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Section 1: School Information

The following is a report prepared as a result of an evaluation at Nimbin Central School of strategies and targets from the 2013 School Plan.

School Code: 2751
Region: North Coast

- Annual school evaluation team members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jennifer Gunn</td>
<td>Parent</td>
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<tr>
<td>Sally Macintosh</td>
<td>Community Member</td>
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<tr>
<td>Kathleen Ben-Porat</td>
<td>School Administrative Manager</td>
</tr>
<tr>
<td>Catherine Marshall</td>
<td>Head Teacher Secondary Studies</td>
</tr>
<tr>
<td>Di Plesko</td>
<td>Assistant Principal Primary</td>
</tr>
<tr>
<td>Jack Doyle</td>
<td>Head Teacher Secondary Studies</td>
</tr>
<tr>
<td>Marc Everingham</td>
<td>Assistant principal Primary</td>
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<tr>
<td>Mary-Jane Pell</td>
<td>Principal</td>
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- Report authors

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<td>Mary-Jane Pell</td>
<td>Principal</td>
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I endorse the contents of this report.

A copy of this report has been lodged with the Director Public Schools with responsibility for this school.

Principal: [Signature]
Introduction

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies undertaken by the school. Evaluation is the judgement of the merit, worth or value of an activity on evidence that has been systematically collected, analysed and interpreted. Evidence from evaluations can be used to plan activities, monitor and improve their implementation, make judgements about their impact and the allocation of resources. Evaluation supports evidence-based decision making, systems improvement, accountability and successful innovation.1

The 2013 Evaluation Report template is provided to assist schools in reporting information, and will inform revisions to the school plan for the coming year.

The focus of the annual evaluation

The annual evaluation should focus on reporting progress and achievement on the key targets and strategies in the School Plan to inform decisions about future actions. This includes the revision of targets (where required), the continuation or cessation of current strategies, and whether new strategies need to be developed/implemented.

The annual evaluation should address the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies? What changes have we made?
- Where to next? Future directions?

Planning the annual evaluation

The annual evaluation should be led by the school principal and involve participation of and consultation with key stakeholders. Key stakeholders would typically include school executive, teaching staff, students, parents, the P& C Association, the local Aboriginal Education Consultative Group (AECG) Inc and key community groups involved in the school (as appropriate). Regional and state officers are also available to provide support. Schools should allocate National Partnership resources to support the annual evaluation process and could include this as an accountability strategy (Reform 5) in their school plans.

What is the scope of the 2013 Evaluation Report?

The annual evaluation will build upon the extensive work already undertaken for the Situational Analysis, and focus on changes and progress over the last twelve months. It should contain information about:

- the school context
- a summary of the methodology used by the school to gather information
- evidence of progress towards targets and the effectiveness of Partnership strategies undertaken to achieve the targets
- revised targets (where appropriate) and future strategies
- changes in the school systems and practices as a result of participation in the Partnership.

Section 2: School context

Nimbin Central School is located on the North Coast 30 kilometres northwest of Lismore. The school provides education for students drawn from the village of Nimbin and its surrounding rural areas. The school community has a significant percentage of students from a low socio-economic environment. There are 101 Y7-Y12 students and 73 K-Y6 students enrolled for 2013. There are 9 Aboriginal students. The school's community is culturally diverse. The school structure consists of 3 multi-grade K-6 classes and one class in each year 7-10, with Year 11 and 12 operating as Stage 6. K-6 and 7-12 operate as separate entities in response to articulated community needs. The school took part in national Partnerships Low Socio-economic Program in 2012.

Anticipated enrolments for 2014 are strong and will result in an extra class being formed in the primary section as well as a Deputy Principal being employed in the secondary school.

Our Higher School Certificate (HSC) candidates study the senior curriculum in a compressed format, that is, they study three subjects per year. Year 12 students study at preliminary level in late term 4 and term 1, then in terms 2 and 3 study their subjects at HSC level then complete three HSC examinations in term 4. Year 11 students follow a similar pattern of study. This allows our students to focus their attention on three subjects at a time instead of the traditional six subjects.

Section 3: Methodology

- Forums followed by extensive surveys were conducted with all staff. The forum session reviewed the 2013 School Plan target by target so there was some discussion and clarification around each of the targets
- Forums and phone interviews were held with 60% of the school’s families who were chosen randomly from year group lists.
- Forums followed by extensive surveys were conducted with Year 9 and Year 10 as well as Year 5 and Year 6 students
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Analysis of Classroom observation
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART
- Anecdotal information reaped from staff meetings and parent interviews
### Section 4: Progress towards targets and strategies from the 2013 School Plan

<table>
<thead>
<tr>
<th>What did we say we would achieve?</th>
<th>How well did we do it?</th>
<th>How effective were our strategies?</th>
<th>Where to next?</th>
<th>Future directions?</th>
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<tbody>
<tr>
<td><strong>Target</strong></td>
<td><strong>Evidence of progress</strong></td>
<td><strong>Effectiveness of key strategies to achieve the target</strong></td>
<td><strong>Reason for maintaining or revising target for next year</strong></td>
<td><strong>Target for next year</strong></td>
</tr>
<tr>
<td>Increase general student attendance K-12 from 84.6% in semester 1 2012 to 88.83% in semester 1 2013, and to increase attendance of Aboriginal students from 80.8% in semester 1 2012 to 85.2% in semester 1 2013. These are 5% increases.</td>
<td><strong>Basic (progress made)</strong></td>
<td>Reduction in number of students arriving late to school.</td>
<td>Analysis of late book records show that there are fewer students turning up late but there has been little or no effect on the hard core few that continue to regularly arrive late to school.</td>
<td>The improvements that have been made in student lateness have largely been due to increased awareness, greater focus on the matter and improved record keeping.</td>
</tr>
<tr>
<td><strong>Basic (progress made)</strong></td>
<td>Although staff and parents both indicated an impression that attendance had improved, it has in fact remained static or in fact decreased.</td>
<td></td>
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<tr>
<td>Improvement in student learning outcomes in writing evidenced in anecdotal records, formative</td>
<td><strong>Basic (progress made)</strong></td>
<td>Teachers indicate through survey that they feel well supported with vulnerable students and that those same students are making reasonable progress. Anecdotal records support this.</td>
<td>Strategic in class support; 0.5 in the Primary department, 0.4 in the secondary department and 0.2 SLSO all used to support writing. The negotiation of the</td>
<td>Maintain; the work is good and there are some significant improvements evident. For those students who continue to struggle, evidence indicates the</td>
</tr>
<tr>
<td>What did we say we would achieve?</td>
<td>How well did we do it?</td>
<td>How effective were our strategies?</td>
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</table>
| **Target** (from School Plan)    | **Evidence of progress towards target** | **Effectiveness of key strategies to achieve the target** | **Reason for maintaining or revising target for next year** | **Target for next year** | **Continue strategies for next year?**
| assessment tasks as well as NAPLAN data. Writing engagement improvement K-12 evidenced through teacher observation and data collected by teaching teams | Submission and Achievement in assessment tasks also supports this claim. Best start data indicates that students are making the appropriate gains with some students performing well above what was expected. Staff requesting training in the use of the IWB and professional learning in the appropriate pedagogies for optimum learning. | form the support takes has been critical to success. The recognition that different students have different needs and that support needs to be flexible and supple has been a large contributor to outcomes achieved. Work with the Dufour Dufour model of teacher professional learning communities evolved into specific work loosely based on Dylan Wiliam’s Formative Assessment. IWBs being installed late term 4 | support they are receiving is building confidence and willingness to engage. We have reached a point where students are requesting support. Teachers reported the work completed in semester 1 proved to be informative and empowering. Further work is planned around productive and relevant pedagogies and assessment for learning | Growth in teacher peer work and improvement in student learning outcomes as a result. | Engage in the L3 program with a local community of schools. |
| Increase the number of parents/community members participating in Parent/community feedback from 50% in 2012 to 55% in 2013 | Strategies implemented resulted in a significant rise in the number of families able to participate in feedback and data collecting activities. Numbers attending Parent teacher evenings increased by 8% (total Parent Focus groups seem to work well but need to have a considerable amount of time between ie once a semester instead of once a term. Phone contact with randomly selected | We will maintain the target because it has borne results, but will expand it. | | Increase the number of parents/community members participating in parent/community feedback to 60% in 2014 and increase the number of parents/carers | Revise strategy & describe |

We will employ an experienced Community Liaison Officer for 1 day a week to work on numerous projects including:
1 Attendance
2 Community Consultation
3 Parent data consultation
<table>
<thead>
<tr>
<th>What did we say we would achieve? Target (from School Plan)</th>
<th>How well did we do it?</th>
<th>How effective were our strategies?</th>
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<tbody>
<tr>
<td><strong>Progress towards target</strong> Select:</td>
<td>Evidence of progress towards target</td>
<td>Effectiveness of key strategies to achieve the target</td>
<td>Reason for maintaining or revising target for next year</td>
<td>Target for next year</td>
</tr>
<tr>
<td>2013.</td>
<td>number of students who had a representative present) Number of parents/carers and community members present at Café Central and The Big Bahzooohley increased significantly (at least 10% but this is conservative)</td>
<td>parents as a method of data collection worked well in 2013</td>
<td>4 Careers expos for Stage 3 and Stage 4 5 Establish P&amp;C again</td>
<td></td>
</tr>
<tr>
<td><strong>Target 4: 100% teachers have Personal Professional Learning Plans which are formulated with their line manager, for which they are accountable through formal personal reflection each semester in accordance with the Nimbin Central School Teacher Professional Learning Policy.</strong></td>
<td><strong>Sound (target achieved)</strong></td>
<td>100% teachers have PPLPs and provide evidence of their work around their PPLP through the TARs process. Some left this till semester 2 but then caught up.</td>
<td>Most teachers utilised all their dedicated time to meet their PPLP goals. Some found they did not need all dedicated time. All teacher professional learning links directly to the School plan. The PPLPs are an excellent way of focussing Teachers on their professional work. 100% teachers have PPLPs and provide evidence of their work around their PPLP through the TARs process. Some left this till semester 2 but then caught up.</td>
<td>4 Careers expos for Stage 3 and Stage 4 5 Establish P&amp;C again</td>
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Section 5: Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

- All staff are being specifically prepared to take a stronger leadership role within their classrooms, teacher skill development is a constant focus of our work across the school (Reform 1)
- Teacher capacity to step up to leadership development opportunities has increased and more teachers are willing to take on a leadership role where needed. (Reform 1)
- We have developed increasingly solid partnerships through the extensive Rivers College consultation and subsequent plan development. We have also developed a new relationship with a local community of schools around our involvement in the L3 program. (Reform 3)
- There has been documented improvement and engagement in writing tasks with the best results coming from disengaged stage 5 secondary students and stage 6 students struggling with the written demands of assessment tasks. (Reform 4)
- Staff confidence in use of assessment tasks and student data as teaching/learning tools has risen significantly (Reform 4)
- Our processes to engage and gather feedback to strengthen parent/family engagement in school life have been successful and we have developed strong ways to move forward with this target. (Reform 6)
- We have strengthened our transition program P-K and 6-7 by involving students in extended transition taster days. (Reform 6).
- We have strengthened our relationship with non-DEC agencies and have begun investigations into alternative to mainstream schooling for disengaged students. (Reform 6).

Please identify and briefly explain below the key changes occurring as a consequence of the Partnership to date, and the Partnership reforms that the changes align with.

Changes in student outcomes
Reform 4
- There has been documented improvement and engagement in writing tasks
- The best results have come from disengaged stage 5 secondary students who have been supported individually, in small groups and in class settings. These students are more confident in their ability to start a task and continue to completion.
- Strong results also came from stage 6 students struggling with the written demands of assessment tasks. Individual tuition in essay writing style and improving skills in extended response questions were evidenced in work submitted by vulnerable students.
- Early stage 1 and stage 1 students have demonstrated consistent improvement in both writing and reading skills as a result of the implementation of the “Synthetic Phonics” program, which is a component of the “Get Reading Right” program.
- Stage 2 and Stage 3 students were introduced to the “Sound Waves” program which was specifically selected to complement the early work done in the “Synthetic Phonics” program. They have demonstrated consistent but slower improvement than the early Stage 1 and Stage 2 students. All teachers are fully trained and confident in the delivery of these programs.
Change: Changes in teacher quality and/or teacher capacity

Reform 2

- All teachers have quality Personal Professional Learning Plans jointly formed with their supervisor.
- All teachers Personal Professional Learning Plans reflect both the school plan and their identified needs. Needs can be self identified, supervisor identified or collaboratively identified through peer work.
- Teachers indicated that they felt fully supported in their professional development by their supervisors and their peers. They also indicated an unprecedented level of interest and optimism about their learning.

Change: Changes in relationships within and without the school community.

Reform 6

- We are better able to access feedback and input from our school community of parents and carers through the use of temporary community liaison officers
- We found that the feedback we got in 2013 was deeply honest, warts and all. We have reached a point where our school community are happy to openly tell us where we are doing well, where we could make improvements and what we could implement into the school’s programs.
- We are also finding a significant increase in the numbers of parents/carers and community members who; volunteer to assist with school events, attend school events, attend parent teacher evenings and who willingly join us for celebrations such as Bundjalung Day.
- We have experienced a rise in the number of parent/carers making unsolicited calls to teachers to check in about their child, talk through an issue or to clarify what is expected of their child in an assignment or assessment task, in other words we are seeing increased parent/carer involvement in many facets of school life.

Section 6: Sustainability

A large factor in our planning has been to ensure that all the innovations, programs and strategies are scrutinised for sustainability beyond national Partnerships funding.

This has not been totally possible at this stage ie the employment of extra staff to provide support for teachers and students around the acquisition of writing skills, but the professional learning, the building of a strong school professional learning community are certainly sustainable.

Where we have purchased hardware, such as ipads and Interactive whiteboards, the building of teacher quality around 21st century pedagogy and the willingness of teachers to take a leadership role in their classrooms and beyond is most certainly sustainable.

The work begun with parents/carers around community building has been invaluable and is definitely sustainable. Goodwill, strong processes for gathering and responding to feedback, and the increased participation of parent/carer activity in the school over the past few years will build upon itself and continue to strengthen.