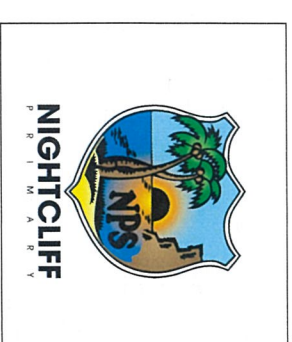# Nightcliff Primary School

Explicit Improvement Agenda Cycle: 2023-2026

Focus for Improvement in 2025

Summarise the data and school review recommendations that have informed the development of the school's Strengthening Instruction and Engagement Goals and accompanying improvement strategies for 2025. These should be linked to the Explicit Improvement Agenda (EIA) identified above.

School Review Recommendations (please click link for information)

- Build on the existing data collection plan
- Collaboratively redevelop and implement coherent, sequenced, whole-school plan for curriculum implementation
- Collaboratively develop, document and implement consistent school wide approaches that reflect evidence-based best practice.

Student Triangulated Data Opportunities-

Students identified the strength of the staff to identify and respect their cultural background in the PIVOT survey, the next step is to connect personal experience to the teaching and learning program at NPS.

- 2024 NTLC, PIVOT survey identified 29% of students feel their teachers understand how they learn
- School survey 'My teacher understands how I learn -19% from 2023 to 54%
- School review recommendation: prioritise making the curriculum responsive to student learning needs, interests and backgrounds to ensure flexibility, relevance and meaningful adaptation to local context

Department of Education Priorities- Strengthening instruction- Boosting Literacy and Numeracy

- Whole school data plan (E4 Signature Strategy)
- Whole school curriculum and assessment plan (E3 Signature Strategy)
- Whole school pedagogical model (E5 Signature Strategy)

Assess

Set Goals

NIGHTCLIFF PRIMARY

NORTHERN TERRITORY GOVERNMENT

Community consultation and support

Consultation Type	Description of the Consultation	Key Priorities Raised
Students (including Student Voice)	– Years 5/6 students school survey, NTLC and SRC provided feedback through PIVOT survey, and individual learning styles survey on teaching and learning practices that engage students.	– Students would like to connect self-interests, real world problem solving, and personal interests to their teaching and learning experience.
Educators/Staff	– DET Priority 2025 Improvement Plan- 'What would you do if you were me?'	– E4 identify data sets for Math. English is ready for tiered intervention identification. – E3 develop a year level scope and sequence that explicitly outlines ACARA V9 outcomes with assessments. – E5 identify and develop a whole school agreement on the instructional model.
School Leadership	– DET Priority 2025 Improvement Plan- 'What would you do if you were me?'	– E4 develop whole school data plan for all the people, all the time. – E3 year level scope and sequence across all areas of the curriculum, including Math, Science etc and integration of General Capabilities. – E5 transfer knowledge of the Science of Reading to the Science of Learning and evidence-based pedagogies across the curriculum.
School Representative Body	– Education Sub-committee ongoing input 2024	– provide students with enriching experiences that support all student progression, including extension and incursions and excursions that connect students' personal interests to their teaching and learning program.
School Council	– Draft email ASIP for review, adjust and input at School Council meeting *Week 7 2025	–

Capture emerging themes through consultation that have influenced what will prioritised as key activities and investments.

Students, staff and family's consultation has identified the following themes:

- – The focus on Reading improvement, through the implementation of the Science of Reading has supported the development of an English scope and sequence, assessment and analysis. This will become an ongoing action to build on existing practices, strategies and implementation.
- – Math is a priority focus for 2025, including the priority development of a whole school data plan, curriculum scope and sequence and instructional model.

Consultation Type	Description of the Consultation	Key Priorities Raised
-	Student engagement in the teaching and learning program through personalised learning experiences, that connect to their interests with strengthen instruction in all areas, with a priority focus Math for 2025.	

Strengthening instruction goals and actions

Analyse evidence of students' learning by considering overall school performance, the needs of identified priority groups, and evidence of improvement or regression over time. Use this analysis to determine school goals and student improvement targets for 2025, with a focus on strengthening instruction to boost literacy and numeracy.

Set Goals

Plan

Strengthen instruction for young Territorians – Boosting Literacy and Numeracy	
Goal	*If we ensure the teaching of mathematics is planned, taught and reliably assessed across the school, then we will see an improvement in students achieving C and above grades in mathematics.*
Student improvement targets *What are the measurable changes expected to be achieved in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at the school?* *Remove the targets that are not applicable to this ASIP.*	**HEADLINE IMPROVEMENT MEASURES** **NAPLAN** In 2024 58.07% of Year 3 students were Strong or Exceeding for NAPLAN Numeracy. In 2025, the target is 70%. In 2024 9.23%% of Year 3 students were in Needs additional support for NAPLAN Numeracy. In 2025, the target is 5%. In 2024 60.78% of Year 5 students were Strong or Exceeding for NAPLAN Numeracy. In 2025, the target is 75%. In 2024 13.7% of Year 5 students were in Needs additional support for NAPLAN Numeracy. In 2025, the target is 10%. **A-E GRADES** *refer to the ASIP Quality Goals and Target Guide: A-E Grades* In 2024 72% of Year 1 to 6 student grades were C and above in Number and Algebra. In 2025, the target is 80%.

Implementation Outcomes	Staff	Students	Families/Community
E4 Whole school data plan	— Teachers and leaders analyse data to monitor growth over the year.	— students understand the purpose of assessments and describe how the results support their learning.	— families comment that they are aware of when the assessments are and can support their child to prepare.
E3 Whole school curriculum and assessment Plan	— leaders work collaboratively with staff in the development and implementation of a whole-school curriculum and assessment plan to ensure continuity of learning across year/multi-age levels. — leaders provides opportunities for professional learning to enhance staff skills in curriculum planning — teachers collaborate in curricular planning, assessment and review — teachers implement the curriculum flexibly, responding to the needs of their students — teachers can speak with confidence and consistency about what they teach, when and why — there is an alignment between curriculum, assessment and reporting	— students can share how their learning is accessible, engaging and challenging. — students understand the whole of school plan and how they should be involved.	— families are aware of and understand the whole of school plan and how they should be involved in their child's learning.
E5 Whole school pedagogical model	— leaders analyse data to inform decision making about school improvement and to monitor and evaluate the impact of improvement strategies — leaders provide professional learning opportunities to strengthen data literacy amongst staff — teachers and leaders analyse data to monitor growth over time at an individual, cohort and school level — teachers use data effectively to identify starting points for learning, plan for teaching, and monitor learning progress over time — teachers reflect on the impact of their teaching using a range of data and modify their teaching accordingly	— students can provide feedback on their own learning that is used as evidence to inform school-level decisions and initiatives and support a culture of self-reflection across the school.	— families can provide feedback on their child's learning, using knowledge of assessments, how they inform decision making and next steps in learning.

Identify the actions, timelines, Signature Strategies, who is responsible the resources and budget that the school will adopt to implement the goal(s) and actions.

2025 Annual School Improvement Plan (ASIP)

Actions	When	Signature Strategies	Who	Resources	Budget
Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the strengthening instruction goal.	*Outline the start and end date for implementing the action.*	*Which evidence-based signature strategies will the school draw upon to achieve this action?* <u>Signature Strategies</u>	*Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks.*	*Who is the contact in the school leading this action?*	*Outline the identified resources (facilities and FTE) that will be allocated to the action.*	*Identify the ($) that will be allocated to the action.*
1. Whole School Data Plan Math - Department of Education (DET) assessment schedule calendar adopt, adapt, develop NPS whole school data plan for math.	2024 Term 4, 2025 Term 1-4 ongoing May PD	E4. Whole School Data Plan	Data and Assessment- Reporting and Assessment Teaching and Learning Services	Principal Assistant Principal Senior Teacher Math curriculum committee	DET Data and Assessment schedule Planning and drafting completion time Data PD- leadership	Data PD- $2K
2. Whole School Curriculum and Assessment Plan - Math scope and sequence ACARA adopt, adapt, develop NPS whole school curriculum and assessment plan, including break down across units, term, week and key learning progressions.	2024 ongoing Term 2 PD	E3. Whole School Curriculum and Assessment Plan	Teaching and Learning Services Senior Teacher Math curriculum committee	Principal Assistant Principal Senior Teacher Math curriculum committee	External math consultant	Approx $5K Whole school professional development- all staff
3. Whole School Instructional Model - DET NT evidenced based model developed in consultation with Australian Education Research Organisation (AERO), adopt, adapt, develop a NPS model.	2024 ongoing February and April PD	E5. Whole School Instructional Model	Teaching and Learning Services	Principal Assistant Principal Senior Teacher Math curriculum committee Karama PS Math Consultant	Explicit Instruction PD Whole school ACARA math planning and implementation PD Staff meeting, collaborative plan	Professional Learning $10K Math Curriculum Committee educators (T-6) (weekly planning linked to Design and Tech 4th hour of non-contact with AP)

Insert further rows as required by highlighting and selecting 'Insert' and 'Row Below'.

Attendance and Engagement Goals and Actions

Analyse evidence of students' engagement and learning by considering overall school performance, the needs of identified priority groups, evidence of improvement or regression over time, and feedback from school surveys, parents, and students. Use this analysis to determine a student outcome goal that the school will pursue in 2025, aligned to the NT Education Engagement Strategy 2022-2031.

Set Goals	Plan

	Engaging children and young people in learning – raising attendance
Goal	*If we expand approaches to learning, to include Design and Digital Technologies and practical, active, and creative subject offerings and learning experiences then we will increase student engagement and attendance.*
Student improvement targets *What are the measurable changes expected to be seen achieve in student engagement?* *How are the targets reflective of the diverse cohorts at the school?* *Remove the targets that are not applicable to this ASIP.* *Resources have been developed for Education Engagement Strategy Implementation.*	**HEADLINE IMPROVEMENT MEASURES** *(remove the targets that are not applicable to this ASIP)* **COMPULSORY STUDENT ATTENDANCE (Note awaiting final attendance 2024)** *refer to the ASIP Quality Goals and Target Guide: Attendance Rate* In 2024, the Average Attendance Rate was 90%. In 2025, the target is 92%. **SCHOOL SURVEY** *refer to the ASIP Quality Goals and Target Guide: School Survey* In 2024, 68% of students responded positively to the student wellbeing questions in the School Survey. In 2025, the target is 80%. In 2024, 68% of students responded positively to the teacher-student relationships questions in the School Survey. In 2025, the target is 80%.

2025 Annual School Improvement Plan (ASIP)

Implementation outcomes	Staff	Students	Families/Community
What are the changes expected to be seen in practice and/or behaviours if the goal has been successful? **Meaningful Learning** Young people want to be challenged by their learning, to push themselves and feel a sense of accomplishment. Meaningful learning should inspire. Young people told us that they want to see the practical value of their education and understand where it can take them after school.	— Teachers and leaders analyse data to monitor student systems of school to support to improve student attendance. — Teachers and leaders design teaching and learning programs that challenge students, and inspire learning. — Teachers and leaders use student interests to design teaching and learning programs that personalise the learning experience.	— Students speak positively about the programs offered by the school to support them reengaging in learning. — Students can speak about the integration of additional education experiences that support their connection to teaching and learning programs. — Student can share how their interests are connected to the teaching and learning program.	— Families are supportive of the actions put into place to support their child/young person to attend school. — Families can describe the integrated approaches to support student engagement in teaching and learning programs. — Families can state the connection between the teaching and learning programs and their child's individual interests,

Select the relevant EES goal(s) that most aligns to the school goal identified:

1. ☐ **Education is a partnership:** *Families and education services work together to ensure all children and students get the best start to learn and are supported and encouraged to continue their learning journey.*	2. ☐ **The right people:** *Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.*	3. ☒ **Meaningful learning:** *Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.*	4. ☐ **Wellbeing and inclusion:** *Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.*

Actions	When	Aligned EES Actions	Who	Resources	Budget
Outline what the school will do to lead to the desired changes of behaviours and / or practices.	*Outline the start and end date for implementing the action.*	*Identify the relevant EES action which most align to the action.* *Refer to the ASIP Guide for link to complimentary strategies to consider.*	*Please include division, branch and lead contact where this expertise is being sought in 2025, including where this is being achieved through external providers and networks.* *Who is the contact in the school leading this action?*	*Outline the identified resources (facilities and FTE) that will be allocated to the action.*	*Identify the ($) that will be allocated to the action.*
1. Student Attendance • Monitoring student attendance data. • Conducting home visits for non-attending students. • Creating individual student attendance plans. • Making referrals to multi-agency forums.	Ongoing Termly monitoring Week 5 student attendance data validation periods	DET Engagement and Attendance Darwin Regional Services Attendance and Engagement Plan 2025	Principal Assistant Principals	Time- regular check ins with leadership team and educators on student attendance, communication etc.	$0
2. Meaningful Teaching and Learning Experiences • Student wellbeing and inclusion programs- Social and Emotional Learning (SEL) review and adjust NPS programs, Berry Street Education • Implement specialist subject 2025- Design and Technologies from T-2 • Providing student engagement activities and excursions.	Quality Start Term 1, 2, 3, 4 Ongoing Termly, aligned to planning days Semester 1 and 2 internal and external incursions	3.1 Provide expanded approaches to learning that include flexible learning arrangements such as learning through digital technologies as well as practical, active and creative subject offerings and learning experiences. SWIPs- Student Wellbeing and Inclusion	Principal Assistant Principals Senior Teachers Teaching and Learning Services	NPS Values E-Learn SEL curriculum Darwin Region Berry Street network CT, ICT, design materials, ICT software Fundraising for program costs e.g. transport	Professional Learning SEL (PGP) aligned approx. ($2000) Professional Learning $2000 ICT/ STEM Specialist CT approx. $140K $4000 ICT allocation for Design and Technologies specialist educators
3. Community Engagement • Organising family and community events in consultation with staff, the NPS School Council and community	2024 and ongoing 2025 calendar implementations	Engagement Strategy	Principal Assistant Principals Senior Teachers	Time for consultation 2024 Event materials, equipment hire etc,	Estimate $2000

Endorsement (to be completed by mid-Term 1, 2025)

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{Insert Name} RANAE GRAHAM

Principal

29 / 04 / 2025

_____

{Insert Name} SARAH MILLS

Chair

Choose an item.

29 / 04 / 2025

_____

{Insert Name}

Senior Director - Choose an item.

Regional Services

/ /

Attachment A

Accompanying data tables and graphs aligned to school goals (optional):