Durack School

Annual Performance Report to the School Community

2014

Endorsed by Durack School Council at the AGM held on Tuesday, 17 February 2014

Wally Mauger
School Council Chairperson 2014 School Year.
School Overview

Our School
Durack School strives for Quality Teaching and Learning, Innovation and Equity. Our goals are to:

- Improve the academic achievement for our students with particular focus on literacy and numeracy.
- Provide an environment conducive for learning and maximising the wellbeing of students and staff.
- Provide teachers with the skills and knowledge for quality and innovative teaching and develop skills in students for quality learning.
- Maintain high attendance rates
- Develop a culture of leadership at every level.

Our Staff
37 members of staff included:

Teaching staff: 16 class teachers, 2 x Senior Teachers, Special Education Teacher, Assistant Principal and Principal. Two members of the teaching staff have been accredited as Highly Accomplished Teachers (HALT)

Support staff: Administration Manager AOS, Maintenance Officer, 4 x Full time AO2s, and 3 x part time AO2s as well as 4 x Special Education Support Assistants, a Defence Force School Transition Aide (DSTA), 3 X cleaning staff and a canteen manageress.

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. Preschool teachers and Preschool Assistants were assessed as having the appropriate qualifications to work in the preschool. In 2014 all teaching staff were experienced and had more than 3 years of teaching experience.

All permanent teaching staff were retained for the 2014 school year however during the year 3 teachers moved interstate (including a senior teacher) and one took maternity leave. This, along with a decrease in enrolments c.f. 2013, resulted in changes of roles and a restructure of classes in Semester 2. The attendance rate for all staff was 93.6%.

Our Students
The average enrolment was 368 which was considerably down on the average of 2013 (394) and 2012 (395). The number of Defence Force families located in the suburb decreased as the 15 year leases expired with the result that the number of families with primary aged students declined. 10% of the cohort was Indigenous, 9 % ESL and 25% from Defence Force Families. During the year there was a 38% student turnover with 76 new enrolments and 66 departures. 95 students were identified as having a special need eg diagnosis (Autism, ADD etc) learning difficulties, physical (allergies, visual, hearing etc)

Our School Community
The YMCA provided after school care and vacation care for students. Durack School is a Teaching School and 8 pre-service teachers undertook teaching practice at the school. We were well supported by an active school council, the local MLA and by parents both within classes and in school community events.
Principal's Report

In 2014 the achievement of staff and students were impressive.

Attendance rates remained high although there is a slight decrease from 2013. There was a reduction in un-notified absences as a result of the change in the follow up process.

The performance by students in years 3 and 5 improved in most areas in NAPLAN assessment.

- Year 3 students did particularly well showing improvement from previous years in all areas except writing where the 2013 standard was maintained.
- Year 5 students improved in Grammar, Numeracy and Spelling.

The Durack Pedagogical Framework was further developed and used as a tool for reflection in Teacher Performance and Development Plans and in classroom walkthroughs.

Teachers focused on making the learning intentions and the success criteria clear and giving productive feedback. John Hattie’s Effect Size was used for the first time to monitor student progress.

Allowing time for sharing professional knowledge resulted in very regular professional development for staff throughout the year. For the first time a Special Education Support Assistant presented to teachers information on a program she was implementing and the outcomes for students.

A second language, Japanese, was introduced to the school for the first time for students in years 3 to 6 and proved very successful. Durack Preschool was selected to participate in the 2015 National Early Learning Languages Trial.

A strong focus on Science resulted in Durack School students top spots in the CDU Science Competition and the NT Science Teachers Awards.

A partnership with the CDU resulted in CDU students undertaking a coaching course working with our students in PE lessons. This was a great success for all concerned.

Durack Students once again participated well in school events such as the BEAT festival and PARCS regional sports.

Successful events included the Wheel-a-thon, Spell-a-thon, Open evening and middle primary and upper primary camps.

The facilities were improved through the construction of a new preschool classroom, the erection of shade structures and works to improve drainage.

The school council once again gave tremendous support throughout the year taking a real interest in current educational trends as well as participating in policy development, decision making and fund raising.

Durack parents are to be commended for their commitment to working together with the school to improve the outcomes for students. We are exceptionally lucky to have very professional and dedicated staff members who constantly strive to do their best for the students in their care.

Sheila Delahay
Teaching and Learning

National Assessment Program Literacy and Numeracy (NAPLAN)

The NAPLAN results for 2014 are included in Appendix A

Overall our students achieved well in the 2014 NAPLAN testing showing an improvement over previous years.

Year 3
- 93% of Year 3 students participated – 2 were withdrawn and 1 was absent
- Year 3 students achieved well above the Australian Mean Score (AMS) in Grammar, Numeracy, and Reading and very close to the Australian Mean Score in Spelling and Writing.
- There was an improvement in Mean Scores for all areas or literacy and numeracy in comparison with the AMS except Spelling where the difference of 5 points was maintained.
- The % of students achieving in the national top 20% improved in all areas with 56% in Reading the highest, and 39% in Writing the lowest. 10% or less achieving in the low bands except spelling where there were 17%.

Year 5
- 100% of Year 5 students participated
- Year 5 students came closer to the AMS in numeracy, maintained the same level as in 2013 in Grammar and Spelling however showed a drop in the level of achievement in Writing and Reading.
- The % of students achieving in the high bands, although not as good as year 3 students, was still above 20% in Grammar, Reading and Spelling with 17% and 12% in Numeracy and Writing respectively.
- The Mean Scores for both Year 3 and Year 5 students in Literacy and Numeracy were well above that of the average of all NT Schools’ Mean Scores.

It is difficult to use NAPLAN results to determine the impact of teaching and learning due to the high turnover of students and the small number of students who participated in NAPLAN in both Year 3 and Year 5. Of 41 Year 5 students, 20 participated in NAPLAN testing in Year 3. Results showed that for Writing and Reading the average mean score for these students was greater than the average mean score for the whole Year 5 cohort. For Spelling, Grammar & Punctuation there was no significant difference. For Numeracy the whole cohort average mean was higher indicating that new arrivals had lifted the Numeracy score but lowered the Writing and Reading Score. The majority of new arrivals were boys.

On Demand assessment was once again used to complete standardised assessment for students in targeted areas in English and Maths. The data supported teacher judgements and identified gaps in learning. This information was used by teachers to modify teaching and learning programs.

The Australian Curriculum was followed in English, Maths, Science, Geography and History. English and Maths Curriculum into the Classroom (C2C) units of work were adopted and adapted to suit the class context and resources. In English Year 5/6 teachers wrote their own units of work following the Australian Curriculum.

Japanese was introduced to students in Years 3 to 6 for the first time in 2014 and has proved very popular with students. They enjoy learning a foreign language and about a different culture. The program has been greatly enhanced by the enthusiasm and expertise of the teacher. The highlight was a day visit by Japanese exchange students.

30 Students (self-selected) from years 3 to 6, participated in the Australian Maths competition. Results: 2 distinctions and 10 Credits.
Durack students participated in the CDU Science competition gaining 1st & 3rd place (Junior Division) and 2nd place (Upper Primary Division). In the NT Science Teachers Awards students achieved 1st, 2nd and 3rd (Junior Division) and 2nd (Upper Primary Division).

The Preschool underwent the National Quality Standard assessment and rating process in week 9 of term 4.

**Student learning and achievement was supported through:**
- High attendance rates and an environment conducive to learning.
- Consistent programs - Jolly Phonics & Jolly Grammar in the Early Years and Words Their Way in Years 3 to 6.
- Focus on Pedagogy: Explicit teaching, Learning Intentions & Success Criteria, Feedback, Inquiry approach, student goals and differentiation.
- Early Childhood programs supporting the development of literacy ie Parents & Teacher Targeting Every Reader, Sensory Motor and Readiness for Learning.
- Visiting Authors, Financial Literacy program, CSIRO Program, Competitions

**Achievements against Goals for 2014**
- **Goals reviewed due to improved NAPLAN results to be at or above National Average.** This was achieved in year 3 in Grammar, Numeracy and Reading.
- **Writing improvement with focus on paragraphing, sentence structure and text structure.** The gap between the Australian mean and the school mean for Year 3 students narrowed to 4 points. The gap for Year 5 students had increased. Writing will be a continuing focus.
- **Collecting useful and meaningful data as tools for teaching and learning and measuring the impact of learning – On Demand testing and Words Their Way (WTW) spelling inventory were used however it was found that the WTW inventory was not useful for measuring teaching effectiveness.** PAT assessment will be used in 2015.
- **Second layer development of pedagogical framework –** Developed to the stage of final modification in 2015.
- **Professional learning in engaging students in cognitively complex tasks involving hypothesis generation and testing** - Teachers in the primary years focused on using the inquiry approach and using hypothesis to test assumptions

**Areas Identified for Development in 2015**
- Teachers implementing the pedagogies and practices gained through John Hattie’s Visible Learning
- Using standardised assessment to identify the effectiveness of teaching during each school year.
- Writing – sentence structure and spelling and for year 4 to 6 challenging them to think and write at a higher level.
- Reading - focus on Years 3 to 6 students focus on reading for learning after learning to read.
- Talented children are challenged and extended through participation in challenging learning experiences.
- Follow up the recommendations from the National Quality Standard Assessment and Rating report for the preschool.
- Introduction of Japanese to Preschool students through participating in the Early Learning Language trial.
Wellbeing

Average Attendance Rate:
School 92.8%  Preschool 92.4%  Primary 92.9%

For the first time the average attendance has slipped below 93% although the Preschool attendance rate has improved. The decrease may have been due to the high number of absences due to flu like symptoms and illness in the years 5/6 area after returning from the Adventure Bound Camp. Families taking holidays in school time may also have impacted.

Turnover The mobility rate was 38%. There were 76 new arrivals during the year and 66 departures with arrivals interstate and departures due to families relocating into or out of Palmerston with the majority arriving from, or moving to, an interstate destination.

Behaviour 1 student was suspended and there were very few serious behaviour incidents. An indication of the safe and settled school environment was that the ‘Back on Track’ room (where children spend time at lunch time to reflect on behaviour) was not used in 2014.

People who supported the wellbeing of students:

- The Regional Attendance and Truancy Officer followed up all cases where the attendance rate fell below 80%.
- The NT Police Youth Engagement Officer was very active in building relationships with students and families and followed up incidents with informal chats to children when required.
- The Defence Force School Transition Aide supported students from ADF Families to transition into and out of the school as well as providing recess and lunch time activities and support in classrooms.
- Special Education Teacher and Special Education Support Assistants who support students with special learning needs in classes.
- The Student Leadership Council and House Captains and the coordinating teachers who organised weekly lunchtime activities as well as a parent organising weekly sporting activities. ‘Buddy’ Classes also provided a ‘big’ friend for younger students.
- A parent who organised weekly games for students on the oval.

Programs and events which enhanced the wellbeing of students:

- The You Can Do It program and Child Protection Curriculum which are embedded in the school. Signs re the school’s vision and values were erected in the assembly hall.
- Instrumental music program and school choirs.
- Student gardening, conservation and recycling programs.
- Participations in competitions eg Science competition, Palmerston Senior College Art Exhibition.
- Participation in educational excursions, performances and workshops eg Year 5/6 Adventure Bound Camp, Year 3 and 4 sleep overs, Musica Viva, Peter Coombe
- Participation in school and community events such as ANZAC Day Ceremony, Palmerston ANZAC Day Ceremony and march, The BEAT festival, Sports Days, Regional Sports Try Days, discos, wheel-a-thon, Mufti days, Palmerston Carols, Harmony Day, Conservation programs etc

Student leadership opportunities

Student Leadership Council, House Captains, Comparing Assemblies, Canteen helpers and library monitors. For the first time the SLC were not elected but the opportunity was given to all those interested to attend for a trial period of 1 term. Those who were committed were then formally elected to the SLC. This allowed students new to the school as well as those with leadership skills or aspirations to have the opportunity.
School Staff
Attendance rate for 2014 = 93.6% Semester 1= 95.8% Semester 2 = 91.4% There was a decline in the attendance rate in Semester 2 due to flu, carers leave and support staff taking LWOP. All staff participated in the Performance Review process which included coaching conversations and, for teachers, classroom observations. Satisfaction of staff was maintained. 4 teaching staff left during the school year due to 3 relocating interstate and 1 taking maternity leave. All permanent staff who ended 2014 at Durack continued into 2015.

Professional Learning
Professional learning was built in component of staff meetings. Staff reported back on workshops they had attended as well as what was working well in their classes etc. All teachers gave a presentation throughout the year. For the first time a Special Education Support Assistant gave a presentation to teachers on the program she was using with students and its effectiveness.

- Individual staff attended Network meetings eg Principals’ Business Days, Assistant Principals’ Business Days, Admin Managers meetings, Preschool Association meetings, Professional association events etc
- A professional learning day was organised to further develop the Durack Pedagogical Framework.
- Conferences included the Australian Literacy Educators Association National Conference (5 staff) and the DoE Leaders’ Conference.
- Leadership team members attended workshops eg Global budgets, Workforce Planning, IPS, Marzano’s The Art and Science of Teaching, Asia Capable Schools, 2 staff members attended National Initial Teacher Education Accreditation Panel Training and the AP sat on a panel.
- PL all staff included: Child Protection & Mandatory Reporting, School Policies and procedures, WH&S
- Cooperative planning days organised for teachers
- Other PL included NQF consultation, Jolly Phonics, Grammar, Words their Way, the BEAT, anaphylaxis training, Clicker 6, NAPLAN Preparation, Aitsl Classroom practice Continuum, Short Term Memory, Moderation, Inclusive learning environment for learning disabilities etc

Achievement against Goals for 2014
1. Further develop in school collegial learning for staff – this was achieved through allowing time in PL days and staff meeting.
2. Continue to focus on the Durack School Values and the You Can Do It Keys to Success to maintain an environment conducive to learning. Achieved - There was a decline in suspensions and major incidents.
3. Aim to achieve and attendance rate of 94% or above (in normal conditions). Not achieved and will be a continuing focus.
4. Maintain high levels of satisfaction from parents, students and staff. High levels of satisfaction have been maintained as is evident in perception surveys.

Goals for 2015
- Improve the attendance rate to near our goal of 94% where possible by continuing to follow up all high absences rates and stressing the importance of attendance to parents.
- Further improve the opportunity to share professional learning by allow more time at staff meetings through restructure - moving organisation of events to another day.
- Support the wellbeing of students by providing challenging and innovative programs for those who have a talent.
Participation, Transitions and Pathways

Durack School did not receive supplementary funding for programs such as the National Partnership.

**Students turnover** 2014 = 38%  2013: 43%  2012 = 46%  2011 = 44%

Turnover has decreased mainly due to the decrease in the number of Defence Force Families located in Durack. There were 76 new arrivals during 2014 and 66 departures with arrivals interstate and departures due to families relocating into or out of Palmerston with the majority arriving from, or moving to, an interstate destination.

**Orientation to Preschool**
- New enrolments to preschool had an opportunity to visit the preschool prior to commencement.
- Orientation session for families prior to commencement.
- In cases where there is a special need a transitional program is organised where a child and parents spends a short time in the classroom on a number of occasions before commencement.
- Parents are encouraged to stay and settle children at the commencement of the day and shorter days organised initially for those who struggle with the full day.

**Preschool to Primary School**
Activities such as the 'Readiness for Learning' program, where preschool students participate in activities with transition students and their teachers once a week, are designed to ensure that preschool students have a smooth entry from preschool into fulltime schooling. Preschool students participate in assemblies, library visits, sensory motor activities, sports day and selected whole school events.

Of the 2014 preschool cohort of 55, 42 entered Transition classes at Durack, 5 went interstate, 1 to private schools, 5 to other NT DoE schools and 2 unknown.

**Primary School to Middle School**

**Year 5 to Year 6**
3 students commenced Year 6 in a private school all others continued on to year 6 at Durack with the exception of a couple moving interstate.

**Year 6 to Year 7**
7 Year 6 students participated in the Gifted and Talented Program offered by Rosebery Middle School. The students were enthusiastic in their feedback. Year 6 orientation to Middle School included an information session presented by the Principal of Rosebery Middle School followed up by an orientation visit to the school. Students were impressed with the range of programs offered.

Of the 2014 Yr 6 cohort (22 students): 8 enrolled at Rosebery Middle School; 2 enrolled at other NT Government Schools; 5 to Private schools; 5 relocated interstate, 2 unknown. Enrolments to RMS since 2010 are as follows

Due to the small 2014 Years 6 cohort there the small number for 2015 is to be expected.

**Students entering the school**
To allow appropriate teaching and learning to be implemented as soon as possible after a student commenced at the school, the following strategies were in place:
- Parents interviewed on enrolment of students.
- Screening on entry by the class teacher for speech, reading, writing and maths
- At risk students referred to the Special Education Teacher and the referral process commenced with further actions being: student catered for by class teacher through differentiation; in class support; withdrawal for small group programs.
The Special Education Teacher continued to work closely with teachers and parents in developing Education Adjustment, Support and Behaviour for relevant students. DOE funding supported the employment of Special Education Support Assistants (SESAs) to assist 9 students with diagnosed disabilities. School funding provided support for other students with undiagnosed learning and/or behaviour difficulties. iPad apps were used by students to further support their learning.

In 2014 Durack School received funding to employ a Defence School Transition Aide (DSTA). The DSTA is dedicated to easing the students’ transition from school to school. The DSTA assists both children and parents to establish networks to ease the isolation from family and friends. The DSTA organised activities such as lunch time activities for students, coffee mornings for parents, assisted in classes and played a large role in organising the ANZAC Day celebrations.

‘Buddy’ classes, House Captains, Vice Captains and Student Leadership Council supported the wellbeing and participation of students in their journey through the school.

**Achievement against Goals for 2014**
- *Review the Durack Gifted Policy and processes to bring into line with the DoE requirements*. This was completed.
- *Promote on online professional development for teachers eg autism, ADHD*. This was will be an ongoing focus. Teachers & SESAs attended workshops and presented back to staff re autism and ADHD.
- *Using Data effectively to monitor improvements*. There was an improvement in the number of students in year 5 retained to complete the primary education at Durack rather than move to a private school early for the middle years.

**Areas of focus of 2015:**
- Review the orientation process for new students to the preschool and school
- Focus on quality programs in year 5 and 6 in order that we do not lose our year 6 students to private schools.
- Maintain close relationships with Rosebery Middle School and continue to promote the school.
Partnerships

PERCEPTION SURVEYS
The results of the perception surveys and NAPLAN results were sent to all parents.

PRESCHOOL PARENT PERCEPTION SURVEY: Only 14 families responded. 100% of responses expressed a high satisfaction level with the preschool.

<table>
<thead>
<tr>
<th>Preschool Parent Perception Survey</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Sometimes Satisfied</th>
<th>Never Satisfied</th>
<th>Can't Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>the preschool program</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>the quality of teaching your child receives</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>the encouragement your child receives</td>
<td>86%</td>
<td>14%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>your child's progress at preschool</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>being able to easily find out about your child</td>
<td>86%</td>
<td>14%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>the information provided about preschool</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>the happiness of your child at preschool</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>preschool inclusion in whole school activities</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall satisfaction with the preschool</td>
<td>92%</td>
<td>8%</td>
<td>92%</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

There were no real areas of dissatisfaction noted.

Focus areas for 2015:
- Parents gaining information about preschool
- Parents easily finding out information about their child
PRIMARY SCHOOL PARENT PERCEPTION SURVEY

55 families responded.

Satisfaction level

- 100% of parents were very satisfied or satisfied with the school.
- 98% were very satisfied or very satisfied with the educational progress of their child/ren.
- It was pleasing to note the continued high level of satisfaction with the school.

The responses are evidence of the welcoming and safe school environment as well as the positive relationship between parents and class teachers.

Focus area for 2015

- develop students' interests and talents
YEYR 3 TO YEAR 6 STUDENT PERCEPTION SURVEY

140 students participated

For the first time Year 3 students were included in the Student Perception Survey. The satisfaction level was higher in the younger year levels than the upper primary years perhaps a reflection of the development of critical thinking skills and students looking more to Middle School, however the majority of responses were positive ie always or almost always.

The most positive response was 'My teacher knows about what they are teaching'.

'My teacher tells me how I am going' is lower than other responses although 62% responded always or almost always to this question with 28% sometimes and 4 students giving negative responses.

Focus for 2015 Giving productive feedback and children knowing what they are learning, what is the success criteria and what they need to do to get there.
Partnerships which benefited the wellbeing of our students

Partnerships included COPAL, YMCA OSHC, NT School of Music, NT School of Languages, and CDU. Durack School is a Teaching School for CDU pre-service teachers. The CDU partnership developed further last year with CDU students participating in coaching courses running PE programs for Durack Students and the involvement in the CDU Science and Engineers competition. The local MLA and Palmerston City Council member assigned to Durack School provide valuable support to our school. The school worked in partnership with the Palmerston City Schools in a number of initiatives. Financial literacy sessions presented by the Commonwealth Bank were run for our Year 5/6 classes.

School Council

10 School Council meetings were held not including the AGM or the end of year dinner. Council monitored school finances, reviewed policies, investigated current educational trends (Global Budgets, IPS etc), researched grant opportunities, coordinated community and fundraising events, provided input into upgrade of facilities. The success of the community Wheel-a-thon was a result of partnerships between the School Council, School Staff, COPAL, Youth Engagement Officer, SLC, Palmerston City Council, the local MLA and wider school community.

Un-notified Absences

Un-notified absences were reduced from 24.8% of absences in 2013 to 20% of absences in 2014.

Parent Information Sessions included:

- Orientation session for new families and Meet the Teacher Evening.
- Open Evening where students take their parents on a tour of the classroom and share what they have been learning.
- Adventure Bound Camp information session for parents of Year 5/6 students.
- Cyber safety information session.
- Presentation of NAPLAN results

Achievement against Focus areas for development / improvement in 2014

- Using data to give feedback to students on their progress. Students knowing what they need to improve and what they need to do to improve Teachers used data such as On Demand assessment to give feedback and assist students to identify what they needed to improve and what they needed to do to improve in order to set goals for improvement. This will be an ongoing area of focus for 2015.
- Upgrading the Durack School Website. This was not achieved but is targeted to be completed in Term 1, 2015.

Focus areas for 2015

- Reduce the number of un-notified absences to 15%
- Further develop partnerships with bodies which will enhance outcomes for our students.
Leadership

The preschool underwent the assessment and rating process against Quality Standards in Week 9, Term 4. This provided a leadership opportunity for the Early Years Senior Teacher and preschool staff.

With staff support and strong support from parents and School Council the school applied Independent Public School status. The school was unsuccessful in achieving this however positive feedback was received and consideration will be given to applying in 2015 with the support of the school community.

Other areas of leadership included:
- Schools moderation profile Leading the moderation process at Durack School
- Pedagogy - development of the pedagogical framework, presenting good practice in pedagogy
- Coordination of the CDU Pre-service teachers
- 2 teachers were on the organisation committee for the 2014 ALEA conference
- All teachers took a part in sharing professional learning.
- It review and trialling IT initiatives.
- Planning and preparing the 2015 Global Budget and Workforce plan.

WH&S

The WH&S Committee Meet twice a term. Safety Checklists were completed as regulated and actioned where required. WH&S was on the agenda for staff meetings.

Financial Management
- The Finance Committee met monthly to review the budget etc. The Finance Committee reported, to the school council at each School Council meeting.
- The Budget was aligned with the AOP.
- The Auditor’s report confirmed the school’s accounts were correct and that internal control procedures were excellent with no recommendations for improvements.
- The essential services funding was closer to the cost and we had reduced our use of electricity in comparison with previous years. (See Attachment D) Savings in other areas enabled the school to be in a financially healthy position by the end of the 2014 year.

Facilities – in 2014 the following improvements were made

NT Government Minor New Works Program funded:
- The construction of a preschool classroom
- Erection of a shade structure in the preschool
- Construction of a fence along the back of the school
- Drainage works outside E Block to prevent flooding.

School Council Fundraising funded:
- The erection of shade structures over play equipment and the decking area (2013 fundraising)
- Tablets and ipads with cases and accessories, energy saving switches and ( 2014 fundraising

The NT Government appointed arborist carried out 6 monthly checks and the recommendations followed.
Student Enrolment, Attendance and Learning

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Previous Year 2013</th>
<th>Reporting Year 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>All</td>
</tr>
<tr>
<td>Pre</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>Trans</td>
<td>3</td>
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<td>Yr 3</td>
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<td>33</td>
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<tr>
<td>Yr 6</td>
<td>3</td>
<td>35</td>
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<tr>
<td>ALL</td>
<td>35</td>
<td>392</td>
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Learning and Engagement Plans

<table>
<thead>
<tr>
<th>Description</th>
<th>All</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Proportion of students in first year of schooling to year 10 with a learning and engagement plan whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan</td>
<td>93%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.
Goals for 2015 include:

- Leading Visible Learning Initiative – implementation
- Leading improvements in writing and reading in the upper years.
- Succession planning – with two relatively new AO2s in the office - ensuring that both AO2s have full training and experience in all areas of office duties and train to do payroll in the absence of the Administration Manager.
- The appointment of an ST 1 in the upper primary area for 3 terms with leadership skills suitable to Durack School Context.
- The development of leadership opportunities for all staff including HALTs and those aspiring for leadership positions.
- Ensuring that the appropriate relevant qualifications are kept current eg asthma, anaphylaxis.
- Implement the recommendations from the Quality Care and Education Standards Assessment and Rating report.
- With School Community support, apply for status as an Independent Public School.
**Student Enrolment, Attendance and Learning**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Previous Year 2014</th>
<th>Reporting Year 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous Enrolment</td>
<td>Attendance</td>
</tr>
<tr>
<td>Pre</td>
<td>5</td>
<td>89.2%</td>
</tr>
<tr>
<td>Trans</td>
<td>3</td>
<td>89.0%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>5</td>
<td>88.9%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>4</td>
<td>94.4%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>3</td>
<td>92.2%</td>
</tr>
<tr>
<td>Yr 4</td>
<td>7</td>
<td>95.1%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>4</td>
<td>88.6%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>3</td>
<td>95.6%</td>
</tr>
<tr>
<td>ALL</td>
<td>35</td>
<td>91.8%</td>
</tr>
</tbody>
</table>

**Learning and Engagement Plans**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>Proportion of students in first year of schooling to Year 10 with a Learning and Engagement Plan</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Proportion of students in first year of schooling to Year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan</td>
<td>93%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.
ATTACHMENT B

Power and Water consumption

Power consumption 2011 - 2014

Power Consumption

- Income
- Cost
- Kw

2011 2012 2013 2014