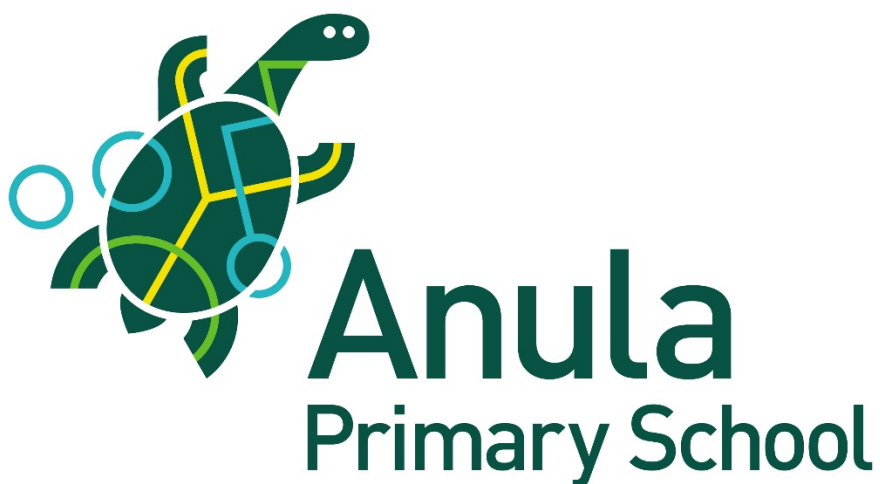


Anula Primary School

Annual Performance Report to the School Community

2019



VISION: To foster lifelong learning in an environment that is nurturing, innovative and diverse.

MISSION: Anula Primary School embraces the diversity of our school and community and provides high quality education that is student centred, collaborative and engaging.

School Overview

Anula Primary School is a large primary school located in the northern suburbs of Darwin. The school was built in 1978 and its design is open-planned with the library at the centre. The school established an Intensive English Unit in 1981 to cater for the increasing number of migrant children settling in Darwin. The Intensive English School (IES) caters for children newly arrived in Darwin whose families are on working or visiting visas, refugee and international fee paying students. These children are taught English through a specialised program and are in classes alongside their mainstream peers. The IES comprises one fifth of the schools overall population. Multiculturalism, tolerance and respect are a feature of Anula Primary School and make it a truly distinctive school.

Anula is highly regarded in the education community for our cultural diversity, innovative practices and the personalised learning offered through the Walker Learning Approach. In 2019 the school's Leadership Team, staff and School Council were committed to the School Improvement Agenda.

The key priorities for 2019 were:

- Whole School Approaches
 - Writing - Lisa K
 - Walker Learning Approach Pre- Year 2
 - Meaningful Maths pedagogy– Number and Algebra
 - Read, Write, Inc.
 - Sustainability initiatives/Earth Turtles
 - Digital technologies through our partnership with Culture Tech.
 - Berry Street Education Model
- Data Literacy
 - Systematic collection and analysis of data for teaching/learning programs
 - Student target setting and monitoring
 - Students setting realistic attainable Literacy and Numeracy goals each term.
- Performance and Development
 - Every teacher works with either the Principal or Assistant Principal on their professional practice, programming and goal setting for improvement
 - Every teacher is part of a professional learning community and engages in peer observation each Semester.
 - Walker Learning coach to upskill teachers in the Walker Learning pedagogy.

- Special Education Senior Teacher to assist teachers to cater for students with special/additional needs and collaboratively tailor an Education Adjustment Plan to cater for academic, social and emotional needs.

Our Staff

Anula Primary School has a large, cohesive staff consisting of teaching and non-teaching positions. The Intensive English School (IES) has a reduced teacher to student ratio compared to a mainstream class staffed on a ratio of 27:1 for Primary and 22:1 for Early Years and 11:1 in Preschool. Below is a table which indicates our workforce qualifications and skills in 2019.

Position		Qualifications				Indigenous
		Nil	Certificate	Bachelor degree	Higher degree	
Preschool teachers	2			2		
Preschool Assistants	2		2			
Early Years Teacher	7			7		
Primary Teacher	9			9		
Intensive English Teacher	3			3	1	
Home Language Officer	5	2	1	2		
Executive staff	3			3		
Specialist Teachers Art, PE, Science, Special Ed ST1, Mandarin	5			5		
Administration Officers Front Office	4	2	2			
AO's support staff SESA, tutors etc	7	2	4	1		1
AIEW	1			1		Y
Maintenance Officer	2		1	1		

Chairpersons Report

February 13, 2020

Chairperson Report to Anula School Council AGM

The Anula School Council met during 2019 and carried out its duties as required by its constitution. I would like to thank Principal Melinda Kealy and her leadership team for the relational way in which they guide the Anula school community and their supportive engagement with the school council.

I would like to pass on my appreciation to Ramneet Dhillon and Caleb Cardno for their contributions outside of school council meetings, looking after our finances and meeting minutes. We have a great team at Anula!

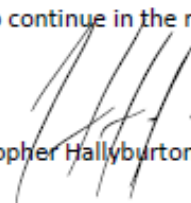
I am also thankful for past council members, and in particular of the thought, work and lobbying done by Frank Brown in the past that has enabled the school to access the solar panel grant from the NT Government through EOI that was announced this week.

I am committed to giving our children the widest range of learning experiences in this great school. I am thankful for all the teachers and staff that make this possible, as they are play the big role. As a council, we are committed to supporting them in the best way we can.

One way we support them is through fundraising. It is great to continue to see parents and carers contribute to their children's education experience through the voluntary contribution to the school. I am thankful to the school community that came and enjoyed the school fair (and for Danielle and Katie that did so much!). It was a great fun day to be a part of, as was the school fun run in December. We finished 2019 thinking ahead at a range of fundraising possibilities, and I look forward to them panning out.

As a council we also want to support the wider community. I deeply appreciate Mel's thought through engagement and support of other primary schools in the area, as well as the connections with Sanderson Middle School. As a council, we also support the use of our grounds (basketball courts, assembly areas, etc) by a number of organisations during the week and I think this partnership with our society helps us all grow together.

I do apologise for not being present at the AGM, and I'm sure I missed many things in this report. While my first two-year term as chair is up and, if the AGM approves so, I would like to continue in the role for a second term.


Topher Hallyburton

School Overview



Anula Primary School

Annual School Improvement Plan 2019

Our Priorities for 2019

 <p>Engage</p> <p>Increase the number of students attending school more than 80%</p>	 <p>Grow</p> <p>Improve students two year gain in NAPLAN writing in Year 5</p>	 <p>Achieve</p> <p>Focus on embedded pedagogies, Walker Learning, Meaningful Maths, Writers Workshop</p>	 <p>Grow</p> <p>Analysis of data and how this informs teaching and learning programs and student achievement</p>
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Our Deliverables for 2019

<ul style="list-style-type: none"> ✓ Achieve an overall attendance rate of 93% ✓ Identify targeted students and monitor weekly attendance 	<ul style="list-style-type: none"> ✓ Align classroom teacher data targets and individual students' personal learning goals with explicit sprint focus 	<ul style="list-style-type: none"> ✓ Non-negotiables in each chosen pedagogy ✓ Instructional teaching model followed for Maths and Writing ✓ Common language processes in place around the teaching of Maths, Writing and Investigations 	<ul style="list-style-type: none"> ✓ Build staff capacity around data literacy ✓ All EY staff to use FELA instead of SPAT so we can track data over a 3 year growth ✓ Parents to be knowledgeable about their child's data and their future growth
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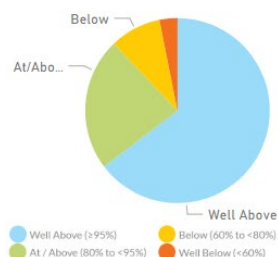
Our School Targets for 2019

<ul style="list-style-type: none"> ✓ 90% of students attending 80% or more ✓ 7% attending 60%-80% 	<ul style="list-style-type: none"> ✓ 25% of Year 3 students above all Australian Schools mean in top 2 NAPLAN bands ✓ 30% of Year 5 students above Australian Schools mean in top 2 NAPLAN bands ✓ Every teacher implementing the writing process following the 7 conditions of effective writers as well as the instructional model of the writing process ✓ Increase results in staff and student survey 	<ul style="list-style-type: none"> ✓ All non-negotiables to be evident in every classroom ✓ Common consistent language being used ✓ Writers workshop followed and Meaningful Maths Instructional model followed ✓ Parent communication board P-2 for WL ✓ Literacy and Numeracy goals on display as well as data for Maths 	<ul style="list-style-type: none"> ✓ All teachers to be using edash in parent/teacher interview conversations ✓ Data conversations occurring in performance and development conversations as well as stages of schooling meetings ✓ Every student to have a writing and numeracy goal set each term and students to be able to articulate their goal
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Our Students

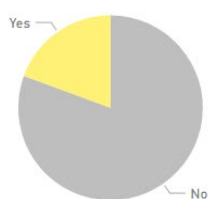
Attendance

School Attendance by Pods



ESL

Students by ESL Current or Last Semester



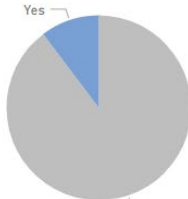
LBOTE

Students by LBOTE Indicator



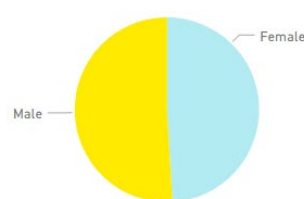
Students with Disability

Students by Students with Disability Indicator



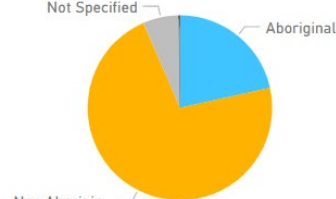
Gender

Students by Gender



Aboriginal Status

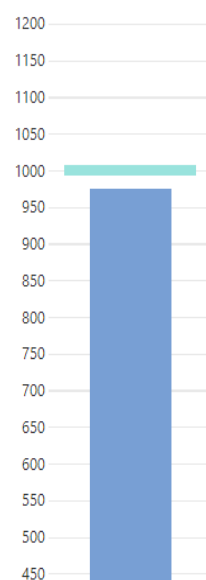
Students by Aboriginal Status



ICSEA Score

977.0

ICSEA Average ICSEA



Attendance YTD

92.1%

Female

207
50.5%

Male

203
49.5%

Aboriginal

81
19.8%

Non-Aboriginal

308
75.1%

ESL

111
27.1%

LBOTE

170
41.5%

Students with Disability

67
16.3%

Demographics of our school

Here at Anula we have a diverse student population that is woven through the connected culture of our school. Anula prides itself on our cultural diversity, acceptance and tolerance of all nationalities, religion and beliefs. All students assimilate into Australian schooling bringing with them their culture, customs, experiences and beliefs and we rejoice in celebrating and sharing the cultural diversity of our school community.

Total students

410

Attendance YTD

92.1%

Female

207
50.5%

Male

203
49.5%

Aboriginal

81
19.8%

Non-Aboriginal

308
75.1%

ESL

111
27.1%

LBOTE

170
41.5%

Students with Disability

67
16.3%

Anula School is one of acceptance and a sense of belonging.

The following nationalities and languages are represented at our school.

<u>Nationality</u>	<u>Language</u>
Palestinian	Arabic
Malaysian	Malay
Australian	Indonesian
Russian	Urdu
Greek	Russian
Filipino	Greek
Sri Lankan	Tagalog
Assyrian	Filipino
Italian	Danish
Congolese	Thai
Nepalese	Nepali
Fijian	Portuguese
Chilean	Tiwi
Vietnamese	Bengali
Thai	Sinhalese
Indian	French
German	Punjabi
Chinese	Rohingya
English	Italian
Cambodian	Tamil
Taiwanese	Swahili
Indian	Fijian
Timorese	Tetum
Japanese	Anindilyakwa
Belarusian	Spanish
	Vietnamese
	German
	Karen
	Bengali
	Dinka
	Hindi
	Korean
	Wambaya
	Mandarin
	Dutch
	Khmer
	Malayalam
	Yolngu Matha
	Estonian
	Kannada
	Burmese
	Pacific Austronesian Languages
	Cantonese
	Japanese

Our Community

Anula has a strong relationship with the school and local community and encourages regular parental involvement in the classroom and school. Many opportunities are provided for parents and the community to be engaged in the school and in their child's schooling through regular interactions with parents, community events and informal and formal meetings.

Community Engagement in 2019

- ❖ Facebook, School Streaming app, SMS messaging, School Noticeboard at the front of the school for improved communication
- ❖ Parent information sessions: Preschool open day, Preschool community events and barbeques, wheel-a-thon, parent committee meetings, school council meetings, cyber safety sessions, parenting and behavior workshops for parents
- ❖ Reporting to parents: Term 1 Three Way conference, Term 2 A-E report on Australian Curriculum for all students, Term 3 Three Way Conference, Term 4 A-E report on Australian Curriculum.
- ❖ Introductory letter home Week 4 and teachers available for email, phone or personal contact.
- ❖ Letters home to parents also in Term 2/3/4
- ❖ Fortnightly newsletters – school streaming, emailed or if requested paper version
- ❖ Enhanced WEBSITE
- ❖ eNews every fortnight
- ❖ Parent volunteer morning tea
- ❖ Parent/student perception survey
- ❖ Anula School Fair
- ❖ Colour Fun Run
- ❖ Assemblies every fortnight
- ❖ Cultural groups sharing their culture at assemblies and in the classroom
- ❖ Involvement of the School Based Constable
- ❖ Save the children, Foodbank, Multicultural Council of Australia, Melaleuca Refugee Centre
- ❖ Anhui Delegation Visits from China
- ❖ Negros Occidental teachers visiting from the Philippines

Principal's Report

2019 was an extremely successful year. At the beginning of the year we saw a new partnership with Child Australia which replaced the former provider Camp Australia. I am pleased with the current partnership and the agreement is far more conducive and lucrative than the previous partnership and is in line with the ethos of our school. Child Australia's numbers have increased and our profit share will see an increase especially in 2020.

As part of our 2019 I believed it was imperative that we employ a Leadership coach for all members of the Leadership team including the Principal, Assistant Principals Senior Teachers and the Business Manager. Having a leadership coach assisted us to define our roles and streamline our focuses around school improvement. This was a very valuable partnership for a newly formed leadership team. Our partnership with Hayes consulting was for one year however we now have access to Hylton Hayes, our coach, for any matters or advice required in the future. This was very valuable indeed.

Due to the increasing problems with road safety around the school, I lobbied the council to get crossing upgrades as well as hired a lollipop person to man the main crossing morning and afternoon. The council repainted the crossings and the verge border around the crossing and also extended the yellow line so cars had to park further away from the crossing to improve visibility. There has been a reduction in complaints from the community and parents who previously witnessed and reported unsafe road crossings.

The basketball court had a solid roof structure erected to replace the torn shade cloth damaged from Cyclone Marcus. This was completed the day before the Anula School fair, providing a fully shaded space. It provided much welcome shade and continues to be a fabulous undercover area for the students to have their PE lessons as well as to play basketball and ball games during recess and lunch.

2019 also saw Anula's application for solar panels successful in the 2nd round of the Government Solar Grant. Anula has been awarded \$150,000 to allocate to renewable energy and it is hoped installation will be completed by June 2020. Money saved from power bills will be utilised to spend on Teaching and Learning resources and the possible instillation of water tanks and an outdoor classroom.

We were also successful in securing a Department of Environment and Natural Resources Award for Anula's sustainability initiatives to fund the expansion of our waste collection. The \$5500 grant will go towards installing coloured bins to divide our waste therefore reducing the amount of waste that will go to landfill. The students will be involved in this initiative with Ms. Courtney our Science teacher, and they will track progress through data collection. This data will be shared with the school and wider community.

Anula received acknowledgement from the Department of Education in May 2019, as well as from the Australian Curriculum and Assessment Reporting Authority congratulating us on our significant gains in our 2018 NAPLAN results in Reading in Years 3 and 5. This is a combined effort of both staff and students for excellence in teaching and committed application of learning by the students. Well done!

2019 also saw the introduction of the teaching of Mandarin being taught to all mainstream students across the school from Transition to Year 6. Anula was successful in securing a partnership with the Chinese Associate Teacher Program through International Services in the Department of Education. As this was only a 12 month partnership, due to the success of the program and the enthusiasm expressed by the local school community and students alike the language of Mandarin will continue to be taught through a different partnership with the Darwin Languages Centre in 2020.

Anula was invited by the Australian Institute for Teaching and School Leadership to showcase the way we conduct Professional Learning for our teachers through our Professional Learning Communities. The video showcased the wonderful learning happening amongst colleagues when they delve into teaching practices and student data to refine and improve teaching and learning. This is guided by the school leadership team and the video outlines the benefits of this approach. This video titled *"Learning Together: A Whole School Focus for Professional Learning"* was available for other schools within Australia to use as a point of reference when looking at how to conduct exemplar Professional Learning Communities. Click on the link below to view.

: <https://www.aitsl.edu.au/teach/improve-practice/improving-teacher-professional-learning>

Two students from Anula were successful in winning the 2019 Territory's Young Scientist Competition by producing an animated video on the impacts of climate change. These two students were invited to an award ceremony at Charles Darwin University to receive their award presented from the Science Teachers' Association of the Northern Territory.

Anula Primary school students with Brian Hyke and Lee-Anne Wilson at the helm were the State/Territory finalists in the Tournament of the Minds Stem challenge. As a result the team was required to attend the International Finals in Hobart to compete on a global scale. The team did not take out the title, however these 7 students did a fantastic job of representing their school and the Territory.

Anula Preschool was involved in their assessment and rating at the end of 2019 over a two day period. Anna Latz led her team which included Debbie Ridley, Penny Kirby, Christine Millar and Anne Ryan to receiving an Exceeding Rating for the preschool. The ladies secured an exceeding rating in six of the seven quality areas with a meeting in quality area two. Overall the Preschool was awarded an Exceeding rating which is a fantastic achievement.

2019 also saw the launch of the Anula eNews, our online news channel aired on our Facebook page. The students in each Area of the school were involved in writing, recording and filming a news segment every fortnight highlighting and showcasing upcoming events and teaching and learning at Anula Primary. Mr. Kamran led these sessions then meticulously compiled the footage to produce a sophisticated and professional video every fortnight that was then uploaded to Facebook. The first video saw over 3000 views which indicated it reached a wide audience.

Staffing

Judy Purcher returned in 2019, after 12 months travelling and relinquished her Assistant Principal position to work part time as our Senior Teacher in Special Education. I was fortunate enough to have both Assistant Principals obtain their positions permanently, which is great for stability in leadership. Melissa McDonnell obtained permanency as a classroom teacher as well as Barbie Jongue in her Special Education Support Officer role along with Anne Ryan as a Transition Teacher Assistant.

Partnerships

In 2019 we had a number of partnerships with external organisations such as Early Life Foundations. Early Life delivers professional development and support for educators, parents, organisations and the community and also includes the Walker Learning Approach which is our early Years Play Based Pedagogy here at Anula. This successful partnership has occurred for over a decade and this success continued in 2019. Two teachers were involved in one to one video mentoring obtaining feedback on their pedagogical teaching practice around the Walker Learning pedagogy. Both teachers are aiming for Walker Learning Accreditation along with 2 other teachers working towards it in 2020. There was a successful study tour held here at Anula Primary with over 15 teachers attending from remote and urban schools as well as some from interstate. We had 4 teachers attend the study tour also at no cost to the school due to our ongoing partnership. This partnership will continue to build in 2020.

Save the children also delivered social /emotional programs to the students here at Anula Primary over the course of 2019. These programs are funded by the Australian Government Department of Social Services - Children and Parenting Support Program. We had eight children attend this program in Semester 1 and 8 in Semester two. Participant responses indicated that 82% of children enjoyed going to Kids Connect and 100% of the students indicated they would like to do the Kids Connect program again.

Digital Technologies was a focus in 2019 to build the collective capacity of teachers' knowledge, use and confidence around the implementation of Digital Technologies across the curriculum. Teachers were involved in one on one mentoring with a professional development coach through our partnership company Culture Tech. This approach saw students moving from being consumers of ICT to creators and using the iPad Apple native apps as a platform to create, represent and present their knowledge, learning and digital technology capabilities. We also saw a huge shift in

teacher confidence and competence using the apple native apps and a great integration of digital technology across all Key Learning Areas. This successful partnership will continue into 2020.



Engage: Increase the number of students attending school more than 80 per cent

In this section the school should reflect on how they are working with families and students to increase attendance.

Measures in place to increase attendance

Anula's attendance target is 93%. There are a number of measures in place to ensure that we strive to meet or exceed our attendance target. This includes the following

- ❖ Offering a curriculum that is linked to students interests, needs and ability
- ❖ Engaging play based and inquiry learning pedagogy across the school
- ❖ Individual modified timetables for students who are transitioning into schooling from an alternative context ie remote, or who require extra support and intervention in order to experience success ie behavioural issues, children in the care of Territory families, diagnosis etc
- ❖ Engaging pedagogies and digital technologies to engage the learner
- ❖ Attainable but challenging learning progressions so children are challenged but capable of success
- ❖ Varied intervention programs to cater for varying needs such as reading programs RWI and Fountas and Pinnell, the engine room, manual arts program, gardening group
- ❖ Extensions programs to offer a challenging and simulating environment such as ToMs, Leading Learners at Sanderson Middle School, robotics, coding
- ❖ Lego activities, Art club, Science club, choir, chess club, table tennis club

- ❖ AIEW has regular contact with Indigenous families who are prone to attendance issues
- ❖ Front office texts every family who is absent, and if they don't hear from them they phone if irregular attendance is a problem,
- ❖ If irregular attendance is a problem then the families are referred to the Principal for the Principal to make a phone call to ascertain absence and see if the family requires any assistance from the school
- ❖ If attendance doesn't improve after the phone call from the Principal the Principal sends a formal letter to the family via post or email to outline concerns and request the child attends school regularly.
- ❖ If no improvement to attendance the Principal or AIEW refers the family to the Student Engagement team in the Department of Education

	2015		2016		2017		2018		2019	
	Active	Att %	Active	Att %	Active	Att %	Active	Att %	Active	Att %
Feb (1)	387	92.0%	401	91.1%	406	92.1%	432	91.1%	412	91.9%
Mar (2)	386	93.3%	403	92.0%	412	92.8%	439	92.2%	421	91.1%
May (3)	382	92.9%	420	90.9%	420	92.1%	444	91.9%	425	91.2%
Jun (4)	383	93.8%	426	92.2%	427	92.5%	445	92.3%	428	90.9%
Aug (5)	401	91.5%	420	91.5%	428	90.9%	450	90.3%	423	90.8%
Sep (6)	404	92.1%	421	91.8%	432	91.7%	450	91.4%	428	91.9%
Oct (7)	408	92.4%	430	92.9%	435	90.0%	440	92.0%	426	93.0%
Nov (8)	412	93.5%	430	92.8%	436	91.4%	441	89.7%	425	89.9%
Average:	395	92.7%	419	91.9%	424	91.7%	442	91.4%	424	91.4%

Anula Primary School

Validation Month	Year Level	2015		2016		2017		2018		2019	
		Enrol	Att %	Enrol	Att %	Enrol	Att %	Enrol	Att %	Enrol	Att %
Feb (1)	Preschool	41	78.0%	59	80.4%	42	89.0%	59	92.1%	41	96.3%
	Transition	49	93.2%	51	92.8%	65	91.9%	54	90.9%	65	93.1%
	Year 1	54	92.8%	55	93.5%	49	92.2%	66	87.0%	56	91.1%
	Year 2	47	90.2%	49	90.5%	49	93.7%	48	91.1%	61	91.9%
	Year 3	57	92.7%	46	90.2%	50	91.6%	48	90.1%	43	92.0%
	Year 4	55	95.5%	54	92.5%	48	91.5%	60	94.3%	49	93.2%
	Year 5	43	94.0%	43	91.7%	54	92.4%	43	91.7%	52	89.9%
	Year 6	40	91.1%	44	92.5%	49	92.2%	55	92.5%	46	90.0%
	Total	387	92.0%	401	91.1%	406	92.1%	432	91.1%	412	91.9%

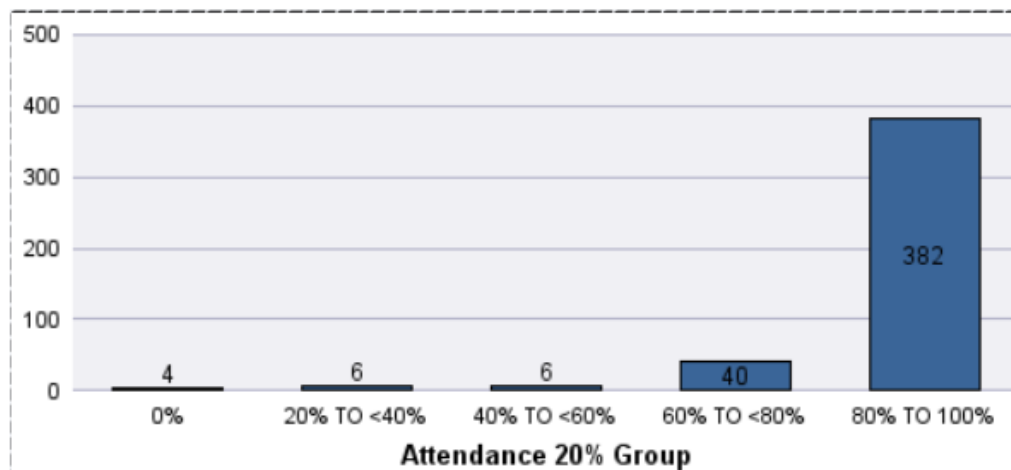
Our 2019 results aligned to our targets

Actual % of children attending between 60 – 80%		Target	Result
Term 1	9%	7%	Fell short by 2%
Term 2	8%	7%	Fell short by 1%
Term 3	8%	7%	Fell short by 1%
Term 4	8%	7%	Fell short by 1%

Actual % of children attending between 80 – 100%		Target	Result
Term 1	87%	80%	Exceeded target by 7%
Term 2	88%	80%	Exceeded target by 8%
Term 3	84%	80%	Exceeded target by 4%
Term 4	87%	80%	Exceeded target by 7%

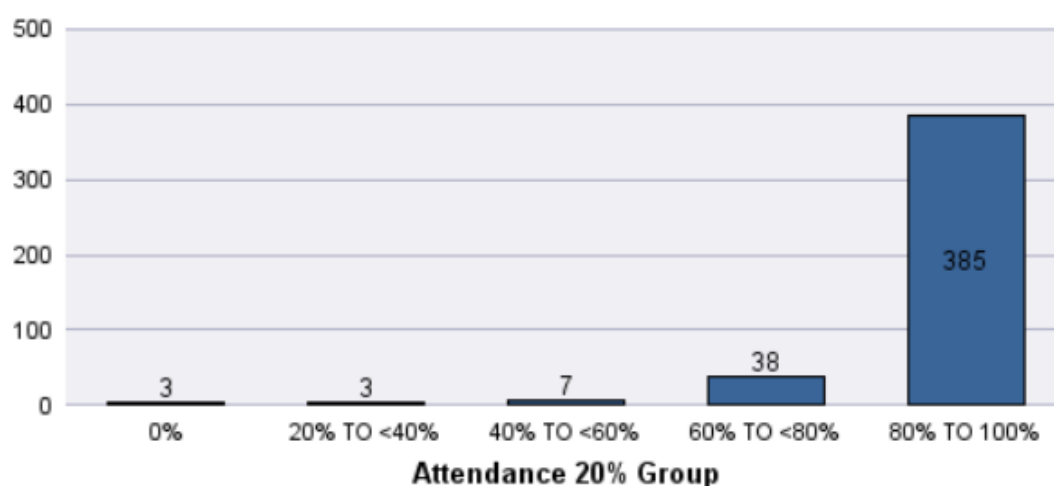
Number and Proportion of Students Attending by 20% decile

Term 1 2019



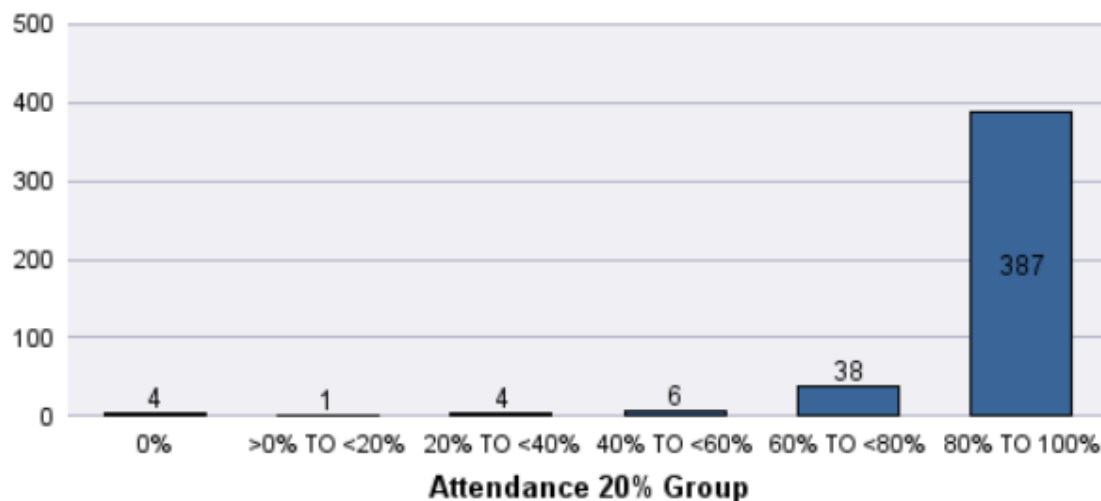
Number and Proportion of Students Attending by 20% decile

Term 2 2019



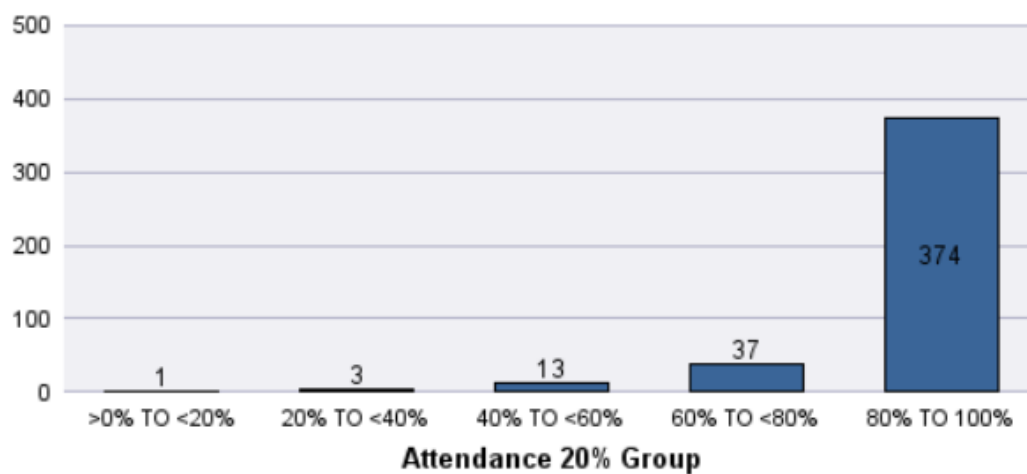
Number and Proportion of Students Attending by 20% decile

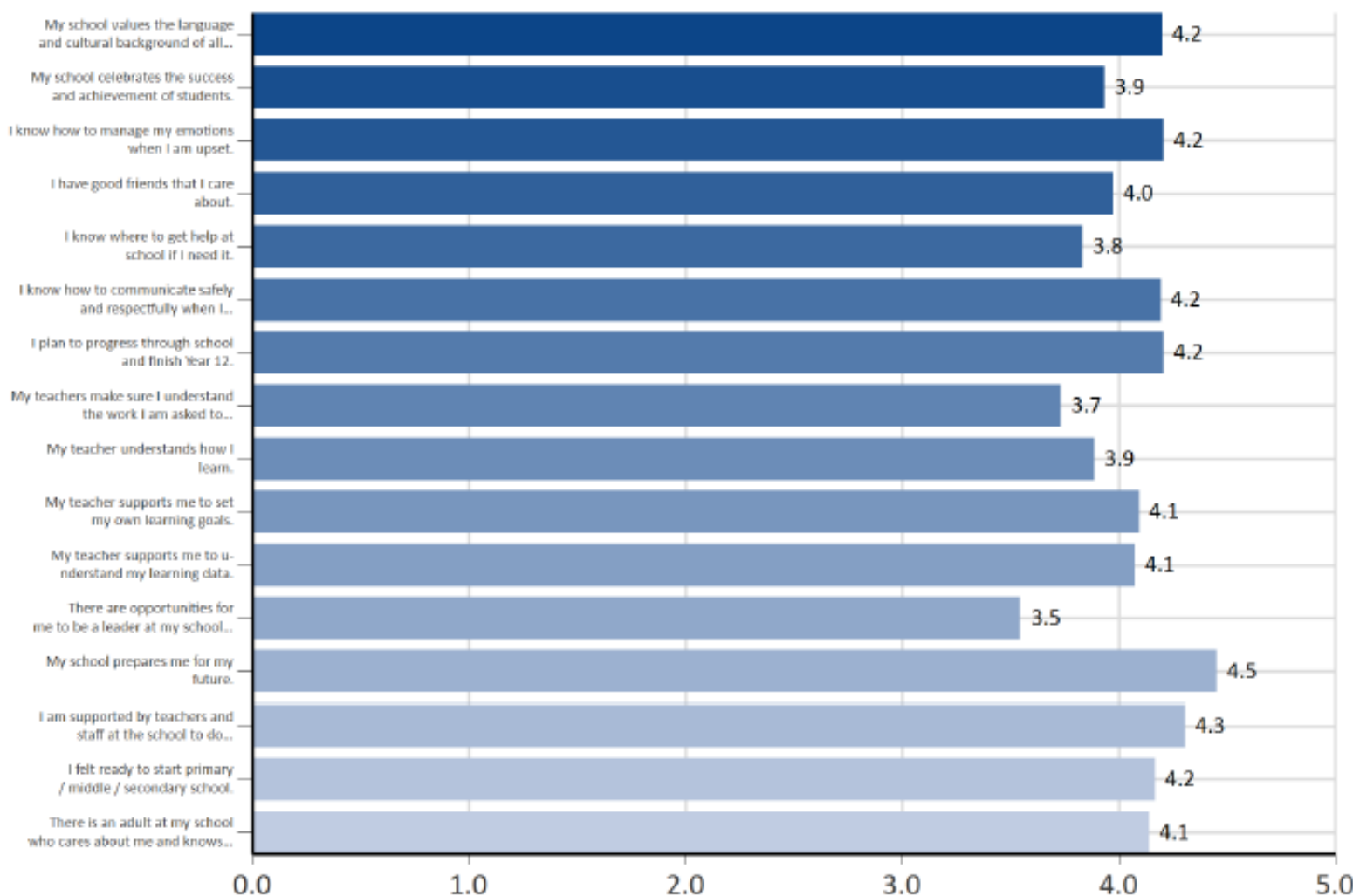
Term 3 2019

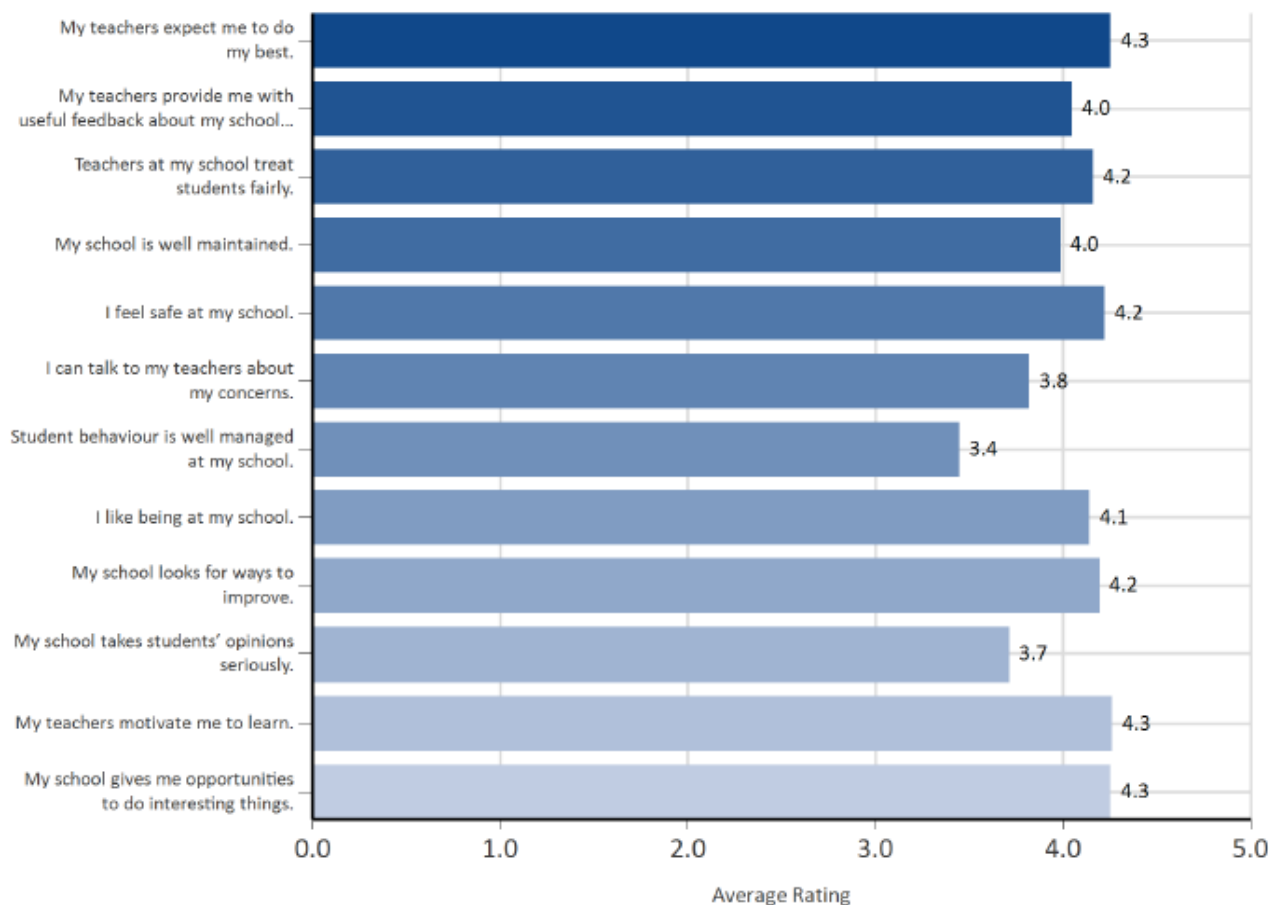


Number and Proportion of Students Attending by 20% decile

Term 4 2019







Student Perception Survey 2019

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9



Writing was a focus in 2019 and continues to be a focus for 2020. We have a clear and concise Instructional Teaching Model for writing which teachers follow. We begin writing by engaging with rich texts which then feed into the teacher's modelled writing. Modelled writing happens before each writing lesson with teachers focusing on audience participation and think alouds to demonstrate to the students the thought processes you use when crafting a piece of writing. There are non-negotiables in place and this is the expectation that teachers will follow these process and procedures when teaching writing in their classroom.

Writers Workshop Non negotiables

- Writers notebook
- What Good Writers Do Poster
- Modelled writing displayed either on clothes horse, photographed or stored digitally provided students have easy access to modelled writing samples
- Published writing in the reading area
- Free choice writing and weekly genre focus twice per term
- 2 writing assessments per term
- Authors Chair
- Writing Instructional Lesson model followed Whole- Modelled, Shared writing, Mini Lesson Community Meeting Part- Independent writing every day, writing conferences, interactive writing, guided writing, writing interviews Whole -Share session/authors chair
- Writing aids for students in container on desks such as alphabet strip, thesaurus, dictionaries, oxford words for my writing, conference questions, sight words M100W
- Roving conferences sheet
- Interactive writing
- Shared writing
- Guided writing
- Writing process displayed prewrite, drafting, revising, editing, publishing
- PIE chart
- Word charts around the room
- 7 conditions for effective writing – Time, choice, response, demonstration, expectation, room structure, evaluation.
- Alphabet strip for teachers to refer to when modelling and engaged in interactive, shared and guided writing.

It is expected that each teacher follows the Writers Workshop pedagogy and the Anula Whole School Approach to Writing. In this documents it outlines how often writing should be taught, the pedagogical framework, a term overview for the teaching of writing as well as the 7 conditions for effective writing, the writing scope and sequence, assessment and programming expectations. This document was

devised by the English curriculum team, reviewed and collaboratively finalized as a whole school and is set in place to be followed at the beginning of 2020.

In 2019 we had Lisa Keskinen visit in Term 1 to focus on how reading rich literature informs the writing process. Teachers observed Lisa model this process then had an opportunity to discuss with her some of the challenges they were facing and ways to improve their teaching of writing and celebrate their progress and learning thus far. Across the school we see a consistent approach to the teaching of writing. There are systematic processes and procedures that are being followed and we see students who love engaging in free choice writing. We celebrate the children's writing by displaying it on the writer's wall and also publish QR codes where students are orally presenting their writing for others to enjoy.

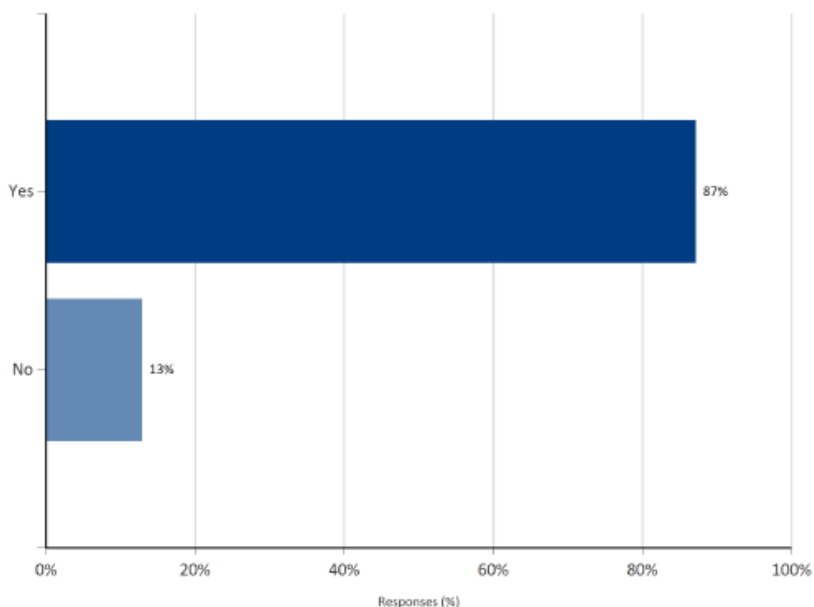
Our 2020 focus after analysing the data in the leadership team as well as with teachers demonstrates the areas we are falling down in in the NAPLAN analysis include ideas, audience and paragraphing. These components are a focus for our 2020 professional development agenda. We are doing a writing SPRINT on ideas in Term 2 2020 and audience will be incorporated into our Learning Together so leadership and the English Curriculum, English coaches can share some useful and effective teaching tips and strategies to engage the students' knowledge and understanding of audience as well as upskilling the teachers.

This data shows we are headed in the right direction and that the pedagogy is widely followed. With the 13% this requires further investigation.

6 . Do you have a Writers Notebook?

Question overview

Category	None
Mandatory	No
Type	Drop-down menu
Answered	148
Not answered	2

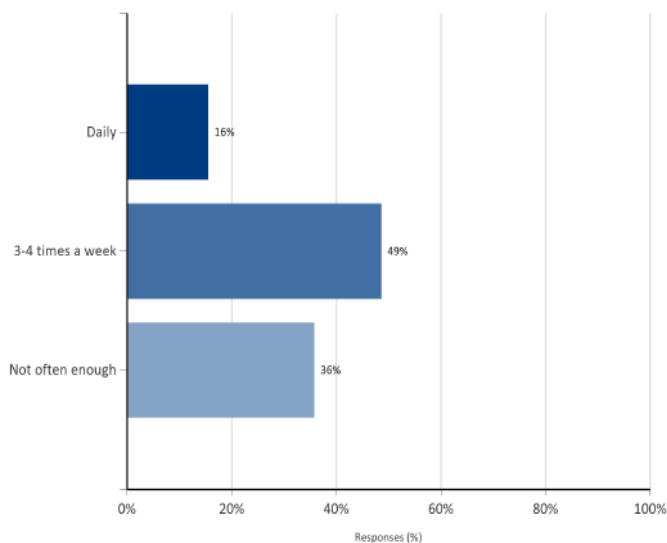


It is recommended that free choice writing happens a minimum of 3 times per week so 66% can be guaranteed that this is occurring. It is also great to see the enthusiasm towards free choice writing with some children believing they don't do it often enough.

7. How often do you do free choice writing?

Question overview

Category	None
Mandatory	No
Type	Drop-down menu
Answered	148
Not answered	2



Annual School Improvement Plan – 2019

The table below is comparing our 2019 School NAPLAN targets for Year 3 and Year 5 to ascertain if our goals are in line with the actual results:

YEAR 3

	Students above the Australian National Mean	Students in Year 3 who were involved in testing	% of students above the National Mean	School Target (%)	Difference (%)
Reading	15	42	35.7%	25%	+ 10.7%
Writing	12	41	29.3%	25%	+ 4.3%
Spelling	17	41	41.5%	25%	+ 16.5%
Grammar & Punctuation	18	41	43.9%	25%	+ 18.9%
Numeracy	16	40	40%	25%	+ 15%

YEAR 5

	Students above the Australian National Mean	Students in Year 5 who were involved in testing	% of students above the National Mean	School Target (%)	Difference (%)
Reading	25	48	52.1%	30%	+ 22.1%
Writing	19	47	40.4%	30%	+ 10.4%
Spelling	18	48	37.5%	30%	+ 7.5%
Grammar & Punctuation	33	47	70.2%	30%	+ 40%
Numeracy	17	40	42.5%	30%	+ 12.5%

2019		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	47	96%	41	87%
	Writing	46	94%	38	83%
	Spelling	46	94%	36	78%
	Grammar	46	94%	35	76%
	Numeracy	45	92%	37	82%
Year 5	Reading	52	100%	47	90%
	Writing	51	98%	42	82%
	Spelling	52	100%	44	85%
	Grammar	52	100%	46	88%
	Numeracy	52	100%	47	90%

2018		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	49	98%	42	86%
	Writing	50	100%	44	88%
	Spelling	50	100%	45	90%
	Grammar	50	100%	42	84%
	Numeracy	48	96%	43	90%
Year 5	Reading	45	98%	38	84%
	Writing	45	98%	35	78%
	Spelling	46	100%	39	85%
	Grammar	46	100%	37	80%
	Numeracy	45	98%	39	87%

NAPLAN

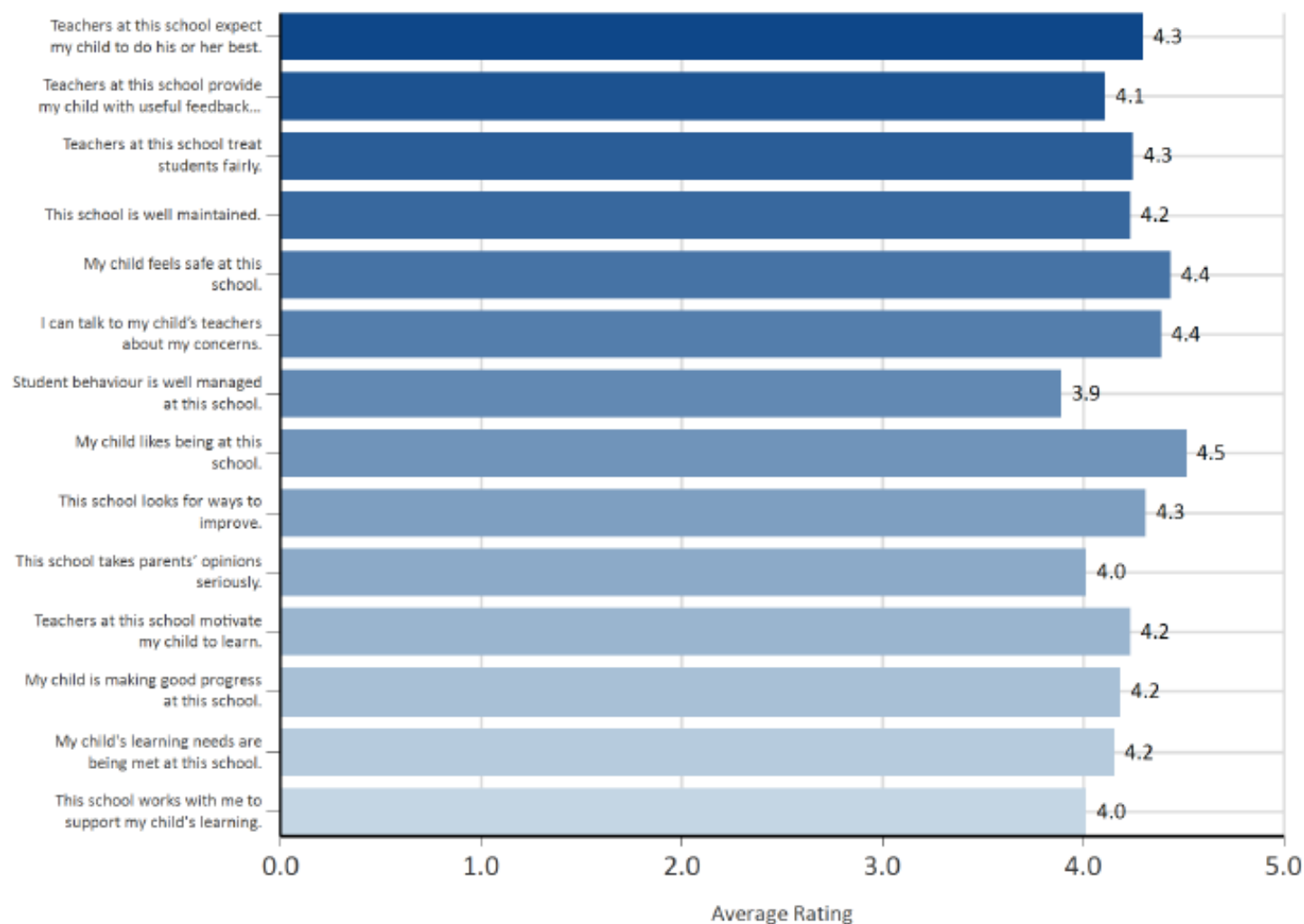
2019		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	6	13	1	2	40	85
	Writing	8	17	4	9	34	74
	Spelling	10	22			36	78
	Grammar	11	24	1	2	34	74
	Numeracy	8	18	7	16	30	67
Year 5	Reading	5	10	6	12	41	79
	Writing	9	18	10	20	32	63
	Spelling	8	15	4	8	40	77
	Grammar	6	12	7	13	39	75
	Numeracy	5	10	8	15	39	75



Anula's results in Numeracy from 2014 to 2019 in NAPLAN. There is evidence of a steady progression. We believe the MM pedagogy is one of the major contributors as we have a whole school approach to the teaching of Numeracy.

School Survey Results

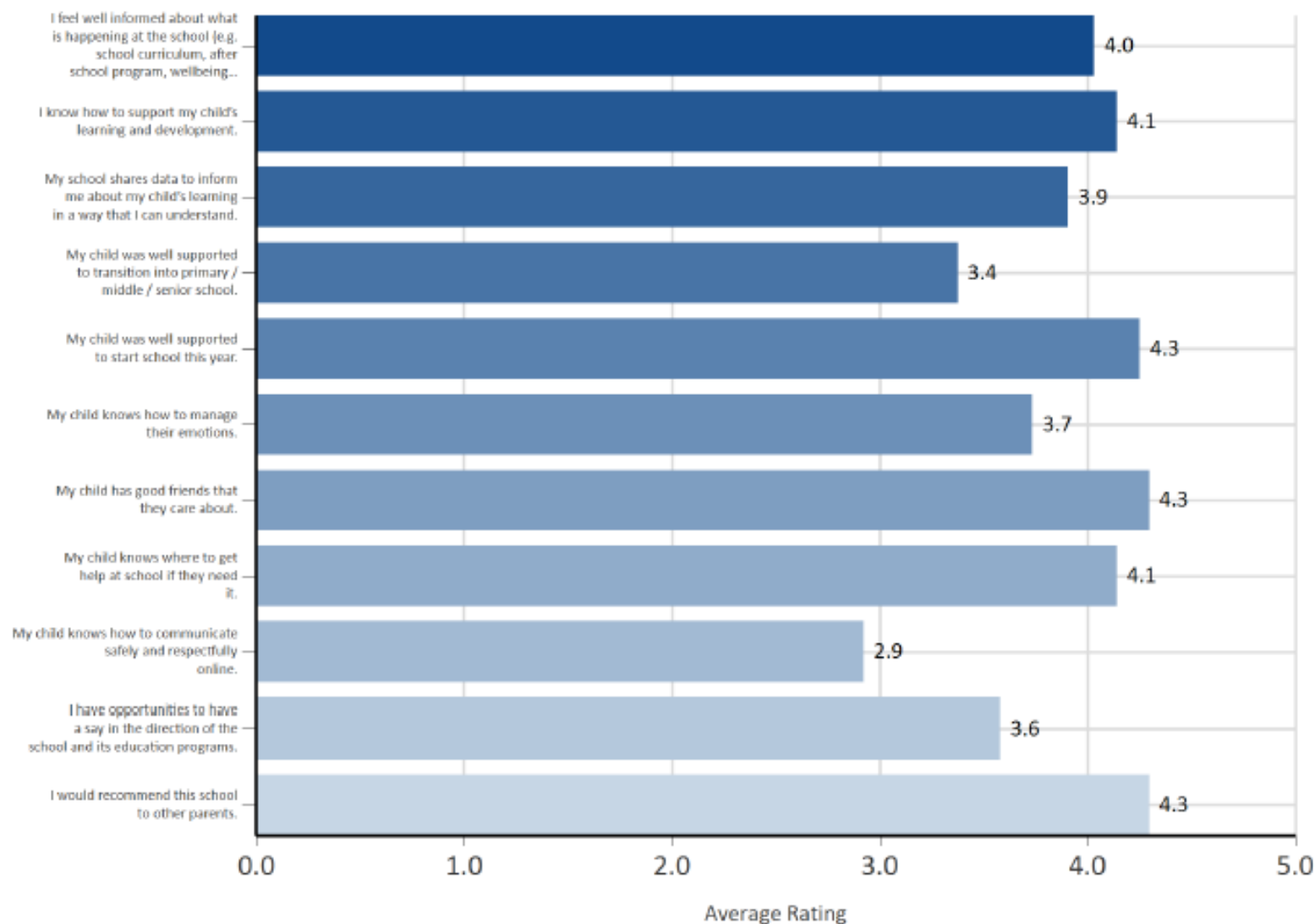
Note: under the Australian Education Regulation 2013 it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey.



Parent
Perception
Survey 2019

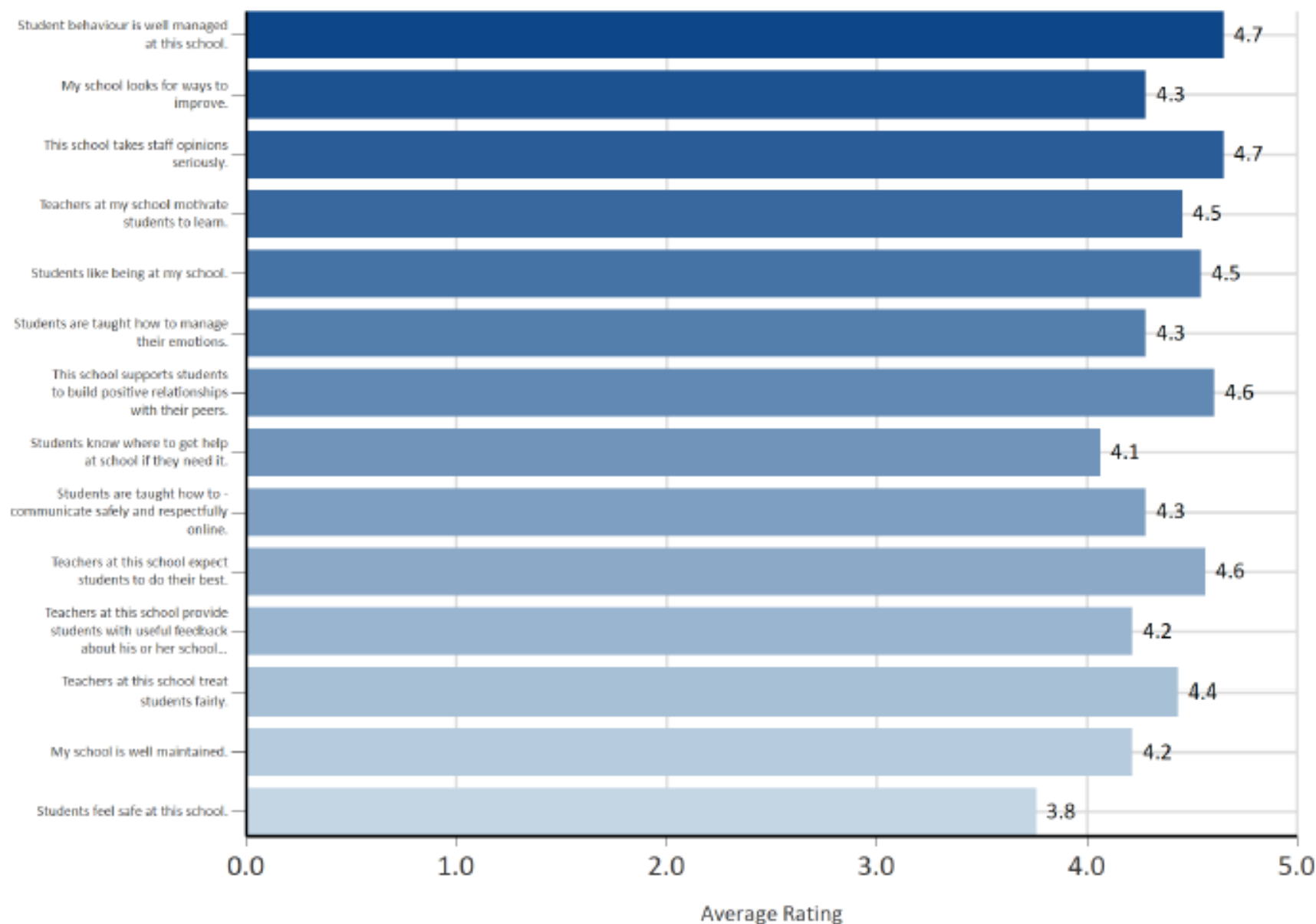
Anula Primary School
Annual Performance Report to the School Community
2019
Aligned to the Department of Education's 'Education NT Strategy 2019-22'

Parent
Perception
Survey 2019



Anula Primary School
Annual Performance Report to the School Community
2019
Aligned to the Department of Education's 'Education NT Strategy 2019-22'

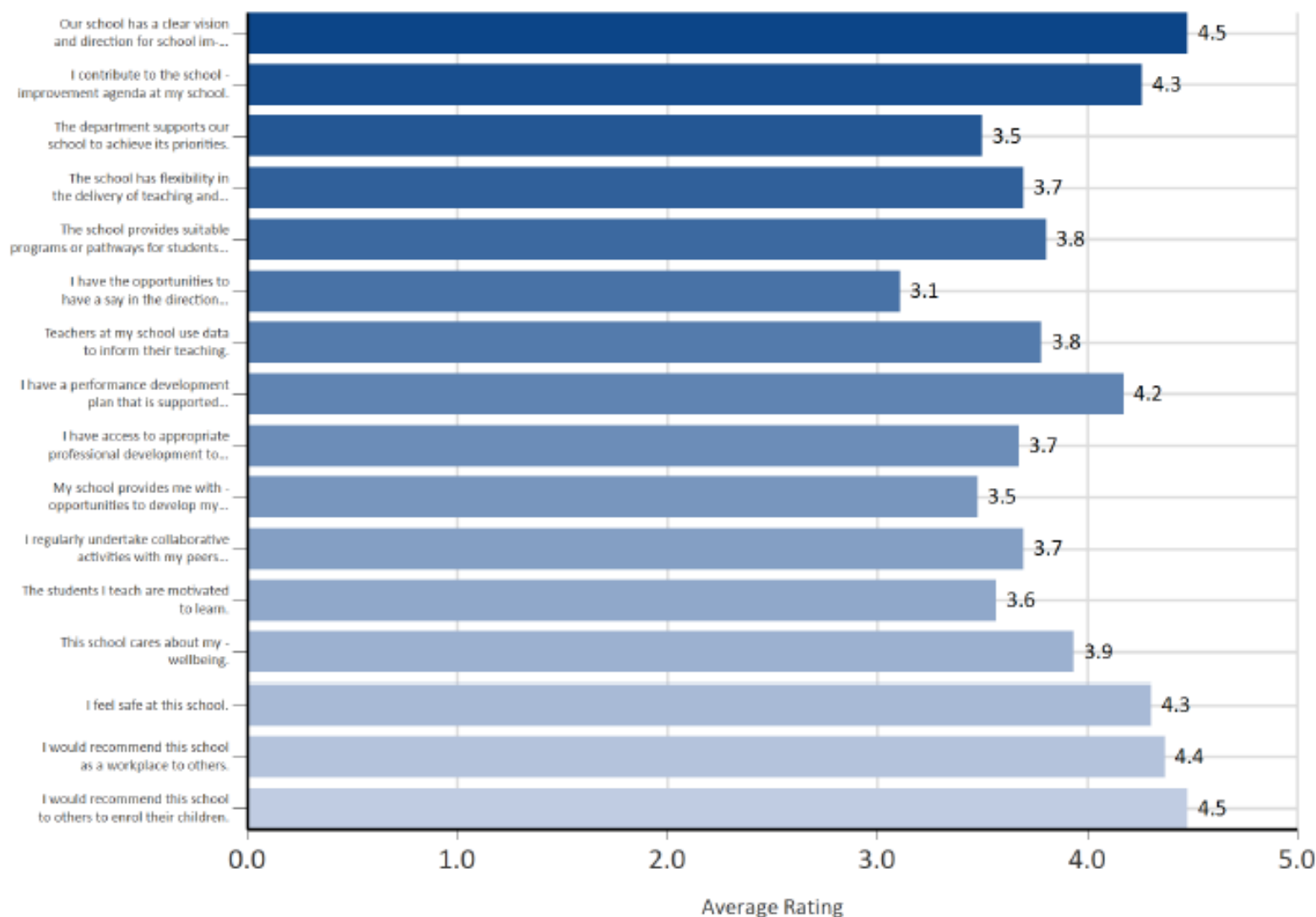
Staff Perception
Survey 2019



Anula Primary School
Annual Performance Report to the School Community
2019

Aligned to the Department of Education's 'Education NT Strategy 2019-22'

Staff Perception
Survey 2019



Audited Financial Statements



ClarityNT
is a CPA Practice



Anula Primary School Council Incorporated

ABN: 55 800 175 242

Special Purpose Financial Report

For the Year Ended 31 December 2019

COUNCIL DECLARATION

Anula Primary School Council Incorporated

For the Year Ended 31 December 2019

The Anula Primary School Council 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 Anula Primary School Council the Financial Statements as set out on the following pages:

1. Presents fairly the financial position of Anula Primary School Council Incorporated as at 31 December 2019 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 Anula Primary School Council Incorporated will be able to pay its debts as and when they fall due.


Principal

Dated: 5/2/2020

INDEPENDENT AUDITOR'S REPORT

Anula Primary School Council Incorporated

For the Year Ended 31 December 2019

Independent Auditor's Report to the members of Anula Primary School Council Incorporated

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Anula Primary School Council Incorporated (the 'Council') which comprises the income and expenditure statement for the year then ended, the assets and liabilities statement as at 31 December 2019, 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 Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2019 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. The Council has determined that it is impracticable to establish controls over the collection of cash income prior to its recording in the accounting system, other than annual government funding and grant income. Accordingly, as the evidence available to us regarding such cash income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of cash income in the financial statements.

2. The Council has recorded inventories held as at 31 December 2019 of \$55,217 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 qualified 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 Council 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 this matter.

INDEPENDENT AUDITOR'S REPORT

Anula Primary School Council Incorporated

For the Year Ended 31 December 2019

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 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 Council. 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 Council'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 Council 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
Director, ClarityNT
1/70 Elder Street, Alice Springs
NT 0870

Dated: 07 02 /2020

INCOME AND EXPENDITURE STATEMENT

Anula Primary School Council Incorporated

For the Year Ended 31 December 2019

Income	2019	2018
Commonwealth Grants - Via DOE	\$ 839.87	\$ -
Other Grants from DOE	\$ 974,286.19	\$ 804,749.86
Other Grants from NTG	\$ 92,674.83	\$ 77,275.59
Grants from External Third Parties	\$ 3,175.78	\$ 10,336.27
School Council Projects	\$ 160,214.84	\$ 214,774.92
Student Activities	\$ 149,195.30	\$ 52,946.45
Interest Received	\$ 11,216.44	\$ 9,248.96
Receipts/Reimbursements from Other Government Schools	\$ 1,280.89	\$ 384.67
Other Income	\$ 3,034.73	\$ -
Total Income	\$ 1,395,918.87	\$ 1,169,716.72
Expenses		
Salaries and Related Expenditure	\$ 371,298.59	\$ 311,544.54
Superannuation Expenses	\$ 34,670.85	\$ 28,829.30
School General Expenses	\$ 171,143.66	\$ 142,170.52
Administrative Expenses	\$ 36,898.97	\$ 18,514.80
Motor Vehicle Expenses	\$ 164.54	\$ 86.85
Student Activities	\$ 145,890.86	\$ 56,005.46
Student Information and Technology	\$ 134,522.35	\$ 110,390.23
Admin IT and Communication	\$ 41,636.10	\$ 108,241.23
Curriculum	\$ 42,571.86	\$ 61,176.91
School Non-Core Activities	\$ 27,568.52	\$ 15,294.13
Payments to Other Government Schools	\$ -	\$ 189.00
Urgent Minor Repairs	\$ 56,546.65	\$ 42,458.84
Non Urgent Minor Repairs	\$ 10,525.43	\$ 34,556.39
Essential Services	\$ 250,466.03	\$ 241,163.27
Cleaning	\$ 11,273.99	\$ 12,931.01
Grounds	\$ 64,660.72	\$ 66,875.60
Property Management Other	\$ 19,768.02	\$ 79,655.62
Total Expenses	\$ 1,419,607.14	\$ 1,330,083.70
Net Profit / (Loss)	(\$ 23,688.27)	(\$ 160,366.98)

The above report should be read in conjunction with the Notes to the Financial Statements

BALANCE SHEET

Anula Primary School Council Incorporated

As At 31 December 2019

ASSETS	2019		2018	
Current Assets				
Cash At bank	\$	628,593.09	\$	642,550.87
Cash On Hand	\$	100.00	\$	400.00
Trade Debtors	\$	2,328.90	\$	-
Prepayments	\$	11,848.07	\$	2,789.19
Inventories	\$	55,217.08	\$	54,158.43
Total Current Assets	\$	698,087.14	\$	699,898.49
Non Current Assets				
Total Assets	\$	698,087.14	\$	699,898.49
LIABILITIES				
Current Liabilities				
Deposits Held -3rd Parties	\$	1,499.09	\$	472.69
Trade Creditors	\$	4,172.00	\$	7,166.60
GST Liabilities	\$	211.72	(\$	1,051.13)
Other Accrd Expenses (Gds &S)	\$	33,546.30	\$	11,525.93
Employee Entitlements<12M	\$	13,337.04	\$	12,775.14
Total Current Liabilities	\$	52,766.15	\$	30,889.23
Non Current Liabilities				
Total Liabilities	\$	52,766.15	\$	30,889.23
Net Assets	\$	645,320.99	\$	669,009.26
EQUITY				
Accumulated Funds	\$	645,320.99	\$	669,009.26
Total Equity	\$	645,320.99	\$	669,009.26

The above report should be read in conjunction with the Notes to the Financial Statements

Anula Primary School Council Incorporated

For the Year Ended 31 December 2019

NOTE 1:

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory of Australia Education Act and Regulations, and the Council's Constitution. The School Council Members have determined that the School Council is not a reporting entity.

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 Council's financial statements.

Capital Assets purchased by the School Council 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. Anula Primary School did not have any capital assets on hand as at 31/12/2019.

(c). Tax

The School Council 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 is not subject to Income Tax.

(d). Revenue Recognition

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

Recurrent funding received from the Department of Education is recognised as income when received.

(e). Grants

Grant income is recognised when the grant funds are received. Unexpended capital grant funds are transferred to the Balance Sheet as a liability. Any unspent non-capital grants are carried forward through internal job codes in the subsequent year.

(f). 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 Council's financial statements. These staff consist mainly of the principal and Assistant Principal, teaching staff and administrative personnel.

The Council does employ staff directly, which is generally for positions such as tutors and relief teachers. These staff members are employed under an applicable award as both casual or permanent and any relevant annual leave entitlement has been recognised as a provision.

(g) Going Concern Assumption

The School Council 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.