

Nightcliff Primary School

Annual Performance Report to the School Community

2022





| Acronyms | Full form |
|----------|-------------------------------------|
| <Eg: NT> | <Eg: Northern Territory> |
| NPS | Nightcliff Primary School |
| NEN | Nightcliff Education Network |
| BSEM | Berry Street Education Network |
| EIA | Explicit Improvement Agenda |
| ASIP | Annual School Improvement Plan |
| RWI | Read Write Inc |
| EAL/D | English as Another Language/Dialect |
| NEST | Nightcliff Education Support Team |
| | |
| | |
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| | |



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School Overview

Our School

I would like to acknowledge the Gulumoerrgin (Larrakia) people as the Traditional Owners of the land on which we work and learn. We pay respects to elders, past, present and emerging and their continuing connection to land, water, histories and culture.

Nightcliff Primary School is located in the Darwin suburb of Nightcliff and is one of the largest primary schools in Darwin with a multicultural demographic of 21% Indigenous and 53% English as Another Language/Dialect (EAL/D) in 2022.

Indigenous perspectives at the school are taught by all teachers to provide programs that support connection to identity and culture, involving Indigenous teachers, elders and community members from our local Larrakia (Gulumoerrgin) country on which we teach and learn.

The school wellbeing program focuses on our five values of Respect, Inclusion, Responsibility, Honesty and Caring incorporating the Berry Street Educational Model for Trauma Informed Approaches, Zones of Regulation and the NT Social and Emotional (SEL) program Rights and Respectful Relationships.

Our school motto is Believe and Achieve. Differentiated teaching and learning that develops each child at individual achievement rates is offered through whole school approaches to Literacy and Numeracy including evidence based research to complement planning and programming such as the Science of Reading and PR1ME Mathematics.

Nightcliff Primary School provides strong intervention and support programs for students with additional needs, EAL/D and at-risk students. Our Nightcliff Education Support Team (NEST) have a break out space to support students requiring regulation, play therapy, dog therapy and social skills.

The school has an award winning sports program and Sports House Captains that promote healthy competition and active sports opportunities. NPS is a Tennis Australia school and provides lunchtime coaching in Tennis. We are connected with the Nightcliff Dolphins swim club and run a swim squad each week in Years 4-6.

The school has a long history with the NT Music School instrumental music program, band program, BEAT choir program and dance troupe.

Students are involved in leadership roles at the school with Eco-warriors aimed at maintaining sustainable practices having received the NT's first Eco-school green flag accreditation, NT Learning Commissioners student voice group with a focus on improving Reading, Mathematics and Wellbeing, and the Student Representative Council who hold class meetings, Peer Mediators who assist with behaviours in the yard, Library Monitors and Tekkies.



We have several partnerships involving a memorandum of understanding with:

- Child Australia who run Outside School Hours Care and Early Learning Child Care Centre on our campus, providing seamless schooling with Preschool.
- Darwin School of Languages for the provision of Indonesian at the school.
- Sister school to A Primary School Affiliated with Hefei Normal University in China for exchanging teaching and learning experiences with students.
- Brunel Solar Car Team bi-annually to integrate real life technology into the school alongside our STEM program.

Our Staff*

| Principal | | | | |
|---|-----------------------------------|---|------------------|---|
| Assistant Principal Early Years P-2 | | Assistant Principal Primary Years 3-6 | | |
| Senior Teacher Early Years T-2 | Preschool Teacher in Charge (TIC) | Senior Teacher Primary Years 3-6 | Business Manager | |
| Teachers: (12) <ul style="list-style-type: none"> • Preschool (2) • Transition (4) (includes ST) • Year 1 (3) • Year 2 (3) Student Support: (6) <ul style="list-style-type: none"> • Preschool Aides (2) • Transition Aides (4) Intervention Teaching Team: (9) <ul style="list-style-type: none"> • EAL/D and Intervention teacher (1) • Special Education Teachers (2.8) • Play-therapist (0.2) • Special Education Support Officer (1) • Special Education Support Aides (4) | | Teachers: (14) <ul style="list-style-type: none"> • Year 3 (4) • Year 4 (3) • Year 5 (3) • Year 6 (4) (includes ST) Specialist teachers (Release): (4.6) <ul style="list-style-type: none"> • Health and Physical Education (1) • Languages – Indonesian (1) • The Arts (1) • Technologies (0.6) • Science (1) | | Administration Staff: (7) <ul style="list-style-type: none"> • SAMs (1) • Reception/First aid (2) • Librarian (1) • Maintenance Officer (1) • Covid Cleaner/Garden (1) • IT Technician (1) |

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

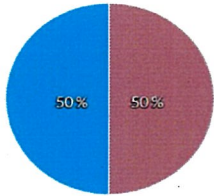


Our Students

Students

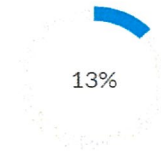
Total enrolments:
571

Boys 287
Girls 284



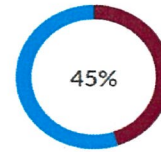
Full-time equivalent enrolments: 570.6

Indigenous students



Language background other than English

Yes (45%)
No (55%)
Not stated (0%)



Our Community 2022

The Nightcliff Primary School's constitution has a membership comprising:

8 parent members, 2 invited members (MLA, COGSO), 1 Teacher Representative, and 1 Principal.

The constitution provides for committees of the school council as:
Education Committee, Community Engagement Committee, Finance Committee.

The purpose of these committees is to allow parents and carers who wish to attend to put forward ideas and opinions, and have a say or have opinions heard in regards to aspects of the schools planning. These committees review the school surveys each year which in turn informs action plans for the committees.

In addition in 2022, 2 working parties were created: Safe Boundaries, Road Safety.

After the year started with a Covid-19 Pandemic in Term 1, as this eased in mid Term 2, the community engagement committee and school were able to start engaging in community events such as assemblies, morning teas, movie nights, mother's and father's day breakfasts, annual dance extravaganza and discos.

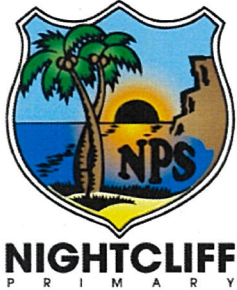
Protected industrial action in Term 3 and 4 impacted the timing of some of these events however this was assisted by the Principal and School Council members to provide additional supervision where required.

Student Leadership and Voice is very valued at Nightcliff Primary School and by the school council and students have opportunities to have their opinions heard through class and leadership meetings for:

- School and Vice Captains and Student Citizen – who greet VIPs, run assemblies and join NTLC.
- NT Learning Commissioners – Years 5-6 who meet with the Principal regularly to monitor the ASIP.
- Student Representative Council – Years 3-6 who hold class meetings
- Sports House and Vice Captains – Years 5-6 who manage sports equipment, umpiring and games.
- Eco-Warriors- Years 3-4 who manage recycling, composting, planting and wildlife sanctuary.
- Library Monitors – Years 3-4 who manage cataloguing and assisting younger students borrowing.



Principal's Report



Nightcliff Primary School

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*Sister school of
Hefei School, China*

The beginning of 2022 was an unusual start for the school due to the Covid-19 Pandemic outbreak in the Northern Territory. For the first term the school enacted a response plan to manage the effects of Covid-19 illness on the school's staff, students and families.

The Department of Education alongwith the Department of Health and the NT Government Coronavirus website provided detailed information on the management practices for schools, pre-schools and child care centres which were on our campus. This included supply of hand santiser and cleaning agents to maintain high standards of hygiene, enable deep cleans of rooms and regular visits from the Department of Health to ensure Covid-safety plans were being adhered to. The provision of the Local Response Management Team, Response Action Plan and Covid 19 register enabled daily statistics uploads for system overview and management of cases.

Whilst an initial reaction from families was strong in regards to limitations placed for coming onto premises to collect children during the Pandemic for Year 1-6 students, families were appreciative of our text messaging system and website which supported communication of classes affected by Covid cases on a daily basis. Families were further supportive of the need to split classes frequently, when teaching staff contracted Covid-19 resulting in a 7 day isolation period from work. 21 teaching staff were identified as vulnerable and able to work from home during a lockdown or if at risk from a peak in cases, which required significant employment of relief teaching staff. The provision of Rapid Antigen Tests to staff was appreciated to monitor cases.

Vaccinations were mandated for all staff during 2021 and beginning of 2022. Families were supportive of measures put in place as mimisation strategies for reducing large groups of people including separated play areas, split assemblies, wearing of masks when picking up sick children and keeping sick children home.

I would like to acknowledge the collaborative work of the Nightcliff Primary School Council in 2022, who drove and supported agendas throughout the year to ensure community engagement returned post Covid-19 Pandemic. The return of popular community events such as Movie Nights, Extravaganza concert, Fathers and Mothers Day Breakfasts and Assemblies in the early years was welcomed by families and staff.



At the beginning of 2022 the school encountered an increase in young students with additional needs absconding from the school's 7 exit points onto roads surrounding the school. A risk was identified and communicated to the community, and the school council formed a Safe Boundaries working party, who engaged Urban Landscaping Pty Ltd with the assistance of the Department of Infrastructure Planning and Lands (DIPL) to develop plans for immediate, short term and long term solutions. In 2023, community consultation will occur via the NTG 'Have Your Say' feedback platform.

I have felt privileged to continue the great work of the leadership team in 2022, which was a tumultuous year and one in which wellbeing and health was a priority. The leadership team has two Assistant Principals and two Senior Teachers which at varying times have deputised into Acting roles as needed. We continue to work towards the recommendations of the School Review set at the end of 2019 and worked with School Council Education Committee to review and adjust the School Explicit Improvement Agenda Plan for 2020-2023.

We have a stable staff provided through 95% permanent staffing, however with the opening of borders, many staff started taking long service leave entitlements they were unable to, during Covid-19 times. We have a diverse range of staff, which sometimes results in leave taken for care of elderly family or for maternity and paternity leave. We try to maintain a group of regular relief teachers who are familiar to programs and students to provide reassurance and continuity during absences.

The professional development focus in 2022 was on the completion of the Berry Street Educational Model training across the Nightcliff Education Network. In 2023, the school will be leading the work of the BSEM network to connect schools across Darwin to provide a trauma informed approach to support wellbeing and engagement.

Enrolments had been growing in the Nightcliff suburb since 2015 by a class size each year and in 2020 again with families moving to Darwin to escape the Covid-19 lockdowns interstate to a high of 26 classes.

In 2022, when borders re-opened and families moved back interstate numbers dropped significantly. Enrolments reduced from a starting figure of 660 to 630 by Term 4, meaning a re-evaluation of staffing and the number of classes that could be supported the resultant funding drop. Two classes were disbanded bringing the number of classes back to 24 and the school was able to utilise more space for classroom tuition for specialist teachers. The Nightcliff Primary Priority Enrolment Management plan reduced to 94% capacity as at November 2022. The demographic has also changed with a higher percentage of international arrivals from India, Bangladesh and Nepal, increasing our English as Another Dialect cohort to 53%.

I wish to acknowledge and thank the support of the school Council Chairperson Joanna Kuswadi, Treasurer Rebecca Henry, Secretary Katie Land and COGSO representative Michelle Parker who have worked closely with myself as Principal, leading the governance of the school council through thorough and detailed attention to process, inclusivity and supporting cohesion between community, school staff and students to support the operational and strategic direction of the school through a challenging year.



Thank you to our School Captains Archer, Delight, Avaneesh, Mikhaela and Mabel and Student Citizen Marcella who as a group of 7 young leaders worked closely with the leadership team and NTLC in 2022 to drive improvement.

The Annual School Improvement Plan (ASIP) in 2022 focussed on Strengthened Instruction in Reading, Mathematics and Wellbeing. The key Signature Strategies used were: Triangulation of Data (R1), Student target/goal setting and personalized learning (A3), Peer Observation Cycles (A6), Beyond the School partnership Berry Street Educational Model (Ac6) and Student Citizenship (Ac5) utilising the NT Learning Commissioners student voice group, to meet the recommendations of the School Review in 2019, via the National School Improvement Tool (NSIT) domains.

School survey data from 2022 has shaped strategic planning and actions for the school council committees. This collection of feedback from families, students and staff, the interpretation and analysis of achievement data and the implementation of attendance and engagement strategies form Headline Improvement Measures for school and system improvement. We align the NPS Explicit Improvement Agenda 2020-2023 to the DOE Strategic plan 2021-2025, and the Education NT Engagement Strategy 2021-2031 to increase NTCET completions from a foundation in Primary schools through to success in Secondary schools. We further align strategic plans with Nightcliff Middle School and Casuarina and Darwin High Schools as part of the Nightcliff Education Network of schools and feeder network.

Kind regards



Jo Glennon
Principal
3/3/23



Nightcliff Primary School Council

Chair's Report 2022

2022 was a year of challenge for our school council in many ways.

The beginning of the year saw a dramatic increase in Covid cases across Darwin. Many staff and students were absent, requiring us to continue being flexible as a community. Many relief staff were engaged at a time when resources were limited. Jo Glennon and the leadership team, teachers, staff and students adapted well through many changes. Communication about changing conditions, close contacts and case numbers to parents worked well through the SMS contact system.

The second half of the year brought the challenge of industrial action by the Australian Education Union, NT. There were a number of days where the school was affected by lower teacher numbers. The skills and attitude of adaptability were needed by the school community. Most significantly for parents and carers, this affected the Extravaganza with changes to the date and time of the event.

Council structure

At the beginning of 2022, the school council amended the constitution to increase the number of parent members by two. The 2022 school council consisted of eight parents, the principal, a teacher and two invited members from the community. This change was made to enable the load of council business to be spread across more members.

We have three permanent committees (Finance, Education, and Community Engagement) and two working groups (School Boundaries Safety Project - established in May 2022 and Active Travel Working group). The majority of the work of council was achieved through these committees and working groups. This allowed for more parents, teachers and community members to be involved in the work of the council, as only the chair of each committee is required to be a member of the council.

Finance Committee

2022 saw the introduction of a new enterprise financial management and payroll system. This was introduced in all public schools and required a considerable adjustment. This meant we had less financial information available for much of the year.

The student enrolment numbers dropped over the course of the year, in part due to people moving interstate with the removal of Covid restrictions. This affected the school's budget and made managing the finances of the school more challenging. Jo Glennon brings considerable financial skills to the task of managing the school's budget and the finance committee is grateful for her abilities in this area.

Community Engagement Committee

The many Covid cases in term 1 restricted the amount of community involvement in the school. Unfortunately, this meant that the Welcome Morning tea didn't occur in 2022.

The Community Engagement Committee still organised and ran a number of events in 2022: Mothers' and Fathers' day Breakfasts, a Lego competition, and an inaugural movie night. The community were also glad to return to attending assemblies, sports days, and other onsite activities. The return of school camps was also pleasing.



The canteen was managed by Wixted Catering. From January to May this was run onsite with counter sales. After May, orders could be placed online, and the lunches were delivered to the office staff, who distributed them among classes. This required significant extra work and we are grateful for the office staff who made this possible. 2023 has seen a change in the canteen contract to Katina Mousellis & Val El Zahed. They have re-established the onsite canteen and council is pleased they are able to offer counter sales and a menu compliant with NPS Healthy Food Policy.

The school newsletter changed to a new platform. Schoolzine simplified the process of producing the newsletter. School council has especially appreciated the inclusion of the calendar as a regular feature of the newsletter.

The Class Representative Parent program which ran in 2021 did not continue in 2022 due to lack of volunteers.

Education Committee

The education committee continued to bring together parents, teachers, and leadership to discuss issues of policy, communication of student learning and outcomes, and the Annual School Improvement Plan. They work collaboratively with the school on a number of issues including the new reporting format, screen use in the classroom, and the implementation of the Read, Write, Inc. program for early years.

Active Travel Working group

The active travel working group continued to work towards children being able to safely ride and walk to school. This has included Walk and Wheel to school days and addressing traffic issues around the school. They also support the bike safety program run by Mat Ryan. They met with the Lord Mayor, our local councillor, and City of Darwin council staff to discuss traffic management for the roads directly around the school.

School Boundaries Safety Project

A new working group was established in 2022 to address the challenging issues around students absconding and trespassers on the school property. The year started with significant controversy about a proposal to replace the fence around the school property. This resulted in articles in the NT News and discussions on ABC local radio. Very strong opinions were raised by members of the community about the issues involved as well as the desired solution. In response, council established this group to compile the many varying opinions, establish the risks and ways to address them and develop potential solutions. As a result of these issues, council has been monitoring critical incidents, formal complaints, and the resulting operational matters.

In conjunction with the Department of Infrastructure, Planning and Logistics, and the Department of Education, council engaged a landscape planner Urban Place Design. They developed a phased plan for the front section of the school which addresses the issues from a number of different aspects, including diversionary aspects of landscaping and how to encourage behaviour change for students. The plan is broader than the original fencing changes proposed in February last year. The progress of the work in this area will be considered by the incoming council and is dependent on a number of factors beyond the school council. There will need to be ongoing collaboration between the Department of Infrastructure, Planning and Logistics, the Department of Education, Nightcliff Primary School council and the broader community.



Thank you

The role of the school council is to provide support and governance to the school. Our principal, Jo Glennon has been open and willing to work closely with us in this task and we appreciate her consultative approach. As chair, I have seen how broad the job is and how much responsibility lies on her shoulders. She is dedicated to achieving the best outcomes for students and is committed to supporting teachers and staff.

Nightcliff Primary School Council, 2022, has been hard working and collaborative. Katie Land, as secretary, has improved our processes, record keeping, and governance in many ways. Our shared council Google drive has the answer to all council queries. The incoming council will be indebted to her. Rebecca Henry is diligent in her role as treasurer working to understand and follow all the changes to the school's financial system this year. Her role is vital to good governance and we appreciate her organising and attending many finance meetings. As a council, we rely on her insight as we make decisions which so often have financial implications.

Michelle Parker, Executive Officer of NT Council of Government School Organisations (COGSO), has served on our council as an invited member for the past 6 years. She has been enormously helpful for the whole council. The council will greatly miss her wisdom, professional insights, guidance (especially in the area of good governance), and the broader perspectives on public schooling in the NT she brings. She has assured me that she will be available to support NPS council at any time, just not as a member.

The council is also grateful to Natasha Fyles, Nightcliff MLA and Chief Minister of the NT. Natasha is a long term member of our council and despite her busy workload, she makes time to support our school in many ways. We appreciate her attendance, hard work, and support at school events as well as the broader community perspectives she brings to council.

I also want to thank Anja Behlmer, chair of the Community Engagement Committee and Sam Wood, chair of the Active Travel Working Group. Their enthusiasm sees these groups thrive and continue serving the school community.

There are also a number of parents and teachers who participate in our committees and working groups and I am very grateful to their generous commitment to the school.

The council has been a hardworking and dedicated group who have made my job easier. I think it has been a year where we have worked collaboratively and well. Although there will be significant change in membership in 2023, I think that the outgoing council has prepared the way for a smooth transition.

2022 was my final year as a parent at Nightcliff Primary School and it has been a privilege to be able to serve as chair for the school where my three children went to primary school and which gave our family not just an education but a community.



Joanna Kuswadi

Chair
Nightcliff Primary School Council
March 2023



School Priority 2022

Our journey demonstrates our commitment to continued improvement. The Education NT Strategy 2021–2025 will enable us to continue to become the most improving education system in Australia. We monitor progress and evaluate our improvement journey through the use of headline improvement measures.

Headline improvement measures



School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

Attended days

Increase the number of days students attend school each year by 10 days.

NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

- **What were the school's deliverables for this priority area in 2022?** The school's deliverables for this priority area in 2022 were Strengthened Instruction in Reading, Mathematics and Wellbeing.
- **What actions did the school undertake to address the deliverables?** Actions the school undertook to address the deliverables were intervention programs using Read Write Inc (RWI) for T-1 and a project to analyse reading practices and data in Years 3-6.
- **What was the impact?** These were reported to school council on a termly basis after ASIP implementation teams across year levels met. Both quantitative (NAPLAN and A-E targets) and qualitative (school surveys for staff, students and families) formed part of the termly review documents. The school additionally engaged student voice through the NT Learning Commissioners who targeted the Reading Tree project to encourage a love of reading daily in the yard and the Timestable Tournament each semester to encourage automaticity in Mathematics. Students further created peer mediators who supported yard duty teachers to provide on the ground support to students needing conflict resolution in a positive manner.
- **What are the gaps?** Reading in Years 3-6 has adequate achievement in NAPLAN but could do better. Boys have been identified as a cohort that does not receive as many achievements in English in A-E data.
- **Next steps for 2023?** Whole school approach to reading using the Science of Reading pedagogy.



Identified signature strategies for 2022 school year

Mapping the Improvement Journey

| | 2020 | 2021 | 2022 | 2023 |
|-------------------|--|----------------------------------|--|------------------------------|
| | E3 - Whole school curriculum and assessment plan | | | |
| | | R1 - Triangulation of data | | |
| | | | A3 - Student goal/target setting with personalised learning strategies | |
| | | | | A6 - Peer observation cycles |
| Student Wellbeing | | Ac5 - Active student citizenship | | |
| School Community | | Ac6 - Beyond your school | | |

Signature Strategy: R1 Triangulation of Data, Ac5 Student Citizenship, Ac6 Beyond your school-Deliver/Sustain

- The goals for this strategy were to improve the data literacy of teachers in particular Reading, Mathematics and Wellbeing data. This included Ac5 Student voice data and Ac6 School survey data.
- **What actions did the school undertake to achieve these goals?** The Actions taken to achieve these goals were to build capacity through professional teaching and learning communities set aside to analyse data.
- **How is the work making a difference?** The work of analysing data assisted teachers to inform teaching and learning. Using the Teaching Sprints process to move students through identified strategies for enrichment in Mathematics moved students above the targeted levels.

Signature Strategy A3 – Student goal/target setting with personalised learning strategies-Explore/Prepare

- Goals were identified to have students understand their personal learning goals for Reading, Mathematics and Wellbeing.
- **What actions did the school undertake to achieve these goals?** The school implemented Ready to Learn plans for Early Years and Primary Years through discussions at ASIP Implementation team meetings held termly. These informed three goals: Reading, Mathematics and Wellbeing.
- **How is the work making a difference?** Students are able to consider their personal learning goals when reflecting on each task. Families were provided with next steps in student reports in English and Maths.

Signature Strategy: A6 Peer Observation Cycles-Explore

- The goals for this strategy were to improve the professional learning of colleagues by observing each other in areas of strength in teaching.
- **What actions did the school undertake to achieve these goals?** The actions taken to achieve these goals were to build capacity through observations with feedback conversations fostering a culture of sharing of resources and teaching strategies that were successful for like year levels or subjects.
- **How is the work making a difference?** The process supported a collection of whole school resources, supportive networking amongst year level teams and built collegiality and collaboration across teams. This was further used to connect to the whole school curriculum map and continue to build artefacts.

Overall reflection: the school's work in 2022 has informed the focus for improvement in 2023 to a whole of school approach to Reading using the Science of Reading in particular for Years 3-6 to complement RWI in T-2.

Other Strategy/Focus Area

Own our Own

Attention to students in the range of 60-80% attendance with a focus on case management of 10 students per school enabled a focussed effort in building relationships with families to enable students to attend school. At times this included supporting students at school to settle into the school routines in the mornings with a checkin process through the front office.

Overall reflection: the school's work in 2022 on attendance identified the use of text messaging system providing success in the Covid Pandemic to be extended to reaching parents and carers in a daily basis to convert unnotified absences to improvement attendance data and funding. This will continue in 2023 to include home visits for schools in the Nightcliff Education Network of Schools through a shared bus.



Student Enrolment, Attendance and Learning

| Families as First Teachers [include where applicable] | | | |
|---|---|----------------------------------|---|
| Previous Year | | Reporting Year | |
| Number of children participating | Average number of days participating per week | Number of children participating | Average number of days participating per week |
| 0 | | 0 | |

| Year Level | Previous Year | | | | Reporting Year | | | |
|------------|---------------------|-------------|-------------------|-------------|---------------------|-------------|-------------------|-------------|
| | Aboriginal Students | | All Students | | Aboriginal Students | | All Students | |
| | Average Enrolment | Attendance | Average Enrolment | Attendance | Average Enrolment | Attendance | Average Enrolment | Attendance |
| Preschool | 11 | 91.5 | 85 | 90.5 | 7 | 77.8 | 75 | 86.1 |
| Transition | 5 | 67 | 94 | 89.8 | 13 | 86.7 | 90 | 88.8 |
| Year 1 | 12 | 81 | 90 | 90.4 | 6 | 63.6 | 79 | 86.6 |
| Year 2 | 7 | 88 | 77 | 93.6 | 11 | 77.7 | 85 | 86.2 |
| Year 3 | 13 | 73 | 88 | 90.5 | 8 | 86.8 | 71 | 90.4 |
| Year 4 | 5 | 79.8 | 76 | 92.9 | 11 | 80.6 | 81 | 87.8 |
| Year 5 | 13 | 82.8 | 93 | 91.4 | 5 | 80.9 | 74 | 89.3 |
| Year 6 | 4 | 73.7 | 81 | 91.2 | 13 | 78.1 | 89 | 87.2 |
| ALL | 72 | 79.7 | 684 | 91.3 | 74 | 79.9 | 644 | 87.9 |

| Senior Secondary Outcomes [include where applicable] | Percentage |
|---|------------|
| Students in Year 12 undertaking vocational or trade training | % |
| Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification | % |

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as the number of students undertaking further study, training, or working. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.

| Student Destinations | University | VET | Apprenticeship / Traineeship | Employment | Other |
|----------------------|------------|-----|---------------------------------|------------|-------|
| Year 10 | | | | | |
| Year 11 | | | | | |
| Year 12 | | | | | |



National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

| READING | | | |
|-------------------------|----------------------------|------------------|---|
| Year level | Average Scale score School | Average score NT | % of students at or above national minimum standard |
| YEAR 3 | 444 | 371 | 99 |
| YEAR 5 | 519 | 445 | 99 |
| YEAR 7 | | | |
| YEAR 9 | | | |
| WRITING | | | |
| Year level | Average score School | Average score NT | % of students at or above national minimum standard |
| YEAR 3 | 407 | 357 | 98 |
| YEAR 5 | 473 | 413 | 96 |
| YEAR 7 | | | |
| YEAR 9 | | | |
| SPELLING | | | |
| Year level | Average score School | Average score NT | % of students at or above national minimum standard |
| YEAR 3 | 417 | 336 | 97 |
| YEAR 5 | 507 | 438 | 99 |
| YEAR 7 | | | |
| YEAR 9 | | | |
| GRAMMAR AND PUNCTUATION | | | |
| Year level | Average score School | Average score NT | % of students at or above national minimum standard |
| YEAR 3 | 424 | 360 | 98 |
| YEAR 5 | 499 | 436 | 97 |
| YEAR 7 | | | |
| YEAR 9 | | | |
| NUMERACY | | | |
| Year level | Average score School | Average score NT | % of students at or above national minimum standard |
| YEAR 3 | 393 | 341 | 98 |
| YEAR 5 | 493 | 433 | 99 |
| YEAR 7 | | | |
| YEAR 9 | | | |



School Survey Results

Most positive and least positive responses

| Student | | | |
|---|------|---|-----|
| Most Positive items for 2022 | | Least Positive items for 2022 | |
| My teachers expect me to do my best. | 93% | Student behaviour is well managed at this school. | 58% |
| I know how to communicate safely and respectfully when I am online. | 91% | Teachers at my school treat students fairly. | 55% |
| I have good friends that I care about. | 89% | My school takes students' opinions seriously. | 49% |
| Parent/carer | | | |
| Most Positive items for 2022 | | Least Positive items for 2022 | |
| My child has good friends that they care about. | 95% | This school takes students' opinions seriously. | 45% |
| My child likes being at this school. | 95% | This school takes parents' opinions seriously. | 41% |
| My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc). | 95% | I have opportunities to have a say in the direction of the school and its education programs. | 39% |
| Staff | | | |
| Most Positive items for 2022 | | Least Positive items for 2022 | |
| Students are taught how to manage their emotions. | 100% | My school provides me with opportunities to develop my leadership capacity. | 45% |
| This school supports students to build positive relationships with their peers. | 100% | 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. | 42% |
| Students like being at my school. | 96% | The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community. | 38% |



Signed: 
School Council Chairperson 2022

Signed: 
Principal Nightcliff Primary School 2022

NIGHTCLIFF PRIMARY SCHOOL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2022

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

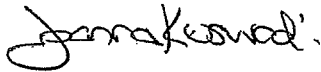
Phone: 0418897757
Email: susiedoris28@gmail.com
PO Box 475 Mudgeeraba QLD 4213
ABN: 29 161 528 481

NIGHTCLIFF PRIMARY SCHOOL COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

As Chairperson of the Nightcliff Primary School Incorporated, I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the school's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the school and its performance for the year ended 31 December 2022.

At the date of this statement, I have obtained assurance from the School Principal that there were reasonable grounds to believe that the school will be able to pay their debts as and when they fall due.



Chairperson

Dated: 9/3/23

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.



| NIGHTCLIFF PRIMARY SCHOOL COUNCIL INCORPORATED | | |
|---|---------------------|---------------------|
| Statement of Financial Position | | |
| December 2022 | | |
| | This Year | Last Year |
| ASSETS | | |
| Current Assets | | |
| Cash at Bank | | |
| Main Bank Account | \$79,562.21 | \$97,269.69 |
| Additional Bank Account | \$686,859.94 | \$433,673.38 |
| Main Debit Card | \$1,461.79 | \$1,783.03 |
| RM – Undeposited Funds | (\$843.49) | \$0.00 |
| EFT Rejection Clearing Account | \$794.52 | \$0.00 |
| Total Cash at Bank | \$767,834.97 | \$532,726.10 |
| Cash on Hand | | |
| Main Float | \$400.00 | \$400.00 |
| Additional Float | \$250.00 | \$250.00 |
| Total Cash on Hand | \$650.00 | \$650.00 |
| Trade Debtors | | |
| Other Debtors - OHSC | \$103,050.00 | \$0.00 |
| Trade Debtors - General | -\$108,828.00 | \$0.00 |
| Total Trade Debtors | (\$5,778.00) | \$0.00 |
| Prepayments | | |
| Prepaid Expenses | \$7,570.71 | \$6,903.60 |
| Inventories | | |
| Uniforms - Stock on Hand | \$35,891.00 | \$73,796.01 |
| Total Current Assets | \$806,168.68 | \$614,075.71 |
| Non-Current Assets | | |
| Plant & Equipment - at Cost | \$29,841.00 | \$29,841.00 |
| Plant & Equipment – accumulated Depreciation | (\$13,049.32) | (\$8,573.17) |
| Total Non-Current Assets | \$16,791.68 | \$21,267.83 |
| Total ASSETS | \$822,960.36 | \$635,343.54 |



NIGHTCLIFF PRIMARY SCHOOL COUNCIL INCORPORATED

Income Statement

January-December 2022

| | This Year | Last Year |
|--|-----------------------|-----------------------|
| INCOME | | |
| Grants and Subsidies | | |
| Commonwealth Grants Direct to Schools | \$9,422.65 | \$15,326.01 |
| Other Grants from DoE | \$1,324,218.03 | \$1,241,534.64 |
| Other Grants from NTG DEPT | \$89,012.35 | \$125,198.29 |
| 3rd Party Grants - External | \$5,189.09 | 368,798.96 |
| Total Grants and Subsidies | \$1,427,842.12 | \$1,750,857.90 |
| Sale of Goods and Services | | |
| School Council Projects | \$578,126.77 | \$228,914.28 |
| Student Activities | \$2,936.01 | \$2,773.95 |
| Total Sale of Goods & Services | \$581,062.78 | \$231,688.23 |
| Interest Received | | |
| Interest Received | \$3,201.18 | \$785.91 |
| TOTAL INCOME | \$2,012,106.08 | \$1,983,332.04 |
| EXPENSES | | |
| Employee Expenses | | |
| Salaries & Related Expenses | \$484,768.32 | \$559,702.70 |
| Provision Transfers – Annual/LSL | (\$4,239.00) | \$0.00 |
| Superannuation | \$49,792.30 | \$51,152.37 |
| Total Employee Expenses | \$530,321.62 | \$610,855.07 |
| Purchase of Goods & Services | | |
| School General Expenses | \$153,563.08 | \$154,993.81 |
| Administrative Expenses | | \$17,460.67 |
| Motor Vehicle Expenses | | \$260.88 |
| Student Activities | \$20,569.05 | \$16,894.58 |
| Student Information Technology | \$87,778.35 | \$62,019.13 |
| Admin It and Communication | | \$73,435.01 |
| Curriculum | \$166,237.26 | \$61,614.68 |
| School Non-Core Activities | \$50,276.17 | \$57,873.73 |
| Total Purchases of Goods & Services | \$478,423.91 | \$444,552.49 |
| Repairs & Maintenance | | |
| Urgent Minor Repairs | \$88,798.23 | \$109,424.92 |
| Non-Urgent Repairs & Maintenance | \$16,051.77 | \$0.00 |
| Total Repairs & Maintenance | \$104,850.00 | \$109,424.92 |
| Depreciation & Amortisation | | |
| Depreciation & Amortisation | \$4,476.15 | \$4,476.15 |
| Property Management | | |
| Essential Services | \$324,999.62 | \$310,576.79 |
| Cleaning | \$229,886.73 | \$201,123.19 |
| Grounds | \$113,732.16 | \$65,434.71 |
| Property Management Other | \$0.00 | \$101,310.34 |
| Total Property Management | \$668,618.51 | \$678,445.03 |
| Total EXPENSES | \$1,786,690.19 | \$1,847,735.66 |
| Net PROFIT/(LOSS) | \$225,415.89 | \$135,578.38 |

