

Ludmilla Primary School

2021 NT School Survey - Staff

National and Jurisdictional Questions Overview

The annual Staff Survey captures insights into wellbeing, engagement, and school services from school staffs' perspective (teaching and non-teaching). The mandated survey contains national and jurisdictional questions that assess nine key themes: **Wellbeing, Teacher-student relationships, Quality teaching & learning, Positive learning environment, Transitions & pathways, Shared vision & values, School community engagement, Professional development, and School satisfaction.**

This report provides school staffs' perception of these key areas for Northern Territory Government schools. School staff are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. The report presents positive response rates (%) to show the proportion of staff who responded agree/strongly agree with each statement.

	Respondents							
	No. of responses	Response rate	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership	
2021	10	45%	1	9	6	2	2	
2020	13	59%						
2019	13	72%						

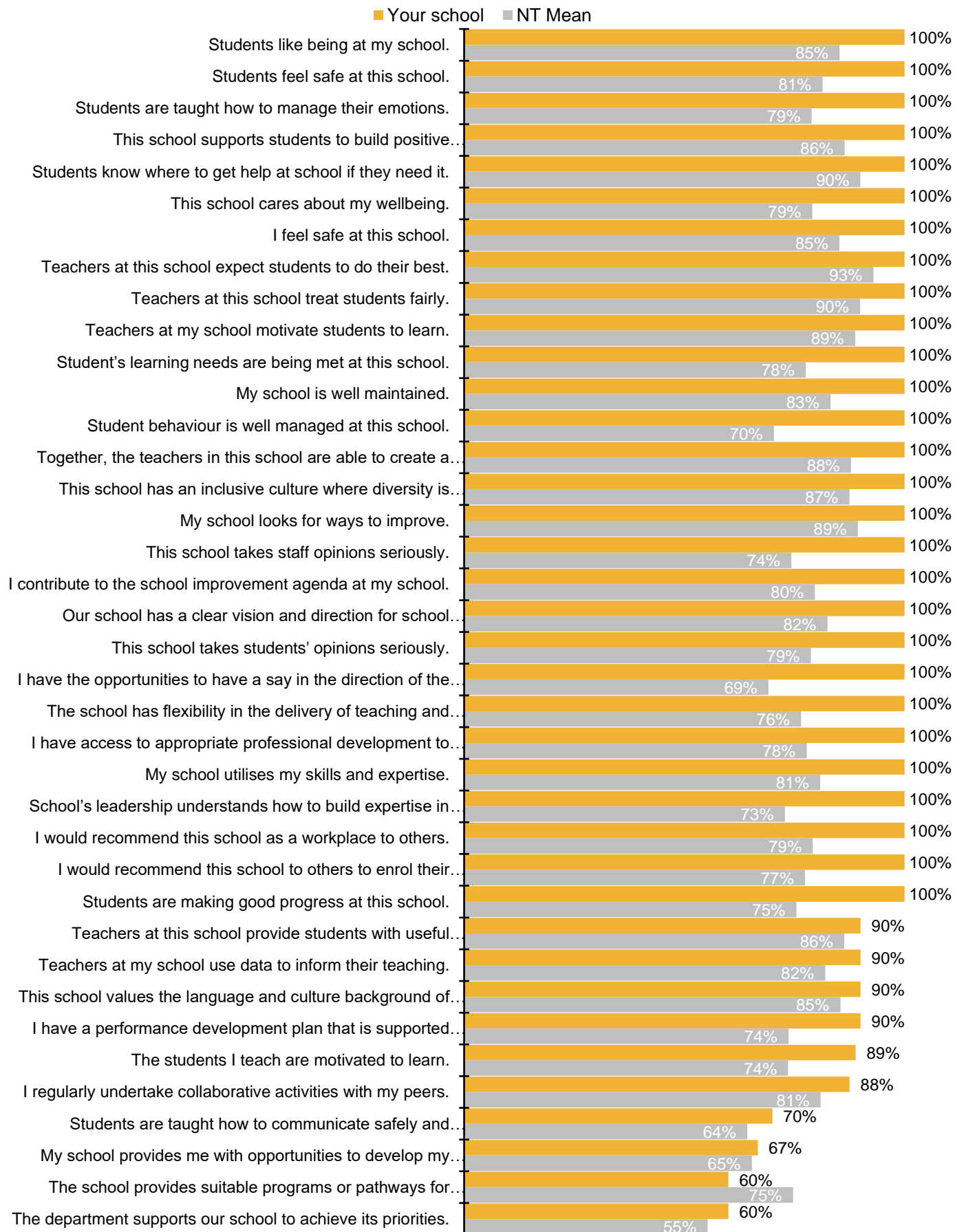
Highest scoring responses for 2021		Lowest scoring responses for 2021	
Students like being at my school.	100%	My school provides me with opportunities to develop my leadership capacity.	67%
Students feel safe at this school.	100%	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further	60%
Students are taught how to manage their emotions.	100%	The department supports our school to achieve its priorities.	60%

Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
I contribute to the school improvement agenda at my school.	+31%	100% 69%	My school provides me with opportunities to develop my leadership capacity.	-18%	67% 85%
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.	+8%	100% 92%	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further	-25%	60% 85%
Students like being at my school.	+8%	100% 92%	The department supports our school to achieve its priorities.	-25%	60% 85%

This table presents the first three and last three items when ranked in order of percentage point change.

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All questions (ranked high-low)

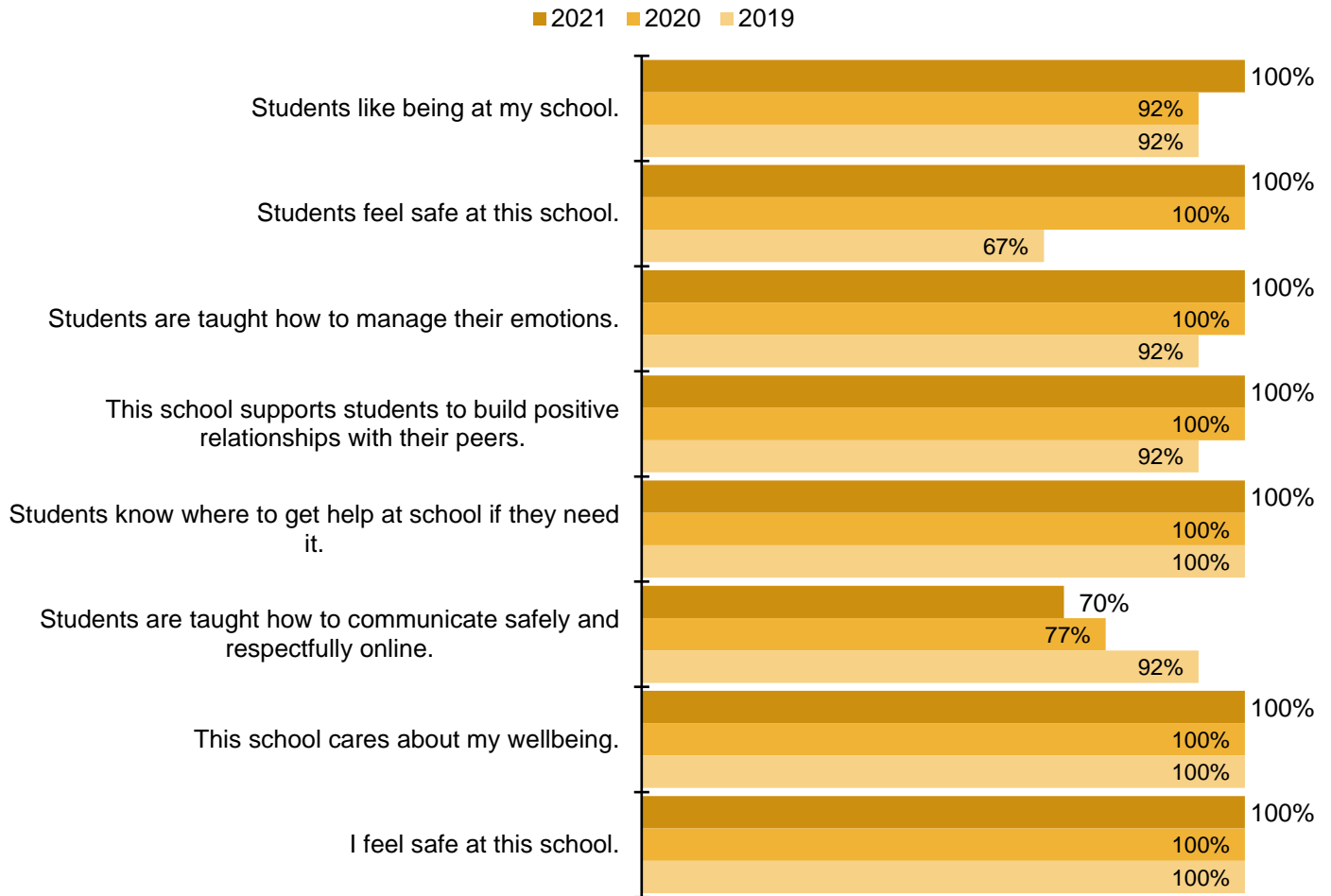


Note: N/A indicates less than 4 responses or question missing from survey. Refer to next section for full question text.

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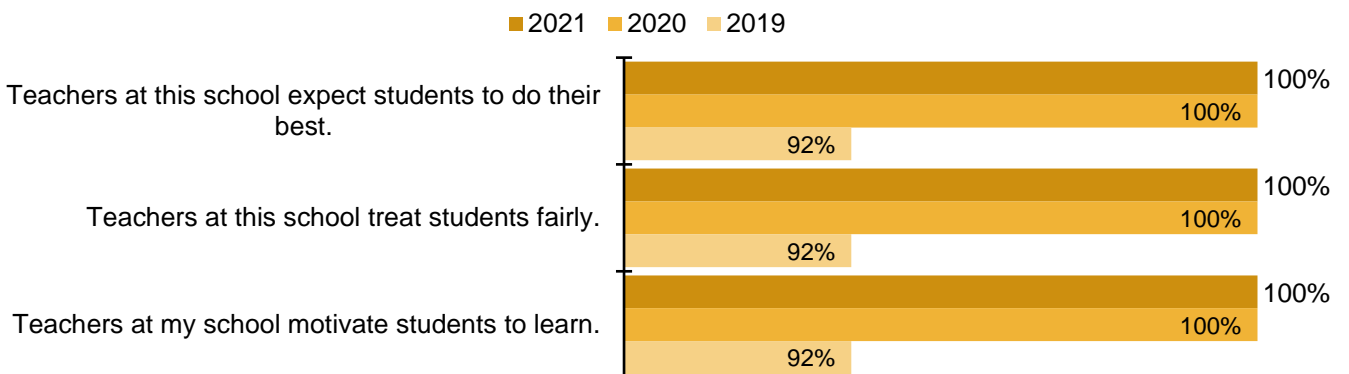
Wellbeing

These items measure whether staff think that the school fosters an environment where staff and students feel connected, safe, and supported at school.



Teacher-student relationships

These items measure whether teachers are fair and supportive in their interactions with students.

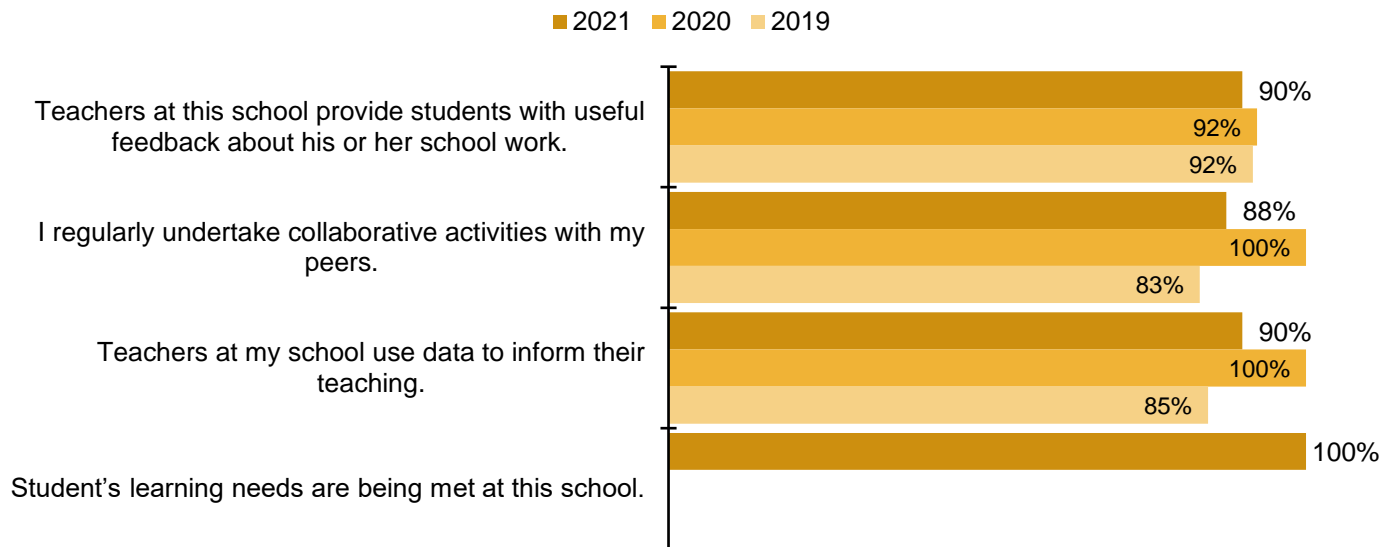


Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

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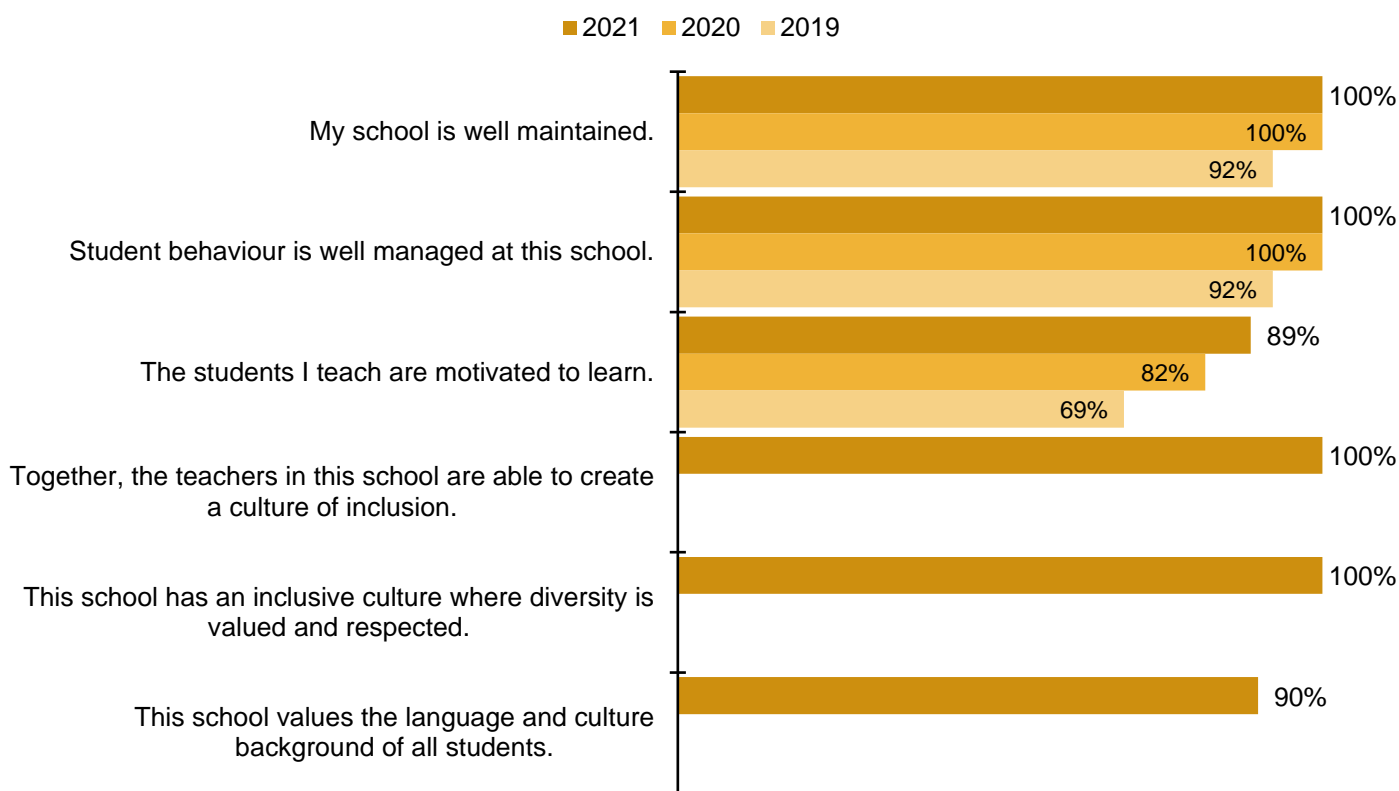
Quality teaching & learning

These items measure whether teachers use effective practices to deliver quality learning and teaching.



Positive learning environment

These items measure whether staff think that the school's learning environment is safe, respectful, and inclusive.

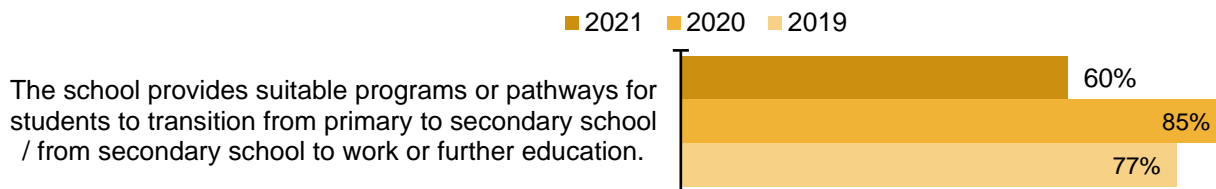


Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

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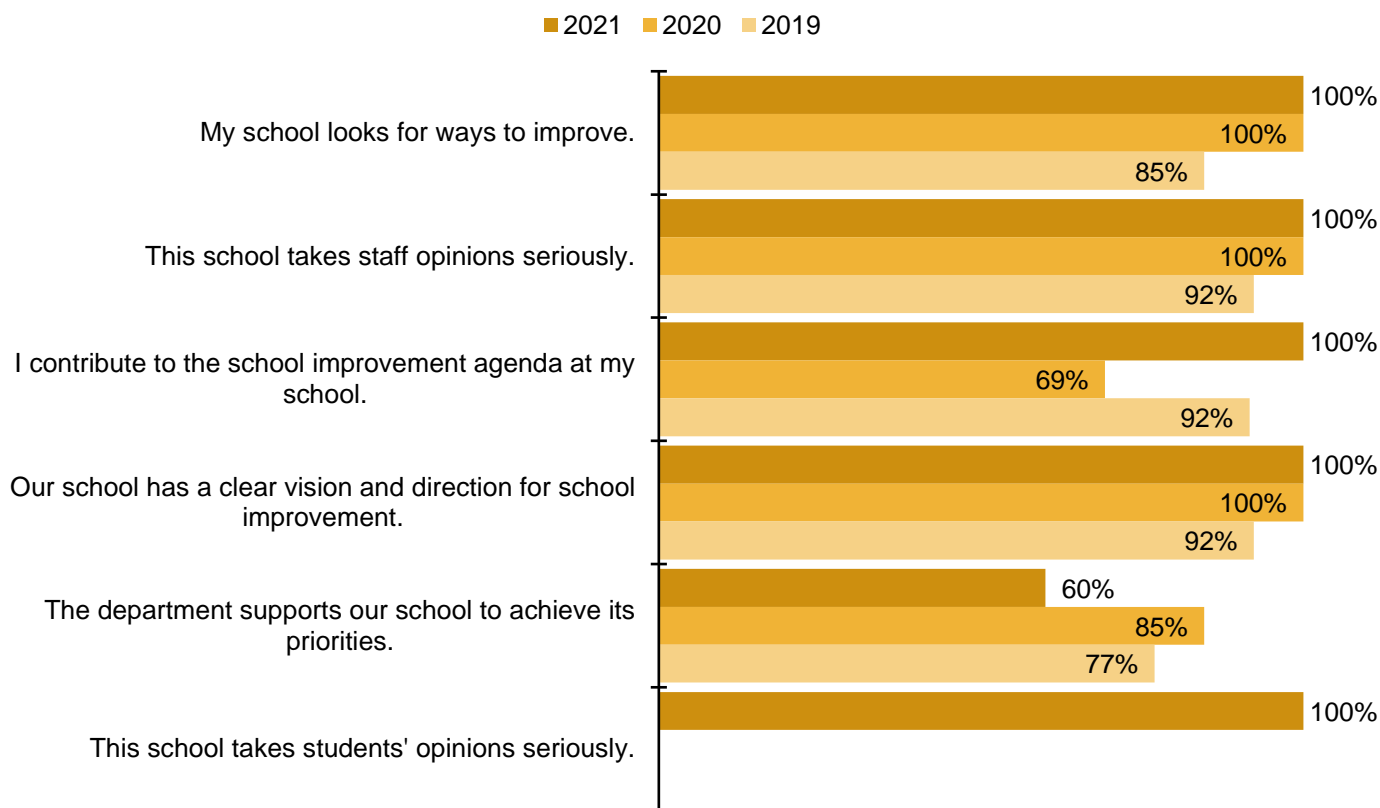
Transitions & pathways

These items measure whether staff think that the school successfully prepares students for different stages of school - from primary to secondary school, or from school to work or further education.



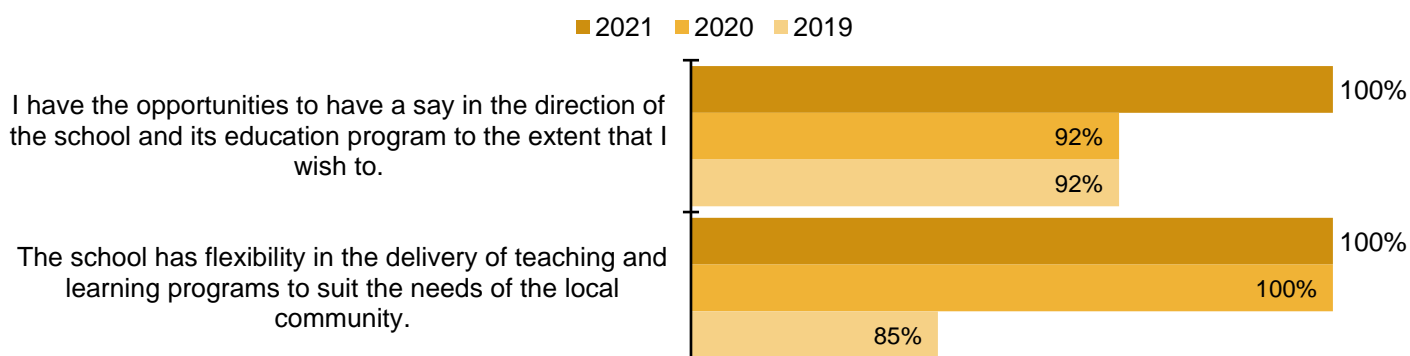
Shared vision & voice

These items measure whether staff feel that their voices are heard and valued.



School community engagement

These items measure whether staff think that the school fosters stakeholder engagement.

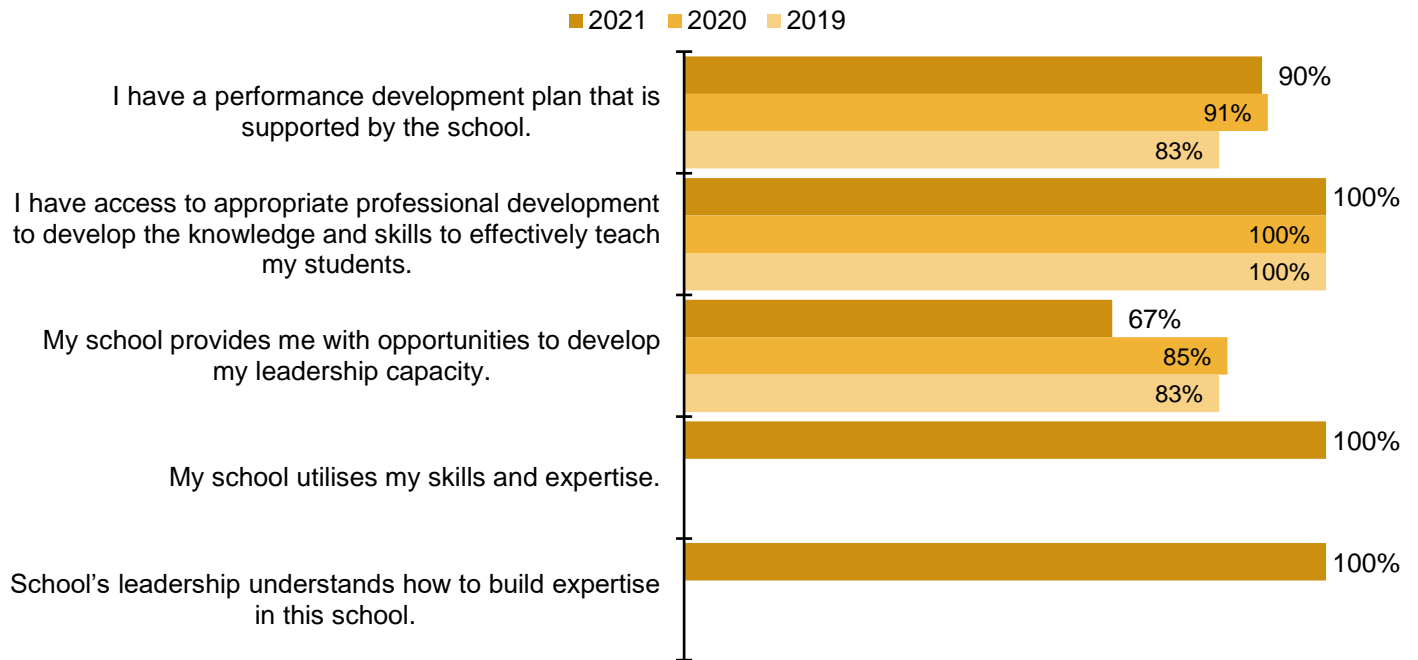


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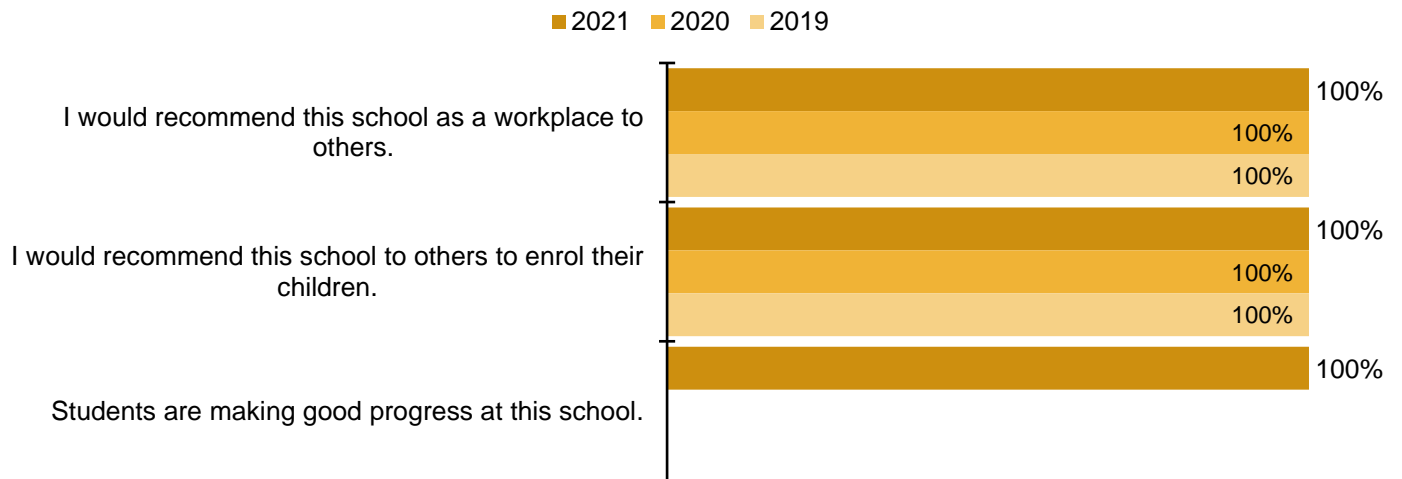
Professional development

These items measure whether staff feel the school provides adequate support for skill and career development.



School satisfaction

These items measure whether staff are satisfied with their school's performance, culture, and services.



Note: Empty bars (#N/A) indicate that there are no data available to include in the section.

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National and Jurisdictional Questions Overview

This section of the report provides each item disaggregated by respondent demographics.

To protect anonymity, items with three or fewer responses are suppressed ("Supp"). Empty cells (-) indicate that there are no data available.

The School Survey also provides an open text box for respondents to provide qualitative feedback to accompany their item responses. Principals are encouraged to access the detailed reports containing the raw survey data and text responses through the School Survey online tool.

	Total	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
No. of respondents	10	1	9	6	2	2

Wellbeing						
	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership	
Students like being at my school.	Supp	100%	100%	Supp	Supp	
Students feel safe at this school.	Supp	100%	100%	Supp	Supp	
Students are taught how to manage their emotions.	Supp	100%	100%	Supp	Supp	
This school supports students to build positive relationships with their peers.	Supp	100%	100%	Supp	Supp	
Students know where to get help at school if they need it.	Supp	100%	100%	Supp	Supp	
Students are taught how to communicate safely and respectfully online.	Supp	78%	50%	Supp	Supp	
This school cares about my wellbeing.	Supp	100%	100%	Supp	Supp	
I feel safe at this school.	Supp	100%	100%	Supp	Supp	

Teacher-student relationships						
	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership	
Teachers at this school expect students to do their best.	Supp	100%	100%	Supp	Supp	
Teachers at this school treat students fairly.	Supp	100%	100%	Supp	Supp	
Teachers at my school motivate students to learn.	Supp	100%	100%	Supp	Supp	

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Quality teaching & learning

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
Teachers at this school provide students with useful feedback about his or her school work.	Supp	100%	83%	Supp	Supp
I regularly undertake collaborative activities with my peers.	Supp	86%	80%	Supp	Supp
Teachers at my school use data to inform their teaching.	Supp	100%	83%	Supp	Supp
Student's learning needs are being met at this school.	Supp	100%	100%	Supp	Supp

Positive learning environment

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
My school is well maintained.	Supp	100%	100%	Supp	Supp
Student behaviour is well managed at this school.	Supp	100%	100%	Supp	Supp
The students I teach are motivated to learn.	Supp	100%	83%	Supp	Supp
Together, the teachers in this school are able to create a culture of inclusion.	Supp	100%	100%	Supp	Supp
This school has an inclusive culture where diversity is valued and respected.	Supp	100%	100%	Supp	Supp
This school values the language and culture background of all students.	Supp	89%	100%	Supp	Supp

Transition & pathways

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	Supp	56%	67%	Supp	Supp

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Shared vision & voice

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
My school looks for ways to improve.	Supp	100%	100%	Supp	Supp
This school takes staff opinions seriously.	Supp	100%	100%	Supp	Supp
I contribute to the school improvement agenda at my school.	Supp	100%	100%	Supp	Supp
Our school has a clear vision and direction for school improvement.	Supp	100%	100%	Supp	Supp
The department supports our school to achieve its priorities.	Supp	67%	67%	Supp	Supp
This school takes students' opinions seriously	Supp	#N/A	#N/A	Supp	Supp

School community engagement

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
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.	Supp	100%	100%	Supp	Supp
The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	Supp	100%	100%	Supp	Supp

Professional Development

	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
I have a performance development plan that is supported by the school.	Supp	89%	100%	Supp	Supp
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	Supp	100%	100%	Supp	Supp
My school provides me with opportunities to develop my leadership capacity.	Supp	63%	67%	Supp	Supp
My school utilises my skills and expertise.	Supp	100%	100%	Supp	Supp
School's leadership understands how to build expertise in this school.	Supp	100%	100%	Supp	Supp

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	School satisfaction				
	Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
I would recommend this school as a workplace to others.	Supp	100%	100%	Supp	Supp
I would recommend this school to others to enrol their children.	Supp	100%	100%	Supp	Supp
Students are making good progress at this school.	Supp	100%	100%	Supp	Supp

For information on the Northern Territory Government School Survey please contact
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