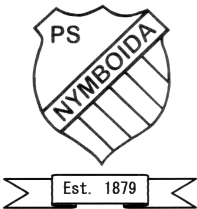


# Nymboida Public School

## Annual Report



2016



2784

## Introduction

The Annual Report for **2017** is provided to the community of **Nymboida Public 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.

Michelle Dalgliesh

Principal

## School contact details

Nymboida Public School

Armidale Rd

Nymboida, 2460

[www.nymboida-p.schools.nsw.edu.au](http://www.nymboida-p.schools.nsw.edu.au)

[nymboida-p.School@det.nsw.edu.au](mailto:nymboida-p.School@det.nsw.edu.au)

6649 4137

## Message from the Principal

At Nymboida Public School, staff endeavour to create a caring, supportive, enjoyable and challenging learning environment where each student can strive for personal excellence. Students are encouraged to reach their full potential and develop the skills necessary to be successful learners in an ever changing global community.

2016 has been a year of great change, including the implementation of many new Department of Education reforms and continuing implementation of the new Australian Curriculum, allowing schools to better meet the learning needs of all students. Our school has maintained a strong emphasis upon improving student learning outcomes across all key learning areas and ensuring teaching staff are up to date with current developments in pedagogy.

Our school works collaboratively with other small schools across the Clarence Valley Community of Small Schools network, to provide our students with additional learning and extra-curricular opportunities within the community.

Nymboida Public School maintains a family atmosphere providing support for all children in achieving success at their individual levels. Our parents are extremely supportive and understand the importance of the role of our school in their child's development.

2016 has been a very busy, enjoyable and productive year for Nymboida Public School. I would like to sincerely thank everyone in the Nymboida learning community, including parents, students, teachers and community members, for their continued support and assistance to ensure that all students were able to engage in many varied and successful extra curricula programs. Our dedicated P&C has supported the school through financial donations, resources and assistance at various events throughout the year; their consistent support and input is invaluable.

It is with great pleasure that I commend the professional work of the teaching staff, Ms Louise Hankinson and Mrs Patt Kowal, for their efforts in supporting students to achieve their best results across a range of curriculum areas. I would also like to thank Mrs Narelle Butcher for her excellent work in our office and administration areas of our school and Mr Mark Campbell who works tirelessly to maintain our classrooms and school grounds.

I look forward to another successful year with many exciting learning opportunities for students in 2017.

Michelle Dalgliesh,

Principal

## Message from the school community

Throughout this year our P&C association has been lucky enough to have the assistance of a group of parents who volunteer their time to support the students and teachers at our school. Being part of the P&C is one of the best ways to show your children how much you value their education. The involvement and contribution of parents is an asset to students, demonstrating the value of collaboration, community and active participation, all positive behaviours we try to instil in our children. It is also clear from the delight on their faces that they love having their parents involved at school. Thank you to all the parents who have devoted some time to help out; your efforts are truly appreciated.

Fundraising activities this year included a regular cake stall as part of Nymboida Community Groups Incorporated which not only benefits the school through fundraising but also enables us to better connect with the wider community; a bingo night which has been very successful; and our regular weekly school canteen which is quite profitable. This year we have been lucky enough to have eight different families volunteer time to cater one, or in some cases many, canteen days. The P&C has been able to support the school using raised funds to subsidise a number of activities and purchases throughout the year including camp, field trips and a new shade sail for the school playground.

This year we say goodbye to four of our most active P&C members as their children move into high school. We wish their families well as they move into the next exciting stage of their children's education and would like to let them know that their assistance has been an asset to the school community and they will be missed greatly.

The departure of these families puts the future of our P&C at risk. As it stands, without these parents we do not have enough members to legally operate, which would mean dissolving our P&C. With this in mind it is important that we try to engage more parents to participate in the operation of the P&C and ensure that they understand that the funds the P&C raises directly benefit them, ultimately reducing the cost to families of many of the activities their children participate in.

In closing, I would like to thank our members for their diligent efforts and acknowledge that for many of them there are times when it is challenging to find the time to participate in the P&C. I would like to thank them for making that effort and let them know that it is always a pleasure to work with them.

Bonnie Kempnich,

P&C President

## School background

### School vision statement

At Nymboida Public School we empower students to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be active global citizens and practise the core values of the school: Respect, Responsibility and Personal Best.

### School context

Nymboida Public School is a small, one teacher school. It is situated on a main road 40 kilometres southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one Principal and one temporary teacher who is responsible for principal's release and is involved in team teaching with the principal; a School Administration Manager 3 days each week and a General Assistant 1 day each week.

Nymboida Public School currently has a FOEI of 98 and has an enrolment of 18 students at the beginning of 2017 including 17% Aboriginal students.

The student population can be transient with many changes throughout any given year; however, the school maintains a stable staff.

Students are organised into two classes K-2 and 3-6 (3 days per week). On the other days the class consists of all students K-6.

Students have quality learning spaces and well-maintained grounds with extensive playground equipment.

Staff, parents and students work collaboratively to provide a happy, supportive learning environment.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our 138 year tradition of providing quality education to our local community.

# 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. Progress towards achieving the goals in our school plan was mapped against the expectations identified within the framework.

In consideration of all the elements of the Learning Domain, our focus has been on Curriculum and Learning. Teachers have worked actively across communities of schools and other organisations to enhance learning opportunities for students including the Woolli PS 'mini-Olympics', combined schools Lake Ainsworth excursion, Clarence Valley Conservatorium music lessons and the Sporting Schools program. The school has worked collaboratively with local high schools in the area to share academic data and allow students opportunities to develop a rapport with future teachers and peers, ensuring Year 6 students have a smooth transition to high school. Teachers held learning conferences with students to discuss progress and set goals according to individual needs, particularly in maths. Goals were sent home to be signed by parents and to give opportunities for parents to provide input and offer support for the child's learning. Assessment data is collected regularly throughout the teaching and learning cycle according to the Nymboida Public School Assessment Schedule. Data is then analysed to identify student learning needs and inform future teaching programs. All students are individually tracked across the literacy and numeracy continuum each term and students who are not achieving stage expectations are provided with additional support.

In consideration of all the elements of the Teaching Domain, our focus has been on Learning and Development. Professional learning for staff, L3 training, has been focused on improving teaching methods in literacy and building teacher's understanding of effective teaching strategies, particularly in writing. All teaching staff have successfully completed the Performance and Development Process throughout 2016, identifying professional learning to improve their performance and supporting their ability to implement projects in the School Plan. Classroom teachers provide feedback at staff meetings after completing targeted professional learning, sharing their knowledge through professional dialogue with colleagues and during team teaching situations.

In consideration of all the elements of the Leading Domain, our focus has been on School resources. Additional school funds have been allocated to staffing to assist in the delivery of projects in the School Plan, by allowing smaller class sizes and stage groups. This ensures curriculum is delivered more effectively in a multi-stage environment. The school participated in a successful financial audit this year, demonstrating effective budgeting which allows us to maximise resources available for implementation of the school plan. All students have ready access to technology within the classroom, enabling staff to effectively implement projects within the 'Innovation' strategic direction such as blogED and film production.

The school self-assessment using the School Excellence Framework has facilitated the process of reviewing the projects incorporated within the school plan and ensured our improvement efforts align with high level expectations. 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

### Literacy and Numeracy

#### Purpose

Students will become literate and numerate citizens with every chance of success in higher education and later life. Students will read, view, write, design, speak and listen in a way that allows them to communicate effectively and make sense of the world. Students will be able to confidently and effectively use mathematics to meet the everyday demands of life.

#### Overall summary of progress

Progress towards achieving excellence in this strategic direction has been reached through both professional development to improve teacher capacity to teach writing and numeracy; and delivery of quality teaching and learning programs. Teaching staff have been trained in L3 and the Seven Steps to Writing Success is being implemented across all years K-6. These initiatives are having a significant impact on student learning for all students and this has been reflected in NAPLAN growth and improvement in classroom assessment data. All students have demonstrated growth across the numeracy and literacy continuums and teacher feedback indicates greater student engagement during writing and numeracy activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will be achieving at or above the stage appropriate cluster in writing on the literacy continuum.	All students K-6 are using techniques introduced through the 'Seven Steps to Writing Success' program. 71% of students k-6 are at or above the appropriate cluster for their stage expectation for writing on the literacy continuum.	Seven Steps to Writing Success Program. Additional classroom teacher. <ul style="list-style-type: none"><li>• Socio-economic background (\$1380.00)</li><li>• Low level adjustment for disability (\$10202.00)</li></ul>
All students will be achieving at or above the stage appropriate clusters on the numeracy continuum.	Students completed student self-evaluation which show 100% improvement in confidence when approaching maths tasks. Diagnostic Math testing shows 86% of students are at or above the stage appropriate clusters on the numeracy continuum.	Individualised math program. Teacher relief 1 day. <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$500.00)</li></ul>
Teaching staff exhibit quality teaching practices and deliver engaging, meaningful literacy programs.	L3 facilitator completed a positive evaluation of teaching staff undertaking training. L3 is being successfully delivered in the K-2 classroom with 82% of students demonstrating expected growth across the literacy continuum.	Casual relief cost- \$2000. L3 Training participation cost- \$198 <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$2198.00)</li></ul>

#### Next Steps

The next steps will support the achievement of the Premier's Priority in education - to increase the proportion of students in the top two bands of NAPLAN reading and numeracy by 8% by 2019.

-Teaching staff will focus on explicit teaching of comprehension through delivery of the 'Focus On Reading' program.

-Teacher capacity will be improved through teacher training in the 'Rip it Up Reading Program'. Teaching staff will deliver the program to individual students needing additional support in reading.

-Teachers will focus on improving numeracy results through explicit teaching of the number and algebra content strand of the syllabus.

## Strategic Direction 2

### Global Citizenship

#### Purpose

Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for their actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

#### Overall summary of progress

The extension of the Indonesian language program has given all students K-6 opportunities to immerse themselves in Indonesian culture and allowed them to learn to appreciate and celebrate cultural diversity. The addition of Aboriginal languages to the school language program has been delayed due to a lack of qualified Aboriginal language tutors; this program will be revisited in 2017. The overall student wellbeing of the school has improved; students are beginning to take greater responsibility for their actions and have developed greater resilience and conflict resolution skills. Programs aimed at developing positive relationships and greater understanding and acceptance of others have given student skills to better manage behaviour.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students participate in Indonesian Language Program and associated cultural activities.	All students K-6 have a basic understanding of Indonesian language and culture and have demonstrated a greater appreciation and acceptance of cultural diversity.	Language teacher 1 hr each week at \$60 per hour • Socio-economic background (\$1200.00) Resources \$200
Student leadership program (The Leader in Me) implemented for whole school K-6.	Student surveys indicate 80% of students feel more confident taking on leadership roles. 65% of students felt the school systems were fairer in allowing every student to take on a leadership role. In 2017, we will revisit our current school values to ensure they are still aligned to school needs and look at rewording them as expectations.	Quality Teaching, Successful Students (QTSS) (\$200.00)

#### Next Steps

-The language program will continue in 2017 with an extension of Indonesian studies and the introduction of the 'Gumbayngirr' Aboriginal language program.

-The school staff have decided to become a PBL school, adopting the principles of the Positive Behaviour for Learning framework, updating the schools rewards program and explicitly teaching the school core values. Each core value will be translated into a set of positive behaviours to be adopted by students.

## Strategic Direction 3

### Innovation

#### Purpose

By looking beyond what they currently do well, identifying the great ideas of tomorrow and putting them into practice, teachers will provide a highly engaging, inclusive and stimulating learning environment for all students. When educators try new ways of doing things in their learning environments, students have opportunities to learn and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

#### Overall summary of progress

Teachers are demonstrating innovative teaching practice through the introduction of blogging within the classroom. All students are using the DEC blogED platform to share their writing, promoting greater student engagement, improved editing skills and building students confidence giving and receiving peer feedback. Students have improved their knowledge and understanding of film production through completion of learning modules developing script writing skills, explicit teaching of filming techniques and exploration of a variety of film editing programs. All 3-6 students have utilised film making as a tool to demonstrate their knowledge and understanding of topics taught in class.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students complete authentic assessment tasks using digital technologies to demonstrate their knowledge and skills through film making.	All students 3-6 demonstrated sound ability to use effective editing, self-evaluation and acceptance of peer feedback to enhance their writing. All students 3-6 have opportunities to confidently share their writing on the classroom blog as an additional form of publishing their work.	DEC blogED platform. Teacher relief 1/2 day \$250
Students utilise blogED as a learning tool, practising self-reflection on writing progress and offering constructive feedback to peers.	Every 3-6 student participated in the cineliteracy program and created a film as part of a classroom assessment task. Every 3-6 student contributed to the creation of a class movie for display at the Big River Primary Schools Film Festival in Grafton; demonstrating a variety of skills in script writing, film production and editing.	Bus to South Grafton High School for BRPSFF \$300.

#### Next Steps

- Teaching staff will deliver innovative lessons incorporating coding within all classrooms. Coding is becoming an increasingly important skill for 21st century learners. By learning to code, students are also learning mathematical and computational thinking, strategies for problem solving, systematic reasoning, project design and how to effectively communicate their ideas.
- Students will further develop their knowledge of film production through exploration of animation, stop motion and Claymation techniques.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	66% Aboriginal students are performing at or above the stage appropriate clusters on the literacy and numeracy continuums.	Additional teacher employed casually to support classroom programs. • Aboriginal background loading (\$1 485.00)
<b>Low level adjustment for disability</b>	Additional teacher employed to deliver the Reading Recovery program and support classroom programs has allowed the classrooms to be split more regularly into K-2 and 3-6 classes. This has supported teachers to meet the individualised learning needs of students and differentiate effectively in a multi-stage classroom environment.	Additional teacher employed FTE 0.2 Reading Recovery Teacher \$2066 • Low level adjustment for disability (\$22 470.00)
<b>Socio-economic background</b>	An additional teacher has been employed to provide individual support for students working below stage expectations. This has supported classroom teachers to meet the individualised learning needs of students and ensure all students are achieving stage outcomes.	Additional classroom teacher. • Socio-economic background (\$1 380.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	5	5	9	9
Girls	11	5	5	8

Nymboida has increased student enrolment throughout 2016, from 17 students on census day to 21 students at the end of the year. With 5 students moving into year 7 and a few families moving away from the Nymboida area, we are expecting a drop in enrolments in 2017.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K		91.6	90.6	100
1	86.9		88.9	92.7
2	85.2	82.6		90.3
3	89.8	90.2	97.8	100
4	88.1	92.7	94.4	96.8
5	96.6	76.6	91.2	92.5
6	88.6	98.9	96.1	89.7
All Years	89.4	89	92.3	92.8
State DoE				
Year	2013	2014	2015	2016
K		95.2	94.4	94.4
1	94.5		93.8	93.9
2	94.7	94.9		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
All Years	92.6	92.9	92.2	92.2

Nymboida Public School student attendance rates have shown improvement throughout 2015 and 2016. This year Nymboida Public Schools average attendance falls in line with the state average, however student attendance will continue to be closely monitored in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

The indigenous composition of the school workforce at Nymboida Public school was 0% for 2016.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

### Professional learning and teacher accreditation

Throughout 2016, teaching staff were actively engaged members of the professional learning community. Nymboida Public School staff participated in the following courses, conferences and training:

Teaching staff:

- Face to Face Anaphylaxis training
- Face to Face CPR training
- Child Protection 2016 update
- L3 training
- Your school and the new Syllabuses: Geography
- Understanding Autism-with Tony Attwood
- Golf coaching
- Coding in the classroom

Principal:

- North Coast Primary Principals conference
- Primary Principal Association meetings
- Clarence Valley Community of Small Schools meetings
- Director meetings/School visits
- Coffs Principals Network meetings
- Coffs Principals Professional Learning Day
- 2107 Planned School Budget Report Workshop

SASS Staff:

- 2016 Child Protection update
- First Aid training

Teacher Accreditation:

50% of teaching staff are registered with the NSW Institute of Teachers at the level of Professional Competence and have successfully completed their first maintenance period.

During 2016, casual teachers employed at Nymboida Public School, who identified as beginning teachers, were offered support in gaining accreditation and Professional Learning opportunities.

Nymboida Public School had one beginning teacher working towards Board of Studies (BoSTES) accreditation at Proficient, employed on a temporary engagement in 2016. Professional Learning was undertaken to better understand the accreditation process and a support network has been established with other beginning teachers within our community of schools.

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>62 127.00</b>
Global funds	44 711.00
Tied funds	29 564.00
School & community sources	7 519.00
Interest	1 182.00
Trust receipts	669.00
Canteen	0.00
Total income	145 775.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 869.00
Excursions	3 853.00
Extracurricular dissections	4 646.00
Library	621.00
Training & development	573.00
Tied funds	26 483.00
Short term relief	4 412.00
Administration & office	15 481.00
School-operated canteen	0.00
Utilities	4 847.00
Maintenance	9 365.00
Trust accounts	669.00
Capital programs	0.00
Total expenditure	86 824.00
<b>Balance carried forward</b>	<b>58 950.00</b>

## 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.

NAPLAN Literacy- Due to reporting requirements, we are unable to display graphs or NAPLAN results as there were less than 10 students who completed the testing.

NAPLAN Numeracy- Due to reporting requirements, we are unable to display graphs or NAPLAN results as there were less than 10 students who completed the testing.

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.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

We are constantly evaluating plans, programs and processes within our school in order to achieve the best possible outcomes for our students. This year we conducted surveys about the school Language Program which is a project within the school's 'Global Citizenship' strategic direction and Student Homework as we are considering changing the format in 2017. Surveys were sent home to every family in the school. 31% of surveys were completed and returned to school. All K-6 students and staff also completed surveys.

### Language Program

- 75% of families surveyed indicated they were happy with the Indonesian language program delivered at the school throughout terms 2&3.
- 100% of families surveyed indicated they would like the Language Program to continue in 2017.
- 50% of families surveyed commented that they would like a further extension of the Indonesian Language Program and 50% indicated they would like a new language to be included in the program.
- 90% of students surveyed indicated they would like to continue learning languages at school. 80% of those students surveyed indicated they would like to continue with Indonesian studies.
- 100% of staff surveyed were satisfied with the Language Program and would like to see it continue in 2017.

### Student Homework

- 75% of families surveyed were satisfied with the amount of homework currently sent home each week.
- 100% of families were happy with the current homework structure and organisation.
- 90% of students surveyed were satisfied with the amount of homework to complete each week.
- 100% of staff were satisfied with the current amount of homework sent home and the weekly organisation of homework.

## Policy requirements

### Aboriginal education

Nymboida Public School received Aboriginal background funding in 2016. Our plan included :

-Employment of an additional classroom teacher to allow smaller class sizes and explicit teaching and learning opportunities which cater for individual students needs.

-Nymboida Public School staff have developed and sustained a positive and inclusive school culture and

implemented strategies designed to ensure Aboriginal students achieve educational outcomes equal to or better than the outcomes of non-indigenous students.

-Nymboida Public School staff worked in partnership with Aboriginal families to address any specific learning needs of students and create individualised Learning Plans (ILP's).

-Additional support was provided for Aboriginal Early Stage 1 and Stage 1 students to ensure foundation skills and stage outcomes were achieved as a solid basis for learning.

-NAIDOC Day celebrations focused around embracing cultural diversity and learning about local Gumbayngirr culture.

-Throughout 2016, each 3-6 student participated in leading the school in the 'Acknowledgement of Country' at our whole school assembly and meetings.

-Nymboida Public School teachers reviewed the Aboriginal Education and Training Policy and the associated Aboriginal and Torres Strait Islander Education Action Plan.

### Multicultural and anti-racism education

In line with the school plan strategic Direction 2: Global Citizenship; the school has focused on providing multicultural education which promotes appreciation of cultural diversity and encourages students to view themselves as global citizens.

-In 'Personal Development, Health and Physical Education', and 'Human Society and its Environment'; students learn about individual rights and responsibilities and the importance of humanity functioning together to achieve global peace and harmony.

-Harmony Day celebrations included students dressing in traditional clothing of other countries and participating in a multicultural lunch, discovering new tastes and exploring knowledge and understanding of traditional foods.

-Staff reviewed the role of the Anti-Racism Contact Officer (ARCO) within the school and reviewed teaching and learning programs to ensure culturally inclusive teaching practices are embedded within the school.

-Students researched and explored the customs and beliefs of people from other countries in order to improve cultural awareness and acceptance and promote global citizenship.

-All students K-6 participated in Indonesian Studies, learning about Indonesian language and culture and examining the similarities and differences with Australian culture.

### Other school programs

#### Student Leadership

All senior Stage 3 students attended the Halogen Young Leaders Conference in Brisbane to hear inspirational speakers discuss their personal journeys and encourage students to appreciate their potential to make a difference in society. The students travel with peers from across the Clarence Valley as part of a Clarence Valley Community of Small Schools initiative to provide students with opportunities to engage and learn with a wider audience.

#### Sporting schools and Sport

This year Nymboida Public School participated in the Government's Sporting Schools program running each Friday afternoon for a period of 7 weeks each term. All students were involved in a range of sports and activities led by well-trained coaches. This program has been a great success, encouraging students to engage in a range of outdoor physical activities, including dance, golf, swimming and gymnastics lessons. 100% of students K-6 also participated in the Premier's sporting Challenge this year, with the junior school being awarded Gold certificates and the Senior students earning Platinum certificates.

Nymboida Public School students had a very active and enjoyable sporting year in 2016. Our students participated in a wide range of sporting events and all displayed outstanding sportsmanship and made our school extremely proud. Students were offered a variety of sporting skill development opportunities aimed at increasing participation and improving fitness levels. These included:-

- Swim/Gym Program
- Ulmarra and Friends Swimming Carnival
- Small Schools Swimming Carnival
- Clarence Swimming Carnival
- Nymboida Public School Cross Country
- Small Schools Cross Country
- Clarence Cross Country
- Small Schools Athletics Carnival
- Clarence Athletics Carnival
- Mid-North Coast Athletics
- North Coast athletics

#### Eisteddfod

The Grafton Eisteddfod provides a platform for students to showcase their skills and knowledge in the areas of music, dance, speech and drama and perform in front of an active, larger audience. This year Nymboida Public School students competed with students from other small schools across the Clarence Valley performing a song in the choir section with a musical accompaniment. The students also performed as a K-6 group in the creative dance section, performing a hip hop dance routine.

## Clarence Valley Conservatorium of Music

This year, Nymboida Public School continued to employ a music tutor, Kris Edwards, from the Clarence Valley Conservatorium of Music. Kris teaches students to read and appreciate music, singing, and how to play a range of instruments including a traditional harp, guitar, recorder, drums, ukulele and keyboard. Kris Edwards has assisted our students in preparing performances for Eisteddfod and the 2016 Presentation day.

## Cineliteracy

Cineliteracy is the name we give to the area of study that involves the interpretation of film. The study of film is very significant today as a large amount of the information students are required to process is visual. During Cineliteracy lessons, students learn how to write a story in the form of a script. The script is translated to film and students enjoy the full production journey – producing, directing, acting, filming, editing and promoting their own film. Cineliteracy encompasses many areas of the curriculum: information and communication technologies, traditional and visual literacies, numeracy, HSIE, visual arts, performing arts and media studies. It is also an excellent medium for Gifted and Talented Students (GATS). This year, Nymboida students scripted their own short film, 'The Woven Whales Project' which was awarded the best documentary at the Big River Public Schools Film Festival.

## Premier's Reading Challenge

The Premier's Reading Challenge aims to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. Children begin reading in Term 1 of each year and must read a number of books before the end of September. If they achieve this, the student receives special recognition by way of a certificate from the Premier.

## Premier's Spelling Bee

This year Nymboida had one student, Jackson Hartley, participate in the Premier's Spelling Bee. Jackson travelled to Maclean Public School and performed very well against students from across the Clarence Valley.

## Clarence Science Initiative

Students in stage 3 had the opportunity to apply to attend the CSI program at South Grafton High School every second Wednesday throughout 2016. CSI students participate in both theoretical and practical science lessons, run parent/teacher information evenings and workshops and present activities during National Science Week. This year Kasey Broderick and Izzy Carvalho-Weeks were successful in their application process and attended CSI with other students from small schools across the Clarence Valley.

## Language Program

All students from Early Stage 1 –Stage 3 participated in Indonesian studies during terms 2 & 3 this year. Mrs Kowal has taught students various aspects of Indonesian culture including common greetings, numbers and some Indonesian cooking and dances. The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.