

Nimbin Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Nimbin Central School

23a Thorburn St

Nimbin, 2480

www.nimbin-c.schools.nsw.edu.au

nimbin-c.school@det.nsw.edu.au

6689 1355



School background

School vision statement

Nimbin Central School students will be resilient and self sufficient learners who reach their academic, social and cultural potential in an ever-changing world. 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.

School context

Nimbin Central 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 approximately one third of our total enrolment. 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. 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 with some staff involved with the Rivers College since its inception. Nimbin Central School has a strong history of excellence in Visual Arts and recently we have built a vibrant school Music Program. We have a strong performance culture with students and staff engaging in two major performance evenings, Cafe Central in Term 2 and the Big Bahzoohey in Term 4.

The school holds an annual Science Day, Wellbeing Day, Bundjalung Day and in 2018 introduced the highly successful Fete of the Future, which will be a biannual event, where the whole school participates in an active day of learning.

In 2018 a Self Select, extension class and Project Based Learning were introduced to Stage 4 to cater for high potential students and learners of the future.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

Nimbin Central School recognises that all students need skills in Literacy, Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. This is achieved through the recognition that every child brings a different set of experiences, knowledge and skills and an understanding that these are essential to planning their individual learning paths. Teachers work in partnership with parents as active participants in their child's education.

Improvement Measures

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Move to *excelling* in 'Supportive Learning Environment' as evident in SEF 2 assessment.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Move to *excelling* in Differentiation as evident in SEF 2 assessment.

Progress towards achieving improvement measures

Process 1: Supportive Learning Environment

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling. Current practices and systems are regularly reviewed to reflect and refine processes.

Evaluation	Funds Expended (Resources)
Q: Is Nimbin Central School a collaborative and respectful community with all members demonstrating shared expectations? D: Survey results/ Sentral entries A: Some gains in low level misbehavior but 'pointy end' students still challenging the school culture. Point system not implemented in Secondary School. I: What additional/ alternative programs and strategies available for high risk category students?	Executive time Staff Survey Student survey Community (P&C) survey

Process 2: Differentiation

A culture of learning, where every teacher uses data to inform and differentiate their teaching ensuring all students are valued and catered for as individual learners, is established.

Evaluation	Funds Expended (Resources)
Q: To what extent are teachers implementing new learning to inform planning	Release time to update/ complete

Progress towards achieving improvement measures

and programming?

D: Programs/ lesson plans/ lesson observations

A: Is there a whole school culture of visible learning with students and teachers able to articulate and recognize learning and achievement of outcomes?

I: Whole school focus on Visible Learning, Formative Assessment and Learning Dispositions needs to be continued and embedded under umbrella of Differentiation across the school K–12.

IEPs

Release time for review meetings with supervisors.



Strategic Direction 2

Excellence in Teaching

Purpose

At Nimbin Central School student learning is underpinned by high quality reflective teaching. To ensure this, lessons and learning opportunities are engaging and teaching strategies are evidence based. Teachers evaluate the effectiveness of their practice by analysing the classroom environment and student achievement to plan for their professional growth and their students learning .

Improvement Measures

Data Analysis

100% of Teaching / Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Move to *excelling* in Data Skills and Use as evident in SEF 2 assessment.

Improvement of Practice

100% of Teachers performance is reflective of the Australian Professional Standards and evident in classroom practice and improved student outcomes.

Move to *excelling* in Professional Standards as evident in SEF 2 assessment.

Progress towards achieving improvement measures

Process 1: Data Analysis

All primary staff will engage with the Early Action for Success (EAfS) initiative to improve literacy and numeracy results across all KLAs and work with the Instructional Leader (IL) in the use of data to inform their teaching. Provision of focused professional learning for all secondary staff around the use of data to inform teaching for maximum student outcomes ensuring consistent and comparable judgement on learning, progress and areas of need.

Evaluation	Funds Expended (Resources)
<p>Q: How can the data we already have in the school inform our Target setting for the next 3 years and work towards the Premiers Priorities?</p> <p>D: NAPLAN, SCOUT, SENTRAL, EBS, Tell Tem from Me</p> <p>A: "What's in the Box" target setting activities.</p> <p>I: What are reasonable, fair and transparent and well supported Targets for NCS in</p> <p>Reading and Numeracy for 2020?</p>	<p>2 x Staff Meetings</p> <p>2 X Executive Meetings</p>

Process 2: Improvement of Practice

There is a coordinated whole school approach to developing professional practice with all teaching staff actively mentored with a focus on Professional Development Plans (PDP) to identify and monitor specific areas for development. All Professional Learning (PL) is based on needs identified through the PDP process.

Evaluation	Funds Expended (Resources)
<p>Q: Is all PL directly linked to and informed by PDPs? Are staff using the APS to build capacity?</p>	<p>Executive meeting time to collate PDPs</p>

Progress towards achieving improvement measures

D: Number of staff seeking PL and higher Accreditation

A: Are there Department services available to support staff with higher accreditation?

I: Submission to be made for higher accreditation programs

Meeting time (release) for Higher Accreditation meetings provided where possible



Strategic Direction 3

Excellence in Leading

Purpose

Strong strategic and effective leadership will ensure that excellence is the cornerstone of Nimbin Central School. Students benefit from the school's planned and proactive engagement with parents and the community leading to a school wide culture of high expectations.

Improvement Measures

Facilities

All facilities and resources are treated as flexible and used creatively at Nimbin Central School with a positive impact on learning progress, the development of effective practices and continuous improvement.

Move towards *excelling* in Facilities as evident in SEF 2 assessment.

Community Engagement

Nimbin Central School is recognised as excellent and responsive by it's community using best practice to embed a culture of high expectations, effectively catering for equity issues at the school. The whole school community is active in achieving the school vision and strategic directions.

Move towards *excelling* in Community Engagement as evident in SEF 2 assessment.

Progress towards achieving improvement measures

Process 1: Facilities

Spaces optimise learning and promote learning stimulation and student engagement through projects such as Project Based Learning (PBL) and individual classroom design. High quality resources are acquired and used in a targeted and systematic manner to optimise student outcomes.

Evaluation	Funds Expended (Resources)
Q: Is there an improvement in learning stimulation and student engagement? D: Teacher observations, negative behavior referrals, TTFM A: Are spaces being utilized to enhance engagement and stimulation? I: Is an evaluation by staff/students/parents/carers needed?	Edval – timetabled 6 periods per week Yr 7/8 Learning Hubs in H13, H14, H16, H17 Laptop trolley with 30 laptops in learning hub

Process 2: Community Engagement

Community engagement protocols are reviewed and improved with the aid of a Community Liaison Officer (CLO) and the Parent and Citizen Association (P&C). Regular community feedback is solicited and addressed.

Evaluation	Funds Expended (Resources)
Q: Is Nimbin Central School a collaborative and respectful community with all members demonstrating shared expectations? D: Survey results/ Sentral entries A: How can parent/ student perceptions of NCS be improved and aspirations met? I: Year 7 advisor role to be strongly linked to transition and follow-up on these strategies.	Teacher release time to complete video.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$62 656	<p>Positive trends in Aboriginal student Literacy and Numeracy data evident in NAPLAN.</p> <p>Aboriginal student attendance closely monitored with some improvements.</p> <p>Tell Them From Me data indicates improvements in connections to school and expectations for success for Aboriginal students.</p> <p>Many staff have goals correlated to Aboriginal Education in PDPs.</p> <p>Aboriginal PLPs referenced by staff to inform teaching and learning needs of Aboriginal students.</p>
Low level adjustment for disability	Learning and Support teacher/ SLSO/ Learning and Support Team meetings	<p>Data analysis training particularly in the use of SCOUT to be continued in 2020 to ensure all student learning needs are being met.</p> <p>Best Start programs to be continued.</p> <p>SLSO to continue to be trained and utilised as targeted interventions in Primary.</p>
Socio-economic background	2 x Executive release days \$155 892	<p>Year Advisor and Welfare Meetings effective in identifying and supporting students with needs/ at risk.</p> <p>To continue partnerships with external agencies providing support.</p> <p>Continue to embed collective responsibility to ensure all students are supported to reach potential.</p>
Support for beginning teachers		No Beginning Teachers funded in.2019.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	101	111	127	124
Girls	98	101	115	120

Student attendance profile

School				
Year	2016	2017	2018	2019
K	86.4	83.9	88.2	84.4
1	91.6	87.1	91.1	85.8
2	89.1	90.8	88.1	83.8
3	86.9	88.5	93	86.2
4	90	86.5	82.5	90.4
5	90.6	81.6	87.2	76.7
6	84.7	84.5	81.1	79.7
7	86	86.5	82.5	79.6
8	83.8	74	82	79.2
9	86.6	82.2	78.9	75.8
10	81.8	75.5	80.4	80.5
11	84.7	65.8	79.3	83.9
12	85.2	79.5	71.1	80.9
All Years	86.2	80.3	82.4	81.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	14	10	5
Employment	15	27	45
TAFE entry	57	54	14
University Entry	0	0	26
Other	0	0	5
Unknown	14	9	5

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Nimbin Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Nimbin Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	13.97
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.49
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	431,118
Revenue	4,372,659
Appropriation	4,234,384
Sale of Goods and Services	78,622
Grants and contributions	57,888
Investment income	1,662
Other revenue	102
Expenses	-4,326,102
Employee related	-3,899,008
Operating expenses	-427,093
Surplus / deficit for the year	46,557

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	121,611
Equity Total	319,518
Equity - Aboriginal	62,656
Equity - Socio-economic	155,892
Equity - Language	768
Equity - Disability	100,200
Base Total	3,279,162
Base - Per Capita	56,782
Base - Location	33,318
Base - Other	3,189,061
Other Total	384,639
Grand Total	4,104,928

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

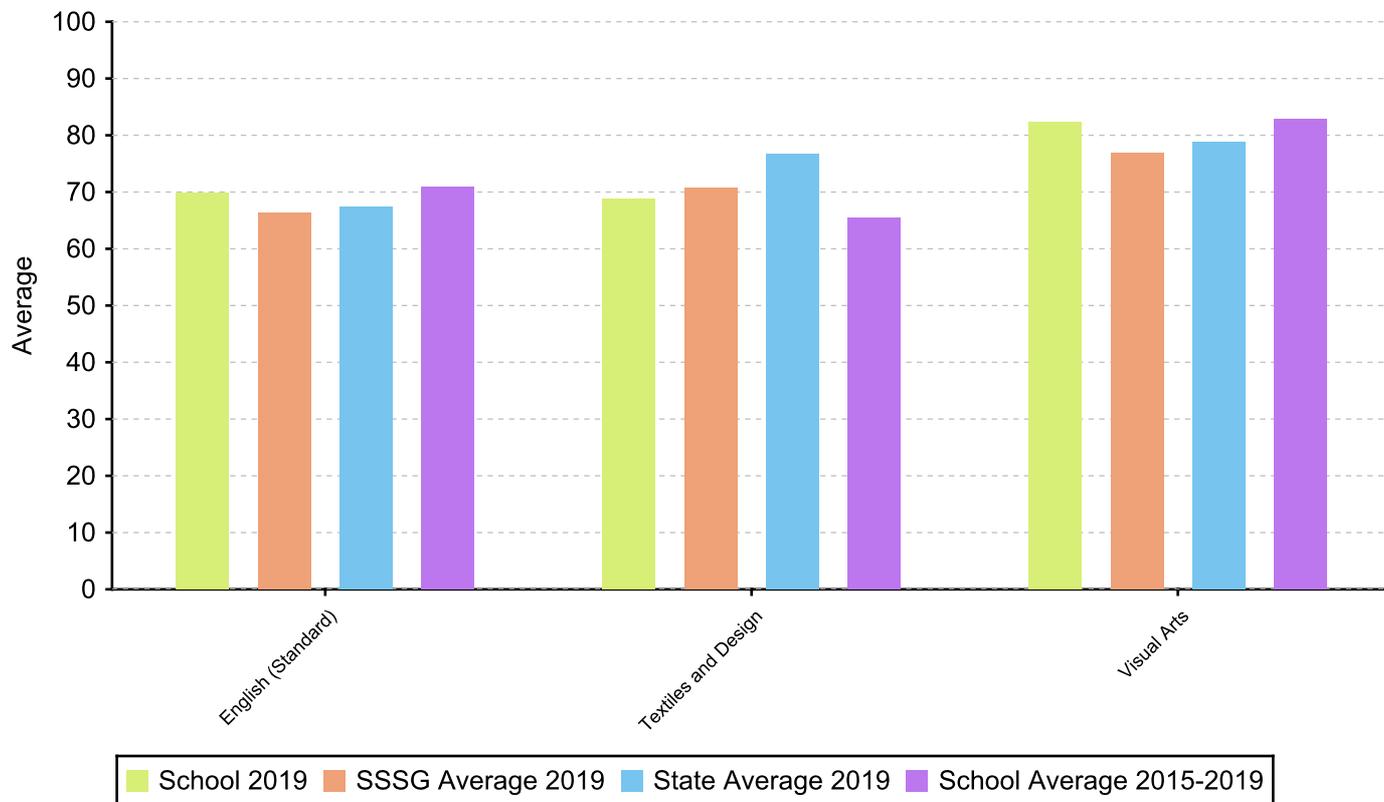
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	69.9	66.3	67.3	71.0
Textiles and Design	68.8	70.7	76.6	65.4
Visual Arts	82.4	76.8	78.8	82.9



Parent/caregiver, student, teacher satisfaction

Nimbin Central School recognises that best practice is achieved when it collaborates and partners with the entire school and wider community to provide a positive and rich educational environment, recognising and valuing the diversity of skills, passions and knowledge the community brings. The evidence collected indicates that the school works to deepen their understanding of the community, to communicate with them meaningfully and use this knowledge in planning. The school works to bring the community into the school as well as the school into the community aimed at ensuring enhanced community/ home congruence and student connectedness. At Nimbin Central School, our mission is to become a hub of learning for the entire Nimbin community. Our community engagement initiatives aim to develop a community wide culture in which a 'love of learning' is common place and learning is interwoven into the very fabric of the Nimbin community's day to day operations. Our targeted and strategic approach to community engagement includes multiple communication channels between the community and the school, events focused on the celebration of student achievement , special events designed to activate student staff and community wide learning, genuine community consultation and follow ups of those consultations. At Nimbin Central School, the staff aim to engage the community through effective partnerships and collaborative practices. With this collaborative approach our leadership team is able to effectively listen to community input and action the communities ideas and suggestions.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

