

2022 NT School Survey Report

Jingili Primary School



2022 NT School Survey Report

NT School Survey

The annual NT School Survey captures insights from students, their families and staff about school performance, culture and services. The mandated survey contains national and jurisdictional questions that provide valuable perceptions of Northern Territory Government school communities]to drive improvement in our schools and for the system.

This report

This report brings together data from the student, parent and staff survey to support the use of school survey data. Survey questions are grouped into 10 themes. Whilst many survey questions provide insights on a range of themes, they have been grouped to support meaningful analysis. The below table shows each theme covered in the student, parent/carer and school staff surveys.

Survey themes	 Student Survey	 Parent Survey	 Staff Survey
Wellbeing	✓	✓	✓
Teacher-student relationships	✓	✓	✓
Quality teaching & learning	✓	✓	✓
Growth mindset & perseverance	✓		
Positive learning environment	✓	✓	✓
Transitions & pathways	✓	✓	✓
Shared vision & voice	✓	✓	✓
School community engagement		✓	✓
School satisfaction		✓	✓
Professional development			✓

✓ Themes covered in each survey group

Report contents

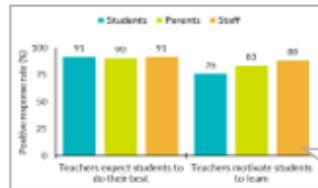
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Analysis by theme

Triangulation

These graphs bring together student, parent and staff 2022 responses that can be aligned for comparison. It is important to note that questions differ slightly between the survey groups, so the individual questions need to be considered when analysing these graphs. There will be gaps in the graphs as not every question is covered across all survey groups. These graphs can help provide insights on where students, parents and staff have similar or differing perceptions. Lines of inquiry are provided alongside these graphs to support analysis.



Interpreting the chart
76% of students agree that 'my teachers motivate me to learn'
83% of parents agree that 'Teachers at this school motivate my child to learn' &
88% of staff agree that 'Teachers at my school motivate students to learn'

Trends (4 years)

These graphs provide 4 years of data (where available) for each survey question for each group; student, parent and staff. The graphs order the results from 2022 as the top bar, through to 2019 as the bottom bar for each question. A gap in this chart represents a missing question; either the question was introduced in later years or was missing from your survey.

Cohort comparisons

A summary table is provided for each survey group; student, parent and staff. The number in the first column next to each question indicates the order of the survey questions from most to least positive i.e. 1 = the most positive question. Also provided is a range of comparisons including the region and NT mean, and relevant cohort disaggregation's such as by Aboriginal status.

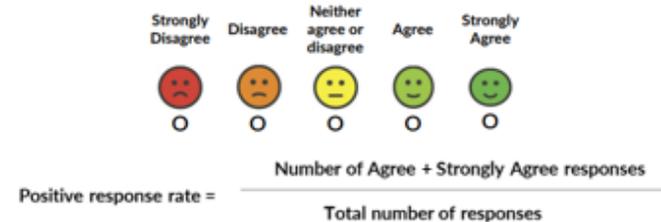
Unpacking the results

Measuring response rates

Response rates for students and staff are calculated using the number of responses received and counts at August Age Grade Census. The student response rate is calculated using the number of responses from the target year levels (Year 5-12) and the number of Year 5-12 students enrolled at Age Grade Census.

Measuring positive response rates

This report presents results using 'positive response rates'. Participants are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. 'Positive response rates' shows the proportion of participants who responded agree/strongly agree with each statement as a percentage (%). Figures are rounded.



Anonymity and data suppression

Responses to the school survey are anonymous and this report is designed to protect anonymity. No attempt to identify individual respondents is to be made.

Data will be 'suppressed' where less than 4 responses were received, i.e. if there are 3 responses from 'school leadership' the data will not be shown for this breakdown and will be 'suppressed'. In data tables, 'Supp' indicates the data has been suppressed. In graphs, suppressed data will not appear.

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Raw data

Results for each school are captured and stored in the Education Services Australia Online Tool –

<https://www.schoolsurvey.edu.au/Welcome>

'How to' guides for accessing the website and raw data are available on eLearn. Contact your school survey champion or the School Survey team if you have any issues.

Sharing school survey data

Schools are encouraged to share their survey insights with their school community, to celebrate their success and discuss areas for improvement. Regional and NT results are not publicly available. Visit eLearn for more information and resources.

Using school survey data

School survey insights can help inform school and system improvement planning, such as establishing a basis for setting targets, measuring progress, and evaluating improvement efforts.

School survey can be a valuable resource for Inquiry



- What does the data tell us?
- What alignment is there for Annual School Improvement Plans?

Inquiry questions are provided throughout this report to prompt further exploration of the data.

Further information

Visit eLearn for a range of School Survey resources; including research spotlights, 'how to' guides and FAQs

<https://elearn.ntschoools.net/leading-school-improvement/assess/school-survey>

For further information or feedback on this report please contact the School Survey team

NT School Survey Team

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Participation

RESPONSES

In determining reliability of survey results, consider sample size, number and diversity of respondents against school population.

Compositions of schools and previous participation rates also need to be considered when comparing survey results with previous years.

When analysing participation graphs, consider response rate first. Changes in enrolment can impact participation numbers and rates.



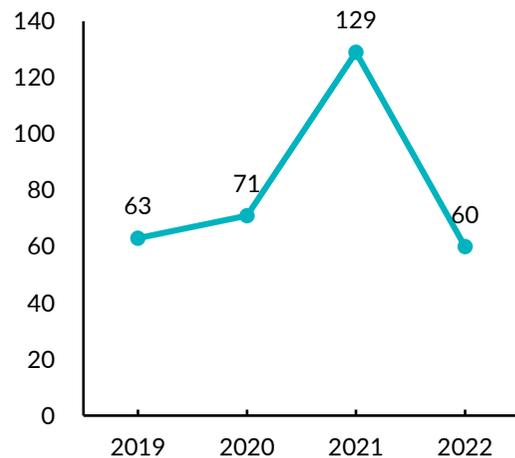
Is this data representative?

How many responses were received?

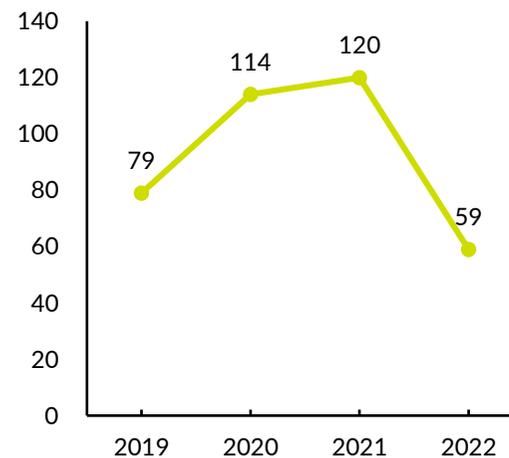
From who?

What needs to be considered when analysing these results?

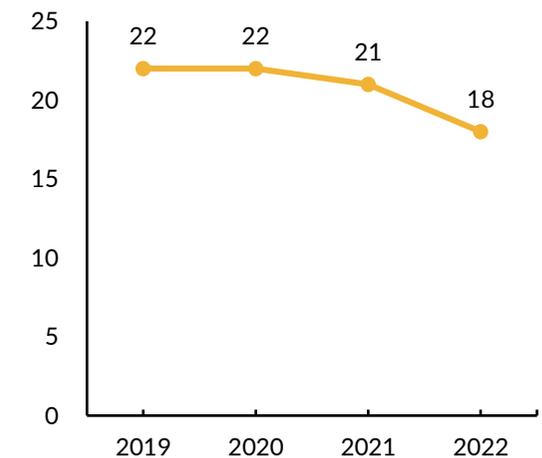
Students				Parents			Staff			
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate	
2022	60	52	72%	2022	59		2022	18	49%	
2021	129	60	94%	2021	120		2021	21	58%	
2020	71	55	75%	2020	114		2020	22	61%	
2019	63	17	22%	2019	79		2019	22	61%	



— Number of responses (all years)



— Number of responses



— Number of responses

2022 Responses	Breakdown									
	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	60	12	46	0	59	0	0	-	-	-
Parents	59	7	52	41	18	0	0	-	-	-
Staff	18	1	16	4	4	0	0	9	5	3

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

Most positive and least positive responses

HIGHEST / LOWEST

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

What are the areas of strength?

What are the opportunities for improvement?

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

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

Student			
Most Positive items for 2022		Least Positive items for 2022	
My teachers expect me to do my best.	97%	My school takes students' opinions seriously.	49%
I have good friends that I care about.	88%	I can talk to my teachers about my concerns.	47%
I know how to communicate safely and respectfully when I am online.	86%	Student behaviour is well managed at this school.	38%
Parent/carer			
Most Positive items for 2022		Least Positive items for 2022	
This school is well maintained.	95%	My child knows how to manage their emotions.	64%
Teachers at this school expect my child to do his or her best.	93%	I have opportunities to have a say in the direction of the school and its education programs.	63%
My child likes being at this school.	92%	My child knows how to communicate safely and respectfully online.	54%
Staff			
Most Positive items for 2022		Least Positive items for 2022	
Teachers at this school expect students to do their best.	100%	Students are taught how to communicate safely and respectfully online.	71%
Students are taught how to manage their emotions.	94%	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	69%
Teachers at my school motivate students to learn.	94%	The department supports our school to achieve its priorities.	53%

Change from previous year (2022 v 2021)

CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2022 vs 2021	Lowest ranking items	% point change	2022 vs 2021
<p>This table presents the first three and last three items when ranked in order of percentage point change.</p> <p>Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.</p> <p>Are the changes significant? How many responses do they represent?</p> <p>What are the areas of strength?</p> <p>What are the opportunities for improvement?</p> <p>Are there similar themes across the survey groups; students, parents and staff?</p>	Student					
	There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	+6%	83% 77%	My teacher understands how I learn.	-15%	60% 75%
	I participate in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	+5%	81% 76%	I can talk to my teachers about my concerns.	-23%	47% 70%
	I felt ready to start Primary/Middle/Senior School.	+5%	75% 70%	My school is well maintained.	-24%	50% 74%
	Parent/carer					
	I know how to support my child's learning and development.	+3%	73% 70%	This school takes students' opinions seriously.	-9%	67% 77%
	My school shares data to inform me about my child's learning in a way that I can understand.	+3%	69% 67%	I have opportunities to have a say in the direction of the school and its education programs.	-10%	63% 73%
	Teachers at this school expect my child to do his or her best.	+2%	93% 92%	Student behaviour is well managed at this school.	-11%	68% 78%
	Staff					
	I regularly undertake collaborative activities with my peers.	+19%	94% 75%	I would recommend this school to others to enrol their children.	-7%	83% 90%
School's leadership understands how to build expertise in this school.	+16%	82% 67%	My school is well maintained.	-7%	83% 90%	
My school provides me with opportunities to develop my leadership capacity.	+13%	76% 63%	Students feel safe at this school.	-13%	72% 86%	

Theme: Wellbeing - Triangulation

WELLBEING

Ensuring students and school staff feel safe, supported and welcome in their environment is foundational to a schools ability to engage its students and create a learning culture for continuous improvement.



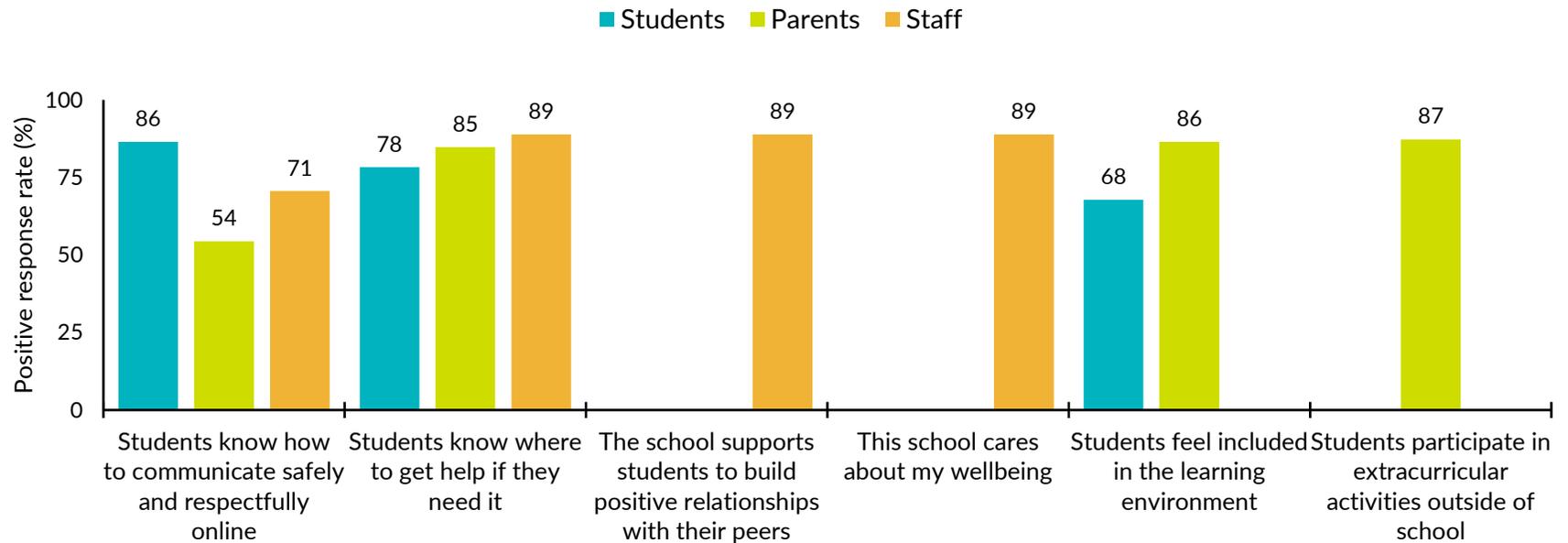
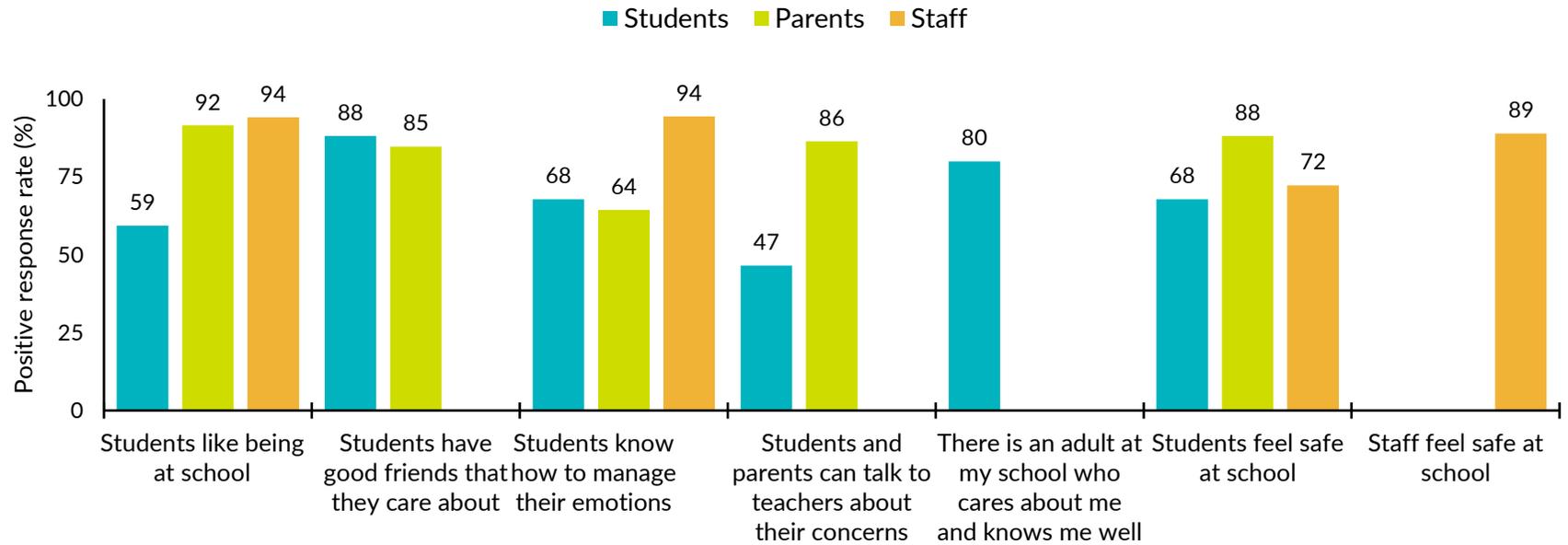
What does our data tell us?

Where is there strong alignment?

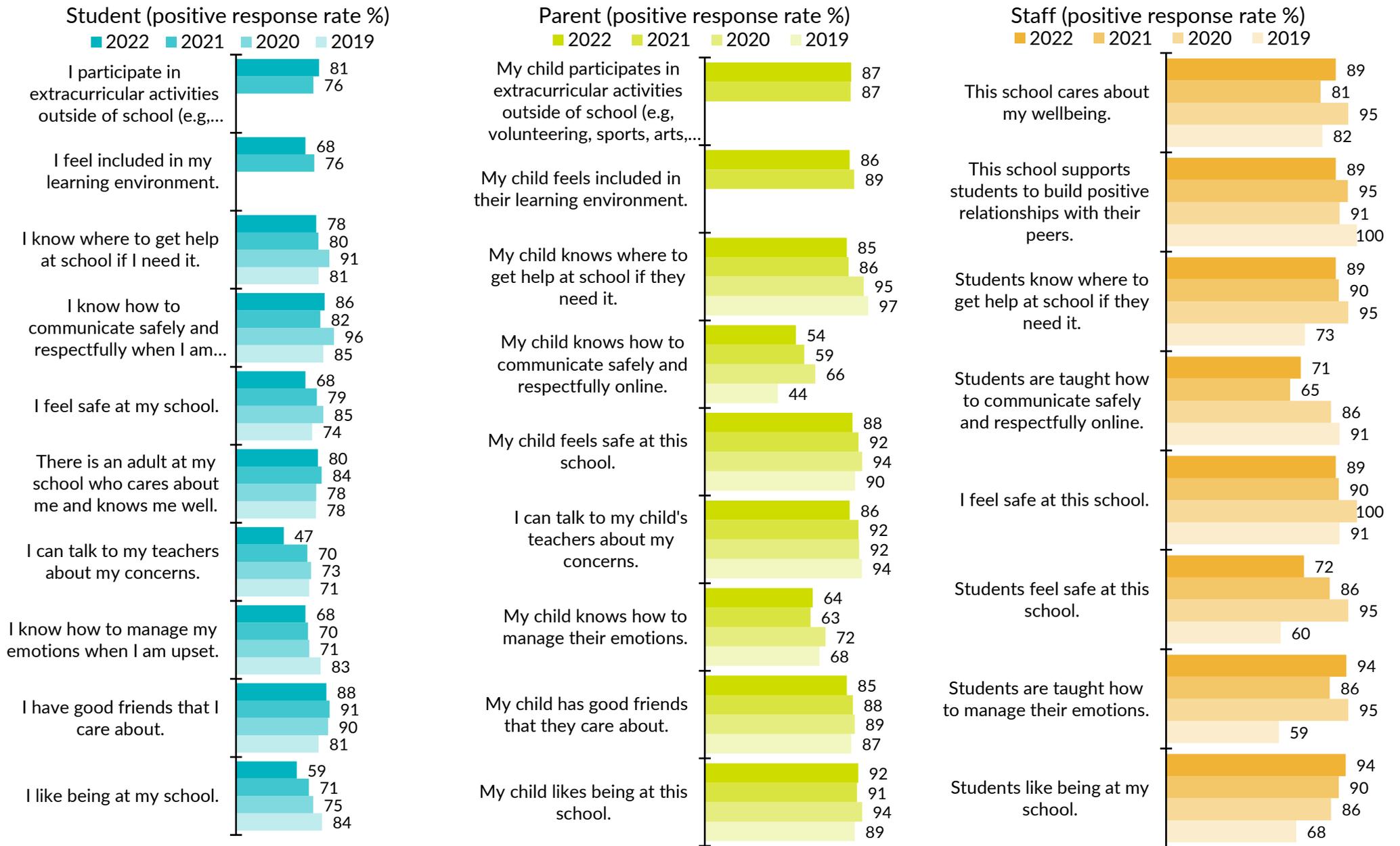
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Wellbeing - Trends (4 years)



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.



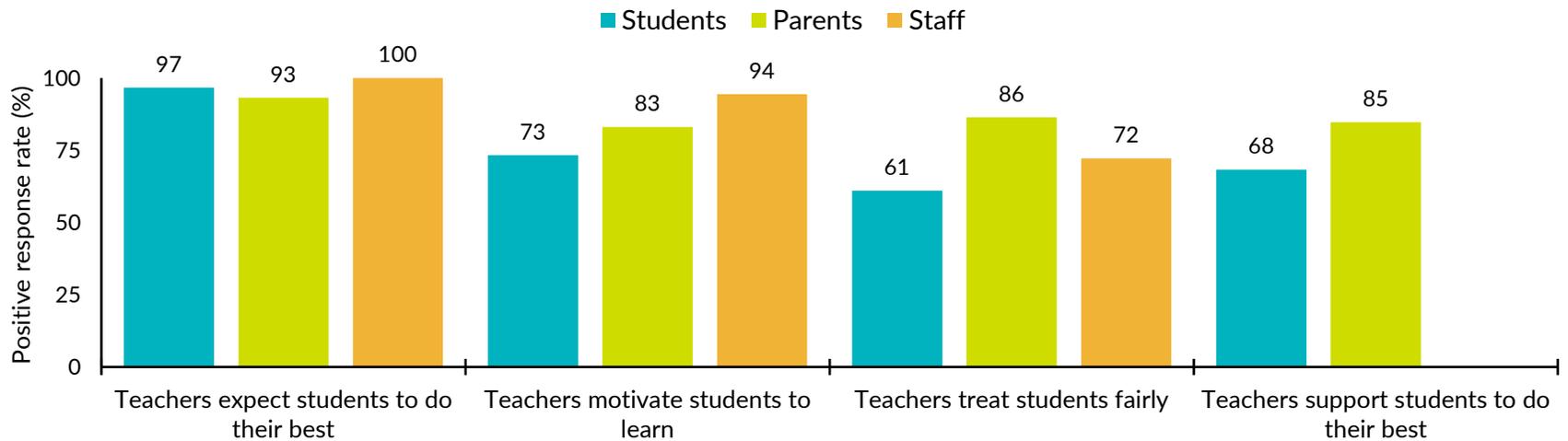
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Student (positive response rate %)

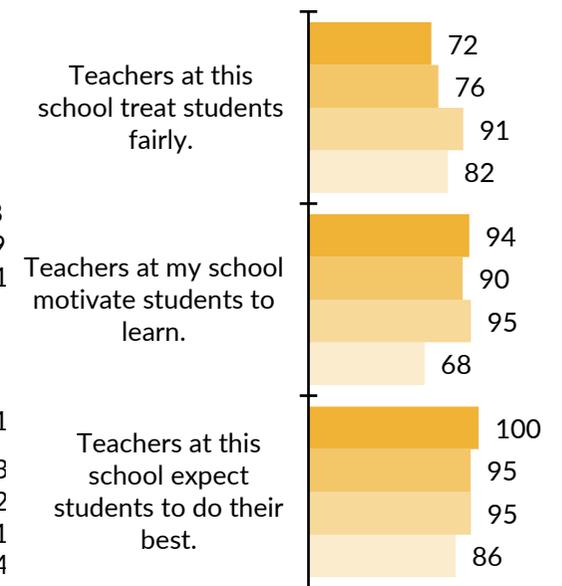
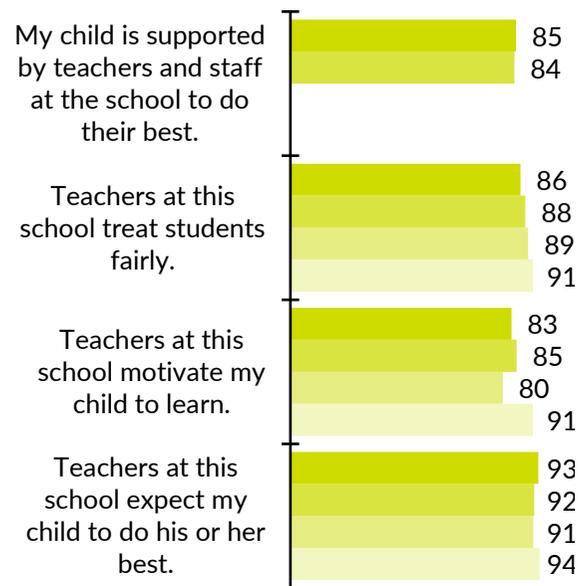
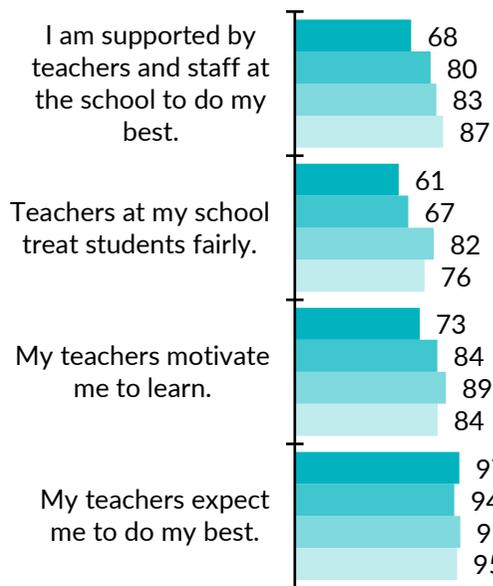
2022 2021 2020 2019

Parent (positive response rate %)

2022 2021 2020 2019

Staff (positive response rate %)

2022 2021 2020 2019



Theme: Quality teaching & learning - Triangulation

QUALITY TEACHING AND LEARNING

Quality teaching and learning shapes the learning experiences and education outcomes of a young person. Engaging teaching and learning addresses individual student needs, includes useful and consistent feedback and supports students to achieve learning goals and targets.



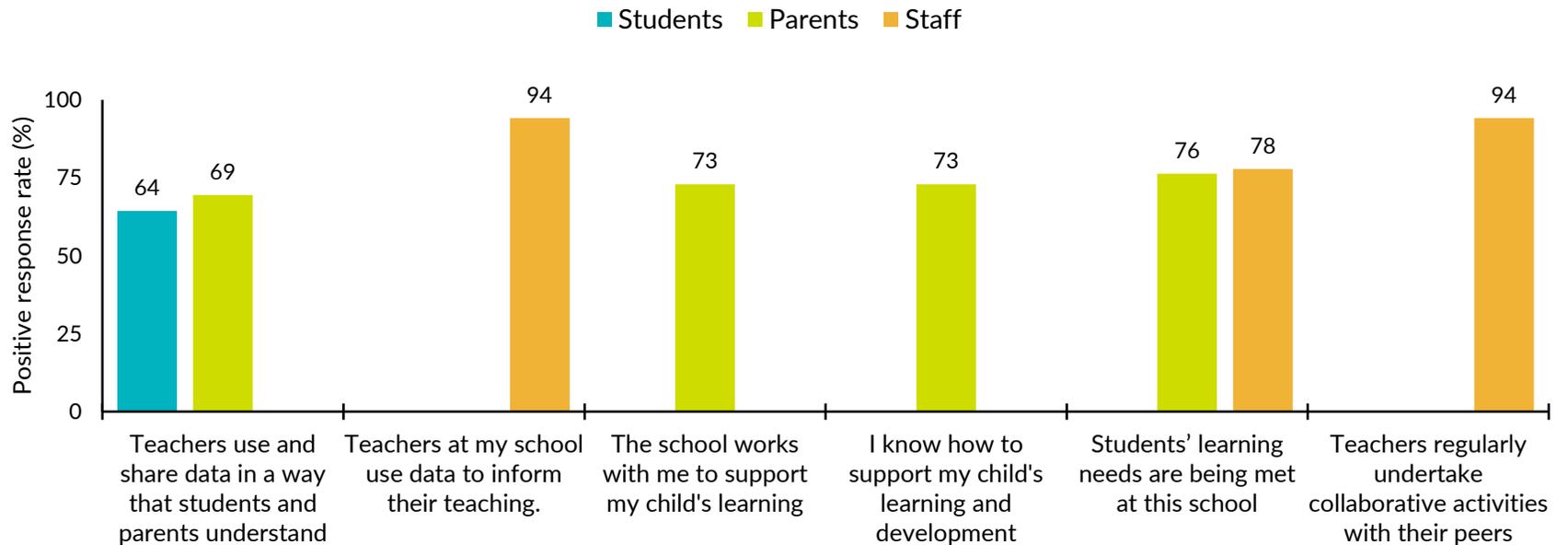
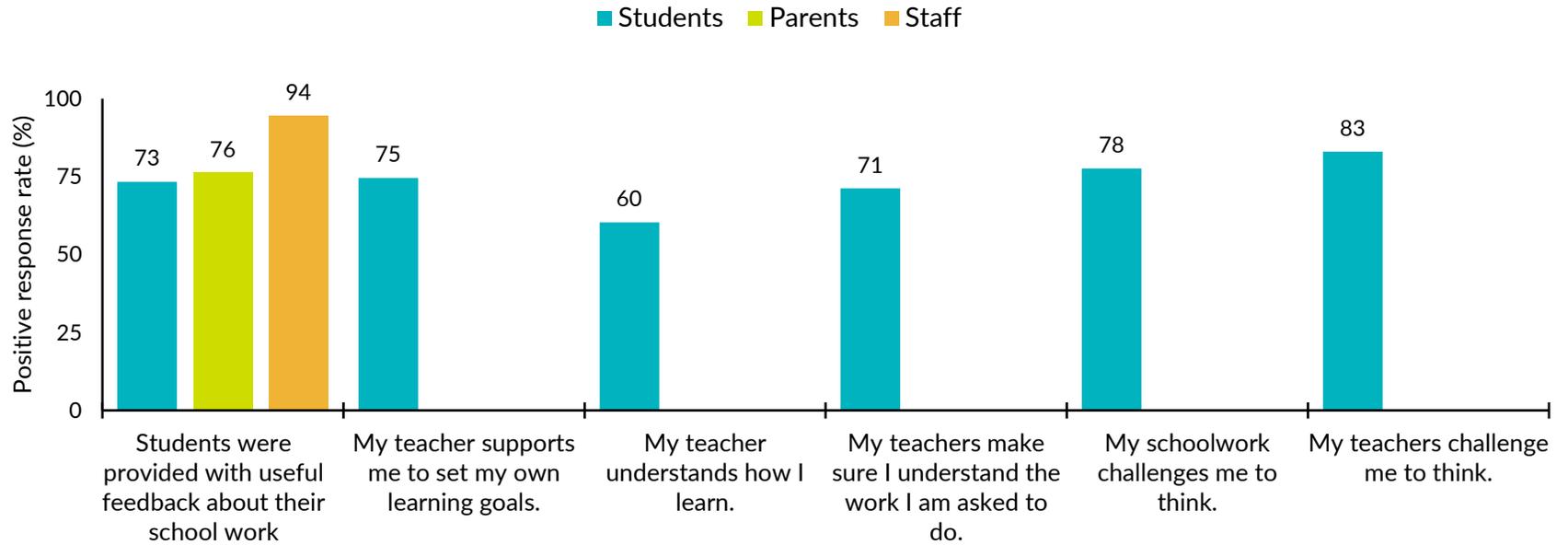
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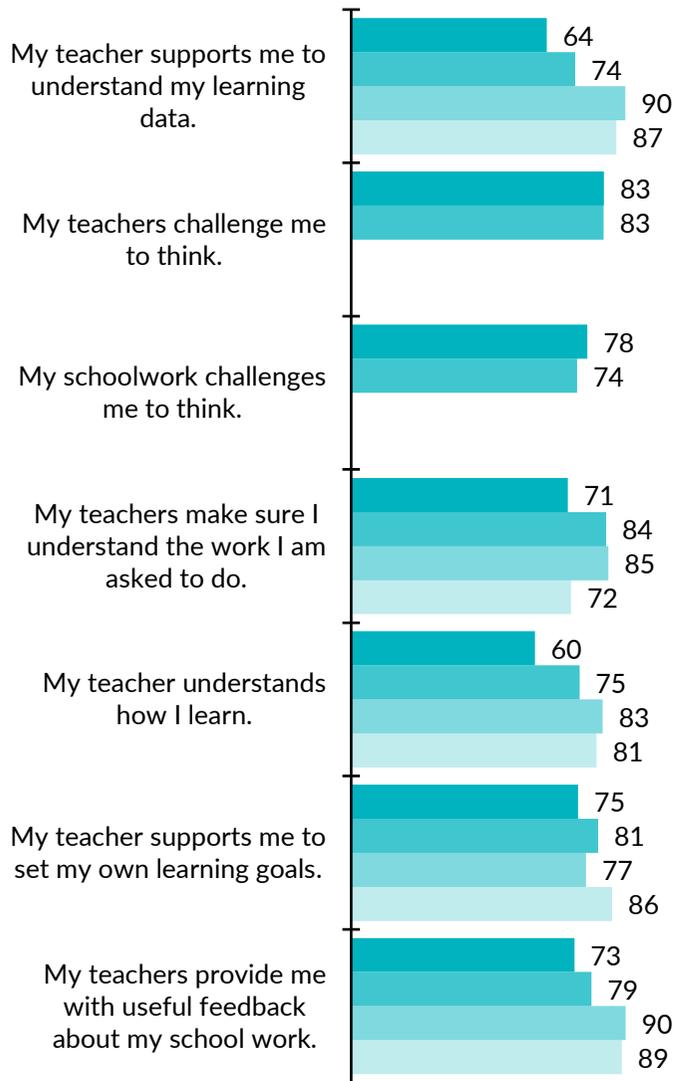
How can we explore further with our school community?



Theme: Quality teaching & learning - Trends (4 years)

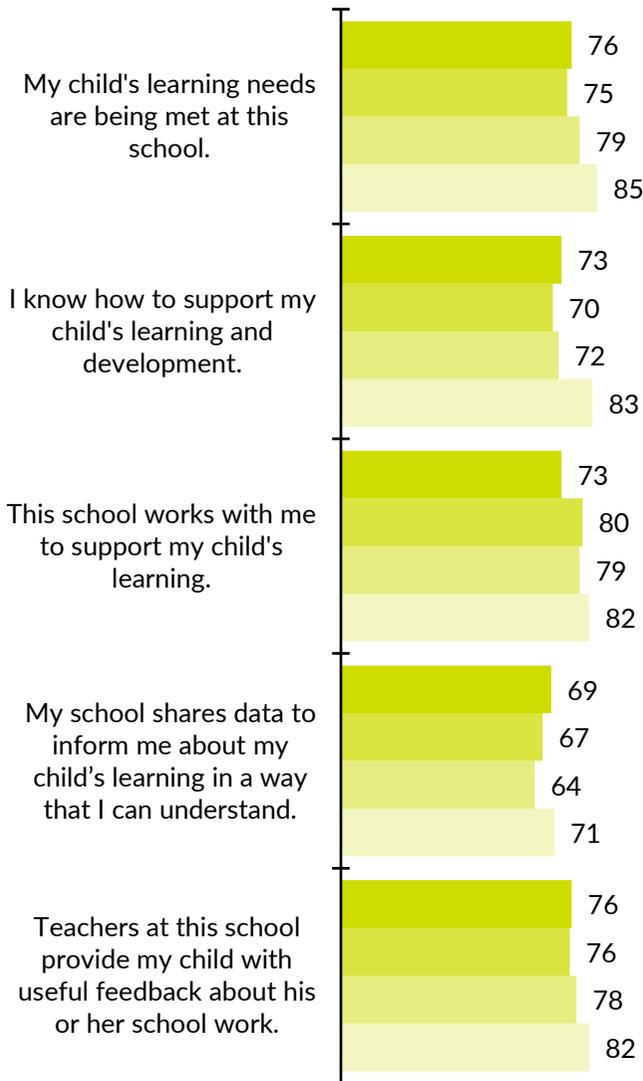
Student (positive response rate %)

■ 2022 ■ 2021 ■ 2020 ■ 2019



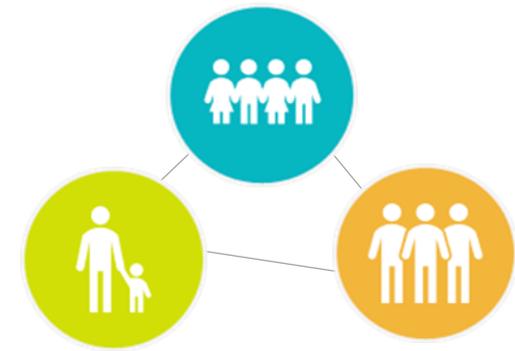
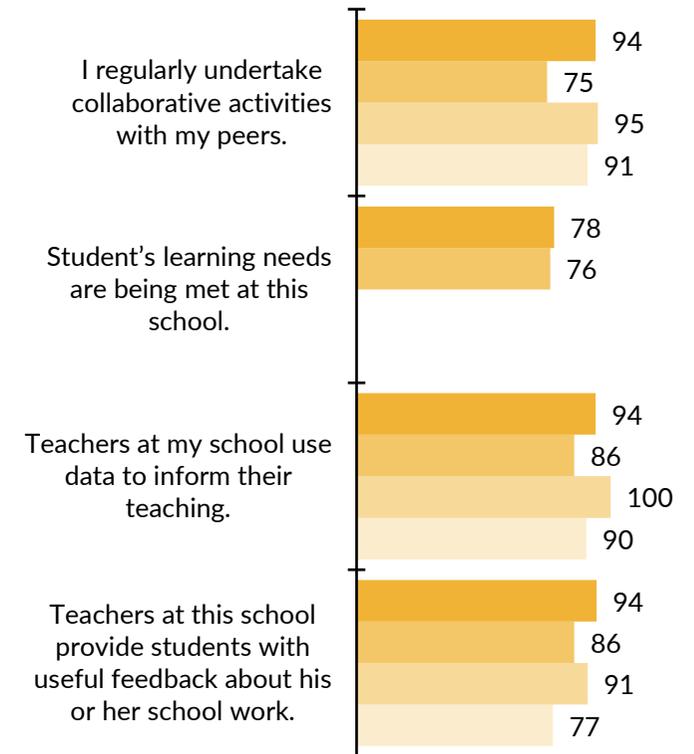
Parent (positive response rate %)

■ 2022 ■ 2021 ■ 2020 ■ 2019



Staff (positive response rate %)

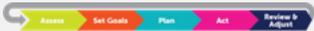
■ 2022 ■ 2021 ■ 2020 ■ 2019



Theme: Positive learning environment - Triangulation

POSITIVE LEARNING ENVIRONMENT

School improvement requires a positive learning environment where there is a collective belief that every student is capable of successful learning. This is built through positive and caring relationships, a culture of mutual trust and support, and creating a learning environment that is safe, respectful and inclusive.



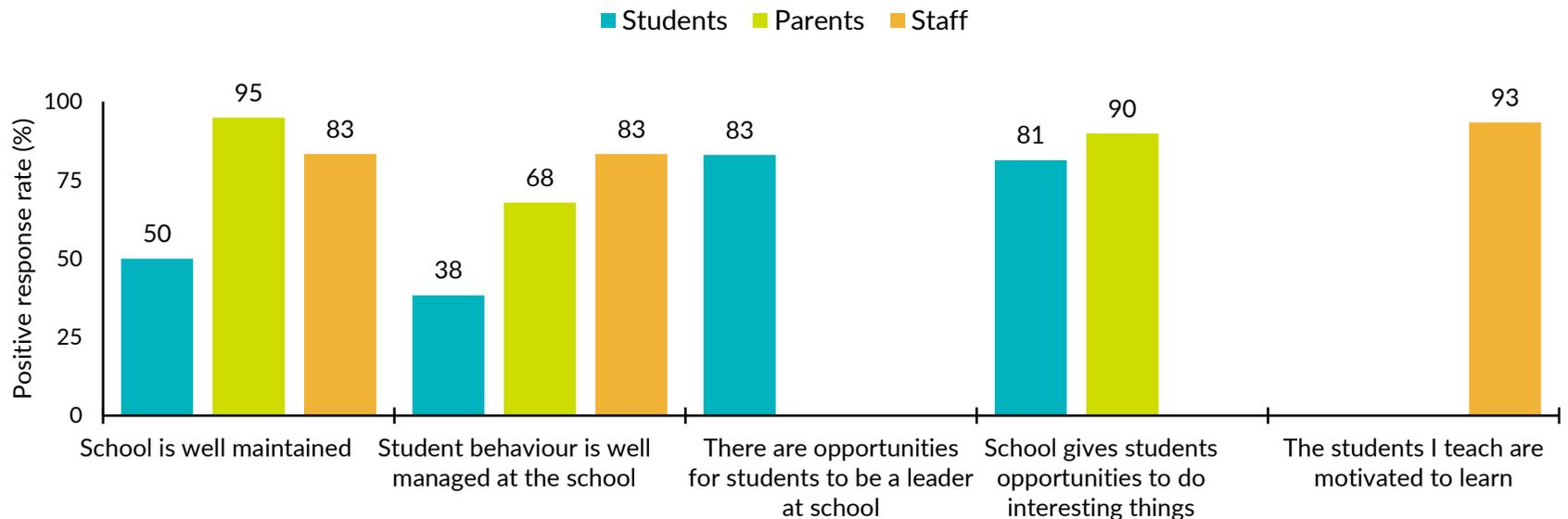
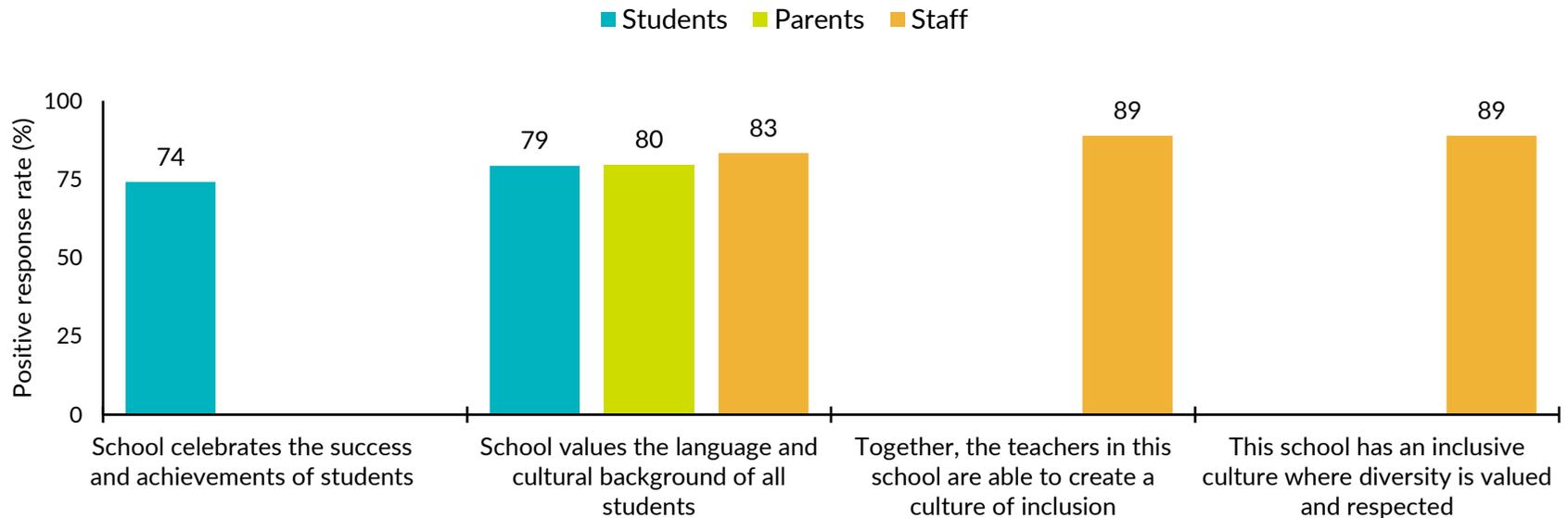
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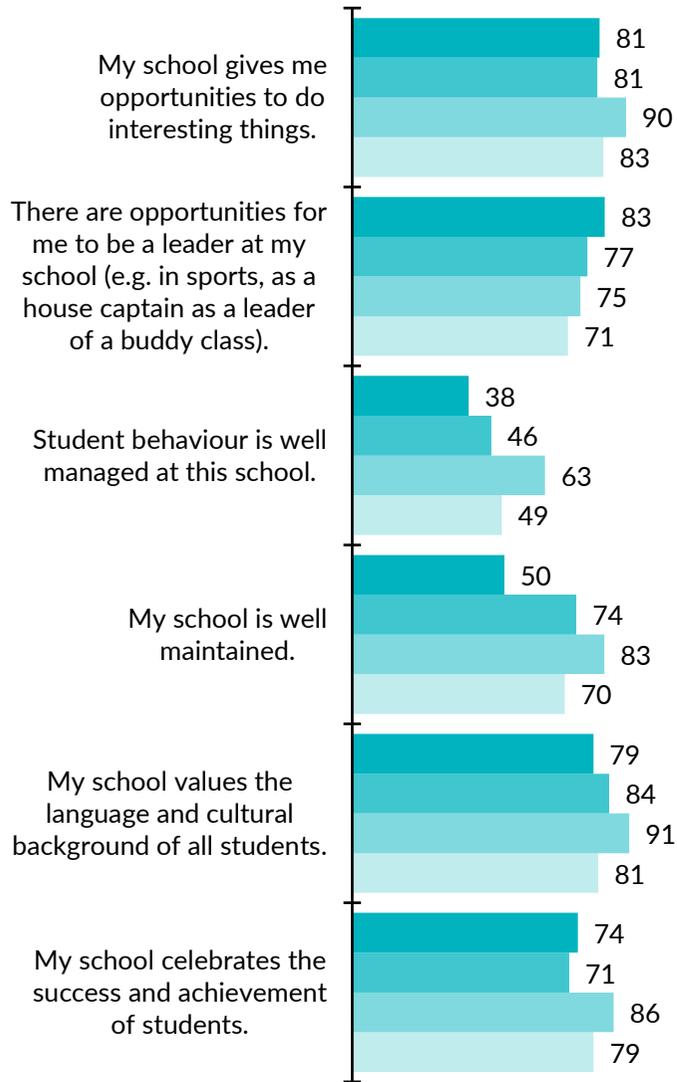
How can we explore further with our school community?



Theme: Positive learning environment - Trends (4 years)

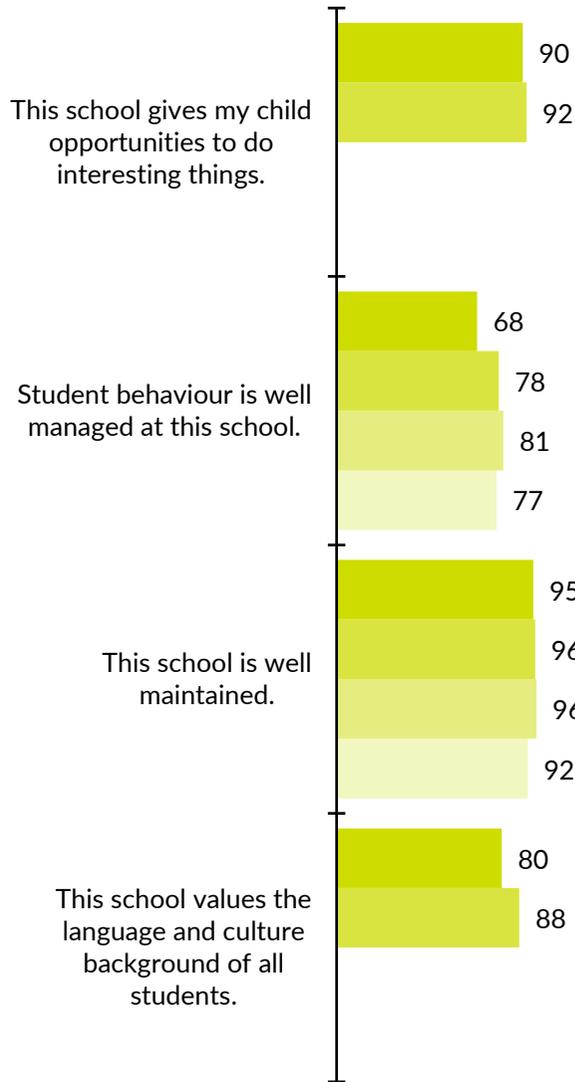
Student (positive response rate %)

■ 2022 ■ 2021 ■ 2020 ■ 2019



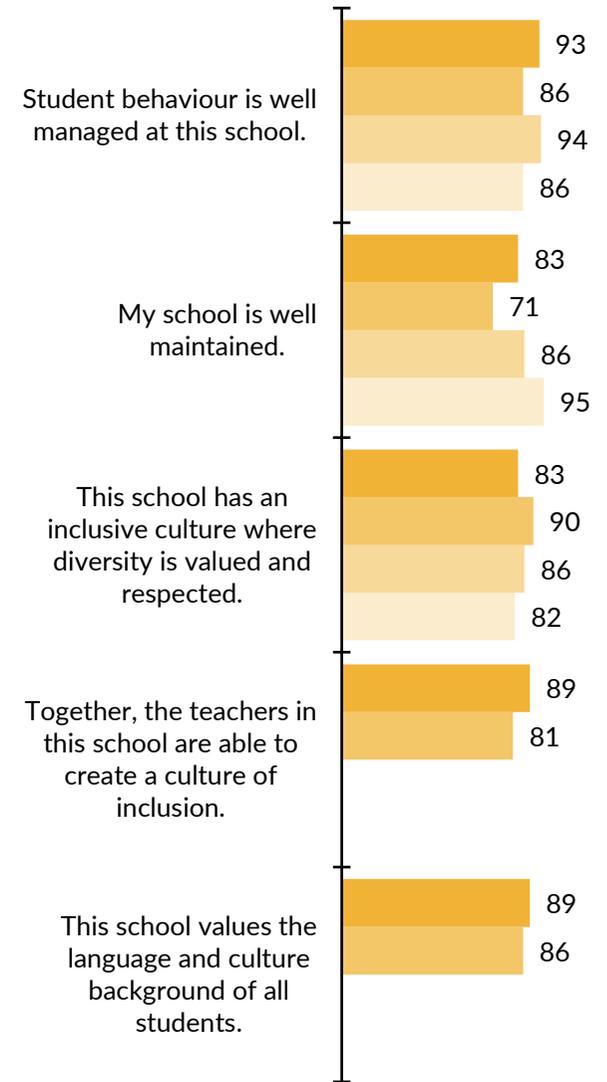
Parent (positive response rate %)

■ 2022 ■ 2021 ■ 2020 ■ 2019



Staff (positive response rate %)

■ 2022 ■ 2021 ■ 2020 ■ 2019



Theme: Transitions & pathways - Triangulation & Trends (4 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.



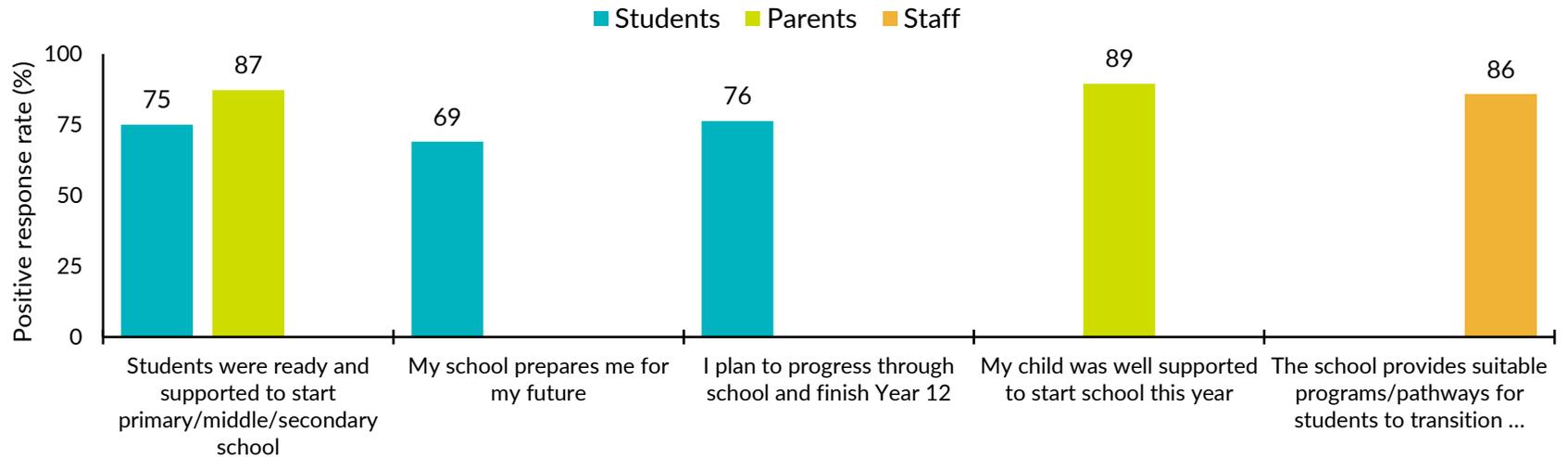
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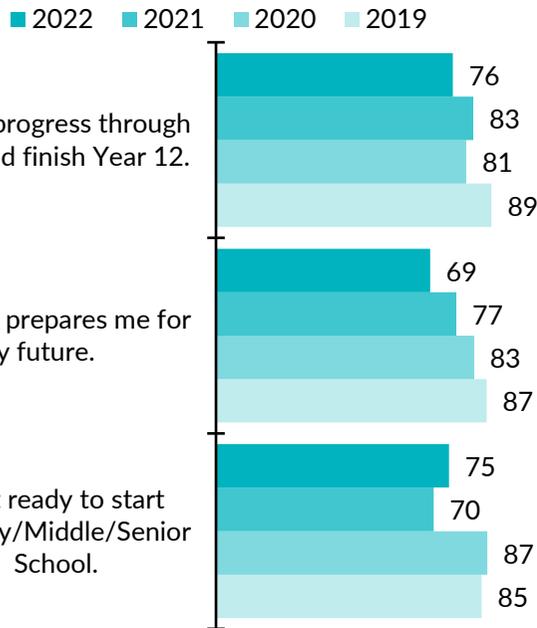
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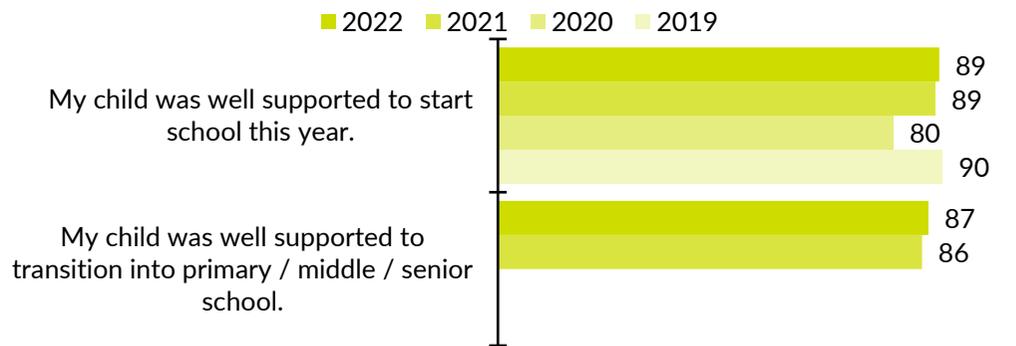
How can we explore further with our school community?



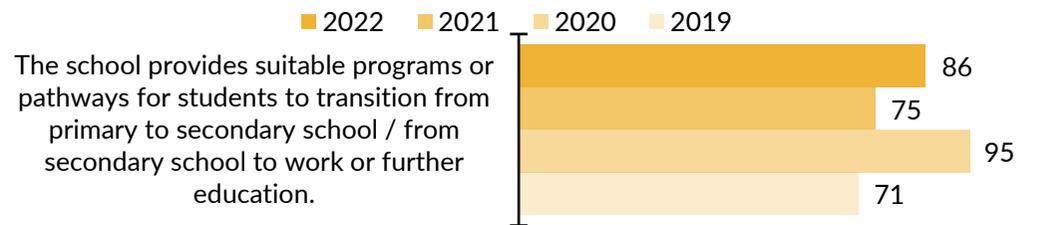
Student (positive response rate %)



Parent (positive response rate %)



Staff (positive response rate %)



Theme: Shared vision & voice - Triangulation & Trends (4 years)

SHARED VISION AND VOICE

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



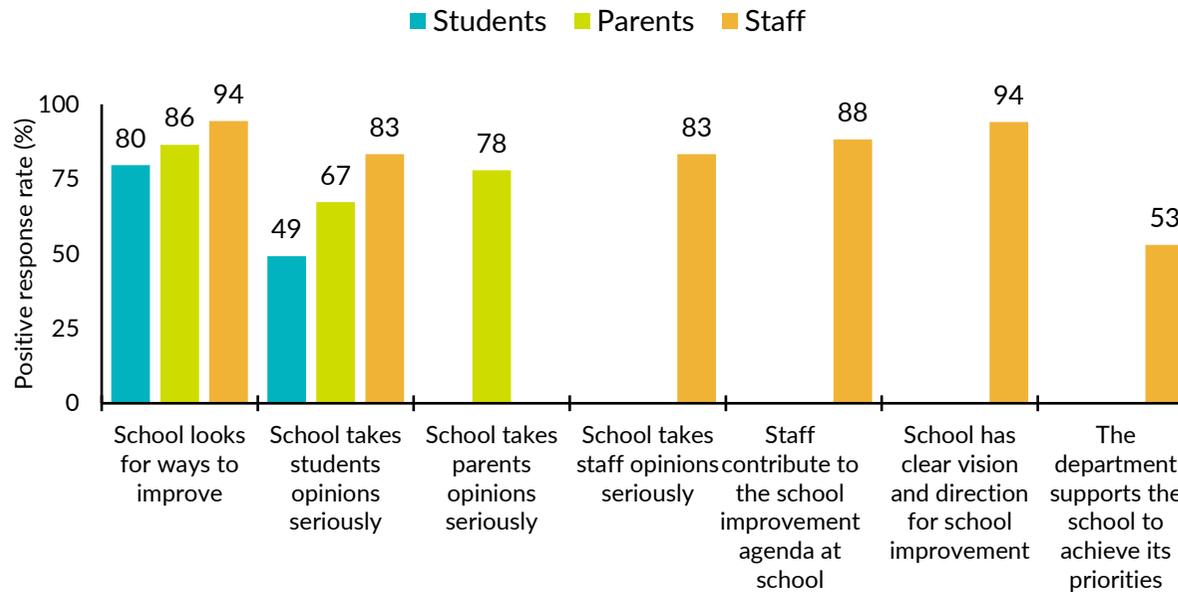
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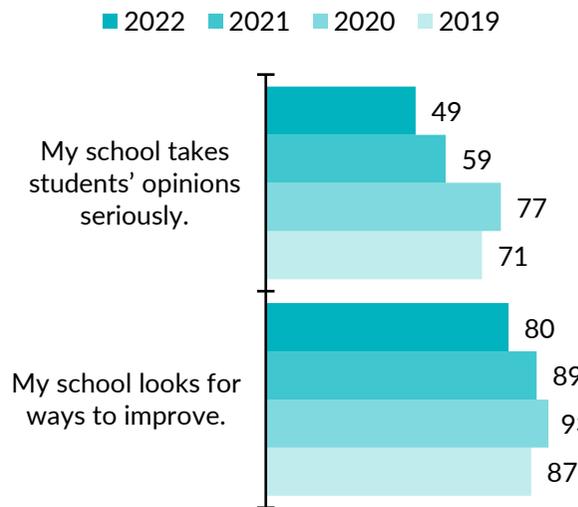
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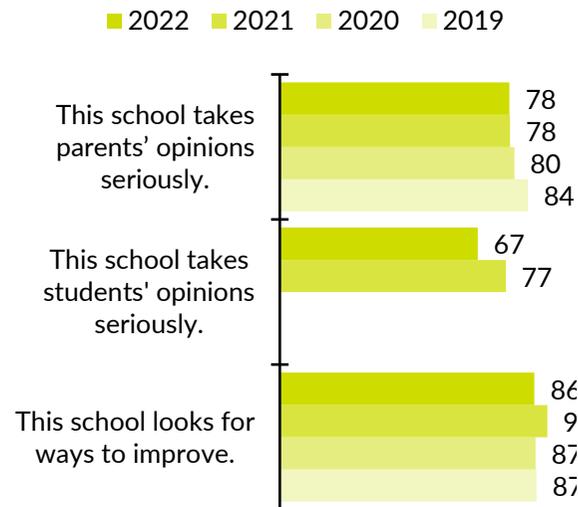
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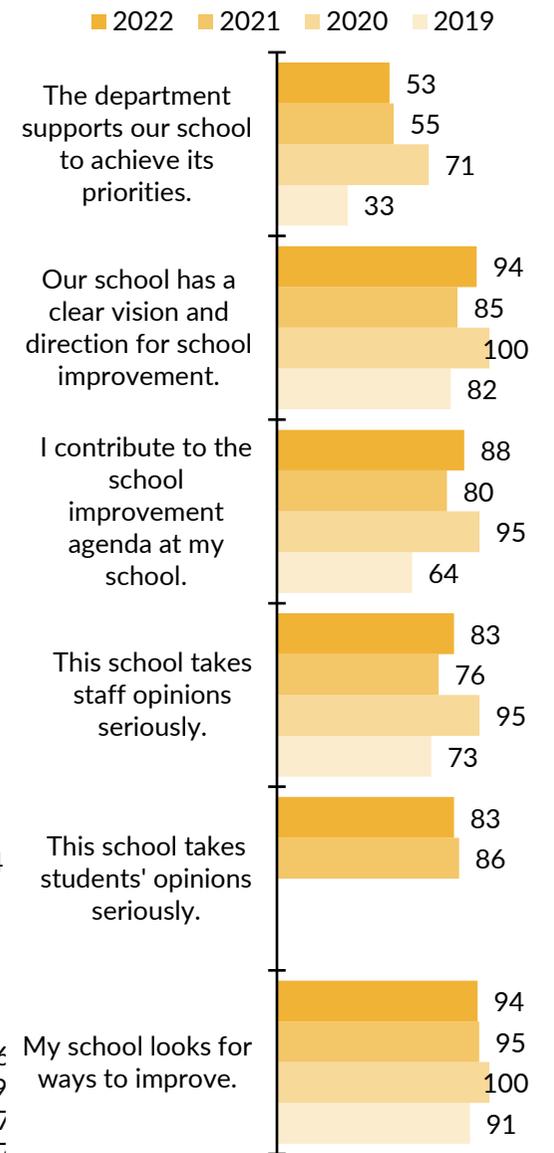
Student (positive response rate %)



Parent (positive response rate %)



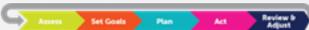
Staff (positive response rate %)



Theme: School community engagement - Triangulation & Trends (4 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.



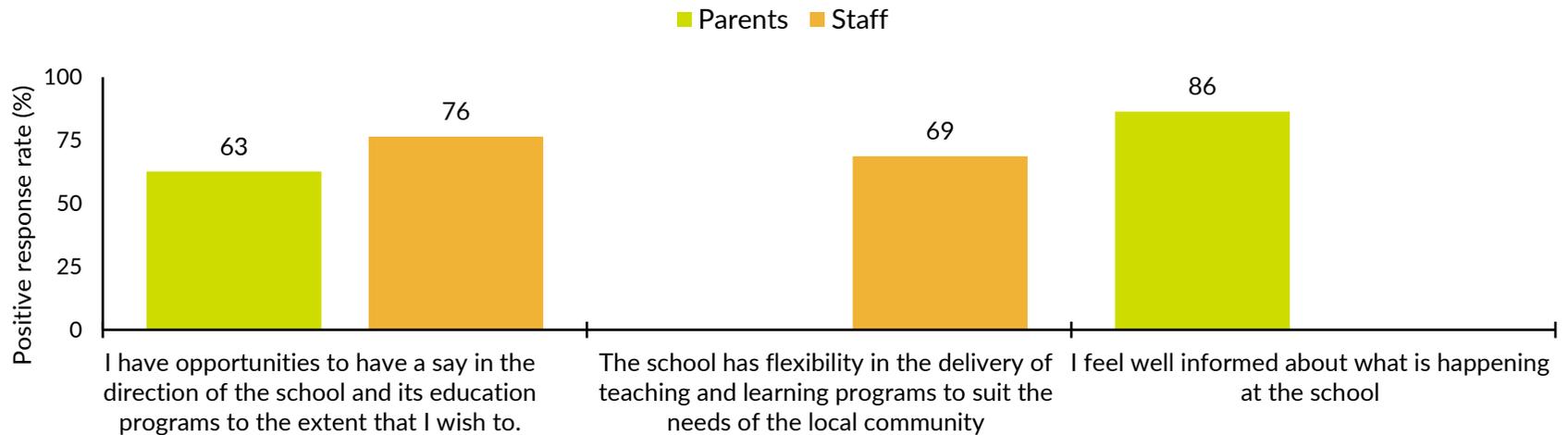
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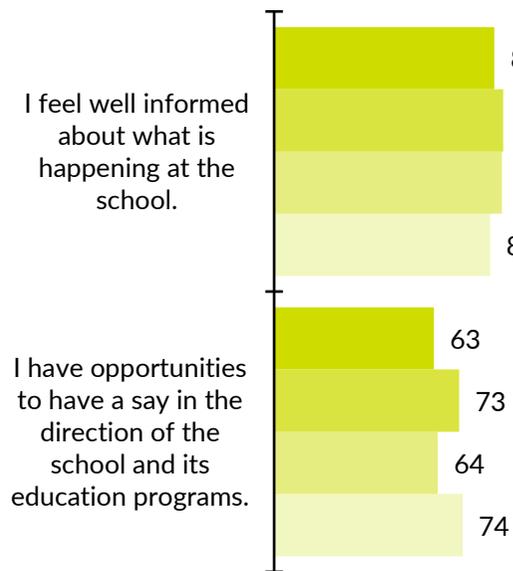
What trends do we see?

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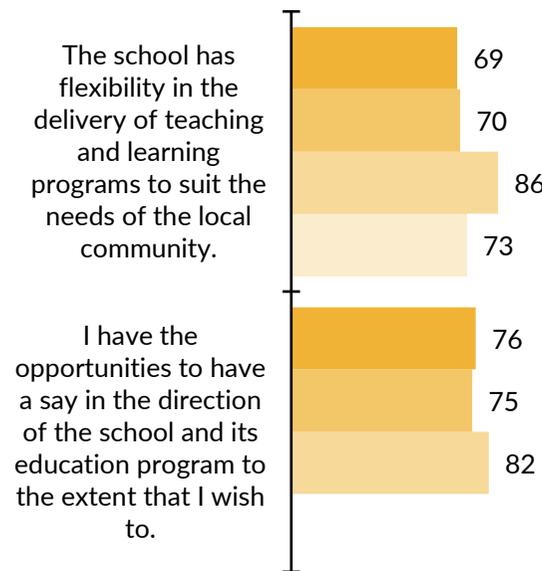
Parent (positive response rate %)

2022 2021 2020 2019

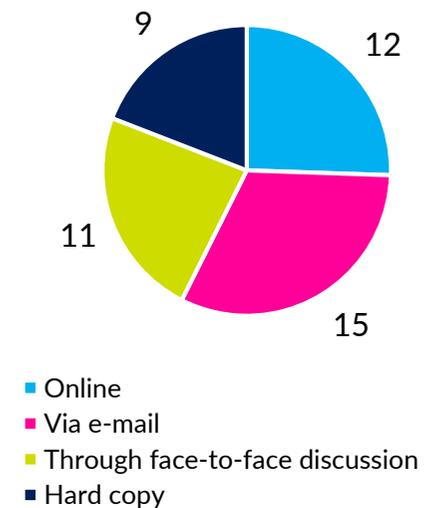


Staff (positive response rate %)

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 (4 years)

SCHOOL SATISFACTION

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



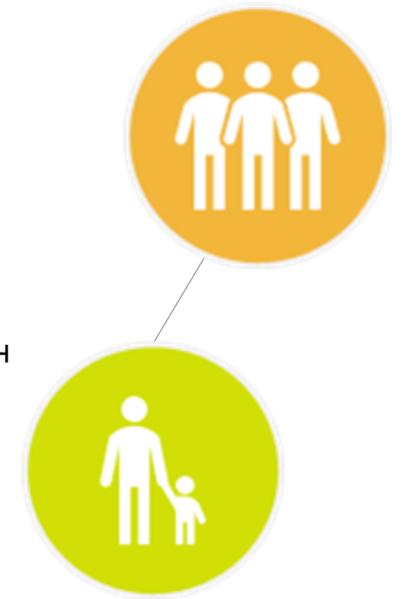
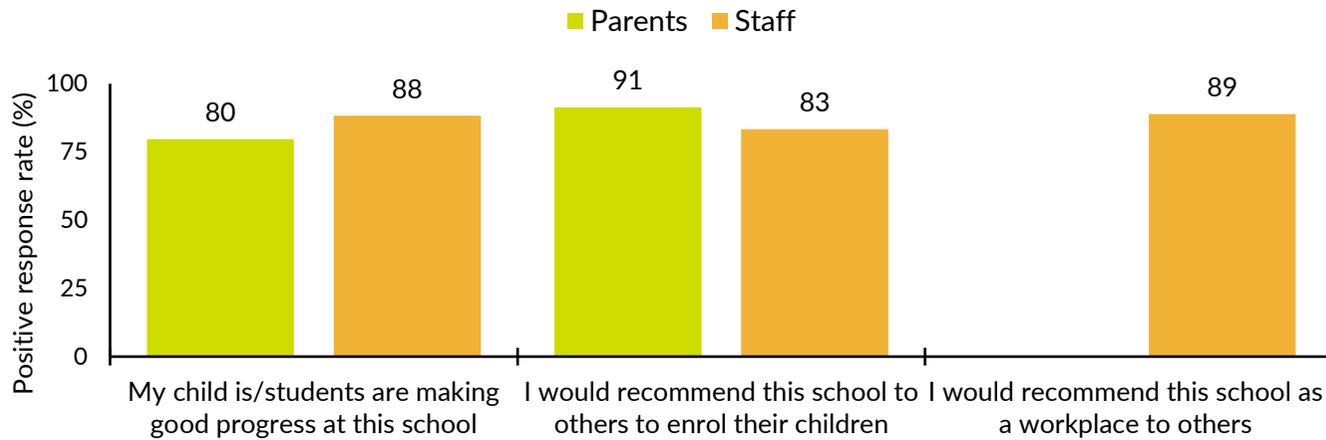
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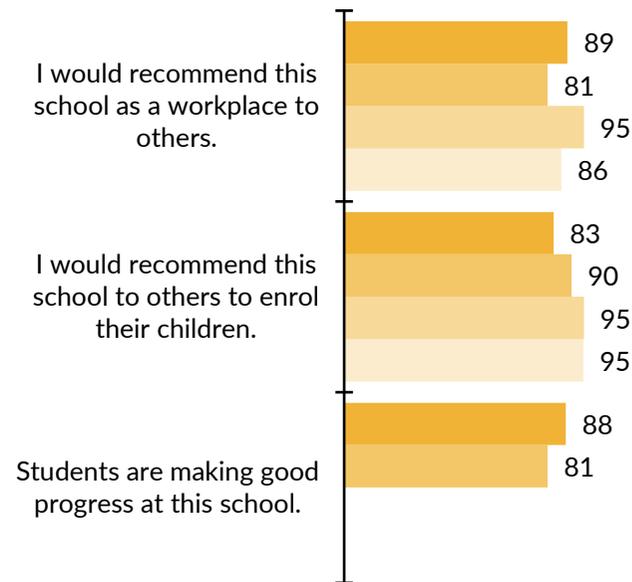
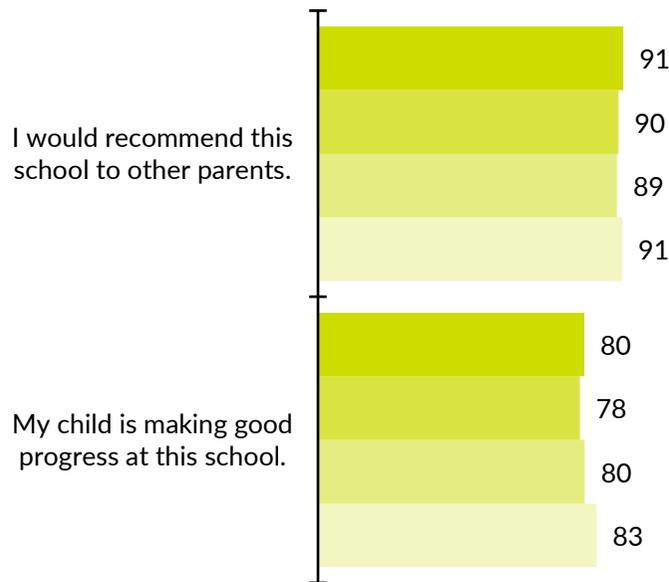


Parent (positive response rate %)

Staff (positive response rate %)

2022 2021 2020 2019

2022 2021 2020 2019



Theme: Professional development (staff only) - Trends (4 years)

PROFESSIONAL DEVELOPMENT

A culture of continuous professional development, including opportunities for teachers to take an active leadership role beyond the classroom, is integral to school improvement and student learning.



What does our data tell us?

Where is there strong alignment?

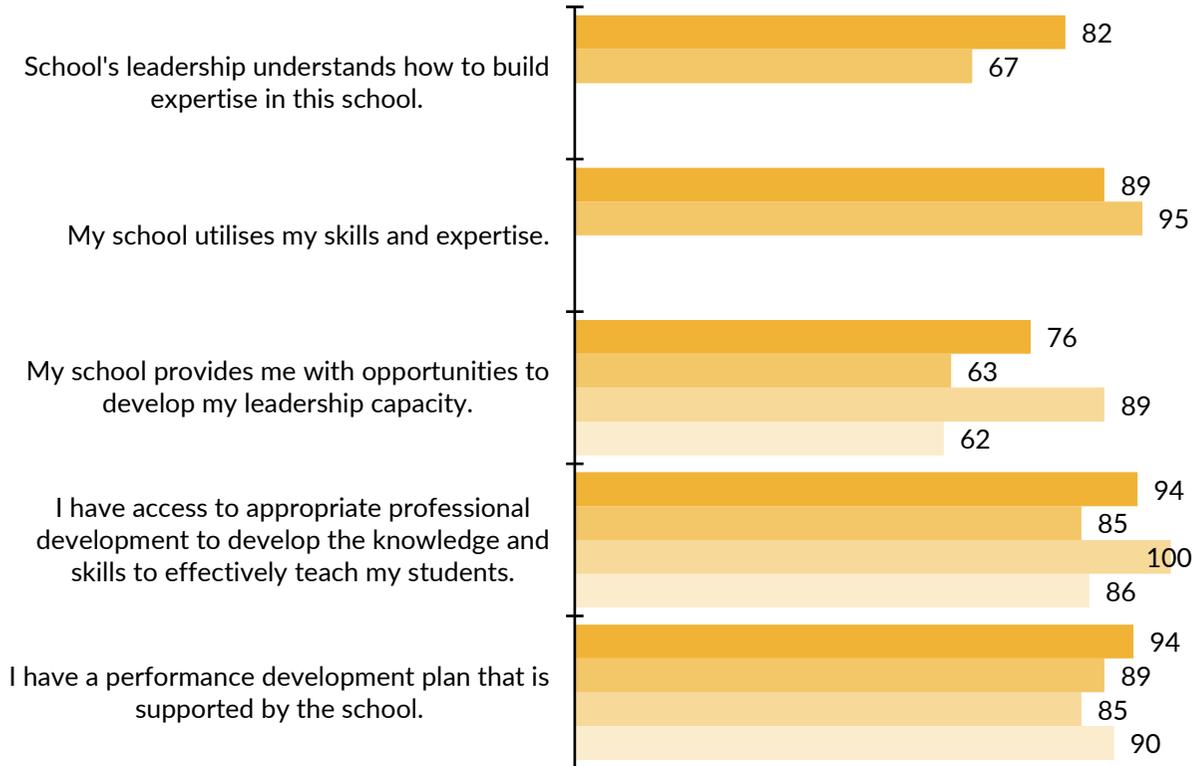
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?

Staff (positive response rate %)

■ 2022 ■ 2021 ■ 2020 ■ 2019



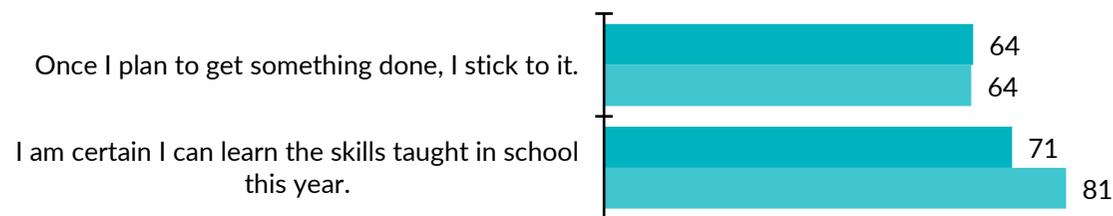
Theme: Growth mindset & perseverance (student only) - Trends (2 years)

GROWTH MINDSET AND PERSEVERANCE

It is important for students to develop perseverance and resilience to overcome the challenges they may experience throughout their education journey.

Student (positive response rate %)

■ 2022 ■ 2021



Student summary and cohort comparisons

STUDENT PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By stage of schooling			
	Total (this report*)	Darwin	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
		Region							
Number of responses	60	3243	8303	12	46	0	59	0	0

*this report = Jingili Primary School

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
			Region							

Wellbeing										
I can talk to my teachers about my concerns.	33	47%	59%	61%	17%	57%	-	47%	-	-
I feel included in my learning environment.	23	68%	73%	61%	42%	76%	-	68%	-	-
I feel safe at my school.	24	68%	68%	67%	42%	76%	-	68%	-	-
I like being at my school.	30	59%	67%	67%	42%	64%	-	59%	-	-
I have good friends that I care about.	2	88%	88%	87%	92%	87%	-	88%	-	-
I know how to communicate safely and respectfully when I am online.	3	86%	88%	84%	75%	89%	-	86%	-	-
I know how to manage my emotions when I am upset.	25	68%	70%	67%	50%	73%	-	68%	-	-
I know where to get help at school if I need it.	11	78%	78%	78%	58%	87%	-	78%	-	-
There is an adult at my school who cares about me and knows me well.	8	80%	66%	70%	92%	78%	-	80%	-	-
I participate in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	7	81%	70%	71%	82%	82%	-	81%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Teacher student relationships										
My teachers expect me to do my best.	1	97%	93%	91%	100%	96%	-	97%	-	-
My teachers motivate me to learn.	17	73%	75%	76%	67%	76%	-	73%	-	-
Teachers at my school treat students fairly.	28	61%	65%	64%	33%	71%	-	61%	-	-
I am supported by teachers and staff at the school to do my best.	22	68%	76%	76%	50%	74%	-	68%	-	-
Quality teaching & learning										
My teachers provide me with useful feedback about my school work.	18	73%	79%	77%	67%	78%	-	73%	-	-
My teacher supports me to set my own learning goals.	15	75%	71%	72%	67%	78%	-	75%	-	-
My teacher supports me to understand my learning data.	27	64%	70%	70%	50%	69%	-	64%	-	-
My teachers make sure I understand the work I am asked to do.	19	71%	77%	77%	58%	78%	-	71%	-	-
My teacher understands how I learn.	29	60%	63%	65%	36%	69%	-	60%	-	-
My schoolwork challenges me to think.	12	78%	79%	78%	58%	84%	-	78%	-	-
My teachers challenge me to think.	4	83%	80%	79%	58%	91%	-	83%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Positive learning environment										
My school gives me opportunities to do interesting things.	6	81%	78%	77%	83%	82%	-	81%	-	-
My school is well maintained.	31	50%	62%	59%	42%	54%	-	50%	-	-
Student behaviour is well managed at this school.	34	38%	47%	47%	33%	41%	-	38%	-	-
My school celebrates the success and achievement of students.	16	74%	79%	77%	45%	80%	-	74%	-	-
My school values the language and cultural background of all students.	10	79%	79%	78%	42%	91%	-	79%	-	-
There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	5	83%	68%	69%	58%	91%	-	83%	-	-
Transitions and pathways										
I felt ready to start Primary/Middle/Senior School.	14	75%	68%	67%	55%	81%	-	75%	-	-
My school prepares me for my future.	21	69%	71%	72%	64%	73%	-	69%	-	-
I plan to progress through school and finish Year 12.	13	76%	84%	80%	50%	82%	-	76%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Shared vision & voice										
My school looks for ways to improve.	9	80%	77%	75%	67%	84%	-	80%	-	-
My school takes students' opinions seriously.	32	49%	58%	56%	17%	60%	-	49%	-	-
Growth mindset & perseverance										
I am certain I can learn the skills taught in school this year.	20	71%	78%	76%	58%	76%	-	71%	-	-
Once I plan to get something done, I stick to it.	26	64%	62%	64%	58%	67%	-	64%	-	-

Parent summary and cohort comparisons

PARENT PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By stage of schooling			
	Total (this report*)	Darwin	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
		Region							
Number of responses	59	1822	4422	7	52	41	18	0	0

*this report = Jingili Primary School

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
			Region							

Wellbeing

My child likes being at this school.	3	92%	89%	88%	71%	94%	95%	83%	-	-
I can talk to my child's teachers about my concerns.	10	86%	89%	88%	86%	87%	85%	89%	-	-
My child feels safe at this school.	7	88%	90%	87%	71%	90%	90%	83%	-	-
My child knows how to manage their emotions.	29	64%	74%	72%	14%	71%	68%	56%	-	-
My child has good friends that they care about.	15	85%	89%	89%	29%	92%	85%	83%	-	-
My child knows where to get help at school if they need it.	16	85%	86%	85%	43%	90%	88%	78%	-	-
My child knows how to communicate safely and respectfully online.	31	54%	75%	73%	50%	55%	41%	76%	-	-
My child feels included in their learning environment.	11	86%	87%	87%	57%	90%	85%	89%	-	-
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	8	87%	84%	82%	83%	88%	85%	94%	-	-

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Teacher-student relationships										
Teachers at this school expect my child to do his or her best.	2	93%	90%	90%	86%	94%	95%	89%	-	-
Teachers at this school treat students fairly.	12	86%	84%	83%	71%	88%	93%	72%	-	-
Teachers at this school motivate my child to learn.	18	83%	83%	83%	57%	87%	85%	78%	-	-
My child is supported by teachers and staff at the school to do their best.	17	85%	86%	86%	71%	87%	83%	89%	-	-
Positive learning environment										
This school is well maintained.	1	95%	91%	88%	86%	96%	95%	94%	-	-
Student behaviour is well managed at this school.	27	68%	75%	73%	57%	69%	76%	50%	-	-
This school values the language and culture background of all students.	20	80%	82%	82%	71%	81%	80%	78%	-	-
This school gives my child opportunities to do interesting things.	5	90%	86%	85%	57%	94%	93%	83%	-	-
Quality teaching & learning										
Teachers at this school provide my child with useful feedback about his or her school work.	23	76%	81%	80%	71%	77%	78%	72%	-	-
This school works with me to support my child's learning.	25	73%	78%	77%	57%	75%	76%	67%	-	-
I know how to support my child's learning and development.	24	73%	80%	80%	57%	75%	68%	83%	-	-

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Quality teaching & learning cont.										
My school shares data to inform me about my child's learning in a way that I can understand.	26	69%	78%	75%	57%	71%	71%	67%	-	-
My child's learning needs are being met at this school.	22	76%	79%	78%	43%	81%	80%	67%	-	-
Transitions & pathways										
My child was well supported to transition into primary / middle / senior school.	9	87%	83%	79%	50%	93%	91%	77%	-	-
My child was well supported to start school this year.	6	89%	85%	84%	57%	94%	95%	75%	-	-
School community engagement										
I have opportunities to have a say in the direction of the school and its education programs.	30	63%	64%	64%	57%	63%	61%	67%	-	-
I feel well informed about what is happening at the school.	14	86%	84%	80%	86%	87%	88%	83%	-	-
School satisfaction										
My child is making good progress at this school.	19	80%	82%	81%	43%	85%	85%	67%	-	-
I would recommend this school to other parents.	4	91%	86%	84%	86%	92%	95%	83%	-	-
Shared vision & voice										
This school looks for ways to improve.	13	86%	81%	81%	57%	90%	90%	78%	-	-
This school takes parents' opinions seriously.	21	78%	74%	74%	71%	79%	80%	72%	-	-
This school takes students' opinions seriously.	28	67%	71%	71%	57%	69%	65%	72%	-	-

Staff summary and cohort comparisons

STAFF PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By position type		
	Total (this report*)	Darwin	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
		Region						
Number of responses	18	884	2801	1	16	9	5	3

*this report = Jingili Primary School

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
			Region						

Wellbeing									
Students like being at my school.	7	94%	89%	82%	Supp	94%	89%	100%	Supp
Students feel safe at this school.	34	72%	84%	79%	Supp	75%	78%	60%	Supp
Students are taught how to manage their emotions.	2	94%	81%	79%	Supp	100%	100%	100%	Supp
This school supports students to build positive relationships with their peers.	16	89%	88%	86%	Supp	94%	89%	100%	Supp
Students know where to get help at school if they need it.	14	89%	93%	89%	Supp	94%	100%	80%	Supp
Students are taught how to communicate safely and respectfully online.	36	71%	71%	64%	Supp	73%	63%	80%	Supp
This school cares about my wellbeing.	15	89%	78%	78%	Supp	94%	89%	100%	Supp
I feel safe at this school.	13	89%	87%	86%	Supp	94%	89%	100%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Teacher-student relationships									
Teachers at this school expect students to do their best.	1	100%	95%	91%	Supp	100%	100%	100%	Supp
Teachers at this school treat students fairly.	35	72%	92%	89%	Supp	75%	78%	60%	Supp
Teachers at my school motivate students to learn.	3	94%	92%	88%	Supp	100%	100%	100%	Supp
Quality teaching & learning									
Teachers at this school provide students with useful feedback about his or her school work.	5	94%	89%	85%	Supp	94%	89%	100%	Supp
I regularly undertake collaborative activities with my peers.	9	94%	83%	81%	Supp	100%	100%	100%	Supp
Teachers at my school use data to inform their teaching.	10	94%	86%	81%	Supp	100%	100%	100%	Supp
Student's learning needs are being met at this school.	31	78%	81%	74%	Supp	81%	78%	80%	Supp
Transitions & pathways									
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	23	86%	81%	77%	Supp	92%	86%	100%	Supp
School community engagement									
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.	32	76%	70%	69%	Supp	87%	89%	50%	Supp
The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	37	69%	75%	77%	Supp	73%	56%	100%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non- Teaching	Leadership
Positive learning environment									
My school is well maintained.	27	83%	85%	77%	Supp	81%	78%	80%	Supp
Student behaviour is well managed at this school.	28	83%	75%	67%	Supp	88%	89%	80%	Supp
The students I teach are motivated to learn.	12	93%	77%	73%	Supp	100%	100%	100%	Supp
Together, the teachers in this school are able to create a culture of inclusion.	20	89%	88%	86%	Supp	94%	89%	100%	Supp
This school has an inclusive culture where diversity is valued and respected.	19	89%	89%	86%	Supp	94%	89%	100%	Supp
This school values the language and culture background of all students.	29	83%	87%	86%	Supp	88%	89%	80%	Supp
Professional development									
I have a performance development plan that is supported by the school.	11	94%	77%	72%	Supp	100%	100%	100%	Supp
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	6	94%	80%	77%	Supp	100%	100%	100%	Supp
My school provides me with opportunities to develop my leadership capacity.	33	76%	63%	66%	Supp	87%	89%	50%	Supp
My school utilises my skills and expertise.	18	89%	81%	82%	Supp	94%	89%	100%	Supp
School's leadership understands how to build expertise in this school.	30	82%	70%	72%	Supp	88%	89%	75%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Shared vision & voice									
My school looks for ways to improve.	4	94%	90%	88%	Supp	100%	100%	100%	Supp
This school takes staff opinions seriously.	24	83%	74%	73%	Supp	88%	89%	80%	Supp
I contribute to the school improvement agenda at my school.	21	88%	82%	81%	Supp	94%	89%	100%	Supp
Our school has a clear vision and direction for school improvement.	8	94%	84%	81%	Supp	100%	100%	100%	Supp
The department supports our school to achieve its priorities.	38	53%	52%	53%	Supp	56%	33%	75%	Supp
This school takes students' opinions seriously.	25	83%	80%	78%	Supp	88%	89%	80%	Supp
School satisfaction									
I would recommend this school as a workplace to others.	17	89%	82%	79%	Supp	94%	89%	100%	Supp
I would recommend this school to others to enrol their children.	26	83%	83%	77%	Supp	88%	78%	100%	Supp
Students are making good progress at this school.	22	88%	83%	72%	Supp	93%	89%	100%	Supp