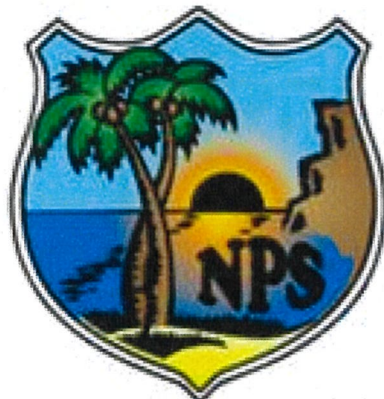


# School Review Report

## Nightcliff Primary School



**NIGHTCLIFF**  
P R I M A R Y





# Executive Summary

## *Commendations, Affirmations & Recommendations*



## Commendations

Nightcliff is to be commended for:

- the caring and welcoming environment and the sense of belonging experienced by students, staff and families.
- actively seeking ways to partner with families, other education and training institutions, local businesses and community organisations.
- the signature partnership with Child Australia providing the Early Learning Centre and OSHC.
- the high levels of trust and reciprocity evident in school/community partnerships.
- recognising families as integral members of the school community and important partners in their children's education.
- the positive and child-centred approach provided for Preschool students.
- the seamless transition for children from childcare to Preschool and on to Primary school.



## Affirmations

Nightcliff is to be affirmed for:

- the development of the ASIP.
- the regular analysis of school and system data by school leaders.
- the provision of GradeXpert as the central platform for storing data.
- the implementation of the research-based RWI program.
- the mentoring and coaching to support teachers with the introduction of RWI.
- the investment of time and commitment in developing positive relationships with students and families.
- the response by school leaders to feedback, leading to a focus on rebuilding staff culture.
- the opportunities for student voice through the NTLC, student leaders and the student representative council.
- parents' appreciation for staff and the openness and willingness to work as partners in their child's education.
- investing in programs and approaches to support student wellbeing.
- the high levels of support and collegiality in staff teams.
- privileging regular planning days and scheduled weekly time for all teaching teams.
- the purchase of 1:1 devices for all Year 6 students.
- the commencement of scheduled lesson observations and feedback by school leaders.
- the focus on familiarisation with Version 9 of the Australian Curriculum.
- the early engagement in discussions of research-based pedagogical practices.



## Recommendations

- In close consultation with the school Council, staff, students and families, review and redevelop the explicit improvement agenda to ensure:
  - sharp, narrow and inclusive strategies reflecting the Nightcliff context
  - clear roles and responsibilities and a shared ownership of the targets, ensuring that teachers have a clear understanding of the changes in practice required to achieve them
  - timelines for action and rigorous monitoring of the achievement of those targets
  - communication of the agenda to the school community.
- Build on the existing data collection plan to include:
  - an audit of current assessment practices to identify the most-purposeful data to track and monitor student progress
  - the purpose and use of each assessment
  - how data will be analysed, displayed, discussed and communicated
  - building staff literacy in data use
  - professional learning and coaching for staff in analysing and interpreting data to inform teaching.
- Continue to collaboratively develop a professional learning community characterised by:
  - a school-wide professional learning plan aligned with improvement priorities and individual staff needs
  - development of reflective practice supporting implementation of the agreed pedagogies through collaboration, observation, feedback, coaching and mentoring
  - opportunities to build staff capability in curriculum implementation and review.
- Collaboratively redevelop and implement a coherent, sequenced, whole-school plan for curriculum implementation that:
  - prioritises making the curriculum responsive to student learning needs, interests and backgrounds to ensure flexibility, relevance and meaningful adaptation to local context



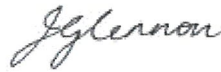
- focuses on building students' disciplinary knowledge and skills, as well as broader capabilities and dispositions
  - includes the development of quality assessment processes aligned to the whole-school plan
  - ensures a clear alignment between curriculum, assessment, moderation and reporting
  - includes processes for ongoing evaluation and refinement.
- Collaboratively develop, document and implement consistent school-wide approaches that reflect evidence-based best practice, with a particular focus on:
    - agreed pedagogical approaches and practices
    - differentiated teaching and learning to support and maximise outcomes for every student, including those with additional needs and those who are learners with high potential.



## Sign-off

Noted by:

Principal:



Date: 10 / 11 / 23

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Jo Glennon

Senior Director, Darwin,  
Regional Services:



Date: 10/11/2023

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Nigel Brito

Executive Director, Quality  
Standards and Regulation:

Date: / /

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Tony Considine

Acting Deputy Chief Executive,  
Regional Services:

Date: / /

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Aderyn Chatterton

Finalised by QSR: ☐

Date:

TRM Report Reference: 50:D23:109483



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School Review Report  
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