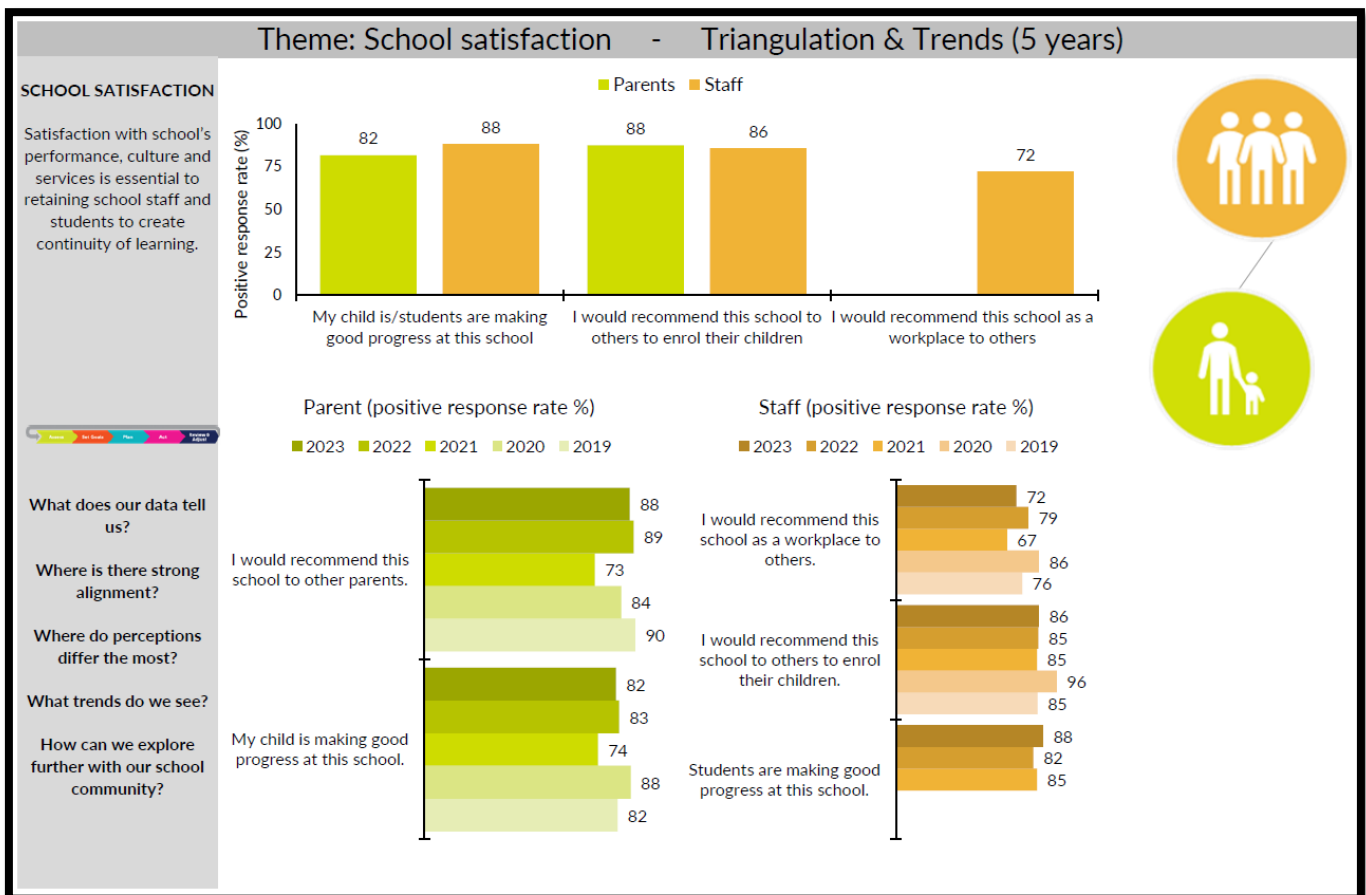
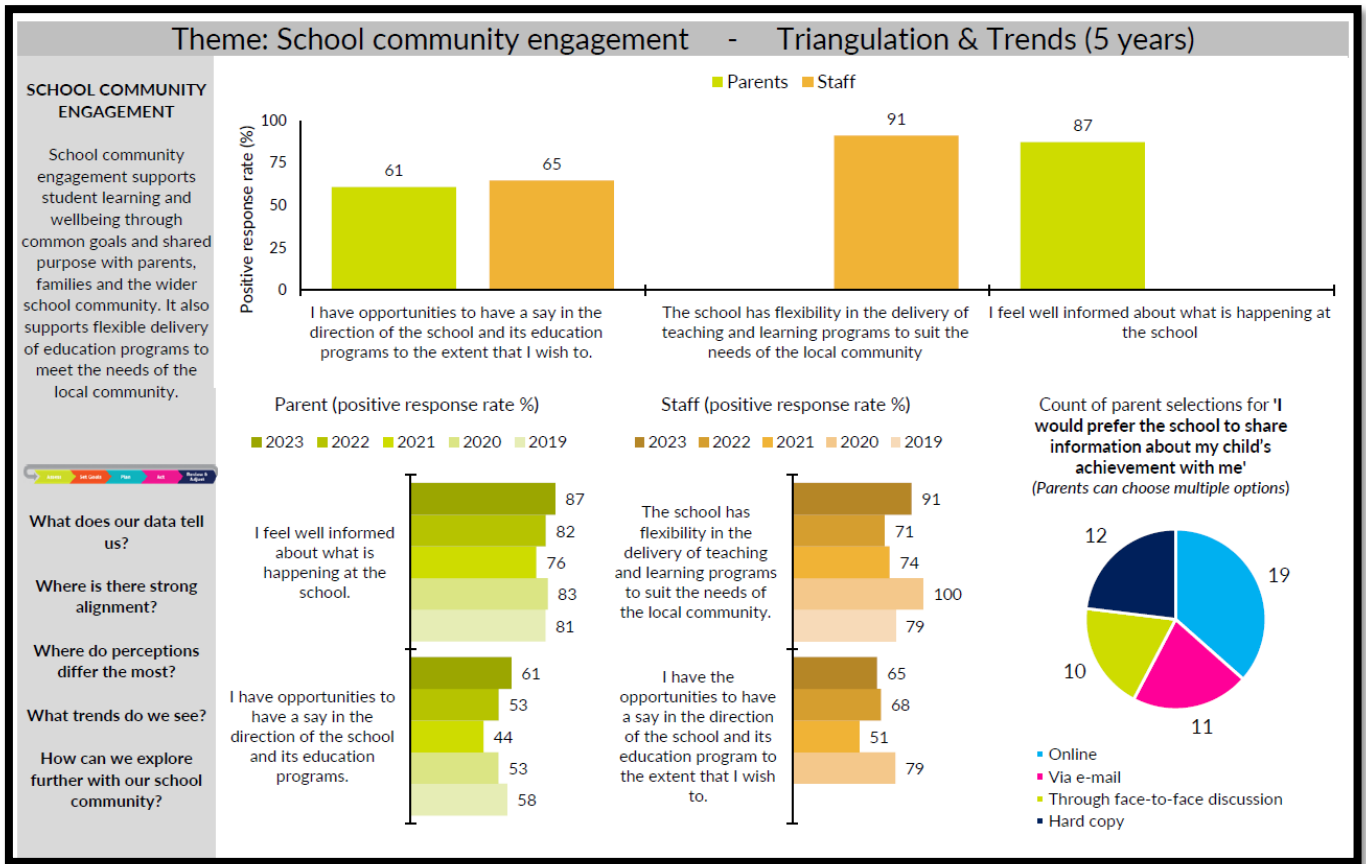
Theme: Shared vision & voice - Triangulation & Trends (5 years)

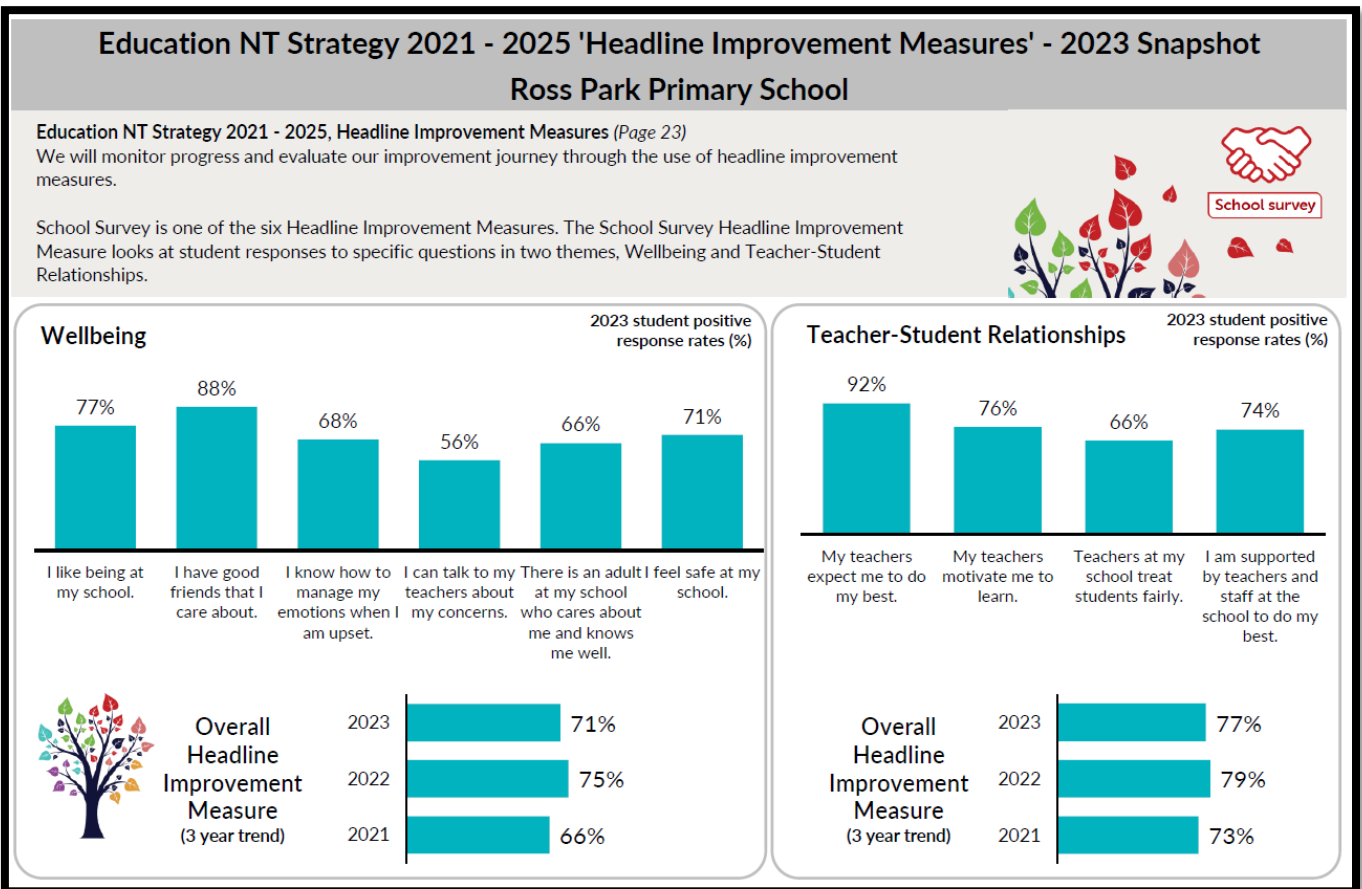
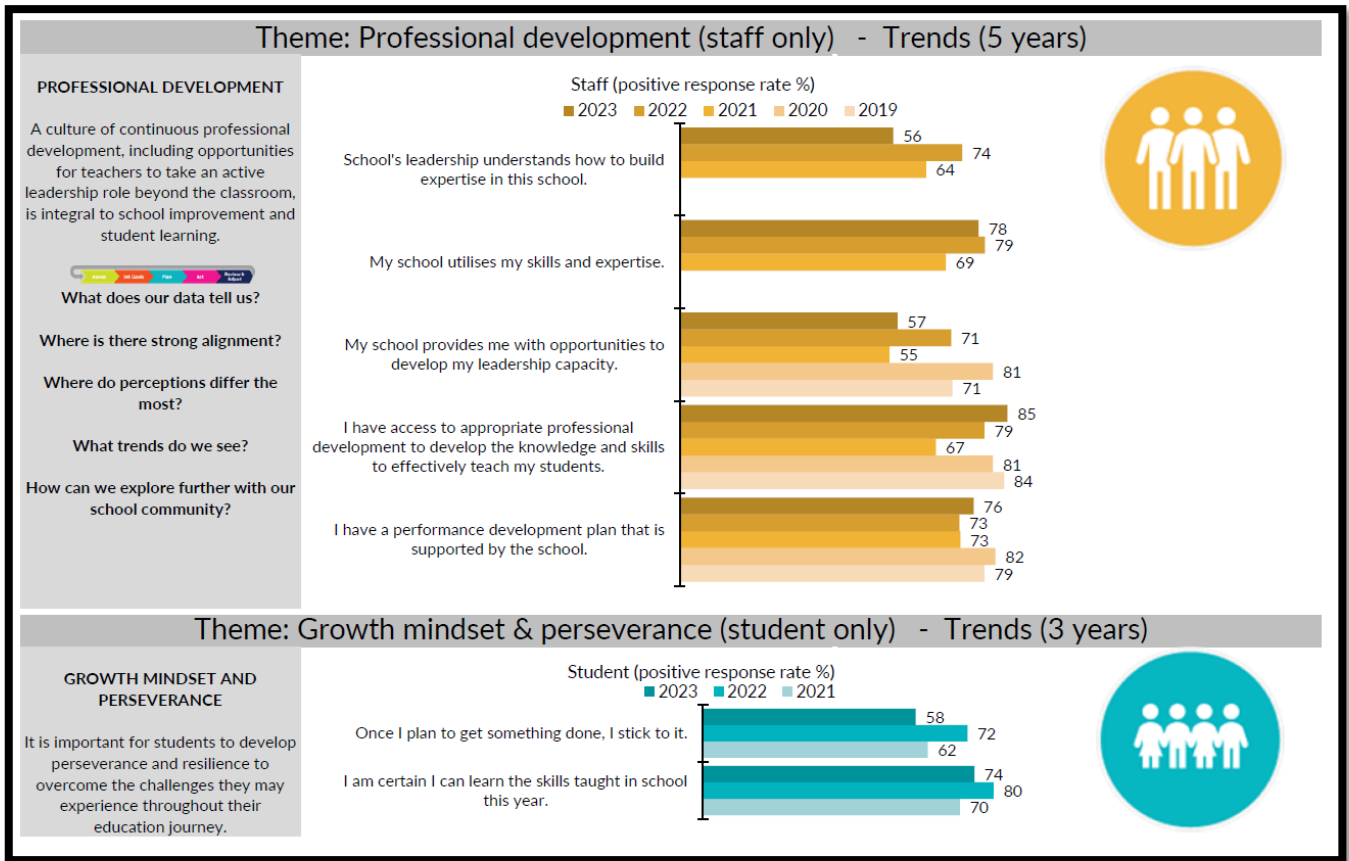
SHARED VISION AND VOICE

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

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







Audited Financial Statements

Independent financial audit was carried out by Clarity NT on 23rd January 2024 and is available for review.

Income

- Total income \$1,214,391.00
- Consisted of Semester 1 & 2 Funding \$864,794.00
- Student Welling Boost Grant and Sporting Schools Grant
- After School and Vacation Care hire agreement with Lil Antz resulted in \$18,000 income
- Fundraising efforts for 2023 raised \$20,075 for Rona Glynn Preschool and Ross Park Primary:
 - Easter raffle
 - Mother's Day raffle
 - RGPS Bake Sale
 - RGPS Tea Towel Sales
 - RGPS Art Show
 - Jingle in July
 - School Disco
- Parent contributions totaled \$35,000:
 - \$9,810.00 – RGPS which is approx. 55% of students
 - \$25,190.00 – RPPS which is approx. 65% of students

Expenses

- Expenses related to School Council employees (SESA's and Relief Teachers) wages, super and any leave entitlements – \$360,055.61.
- General expenses of insurances, stationary & copy room upkeep, first aid, audit fees, subscriptions and memberships, uniform stock, furniture - \$149,927.41
- Curriculum and classroom supplies - \$74,056.86
- Property management costs totaled \$443,406.69:
 - Essential Services \$187,923.20:
 - Electricity
 - Garbage services and pest control

- Security call outs
- Sewerage, septic, and water
- Cleaning contractor and hygiene consumables \$213,584.62
- Grounds maintenance, contractor, tree audit etc. \$41,898.87

Profit

- At the end of 2023 Ross Park Primary School Council had \$58,716.57 profit.

Receivable Summary:

- Awaiting Payment of \$5,760.00

Payables Summary:

1. Outstanding at 31st December 2023:
 - a. \$12,249.66

Cash & Accounts Position: As at 31st December 2023

CommBank Cheque Acct (Official Account)

Closing Balance: \$12,587.99

CommBank Business Online Saver

Closing Balance: \$256,367.76

Ross Park Primary School Council Treasurer

Leah Henderson

Auditors Report



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Ross Park Primary School Incorporated

ABN: 87 995 978 673

Special Purpose Financial Report

For the Year Ended 31 December 2023

ALICE SPRINGS - DARWIN

PH 08 8953 4440
FAX 08 8960 5555
1/70 Elder Street
Alice Springs NT 0870
PO Box 1533
Alice Springs NT 0871
admin@claritynt.com.au
www.claritynt.com.au
ABN 42 140 540 101

Liability limited by a scheme
approved under Financial
Standards Legislation.


Ross Park Primary School Incorporated

For the Year Ended 31 December 2023

The Ross Park Primary School has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

In the opinion of the Ross Park Primary School, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Ross Park Primary School Incorporated as at 31 December 2023 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Ross Park Primary School Incorporated will be able to pay its debts as and when they fall due.



Principal

Dated:



Chairperson

Dated: 26/2/2024



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INDEPENDENT AUDITOR'S REPORT

Ross Park Primary School Incorporated

For the Year Ended 31 December 2023

Independent Auditor's Report to the members of Ross Park Primary School Incorporated

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Ross Park Primary School Incorporated (the 'Entity') which comprises the Statement of Profit or Loss and Other Comprehensive Income for the year then ended, Statement of Financial Position as at 31 December 2023, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at 31 December 2023 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Qualified Opinion

1. It is not practical for the Council to establish accounting controls over revenue prior to its receipt and accordingly it is not possible for our examination to include audit procedures to extend beyond the amounts recorded in the accounting records of the Council. As such, we cannot be assured of the completeness of non-grant income disclosed in these financial statements.
2. The Council has recorded inventories held as at 31 December 2023 of \$108,706 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

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 Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (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 opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Entity to meet the requirements of the Northern Territory of Australia Education Act and associated Regulations. As a result, the financial report may not be suitable for another purpose.

Our opinion is not modified in respect of the above matters.



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INDEPENDENT AUDITOR'S REPORT

Ross Park Primary School Incorporated

For the Year Ended 31 December 2023

Responsibilities of Management for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the Northern Territory Department of Education as listed in the *Northern Territory of Australia Education Act* and associated Regulations and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Entity. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

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

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.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

Auditor's signature:

Claire Young, FCPA

Director, ClarityNT

Alice Springs-Darwin, NT

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**Ross Park Primary School Incorporated***For the Year Ended 31 December 2023*

Income	2023	2022
Commonwealth Grants - Via DOE	\$ 12,625.00	\$ -
Commonwealth Grants - Direct to School	\$ 4,716.79	\$ 5,110.67
Other Grants from DOE	\$ 920,931.25	\$ 977,951.34
Other Grants from NTG	\$ 54,561.98	\$ 90,999.53
Grants from External Third Parties	\$ 37,644.64	\$ 2,836.26
School Council Projects (SRB)	\$ 127,354.04	\$ 128,524.96
Student Activities	\$ 48,301.27	\$ 43,985.51
Interest Received	\$ 7,465.12	\$ 1,216.44
Receipts/Reimbursements from Other Government Schools	\$ 790.91	\$ -
Total Income	\$ 1,214,391.00	\$ 1,250,624.71
Expenses		
Employee Expenses	\$ 360,055.61	\$ 456,089.99
School General Expenses	\$ 149,927.41	\$ 139,254.34
Motor Vehicle Expenses	\$ 7,704.31	\$ 8,664.36
Student Activities	\$ 47,916.79	\$ 45,211.64
Student Information and Technology	\$ 4,834.47	\$ 6,545.76
Curriculum	\$ 74,056.86	\$ 82,701.77
School Non-Core Activities	\$ 22,330.99	\$ 34,481.14
Payments to Other Government Schools	\$ 700.75	\$ 939.40
Urgent Minor Repairs	\$ 38,106.95	\$ 51,595.72
Non Urgent Minor Repairs	\$ 5,100.00	\$ 8,408.74
Depreciation and Amortisation	\$ 1,533.60	\$ 1,533.60
Essential Services	\$ 187,923.20	\$ 184,498.66
Cleaning	\$ 213,584.62	\$ 236,768.05
Grounds	\$ 41,898.87	\$ 24,350.30
Total Expenses	\$ 1,155,674.43	\$ 1,281,043.47
Other Income		
Other Expense		
Net Profit / (Loss)	\$ 58,716.57	(\$ 30,418.76)

STATEMENT OF FINANCIAL POSITION**Ross Park Primary School Incorporated***As At 31 December 2023*

ASSETS	2023		2022	
Current Assets				
Cash At bank	\$	268,547.30	\$	294,040.79
Cash On Hand	\$	200.00	\$	393.55
Trade Debtors	\$	5,760.00	\$	-
Prepayments	\$	2,471.58	\$	1,573.81
Inventories	\$	108,706.78	\$	53,403.39
Total Current Assets	\$	385,685.66	\$	349,411.54
Non Current Assets				
Assets >\$10K	\$	4,760.02	\$	6,293.62
Total Non Current Assets	\$	4,760.02	\$	6,293.62
Total Assets	\$	390,445.68	\$	355,705.16
LIABILITIES				
Current Liabilities				
Deposits Held -3rd Parties	\$	3,638.93	\$	3,956.48
Trade Creditors	\$	12,249.66	\$	7,559.40
GST Liabilities	\$	1,377.56	\$	1,288.56
Other Accrued Expenses	\$	28,223.67	\$	10,964.16
Employee Entitlements<12M	\$	8,142.92	\$	5,744.57
Unacquit Grants	\$	3,658.35	\$	51,753.97
Total Current Liabilities	\$	57,291.09	\$	81,267.14
Non Current Liabilities				
Total Non Current Liabilities	\$	-	\$	-
Total Liabilities	\$	57,291.09	\$	81,267.14
Net Assets	\$	333,154.59	\$	274,438.02
EQUITY				
Opening Balance S/(D)	\$	274,438.02	\$	304,856.78
Current Year Profit / -Loss	\$	58,716.57	-\$	30,418.76
Total Equity	\$	333,154.59	\$	274,438.02

NOTES OF THE FINANCIAL STATEMENTS

Ross Park Primary School Incorporated

For the Year Ended 31 December 2023

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory Department of Education as listed in the *Northern Territory of Australia Education Act* and Regulations. The School Representative Body Members have determined that the School Representative Body is not a reporting entity.

The special purpose financial report has been prepared in accordance with the requirements of the Act and applicable Accounting Standards, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

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

(a). Inventories

Inventory is carried at cost value.

(b). Property, Plant & Equipment

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Representative Body's financial statements.

Capital Assets purchased by the School Representative Body are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

(c). Tax

The School Representative Body is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The School Representative Body is considered to be exempt from income tax under Section 50 of the *Income Tax Assessment Act 1997*.

NOTES OF THE FINANCIAL STATEMENTS

Ross Park Primary School Incorporated

For the Year Ended 31 December 2023

(d). Revenue Recognition

Income from parent contributions, uniforms, excursions, bookpacks and fundraising is recognised when the funds are received.

Grants and donations

Grants and donations are recognised as revenues when the School Representative Body obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

Revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

Urgent Minor Repairs (UMR) Funding

UMR funding is recognised as income upon receipt of funding.

(e). Employee Entitlements

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the School Representative Body's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The School Representative Body does employ staff directly, which is generally for positions such as tutors and relief teachers.

A Long Service Leave provision is only recognised for any School Representative Body employees that have been employed at the School on a continuous basis for at least 7 years.

(f). Going Concern Assumption

The School Representative Body is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.

(g). Subsequent Events

There are no subsequent events post balance sheet date.