

2020 Annual Report

Nymboida Public School



2784

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

At Nymboida Public School we empower every student 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 Safety.

School context

Nymboida Public School is a small, rural school. It is situated on a main road 45 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 4 days each week and a General Assistant 1 day each week.

Nymboida Public School currently has a FOEI of 113 and has an enrolment of 18 students at the beginning of 2020 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 4-6 (5 days per week). Every afternoon the students are grouped 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 139 year tradition of providing quality education to our local community.



 2020
Nymboida
Public School

K-6

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2020, Nymboida Public School completed External Validation. The panel concluded that Nymboida Public School was delivering in the areas of Assessment and Data Skills and Use. They decided that the school was sustaining and growing in all other domains. There is a focus in the new school planning cycle around Assessment and Data Skills and Use across our school.

Strategic Direction 1

Learning

Purpose

Students will become literate and numerate citizens with every chance of success in higher education and later life. Students learn to be responsible, respectful and resilient community members who value diversity and display effective communication and interpersonal skills. Teachers work in partnership with parents to share the responsibility for student learning and improve student learning outcomes. Students have opportunities to utilise digital technologies to promote learning and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

Improvement Measures

Increased attendance from 92.7% (2017) to 94% to bring in line with state DoE average.

95% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums, 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.

Reduce overweight and obesity rates of children by 5% over 10 years.

Progress towards achieving improvement measures

Process 1: Quality teaching and learning programs which support improved student outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The timeline to achieve this annual milestone was achievable. All teaching staff have dynamic and differentiated teaching and learning programs that are reviewed and reflected on regularly. A template was developed to assist teachers with what needs to be included in their program to meet NESA standards. This template was used by current teachers and will be used by the starting teachers started at Nymboida in 2021. Current teachers will also use the developed template at their new schools to meet NESA requirements.</p> <p>Teachers participated in staff meetings to reflect on what they need assistance with in their program, they completed relevant training for assessment tasks and implemented this in their everyday teaching. Next years teachers will undertake training in the DET's new phonics and literacy assessments. The school will also undertake a new phonics program in the K-2 classroom.</p> <p>Teachers receive two hours release from face to face training per week to complete all work related to teaching in their classrooms. Timelines and guidelines are in place for teachers to complete work by the given due date.</p> <p>Teachers have requested that the principal look into how they can work alongside other small schools to share programming and assessment learning needs for the students.</p> <p>All staff understand what is expected from them. All staff have quality programs that are differentiation for each individual student's learning needs. Programs document the adjustments made for all students, In return, quality assessment for, as and of learning is taking place.</p> <p>Programs and assessments are consistent across the school. This year, Essential Assessment was implemented within our numeracy assessment schedule. This program catered for individualised learning, provides 'I can' statements and complements the syllabus outcomes and data collection on Plan 2.</p>	<p>Develop a program requirements checklist</p> <p>Observational guidelines addressing teaching standards</p> <p>NESA expectations training professional learning</p> <p>Teaching and learning programs</p>

Progress towards achieving improvement measures

The data collected is showing growth - all students are progressing at their own individual rate. This is shown by the collection of work samples and assessment results. Students are engaged in their learning and are working more independently as they understand what is expected and how they go about achieving their expectation for their learning.

Process 2: Embedding wellbeing initiatives within the school.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning (PBL), Smiling Minds and Worry Woos lessons (K-2) are implemented within daily practices. The Worry Woo program is implemented as a part of our schools' journey to recovery after the devastating bushfires. They are embedded and underpinned in every students' daily activities. Smiling Minds is implemented daily with the students to allow for self-regulation for students. All staff and students have utilised these programs. The students enjoy taking part in the lessons provided and are therefore implemented strategies in their everyday schooling. The year saw Royal Far West attend our school as a part of the Bushfire Recovery Strategy to work with our students on the Stormbird Wellbeing Program. The students welcomed the program and responded well to the support provided.</p> <p>The teacher teaching PDHPE has a strong understanding of PBL and Smiling Minds. All staff are utilising PBL and implementing their principles into the schooling environment. All staff members hand out the smiley rewards as a part of PBL. Weekly focus lessons are being taught to students and are implemented across to school with a weekly focus.</p> <p>The outcomes are very clear. We at Nymboida Public School want to provide a safe, happy learning environment where every student desires to come to school each day. We are proud of our school and implement the following values daily - Be Respectful, Be Responsible and Be Safe.</p> <p>There will be a new teaching staff at Nymboida Public School who will be trained to follow and implement these wellbeing programs next year as they have proven results for our students to enhance their wellbeing needs.</p> <p>All students have improved mental wellbeing. They enjoy coming to school and know what is expected of them behaviour wise. In return, they know who they can talk to at the school, they have strategies they can use when feeling upset and students know how to help others when they see they are not ok. The attendance rate this year finished on 95% which is above the state average and is about a 5% increase from the previous year.</p>	<p>Worry Woo training (provided free by DET)</p> <p>Smiling mind registration</p> <p>PBL totems, signage and programming</p>

Next Steps

Next year, Nymboida Public School will be entering a new school planning cycle. There will be two strategic directions: Students Growth and Attainment and School Pride: Wellbeing and engagement.

Strategic Direction 2

Teaching

Purpose

Teachers continually improve their teaching practice through participation in quality professional learning, use of evidence based teaching strategies and engaging in collaborative practice. Teachers have high expectations of every student and provide engaging, inclusive learning environments with programs differentiated to meet individual needs and improve student outcomes. Ongoing evaluation of teaching practice through analysis of student engagement and performance data enables teachers to effectively plan for the ongoing learning of every student.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

90% of students at or above stage expectations for writing on the writing continuum.

Progress towards achieving improvement measures

Process 1: Implement effective classroom practice initiatives.

Evaluation	Funds Expended (Resources)
<p>There is a whole school approach to lesson planning, reporting and assessment to allow for consistency with judgements. All staff have up to date and registered programs that are relevant that link to NESA requirements. All students have learning intentions that will continue into 2021 as an everyday classroom practice. The school implements success criteria and learning intentions into the classroom teaching practices so students know explicitly what is expected learning wise and how they can achieve this.</p> <p>A whole school approach allows for all content to be covered across each student's stage level in order for progress to be achieved. All resources across the school are shared and teaching practices are collaborated on so the most appropriate learning is achieved for all students where high expectations and differentiation are a priority. Staff discuss students learning needs and work together to accommodate these throughout their teaching practices.</p> <p>All learning is relevant, needs based, highly engaging at a differentiated level that allows students to take responsibility for their own learning and to self-regulate how they will complete the assigned work in the time allowed.</p> <p>By having students complete their own individualised learning goals each term and reviewing these goals with consultation each term, the students are taking responsibility for their own learning and are choosing the direction that they believe their learning needs to go in to become a more productive learner. The implementation of Essential Assessment into numeracy also accommodates specific learning goals for each student.</p> <p>This year staff moved the library out of the classroom to a storeroom within the school. As a result, there was more classroom space for students to complete their learning, especially group work activities on the floor. There is a greater enjoyment from students to partake in lessons in the classroom now there is more space to do so.</p> <p>All staff have now participated in training about the importance of effective programs that meet NESA requirements. The NESA checklist was distributed to all staff so they know what is expected planning and programming wise to meet the needs of all students in their care. Unit evaluations, teacher checklists and programming checklists also allow for teaching staff to effectively plan and teach each year.</p>	<p>School wide programming requirements</p> <p>Program registration</p> <p>Training: Formative and Summative Assessment</p> <p>Subscription to Essential Assessment</p>

Progress towards achieving improvement measures

All teaching staff are meeting the programming requirements from NESA. All lessons are differentiated, engaging, meet syllabus outcomes and are reviewed and evaluated throughout the school term. All students have developed their own individualised learning goals in consultation with their classroom teacher. These are reviewed each term to monitor progress and to implement strategies to complete in a set time frame.

An unexpected outcome was how quickly the students were able to identify an area for individual improvement and how they went about developing strategies to achieve their own goals. The students know where they need to improve and how they can go about improving. Sometimes goals set are too broad to be achieve in the time allocated and students need assistance identifying a goal that is achievable in the time given.

All students have achieved expected identified learning growth in all learning areas. This year was a disruptive year for our students with fire, flooding and Covid-19. The students enjoyed their learning journey and took ownership and responsibility for their learning.

Process 2: Teachers work collaboratively across the Clarence Valley Community of Small Schools (CVCSS) to increase teacher capacity to deliver quality programs.

Evaluation	Funds Expended (Resources)
<p>All principals and staff in the Clarence Valley Community of Small Schools work together to provide an enjoyable and positive learning environment for all students. All staff work with other small schools for joint excursions, sporting days and small projects. In return, students can build quality relationships with one another across schools.</p> <p>Distance and the cost of bus is the only major barrier for the success of small school's collaboration. We overcome this by budgeting numerous bus trips each year for events between small schools. The P & C support this initiative by funding some of the bus travel for extra curricular events.</p> <p>There are many quality educational leaders and instructional leaders within the network of small school who share their knowledge and expertise with all small schools. Teachers have access to training opportunities across the network to enhance their skills to provide quality learning programs to all students in their care. This year, the small schools worked together to make sure programming followed NESA guidelines and as a result, Nymboida Public School staff adapted their programs to reflect this change.</p> <p>A challenge for our small school in maintaining our connection with the small school's network includes that of funding the cost of a casual teacher to replace the classroom teacher when attending identified professional development opportunities or when the Principal is at leadership meetings. It is challenging to find a casual and we sometimes need to combine to two classes in order for staff to attend these opportunities.</p> <p>The ability to collaborate between small school to enhance learning outcomes and for teachers to collaborate with other teachers on a similar stage allowed for student engagement and learning levels to increase. All learning was highly beneficial and in return, enhanced staff wellbeing and skills to deliver quality programs.</p> <p>There has been a positive impact on our education community. The students are making more friends of a similar age, they are enhancing their social skills while participating in team activities that they wouldn't be able to participate in at their own school due to the restraint of small numbers.</p>	<p>Bus cost for school excursions</p> <p>Community of Small Schools</p>

Next Steps

Next year, Nymboida Public School will be entering a new school planning cycle. There will be two strategic directions: Students Growth and Attainment and School Pride: Wellbeing and engagement.

Strategic Direction 3

Leading

Purpose

Effective leadership ensures school-wide systems and resources are in place to support student and staff wellbeing, ensure quality teaching programs and promote innovative practice. School leaders work collaboratively with staff, students and the community to promote a culture of inclusivity, high expectations and shared responsibility for student learning and success.

Improvement Measures

New school wide systems for classroom assessment and teacher evaluation are developed and implemented.

Every student demonstrates at least one years growth for every calendar year at school.

Progress towards achieving improvement measures

Process 1: Embedding a high expectations culture.

Evaluation	Funds Expended (Resources)
<p>All staff at Nymboida Public School have worked diligently to complete programs that embed a high expectation culture. Students are taking responsibility for their own learning by completing rotational activities independently within the classroom routine. They are allowing themselves to self-regulate and monitor their interactions with other students during learning times. In return, the students are selecting the most suitable flexible learning space to complete their assigned learning task. The students are setting learning intentions each term for literacy and numeracy and then reviewing their progress. Each student selected learning intentions that they as an individual needed to work on.</p> <p>The school has set up stronger communication channels with parents and the community. The Nymboida community has a community newsletter that the school now shares its news and upcoming events in. The school also has an up to date school Facebook page where the school shares student achievements and important messages for the school community. Parents and the wider community are liking this page and in return are staying informed regularly with what is happening in the school environment.</p> <p>The learning intentions of individual student learning goals are embedded in the classroom practice. The outcome of students setting achievable and realistic goals are taking place and students are developing a high expectation culture for their learning.</p> <p>This year, our school had a casual teacher complete their accreditation process with the school. This was a meaningful and valuable process for staff to reflect on their own teaching practices and what's needed for students to meet learning outcomes. Next year, the school will be better equipped for the new beginning teacher to complete the accreditation process. In return, our school is guaranteeing that all students are taught by highly capable and effective classroom teachers.</p> <p>This year, staff engaged in numerous online professional development opportunities due to Covid-19 restrictions. All staff identified in their Personal Development Plans areas for improvement and pursued opportunities to enhance their teaching skills. They embedded this into their classroom learning environments.</p> <p>To embed a high expectations culture in our school, the staff has developed learning assessment rubrics and student self-evaluations for learning. Staff regularly use these rubrics to guide their teaching practices. As a result,</p>	<p>Communication networks - Facebook, messenger, school website and Nymboida Grapevine magazine</p> <p>New assessment rubrics</p>

Progress towards achieving improvement measures

students know why they are learning what they are learning, what is needed to achieve their learning outcomes and to critically reflect on the work they are producing and where to next with their learning intentions which directly links to their learning goals.

Next year, we will continue to embed a culture of high expectation by continuing with the Clarence Science Initiative (CSI) at a school level, creating and allowing for more critical evaluation and self-reflection in the classroom, have all students create learning intentions every five weeks and review this mid-term with their parents. Staff will continue to add school news into the community newsletter and all staff will update the school Facebook page on a regular basis to share news, reminders and good news stories.

Process 2: School wide instructional leadership.

Evaluation	Funds Expended (Resources)
<p>After the 2019-2020 bushfires, our school Principal was given the opportunity to complete the BTS Thriving for Tomorrow coaching program comprising of 15 hours of pre-reading, coaching input and reflection/action learning. The skills and experience gained from completing this program are used by the Principal in their everyday running of a school to cater to the needs of the entire education community, whilst focusing on her own wellbeing needs after a traumatic event.</p> <p>All staff employed at Nymboida Pubic School completed the PDP - (Professional Development Plan) process with collaboration between all staff to ensure that the School Plan, School Excellence Framework and the Teaching Standards were met. All staff continually reviewed their plan and made the necessary adjustments.</p> <p>Staff participated in numerous professional development days. They returned to school willing and able to share their knowledge with other staff that they gained while at training. All staff became experts in different fields and were willing to assist and up skill other staff members which is a desirable attribute for a small school to have.</p> <p>The biggest shift in teaching practice is seeing the teachers moving away from textbook and worksheet activities and gearing their teaching towards technology and hands on learning. As a result, the students are more engaged in what they are learning, they are taking responsibility for their learning and are attending school more regularly as they do not want to miss what's taking place in the classroom. Our attendance data has increased to 5% overall attendance in 2020 and a big part of that is due to engagement levels increasing whilst attending school.</p> <p>The community of Nymboida has embraced our high expectation culture. There is greater involvement from to wider community throughout the school. This year numerous outside local professional sought opportunities to work with the students of Nymboida Public School. We are seen in the community; the wider community reads about all the amazing events/activities happening at the school and we thrive to make this school a place that every parent wants to send their child and where every child wants to come.</p>	<p>BTS bush fire principal coaching: Thriving for tomorrow</p>

Next Steps

Next year, Nymboida Pubic School will be entering a new school planning cycle. There will be two strategic directions: Students Growth and Attainment and School Pride: Wellbeing and engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Purchase of artwork materials</p> <p>Worry Woo and smiling mind programs</p> <p>Green house, garden beds and seedlings</p>	<p>The students completed numerous activities throughout 2020. These included and were not limited to introducing new wellbeing programs into our school - Worry Woos and Smiling Minds. The students also participated in Stormbird training after the catastrophic bushfires devastated the local community. Throughout 2020, the students completed local Gumbaynggirr language lessons with Cinnamon Jarrett. They completed a major works of art depicting local native animals and plants and labelled using both English and Indigenous words. The artworks are on display outside the classroom. The students also completed the artwork by printing their handprints around the artwork.</p> <p>To enhance student wellbeing at our school, we established a new garden area at the front of the school for school and community use. We purchased a new shade house, wicking garden beds and numerous native plants and fruit/vegetables to grow. The students in return took the fruit/vegetables home to share with their families. Next year, we hope to introduce a cooking program at school to show the students how they can cook the freshly picked fruit and vegetables.</p>
Low level adjustment for disability	<p>Funding for additional teacher</p> <p>Sporting equipment</p> <p>New library space</p>	<p>Majority of these funds are used to provide an additional teacher at Nymboida Public School so we are able to have two teaching staff on site. One being that of the Teaching Principal and the second as a temporary teacher.</p> <p>The remainder of the funds are used to subsidise programs and costs associated with extra-curricular activities for families. During 2020, this included a school photo subsidy, excursion to the Great Aussie Bush Camp, surf school and craft activities. The school also used funds to purchase additional books and shelving for the new library space. The students now have a library they can attend during class and break times. There is now space in the classroom for students to complete floor activities and move around the classroom without bumping into other students.</p> <p>The students, staff and parents expressed the need for an additional high jump mat in order for high jump to be practiced and completed at our school's athletics carnival. These funds allowed for an additional mat to be purchased and will be used at athletic events each year for the students.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding for additional teaching staff</p>	<p>Employment of a second teacher allows for two smaller classes, K-2 and 3-6 rather than one class ES1 to S3. This position is partially funded across several funding initiatives. QTSS will fund this position for 2020.</p> <p>The second teacher on site is a vital and</p>

Quality Teaching, Successful Students (QTSS)	Funding for additional teaching staff	valuable resource at Nymboida Public School. Students were able to be split into smaller multi stage classrooms instead of all students K-6 in the one learning space. As a result, the students were able to receive explicit teacher feedback, individualised learning opportunity and an uninterrupted learning routine when one teacher on staff was away.
Socio-economic background	Funding for additional teaching staff	<p>Employment of a second teacher allows for 2 smaller classes, K-2 and 3-6 rather than one class ES1 to S3. All funding for Socio-economic background is used to employ a second teaching staff member on site.</p> <p>This funding was vital in employing our teacher five days a week to work at Nymboida Public School. In doing so, students were split into two classes: K-2 and 3-6 for literacy and numeracy activities. As a result of having two teachers on site, students received a tailored learning experience meeting individualised learning needs, consistency around staffing for 2020 and more teacher led activities within smaller groups which would not be possible across the K-6 school context with one teaching staff member. The main outcome achieved by using smaller literacy/numeracy classes was indeed enhancing all student learning outcomes however a goal was to focus on addressing the needs of students from low socio-economic backgrounds.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	9	10	10	10
Girls	11	9	7	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	81.9	84.3	95.2
1	92.3	100	78.7	92.4
2	94.9	92.2	94.8	100
3	84.9	93.5	89.3	93.3
4	100	85.9	89.6	91.6
5	93	96	86.1	95.3
6	90.3	95.8	96.9	95.7
All Years	92.7	92.1	88.3	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Nymboida Public School
Staff - 2020

Chris Johnson, Renee Cooper (Principal), Mark Campbell, Louise Hankinson, Kylie Rainbow

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	60,549
Revenue	494,001
Appropriation	444,742
Sale of Goods and Services	1,255
Grants and contributions	37,833
Investment income	201
Other revenue	9,970
Expenses	-455,769
Employee related	-379,547
Operating expenses	-76,222
Surplus / deficit for the year	38,231
Closing Balance	98,780

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	35,414
Equity - Aboriginal	3,793
Equity - Socio-economic	15,867
Equity - Language	1,288
Equity - Disability	14,465
Base Total	313,031
Base - Per Capita	4,089
Base - Location	8,563
Base - Other	300,379
Other Total	49,004
Grand Total	397,449

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

A parent/caregiver satisfaction survey was completed in 2020. 100% of parents who returned the survey believe:

- their child feels safe at school,
- the teachers provide the students with useful feedback on their learning,
- the teachers treat students fairly,
- they can talk to the school staff if they have any concerns,
- the school motivates their child to learn,
- communication is open and valued across the school,
- school reports give clear feedback and progress, and
- everyone is made to feel welcome at Nymboida Public School.

Parents completed a suggestions page that has helped guide the development of the 2021-2024 new school planning cycle.

A student satisfaction survey was completed by all students in 2020. All students believe:

- they are kept safe at school,
- students help one another when needed,
- students at Nymboida Public School treat each other well,
- my teachers notice if I have trouble learning something,
- my teachers are well prepared and show great knowledge of the topics that they are teaching,
- my parents are actively involved within the school community and
- I'm happy to attend Nymboida Public School.

The students believe that Nymboida Public School could work on:

- having lessons that are easier to understand,
- dealing with students' behaviour in a fair way, and
- making ALL learning fun and interesting.

The students completed a reflection page where they made suggestions to guide and inform the new school planning process.



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.

