

Nemingha Public School

Annual Report



2016



2725

Introduction

The Annual Report for 2016 is provided to the community of **Nemingha Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

David Lewis

Principal (Relieving)

School contact details

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Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. I commend the teaching staff for their dedication and hard work and congratulate them for the collaborative way in which they have worked both here at Nemingha, and also with our partner schools. Teachers have embraced new pedagogies in their classroom over the past two years. They have been actively involved in the research and implementation of the latest in evidence based practice. This small group of teachers, with the support of our administrative staff, have provided students at NPS with in excess of 65 extra-curricular activities throughout the year. This is voluntary work over and above the roles and responsibilities of teachers, executive, learning and support staff, administrative and grounds staff. The amount of organisation for each activity and/or event involved is immense and occurs mostly outside school hours. These hours are spent to ensure our students have the best education and the best opportunities in the best learning environment.

Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Our students learn through innovative and engaging learning experiences in all curriculum areas. Exceptional results, as measured using standardised and school-based testing, indicate that 95% of students at NPS achieving 'sound' or above across all Key Learning Areas. Semester 2 reports indicate that the majority of students work hard every day and have made significant gains throughout the year. Year 5, 2016, achieved above state average in Numeracy, and demonstrated effect size growth in Literacy. Congratulations to all our students and teachers for a highly successful year.

Thirdly, Nemingha Public School enjoys tremendous support from our parent body and local community.

The support and assistance of our parents and the wider school community ensures we provide the best possible education to our students. We see the difference parents make to our school every day. There is also much work that is unseen that also makes a huge difference.

Thank you to the P&C, school council, fundraising committee, clothing pool and canteen workers and volunteers, the "We Care" committee, our sporting coaches and trainers, classroom helpers, Stephanie Alexander helpers, the "Rake and Bake" group (who have continued to achieve outstanding results), the scripture teachers, music tutors and those who transport students to and from events and activities. The list is endless. To those parents who pay the annual contributions, thank you. You do make a difference.

2016 brought with it External Validation for our school. This was a rigorous process in which the school examined our achievement against the School Excellence Framework. Staff and the community were heavily involved in this process and the Validation team agreed with our self evaluation that we are "Sustaining and Growing" against all three areas of the framework.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

David Lewis

Principal (R)

Message from the school community

Once again it has been my pleasure to be P&C president this year. It has been great to see strong community engagement with the school throughout the year and I thank you for supporting the P&C and the school during 2016.

This year has proved to be an extremely busy year for our P&C association, organising and participating in a number of events and fundraising activities. Thank you to the enthusiastic and committed involvement of parents, extended families and community members; we have raised much needed funds to support the school.

This year the P&C continued to focus on using its funds to support Nemingha Public School with excursion and sport assistance, library resources as well as classroom resources including an interactive smart screen TV. These contributions have totalled close to \$8,000 and next year will see the culmination of projects that have been on-going over the last 2 years.

We had a successful fundraising year with events such as 100 Mile Dinner, Mothers and Fathers day Stalls, Bunnings BBQ's, Catering at the Moonbi Motor show, Gingerbread house night, Christmas Light Wonderland and of course our hugely successful Spring Vintage Ball. These initiatives raised close to \$20,000 in profits and because of this we will be able to approve significant expenditure in 2017.

The success of these events is primarily due to the very generous donations from our local businesses, the school community and the hard work of many individuals.

I would like to thank the P&C committee and our members for your dedication and commitment to the roles. We are a committed and focused group of individuals whose common goal is to better the "whole" school experience for each and every student.

Amanda Perkins

P&C President

School background

School vision statement

Nemingha Public School staff, students, parents and carers are partners who share the collective responsibility for student achievement in an exemplary learning environment. Our students are empowered in their journey to be successful, respectful, resilient, confident and creative individuals; and involved, informed citizens.

School context

Nemingha Public School's beautiful rural setting on the outskirts of Tamworth allows our students to grow and thrive in a safe and caring environment.

We support approximately 190 students with a comprehensive education through our academic, sporting, performing arts and technology programs. Our highly qualified and dedicated teachers have a strong focus on their own professional learning, ensuring that their teaching standards remain second to none. This exceptional teaching is combined with a commitment to the continuous improvement of learning outcomes, particularly in the core areas of literacy and numeracy.

We welcome the involvement of parents and our community in the school, and we are very fortunate to have outstanding support from our community, often long after their own children have moved on to high school and successful futures. The School Council and P&C Association are actively involved in school life.

Our community has high expectations of Nemingha Public School and our commitment is to meet and exceed those expectations with continued academic excellence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that every aspect of Nemingha Public School is aligned to its vision statement.

At Nemingha everyone is focused on optimising learning for students. There is a strong culture of high expectations across all aspects of school life. Our students are passionate and motivated learners and are provided with evidence based teaching which effectively incorporates visible learning principles. Our teachers are innovative and they show great collaboration in their use of 21st Century learning skills.

School planning has been the driving force for school improvement for the past year and meaningful professional development has allowed all staff the opportunity to improve their teaching practice. The school is very responsive to feedback and has in place an explicit leadership strategy.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Inspired Learning

Purpose

Nemingha Public School students will adopt a growth mindset and embrace a culture of high academic achievement. They will become independent, self-directed learners who apply critical thinking and problem solving strategies.

Overall summary of progress

Our continued school-wide focus on Visible Learning Practices and STEM has enabled us to achieve significant progress in this strategic direction through a successful approach to our student learning culture. Visible Learning has ensured the use of a consistent approach to teaching and learning in each Key Learning Area. The staff are aware the more transparent the teacher makes the learning goals, then the more likely the students are to engage in the work needed to meet the goal. Through links with partner schools, the use of enquiry-based learning projects and assessment for learning strategies the students at Nemingha Public School have achieved exceptional effect size growth in yearly standardised tests. Our STEM initiative allowed students to use Problem Based Learning skills and collaboration to make Nemingha more sustainable.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students not identified with a specific learning disability will achieve above state growth in NAPLAN literacy and numeracy between Year 3 2015 to Year 5 2017 School based assessments show above average effect size of 0.4 for each strand As part of the "Bump It Up" strategy CESE has set NPS targets of improving % of students in the top two bands from 35% to 41% by 2019. By the end of 2017 our aim is to have 39% of students in the top 2 bands.	STEM program was highly successful with 95% positive feedback about the projects. Visible learning has been very successful this year at Nemingha. 100% of teachers display Learning Goals in their daybooks and during literacy and numeracy sessions. This allows students to direct their own learning by identifying learning goals. They can then visualise success and self assess against the Success Criteria. After significant professional learning on VTJ, staff are confident using VTJ and plotting student achievement against PLAN data.	A variety of resources have been used to embed 21st Century learning into teaching and learning programs at Nemingha in 2016. Resources have included, additional release for professional learning and the purchase of Future Focused Learning tools. Aboriginal Background - \$5022 Socio-Economic Background- \$ 2000 STEM- \$4900

Next Steps

In 2017 the focus will be on continuing to improve the feedback that students receive and student reflection on their own work and progress. We will further enhance our data collection systems and have a focus on our Bump It Up strategies and goals of improving the number of students in the top 2 bands of NAPLAN

Enhance systems for facilitating and recording assessment analysis for particular student groups (those in middle bands and showing below expected growth in school based assessments) through the *Bump it up* strategy.

Develop NPS *Bump it up* plan with strategies to lift student growth (Year 3 2016 to Year 5 2018) to above expected; and lift student achievement to increase the number of students in the top two bands by 8%.

Strategic Direction 2

Innovative Classroom and Leadership Practice

Purpose

The Nemingha Public School leadership team will provide instructional leadership, promoting and modelling effective, evidence-based practice. Explicit systems for classroom observation, the modelling of effective practice and feedback will drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

All teaching practices will effectively develop the knowledge, understanding and skills of all students, using evidence based and data driven teaching practices and innovative delivery mechanisms.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction, based on the research of Professor John Hattie.

Teachers worked with the Performance Development Framework to identify strengths in their practice and determine future focus areas for their Professional Development Plans.

We successfully implemented STEM into Stage 3 and students ran a STEM evening in which their parents became learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>An effective professional learning community that engages in continuous research based improvement. This is evidenced by the validity of research, and evidenced by Performance and Development Framework processes being embedded in school planning.</p> <p>Staff professional learning in reading comprehension will allow all students to show Effect Size growth of 0.4 in reading comprehension as measured by the RPT.</p>	<ul style="list-style-type: none">• 90% of Staff achieved their personal goals listed in their PDP's.• 3 staff have gained Proficiency during the year.• All staff submit documentation for accreditation procedures• Identified staff member led staff through learning walks to align teaching and learning to the School Excellence Framework.	<p>QTSS- \$5641</p> <p>Low Level adjustment - \$2000</p> <p>Socio Economic Background -\$3200</p>

Next Steps

- Develop protocols for effective support, walkthroughs and classroom observations will form to lead to 100% of all teachers at Proficient by 2017.
- Continue to develop strategies and processes for providing effective feedback to students (ECP)
- Begin looking at processes for student/teacher learning meetings to set individual learning goals (ECP)
- Build the capacity of the leadership team to provide instructional leadership K-6 (ECP)
- Formalise processes for mentoring and coaching to support teaching and leadership practice (CP)
- Continue to develop processes for effective consistent teacher judgement (CP)
- Continue to develop processes to ensure collaboration, classroom observation and feedback are explicit and to sustain school wide improvement to meet student performance measures targets as per *Bump it up* (CP)

Strategic Direction 3

Community @ NPS

Purpose

The Nemingha Public School community is committed to the school's strategic directions and practices to achieve educational priorities.

Nemingha Public School makes strategic use of its partnerships and relationships to access resources for the purpose of enriching the learning opportunities for students and the school's standing within the local community.

The school is recognised as excellent and responsive by its community.

Overall summary of progress

Community consultation showcases indicate that the school operates effectively and is using connections created between the school, parents and local community. The services the community provides are seen as valuable in student learning. Information gathered from parent surveys is used to strengthen school activities and allows the school to provide leadership opportunities for community members.

The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement and increasing community involvement.

The school's leadership team works collaboratively with the P&C and school council to build partnerships and common goals with parents, families and the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community consultation meetings indicate that the school operates effectively and is using connections created between the school, parents and local community. The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement	<ul style="list-style-type: none">• 360 degree surveys suggest parent satisfaction with the school is at an all time high.• There has also been a 25% reduction in the number of low level complaints received by the school.• The number of parents willing to give up their time to assist in the education of students at Nemingha has increased as measured by the number of invitations sent out to our annual Helpers Morning Tea.• All stage 2 and 3 students attended at least 1 Opportunity Hub session.• The kitchen was officially opened and parents have been heavily involved in the kitchen and garden programs	Socio Economic Background - \$4200

Next Steps

- Continued regular reporting against milestones by the school leadership team. The team will be responsible for gathering data from surveys, focus groups and walkthroughs. The school council and P&C will receive regular feedback and provide consultation on milestones.
- The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement and increasing community involvement.
- The school's leadership team works collaboratively with the P&C and school council to build partnerships and common goals with parents, families and the community.
- School staff take on promotion roles and work with the community to continue to foster positive partnerships in the local community and the Tamworth Education Network.
- Community groups and school teams join together to celebrate the successful integration of the Stephanie Alexander Kitchen Garden Program into the school with the kitchen and garden having official opening ceremonies.

- Staff and community groups continue to work together to provide interventions for students to increase their ability to engage with the curriculum.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Effect Size data is analysed to confirm growth.	\$5022- Support the learning needs and development of PLP's for Aboriginal students at Nemingha
Low level adjustment for disability	NAPLAN and Effect size data show students moving from the lower bands to the middle bands and are maintaining their growth in literacy. Learning adjustments are recorded in daybooks.	\$11,712 to release teachers to work with mentors and have lesson observations and feedback sessions.
Quality Teaching, Successful Students (QTSS)	Significant effect size growth due to quality teaching (0.74 was our average effect size in 2016). Consistent teacher judgement evident in assessment results and data. Improvements in programming and lesson quality due to collegial mentoring.	Significant effect size growth due to quality teaching. Consistent teacher judgement evident in assessment results and data. 100% of beginning teachers gain accreditation at proficient level. \$7141
Socio-economic background	English teaching practice is changed school wide to encompass the findings of the English review. 100% of programs show LG and SC .Increase results in literacy effect sizes due to changes in teaching practice. Differentiation is evident in all classrooms as well as in teaching and learning programs in 100% of teachers are using LG and SC in programs and lessons.	\$11,245 Spent to release staff to develop teaching and learning programs that catered for the learning needs of all students at Nemingha.

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	120	108	101	116
Girls	77	81	91	95

Nemingha's enrolment has been stable for the past 3 years and predictions indicate this will continue.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	95.7	96	95.7
1	95.3	93.6	95.5	94.3
2	94.3	96.6	94.2	94.4
3	94.7	95.6	96.5	94.5
4	93.6	94.8	95.6	95.7
5	95	94.8	94.8	96.3
6	95.2	94.4	93.9	94.5
All Years	94.6	95.1	95.2	95.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Nemingha has excellent attendance rates with students having an attendance rate of greater than 95% in 2016.

Class sizes

Class	Total
K BLUE	20
K RED	19
Y1	23
Y2 GREEN	19
Y2 GOLD	19
Y3	26
Y4	26
Y5	28
Y6	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	2.4
Other Positions	0.07

Nemingha has 12 dedicated fulltime staff and 2 School Administrative and Support Staff. Our staffing allocation is very steady as our number of enrolments has been steady for the past 3 years.

Workforce retention

Nemingha has a low turnover rate of staff due to our small size. In 2016 1 Permanent member of staff was promoted to a Principals position at another Department school. She was replaced by a Transfer in Term 1 2017.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2016 we had 2 staff achieve proficiency and 1 staff member maintain their accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 21/12/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

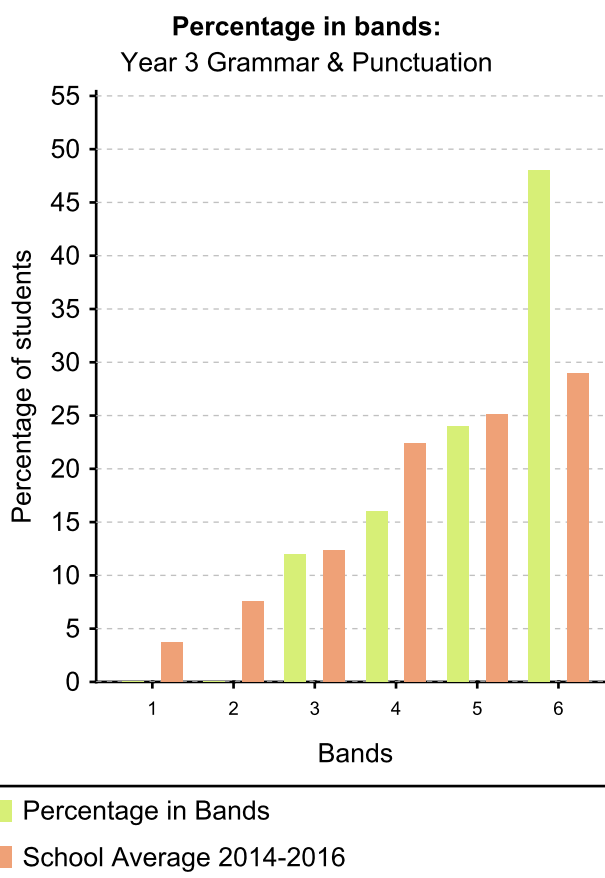
Income	\$
Balance brought forward	150 554.00
Global funds	150 870.00
Tied funds	120 482.00
School & community sources	65 719.00
Interest	3 685.00
Trust receipts	6 010.00
Canteen	0.00
Total income	497 323.00
Expenditure	
Teaching & learning	
Key learning areas	24 813.00
Excursions	39 446.00
Extracurricular dissections	14 296.00
Library	11 810.00
Training & development	2 235.00
Tied funds	112 680.00
Short term relief	32 908.00
Administration & office	46 907.00
School-operated canteen	0.00
Utilities	23 883.00
Maintenance	6 532.00
Trust accounts	8 423.00
Capital programs	0.00
Total expenditure	323 937.00
Balance carried forward	173 385.00

School performance

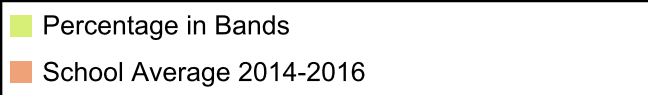
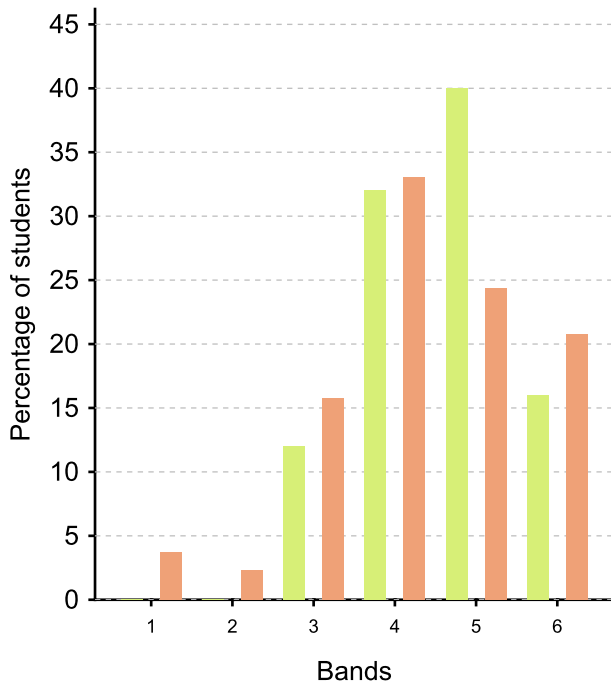
NAPLAN

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.

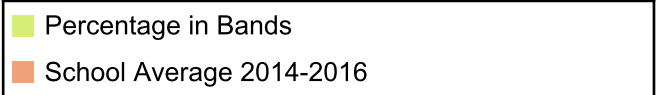
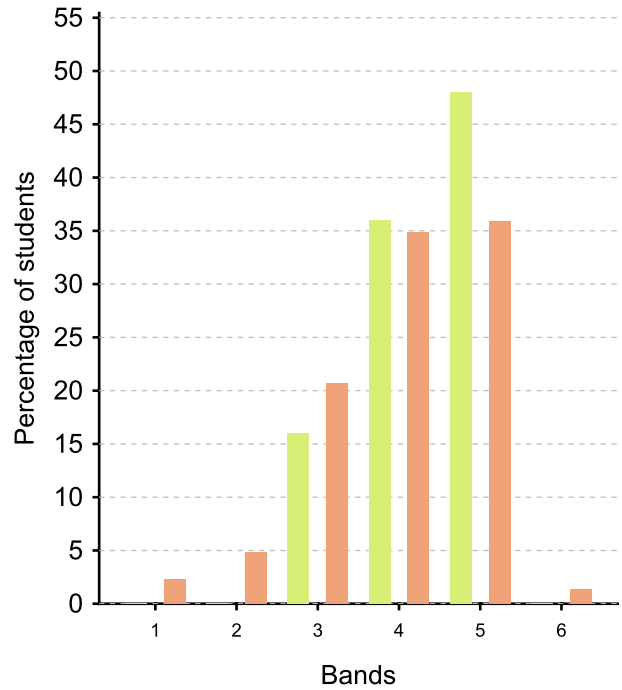
Nemingha achieved very strong results in NAPLAN in Year 3 in 2016. Students were above state average in Reading, Grammar and Punctuation and Writing.



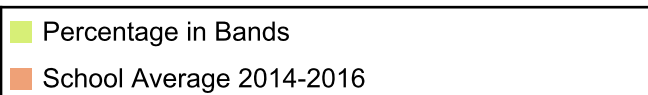
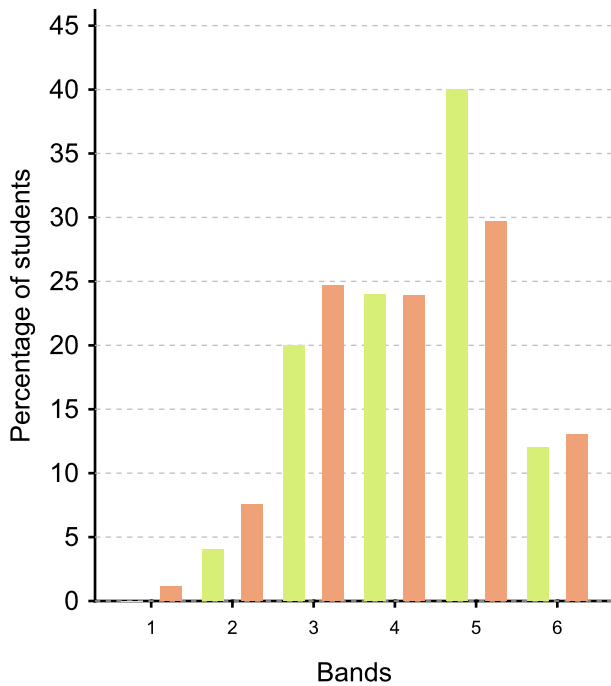
Percentage in bands:
Year 3 Reading



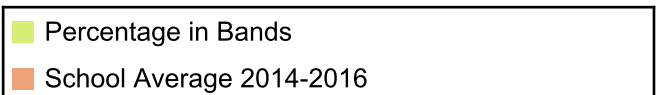
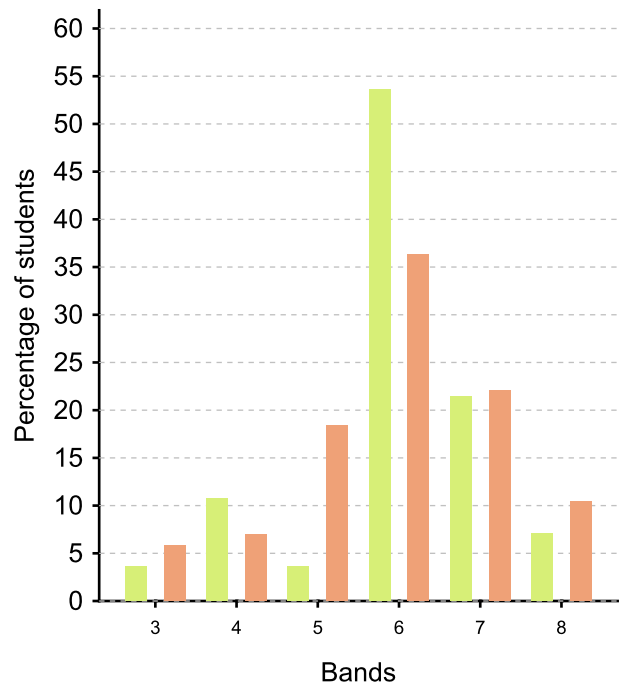
Percentage in bands:
Year 3 Writing



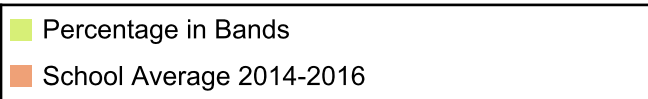
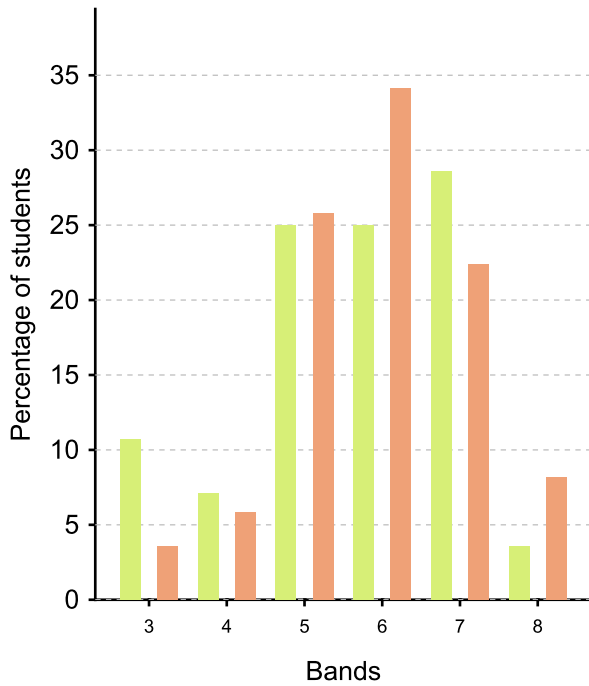
Percentage in bands:
Year 3 Spelling



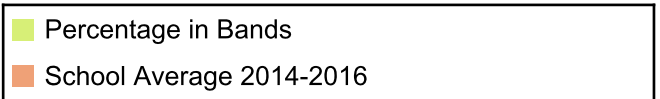
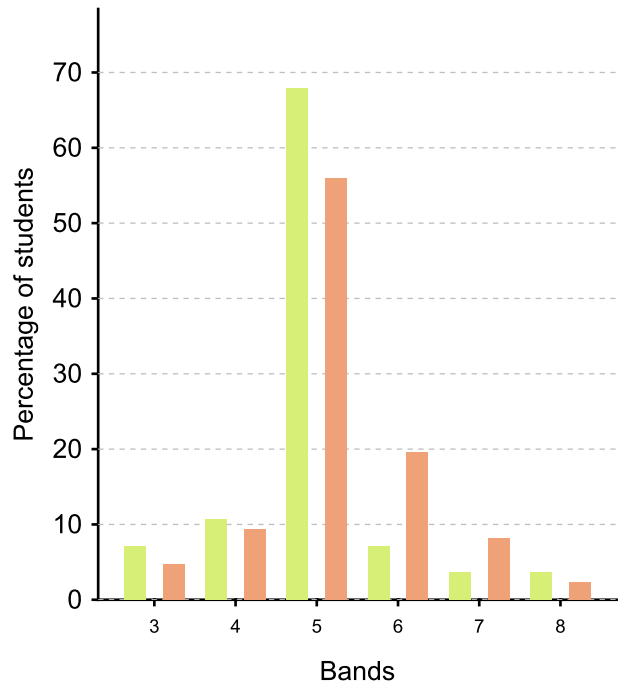
Percentage in bands:
Year 5 Grammar & Punctuation



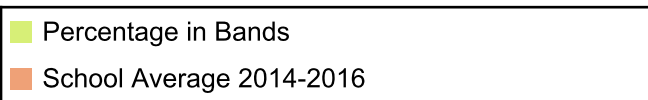
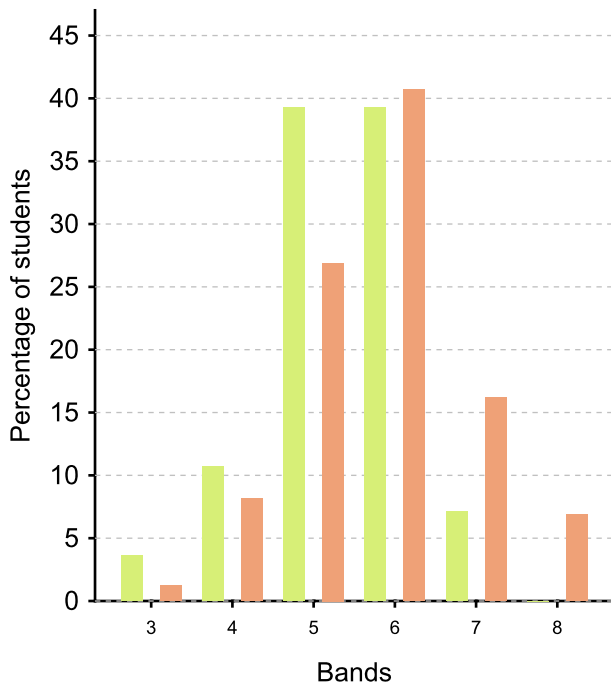
Percentage in bands:
Year 5 Reading



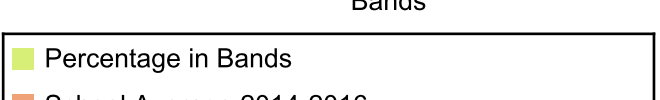
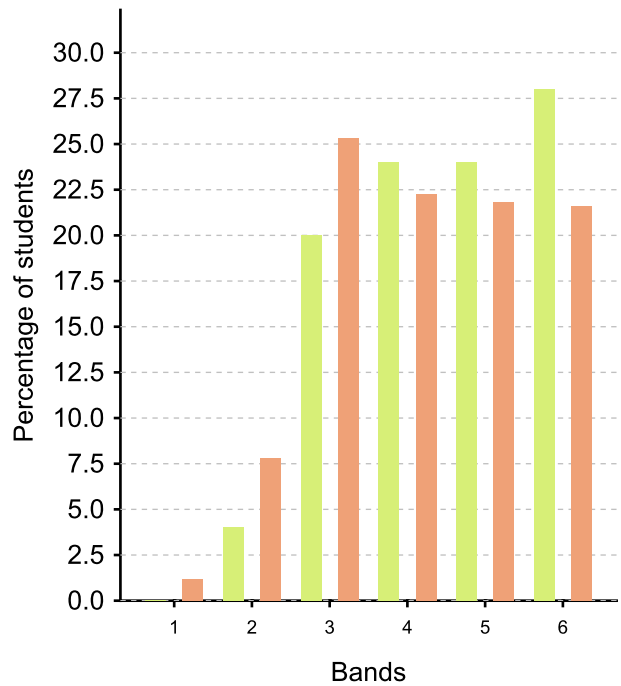
Percentage in bands:
Year 5 Writing



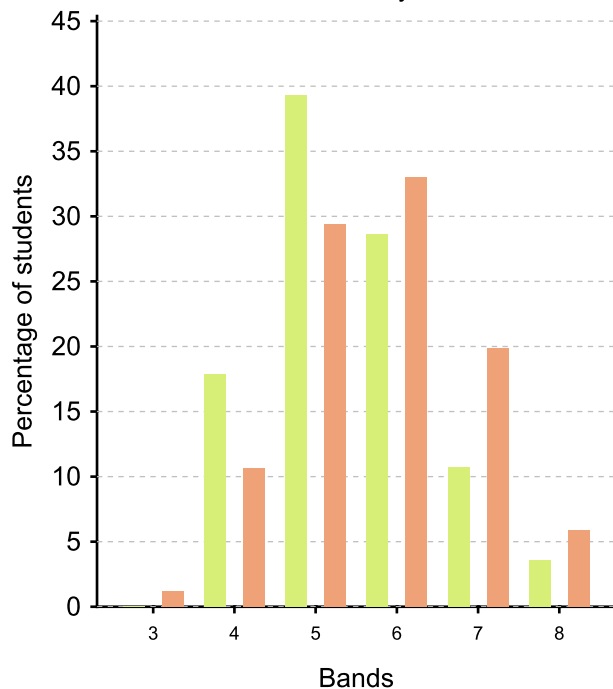
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands: Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Nemingha's numeracy results have been strong for the past 3 years and this trend continued in 2016.

Multicultural and anti-racism education

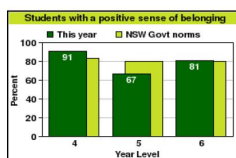
At Nemingha we have an active ARCO. We have incorporated multiculturalism into all our HSIE units of work.

Parent/caregiver, student, teacher satisfaction

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

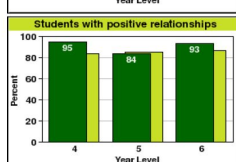
- 79% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- 84% of the girls and 76% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

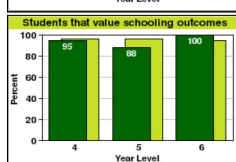
- In this school, 91% of students had positive relationships. The NSW Govt norm for these years is 85%.
- 97% of the girls and 85% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.



Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 95% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.
- 97% of the girls and 93% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.



Policy requirements

Aboriginal education

We have Personalised Learning Plans for all Aboriginal students. As a school we celebrate NAIDOC week as well as Harmony day. We have embedded Aboriginal perspectives into all teaching and learning programs in 2016.