

# Nhulunbuy Primary School

Annual Performance Report to the School Community  
2022



Acronyms	Full form
AGM	Annual General Meeting
DIPL	Department of Infrastructure, Planning & Logistics
SWI	Student Wellbing and Inclusion
NPS	Nhulunbuy Primary School
PGP	Performance Growth Plan
PLT	Professional Learning Team
PRIDE	Persistence, Respect, Integrity, Diversity, Excellence (school values)
SRC	Student Representative Council
ST1	Senior Teacher

## Contents

{Questions and prompts in Italics are intended as a scaffold and should be deleted as appropriate}  
.....**Error! Bookmark not defined.**

School Overview .....	4
Our School.....	4
Our Staff .....	4
Our Students.....	4
Our Community.....	8
Principal's Report.....	9
School Council/Board Report.....	13
School Priority 2022.....	14
9	
10	
Student Enrolment, Attendance and Learning .....	181
2	
23	
4	

## School Overview

### Our School

Nhulunbuy Primary School is situated in the bauxite mining town of Nhulunbuy on the Gove Peninsula in north-east Arnhem Land, Australia. The school opened in 1972 and includes a preschool, classes from Transition to Year 6 and a special education annexe.

The motto of Nhulunbuy Primary School is: *Young Hearts, Bright Minds, Strong Futures*

Our school values are PRIDE:



Our school *PURPOSE* is to provide a quality inclusive education to create confident life-long learners who contribute positively to society.

### Our Staff

In 2022, Nhulunbuy Primary School workforce comprised of 44 staff employed by the Northern Territory Government, including 16 Administration Officers (AO), 1 Physical, 23 Classroom Teachers (CT), 2 Senior Teachers (ST), 1 Assistant Principal (AP) and 1 Principal. 6 teachers hold Early Childhood qualifications with the remaining 21 Primary Teaching qualifications. 6 AO staff hold Early Childhood qualifications allowing them to work in the Preschool. All teachers employed at Nhulunbuy Primary School throughout 2022 held verified teaching qualifications from appropriate teacher training institutes, had current Working with Children Checks (WWCC/Ochre Cards), and were registered with the Teacher Registration Board of the Northern Territory. 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. In 2022, Nhulunbuy Primary School employed 4 Aboriginal staff.

18 staff have current first aid certificates.

#### Preschool Staff

Throughout 2022 Nhulunbuy Preschool employed trained and qualified staff to ensure educator to child ratios were maintained at all times. They prepared, managed and maintained the physical resources of the facility and used their differing skill sets to ensure a quality educational experience for all students. Exception was sought and approved to have Emily Lamrock employed as a preschool teacher due to staffing implication in Term 4.

*Nhulunbuy Preschool – Outcome of Monitoring Inspection* - On 18<sup>th</sup> June 2021 NPS received a letter advising that Quality Education and Care NT (QECNT) has determined that NPS's education and care service is compliant with all provisions of the *Education and Care Services National Law* (National Law) and *Education and Care Services National Regulations* (National Regulations) as per the monitoring during the inspection

Annual Performance Report to the School Community 2022

undertaken on 11<sup>th</sup> May 2021. The Preschool is scheduled to undertake an Assessment and Rating review next year.

Staffing Profile		Qualification	Term/FTE
Principal	Rachel Blundell	Graduate Diploma Teaching – Primary Bachelor Applied Science (Special Education)	1.0
Assistant Principal	Kathleen Zochling	Bachelor of Education – Primary & Early Childhood	1.0
Assistant Principal	Sam Cunningham	Bachelor of Teaching – Primary & Early Childhood	1.0 Term 1-2
Senior Teacher 1	Di Plumridge	Bachelor of Education Graduate Diploma in Special Education	1.0
Senior Teacher	Holly Harlow	Verified teaching qualification	1.0 Terms 3-4
Teaching Staff & Education Support Staff	Tori Cronin	Verified teaching qualification	1.0 Term 3-4
	Ben Streatfeild	Verified teaching qualification	1.0 Term 1
	Taylor McCormack	Verified teaching qualification	1.0 Terms 1 & 2
	Cameron Sutherland	Verified teaching qualification	1.0
	Rebecca Donnan	Verified teaching qualification	1.0
	Casey Morris	Verified teaching qualification	1.0 Term 1 -2
	Karen Signorotto	Bachelor of Teaching Graduate Diploma in Special Education and Human Services Graduate Certificate in Religious Education	Terms 1 - 3

Annual Performance Report to the School Community 2022

	Ellie Pinnuck	Verified teaching qualification	1.0 Term 2
	Eloise Freeman	Verified teaching qualification	1.0
	Bethany Pierce	Verified teaching qualification	1.0
	Nathan Dutch	Verified teaching qualification	1.0
	Ella Lonergan	Verified teaching qualification	1.0
	Emma Toll	Verified teaching qualification	1.0
	Mark Conden	Verified teaching qualification	0.2
	Jorjia Slocombe	Verified teaching qualification	1.0
	Lana Pearse	Verified teaching qualification	1.0 Term 1-2
	Tiffany Wilks	Bachelor of Early Childhood Education	1.0
	Tania Jones	Bachelor of Business Graduate Diploma of Primary Teaching	1.0
	Nichola Fowler	Verified teaching qualification	1.0
	Bridie Schroeter	Verified teaching qualification	1.0
	Rebecca Robinson	Certificate IV in Children's Services	1.0
	Marrion Niven	Certificate IV in Children's Services	1.0
	Fiora Breuer	Verified teaching qualification	1.0
	Tequisha Perry	AIEW	1.0
	Kady Bibby	Certificate III in Children's Services	1.0
	Rebecca Shilton	AO2	1.0
	Debbie Hanks		1.0 Term 1
	Eriin Gould		1.0
	Luke Maymuru		1.0
Preschool Staff	Sarah Cooper (Teacher-in Charge)		Bachelor of Teaching (Early Childhood Specialisation)

## Annual Performance Report to the School Community 2022

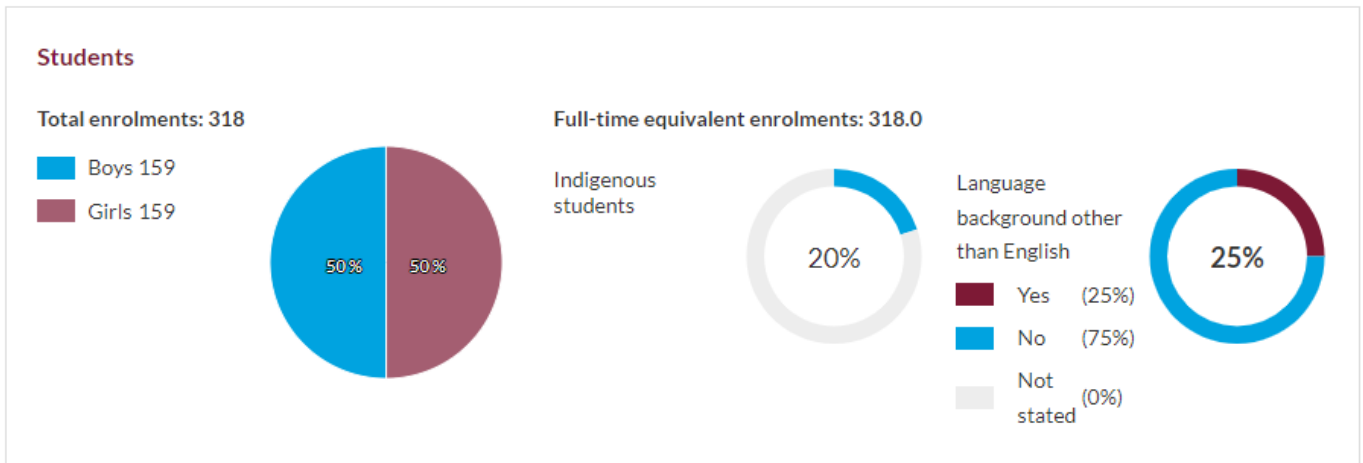
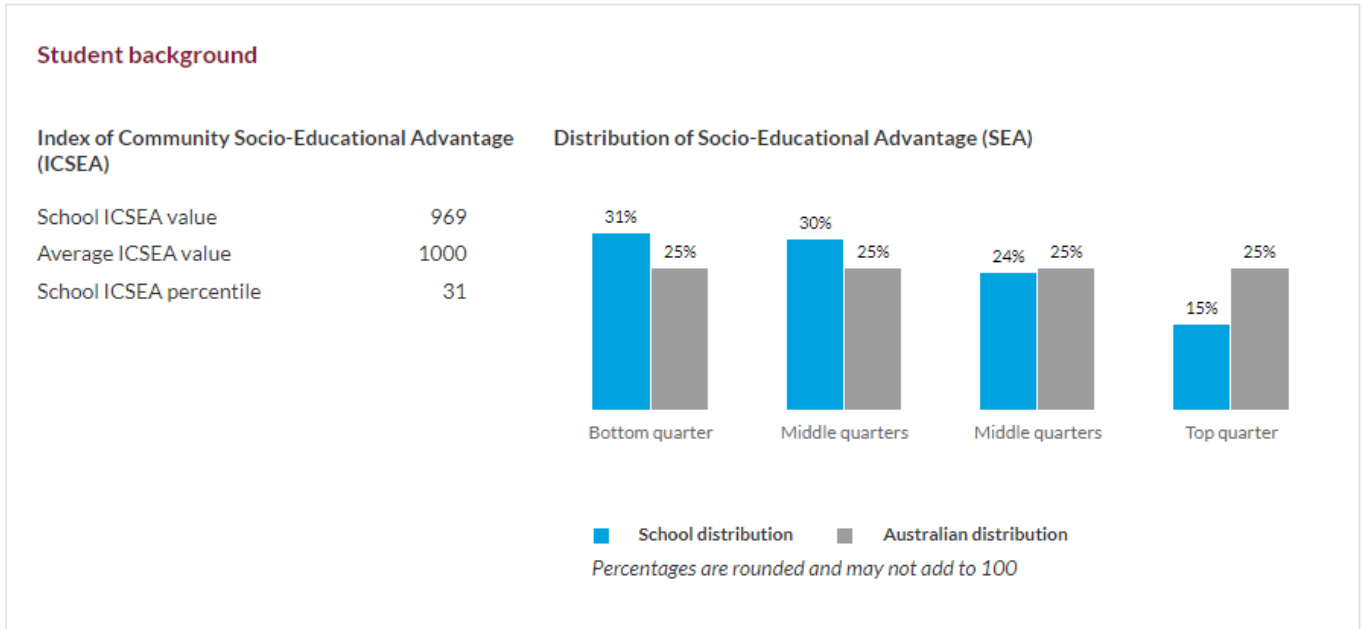
(All Preschool hold an ACECQA approved qualification)	Hannah Matthews	Verified teaching qualification	1.0 Tem 1 - 3
	Emily Lamrock	Verified teaching qualification Permission to teach gained from ACECQA	1.0 Term 4
	Leeann Kesteven	Certificate III in Children's Services	1.0
	Aylsa Mitchell	Certificate IV in Children's Services	1.0
	Gemma Totterdell	Certificate III in Children's Services	0.5 Term 4
	Zoe Dye	Certificate III in Children's Services	1.0
	Ellie Reed	Completing Certificate III in Children's Services	1.0 Term 1-2
Administration Staff	Kerry Asplin		1.0
	Sharon Scarabello		1.0
	Felicity Goodwin		1.0 Term 1-3
	Jetske Hinkes		1.0 Term 4
Canteen Staff	Natasha Nichols		Casual - Terms 1
Maintenance Staff	Tony Hale		1.0

During Semester 1 in 2022 there was significant turnover of teaching staff. Life-style choices, family responsibilities, transfers, COVID-19, and mandatory vaccinations, all impacted staff retention and recruitment.

The care of our students was also supported by SWI and access to the Allied Health Team (that is situated in Darwin). Many external support services were sometimes disrupted due to the pandemic but online supports were offered if and when deemed to be appropriate.

## Our Students

Nhulunbuy Primary School had an average enrolment for 2022 of 373 students and an attendance of 81%. 176 students were female, 197 were male, 300 were Non Aboriginal, 319 Australian Nationality, 148 Students with a Disability 13 students on International Visas and 67 students EAL/D.



## Our Community

Nhulunbuy Primary School is committed to building and maintaining positive and productive partnerships with the school and local community. Parents are recognised as being key stakeholders in the delivery of effective educational programs for students and NPS have an active School Council. Mutually beneficial relationships have been developed with significant local businesses and organisations and these provided significant support to the school through both financial (grants) and in kind support. Allied Health practitioners visit the school on a daily basis, providing services to students with additional needs during school hours at no cost for them to use NPS offices and facilities.



As a major employer in Nhulunbuy, Rio Tinto Alcan Pty Ltd provided significant sponsorship and assistance to the school. Nhulunbuy Primary School worked closely with local providers and councils, nurturing inter-agency relationships to support the engagement and wellbeing of students and families. Nhulunbuy Corporation is a keen supporter of Nhulunbuy Primary School and offered numerous opportunities for students throughout the year. This included sponsoring and organizing the R U Ok? Day, Color Fun Run and attending the annual athletics day.

NPS have employed a Cultural Advisor (Luke Maymuru) who plays an active role in ensuring staff are participating in culturally appropriate practices and have access to a Traditional Owner who is able to provide and seek advice in a culturally appropriate way on relevant matters.

In recognition of our ongoing positive relationship, this year NPS were gifted a bus and significant piece of art by Traditional owners Rirratjingu Aboriginal Corporation.

Our 2022 Student Representative Council (SRC) led by Tania Jones organised a 50 year celebration fete which saw more than 600 people visit the school. Past students, staff and their families as well as the Chief Minister attended the event.

Beautification of the school has been a major focus of the NPS SRC, supported by School Council. This has seen involvement in community fundraisers including running the canteen at the town 50 year festival and hosting the Federal election including a democracy sausage sizzle.

As well as the NPS 50 year fete, this year the community Carols by Candlelight event was also run at NPS.

## Principal's Report

The academic year of 2022 was huge!

Another year impacted by COVID-19, never-the-less, we forged ahead (with concerted efforts of staff and students) and achieved much. Instructions and directions of the CHO were monitored and implemented, to ensure that staff and student safety and wellbeing was a priority for NPS. The first term included daily notifications of COVID cases, cancellation of all special events, meetings and excursions, and high rates of student and staff sickness.

Despite the entire school also running off a diesel generator for the first 6 weeks, the start to the year was generally calm and the students settled into their new classrooms well. The energy of new staff combined with that of the 'old' staff resulted in a feeling of positivity around the school. Our Transition students were excited to be at 'big' school and they, along with all of the other students, spent the first two weeks developing their classroom values, learning and behavioural expectations, class codes of cooperation, and generally setting the tone for 2022.

The year 2022 once again saw staff movement with teachers coming and going due to unforeseen circumstances and life style choices.

The class structures for 2022 were multi-age, to accommodate the transient, and ever-changing enrolments across all grade levels. This model also allows teachers to program and plan in larger groups, supporting each other to meet the needs of their students.

The only discrete groupings were in Transition and across the three Preschool classes. The Specialist subjects offered to students were STEM T-6 (delivered by two teachers) and Physical Education, and Quicksmart (numeracy).

## Annual Performance Report to the School Community 2022

As part of our ongoing commitment to developing Student Voice and Student Leadership attributes, our Year 6 students were provided with training to support their roles within and across the school. During February all successful Year 6 applicants were trained to be *Peer Mediators*. The *Student Representative Council* was elected during February (Week 4) and once again supported the vision and values of NPS. In 2022 Nhulunbuy PS continued to be involved in the *Apple North East Arnhem Land (NEAL) Pilot* despite face to face visits being significantly reduced. This program once again involved identified teachers and support personnel working closely with Apple staff to develop their respective ICT skills and knowledge. *APPLE 3.0* promoted effective student engagement in learning (especially focussing on the Yolngu students) to support the inclusion of aboriginal culture in our learning and teaching curriculum.

Our Student Captains were elected by the student body and the successful candidates for School Captain were Lara Cooper and Nathan Smith and the Vice Captain was Linc Riches-Murton. All 3 students served with distinction through the year.

Our elected sporting House and Vice Captains for 2022 were:

	Daliwuy	Arnhem	Wirrawuy	Mitchell
Captain	Sommer-Rose Youd Levi Provis	Deon Mukangaya Joe Lonergan	Ava Laverty Ezra Sutherland	Esther Shilton Aaron Winter
Vice Captain	Cecelia Olaniyan Holly Price		Sammy Kaur Joel Morreau	Tara McLoughlin Noah McLennan

Our Student Leaders did a marvellous job promoting NPS to the community and were worthy ambassadors for the school. They are each to be commended for their efforts through the last year.

Our Annual Improvement Plan for 2022 had two areas of focus: Student Voice and Agency and Differentiation and Data. Staff worked diligently all year to build individual and collective capacity to improve student learning outcomes across the school and Preschool sites.

We began the year with a canteen manager, however due to unforeseen circumstances, the staff member left and the canteen had to close. We have been unsuccessful securing a Canteen Manager since and are exploring a range of ways to open again next year.

Due to COVID, we had to cancel our scheduled Swimming Program and Swimming Carnival, much to the disappointment of families, staff and students alike. Our Athletics Carnival was held in Term 3 and, in Term 4 (at the request of SRC) we held our first whole school Cross Country event!

Some of our regular scheduled Semester 1 community events were not allowed to proceed due to COVID, so we improvised. Our annual 'Meet and Greet' was replaced with online staff messages and Parent-Teacher Interviews were offered online. CHO direction also meant that our families were not permitted on site. We ran a coordinated Kiss and Go for the entire school making adjustments for our youngest students.

We continued to send home Curriculum Outlines to parents per term, to highlight what was being covered in class and to support parent engagement. In response to parent feedback we spent time simplifying the content into 'parent speak'.

In Semester 2 we ran a range of parent information sessions. These included an Allied Health Parent PD on Toilet Training and Speech and a Parent Information night on the safe use of digital technology and how to encourage and support the safe usage of social media.

To support students to engage, grow and achieve, a range of activities were provided for them across the year including:

- National Ride2School Day
- Easter Bunny visit & parade
- Years 5-6 Identity Expo
- Crazy Sock Day
- Career Day
- Pirate Day
- Walk Safely to School Day
- Musica Viva
- Book Fairs
- Paddy Platypus
- SRC
- NPS Athletics Carnival
- Life Education/Healthy Harold
- Science Week
- Literacy Week
- Year 3-4 Sleepover
- Year 1-2 Sleepover
- Year 5 Camp was revamped and included 3 days camping at the Latram. This excursion was organised by Holly Harlow, Rebecca Donnan, Rick McMillan and Luke Maymuru. Mel Beer and Duncan Brotchie also attended as parent helpers.
- Remembrance Day – 11<sup>th</sup> November - Our Years 3-6 students attended a ceremony at the local cenotaph where a wreath was laid by SRC representatives and the Transition-Year 2 students took part in a service at the school where they laid poppies at the base of our flagpole.
- This year World Teacher's Day was celebrated and acknowledged the tremendous work that takes place at NPS, day and day out, to support students from Preschool through to Year 6. School Council members and SRC representatives hosted a breakfast in honour of our teachers and presented them each with a gift. The coffee van dropped in and lunch was also provided.
- NPS had finalists in the Teaching in the Territory Awards that were announced at a ceremony on that afternoon and they were: Luke Maymuru (Aboriginal Educator of the Year), Sarah Cooper (Early Childhood Educator of the Year), Fiora Bruerer (Support Person of the Year), Beth Pierce (Primary Teacher of the Year). Sarah Cooper and Luke Maymuru took out the gong and won their nominated category.
- We formally welcomed our 2023 Transition students (our current pre-schoolers) to NPS when they took part in their *Orientation Days*. They had lots of fun in the Transition rooms and play areas and were all very excited to be at 'big school' and are looking forward to being here next year. As part of our comprehensive transitioning to primary school program, preschool students have been visiting NPS every week since term 1. This work ensured that our preschool students felt confident and supported.
- We took a risk and our Year 6 Camp to Darwin went ahead. This excursion was organised by Tania Jones, who attended the camp along with Mark Condren, Jacinta McFee and Rebecca Shilton.
- We held our five Mini Christmas Concerts and Awards Ceremonies again this year and they were each entertaining and unique. The performances were bright, merry and filled with joy and the audiences responded enthusiastically to the efforts on the stage. I would like to congratulate all of

the award recipients and acknowledge the support of the sponsors (Rio Tinto, Yothu Yindi, Rotary, Arnhem Physiotherapy Services, Nhulunbuy Corporation, and local member Mark Guyula) from across the town, who kindly donated the prizes for our students. These concerts were a lovely way to finish off the academic year.

- Our Year 6 students concluded their primary schooling with a Graduation Dinner on Wednesday evening (14<sup>th</sup> December) at The Walkabout, and had a special assembly on Friday 16<sup>th</sup> December to be farewelled from NPS, including participating in the famous NPS Arch Run.
- Our 50 year birthday celebration was also a huge success and includes a mural of past and present staff and students handprints.

The school utilised its Minor Works budgets to maintain and improve the school. They were also successful gaining approval for additional major works through separate WHS bids. Significant fundraising also took place through the SRC driven 'Beautification' Project.

We achieved:

- Quadrangle spoon drains replaced
- Stairs and handrails resurfaced
- Posts and fascia around the school painted
- Solar panels installed
- Undertaking arborist inspections and carrying out identified works as required
- A major works application submitted for student toilets to be replaced
- Glass in identified classroom windows replaced
- An application for Federal Funding to upgrade the classrooms of the Learning Centre is pending approval
- Sensory Walk installed at Transition
- Benches around quadrangle replaced
- Audit of all classrooms including UMR requests

Half of the school was closed down in semester 2 for a new chiller system to be installed. This will result in all airconditioning units in classrooms being replaced. Sharon Scarabello has done an amazing job coordinating this monumental event in addition to the significant amount of other works across the school.

The staff and students of NPS are to be congratulated on another very successful year of learning despite the ongoing COVID-19 pandemic and major unscheduled works. I have no doubt that they will persist with their continuous improvement journey into 2023.

Report submitted by Rachel Blundell

## School Council Report

School Council met the required amount of times throughout the 2022 academic year, including holding the Annual General Meeting (AGM) on 8<sup>th</sup> March 2021.

The following positions were held by parents at NPS:

Chair – Noel Carpenter

Treasurer – Jetske Hines

Secretary – Jade Jones

We saw more than 100% increase in membership and achieved a quorum at every meeting. This is a significant improvement from recent years and was met with much excitement and hope.

The School Council joined with the SRC to focus on the Beautification project and together raised more than \$15,000. Parent reps joined together with staff and students to attend fundraisers in and outside the school.

The School Council received reports each meeting from the Student Representative Council (via Tania Jones) and the Preschool (via Sarah Cooper).

School Council representatives participated in a Governance session run by COGSO which was well represented by NPS.

Throughout the year, the Principal and staff representatives kept the School Council informed about how the school was tracking against the 2021 ASIP. The school survey was shared and other important information relating to the school.

## 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

#### Measuring progress

We will 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.

Headline Improvement Measures (HIMs) have been included to align to the Education NT strategy 2021-2025

**Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9**

Teachers:

- Increase their data literacy by engaging in scheduled collaborative assessment and data analysis meetings
- know what, how and when to assess their students by following the Nhulunbuy Primary School data and assessment schedule
- use formative assessment data to evaluate where students are at
- design lessons and individual instruction based on formative assessment data
- work in teams to plan for rich learning experiences that meet the needs of all students.
- Create a safe and orderly learning environment

Actions the school undertook to address the deliverables?

Leadership ensured:

- PLT leaders facilitated weekly planning sessions with team ensuring data is used to inform planning
- Check accountability by monitoring planning
- Provide feedback on planning
- Establish consistent data practices to guide professional learning teams to target student learning needs when planning.
- Provide best practice advice on conducting assessment and data analysis meetings.
- Reduce variance in learning environments by establishing consistent vocabulary

- Pupil free day for teams to spend the day working together to establish agreed norms and ways of working

*Impact?*

- *Consistency across classes*
- *Backward mapping*
- *Reduction in variance in semester 2 moderation*

Students will:

- Evidence of rich learning experiences
- Have access to Zones of Regulation tools and intentionally planned spaces within the learning environment to improve their regulation skills
- 

*Gaps?*

*Next steps for 2023?*

- Analyse student data to identify student needs and design lessons and individual instruction
- Planning and programming will identify targeted student needs and differentiated teaching
- Negotiate evidence of learning for Numeracy Australian Curriculum V9
- Make explicit to students the progression of learning

## Identified signature strategies for 2022 school year

A2 - Access to and use of data to target teaching

*School's goals for this identified signature strategy in 2022?*

By the end of 2022, teachers will

- select and create valid and reliable assessments and interpret the data from them to identify students point of need and measure individual student progress.
- work together weekly to discuss evidence of student learning to identify misconceptions and next learning steps for each key learning area.
- program and plan teaching and learning experiences that are differentiated and meet the need of every student. collaborate with students to make decisions about what and how they learn and are assessed for improved student engagement and outcomes.
- enable students to have the power to actively contribute and influence change in their learning environment so that students are independent and self regulating learners.
- 

By the end of 2022, student leaders will

- represent and advocate on behalf of their peers to communicate issues and contribute to school decision making for a strong school community. The needs of all students will be met by the school as each student will be heard and represented through this process.
- meet fortnightly to share ideas and issues on behalf of the student body and express views and opinions in order to effectively contribute to school decision making.

Staff at Nhulunbuy Primary School will actively seek opportunities to engage the voice of the student leaders as evidenced by meeting minutes and agenda items focused on this outcome.

*What actions did the school undertake to achieve these goals?*

Teachers

- Provided all students with new opportunities to share their ideas and opinions
-

- Captured the voice of our diverse cohort in a range of innovative ways
- Supported students to participate in improvements in the school
- Prioritised student voice in the process of decision making
- Encouraged and responded to student feedback
- Explained and justified decisions with data
- Used data to co-design with students opportunities to influence change

*Making a difference?*

Students can (particularly through SRC)

- Articulate how their ideas and opinions can be shared at the school
- Experience their ideas and contribution leading to change
- Participate in improvements in the school
- Lead improvement initiatives
- Be able to reflect on their ability to impact decisions and priorities (with other students, parents and school staff)

Student leaders (particularly through SRC)

- Represented the school and students as confident member of a student leadership team
- Gathered student voice
- Shared student voice data
- Used data to co-design with teachers

Feedback in the School Survey and Pivot Surveys clearly showed an increase in student voice. Next steps for 2023 includes extending these opportunities into the classroom, so that students feel challenged and supported in their learning, are able to discuss learning goals, can talk about their progress and refer to data displays.

Feedback from families also indicated that they desired to know more from teachers about what is happening in the classroom relating to their child's learning and next steps. There was also strong feedback supported by School Council for the school to ensure they strengthened their acknowledgement strategies.



## Other Strategy/Focus Area

Zones of Regulation was implemented in a staged approach across NPS in 2022. Walkthrough data, school survey and parent feedback clearly showed an increase in student confidence and knowledge when talking about how they are feeling and what strategies they might use to regulate.

*Goals for this in 2022?*

- Use Zones of Regulation tools and intentionally planned spaces within the learning environment to improve their regulation skills
- Create a safe and orderly learning environment by using student behaviour and regulation as data to inform intentionally planned learning environments

*Actions the school undertook to achieve these goals?*

- *PD for staff and explicit lessons for students*

*Overall reflection: how has your school's work in 2022 informed your focus for improvement in 2023?*

- *Walkthroughs, surveying students, School Survey, SAMS all show an increased ability for student to identify how they are feeling and what strategies they can use to self-regulate and seek help*

## Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Pre	7	63	64	84	10	73	60	84
Transtion	9	56	35	81	9	65	41	78
1	7	63	49	86	12	62	48	80
2	10	57	47	83	11	60	51	79
3	8	69	36	87	7	62	40	83
4	7	68	57	88	8	56	32	78
5	11	84	45	90	8	73	55	83
6	21	69	60	85	13	72	46	81
ALL	80	67	393	86	78	65	373	81

## 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 score School	Average score NT	% of students at or above national minimum standard
YEAR 3	408.88	371.22	94%
YEAR 5	487.29	444.62	94%
WRITING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	403.10	356.96	97%
YEAR 5	462.39	412.50	92%
SPELLING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	371.24	336.01	94%
YEAR 5	476.21		92%
GRAMMAR AND PUNCTUATION			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	414.24	360.21	100%
YEAR 5	479.32	435.93	96%
NUMERACY			

## Annual Performance Report to the School Community 2022

Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	386.82	341.14	94%
YEAR 5	458.51	433.10	94%

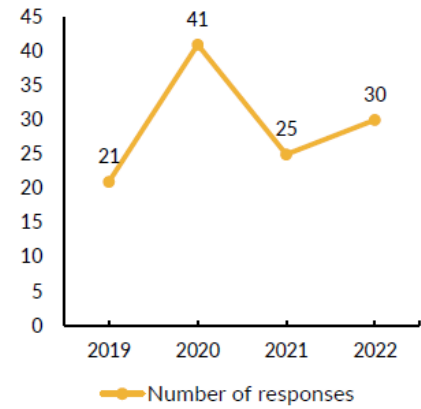
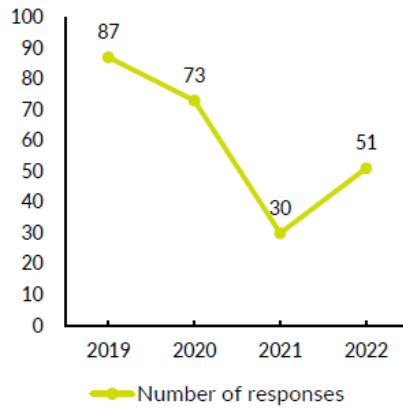
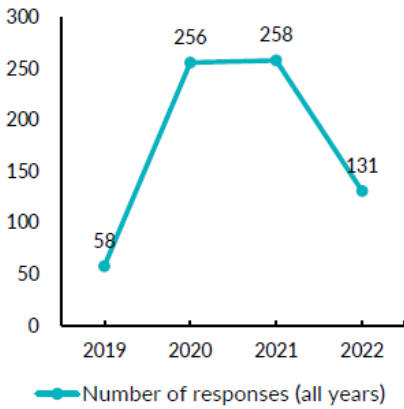
## School Survey Results

The DoE NT's annual *School Surveys* for 2022 showed:

### Participation

In 2022 students from year 3-6 were surveyed as recommended, rather than students across all year levels, resulting in a significant drop from 2021 student respondents. We had an increase in parent and staff surveys.

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	131	81	82%	2022	51		2022	30	70%	
2021	258	77	77%	2021	30		2021	25	58%	
2020	256	86	82%	2020	73		2020	41	87%	
2019	58	18	16%	2019	87		2019	21	42%	



Most/Least positive results for 2022:

## Annual Performance Report to the School Community 2022

Student			
Most Positive items for 2022		Least Positive items for 2022	
My teachers expect me to do my best.	<b>90%</b>	Once I plan to get something done, I stick to it.	<b>54%</b>
I have good friends that I care about.	<b>88%</b>	My school is well maintained.	<b>44%</b>
I know how to communicate safely and respectfully when I am online.	<b>87%</b>	Student behaviour is well managed at this school.	<b>43%</b>
Parent/carer			
Most Positive items for 2022		Least Positive items for 2022	
I can talk to my child's teachers about my concerns.	<b>94%</b>	Student behaviour is well managed at this school.	<b>60%</b>
My child has good friends that they care about.	<b>88%</b>	My school shares data to inform me about my child's learning in a way that I can understand.	<b>57%</b>
My child feels included in their learning environment.	<b>82%</b>	I have opportunities to have a say in the direction of the school and its education programs.	<b>50%</b>
Staff			
Most Positive items for 2022		Least Positive items for 2022	
Teachers at this school expect students to do their best.	<b>100%</b>	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	<b>45%</b>
Teachers at this school treat students fairly.	<b>100%</b>	Students are taught how to communicate safely and respectfully online.	<b>37%</b>
This school supports students to build positive relationships with their peers.	<b>93%</b>	The department supports our school to achieve its priorities.	<b>30%</b>

Changes from 2021 to 2022:

## Annual Performance Report to the School Community 2022

Highest ranking items	% point change	2022 vs 2021	Lowest ranking items	% point change	2022 vs 2021
<b>Student</b>					
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%	71% 66%	I like being at my school.	-19%	57% 76%
There is an adult at my school who cares about me and knows me well.	+3%	74% 71%	I feel safe at my school.	-22%	62% 83%
I plan to progress through school and finish Year 12.	+0%	78% 78%	My school is well maintained.	-24%	44% 68%
<b>Parent/carer</b>					
This school takes parents' opinions seriously.	+30%	65% 34%	My child knows how to communicate safely and respectfully online.	-0%	68% 68%
This school takes students' opinions seriously.	+29%	66% 37%	I know how to support my child's learning and development.	-5%	72% 77%
This school looks for ways to improve.	+26%	75% 48%	My child knows how to manage their emotions.	-7%	67% 73%
<b>Staff</b>					
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	+33%	83% 50%	My school provides me with opportunities to develop my leadership capacity.	-13%	50% 63%
My school is well maintained.	+33%	73% 40%	Students feel safe at this school.	-25%	67% 92%
This school takes students' opinions seriously.	+24%	80% 56%	Students are taught how to communicate safely and respectfully online.	-27%	37% 64%

The school reviewed all of the School Survey data.

The 2023 ASIP notes:

2022 School Survey student and parent data within the area of Wellbeing showed:

- 43% of students, 60% of parents and 67% of staff felt that behaviour was well managed at the school
- 62% of students reported they feel safe at school, whilst 80% of parents and 67% of staff responded positively

The focus for 2023 is to further develop our School Wide Positive Behaviour Support (SWPBS) framework, to explicitly teach and model expected behaviours to students. This framework will support staff to provide consistent feedback and create a culture of high expectations regarding positive social interactions for students, staff, parents and visitors. This work will meet the 2019 school review recommendation of making clear the evidence based teaching practices expected in every classroom for greater consistency across the school.



## Audited Financial Statements

### *Financial Management*

End of month reports were prepared by the Finance Manager with the support and advice from the Finance Bureau of the Department of Education NT and discussed with the Finance Committee (via scheduled skype sessions) and signed by the Principal and School Council Chair.

Throughout 2022 Nhulunbuy Primary School was supported by the Department of Education Finance Bureau. In Term 3 NPS employed Jetske Hines as on site Business Manager. The Bureau continued to provided support and training where required.

### *Audited Financial Statements for 2022:*

The financial audit for the year was conducted by Andrew Marshall (Certified Practising Accountant). Please see attached report of the Audited Financial Statements for NPS in 2022.