

# School plan 2018-2020

Nimbin Central School 2751



# School background 2018–2020

## School vision statement

Nimbin Central School students will be resilient and self sufficient learners who reach their academic, social and cultural potential in an ever-changing world. All students at Nimbin Central School will be nurtured by excellent teachers, strong educational systems and a supportive community to become thinking, productive members of whatever community they choose to engage with as young adults and into the future.

## School context

Nimbin Central is a growing school that serves the village of Nimbin and its surrounding rural areas. The school is located 36 kilometres from the large rural centre of Lismore. Over the past seven years the school student population has grown at an average rate of 10% per year. Many of our clientele come from a low socio economic background and generational unemployment is characteristic of a significant proportion of our families. At present our primary enrollment is approximately one third of our total enrollment and across the entire school there is close to a gender balance. Over time our community has become increasingly involved in the life of Nimbin Central School with excellent numbers of parents, carers and community members attending all events as well as our Parents and Citizens Association growing in strength. Community participation is evident in our 'Brighter Futures Careers Day' held in May every second year. We have a positive working relationship with our local feeder schools. We are also a part of the Rivers College of Secondary Education as a member school and some of our staff have been involved with the Rivers College since its inception. Nimbin Central School has a strong history of excellence in Visual Arts and recently we have built a vibrant school Music Program. We have a strong performance culture with students and staff engaging in two major performance evenings, Café Central in Term 2 and the Big Bahzoohey in Term 4.

The school holds an annual Science Day, Wellbeing Day, Bundjalung Day and in 2017 introduced the highly successful Fete of Learning, which will also be an annual event, where the whole school participates in active days of learning.

In 2018 a self select, extension class was introduced to Stage 4 to cater for high potential students.

Since 2017, the school has been a part of the Early Action for Success program, targeting Literacy and Numeracy Kindergarten to Year 2. This has been supported by the employment of an Instructional Leader at 0.5 Deputy Principal level to assist with curriculum delivery.

## School planning process

Three way consultation has occurred to develop the School Vision, the Strategic Directions and the improvement measures. Staff, students and community have all been consulted, the former through staff meetings, the latter through the Student Representative Council and the School's Parents and Citizens Association. Staff, students and P&C were consulted in Term 4 2017 and Term 1 2018. The initial consultation for each group was constructed around the School Excellence Framework. Using data gathered from each stakeholder group a draft set of Strategic Directions was developed. These, with purpose statements, were taken back to each group for appraisal and feedback and adjusted accordingly. Meetings used to gather data were Executive meetings, full staff meetings, Student Representative Council Meetings and Parents and Citizens Meeting.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Learning

### Purpose:

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



## STRATEGIC DIRECTION 2

Excellence in Teaching

### Purpose:

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



## STRATEGIC DIRECTION 3

Excellence in Leading

### Purpose:

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

# Strategic Direction 1: Excellence in Learning

## Purpose

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

## Improvement Measures

Supported by effective use of Individual Education Plans (IEPs) all students meet or exceed expected growth in Literacy and Numeracy.

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

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

## People

### Students

#### Supportive Learning Environment

Students, teachers and the entire school community are demonstrating expectations of behaviour across school settings and how to be a collaborative and respectful member of Nimbin Central School.

### Staff

#### Supportive Learning Environment

All staff participate actively in a coordinated, planned and structured approach to whole school wellbeing.

### Students

#### Differentiation

All students demonstrate self direction and active participation in their IEPs, recognising themselves as individual learners with unique interests, skills and needs.

### Staff

#### Differentiation

Teachers are providing challenging and stimulating content and learning experiences for all students at all learning levels. This is supported by the active use of IEPs.

## Processes

### Supportive Learning Environment

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

### Differentiation

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

## Evaluation Plan

Progress towards improvement measures will be evaluated through the milestone document. Data sources include:

Literacy and numeracy improvement

- System and school level student achievement records and IEPs.

Supportive learning environment

- Teacher programs, teachers reflection and PDPs
- Classroom observations
- Student behaviour data analysis
- Parent and student surveys and interviews
- Teacher reflection
- Attendance records

## Practices and Products

### Practices

#### Supportive Learning Environment

Expectations are co-developed with students, staff and the community to ensure effective conditions for learning. These can be explicitly communicated and acted upon by all members of the school community and shared responsibility is evident through consistency in all aspects of student well-being.

### Differentiation

Teachers complete Professional Learning (PL) programs to develop and implement a range of strategies to meet the differentiation needs of all students in their care to a high standard. All teaching is supported through the active use of IEPs.

### Products

#### Supportive Learning Environment.

Positive respectful relationships are evident and widespread among students and staff and promote student well being. This ensures a settled school where a culture of learning is valued with optimum conditions for student learning across the whole school.

### Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs ensuring all students are challenged and all adjustments lead to improved learning.

# Strategic Direction 2: Excellence in Teaching

## Purpose

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

## Improvement Measures

### Data Analysis

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

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

### Improvement of Practice

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

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

## People

### Staff

#### Data Analysis

All strategies implemented reflect research on best practice and ongoing monitoring of success and are therefore flexible and reflective of need.

### Students

#### Data Analysis

All students have access to high quality teaching and learning programs that are engaging and responsive to individual needs.

### Staff

#### Improvement of Practice

All teachers have a thorough understanding of the Australian Professional Standards to measure themselves, reflect on their practice, and plan for and monitor their professional development. They are aspirational in their career paths.

### Students

#### Improvement of Practice

All students show academic improvement benefiting from high performing teachers with a thorough understanding of educational research and knowledge.

## Processes

### Data Analysis

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

### Improvement of Practice

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

## Evaluation Plan

Progress towards improvement measures will be evaluated through the milestone document. Data sources include:

- Teacher programs, teacher reflection and PDPs
- Regular teacher use of data analysis packages/ programs
- Use of work samples as evidence of student improvement
- PL data
- Accreditation data
- Supervisor feedback from program and

## Practices and Products

### Practices

#### Data Analysis

The leadership team will ensure all teachers analyse and interpret data and use this to inform planning, identify interventions and modify teaching practice.

#### Improvement of Practice

Focused PL on ensuring all staff are supported in capacity development programs based on department and individual need. This learning is continually monitored to assess its impact and to inform approaches to improve practice.

### Products

#### Data Analysis

Learning goals for all students are informed by analysis of internal and external progress and achievement data. All teachers have a sound understanding of student assessment and data concepts. Improvements in student outcomes are reflective of this responsiveness.

#### Improvement of Practice

The school has a high performing teaching staff as measured against the Australian Professional Standards (APS) whose capabilities are continually built to ensure every student experiences high quality teaching. There is a strong visible culture that promotes and supports the attainment of higher levels of accreditation.

# Strategic Direction 2: Excellence in Teaching

## Processes

- PDP supervision
- Parent and student surveys and interviews

# Strategic Direction 3: Excellence in Leading

## Purpose

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

## Improvement Measures

### Facilities

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

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

### Community Engagement

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

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

## People

### Staff

### Facilities

All school staff have a shared accountability to achieve best practice around resources and view all learning spaces as flexible areas.

### Leaders

### Facilities

School leaders ensure creative practices around use of facilities and resources are supported to succeed.

### Leaders

### Community Engagement

The school regularly solicits and addresses feedback from students, staff, parents and the broader community and uses this to inform school practices.

### Parents/Carers

### Community Engagement

Parents and carers have an understanding of and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

## Processes

### Facilities

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

### Community Engagement

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

## Evaluation Plan

Progress towards improvement measures will be evaluated through the milestone document. Data sources include:

- Resource usage as indicated in teacher programs, teachers reflection and PDPs
- Class timetables and rooming
- Student engagement as in Wellbeing data
- School enrollments
- Student achievement data as indicated by school and external measures.
- Whole school staffing & P&C membership
- Focused interviews with student/ parent/ community members including Tell Them from Me data
- Community participation in school

## Practices and Products

### Practices

#### Facilities

There is a shared vision evident in all school settings for the creative use of all school resources including staff. This ensures expertise and skills as well as facilities and materials are shared and used collaboratively.

#### Community Engagement

All parents and community members have the opportunity and are supported to engage in a range of school related activities resulting in greater participation and enrollments.

### Products

#### Facilities

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. The school takes a creative approach to the use of the physical environment to optimise learning.

#### Community Engagement

Nimbin Central School has an authentic and productive positive relationship with the wider school community working with it collaboratively for improved student learning outcomes.

# Strategic Direction 3: Excellence in Leading

| Processes |
|-----------|
| events    |