School plan 2015 – 2017

Nimbin Central School 2751

- Raising expectations and enhancing the quality and relevance of student learning
- Strong Community relationships
- Quality teaching and leadership while maximising teacher potential
### School background 2015 - 2017

#### School vision statement

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

#### School context

Nimbin Central School is a growing school that serves the village of Nimbin and its surrounding rural areas. The school is located 36 kilometres from the large rural centre of Lismore. Over the past seven years the school student population has grown at an average rate of 10% per year. Many of our clientele come from a low socio economic background and generational unemployment is characteristic of a significant proportion of our families. At present our primary enrolment is one third of our total enrolment 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 being reformed in 2014. Community participation is evident in our ‘Brighter Futures Careers Day’ held in May each 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 Secondary College since its inception.

Nimbin Central School has a strong history of excellence in Visual Arts and recently we have built a school Music Program and we will have our first Higher School Certificate cohort in 2015. We have a strong performance culture and students and staff engage in two major performance evenings, Café central in term 2 and the Big Bahzoohley in term 4. All students from Kindergarten to Year 12 have the opportunity to audition for these performance opportunities.

#### 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, 2014 and term 1, 2015. The initial consultation for each group was constructed around the question “What would you like to see if you walked into Nimbin Central School in 5 years’ time?” From notes taken at each of these meetings a draft set of strategic directions were developed using data gathered from each stakeholder group. These strategic directions, with purpose statements were taken back to each group as a draft for appraisal and feedback and adjusted accordingly.

Meetings used to gather data:

- Executive meetings
- Full staff meetings
- Student Representative Council Meetings
- Parents and Citizens Meetings
Purpose:
Every student in our care at Nimbin Central School will be resilient, mindful, motivated and a skilful learner. Nimbin Central School students will be globally aware and connected to community within and beyond the school so they can thrive as learners, leaders and productive members of their chosen community.

Purpose:
There will be greater interaction between the community and the school with both primary and secondary students, and community members, moving strategically between school and community for a variety of purposes mutually beneficial to both school and community.

Purpose:
Build workforce capacity through focussed professional learning so that all Nimbin Central School staff are skilful practitioners, experts in their field, and participate in programs which enhance job satisfaction, collegiality and teacher effectiveness for the mutual benefit of staff and students.
Strategic Direction 1: Raising expectations and enhancing the quality and relevance of student learning

**Purpose**

Every student in our care at Nimbin Central School will be resilient, mindful, motivated and a skilful learner. Nimbin Central School students will be globally aware and connected to community within and beyond the school so they can thrive as learners, leaders and productive members of their chosen community.

**Improvement Measures**

- Establish baseline data around engagement and participation and compare on a term by term basis.
- Increase in number of assessment tasks and assignments submitted.
- Increase in number of assessment tasks and assignments submitted for draft appraisal by teachers.
- Increase in number of assessment tasks and assignments submitted on time.
- Surveys conducted around feedback through Formative Assessment for Learning.

**People**

- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:** Students will engage in programs specifically designed to improve learning, increase mindfulness and improve resilience.
  - **Staff:** Staff will continually work to upskill in order to ensure continuous improvement and to best meet the learning needs of the student cohort.
  - **Parents/Carers:** Parents and carers will have access to quality information about the workings of the school through the web site. They will also have access to learning opportunities identified by the parent/carer body.
  - **Community Partners:** Community Partners will continue to be welcomed into the school through a variety of planned events.
  - **Leaders:** Leaders will strive to provide both students and staff with world class learning opportunities to continue the process of life-long learning.

**Processes**

- **How do we do it and how will we know?**
  - Develop and implement a whole school Mindfulness Program and evaluate its effectiveness.
  - Implementing and monitoring the success of the Intensive learning Program for Stage 4 Attendance Improvement Plan.
  - Programs for Gifted and Talented students across the KLAs.
  - Program of strategic wider world experiences and visible participation in programs on offer.
  - Continue the development cycle of Formative Assessment for Learning in the school.
  - Continue to identify and self-identify staff learning needs and work to meet those needs.

**Products and Practices**

- **What is achieved and how do we measure?**
  - More students will be attaining age appropriate levels of literacy and numeracy and this will be measured before and after program implementation using benchmark testing, through weekly progress data, class assessment tasks, anecdotal records and NAPLAN data.
  - Students will be more engaged in lessons and this will be measured by monitoring truancy, partial truancy, exclusion from classes and active levels on the school behaviour system.
  - All students learning needs will be catered for and this will be measured through examining value added per student using anecdotal classroom data, classroom assessment data, PLAN data and NAPLAN data.

**Practice:**

- Formative Assessment for Learning practices will be embedded across all classes and will continue to support student engagement, meaningful learning and quality teaching.
## Strategic Direction 2: Strong Community relationships

### Purpose
There will be greater interaction between the community and the school with both primary and secondary students moving strategically between school and community for a variety of purposes mutually beneficial to both school and community.

### Improvement Measures
- Establish baseline data from previous years and compare to current data
- Measure attendance at all school events, programs etc.
- Survey staff, students, community and Business partners to determine best practices for optimum engagement
- Numbers at Parents and Community meetings

### People
- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:** Master core subjects. Think deeply and critically and make relevant connections.
  - **Staff:** Use available local resources in a systematic and planned way.
  - **Parents/Carers:** Ensure parents/carers and community members are welcomed into the school to share their expertise and their skills.
  - **Community Partners:** Include Business partners in projects, programs and activities of mutual benefit.
  - **Leaders:** Actively forge the close ties necessary for confident community participation.

### Processes
- **How do we do it and how will we know?**
  - Curriculum links to 7 Sibley Street Project.
  - Build links with the Nimbin Men's Shed to develop stronger relationships with local businesses to develop pathways for school based traineeships and apprenticeships.
  - Ex-student project, inviting ex-students back to discuss their post school experiences.
  - Community Mentoring Project involving local artists, poets, environmentalist scientists and bush regeneration experts.
  - Run the ‘Parents in Education Program’ and evaluate each session with opportunities for parent suggestions.

### Products and Practices
- **What is achieved and how do we measure?**
  - Increased parent/carer, community and business partner participation, and communication evidenced in increased numbers at P&C, volunteering in classrooms, participating in Careers Day and Business Brekkie, attending performances and Parent teacher meetings.
  - **Product:** Strong, mutually beneficial school/community ties.
  - Strong student opportunities and student/school representation in community projects.
  - Work Studies students, work experience students and mainstream students and staff working in collaboration with the Men’s Shed to provide job readiness and real world experience.

### Practices:
- Provide opportunities through school programs for all students to access community based resources as learning tools.
- Provide opportunities through school based programs for community members to engage with the school in any way that is mutually beneficial.
Strategic Direction 3: Quality teaching and leadership while maximising teacher potential

**Purpose**
Build workforce capacity through focused professional learning so that all Nimbin Central School staff are skilful practitioners, experts in their field, and participate in programs which enhance job satisfaction, collegiality and teacher effectiveness for the mutual benefit of staff and students.

**Improvement Measures**
- We will measure teacher satisfaction, teacher participation in Professional Learning, the quality of teacher feedback to peers and the number of teachers moving into leadership positions.
- Gather data through an external evaluation of ‘Embedding Formative Assessment’ and compare to previous data.

**People**
- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:** Students will be taught by competent highly skilled teachers.
  - **Staff:** Teachers will engage in world class, relevant and well managed professional learning to ensure a constant cycle of teacher development.
  - **Parents/Carers:** Parents and carers will have access to information around teacher learning programs through the school website.

**Processes**
- **How do we do it and how will we know?**
  - Continue to build a strong staff group who enjoy their work, strive to best meet the learning needs of the young people of Nimbin through shared professional learning and peer support.
  - Maintain strong Professional Learning opportunities for all staff within and beyond the school.
  - Build strong staff welfare processes; teachers looking after teachers.
  - Specific Professional Learning around iPad technology.
  - Mindfulness training for all staff.
  - Middle School Project.

**Products and Practices**
- **What is achieved and how do we measure?**
  - We will measure teacher satisfaction, teacher participation in Professional Learning, the quality of teacher feedback to peers and the number of teachers moving into leadership positions.

**Product:**
- Informed expert teachers who strive for continual improvement.
- Students achieving to potential.
- Teachers teaching to potential.
- Emergence of school leaders in classrooms, in faculties, in departments within and without the school.

**Practice:**
- Assessment tasks on the school website.
- Partner teachers visiting classrooms and providing feedback to each other.
- Planned strategic professional learning linked to this plan.