



Nightcliff Primary School Annual Performance Report to the School Community

2013



School Overview

Our School

It has been a wonderful year as the incoming principal and amazing that it has passed by so quickly. We have consolidated our programming/policies and curriculum models this year and will continue to build on our whole school planning in 2014. The introduction of the Sound waves and Envision Maths programs has been very popular and we look forward to the development of our new reading room for 2014.

Over the past twelve months NPS has undergone significant changes to our strategic and curriculum planning. Our 'Whole School Approach' has focused on the following four key statements of: (**Attachment A**)

Focused Teaching - are you a leader of learning? *The teacher develops teaching/instructional practices that insure the learner is successful and learns the content or material correctly the first time.*

High Expectations - What Do "High Expectations" Look Like. *The teacher provides timely, relevant and specific feedback about progress to students and their families to encourage their continued success.*

Engaged Learning Time - Student Engagement. *Engaged learning is the gateway to effective educational practices and student success.*

Intentionally Inviting Environment *The aim of every classroom is to provide an educational environment where all students feel safe, wanted, valued, and successful.*

These key statements were developed in 2013 and now embedded throughout the school in 2014. Nightcliff Primary School continued to focus on improving students' academic results with an improvement target of 2% based on 2013 NAPLAN results.

This will be achieved through internal and external professional learning, teacher coaching and the collection of internal and system wide data sets. Science has been introduced as a new study focus for our students in 2014 and we have continued with sport/health, visual arts, music, and Indonesian.

Our intervention team has had success throughout the year working with parents and teachers to develop structured support programs for students with ongoing learning support programs, also working in conjunction with the reading support staff to further align specific targets for each child.

Nightcliff Primary School consists of 19 Primary Classes, 4 Pre-School classes and an Early Learning Centre which caters for seventy three children from 6 months to 4 years of age in 2013.

Our Staff

Nightcliff Primary School secured 5 new teachers to complement our existing full time teaching staff, 1 ESL teacher, 1 Special Education teacher, 2 part time teaching staff, 2 Assistant Principals, 1 Contract Principal and 1 ELC Director. Two staff members completed

their progression from CT5-CT6, 4 completed probation and 3 have Highly Accomplished Teacher status.

All teaching staff met the AITSL professional standards for teachers, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory Teachers.

The administrative staff consisted of 1 Business Manager, 2 AO staff, 1 Library Assistant, 1 ICT technician (part time) 1 AEIW, 1 Maintenance Officer, 2 Preschool Assistants, and 3 Transition Aides.

The School Council employs staff for the Early Learning Centre consisting of 1 Director, 8 qualified child care educators and 1 cook. The OSHC program also employs 1 OSHC Director 4 staff members. Four staff members identify themselves as Indigenous, one as Chinese and one as Greek.

Our Students

Student enrolments numbers continued to grow over the year to 513 with increasing enrolments of students with an ESL background. Over 30 cultures are represented within increasing enrolments from the Filipino community. 3 % are indigenous, 38% are identified as EAL/D learners and student turnover was 46%.

Principal's Report

The school's values of Respect, Responsibility, Inclusion, Honesty and Caring continued to be embedded throughout the school as a common language with expectations from all students and staff, to achieve in a safe, supportive and innovative environment.

The implementation of the Early Learning Years Framework continued in the Preschool, Early Learning Centre and Transition classes. The Early Learning Centre completed a successful year with full enrolments. It was recognised as a 'Centre of Excellence' at the recent awards dinner for Child Care Centres. The school continued to offer an Out of Hours School Care program though now staffed and managed by the NPS School Council.

Many staff participated in a variety of professional learning opportunities to improve their pedagogies integrating digital technologies across the curriculum to enhance student learning. This included all teachers participating in ICT workshops internally and at the ICT for Learning Centre.

Nightcliff Primary School continued its partnership with Tennis Australia to create opportunities for students within the school to participate in tennis. The school was the winning school in 2013 for the 'John Newcombe Most Outstanding School' award within Australia.

Canberra trip

Our first trip to Canberra in 2013 was a great success and consisted of five days and four nights including air travel to and from Darwin, Sydney and Canberra. This trip was an integrated learning experience tying in with our History and Literacy Unit, 'Civics' and as a part of our Civics and Citizenship Australian Curriculum Trial.

Places students visited included, Old Parliament House, National War Museum, Ice Skating Rink, Questacon Science Museum, Australian Institute of Sport and National Art Museum to name a few. This year was especially significant because it was Canberra's 100 year anniversary.

Teaching and Learning

In 2013 the teaching and learning focus areas were reading/comprehension, spelling and numeracy. These areas became a focus for professional learning staff meetings where data was analysed and strategies were identified to improve teacher effectiveness and student learning. A school wide data tracking program was introduced to record student data online, inclusive of school wide diagnostic testing data and NAPLAN results. This allowed for all students' progress to be mapped and the identification of students at risk in their learning so that identified interventions could be provided.

2013 Targets set:

- All students in years 3 and 5 that participate in NAPLAN assessment will achieve a 2% combined results improvement in targeted areas – reading, spelling, numeracy
- Students from Year 1 through to Year 6 will demonstrate a 2% gain in targeted areas in internal monitoring assessment data over two years.

2013 NAPLAN Results

- 10% increase in Year 3 students achieving above NMS in reading.
- 11% increase in Year 3 students achieving above NMS in spelling and numeracy.
- 2% decrease in Year 5 students achieving above NMS in reading.
- 2% increase in year 5 students achieving above NMS in spelling.
- 2% decrease in Year 5 students achieving above NMS in numeracy.

Actions implemented in 2013

- Teachers to improve student self-editing techniques and explicit teaching of self-editing skills for students in Year 1 to 6.
- Utilise the expertise of the Intervention team/ Specialist teacher to develop a more consistent school wide approach to the teaching of reading comprehension.
- Within learning teams, teachers were provided with dedicated in-school meeting time to develop their own knowledge, skills and strategies for implementation in the classroom of the Reciprocal Reading.
- Professional learning opportunities and resourcing for teachers to develop pedagogies to integrate learning technologies across the curriculum.
- Strategic intervention and literacy support for students in Year 1/2, numeracy support for year 4/5 students in Quicksmart, ESL support to identified groups across the school.

Wellbeing

In 2013 the school continued building our strategies to support students academically, socially and emotionally to enable them to achieve to the best of their ability. The school Wellbeing team placed a major focus on embedding the school's values of Respect, Responsibility, Inclusion, Honesty and Caring in the school culture, classrooms and playground.

School attendance

Schools Achievement Target

Our school improved its attendance to achieve our target of 90% for all students (including Indigenous students). This year's average attendance increased from 91.1% in 2012 to an improved overall percentage of 92.4%.

Strategies for Achievement of Target

- Attendance plans were developed for low absenteeism students.
- The school regularly analysed SAMS attendance records to note students with regular absenteeism. The AEIW would make initial contact, followed up with discussions with the Attendance and Enrolment Officer regarding further steps.
- Teachers were consistently reminded to be accurate and regular recoding attendance at the beginning of the day.
- Preschool Staff prompted parents to bring their children to Preschool regularly.
- Attendance, lateness and wellbeing issues were regularly communicated in the newsletter.
- The school provided a number of programs to enhance student engagement and wellbeing opportunities:

Harmony Day

NT School of Music lesson/ Music 'Playdays'

Sporting opportunities in a range of cluster and regional sporting events.

School Camps

Canberra Trip

Leadership opportunities for students from Year 3 to 6.

The BEAT school choir

School concert

Mothers and Father's Day community breakfasts.

Indonesian languages program

Hot Shots Tennis

The school continued to provide services to meet the needs of the Nightcliff School Community. Out of Hours School Care was provided on site by our own team, an Instrumental music program was offered to student in year 4 up from the NT Music School, a school choir who performed at the BEAT and our Pre-School prepared and completed its NQS audit in March with two working above national standard for two of the six categories.

A strong relationship was formed with Tennis Australia who assisted the school to conduct lunchtime hot shot tennis games and an afterschool tennis completion. The school achieved the 'Most Outstanding School' award nationally at the Tennis Australia Awards in Melbourne. The school provided a swimming program to all NPS students.

Participation, Transitions and Pathways

In 2013 the focus remained to further develop transition strategies in programs and approaches to promote the movement of students from NPS to NMS. 76 NPS students enrolled at NMS in 2013.

Strategies for Achievement of Target in the Upper Primary

- A collaborative transition program for Year 6 students to the Nightcliff Middle School, allowing students to use the ICT, NT School of Music, Sporting facilities.
- Use of the Nightcliff Middle School, ICT for Learning and NT school of music facilities by all NPS staff and students.
- Student participation in a 2nd ICT Project group to drive strategic directions.

Developing a stronger relationship between the Pre-School and Transition areas of the school allowed for greater collaboration and shared learning to ensure seamless, successful transitions for students in the Early Years.

Strategies for Achievement of Target in the Early Learning Years

- Collaborative meeting times to develop Quality Improvement Plans and share policies and procedures. (Pre School 2014)
- Improving the transition program from Preschool to Transition.
- Involvement of the leadership team in the development of EAP and SIP's.
- Shared use of facilities and resources between the three areas.
- Building learning resources in the Preschool and ELC.
- Ongoing professional Learning opportunities for all staff to become familiar with and implement the Early Learning Years Framework, including opportunities to visit other centres/schools.

Partnerships

In 2013 the school goal was to maintain its existing partnerships and build new links with a number of educational and support based agencies to further support, facilitate and promote learning goals and opportunities for all students.

The school continued to engage the parent and wider school community through a number of special activities and events. These included Harmony Day activities, Meet the Teacher Evening, Mother's Day and Father's Day Breakfasts, the school concert and cultural feasts, School Discos, Nuon Solar Car team, Music Assemblies, School Assemblies, Three Way Conferences, The 'Garden Spectacular' at the Botanic Gardens.

Leadership

The school goal for 2013 was to develop a 'Whole School Approach' which would continue to focus on system and school wide improvement. Strategies used to achieve this goal included:

- The implementation of a Teacher Performance and Development process inclusive peer observations and feedback.
- Development of a Performance Management proforma aligned to the National Professional Standards for Teachers and the School's goals, providing written evidence for teachers with a focus on career growth.
- Establishment of Professional Learning Teams in teaching areas who receive additional meeting time to plan, reflect and implement effective teaching and learning strategies.
- Utilisation of the Intervention team to promote and support teachers in the teaching of reading using an evidence-based approach
- Opportunities for constructive self-reflection and meaningful feedback from peers in coaching roles through classroom observations/walkthroughs.
- The Teacher Performance and Development framework being implemented across the school.

The school has continued to promote and build the leadership capacity of staff through:

- Participation of our AP (upper primary) in the CSLLD (Centre for School Leadership, Learning and Development) future leader's program.
- An additional two members of staff participated in CSLLD leadership courses.
- Progression of two teachers from CT5-CT6 level.
- Preliminary conversations for current TEP's preparing for HALT status in 2013.
- Participation as a CDU Teaching School for 4 pre-service teachers.

The school has promoted professional learning opportunities for staff in the following areas:

- ICT competencies and the integration of digital technologies across all curriculum areas.
- Whole School professional learning on the implementation of the Australian Curriculum and C2C materials.
- NAPLAN Writing Marking Panel
- Writing Moderation
- Numeracy Workshops. (Lola Sleep)
- School based data analysis professional learning days for all staff.
- Implementation of the EYLF workshops and school/preschool visits.

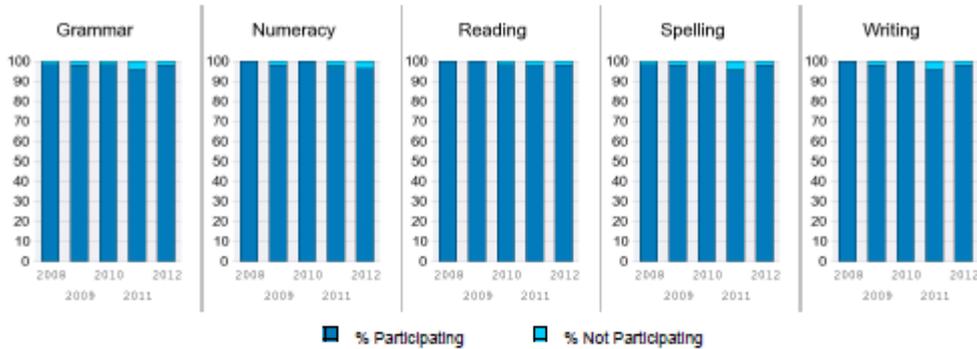
ATTACHMENT A

Audited Financial Statements (See attached)

NAPLAN data

Year 3

Percentage of Students Participating (%)



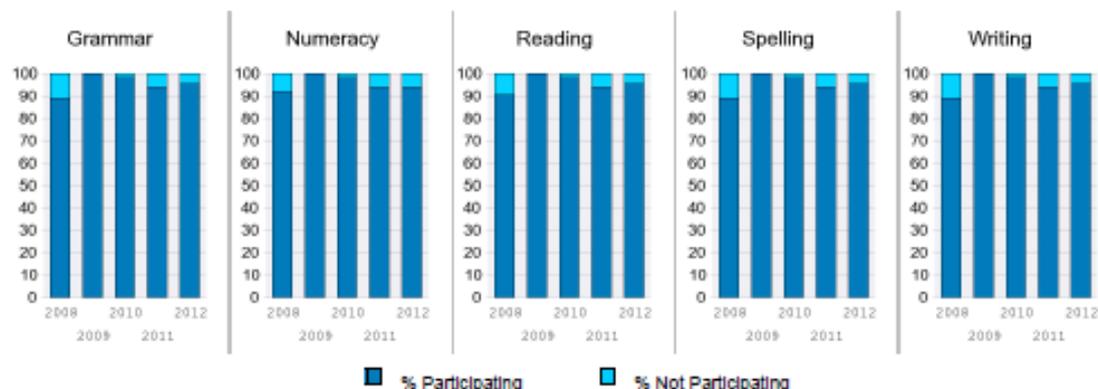
Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned/Abandonment from testing divided by the total number of students in the test population.

	Year	Participating Present		Participating Exempt		Not Participating Sanctioned/Abandonment		Not Participating Absent		Not Participating Withdrawn		Total No of Students
		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	
Grammar	2008	58	98%			1	2%					59
	2009	51	98%					1	2%			52
	2010	65	98%			1	2%					66
	2011	44	92%	2	4%			1	2%	1	2%	48
	2012	55	98%					1	2%			56
Numeracy	2008	59	100%									59
	2009	51	98%					1	2%			52
	2010	66	100%									66
	2011	45	94%	2	4%					1	2%	48
	2012	55	96%					2	4%			57
Reading	2008	59	100%									59
	2009	52	100%									52
	2010	65	98%			1	2%					66
	2011	45	94%	2	4%					1	2%	48
	2012	55	98%					1	2%			56
Spelling	2008	58	98%			1	2%					59
	2009	51	98%					1	2%			52
	2010	65	98%			1	2%					66
	2011	44	92%	2	4%			1	2%	1	2%	48
	2012	55	98%					1	2%			56
Writing	2008	59	100%									59
	2009	51	98%					1	2%			52
	2010	66	100%									66
	2011	44	92%	2	4%			1	2%	1	2%	48
	2012	55	98%					1	2%			56

NAPLAN data

Year 5

Percentage of Students Participating (%)



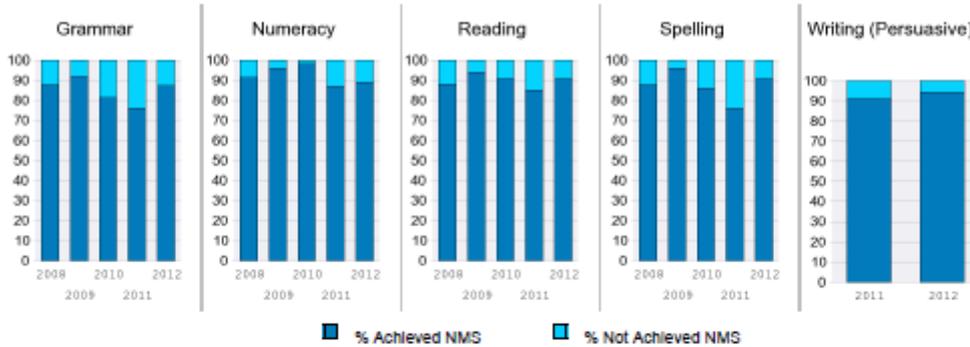
Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

	Year	Participating Present		Participating Exempt		Not Participating Absent		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008	57	89%			7	11%	64
	2009	59	100%					59
	2010	61	97%	1	2%	1	2%	63
	2011	49	94%			3	6%	52
	2012	67	96%			3	4%	70
Numeracy	2008	59	92%			5	8%	64
	2009	59	100%					59
	2010	61	97%	1	2%	1	2%	63
	2011	49	94%			3	6%	52
	2012	66	94%			4	6%	70
Reading	2008	58	91%			6	9%	64
	2009	59	100%					59
	2010	61	97%	1	2%	1	2%	63
	2011	49	94%			3	6%	52
	2012	67	96%			3	4%	70
Spelling	2008	57	89%			7	11%	64
	2009	59	100%					59
	2010	61	97%	1	2%	1	2%	63
	2011	49	94%			3	6%	52
	2012	67	96%			3	4%	70
Writing	2008	57	89%			7	11%	64
	2009	59	100%					59
	2010	61	97%	1	2%	1	2%	63
	2011	49	94%			3	6%	52
	2012	67	96%			3	4%	70

NAPLAN data

Year 3

Percentage of Students Achieving NMS (%)

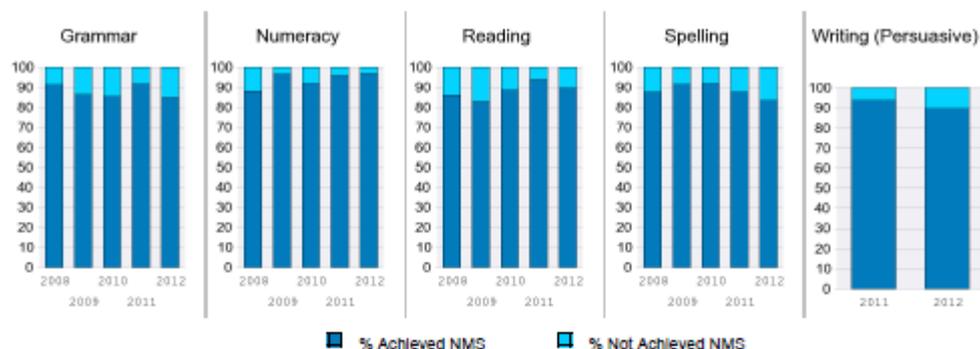


Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008	7	12%	11	19%	40	69%	58
	2009	4	8%	7	14%	40	78%	51
	2010	12	18%	9	14%	44	68%	65
	2011	11	24%	6	13%	29	63%	46
	2012	7	13%	4	7%	44	80%	55
Numeracy	2008	5	8%	5	8%	49	83%	59
	2009	2	4%	4	8%	45	88%	51
	2010	1	2%	12	18%	53	80%	66
	2011	6	13%	9	19%	32	68%	47
	2012	6	11%	6	11%	43	78%	55
Reading	2008	7	12%	14	24%	38	64%	59
	2009	3	6%	5	10%	44	85%	52
	2010	6	9%	12	18%	47	72%	65
	2011	7	15%	11	23%	29	62%	47
	2012	5	9%	8	15%	42	76%	55
Spelling	2008	7	12%	9	16%	42	72%	58
	2009	2	4%	7	14%	42	82%	51
	2010	9	14%	6	9%	50	77%	65
	2011	11	24%	3	7%	32	70%	46
	2012	5	9%	6	11%	44	80%	55
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	4	9%	4	9%	38	83%	46
	2012	3	5%	1	2%	51	93%	55

NAPLAN data

Year 5 Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008	5	9%	9	16%	43	75%	57
	2009	8	14%	10	17%	41	69%	59
	2010	9	15%	9	15%	44	71%	62
	2011	4	8%	2	4%	43	88%	49
	2012	10	15%	15	22%	42	63%	67
Numeracy	2008	7	12%	21	36%	31	53%	59
	2009	2	3%	10	17%	47	80%	59
	2010	5	8%	4	6%	53	85%	62
	2011	2	4%	7	14%	40	82%	49
	2012	2	3%	13	20%	51	77%	66
Reading	2008	8	14%	11	19%	39	67%	58
	2009	10	17%	9	15%	40	68%	59
	2010	7	11%	13	21%	42	68%	62
	2011	3	6%	9	18%	37	76%	49
	2012	7	10%	11	16%	49	73%	67
Spelling	2008	7	12%	11	19%	39	68%	57
	2009	5	8%	17	29%	37	63%	59
	2010	5	8%	12	19%	45	73%	62
	2011	6	12%	10	20%	33	67%	49
	2012	11	16%	11	16%	45	67%	67
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	3	6%	3	6%	43	88%	49
	2012	7	10%	10	15%	50	75%	67

Student Enrolment, Attendance and Learning

Student Wellbeing and Engagement

Nightcliff Primary School

Enrolment and Attendance



		2011				2012			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	Preschool	9	85.7%	65	88.1%	10	81.7%	79	86.2%
Primary	Transition	9	79.2%	58	88.7%	7	84.1%	62	89.9%
	Year 1	8	86.7%	58	89.7%	7	84.7%	64	90.8%
	Year 2	4	91.0%	44	92.0%	10	87.7%	66	89.8%
	Year 3	2	85.8%	46	92.5%	6	90.5%	55	93.2%
	Year 4	7	87.9%	58	92.5%	3	84.4%	56	93.6%
	Year 5	5	89.9%	52	92.1%	8	83.8%	69	92.1%
	Year 6	4	88.3%	57	90.6%	4	85.4%	53	92.3%
Total		48	86.1%	438	90.9%	55	85.4%	504	91.1%

Student Mobility

	2011				2012			
	Arrivals	Departures	Average Enrolments	Student Turnover	Arrivals	Departures	Average Enrolments	Student Turnover
1	17	21	455	16%	23	32	489	17%
2	30	21	462	6%	30	15	500	5%
3	47	18	479	7%	33	23	512	5%
4	10	14	484	12%	17	9	517	14%
Total:	104	74	438	40%	103	79	504	40%