

# Berry Springs Primary School

## Annual Performance Report to the School Community 2023



Acronyms	Full form
NT	Northern Territory
MM	Meaningful Maths
FTE	Full Time Employee
TEP3	Teacher Exemplary Practice
PD	Professional Development Day
DoE	Department of Education
UP	Upper Primary
MP	Middle Primary
EY	Early Years
NTLC	Northern Territory Learning Commission
TWP	Territory Wildlife Park
PL	Professional Learning
SET	Special Education Teacher
SESO	Special Education Support Officer
SWI	Student Wellbeing and Inclusion
ICSEA	Index of Community Socio-Educational Advantage
WO	Wellbeing Officer
HALT	Highly Accomplished Lead Teacher

## Contents

<b>School Overview: Context and Focus for Improvement in 2023 .....</b>	<b>4</b>
Our School.....	4
Our Students.....	Error! Bookmark not defined.
Our Staff .....	Error! Bookmark not defined.
Our Community.....	9
<b>Principal's Report.....</b>	<b>9</b>
<b>School Body / LEaD Committee Report .....</b>	<b>Error! Bookmark not defined.</b>
<b>School Priorities 2023 .....</b>	<b>13</b>
<b>Strengthening Instruction for Young Territorians.....</b>	<b>Error! Bookmark not defined.</b>
<b>Engaging Every Child and Student in Learning .....</b>	<b>17</b>
<b>Other Strategy/Focus Area (delete if not applicable).....</b>	<b>21</b>
<b>Student Enrolment, Attendance and Learning .....</b>	<b>23</b>
<b>National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2023.....</b>	<b>23</b>
<b>School Survey Results.....</b>	<b>25</b>
<b>Audited Financial Statements .....</b>	<b>28</b>

## School Overview: Context and Focus for Improvement in 2023

### Our School

Berry Springs Primary School is situated 33km south of Palmerston. The school is located on a large parcel of land with lush, green grounds bordering the Territory Wildlife Park. At Berry Springs Primary School, we strive to provide a stimulating, safe and caring learning environment. Within the school community we value the contributions of all students, their families and staff. We believe that children learn best when the school, home and community work in partnership. Parents are always welcome to visit the school and spend time in classrooms. Our School Values are Respect, Resilience, Personal Best and Community. These were chosen in collaboration with all school community stakeholders in 2020 and form the basis of our school wide approaches.



### Our Staff

Berry Springs Primary School offers education programs from 3-year-old Preschool to Year 6 and had up to 257 students enrolled.

As at Term 4 2023 our staffing composed of:

Administrative Officer	2 full time, 2 x 0.8, 1 x 0.9, 1 x 0.5
Principal	1
Assistant Principal	2
Senior Teacher	1
Physical/Maintenance	0
Teachers	11 full time 1 x 5 days/fortnight (2/3/week) (0.5) 1 x 4 part days/week (0.5) 1 x 4 days part time (0.9) 1 x 1 day/week part time (0.2)
School Council employees	8 x OSHC/Vac care 3 Student support 2 Cleaners

The School's Governance Structure is a School Representative Body (School Council) which, at the end of 2023 was made up of 3 consistent parents, 2 teachers, and 1 Principal. During 2023 the school received additional staff through the 3-Year-Old preschool Trial -One teacher and One preschool assistant.

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.

Staff were given opportunities to take on leadership roles through the MM Network and as in school coaches and mentors. Neophyte teachers were supported with a teaching team model in like cohorts. Four Aspiring HALTS established a collaborative group and will be working towards personal applications in 2024 and 2025. One teacher was successful through an in-house process to act in the role of ST1 for Semester 2.

Our SET was on long term carers leave in Semester Two and one of our part time specialist teachers took over this role in Term 4 and into 2024. Targeted support was implemented through school and SWIPS for her to transition to this role.

Berry Springs Primary has a high retention rate of staff, particularly teachers. At the end of 2023 two teachers transferred – One returned to Taminmin as part of their permanency and another took up a specialist position in another rural primary school.

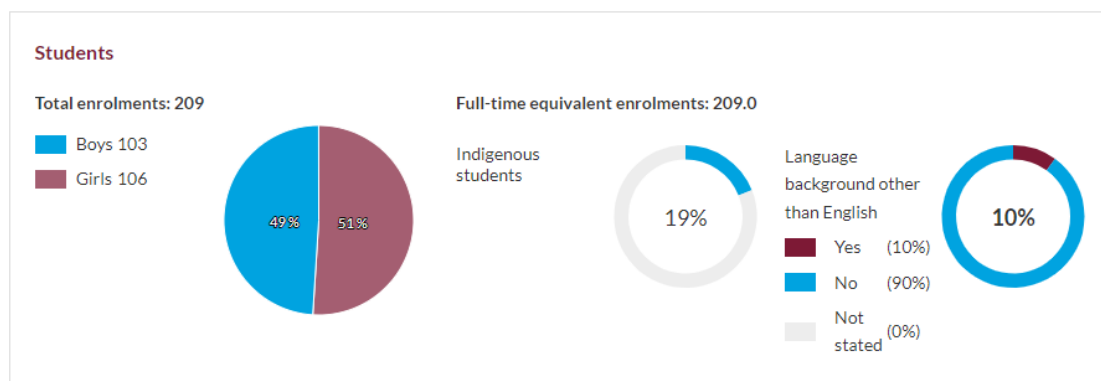
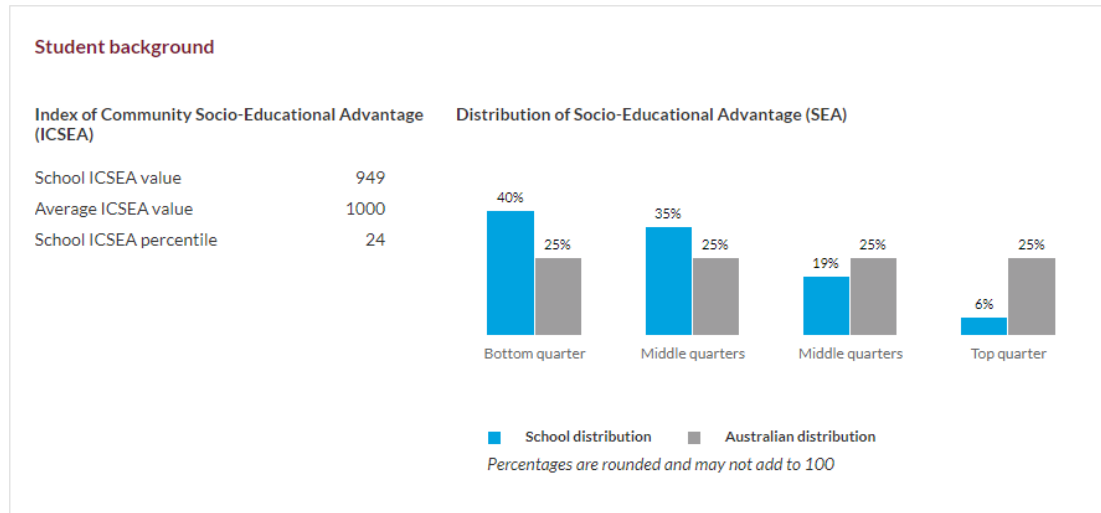
Considerable funds are allocated to support staff in classes and across the school. This provides additional support for teachers and students academically, socially and behaviourally. Structured indoor and outdoor activities are facilitated by support staff during breaks, providing students with additional choices and more supervision in the playground. Our Wellbeing Officer runs targeted small group sessions two days a week with a focus on social skills, positive choices, regulating emotions and more. These sessions are well established and appreciated across our school community.





## Our Students

Our school data identifies the school community as an at-risk community, with our ICSEA 949 (a decrease from 966 in 2022) showing the school is below the national average, with 40% of students (up 3% from 2022) enrolled in the bottom quartile for relative disadvantage, a further 35% (up 1% from 2022) in the bottom middle quartile. This equates 75% of students enrolled considered disadvantaged. This data does not include preschool age students.



Students in the region are rural with majority residing on a minimum of 20 acres, up to 400+ acre properties. Many properties can be quite isolated, and the school is one of the main community hubs connecting and supporting families. Vulnerable students and families are supported through a range of partnerships and approaches that foster school engagement, support wellbeing and safety.





Attendance is always a focus for Berry Springs School and many avenues of communication and support are put in place to support families and students to attend school every day. Updates on attendance are communicated to families and nonattendance followed up, with minimal non-notifications.

## Enrolment and Attendance Summary - Berry Springs 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	7	84.5%	33	85.8%
Transition	6	82.8%	23	87.5%
Year 1	6	84.9%	34	90.0%
Year 2	7	90.4%	34	91.2%
Year 3	2	95.4%	35	90.9%
Year 4	8	91.1%	29	90.7%
Year 5	7	84.8%	25	90.4%
Year 6	3	80.4%	30	87.8%
<b>Berry Springs Primary School</b>	<b>45</b>	<b>86.8%</b>	<b>243</b>	<b>89.6%</b>

## Annual Performance Report to the School Community 2023

Data that supports students social and emotional wellbeing remains a priority and focus for Berry Springs School. The late successful 2023 application for the National Wellbeing Grant 2024-2027 captured data from a range of stakeholders and sources including NCCD, which identifies near 70% (2022) and 60% (2023) of students on NCCD in the social-emotional category. This is an ongoing focus and commitment for our school through our 2023 and 2024 ASIP, programs, approaches and budgeting commitments.

Assessment data is used to set individual, class and school goals. Assessment is aligned to the whole school Assessment Calendar, and professional conversations across teaching teams, whole staff, regional staff, with students, and families is part of this process. We introduced target setting communication strategies to ensure students and families were well informed of individual student goals and how these could be worked on to build students capacity and understanding at home. Math kit resources were made for all students as a way to embed fun, hands on practice at home and a range of activities shared through the kits and on social media.

Berry Springs 2023 NAPLAN results identified areas of success and improvement. Overall, the school average was higher in all areas than the NT average. The data was used to support a reflection of our success in Numeracy, which had been an ASIP goal for the past few years and identify a 2024 focus of reading.

NAPLAN 2023 Results			
Year level	Average score School	Average score NT	+/- Difference
Reading			
Year 3	354	330	+24
Year 5	451	427	+24
Writing			
Year 3	401	335	+66
Year 5	427	403	+24
Spelling			
Year 3	350	315	+35
Year 5	422	416	+6
Grammar and Punctuation			
Year 3	348	328	+20
Year 5	436	424	+12
Numeracy			
Year 3	360	337	+23
Year 5	442	416	+26

### NAPLAN Assessed Year 2023

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets.

#### Reading

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	10	29%	7	20%	17	49%	35	100%
Year 5	3	13%	4	17%	8	33%	9	38%	24	100%
All Year Levels	4	7%	14	24%	15	25%	26	44%	59	100%



## Our Community

Berry Springs Primary School is committed to working in partnership with the local community and abroad. The school have well established processes and platforms to support and encourage engagement and contributions from staff, student and families, as well as external NTG and non NTG stakeholders. The School Value Community reflects this commitment and the work done in this space.

Bendigo Community Bank continue to support the school and in 2023 donated the Growing Green Kids vehicle to the school. Eat Up for Australia provide sandwiches throughout the term through Rotary Club of Palmerston and Litchfield. The sandwiches are given to children requiring food. We continued to collect recycling from the local tavern and Core Lithium as part of our Growing Green Kids NT program and used the funds raised as part of our circular economy in this program. We remained involved with the Territory Wildlife Park and will look to more opportunities in 2024 to build on this long lasting and positive partnership.

Our school hosts many opportunities in and out of hours to encourage families to be a part of the school and their child's learning journey – socially, academically and behaviourally. We had a small but very positive and proactive School Council Representative Body who worked in partnership with the school to drive improvement.

The School takes the annual survey seriously and is committed to sharing results, celebrating success, and focusing on areas for improvement. Some of the main platforms this is done is through Newsletters and reports to School Council. Very detailed data and responses to comments/questions is included to ensure respondents see their voice is heard and acknowledged.

Some highlights from the 2023 School Survey include:

		% point change	2022	2023
<b>Students</b>	My school takes students opinions seriously	+32%	51%	83%
<b>Parents</b>	I feel well informed about what is happening at the school.	+6%	71%	77%
<b>Staff</b>	Our school has a clear vision and direction for school improvement	+9%	79%	88%

The School Council provides a quality Out of School Care, before and after school. They also provide vacation programs in school holidays and semester breaks. This is supported by parents with enrolment on average 10-15 students in before school care, 20-30 students in after school care and up to 40 students in vacation care/day. In 2021 the service completed the assessment against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and is rated as **Meeting** (September 2021)

## Principals Report

The commitment, passion and contribution of our school community in 2023 demonstrated success and engagement across a range of areas.

Our school increased its official student leader cohort significantly through SRC, NTLC and REACH. The SRC cohort worked collaboratively to capture student voice and focus on improvements and engagement for students, committing to fortnightly meetings and embedding a range of initiatives and events. NTLC reviewed behaviour data and worked alongside staff and students to support implementation of Zones of Regulation, supervised break activities and networking with other NTLC schools. REACH provided students an opportunity to expand their research and inquiry skills with a focus on biosecurity, working collaboratively across all Rural primary Schools. These groups were made up of 25 student leaders across Middle and Upper Primary.



We set in motion our partnership with HP as part of the HP Reinvent The Classroom project which saw a number of physical, teaching and learning improvements in the digital and innovation space across the school:

- We relocated our school library to create a large digital learning space for all classes. We refurbished this space with new carpet, paint, furniture, laptops, whiteboard and an interactive board.
- Staff engaged in many Professional Learning opportunities throughout the year with Brett Salakas from HP.
- Staff completed additional training in Adobe and completed their Adobe Level 1 and 2 accreditations. We were the only school in Australia to have all teachers Adobe Level 1 and 2 accredited. This will be a continued commitment as new staff commence at the school.
- Staff and students worked collaboratively together to explore and build their digital capability using a range of online platforms and tools, showcasing these across the school and to a broader audience.
- Digital opportunities became embedded into the everyday learning opportunities for students.
- Mr Sai is currently the only NTG Department of Education Microsoft Innovator Educator Expert (MIEE)

Our school was recognised on the international stage and awarded for our achievements in Digital Technologies for the 'Most Digital Growth and Impact in Australia and New Zealand'. We showed improvement across all areas measured by HP, but considerably so in; Leadership & Vision – Culture of

## Annual Performance Report to the School Community 2023

Change, Strategic Planning, Inclusion & Accessibility Innovative Learning Space – Open Design, Smart & Safe Spaces Modern Teaching and Learning – Professional Development, Immersive Experiences, Curriculum and Assessment Technology Blueprint – Data Driven Knowledge We are extremely proud of what our school achieved in a short amount of time, working together and with the wrap around support of the HP Reinvent The Classroom Project.

### LEADERSHIP AND VISION

1st WAVE		2nd WAVE
76%	+16	92%
Culture of change		
71%	+17	88%
Strategic Planning		
77%	-1	76%
Exchange networks		
67%	+9	76%
Inclusion and accessibility		

### INNOVATIVE LEARNING SPACES

1st WAVE		2nd WAVE
66%	+8	74%
Accessibility		
61%	+11	72%
Open Design		
47%	+21	68%
Smart and Safe Spaces		
72%	0	72%
Digital Management		

### MODERN TEACHING AND LEARNING

1st WAVE		2nd WAVE
76%	+13	89%
Professional Development for Educators and Leaders		
62%	+8	70%
Personalized Education and Well-being		
56%	+12	68%
Immersive Experiences		
45%	+24	69%
Curriculum and assessment		

### TECHNOLOGY BLUEPRINT

1st WAVE		2nd WAVE
50%	+2	52%
ITC Operations and Management		
57%	+5	62%
Collaborative learning platform		
62%	+8	70%
Data-driven Knowledge		
60%	-3	57%
Learning Devices		



We introduced ZONES of Regulation across all classes, connecting with NTG and non NTG stakeholders, purchasing resources, providing PL for all staff and embedding a common language and approach across the school. This supported the collective work of staff, student leaders and families and aligned to our 2023 ASIP.

The Learning Hub continued in 2023 to support students with additional needs in an explicit, multisensory and student centred way. Individual goals and needs are prioritized and assessment focused upon achievement at own level rather than benchmarks. Social goals, learning behaviours and communication skills form an integral part of the Learning Hub.

## Annual Performance Report to the School Community 2023

Through Sporting Schools Grants we had the opportunity to invite a number of coaches and clubs to work with students across the school. Students learnt fundamental skills and the rules of games, participating with their peers during PE lessons, with class teachers and also after school sessions for families.

We continued to build a positive partnership with the SWIPS Team working with staff to support students with identified needs as well as facilitating information for staff, students and families around social and emotional wellbeing. The School based Counsellor ran whole class, small group and individual sessions, worked with families on a case management approach, supported families to be informed about and access external services and support, and provided information through regular newsletters, Facebook, school community events and fliers.

Our partnership with Jason Lee from Bully Beef and Rice continued and we saw many new murals designed and painted throughout the school. These have improved the overall aesthetics of the school.

Our partnership with BoxFit NT continued and focused on our School Values and BoxFit NT Values of Respect, Resilience, Courage, Self control, Discipline, Community, Healthy Body and healthy Mind.



Students in UP were given the opportunity to participate in the Palmerston Young Writers Festival alongside their peers from Top End Schools. This was a wonderful way for them to engage with local and renowned authors and illustrators in a workshop at the Palmerston Library. As writing has been an ASIP priority for the few years prior it was a great way to celebrate this ongoing work and see some of our students recognised with Awards.

In Term 3 our annual whole school Inquiry Expo was a huge success – the overarching Inquiry question being: *What opportunities exist and what future impact can I have in my local community?* This engaged students in rich learning experiences connected with local industries and future pathways.

Our Curriculum Maps continued to be refined to meet the needs and interest of students, aligned to community engagement and connecting through an Inquiry model to the Australian Curriculum. Teachers had opportunities to work collaboratively and share success across the school community.

2023		Upper Primary Curriculum Map			
VISION		At Berry Springs Primary School we strive to provide a stimulating, safe and caring learning environment. Within the school community we value the contributions of all students, their families, and staff. We believe that children learn best when the school, home, and community work in partnership. Berry Springs Primary School strives to be a school of excellence in student learning with a focus on science, agriculture, and the environment through Growing Greens Kidz NT.			
Big Idea	Term 1 What makes a great leader?	Term 2 Production and consumption. Is it sustainable?	Term 3 What opportunities exist and what future impact can I have in my local community?	Term 4 How does the media influence body image? Does the media have social responsibility?	
SEASONAL CALENDAR	Monsoon time with heavy rains. Rivers and creeks can overflow. Cyclone season. There is life everywhere and bush fruits are in abundance. Crocodiles are moving. Time to <b>SOOJ</b> the orchard and propagate seeds for gardens.	The rains have finished, and the dry season begins. Time to plant seedlings in the gardens, mulch and continue <b>SOOJ</b> .	Cool, dry season we eat. Many plants are in flower. Mango trees start to bear fruit.	Music and Dance - Specialist Teacher Key idea: Explore colour, line and shape (through past and present artists) Consistent song and dance items Animal movement and sound	Media - Specialist Teacher Key idea: Community Media Arts
School	Harmony Day/National Day of Action Against Bullying, Student Leadership, Welcome Breakfast, Year 5/6 camps, Parent Teacher Interviews, student elections, NAPLAN	Sports Day, Reports, Concert, School photos, NAPLAN Science, Formal written Reports	STEM Expo week 4 - Science Week, Book Fun Run, Parent Teacher Interviews, Student Leadership, Father's Day, Report	Assessment Task: Observations - Students compose and perform demonstrating their understanding of beat, tempo and dynamics to show an animal's movements. (checklist/observations) Family storylines - Students use real (plastic/digital) and warm colours (family, line and shape) to create a story that represents their family. Students then share their storylines with the class explaining their ideas. (oral reflection)	Assessment Task: Students demonstrate their understanding of character and settings in the community, communicate their ideas/story, use technologies to capture and edit images and sounds and present and respond to peer work. - Community Photo Story - The Fairies Secret Media Artwork - School News Bulletin
Community	Bombing of Darwin Easter (Good Friday)	Mother's Day, NAIDOC, Fred's Pass Show, ANZAC Day, Berry Springs Markets, Territory Day	Rural Women's Day		
School Value	Respect/Community	Personal Best/Resilience			
LITERACY	<ul style="list-style-type: none"><li>Data driven programs derived from English Content Descriptors, ELP</li><li>Oral Language Program underpinning all learning areas</li><li>Guided Reading Groups Monday to Friday,</li><li>Word level work - Ongoing program: P2D - phonics, Haggerty Phonemic Awareness Program, PLD Handwriting (phonemic awareness / phonics)</li><li>Writing - Sentence level work - Ongoing program: regular programmed grammar / punctuation focus learning</li></ul>				
Whole text level work:	Major focus: Persuasive		Major focus: Inform		
Minor focus: Extension					
ARTS	<b>Visual - Specialist Teacher</b> Key idea: Exploring colour, line and shape (through past and present artists) Assessment Task: Student self-portfolio - Directed drawing and Picasso inspired colour (checklist/observations) Family storylines - Students use real (plastic/digital) and warm colours (family, line and shape) to create a story that represents their family. Students then share their storylines with the class explaining their ideas. (oral reflection)				
TECHNOLOGY	<b>Digital Technologies</b> Key idea: What technologies have existed in the past and present day that have a positive impact on life and the environment? Assessment Task: Students to create Venn diagram to compare technology in the past and present.				
HEALTH	<b>Specialist Teacher</b> Key idea: Social and emotional perspectives and empathy Emotional Vocabulary Assessment Task: F: Students to demonstrate understanding on 'Inclusion and Exclusion'. (Pictures to illustrate/Observations) 1/2: Students complete strategies they would like to implement to help them manage their anger or frustration when they arise. (Pictures to illustrate/Observations)				
PE	<b>Specialist Teacher</b> Key idea: Food and nutrition and the impact on health and wellbeing Emotional Vocabulary Assessment Task: F: Students identify how health information can be used in their lives (Checklist/Observations) 1/2: Students create posters to demonstrate health information				
SCIENCE	<b>Specialist Teacher</b> Key idea: Personal and community safety What people, organisations and services exist in the community to support our own and others health and safety Emotional Vocabulary Assessment Task: F: Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. 1/2: Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.				
ENGLISH	<b>Specialist Teacher</b> Key idea: Wellbeing Challenge - Healthy Mind, Healthy Body, Emotional Vocabulary Assessment Task: F: Students can describe similarities and differences between themselves and others. 1/2: Students explain how personal qualities contribute to identities.				





Throughout the year we were involved in and hosted a number of events and activities including: Meet and Greet Breakfast, Year 5/6 Camp to Batchelor Outdoor Education Centre, Easter Challenge, Buddy Programs, ANZAC Service, Meaningful Maths network opportunities, Mothers and Fathers Day Breakfast, Clontarf visits, School Sport Gala Days, Sports day, BEAT, V8 Supercars, Monster Trucks, Makers Empire Kids in Space, Whole School Concert, Inquiry showcases, Live shows at Darwin Entertainment Centre, Dress Up Days, Fundraiser events, House Point Reward sessions, Upper Primary Rural Schools Wellbeing Expo, Dance Troupes, Colour Fun Run, Parliament Excursions, Local industry and future careers excursions, hosted CDU placement students, Graduations, Assemblies, Awards Ceremonies and more.







## School Priorities 2023

**STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS Goal 1:** To improve student performance in mathematics by a focus on improving teacher practice in identifying gaps in student learning and planning the next steps in teaching with precision.

Problem of Practice: *If we embed assessment processes that are aligned with the curriculum and are designed to clarify learning intentions we will be able to establish where individual students are in their learning, diagnose details of student learning (e.g. gaps in knowledge and understanding), and monitor learning progress across the years of school.*

Key Outcomes:

Educators	Students	Families/ Community
<p><b><i>Educators use data to:</i></b></p> <ul style="list-style-type: none"> <li>• identify starting points for teaching and learning;</li> <li>• diagnose misunderstandings and address gaps in student knowledge;</li> <li>• build on students' strengths and extend their learning;</li> <li>• provide regular, timely and explicit feedback to students about their learning and allow them to learn from their mistakes</li> <li>• monitor trends in progress over time;</li> <li>• evaluate the impact of interventions;</li> <li>• communicate progress to families/caregivers; and</li> <li>• encourage students to take responsibility for their own learning</li> </ul>	<p><b><i>Students play an active role in assessment. That is, they:</i></b></p> <ul style="list-style-type: none"> <li>• are involved in goal-setting and co-construction of success criteria to ensure their understanding of the desired learning intentions and what it means to be successful;</li> <li>• engage in a data wall/map to track and plan for improvement</li> <li>• regularly seek feedback and review success criteria in order to progress;</li> <li>• continuously self-assess and reflect on their own learning; and</li> <li>• provide and are open to feedback from peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• through a communication strategy we will share where students are at in their learning, identify and communicate next steps in student learning</li> <li>• will be able to talk about their child's acquired mathematics skills and next steps</li> <li>• will be able to understand the MM pedagogy</li> <li>• will partner in student learning by engaging with the "Math Kit" for home learning.</li> </ul>

Student Improvement Targets:

Goals set from 2021 NAPLAN data – like for like cohorts

- 70% of year 5 students will be AANMS, this was 57.1% for year 3 in 2021
- 60% of year 3 will be AANMS, with 20% students performing in the upper two bands.
- 70% of Year 2 students will achieve an A-C grade in Number and Algebra in Semester 1 2023. This will be our focus group.



**ENGAGEMENT Goal 2:** To create learning environments that are innovative, flexible, safe, supportive and welcoming for all students and their families.

Problem of Practice: If we develop innovative learning spaces and opportunities which foster engagement in multi model technologies, we will increase student engagement for students with diverse learning needs.

Key Outcomes:

Educators	Students	Families/ Community
<ul style="list-style-type: none"> <li>Participate in professional learning and embed in classroom practice</li> <li>Use digital platforms in all learning areas</li> <li>Use whole school strategies to deescalate disruptive and disengaged behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Student can articulate strategies they use to regulate their emotions</li> <li>Students can articulate and use strategies and resources that support them to learn</li> <li>Students engage in a broad range of extra-curricular and interest bases learning experiences</li> <li>Students feel sense of community and like being at school</li> </ul>	<ul style="list-style-type: none"> <li>Feel welcome and included in community events</li> <li>Can articulate alternate and interest opportunity</li> <li>Feel like there to connect and add value to learning programs</li> <li>Are satisfied with and understand wellbeing process and understand the strategic direction of the school.</li> </ul>

Student Improvement Targets:

- Reduce recorded behaviour incidence by 20% (145) in 2023 (724 for 2022)
- More than 80% of students will identify that they know how to manage their emotions when upset (65% 2022)
- More than 60% for students will report that behaviour is well managed at this school (47% 2022)
- More than 80% of students report that they like being at school (73% 2022)
- Reduce the number of students attendance in below and very below from 34 to 25 in 2023



## Engaging Every Child and Student in Learning

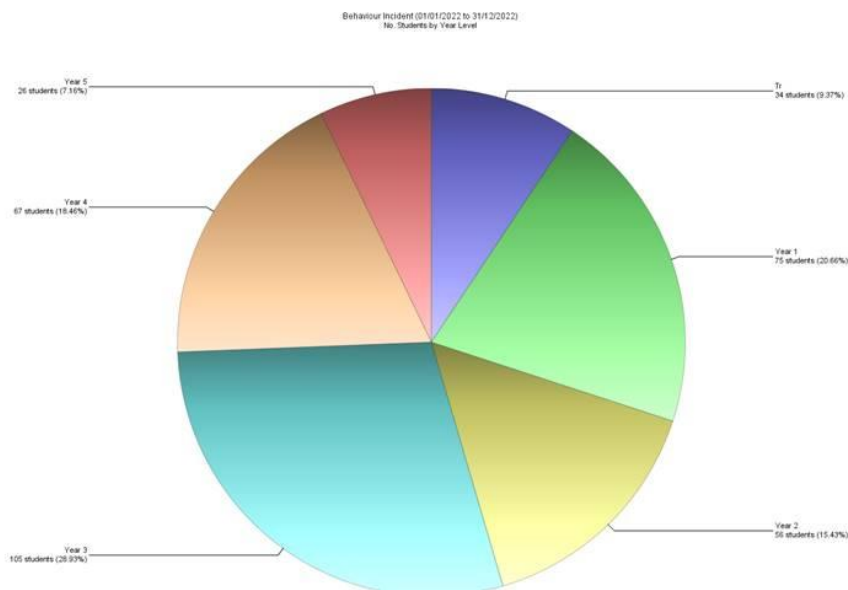
**ENGAGEMENT Goal 2:** To create learning environments that are innovative, flexible, safe, supportive and welcoming for all students and their families.

Student Improvement Targets:

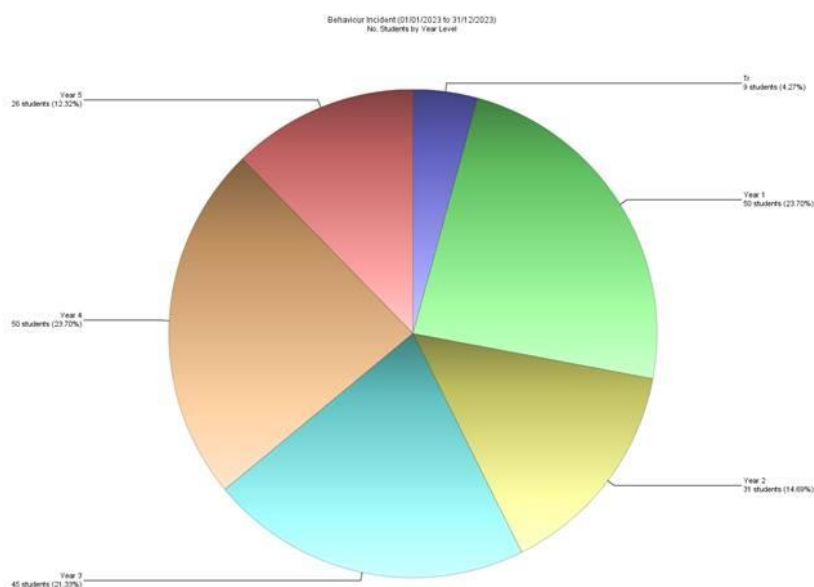
- Reduce recorded behaviour incidence by 20% (145) in 2023 (724 for 2022)

Results show that the perpetrator 2022 Incidences (363) v 2023 (211) = decrease of 41.87%

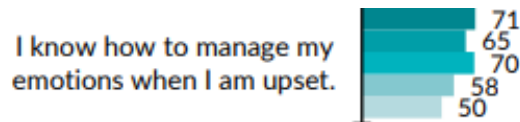
### 2022 Incidences by Perpetrator in behaviour category



### 2023 Incidences by Perpetrator in behaviour category

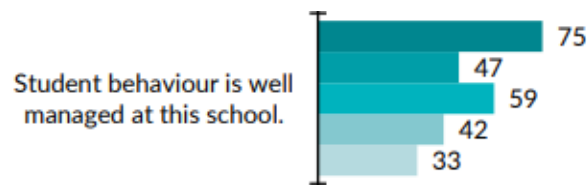


- More than 80% of students will identify that they know how to manage their emotions when upset (65% 2022)



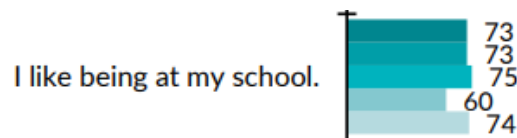
Although we did not reach our target of 80%, we did increase our target by 6% to 71% from students. This is an ongoing target in 2024 with the inclusion of parent targets from the School Survey.

- More than 60% for students will report that behaviour is well managed at this school (47% 2022)



We exceeded our Target, with 75% of students indicating that behaviour is well managed at the school.

- More than 80% of students report that they like being at school (73% 2022)



There was no increase from 2022 – 2023 for this target.

## Annual Performance Report to the School Community 2023

- Reduce the number of students attendance in below and very below from 34 to 25 in 2023

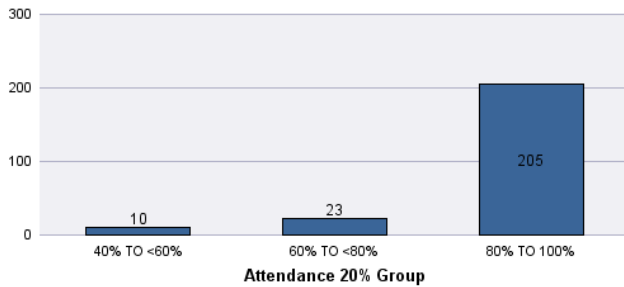
### Student Attendance % by Term

#### Berry Springs 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 the Data Team stats.det@nt.gov.au (08) 8901 1388.

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

###### Term 1 2023



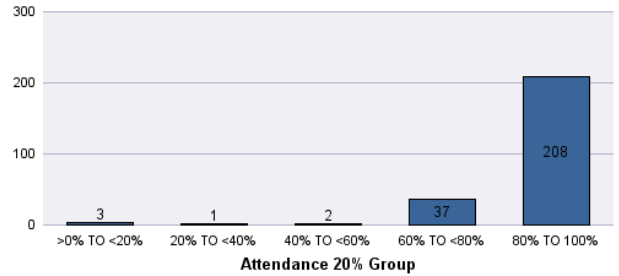
Attendance Group	Number of Students	Percentage of Students
40% TO <60%	10	4%
60% TO <80%	23	10%
80% TO 100%	205	86%

#### Berry Springs 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 the Data Team stats.det@nt.gov.au (08) 8901 1388.

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

###### Term 2 2023



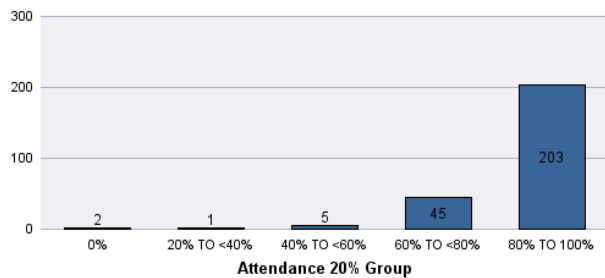
Attendance Group	Number of Students	Percentage of Students
>0% TO <20%	3	1%
20% TO <40%	1	0%
40% TO <60%	2	1%
60% TO <80%	37	15%
80% TO 100%	208	83%

#### Berry Springs 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 the Data Team stats.det@nt.gov.au (08) 8901 1388.

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

###### Term 3 2023



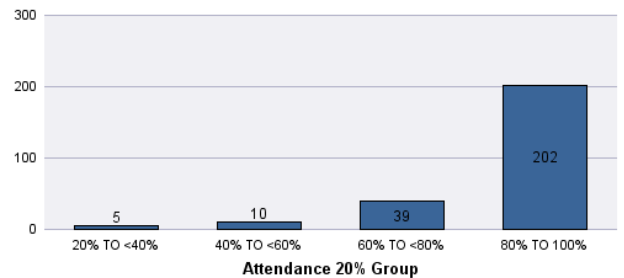
Attendance Group	Number of Students	Percentage of Students
0%	2	1%
20% TO <40%	1	0%
40% TO <60%	5	2%
60% TO <80%	45	18%
80% TO 100%	203	79%

#### Berry Springs 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 the Data Team stats.det@nt.gov.au (08) 8901 1388.

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

###### Term 4 2023

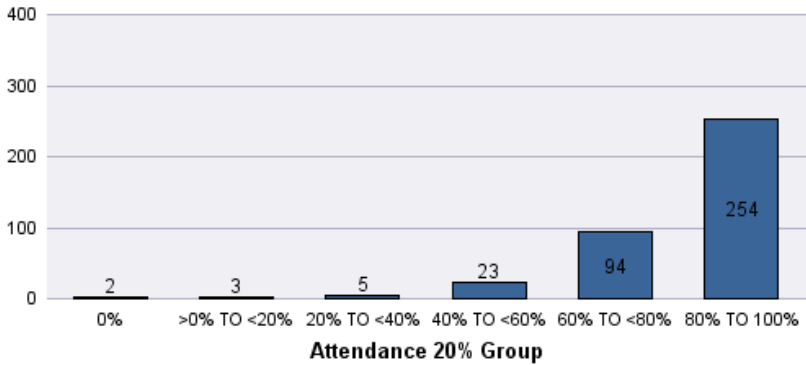


Attendance Group	Number of Students	Percentage of Students
20% TO <40%	5	2%
40% TO <60%	10	4%
60% TO <80%	39	15%
80% TO 100%	202	79%

Student Attendance % by Year Level

Number and Proportion of Students Attending  
by 20% decile

2023



Attendance Group	Number of Students	Percentage of Students
0% TO <20%	5	1%
20% TO <40%	5	1%
40% TO <60%	23	6%
60% TO <80%	94	25%
80% TO 100%	254	67%

Students in the Below and Very below attendance category decreased from 34 in 2022 to 33 in 2023. There is continued work for the school to do with target families in this space. Many attempts and strategies are put in place to engage and support student attendance, working with families and stakeholders. Detailed records of all attempts are located on student Gradexpert files and SAMS where appropriate.

In 2024 our ASIP goal is aligned to Zones of Regulation and supports the ongoing work around student regulation and safe learning spaces. Other priorities will continue to include positive and improved classrooms, employment of the Wellbeing officer with targeted support at Tier 2 students, engagement and support from WIPS, school-community events, partnerships with NTG and non NTG stakeholders.



## Other Strategy/Focus Area

**STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS Goal 1:** To improve student performance in mathematics by a focus on improving teacher practice in identifying gaps in student learning and planning the next steps in teaching with precision.

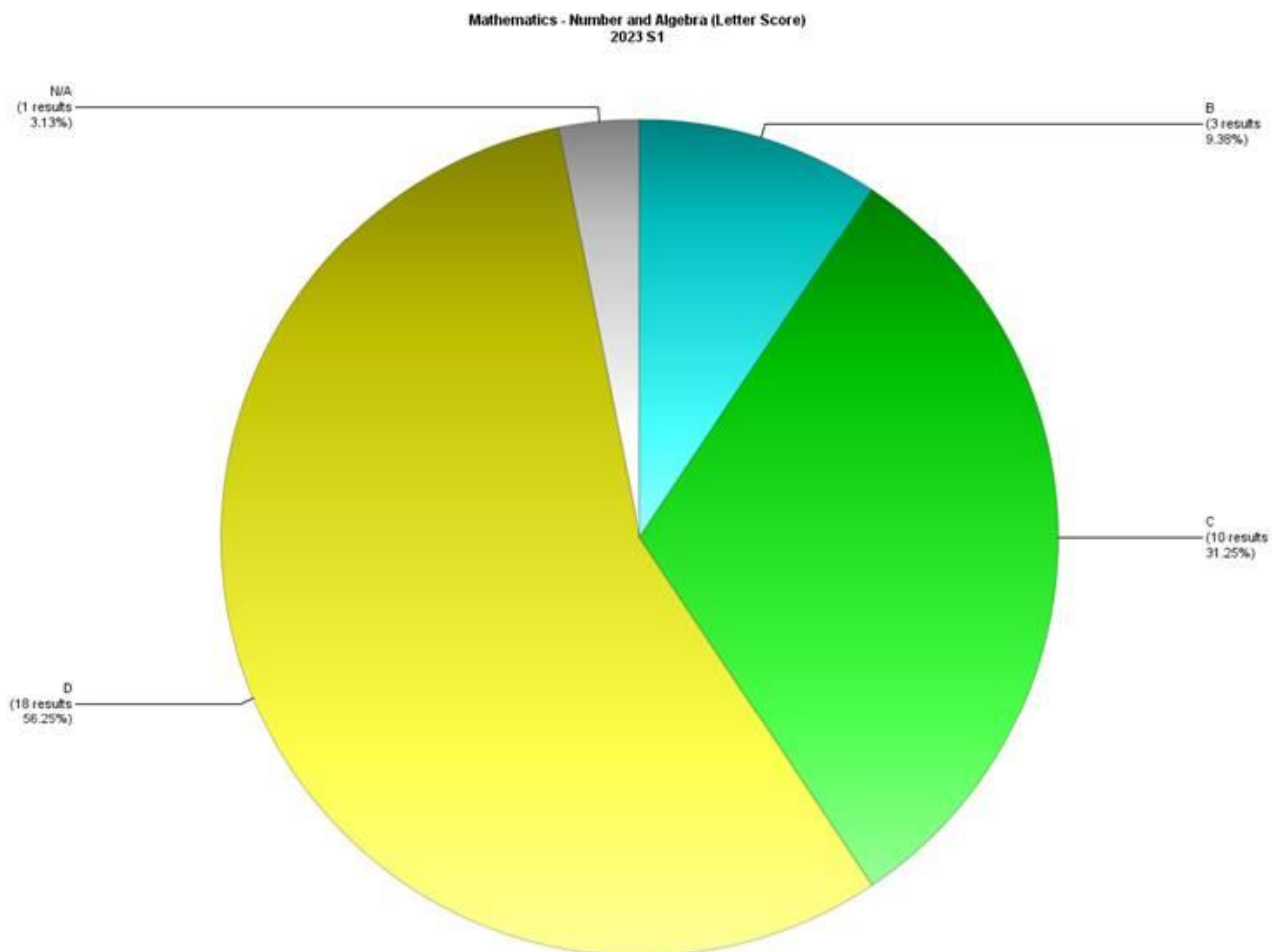
Student Improvement Targets:

Goals set from 2021 NAPLAN data – like for like cohorts

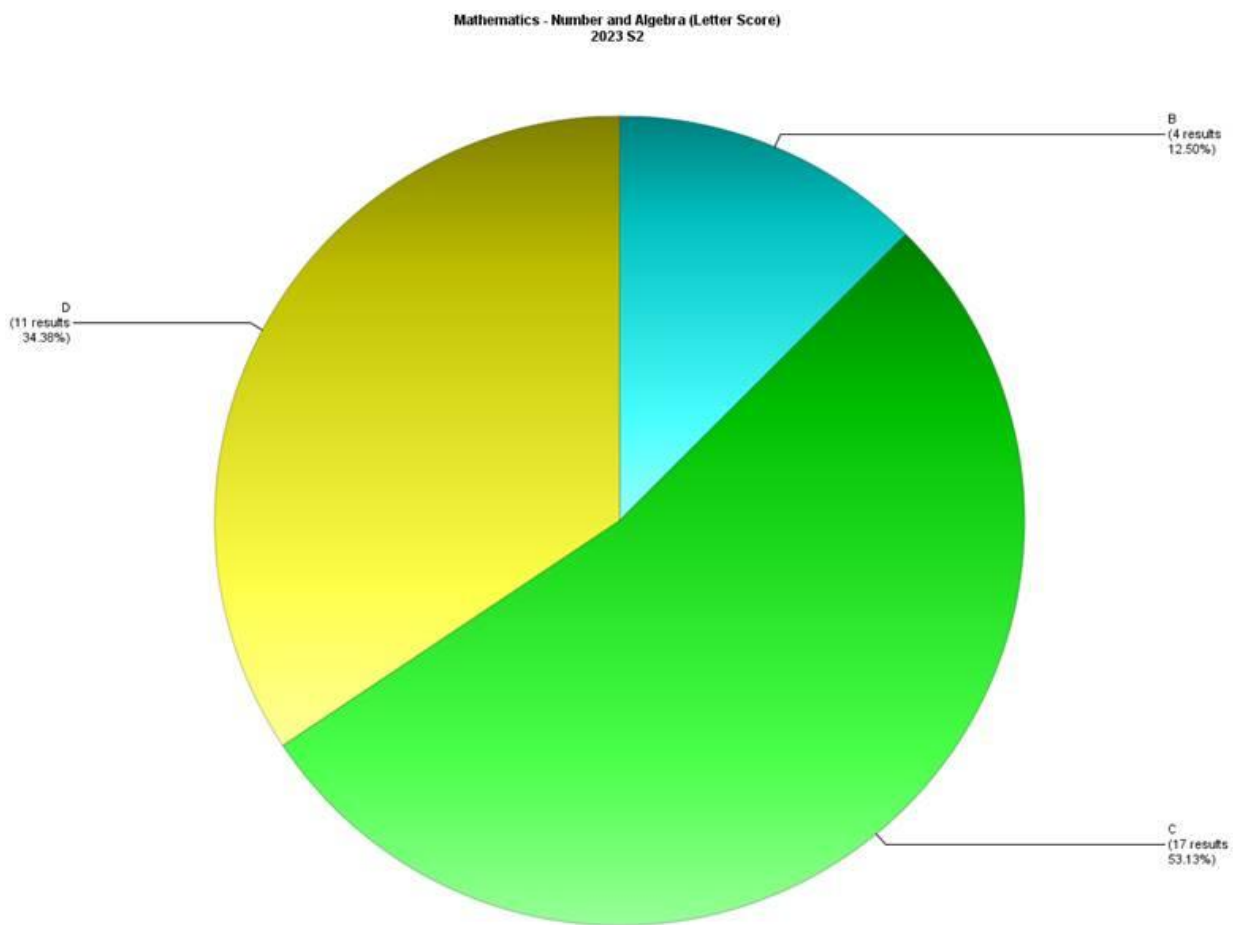
- 70% of year 5 students will be AANMS, this was 57.1% for year 3 in 2021
- 60% of year 3 will be AANMS, with 20% students performing in the upper two bands.
- 70% of Year 2 students will achieve an A-C grade in Number and Algebra in Semester 1 2023. This will be our focus group.

As the NAPLAN marking criteria changed in 2023 the school is unable to compare previous results to 2023 results. The 2023 results were used to set student goals, class goals and 2024 ASIP goals.

Semester 1 2023 – Year 2 students Number and Algebra Results = 40.61% A-C grade



Semester 2 2023 – Year 2 students Number and Algebra Results = 65.63% A-C grade



Although we did not reach our target in Semester 1, we did come close in Semester 2 with 65.63% of Year 2 students attaining an A/B/C grade in their Semester 2 reports.

In 2024 Mathematics will continue to be a priority however is at the sustain phase. New staff will be inducted and supported, resources updated, and a MM school coach will have defined roles and responsibilities as part of this work. Numeracy Sprints will continue and have a focus on low performing students in Semester 1 and high performing students in Semester 2. Data snap shots and targets will be used to set priorities and align the teaching and learning program. Intervention will be facilitated during Hot Spot and fluid differentiated groups.

## Student Enrolment, Attendance and Learning

Year Level	Previous Year 2022				Reporting Year 2023			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance%	Enrolment	Attendance%	Enrolment	Attendance%	Enrolment	Attendance%
Preschool	5	82.2%	25	84.1%	7	84.5%	33	85.8%
Transition	5	83.4%	34	87.8%	6	82.8%	23	87.5%
Year 1	7	84.7%	34	89.9%	6	84.9%	34	90.0%
Year 2	2	95.2%	37	91.6%	7	90.4%	34	91.2%
Year 3	7	87.4%	30	90.3%	2	95.4%	35	90.9%
Year 4	6	78.7%	29	88.6%	8	91.1%	29	90.7%
Year 5	1	77.1%	26	89.5%	7	84.8%	25	90.4%
Year 6	3	89.4%	24	90.1%	3	80.4%	30	87.8%
<b>All</b>	<b>36</b>	<b>84.4%</b>	<b>240</b>	<b>89.4</b>	<b>45</b>	<b>86.6%</b>	<b>243</b>	<b>89.6%</b>

An area for continued work is in our Preschool where we have consistently seen lower attendance than other year levels. A focus will be on recording accurate and up to date reasons for absence in SAMS and following up with supports and interventions for families across the school with consistent attendance challenges and concerns.

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

READING						
Year level	Average score School	Average score NT	+/- Difference	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	354	330	+24	29%	20%	49%
Year 5	451	427	+24	17%	33%	38%
WRITING						
Year level	Average score School	Average score NT	+/- Difference	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	401	335	+66	6%	20%	66%
Year 5	427	403	+24	20%	40%	28%
SPELLING						
Year level	Average score School	Average score NT	+/- Difference	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	350	315	+35	31%	31%	34%
Year 5	422	416	+6	33%	29%	25%
GRAMMAR AND PUNCTUATION						
Year level	Average score School	Average score NT	+/- Difference	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	348	328	+20	34%	37%	26%
Year 5	436	424	+12	25%	29%	33%
NUMERACY						
Year level	Average score School	Average score NT	+/- Difference	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	360	337	+23	23%	32%	41%
Year 5	442	416	+26	21%	33%	33%



## School Survey Results

### Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2023 Snapshot Berry Springs Primary School

Education NT Strategy 2021 - 2025, Headline Improvement Measures (Page 23)

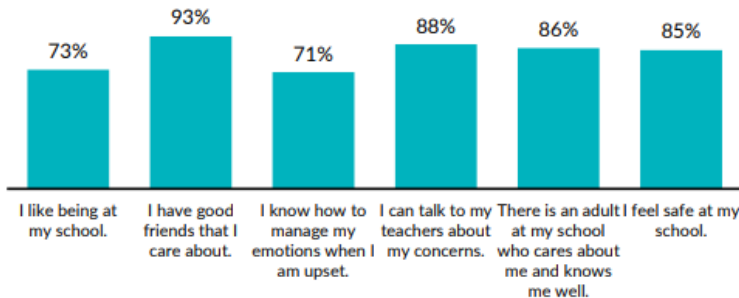
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

School Survey is one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes, Wellbeing and Teacher-Student Relationships.



#### Wellbeing

2023 student positive response rates (%)

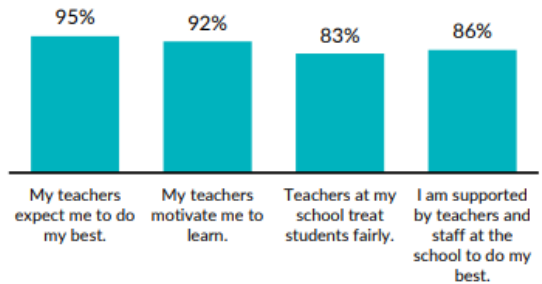


**Overall Headline Improvement Measure (3 year trend)**



#### Teacher-Student Relationships

2023 student positive response rates (%)



**Overall Headline Improvement Measure (3 year trend)**



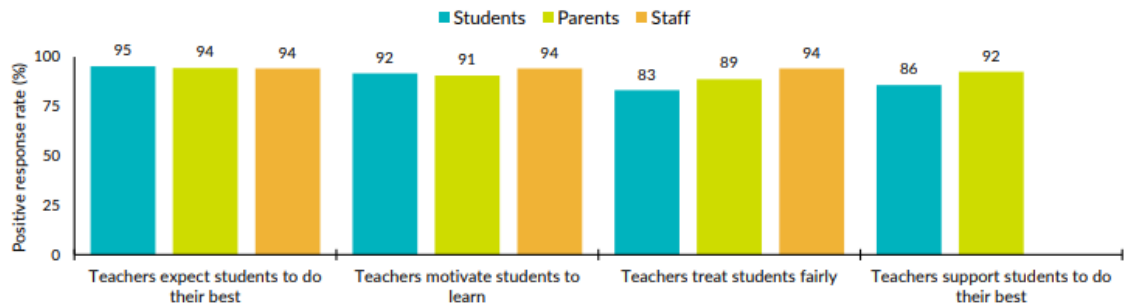
### Change from previous year (2023 v 2022)

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>	<b>Student</b>					
	My school takes students' opinions seriously.	+32%	83% 51%	My teacher supports me to understand my learning data.	-11%	71% 82%
	Student behaviour is well managed at this school.	+28%	75% 47%	I plan to progress through school and finish Year 12.	-10%	66% 76%
	My school values the language and cultural background of all students.	+14%	91% 77%	My school gives me opportunities to do interesting things.	-2%	88% 90%
	<b>Parent/carer</b>					
	This school takes students' opinions seriously.	+10%	90% 80%	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	-23%	77% 100%
	I feel well informed about what is happening at the school.	+6%	77% 71%	My child knows how to manage their emotions.	-13%	77% 90%
	Teachers at this school provide my child with useful feedback about his or her school work.	+6%	90% 84%	My child feels safe at this school.	-12%	85% 97%
	<b>Staff</b>					
	The department supports our school to achieve its priorities.	+21%	53% 32%	I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	-19%	71% 89%
	The students I teach are motivated to learn.	+17%	94% 76%	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%	71% 89%
	Our school has a clear vision and direction for school improvement.	+9%	88% 79%	Student behaviour is well managed at this school.	-13%	76% 89%

## Theme: Teacher-Student Relationships - Triangulation

## TEACHER-STUDENT RELATIONSHIPS

A student's relationship with their teachers has a significant impact on how well they learn, their engagement in schooling, their academic outcomes and their behaviour at school.



Student (positive response rate %)

2023 2022 2021 2020 2019

Parent (positive response rate %)

2023 2022 2021 2020 2019

Staff (positive response rate %)

2023 2022 2021 2020 2019

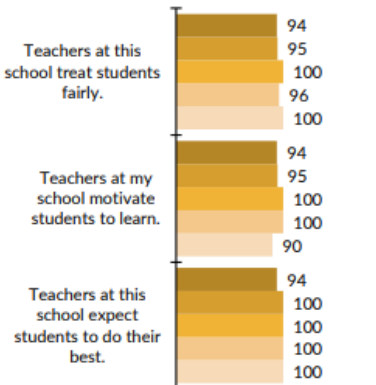
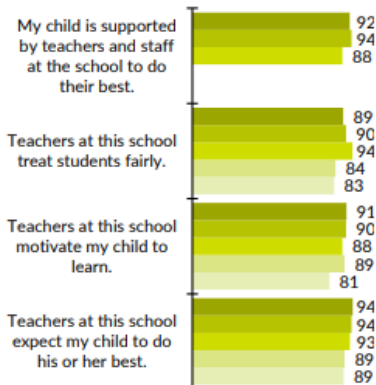
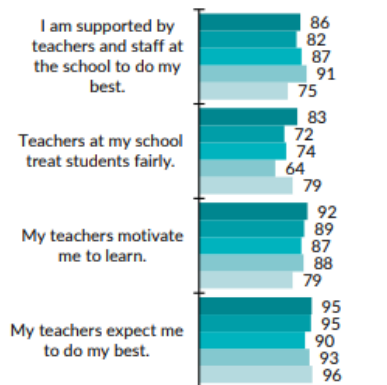
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

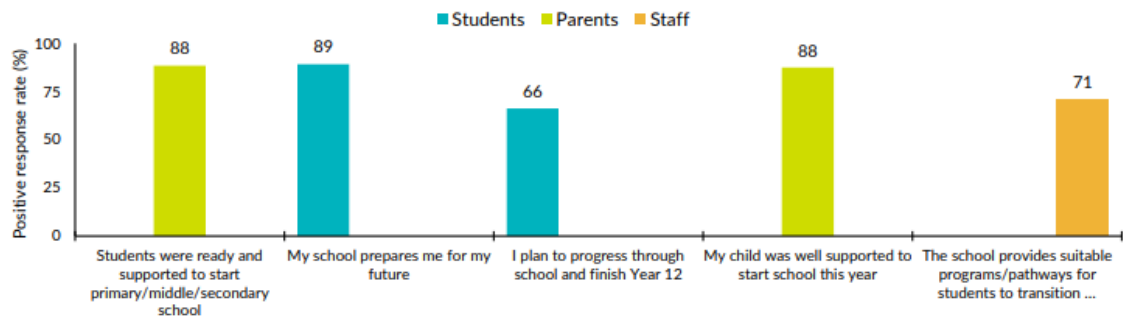
How can we explore further with our school community?



## Theme: Transitions &amp; pathways - Triangulation &amp; Trends (5 years)

## TRANSITION AND PATHWAYS

The child and student experiences a number of transitions as they move into, through and beyond schooling. To continue through these transition points, students need to feel supported by their school and believe in the value of their education for achieving future goals.



Student (positive response rate %)

2023 2022 2021 2020 2019

Parent (positive response rate %)

2023 2022 2021 2020 2019

Staff (positive response rate %)

2023 2022 2021 2020 2019

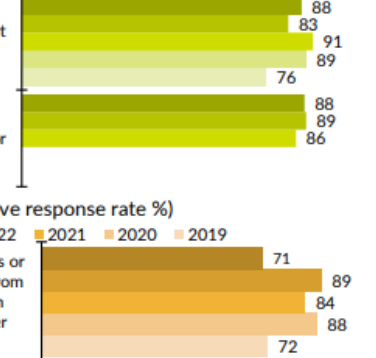
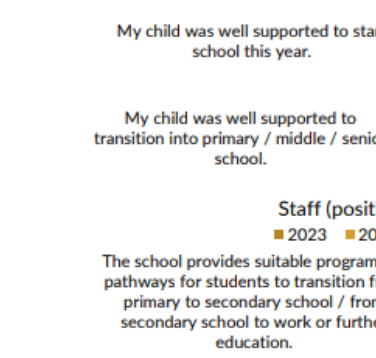
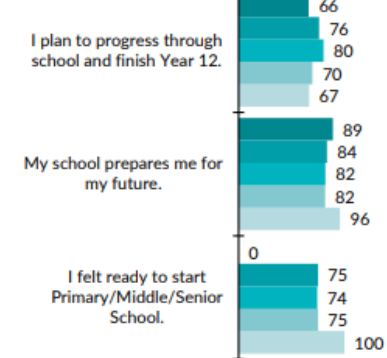
What does our data tell us?

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: School community engagement - Triangulation & Trends (5 years)

### SCHOOL COMMUNITY ENGAGEMENT

School community engagement supports student learning and wellbeing through common goals and shared purpose with parents, families and the wider school community. It also supports flexible delivery of education programs to meet the needs of the local community.

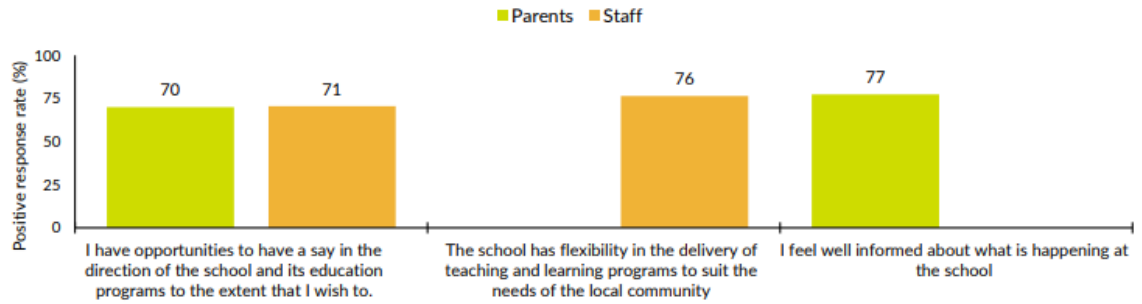
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

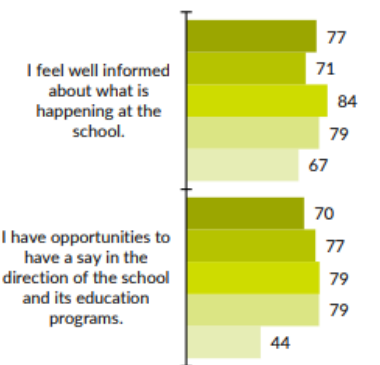
What trends do we see?

How can we explore further with our school community?



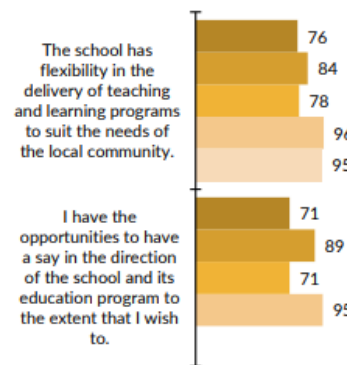
Parent (positive response rate %)

2023 2022 2021 2020 2019

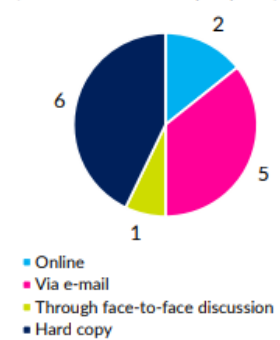


Staff (positive response rate %)

2023 2022 2021 2020 2019



Count of parent selections for 'I would prefer the school to share information about my child's achievement with me' (Parents can choose multiple options)



## Theme: School satisfaction - Triangulation & Trends (5 years)

### SCHOOL SATISFACTION

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

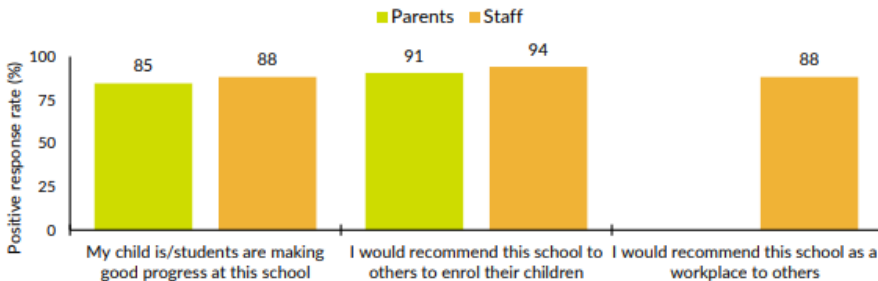
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

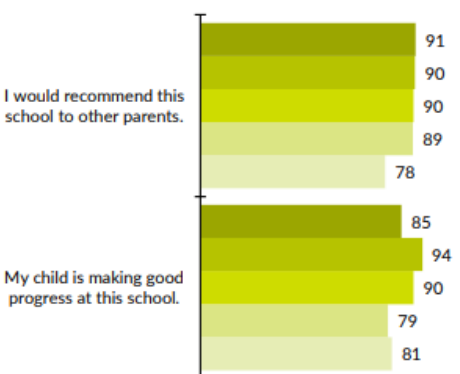
What trends do we see?

How can we explore further with our school community?



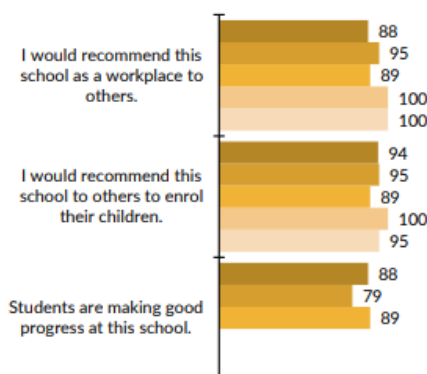
Parent (positive response rate %)

2023 2022 2021 2020 2019



Staff (positive response rate %)

2023 2022 2021 2020 2019



## Audited Financial Statements



22 February 2024

ATT: Rebecca Kellond  
Berry Springs Primary School  
1150 Cox Peninsula Road  
Berry Springs  
NT 0830

To:

**Management and Those Charged with Governance of Berry Springs Primary School**

We have recently completed our audit for the year ended 31 December 2023. In accordance with our normal practice, we set out below certain matters concerning the organisation's internal control and accounting practices which came to our attention during our work in connection with the audit and our recommendations for improvements, if applicable.

You will appreciate that our normal procedures are designed primarily to enable us to form an opinion on the financial report as a whole and therefore do not necessarily bring to light at each audit all the weaknesses in internal control or accounting practice which a special investigation might do. The matters raised in this report are only those which came to our attention during the course of our audit and are not necessarily a comprehensive statement of all the weaknesses that exist or all improvements that might be made. Any recommendations for improvements should be assessed by you for their full commercial impact before they are implemented.

We have prepared this report solely for the use of the organisation. As you know, this report forms part of a continuing dialogue between the organisation and us and, therefore, it is not intended to include every matter, whether large or small, that has come to our attention. For this reason, we believe that it would be inappropriate for this report to be made available to third parties and, if such a third party were to obtain a copy without our prior written consent, we would not accept any responsibility for any reliance that they might place on it.

### **Audit opinion qualifications**

There were no audit qualifications arising.

### **Recommendations arising from audit**

Berry Springs Primary School has excellent financial processes and record-keeping practices in place.





Some minor items discussed during audit for the school's consideration include:

- Consider obtaining a signed 'terms of engagement' or similar when employing new Relief Teachers. We understand that Relief Teachers undergo a range of checks through the Teachers Registration Board and that their conditions are covered under the NTPS Teacher's Enterprise Agreement, however documenting the basic employment information will ensure both parties are in accord and related risks are mitigated
- Review the current approach for Goods and Services Tax (GST) treatment on fundraising and canteen transactions and consider the benefits of utilising the legislative concessions available to schools

We would like to take this opportunity to extend our appreciation to the Business Manager, Rebecca Kellond, for her assistance, cooperation and efficiency during the course of our audit. Further, we commend Rebecca and the school for their strong financial record-keeping practices.

Regards,

A handwritten signature in black ink, appearing to read 'Nicole Neck', is written over a faint, light blue horizontal line.

Nicole Neck  
Founder  
Evolution Tax and Advisory



## COUNCIL DECLARATION

### Berry Springs School Council Incorporated

*For the Year Ended 31 December 2023*

The Berry Springs 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 Berry Springs School Council, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Berry Springs School Council 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 Berry Springs School Council Incorporated will be able to pay its debts as and when they fall due.

  
Principal

Dated: 6/3/24.

  
Chairperson

Dated: 6/3/24