

2021 Annual Report

Nimbin Central School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

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, innovative teachers, strong collaborative 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 School is a K - 12 school located 31kms from Lismore and 34kms from Kyogle in a sub-tropical hinterland on the far north coast, sharing a rich cultural connection with the Widjibal people of the Bundjalung nation. Nimbin has a diverse community that reflects the past and celebrates the future through innovation and sustainability.

There are currently 255 students at the school with a 18% Aboriginal and Torres Strait Islander student population. The school is well resourced and has dedicated staff that know, value and care for all students. The school values diversity, creative and critical thinking and fosters a culture of collaboration and consultation between staff, students and the wider community. There is a strong focus on Aboriginal education, Visible Learning, and differentiation in teaching and learning. The school is focused on developing the Learning Dispositions to underpin the whole school culture. Nimbin Central School has an outstanding relationship with its local and greater community. Nimbin Central School works closely with a Community of Schools particularly around the 'Middle Years Learning Initiative'. Early Action for Success is implemented across the Primary school with the support and guidance of the Instructional Leader. Stage 6 operates on the Compressed Curriculum model for HSC delivery.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, cultural, leadership and sporting experiences and has a strong focus on environmental education.

As a result of the school's situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in student performance.

This approach will include:

- The evaluation, development and application of strong pedagogical practices K-12
- The development of a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
- Strategic collection of relevant data and the development of systems that supports the tracking of individual student performance from K-12
- The development of staff evaluative practices, data use and skills
- The embedding of a strong, innovative learning culture within the school with the support of strategies including the 4Cs (Collaboration/ Communication/ Critical Reflection and Creativity) Learning Dispositions
- Establishing a wellbeing system that is based on shared understanding and supports the behavior and achievement of all students
- Valuing culture and diversity as an acknowledged driver of students' engagement and success
- Developing and embedding whole school and community practices to improve student attendance

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
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: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Teaching Practice
- Instructional Leadership

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$68,605.20
Professional learning: \$35,337.00
Low level adjustment for disability: \$82,983.00
Literacy and numeracy: \$10,453.00
School support allocation (principal support): \$2,600.00

Summary of progress

Our goal was to implement a whole school professional learning program, with a focus on improving reading and numeracy outcomes. Through collaborative processes, all staff had the opportunity to reflect on their teaching practices and take steps to enhance their skills. Executive engaged in intensive PL around data use and began to up skill staff in these processes.

This process has given staff the time and increased confidence needed to reflect on their practice and the space needed to incorporate new strategies in the classroom. Staff reported a positive impact of attempting new teaching strategies and in turn, an improvement in minimum standards numeracy results.

With the guidance of the leadership team, all staff have begun to gather and evaluate multiple sources of data. Collaboration meetings have given teachers the time to analyse that data and ask questions about what the data might mean and how they can make positive changes to their practice. It has allowed them to begin the process of coordinating scope and sequences, allowing for greater consistency of teaching and assessment.

As we delve deeper into this activity, we will continue to upskill teachers in their understanding of the application of literacy and numeracy in other KLA's, as well as support teachers to make data driven decisions. We will provide opportunities for staff to share their differentiation practices through on-going collaboration team meetings. We will attempt to coordinate this system schoolwide to allow for more collaboration between secondary and primary staff, enhancing transition practices from Year 6 to 7. Regular one-on-one coaching conversations will become a focus in primary as the APC&I supports teachers in their individual teaching practice, addressing professional learning needs at the classroom level. In the Secondary school, Core Skills classes will not be continued due to timetable restraints but processes established in these classes will be continued with COVID ILSP and LaST support. LEED skills and resources will continue to be used to support staged collaboration.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of Year 3 and 5 students in the top 2 bands in NAPLAN reading by 2% from the system negotiated target.	<ul style="list-style-type: none">• Data indicates 9.9% of Year 3 and 5 students are in the top two skill bands for reading which is a decrease against baseline data.• Data indicates 42.11 % of Year 9 students are in the top two skill bands for reading which is an increase against baseline data.
Increase the proportion of Year 7 and 9 students in the top 2 bands in NAPLAN reading by 2% from the system	

negotiated target.	
<p>Increase the proportion of Year 3 and 5 students in the top 2 bands in NAPLAN numeracy by 2% from the system negotiated target.</p> <p>Increase the proportion of Year 7 and 9 students in the top 2 bands in NAPLAN numeracy by 2% from the system negotiated target.</p>	<ul style="list-style-type: none"> • In numeracy, 17.3% of year 3 and 5 students are in the top two skill bands indicating a decrease against baseline data. • In numeracy, 16.67 % of Year 9 students are in the top two skill bands indicating an increase against baseline data.
<p>The number of students in the top 2 bands in the HSC improves from the system negotiated target.</p> <p>The number of students in the top 3 bands in the HSC improves from the system negotiated target.</p>	<ul style="list-style-type: none"> • 37.4% of students attained results in the top two bands demonstrating achievement beyond the lower bound target. • 32.7% of students attained results in the top three bands demonstrating achievement of the lower bound target.
<p>Increase the percentage of students who meet expected growth in NAPLAN reading school-wide by 2% from the system negotiated target</p>	<ul style="list-style-type: none"> • The percentage of students school-wide achieving expected growth in reading is 67.19 % indicating achievement of the lower bound target.
<p>Increase the percentage of students who meet expected growth in NAPLAN numeracy school-wide by 5% from the system negotiated target.</p>	<ul style="list-style-type: none"> • The percentage of students school-wide achieving expected growth in numeracy is 56.25 % indicating achievement of the lower bound target.

Strategic Direction 2: Innovative and Collaboration

Purpose

Develop a strong culture of teacher collaboration embedded into purposeful professional learning with the focus on supporting best and innovative practice across the school informed by evidence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovation
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$175,000.00

Low level adjustment for disability: \$25,200.00

School support allocation (principal support): \$13,000.00

Summary of progress

Analysis of student engagement data from a number of sources indicated significant deficits in attendance, engagement and retention and significantly high levels of negative wellbeing entries/ incidents, particularly in Stage 4. To address this innovative practices were introduced in the domain of Teaching through Professional Learning in the form of the 4C Transformative Learning Program and embedded collaborative practices, and in the domain of Learning in the form of innovative classroom design, resourcing and programming in the form of PBL and alternative DE pathways. The school is also embedding systems that facilitate professional dialogue, collaboration, observation and modelling to drive ongoing, school wide improvement in teaching practice and student results.

Through the 4C Program, we have begun to embed consistent language and learning dispositions across classrooms. We have displayed these in all classrooms and attempt to use the language when dealing with issues of wellbeing. We have included the 4C's in our report formats and have seen some teachers and students using the strategies in various aspects of school life. The cross KLA model is embedded in Year 8 and being expanded across Stage 4 and into the STEM stream as well as the humanities. The DE Hub, while in initial stages of establishment, is providing alternative learning pathways and support for at-risk students. The provision of collaborative planning time to all staff members has allowed teachers to engage in professional discussion and collaborate to improve teaching and learning in their classes.. Two classrooms in Secondary and the library as a shared space have been remodelled and resourced to provide for flexible learning.

Next steps include expanding the 4C program to ensure greater access for all students and staff, including within Stage 4 and 5. Teachers have requested to have more professional learning in this, and we are planning to include this in our schedule for next year. In line with this, and building on these staff skills, the cross KLA model will continue to be expanded with a view to introduction in Stage 3 and continuation into Stage 5. To continue the progress that has been made in the DE Hub, procedures for enrolment and overall organisation as well as building greater connections to Post School options are being investigated for 2022. Additionally, the Learning Hub will expand to 12 students, who will be on rotation across 5 operational days per week. More furniture and resources to support flexible, innovative learning is being sourced for 2022 with a view to remodel some learning spaces for use whole school, including the computer lab and library.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All Year 8 curriculum is delivered using a cross KLA, team teaching model. Programs for these classes show evidence of 21st century learning goals and project based learning strategies.	<ul style="list-style-type: none">• 100% of Year 8 classes are delivered via a cross KLA, PBL model and 100% of teachers are involved in the collaborative planning for these classes and structure.

<p>100% of Stage 4 staff are involved in collaborative planning for this.</p>	
<p>Collaboration Teams time is timetabled for all staff. Protocols and team goals based on Action Research model established. Data informed practice professional learning is undertaken within the teams structure.</p>	<ul style="list-style-type: none"> • Whole school engagement with the collaborative model, including incorporating 4C strategies and philosophies, as evident in teacher programs and Collaboration Team minutes, indicates an increase in participation with 90% of staff actively collaborating to reflect and improve upon teaching practice.
<p>The double classrooms in secondary are used as team teaching/ Stage 4 Hub rooms. New furniture to support 21st Century learning strategies in these spaces is investigated.</p> <p>New laptops and ipads are introduced to support learning. Teachers have evidence of technology being integrated in their programs. The computer room is refurbished.</p> <p>The senior playground equipment is installed.</p> <p>Students participate in intraschool sporting competitions.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of School Resources, in the themes of Facilities and Technology, with physical learning spaces being used flexibly to address needs and technology enhancing learning and teaching.
<p>Establishment of the Nimbin Learning Hub at the Nimbin Community Centre and staffed 4 days per week.</p> <p>Partnership established with Southern Cross School of Distance Education through a memorandum of understanding to provide staffing and some curriculum support.</p> <p>Appropriate staff recruited and provided with release to develop curriculum and individual pathways for students. Staff and students to be supported by an SLSO.</p> <p>100% of students to have functional and authentic transition plans.</p> <p>Successful transition of 100% of 2021 cohort of students and graduation from the Nimbin Learning Hub back to school or to post school options.</p> <p>Introduction of the 4C model to students.</p> <p>Improved focus, engagement and attendance of the 2021 cohort.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Curriculum, in the theme of Curriculum Provision, with the DE Hub providing an important means to address changing student needs.
<p>60% of Teaching staff immersed in the 4C-transformational framework and experimenting with teaching strategies in the classroom. 100% of the Executive engaging with the 4C-transforming schools program. 4C activities demonstrated in whole school staff meetings/ discussed in collaboration team meetings and the LDW (Learning Disposition Wheel)</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the domain of Learning and Development, in the theme of Expertise and Innovation, with the school utilising identified teacher expertise and supporting evidence-based, future-focused practices.

visible around the school.

Learning dispositions are part of the school's rewards system with a focus each week and regular discussions on assembly.

Strategic Direction 3: High Expectations and continuous improvement culture

Purpose

Strengthen existing community partnerships to develop and support school ownership, high expectations, student engagement and learning. With a focus on quality teaching and learning, student engagement and attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strong systems and processes
- High Expectations Culture

Resources allocated to this strategic direction

Location: \$33,500.00

Aboriginal background: \$60,150.00

QTSS release: \$5,000.00

Summary of progress

Several strategies and processes were developed collaboratively to embed a culture of high expectations, focused on continuous improvement, across the entire school community. There was a focus on improved communication with community, a new attendance policy was developed and several targeted wellbeing programs were initiated across the school community.

Several communication platforms were adopted to engage and communicate with parents/students, such as Facebook, School Stream, Class Dogo, Zoom Meetings, Sentral notifications, and emails. The P & C Committee feedback is that they would like to play a more integral part in the school community. Therefore, Focus Groups were created, targeting Community Engagement to allow students to have greater experiences, which would not normally be available to them, being in a rural setting. Proposed engagements were school discos and interest groups. Future directions are inviting parents into the classroom to assist with literacy and numeracy. In addition, we would like to continue engaging in the Second Step program to assist parents in building up their child's social and emotional skills and sense of well-being.

In the area of wellbeing, reliable, quantitative data has been difficult to source this year. However, anecdotal, qualitative and student voice indicates that student wellbeing has not improved. We are in the initial introduction phase of the Be You wellbeing program which is hoped will assist with improvement in this area by providing a shared language and agency to discuss wellbeing openly, across the community, staff, students and families.

This year we have introduced an attendance team and an attendance flowchart to assist with monitoring and supporting student attendance. We also have new HSLO who is willing and enthusiastic about working with our school community.

We recommend strengthening the partnership with our community by continuing with the Got It (K-2) and Second Step (K - 8) Programs. In addition, it will deepen our connections between parents and teachers with the support of health professionals to work in a structured, holistic, collaborative partnership to develop the social and emotional wellbeing of students, families, and community.

Additionally, we will continue implementing the Be You program as it has the scope to support all staff and students up to Year 12., including families.

The next steps include embedding these processes into practice and continuing to support the delivery of engaging curriculum to support attendance at school. Partnership with outside agencies, including the HSLO, and in collaboration with our DE Hub, attendance concerns will be addressed in a targeted fashion.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of Primary	• The number of Primary students attending greater than 90% of the time or

<p>students attending >90% of the time by 2% from the system negotiated target.</p> <p>Increase the proportion of Secondary students attending >90% of the time by 2% from the system negotiated target.</p>	<p>more has increased by 2%.</p> <ul style="list-style-type: none"> • The number of Secondary students attending greater than 90% of the time or more has decreased by 1%.
<p>Increase the proportion of Primary students reporting Expectations for Success, Advocacy and Sense of Belonging at School by 5% from the system negotiated target.</p> <p>Increase the proportion of Secondary students reporting Expectations for Success, Advocacy and Sense of Belonging at School by 5% from the system negotiated target.</p>	<ul style="list-style-type: none"> • Tell Them From Me data shows a decline in reported positive wellbeing in Primary, including a 4% decrease in advocacy at school, 8% decrease in sense of belonging and 15% decrease in expectations of success. • Tell Them From Me data shows a decline in reported positive wellbeing in Secondary, including a 3% decrease in advocacy at school, 6% decrease in sense of belonging and 2% decrease in expectations of success.
<p>40% of parents are registered and actively use school social media platforms, including the Sentral and Parent Portal, School Stream.</p> <p>There is an increased engagement with all events including performance nights, celebration days, information sessions.</p> <p>A Parent Forum is held and contributes meaningfully to school planning.</p> <p>P&C membership increases by 10%.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Educational Leadership, in the theme of Community Engagement, with opportunities being provided to parents and community to engage in a range of school-related activities.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$246,700.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Nimbin Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$175,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nimbin Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Innovation • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the 4Cs program to support student learning • resourcing to increase equitability of resources and services, including the creation of flexible learning spaces • provision of release time for all staff to meet, plan and evaluate the program collaboratively in Stage teams. • the introduction of wellbeing programs, including, BeYou, and release time for professional development in these <p>The allocation of this funding has resulted in: the stage 4 Humanities model of cross KLA/ PBL style learning being expanded into the STEM stream. An additional teacher group, the Leaders of Learning, in the 4C program being established to act as mentor, lead teachers to support the implementation of the program school wide. Teachers from this group actively evaluate, share and discuss learning from the 4Cs program with other staff in their school to improve whole school practice. Teachers engaging in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, and for particular student groups.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$175,000.00</p>	<p>continue with the staged Collaboration team model, providing release time for meaningful collaborative practice and feedback. Further funding for the resourcing of flexible spaces in the school to support 21st century learning and for embedding wellbeing programs school-wide will be provided in 2022.</p>
<p>Aboriginal background</p> <p>\$60,150.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nimbin Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students • increase number of staff trained in Stronger Smarter training across the school and support its strategies within the school structure. <p>The allocation of this funding has resulted in: the school using evidence-based strategies to guide our projects and activities to ensure we support a culture of high expectations for our students and build strong partnerships through community engagement and consultation. The school's Aboriginal Education Team meet twice a term to collaboratively reflect on data and processes to inform future planning and strengthen what we do.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build partnerships and trust with parents and communities by using available elder expertise and AECG networks and take advantage of relevant professional learning opportunities for staff to build cultural competence. The school will implement effective processes for teachers to consult with parents and caregivers to collaboratively develop, implement and regularly monitor each Aboriginal student's Personalised Learning Pathway to ensure their engagement, wellbeing and aspirations are met. Teachers will utilise this information to meaningfully plan for and implement effective teaching, learning and assessment practices to ensure Aboriginal students are attending, engaged and achieving.</p>
<p>Low level adjustment for disability</p> <p>\$108,183.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nimbin Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice • Innovation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes • teachers are provided with collaboration time to reflect on their practice and the space needed to incorporate new strategies in the classroom. • at-risk students are identified and provided alternative learning pathways through the DE Hub.

<p>Low level adjustment for disability</p> <p>\$108,183.00</p>	<p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. There is also greater retention of at-risk students, while providing less disrupted learning time in the mainstream classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team by providing additional support for identified students through the employment of trained SLSOs. The DE Hub will also be expanded and supported by a full-time teacher.</p>
<p>Location</p> <p>\$39,500.00</p>	<p>The location funding allocation is provided to Nimbin Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strong systems and processes • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate • student assistance to support excursions • lease of a school bus to support excursions <p>The allocation of this funding has resulted in: Covid-19 restrictions and lock-downs hampered the ability to offer off-site and excursion activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: all staff encouraged to plan for off-site activities wherever possible. Use the bus to support community connections and relationships.</p>
<p>Professional learning</p> <p>\$35,337.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nimbin Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage with regional support staff (Teacher Quality Advisor) to unpack and embed in classroom practice strategies from the What Works Best document. • all teachers being provided with the time to engage with Visible Learning/ Formative Assessment through collaborative practices of learning walks and buddy observations. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective Formative Assessment and Visible Learning practices into their classrooms as evident in PDPs, lesson plans and programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning as identified through the collaboration team model, with teachers being given voice and agency in this selection process.</p>

<p>Literacy and numeracy</p> <p>\$10,453.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nimbin Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • timetabled classes in Stage 4 and 5 to provide intensive literacy and numeracy support. <p>The allocation of this funding has resulted in: improved results in Stage 5 numeracy with Year 9 students achieving 10 points above state average in NAPLAN numeracy results, 50 points above state average in NAPLAN reading results, 10 points above state average in NAPLAN writing results, 20 points above state average in NAPLAN spelling results and 40 points above state average in NAPLAN grammar and punctuation results.</p> <p>After evaluation, the next steps to support our students with this funding will be: the provision of Core Class teacher release time to collaborate with Maths and English teachers, as well as the Covid ILSP tutors, to design the program and prevent cross over and to identify gaps.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Nimbin Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practice • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader for additional time to support literacy and numeracy programs • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: teacher engagement with PLAN 2, SCOUT data and teacher release time to analyse that data and ask questions about what the data might mean and how they can make positive changes to their practice. It has allowed them to begin the process of coordinating scope and sequences, allowing for greater consistency of teaching and assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing with the support of the APC&I to use the coaching conversation model to improve practice in classrooms and the use of data to identify, target and address areas of need.</p>
<p>QTSS release</p> <p>\$15,696.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nimbin Central School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$15,696.52</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations Culture • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • executive release to draft, trial and review student rewards system in consultation with the whole school community, to ensure student engagement and successes are being acknowledged in line with high expectations culture. • executive release to draft, trial and review new attendance processes and procedures in consultation with the whole school community and HSLO support. <p>The allocation of this funding has resulted in: a strengthened attendance policy with school processes clearly aligned with DoE attendance targets. Collaboration with HSLO has been regular during Term 4 supplying an additional level of support to the processes. The school's reward system is still in the processes of being rewritten.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building student engagement through the 4C program and supported by strong, consistent attendance and student discipline/ wellbeing policy. HSLO support will be built upon, with increased community engagement in the process. Rewriting of the student reward system is a priority to embed high expectations culture.</p>
<p>COVID ILSP</p> <p>\$169,133.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals, including Stage 3 participants indicating an increase in positive attitude to mathematics of 23.26% and all stages participants indicating an increase in confidence in literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support team, led by the new APC&I, will ensure regular monitoring of students to identify need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	127	124	121	122
Girls	115	120	118	116

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.2	84.4	80.6	89.2
1	91.1	85.8	86.3	77.2
2	88.1	83.8	86.2	90.1
3	93	86.2	88	90.1
4	82.5	90.4	84.4	82.9
5	87.2	76.7	82.4	82.1
6	81.1	79.7	82	85.2
7	82.5	79.6	87.3	82.9
8	82	79.2	82	79.7
9	78.9	75.8	85.3	75.7
10	80.4	80.5	82.2	75.1
11	79.3	83.9	83.8	71.7
12	71.1	80.9	82.8	79.7
All Years	82.4	81.2	84.2	80
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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	38	14	14
Employment	0	57	50
TAFE entry	25	14	11
University Entry	NA	NA	25
Other	NA	NA	4
Unknown	38	14	7

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Nimbin Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Nimbin Central School expected to complete Year 12 in 2021 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)	14.98
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.49
Other Positions	0.6

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	475,003
Revenue	5,340,745
Appropriation	5,230,918
Sale of Goods and Services	71,204
Grants and contributions	37,840
Investment income	300
Other revenue	484
Expenses	-5,394,959
Employee related	-4,848,447
Operating expenses	-546,513
Surplus / deficit for the year	-54,214
Closing Balance	420,789

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.

	2021 SBAR Adjustments (\$)
Targeted Total	210,176
Equity Total	343,537
Equity - Aboriginal	60,155
Equity - Socio-economic	176,982
Equity - Language	0
Equity - Disability	106,401
Base Total	3,575,427
Base - Per Capita	58,917
Base - Location	39,806
Base - Other	3,476,703
Other Total	433,274
Grand Total	4,562,415

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

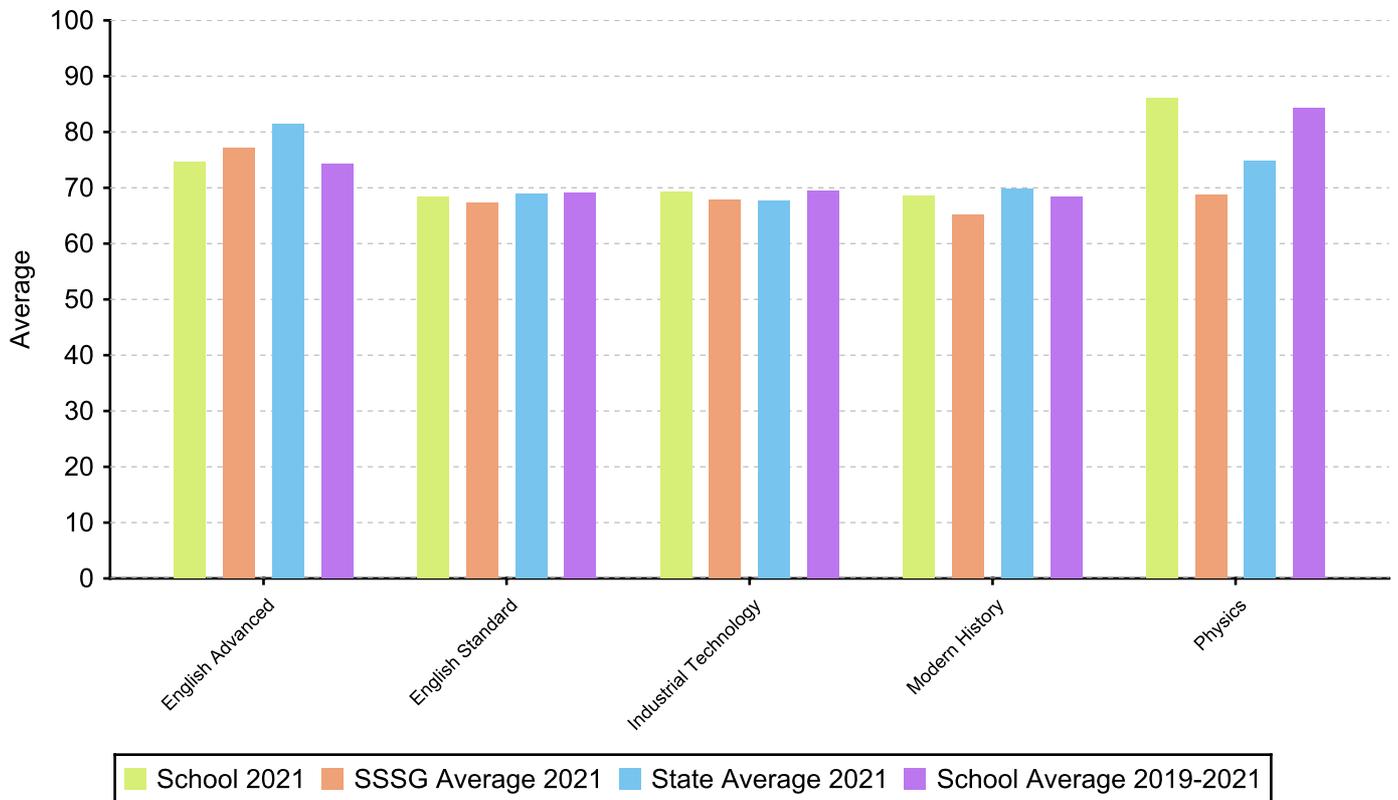
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
English Advanced	74.6	77.1	81.4	74.3
English Standard	68.3	67.3	68.8	69.0
Industrial Technology	69.3	67.9	67.7	69.4
Modern History	68.5	65.2	69.7	68.4
Physics	86.1	68.8	74.8	84.2

Parent/caregiver, student, teacher satisfaction

Staff, student and parent/ community surveys, including Tell Them from Me, indicate mixed levels of satisfaction. General wellbeing levels were low due to COVID. Several communication platforms were adopted to attempt to engage and communicate with parents/students during this period, such as Facebook, School Stream, Class Dojo, Zoom Meetings, Sentral notifications, and emails.

The P & C Committee feedback is that they would like to play a more integral part in the school community. Therefore, Focus Groups were created, targeting Community Engagement to allow students to have greater experiences, which would not normally be available to them, being in a rural setting. Proposed engagements were school discos and interest groups.

This area is a focus to be addressed through Strategic Direction 2 and 3, particularly the areas of Student Wellbeing and Community Engagement. The continued employment of a Community Liaison Officer and Student Support Officer will support this in the school. Future directions are inviting parents into the classroom to assist with literacy and numeracy. In addition, we would like to continue engaging in the Second Step program to assist parents in building up their child's social and emotional skills and sense of well-being.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.