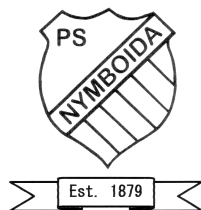


Nymboida Public School

Annual Report



2017



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 Dalglish

Principal

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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 113 and had 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 fixed 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 139 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.

In consideration of all the elements of the Learning Domain, our focus has been on Learning Culture. Teachers utilised innovative technology and project based learning to increase student engagement and improve learning outcomes. Teaching staff are aware of priorities within the school plan and are committed to meeting targets and maintaining high expectations of every student. Classroom teaching programs are inclusive and differentiated to meet individual needs and intervention programs such as *Rip it Up Reading* are utilised to support students who are not meeting stage expectations. Consistent attendance is encouraged through school newsletters and regularly discussed at school assemblies. The school community are actively involved in the school planning process and contribute to decision making processes regarding school learning priorities.

In consideration of all the elements of the Teaching Domain, our focus has been on Data Skills and Use. Classroom teachers have collaborated to analyse school data to identify students in need of additional support, pinpoint trends in classroom data and inform future planning. Teachers understand and utilise assessment for learning and assessments are consistent, ongoing, used appropriately to identify skill gaps and monitor student learning progress, and inform teaching directions.

In consideration of all the elements of the Leading Domain, our focus has been on School Planning, Implementation and Reporting. Teaching staff have worked collaboratively to explore aspects of the School Excellence Framework and discuss and evaluate the schools progress for the SEF Self-Assessment. The School Plan is updated annually, in collaboration with school stakeholders, to reflect the changing needs of the students and school community; and resources are allocated accordingly. All teaching staff have a thorough understanding of the Strategic Directions in the School Plan and the projects aligned to each Direction. All school teachers and leaders demonstrate a shared school-wide responsibility for improvements in student outcomes and routine evaluation and review processes.

The school self-assessment process using the School Excellence Framework has facilitated the process of reviewing the projects incorporated in 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 Directions in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 the delivery of quality teaching and learning programs including 'Rip It Up' reading, 'Focus on Reading' and 'Mathematics Building Blocks for Numeracy'. Implementation of these initiatives have had a significant impact on learning for all students and is evidenced in NAPLAN growth and improved classroom assessment data. Teacher professional learning in the effective use of data to inform practice has also improved teacher capacity to deliver quality teaching programs targeted to meet individual learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will be achieving at or above the stage appropriate cluster in reading on the literacy continuum, in line with the Premiers Priority to increase 8% (30% for Aboriginal students) by 2019.	Rip it Up Reading Program Casual Relief \$1000	All students have accessed quality literacy lessons focused on strengthening student engagement in reading, developing effective reading strategies and improving comprehension. All students K–6 have demonstrated growth across the literacy continuum and 83% of students are at or above stage expectations in reading.
All students will be achieving at or above the stage appropriate clusters on the numeracy continuum in line with the Premiers Priority to increase the proportion of students in the top two NAPLAN bands in numeracy by 8% (30% for Aboriginal students) by 2019.	Mathematics Building Blocks for Numeracy Professional Learning Casual Relief \$500	All students have made pleasing progress across all strands in mathematics. Teachers have reported that programs and strategies such as ILP's and Mathematics Building Blocks for Numeracy have increased student engagement. Data indicates 78% of students are at or above stage expectations in mathematics.
Teaching staff exhibit quality teaching practices and deliver engaging, meaningful programs informed by quality student data.	Collaborative Planning Day Casual Relief \$500	Teachers regularly collected summative and formative assessment samples from every student. Data was analysed to inform teaching and learning programs and all students were delivered programs which are challenging, achievable and differentiated to meet their individual learning needs.

Next Steps

The next steps will focus on the strategic directions of a new school plan 2018–2020 and 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% in 2019.

– Teaching staff will focus on the explicit teaching of writing through collaborative participation in the DoE Writing Initiative across the Clarence Valley Community of Small Schools.

–Sustained implementation of mathematics and reading initiatives from 2015–2017 planning cycle.

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

Students have participated in a range of leadership opportunities this year, encouraging them to develop a greater sense of responsibility, improved confidence and enhanced communication skills. The extension of the language program to include Gumbaynggirr language lessons delivered through a qualified Aboriginal tutor from the Coffs Harbour Language Nest, has given 3–6 students opportunities to immerse themselves in Aboriginal culture and allowed them to learn to appreciate and celebrate cultural diversity. Establishment of new core values and a matrix of behaviour expectations for the school which align with the Positive Behaviour for Learning (PBL) framework have brought about positive change in student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All K–6 students are involved in leadership activities within the school, allowing all students to develop and practice a variety of leadership skills.	Grip Leadership \$150 Recycling Project \$1000	All students 3–6 have had opportunities to fulfil leadership roles within the school, running assemblies and organising school sport activities. Classroom leadership roles in the K–2 classroom have enabled all students to learn about the qualities of good leadership. Students have organised fundraising events and improvement activities within the school, developing confidence, responsibility and a greater sense of community involvement.
The school adopts Positive Behaviour for Learning, providing a framework for the school and its community to collectively support the wellbeing of every student	PBL collaborative planning Casual relief \$500	Teachers, students and community have worked collaboratively to establish new core values for the school and develop a PBL framework designed to meet the needs of the whole school community. School wellbeing and discipline programs are being adapted to align with PBL and a positive reward system is in place to encourage desired behaviours.

Next Steps

- The Language Program will continue to be sustained throughout 2018, with a focus on learning Gumbaynggirr K–6.
- Positive Behaviour for Learning will be embedded into the whole school discipline and rewards program. A focus will be on students familiarising themselves with PBL language and expectations in non-classroom settings.
- Students will continue to be involved with a variety of leadership opportunities and engage with the organisation of fundraising initiatives.

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

All students K–6 participated in a variety of coding activities, differentiated to provide every student with a challenging, successful learning experience. Students utilised iPads to access a range of coding applications designed to teach students the 'language' of coding in an engaging and stimulating learning environment. All students K–6 improved their knowledge and understanding of film production and animation through script writing, learning sound and lighting techniques and exploration of a variety of editing programs. All students were highly engaged throughout the film making process and demonstrated deep knowledge and understanding of concepts and topics focused on during production.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom teachers provide 21st Century learning opportunities for students with a focus on delivering coding activities in the classroom.	Teacher Professional Learning: Coding in the Classroom Everyone Can Code– Apple Education \$1195	Students have developed a basic understanding of coding as a technological language and can write simple lines of code using a variety of applications and programs. Students have an understanding of the integral role coding plays in technology and its use in today's ever changing society.
Students engage in Cine–Literacy using digital technologies to demonstrate their knowledge and skills and express their learning in innovative and creative ways.	Bus to Film Festival– \$300	Every student K–6 has been actively involved in the cine–literacy program. Students have learnt about writing narratives for screen, storyboard creation, film production, lighting and sound techniques and editing use iPad applications and computer software. Students from infants and primary classrooms produced a class film, presented at the Big River Public schools Film Festival.

Next Steps

- Sustained implementation of the cine–literacy program and coding activities in order to further develop student's skills and technological knowledge and understanding.
- Teachers use innovative teaching and learning programs as part of their everyday classroom practice in order to improve student's ability to problem solve, think creatively, and effectively communicate their ideas.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>ILP's 1/2 day teacher relief—\$250</p> <p>Learning & Support staffing —\$2772</p> <p>Wingara Kids online subscription —\$185</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$3 522.00) 	<p>Students of Aboriginal background are performing at or above stage expectations. Every Aboriginal student had an ILP which was updated and revised as necessary throughout the year and access to supplementary learning support through employment of additional classroom teacher.</p>
Low level adjustment for disability	<p>Classroom teacher 0.2—\$18 000</p> <p>Learning Support resources— \$1107.21</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$20 740.00) 	<p>Additional teacher employed to deliver Rip It Up Reading program and support classroom programs has enabled the classes to be split into K–3 and 3–6 classes. This has met individual learning needs, resulting in improved learning outcomes for all students.</p>
Quality Teaching, Successful Students (QTSS)	<p>Total funds allocated to staff collaboration and planning— \$1061</p> <ul style="list-style-type: none"> • (\$1 016.00) 	<p>Student data is collected routinely and systematically throughout the year and analysed to identify areas of need. Greater use of data to inform practice enabled teachers to deliver explicit, targeted lessons to meet the learning needs of every child.</p>
Socio–economic background	<p>Bus hire— \$1962</p> <p>Additional classroom teacher— \$6308</p> <ul style="list-style-type: none"> • Socio–economic background (\$6 308.00) 	<p>All students K–6 have participated in extra–curricular activities, excursions, and leadership opportunities which support their learning. Students have had opportunities to engage with students from other schools and develop friendships which will assist in transition from primary to high school. Employment of an additional teacher enabled classes to be split into primary and infants groups with stage specific curriculum delivery and greater differentiation to meet individual student needs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	5	9	9	9
Girls	5	5	8	11

Nymboida Public School has maintained a relatively steady enrolment throughout 2017, with 18 students currently enrolled. With 3 students transitioning to high school and one new kindergarten enrolment for 2018, we are expecting enrolments to drop to 16 students next year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.6	90.6	100	93
1		88.9	92.7	92.3
2	82.6		90.3	94.9
3	90.2	97.8	100	84.9
4	92.7	94.4	96.8	100
5	76.6	91.2	92.5	93
6	98.9	96.1	89.7	90.3
All Years	89	92.3	92.8	92.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1		93.8	93.9	93.8
2	94.9		94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Nymboida Public School has maintained a relatively steady attendance rate throughout 2016–2017. The school is below state average for attendance and this will be an area of focus throughout the next school planning cycle.

At Nymboida Public School we ensure that all procedures in regards to attendance are closely adhered to and we work collaboratively with the support of our Home School Liaison Officer to encourage the full participation of all students in education.

Nymboida Public School encourages the regular attendance of students through a number of strategies.

- Regular school and community newsletter items regarding the importance of regular attendance.
- Interviews with parents regarding attendance problems.
- Merit awards for outstanding attendance.
- Innovative and engaging quality teaching and learning programs.
- Positive, supportive partnerships with family and community.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

The indigenous composition of the school workforce at Nymboida Public School was 0% for 2017.

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	0

Professional learning and teacher accreditation

Throughout 2017, 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 update
- Mathematics Building blocks for Numeracy
- PBL Adobe Connect training sessions
- PBL Hub meetings
- Code of Conduct update
- Coding with Apple devices workshop
- E– Prescribed medication
- Rip it Up Reading training

Principal:

- Primary Principal Association meetings
- Clarence Valley Community of Small Schools meetings
- Director meetings /school visits
- Coffs Harbour principals network meetings
- LMBR principal training
- LMBR EBS4 systems training
- LMBR EFPT training
- Mental health first aid
- NAPLAN online training
- PDP for SASS supervision training

SASS Staff:

- LMBR training
- Child Protection
- First Aid training
- CPR & Anaphylaxis Face to Face training
- E–Prescribed medication online training

TEACHER ACCREDITATION:

100% of teaching staff are registered with BOSTES and have achieved the level of Proficient –Professional Competence. Throughout 2017, casual teachers employed at Nymboida Public School, who identified as beginning teachers, were offered support in gaining accreditation and Professional Learning opportunities. There were no permanent or contracted teaching staff undertaking teacher accreditation at Nymboida Public School in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school received General School contributions totalling \$450 and extra curricula contributions of \$505.50 towards funding music lessons of \$10 per student per term. The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include: –Ride on mower–If any major faults occur with the current mower it will be replaced immediately due to its age.–Electronic whiteboards x 2–to be replaced with interactive panels. General purpose funds and carried forward balances are higher than expected due to the early preparation of the 2017 AFS.

Income	\$
Balance brought forward	58,951
Global funds	66,300
Tied funds	32,846
School & community sources	4,358
Interest	761
Trust receipts	349
Canteen	0
Total income	104,614
Expenditure	
Teaching & learning	
Key learning areas	8,317
Excursions	387
Extracurricular dissections	1,864
Library	222
Training & development	2,463
Tied funds	28,098
Short term relief	6,675
Administration & office	8,879
School-operated canteen	0
Utilities	2,945
Maintenance	3,503
Trust accounts	349
Capital programs	0
Total expenditure	63,703
Balance carried forward	99,862

The information provided in the financial summary includes reporting from 4 September to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	103,615
Appropriation	99,862
Sale of Goods and Services	50
Grants and Contributions	3,610
Gain and Loss	0
Other Revenue	0
Investment Income	93
Expenses	-49,510
Recurrent Expenses	-36,466
Employee Related	-24,638
Operating Expenses	-11,828
Capital Expenses	-13,044
Employee Related	0
Operating Expenses	-13,044
SURPLUS / DEFICIT FOR THE YEAR	54,105
Balance Carried Forward	54,105

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- The responsibility for the schools financial management rests with the Principal. The School Administration Manager is responsible for the day-to-day accounting procedures including monitoring income and expenditure and providing financial records to the Principal. The finances of the school are allocated according to the school budget which addresses the needs and priorities of the school as reflected in the School Plan. The Nymboida P&C is a supportive body which raises additional funds to support the schools programs.
- Spending patterns are consistent with usual planned budget expenditure.
- Surplus allows for any overspending during the transition to the new SAP finance system and is expected to reduce slightly each year to support ongoing staffing allocation.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	258,105
Base Per Capita	2,598
Base Location	8,294
Other Base	247,213
Equity Total	30,570
Equity Aboriginal	3,522
Equity Socio economic	6,308
Equity Language	0
Equity Disability	20,740
Targeted Total	14,660
Other Total	14,730
Grand Total	318,066

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

NAPLAN Literacy & 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. Go to <http://www.myschool.edu.au> and insert the school name in the 'Find A School' section and select GO to access the school data.

In consideration of the *Premier's Priorities: Improving education results*; 83% students K–6 are at or above stage expectations in Reading and 78% of students K–6 are at or above stage expectations in Mathematics. Classroom teachers have high expectations of all students and reported greater student engagement in learning activities. In consideration of the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, due to reporting requirements, we are unable to display NAPLAN results for Aboriginal students as there were less than 10 students who completed the testing. All Aboriginal students have an Individual Learning Plan with high expectations for achievement of set goals.



Parent/caregiver, student, teacher satisfaction

In 2017, 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 achieved the best possible outcomes for our students. This year we conducted a community survey to determine– What programs are successful within the school? What programs can we change or add to improve our school?

- 80% of respondents were happy with the delivery of mathematics, literacy, science, creative arts and languages.
- Only 30% of respondents felt that student leadership should be included as a focus area for improvement in the next school planning cycle.
- 100% of community respondents agreed that the inclusion of a kitchen garden program in the school would be beneficial to student learning.
- 60% of respondents were happy with the amount of collaboration and activities students participate in with students from other schools.
- 80% of respondents felt that extension of the PBL program would be an improvement to the school culture and student wellbeing.
- 80% of respondents requested additional outdoor/fitness activities to be included in the daily school timetable.

These opinions have formed an important part of the 2018–2020 school planning and collaboration process, with a kitchen garden program and revised PDHPE program being organised for inclusion in future planning.



Policy requirements

Aboriginal education

Nymboida Public School received Aboriginal background funding in 2017. Our plan to improve learning outcomes for indigenous students included:

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

- Nymboida Public School staff have developed and sustained a positive and inclusive culture and implemented strategies designed to ensure Aboriginal students achieve educational outcomes which are equal to or better than the outcomes of non-indigenous students.

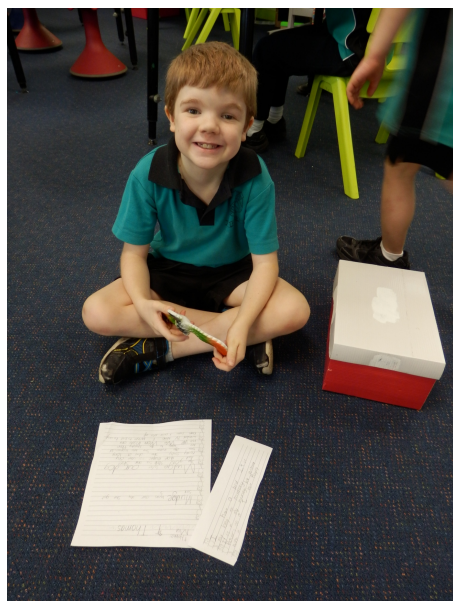
- Students in years 3–6 participated in Gumbaynggirr Language lessons, delivered by an Aboriginal tutor employed through the Gumbaynggirr Language nest. Lessons allowed students to develop language skills, gain insight into Aboriginal life and history, and develop greater understanding and acceptance of Aboriginal culture.

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

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

- Principal attended 'Connecting to Country' training, gaining a greater depth of understanding of the culture, history and current challenges facing Aboriginal families and students.

- Throughout 2017, each 3–6 student participated in leading the school in the Acknowledgement of Country at whole school assemblies and presentations.



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.

- Harmony Day celebrations are a community event, with parents, school staff and students celebrating together. Celebrations include students dressing in traditional clothing of other countries and participating in a multicultural lunch, experiencing new tastes and exploring knowledge and understanding of traditional foods.

- Staff ensure teaching and learning programs within the school align with culturally inclusive practices and refer issues to the Anti-Racism Contact Officer (ARCO) as necessary. The ARCO will participate in further professional learning to renew and update qualifications in 2018, as per DOE requirements.