

Nimbin Central School

Annual Report



2016



2751

Introduction

The Annual Report for 2016 is provided to the community of Nimbin Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Trevor Hodges

Principal

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School background

School vision statement

Our vision is that all students at Nimbin Central School will be nurtured by excellent teachers, strong educational systems and a supportive community to become thinking, productive members of whatever community they choose to engage with as young adults and into the future. Our vision is that Nimbin Central School students will be resilient and self-sufficient learners who reach their academic, social and cultural potential in an ever-changing world.

School context

Nimbin Central School is a growing school that serves the village of Nimbin and its surrounding rural areas. The school is located 36 kilometres from the large rural centre of Lismore. Over the past seven years the school student population has grown at an average rate of 10% per year. Many of our clientele come from a low socio-economic background and generational unemployment is characteristic of a significant proportion of our families. At present our primary enrolment is one third of our total enrolment and across the entire school there is close to a gender balance. Over time our community has become increasingly involved in the life of Nimbin Central School with excellent numbers of parents, carers and community members attending all events as well as our Parents and Citizens Association growing in strength. Community participation is evident in our 'Brighter Futures Careers Day' held in May every second year. We have a positive working relationship with our local feeder schools. We are also a part of the Rivers College of Secondary Education as a member school and some of our staff have been involved with the Rivers Secondary College since its inception. Nimbin Central School has a strong history of excellence in Visual Arts and recently we have built a school Music Program. We have a strong performance culture and students and staff engage in two major performance evenings, Café central in term 2 and the Big Bahzoohey in term 4.

All students from Kindergarten to Year 12 have the opportunity to audition for these performance opportunities.

2016 introduced Science Day which was hugely successful with the whole school participating in a day active learning.

Also in 2016 the school was successfully funded for an eco school's project based on bush regeneration which complements Science and Agriculture.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The strong performance of our school in developing an increasingly positive school learning culture and increased student engagement is evident in our data. The fundamental importance of, and priority given to Wellbeing has been instrumental in developing positive and respectful relationships. The results achieved are evident in the ways in which students are relating to each other and their teachers and in positive conditions for student learning. There is considerable evidence of improved and increased student engagement. A more focused approach to individualised learning, in particular the Intensive Literacy Program operating in Stage 4 has been a component of our progress over the year. Students with increased learning needs are identified earlier and well-constructed plans activated in consultation with students, their teachers and their parents/caregivers.

The program of professional development and professional practice titled "Embedding Formative Assessment for Learning" is now completed and yet it continues to develop the strongly collaborative work environment characterised by high trust relationships. The improved availability of technology for learning and the growing of teaching practice through a cycle of learning, trialling, observation, feedback and reporting has been both empowering and enjoyable. The result of innovations implemented over this year has been to embed an explicit system for collaboration which works efficiently for our staff in our particular context. Progressing community participation and engagement have been a focus of our Leadership work in 2016. Our focus has been on the element of School Planning, Implementation and Reporting.

The building of leadership capacity among the staff has been a feature over the year with several staff promoted and

several gaining permanent full time employment.

Engaging our community has been a major challenge for our school and an area into which we place significant issues and resources.

We are recognised as excellent and responsive by its community of parents, families, local media and business organisations. We are committed to building sustainable leadership and supporting a culture where leadership is valued and is collaborative. There is a shared school-wide responsibility through leadership teaching, learning and community evaluations to review learning improvements. The school has streamlined its flexible processes around delivering services and information to strengthen parental engagement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raising expectations and enhancing the quality and relevance of student learning

Purpose

Every student in our care at Nimbin Central School will be resilient, mindful, motivated and a skilful learner. Nimbin Central School students will be globally aware and connected to community within and beyond the school so they can thrive as learners, leaders and productive members of their chosen community.

Overall summary of progress

Our achievements in this Strategic Direction are significant. Students are engaged in programs specifically designed to improve their learning outcomes and their resilience. This includes the Stage 4 Intensive Literacy Program which all students involved have indicated has been very successful and they are more capable and confident when both reading and writing across the curriculum. During the Individual Education Plan meetings all parents/carers of students involved in that program indicated that they believed it to be invaluable to their student's learning. The Mindfulness Project was successfully implemented in term 1 but was unexpectedly halted due to tutor illness. Gifted and Talented projects have spanned Years 5 to 10 and have included creative writing, visual arts, robotics, photography and guitar. The provision of wider world experiences has been consistent, well planned with input from all stakeholders and well executed however the uptake has been slow among the secondary students. Formative Assessment for Learning has been embedded and students are familiar with strategies and processes. Students and staff indicate that they feel well supported with their learning and that Formative Assessment for Learning has impacted strongly and positively on their teaching and their learning. The website has been managed in such a way that parents have indicated they have access to quality information about the day to day activities of the school as well as assessment tasks, assignments and activities.

The school saw significant growth in its NAPLAN results in 2016 with particularly strong results in Year 7 & 9 Reading. The school is directing resources and professional learning to ensure that this growth continues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Gifted and Talented Programs	A teacher was employed to work with individual students on a targeted music program. This program enhanced existing skills, supported students who were at risk of disengagement and demonstrated to the students the way the school supports skills beyond the curriculum.	\$19,870
Increase in number of assessment tasks and assignments submitted with Assessment Handbook developed and available to students of Stage 5.	<p>The process for engagement continued to be developed and the satisfactory level of student assessment submissions continued through 2016.</p> <p>Students in stage 4 with specific literacy learning needs have been targeted for the Stage 4 Intensive Literacy Program run by the Learning and Support teacher. Students indicated a significant increase in literacy confidence in the classroom and teachers indicated a significant increase in competence in the classroom.</p> <p>The Assessment Handbook with the Stage 5 Assessment Policy has proven to be a very useful guide to those students.</p>	\$42,000 for a secondary literacy program
L3 Reading Program (K-1)	Training was undertaken for the L3 literacy program for students in stages K-1. This enhanced staff teaching skills and built on previous work with early stage literacy.	\$6500

Next Steps

These are the next steps required to ensure the continued successful implementation of Strategic Direction 1 into 2016 and beyond. These next steps were determined after broad consultation with staff at a series of staff meetings and through the 'Tell Them from Me Surveys' in 2016, as well as frequent formal and informal consultation with staff, students and community.

Middle School Project – Stage 3 and Stage 4 project focussed on readiness for secondary school.

Reviewing and defining of Assessment Task and Assignment Policy/Processes Project – Secondary policy to be developed with clear school wide criteria developed for submission, completion, standards etc., and measurement tools to track and ensure staff, student and community compliance/understanding.

Early Action For Success– The school has been selected to participate in Early Action for Success in 2017–2020. The appointment of a dedicated Instructional Leader to the school and the adequate provision of resources to support this EAfS will ensure that the school building on its strong NAPLAN results in upcoming years.

Strategic Direction 2

Strong Community relationships

Purpose

There will be greater interaction between the community and the school with both primary and secondary students moving strategically between school and community for a variety of purposes mutually beneficial to both school and community.

Overall summary of progress

Community participation has greatly increased over 2016 with record numbers of parents attending Parent Teacher interviews, Transition events, the Big Bahzooohley, Café Central, Drama performances, The Art Exhibition and Annual Award Assemblies. Our Community Liaison Officer (CLO) has been instrumental in welcoming all community members into the school and has facilitated the successful reforming of our Parents and Citizens Association. The CLO has also been successful in engaging a significant number of parents/carers in completing the Tell Them From Me survey to provide excellent, accurate feedback to the school. Community partners have been involved in a number of successful events including the Business Brekkie and the Smarter Futures Careers Day. Both the local Rural Fire Brigade and the local Men's Shed have worked with the school to support both groups of young people in the community, as well as various individual students. The Men's Shed, the Nimbin Hospital, the Aged Care Unit, the Emporium supermarket, Kyogle Municipal Library and the Nimbin Bakery all provided Stage 6 Work Studies students with real world job experience and work readiness preparation activities. A growing number of our students produce art work and photography for exhibition in the community run Autumn Arts Fairs held in the Nimbin Town Hall, as well as a yearly exhibition in the Nimbin Artists Gallery.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Examine baseline data of attendance at various events from previous years and compare to current data to determine rates of attendance.	Attendance at Parent teacher interviews, Café Central, The Big Bahzooohley, The Art Show and the Drama Performance evening continue to improve at satisfactory levels. The audiences at the Big Bahzooohley and Café Central in particular were significantly increased.	\$1641
Employment of CLO	A CLO was employed to work with staff on school communication and enhance the schools reputation with the local community.	\$8921
Year Book	A school year–book was produced and distributed to local business and key community organisations to showcase the work of students and staff.	\$4000

Next Steps

These are the next steps required to ensure the continued successful implementation of Strategic Direction 2 into 2017 and beyond. These next steps were determined after broad consultation with staff at a series of staff meetings and through the 'Tell Them from Me Surveys' (TTFM) in 2015, as well as frequent formal and informal consultation with staff, students and community.

Community Liaison Officer Project – Data from the TTFM indicates that parents feel they are not equipped or confident to support their student's learning at home. This project will involve parent focus groups, parent information sessions, parent surveys and parent input into community engagement. This will also include the building of data bases to support that work. The CLO will also continue to support the school's P&C in this early phase of its reestablishment.

Sentral Project – The use of Sentral as an administrative tool will continue and be broadened across the school to enhance data based decision making.

Strategic Direction 3

Quality teaching and leadership while maximising teacher potential

Purpose

Build workforce capacity through focussed professional learning so that all Nimbin Central School staff are skillful practitioners, experts in their field, and participate in programs which enhance job satisfaction, collegiality and teacher effectiveness for the mutual benefit of staff and students.

Overall summary of progress

Over 2016 there has been considerable positive growth in the manner in which all teachers work collaboratively, observe each other's practice and provide feedback to each other, and involve themselves in professional learning as a whole school learning community. The teaching team has developed into a strong cohesive unit who are optimistic, powerful, determined and united in their efforts to meet the learning needs of the young people of Nimbin. We have established and maintain a strong system of professional learning opportunities for all staff and alongside that have built a strong staff welfare process of teachers looking after teachers. Both students and parents/carers have indicated through the Tell Them From Me surveys, anecdotal records and parent teacher interviews that they believe they/their young people are being taught by compassionate, skilful teachers who are expert in their field. Data indicates that there is confidence in the school leadership, that school leaders openly guide, facilitate, lead and manage successful learning programs to benefit all school stakeholders and that Nimbin Central School is a high trust environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
We will measure teacher satisfaction, teacher participation in Professional Learning, the quality of teacher feedback to peers and the number of teachers moving into leadership positions.	The results of the Tell Them From Me survey indicate teachers believe they work with school leaders to create a safe and orderly school environment, that they have been well supported by school leaders in stressful times, that school leaders have helped them improve their teaching, that school leaders have helped them create new learning opportunities for their students. They also believe that the school is safe, inclusive and has a strong, established learning culture. The feedback from 'Assessment for Learning' indicates that teachers found it enormously challenging, invigorating, successful and an excellent tool for building teacher satisfaction and collaboration.	\$19,658
Formation of Strategic directions teams within school staff to address all areas of school plan.	Following the completion of the very successful Embedding Formative Assessment for Learning Teaching staff formed teams to collaboratively address the strategic directions of the school plan with highly successful outcomes including the first ever year book, Elevate for senior students, preschool student visits, assessment booklet, community survey, community list of school supporters, teachers trained in the use of NAPLAN results.	N/A

Next Steps

These are the next steps required to ensure the continued successful implementation of Strategic Direction 3 into 2016 and beyond. These next steps were determined after broad consultation with staff at a series of staff meetings and through the 'Tell Them From Me Surveys' in 2015, as well as frequent formal and informal consultation with staff, students and community.

Teacher Professional Learning Project – Continuation and reinforcement of the work done through 'Embedding Formative Assessment' with a new focus but following the same pattern and format of study and growth. Teacher

observations, feedback and learning to continue and grow.

School Wide Data Analysis Project – Plan and deliver training in the accurate analysis of data for school growth and improvement which will drive the planning and implementation of teaching and learning programs embedding teaching practices that are based on hard data in addition to teacher professional judgement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students had an individual learning plan(IEP). All students are making satisfactory progress across the literacy and numeracy continuums as reported to parents in interim reports in terms 1 and 3 and formal school reports in terms 2 and 4. Increased numbers of parents were involved in the IEP process.All students participated in the Australian Indigenous Mentoring Experience (AIME)which was extremely successful.All students and many members of the Aboriginal community participated in Bundgalung Day celebrations.	\$28,161.70
Low level adjustment for disability	All students identified as requiring adjustments or learning support had an IEP. Needs were catered for both in and out of class. Improved numbers of parents were involved in the IEP process. Identified Stage 4 students significantly benefited from the Intensive Literacy Program.	\$16,715.00
Socio–economic background	All teaching staff continued to be involved in professional learning,observation sessions with their peers and mentoring experiences.The teachers have developed a strong learning community here at the school and there is a developing ethos of teachers looking after teachers. All students participated in Positive Behaviour For Learning (PBL) activities and a significant number of students took part in wider world experiences provided through PBL. Early stage 1 students benefited from the L3 program (Language,Literacy and Learning). Engagement strategies resulted in significantly increased submission of assignments and assessment tasks. Parent engagement in school activities improved in all areas through the continued employment of an experienced community liaison officer.	\$99,386.08
Support for beginning teachers	Beginning teachers were supported in their pursuit of professional learning as identified in their PDPs. Support was provided by executive teachers trained in MET (Mentoring Excellent Teachers).	\$21,539.39
Targeted student support for refugees and new arrivals	One new arrival student was supported with an ESL teacher.	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	88	103	107	101
Girls	86	106	97	98

Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.8	82.4	88.8	86.4
1	88.2	94	88.5	91.6
2	83.6	83.7	92	89.1
3	85.8	86.5	90.1	86.9
4	82.3	76.4	89.8	90
5	90.7	78.6	86	90.6
6	75.9	85.4	86.7	84.7
7	87.9	87	87.1	86
8	86	86.9	87.5	83.8
9	82.4	83.7	87.5	86.6
10	80.1	75.4	83.5	81.8
11	68.6	79.3	79.6	84.7
12	84.7	90.9	82.1	85.2
All Years	84.2	83.2	86.4	86.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			20
Employment			50
TAFE entry			5
University Entry			12.5
Other			
Unknown	100	100	12.5

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	8.69
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.77
School Counsellor	1
School Administration & Support Staff	6.49
Other Positions	3.3

*Full Time Equivalent

At present we have no staff who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	31

Professional learning and teacher accreditation

We have 10 teaching staff who are seeking accreditations and eleven staff who are maintaining their accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	425 499.87
Global funds	305 326.40
Tied funds	313 555.39
School & community sources	36 818.60
Interest	8 988.34
Trust receipts	12 996.00
Canteen	78 719.05
Total income	1 181 903.65
Expenditure	
Teaching & learning	
Key learning areas	35 184.35
Excursions	19 700.36
Extracurricular dissections	17 179.10
Library	2 499.00
Training & development	4 606.75
Tied funds	413 514.41
Short term relief	93 314.15
Administration & office	56 719.48
School-operated canteen	80 113.84
Utilities	57 027.83
Maintenance	35 243.26
Trust accounts	16 679.00
Capital programs	0.00
Total expenditure	831 781.53
Balance carried forward	350 122.12

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

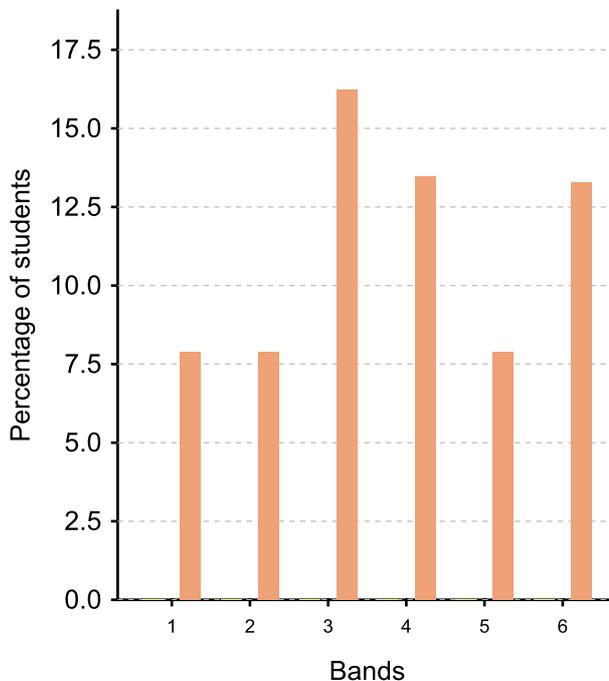
School performance

NAPLAN

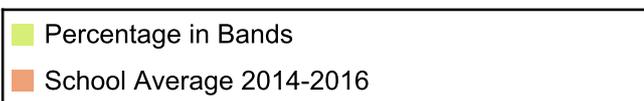
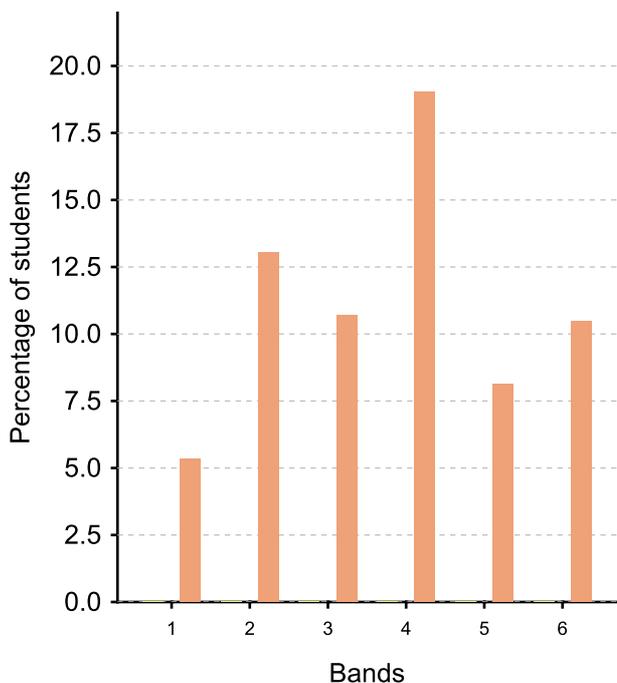
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 the Literacy and Numeracy results for students at Nimbin Central School were among the best improved in the state. No less than forty six percent of students in Year 7 were in the top two bands of the Reading results. Other noteworthy results were twenty four percent of students in Year 3 were in the top two bands for Spelling while forty five percent of Year 9 students were in the top two bands of the Reading results.

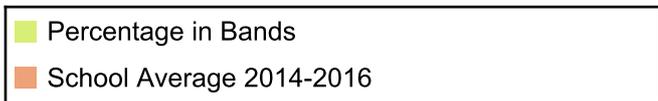
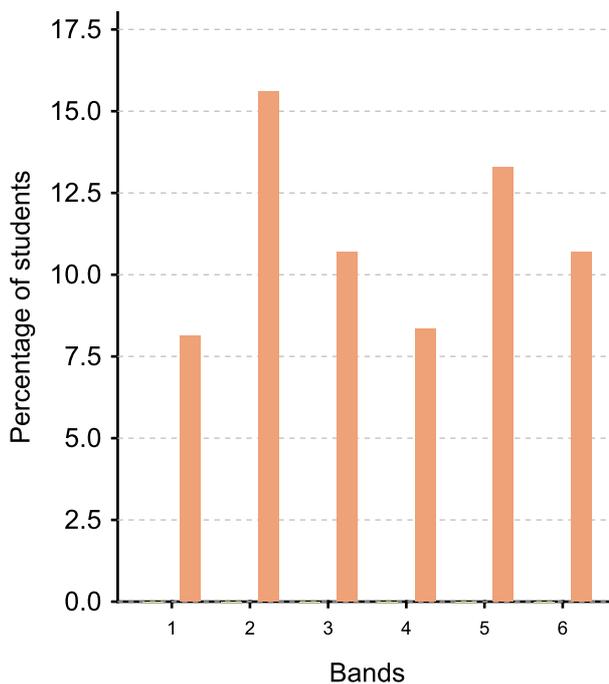
Percentage in bands:
Year 3 Reading



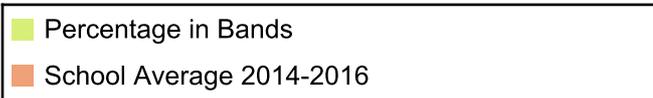
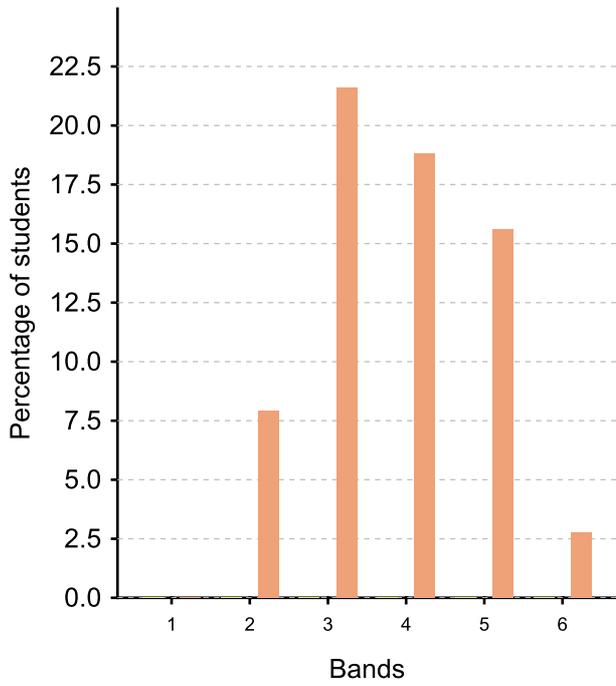
Percentage in bands:
Year 3 Grammar & Punctuation



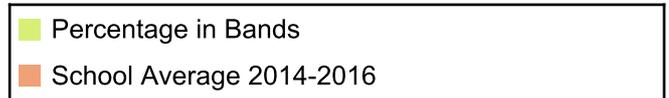
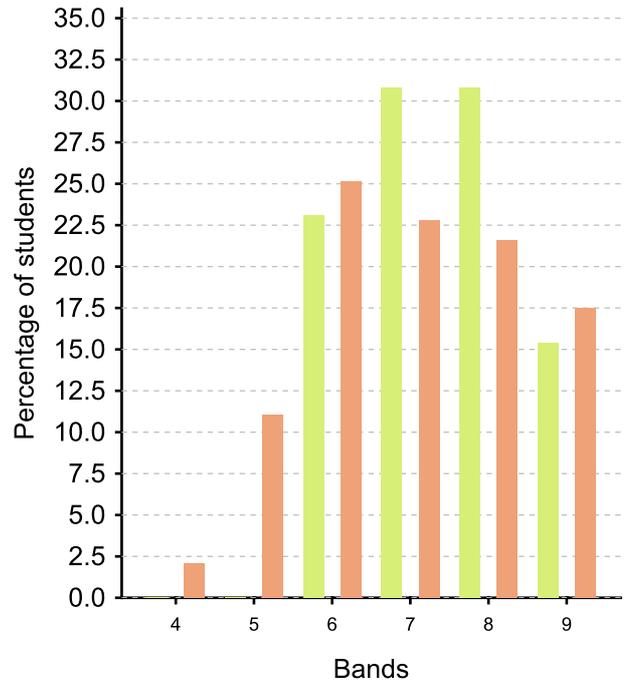
Percentage in bands:
Year 3 Spelling



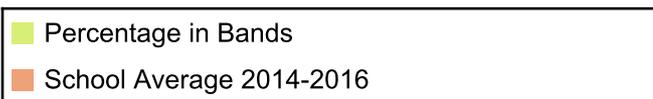
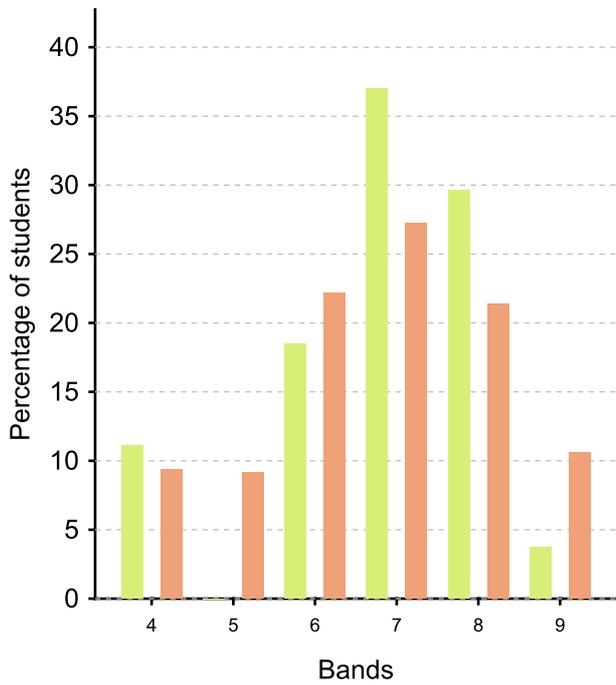
Percentage in bands:
Year 3 Writing



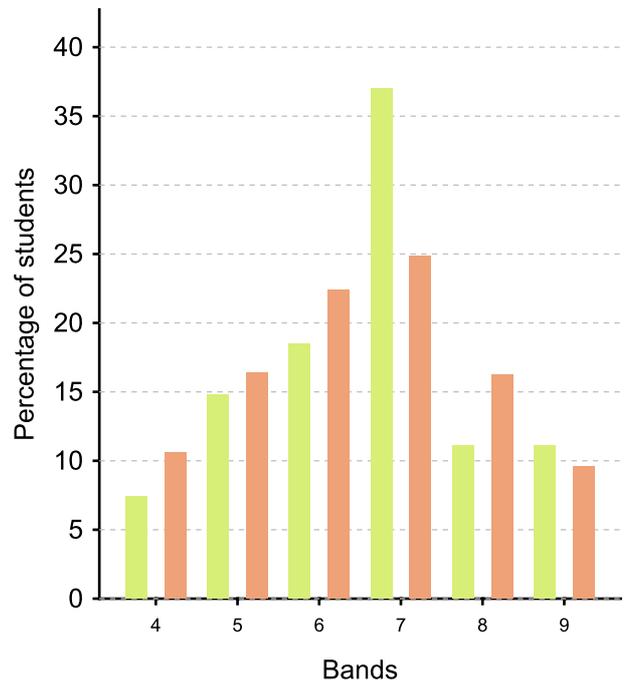
Percentage in bands:
Year 7 Reading



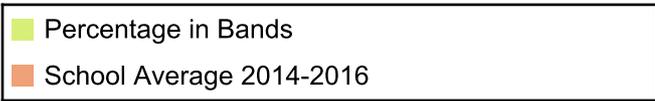
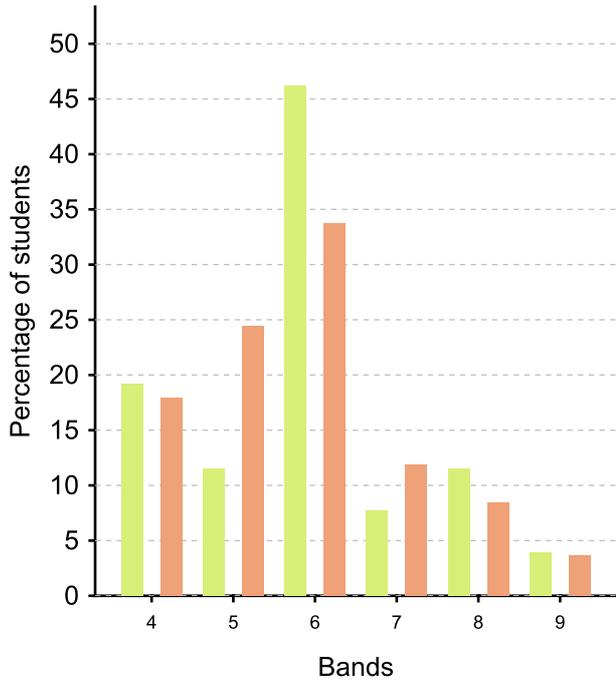
Percentage in bands:
Year 7 Grammar & Punctuation



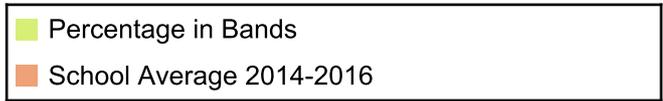
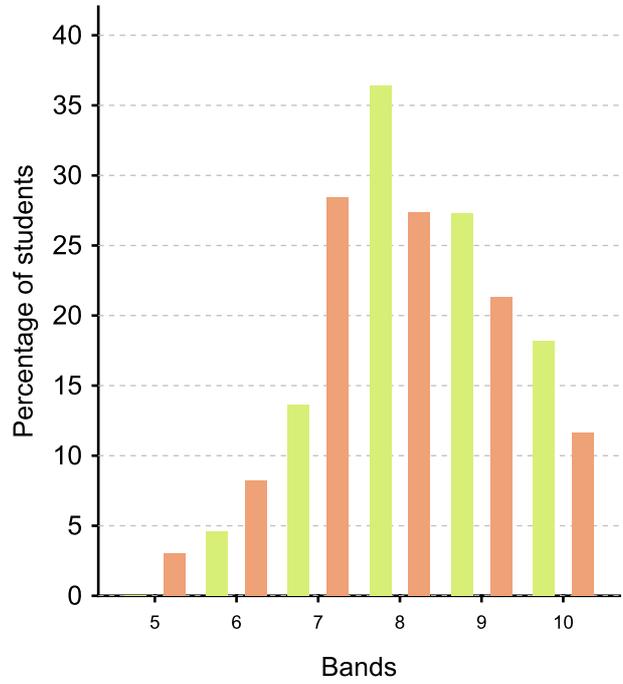
Percentage in Bands:
Year 7 Spelling



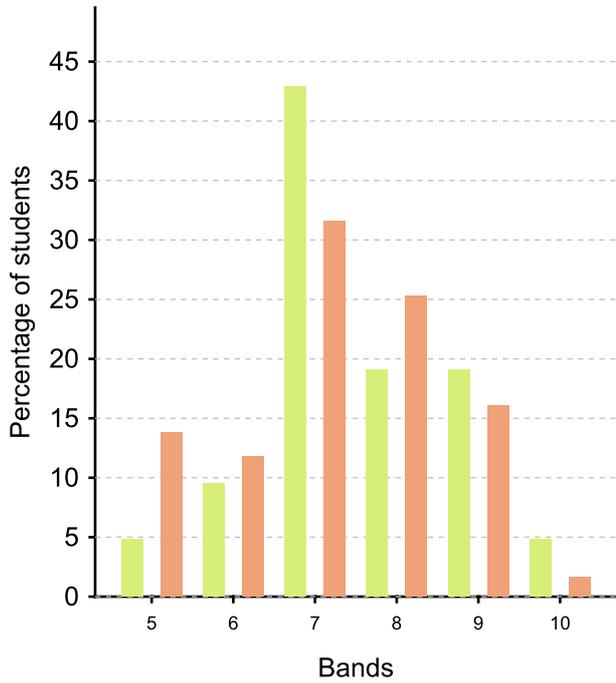
Percentage in bands:
Year 7 Writing



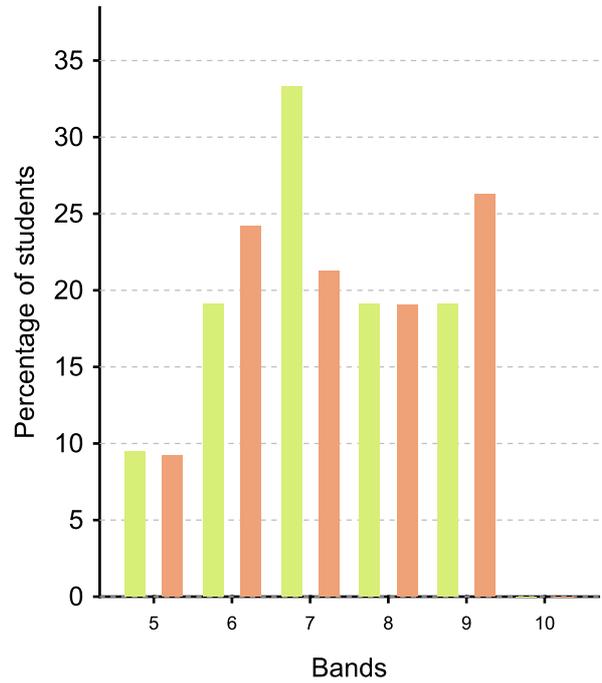
Percentage in bands:
Year 9 Reading



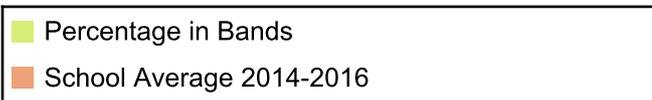
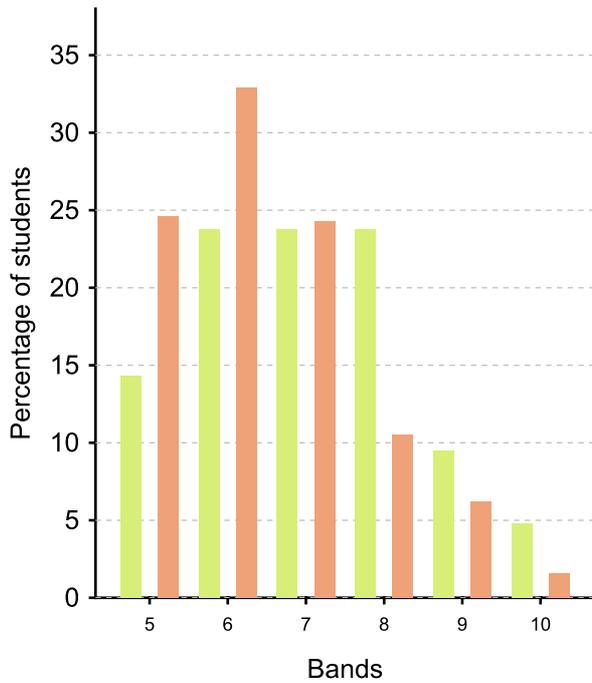
Percentage in bands:
Year 9 Grammar & Punctuation



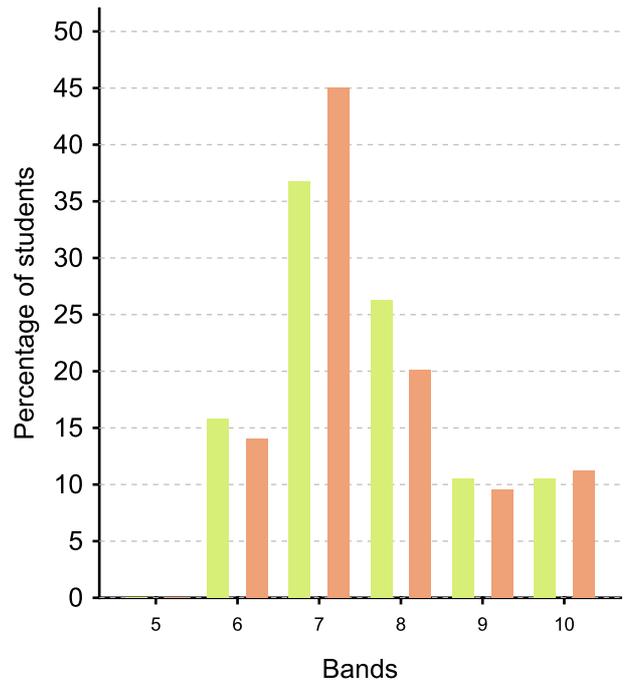
Percentage in bands:
Year 9 Spelling



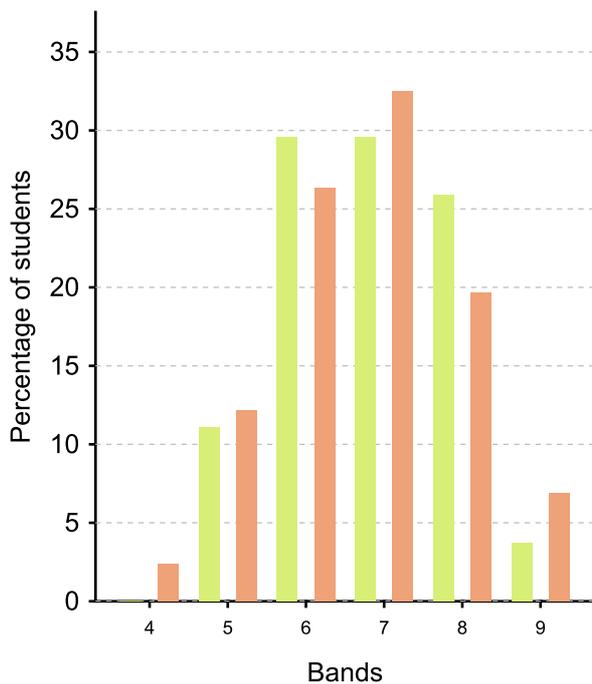
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. Forty six percent of students in Year 7 students were in the top two bands in Reading and thirty percent of Year 7 students were in the top two bands in Numeracy. The percentage of students in these bands in both Reading and Numeracy shows a dramatic improvement over past years. Forty five percent of students in Year 9 were in the top two bands in Reading and twenty one percent of Year 9 students were in the top two bands in Numeracy. Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. The percentage of Year 7 Aboriginal students were in the top two bands for spelling and reading has remained steady.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Students studied a range of courses across the spectrum of the curriculum including ATAR eligible and non-ATAR eligible subjects. The achievement in 2016

is comparable to previous years.

Parent/caregiver, student, teacher satisfaction

Results from Parent 'Tell Them from Me' Survey:

In 2016 we used the 'Tell Them from Me' survey to gain feedback from both parents, students and teachers. Our parents are generally scoring our school higher on the rating scale than the average. Most pleasing about these results is that they reflect our effort through our Strategic Directions in both welcoming parents into the school and our efforts with learning and behavior. A highlighted area of concern is that parents do not see themselves as providing strong support of learning at home.

Results from Teacher 'Tell Then from Me' Survey:

These results from the survey reflect our efforts in collaborative teaching, professional learning, collaborative and consultative leadership and learning culture. Also highlighted is our need to continue our professional learning journey to find strategies which engage and enthuse our student population. Parent involvement is an identified area of development.

Results from 'Tell Them From Me' Survey:

72% of students report positive relationships and friends they can trust to make positive choices.

66% of students report a positive sense of belonging to the school.

Policy requirements

Aboriginal education

Nimbin Central School celebrates Aboriginal Culture and takes the opportunity to educate the whole school population on Aboriginal histories, cultures as well as contemporary Aboriginal Australia through our annual 'Bundgalung Day' celebration. This day includes local and nationally recognised guest speakers, activities run by local Bundgalung elders and a shared lunch. There is a program of follow up activities that occur in classes during the third term. The school is also involved in the AIME (Australian Indigenous Mentoring Experience) program through Southern Cross University. This provides our indigenous students with mentoring by a current university student, regular gatherings with other Indigenous students and access to support to continue with education into the tertiary years. Our level of involvement with AIME also ensures we have access to quality speakers for whole school assemblies and functions. One of our students went on the sing solo at the state level end of year celebration for AIME.

All Aboriginal students are fostered and supported through the process of developing individual education plans and student profiles that target the individual

needs of each Aboriginal student.

Multicultural and anti-racism education

In 2016 a newly trained ARCO (Anti-Racism Contact Officer) who also holds a law degree, took the place of the regular ARCO who was on leave through 2016. This will give the school two trained ARCO's for 2017. Harmony Day is a highlight of our Multi Cultural celebrations and ties in nicely with the Multi-cultural focus of both Bundgalung Day and Wellbeing Day.