

Nemingha Public School Annual Report



2017



2725

Introduction

The Annual Report for **2017** 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.

Christopher Jackson

Principal

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Message from the Principal

As I watched the Kindergarten children walk up onto this stage today and be presented with their book for the first time, and then watch the Year 6 children do the same thing for the last time in Primary school, I was reminded of the phrase "*as one door closes, another opens*".

Do you remember that feeling for the first time at school? I heard a Year 6 mum say her son was very nervous about attending the Yr 7 Orientation day last month. It's understandable with anything new you're a little nervous.

I imagine there are some Year 6 students out there who are feeling pretty good right now, with just a week of Primary school to go, and no matter what grade you're in, some of you are probably wishing it was holidays, and you could've stayed in bed just a little longer this morning. I know that feeling.

At various times of our lives we will close a door and another will open, and that feeling of apprehension and nervousness will set in, but it soon disappears with the feeling of wonder, excitement and joy, as the challenges present themselves to you, and you embark on the next chapter of your life.

Everyone has probably heard the quote, by Alexander Graham Bell, but do you know the rest of the phrase?

"When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us."

There is always a new beginning and from every new beginning, it's come from another new beginnings end.

A new day, a new year, a new job, a new life, a new start—they all come to us without permission, in the best and sometimes the worst way. They barge in our front doors with the beautiful promise of second chances and new potential and unexpected opportunity. And they also come with heartbreak, because new beginnings nearly always follow endings.

I found myself earlier this year closing a door after 13 years of being Principal at Wallabadah and there was a feeling of great sadness when I closed that door, but walking through the gates here at Nemingha at the start of Term 2 gave me a spark of energy and excitement at the prospect of leading an innovative school with engaged students talented and dedicated staff and a supportive community.

Eleanor Roosevelt said "*With the new day comes new strength and new thoughts.*" and we need to take this thought on board and imagine that a new beginning is just like any new day.

Let's not miss the window of opportunity in a new situation just because we are still angry, sad or frustrated about that

other door that just closed?

That new door is the spice of life and it's an important reason to stay in the present. We mustn't try to open the closed door to look with regret and longing to be back there. Think of the people who go on about "back in their day" and how annoying it sounds. I'm not innocent of doing it myself, and I'm sure my parents, grandparents and great grandparents heard their ancestors go on about the glory days of the past, right back to the caveman!— and who wants to tackle a T Rex throughout their day ??

So whenever you see a door closing, take your eyes off it at least shortly after, and instead of letting your awareness linger on what is in the past, use your time and focus to find the new opportunity that lets you continue the unpredictable adventure that is life.

The ancient Chinese philosopher Lao Tzu once said *"A journey of a thousand miles must begin with a single step."*

Once that door opens we need to just get started, so Yr 6, once you walkthrough those High School gates get on with it !!

Sitting at home on your hands and thinking about something or hoping will not get you far. Very rarely does something just fall in your lap!!! Yep I have heard of people winning lotto and others where incredible chance happenings occur to them, but it's like watching a boiling kettle. The longer you watch, the longer it seems to take to boil.

To get something out of life you have to get going. It's not always easy though as fear and inner resistance and simple inertia holds you in your place.

So how can you make it easier?

Well some of you know I am a fan of Mark Twain, and so this may help.

"The secret of getting ahead is getting started. The secret of getting started is breaking our complex overwhelming tasks into small manageable tasks, and then starting n the first one."

Put simply, make a list of the reasons to get started. Having a plan is one way to sort out your fears and apprehension and enable you to focus on what is important.

Lastly, we need to remember that the beginning doesn't have to be perfect, they are always inevitably messy.

Your plans often go out the window or may need to be modified as soon as you put them into action. Don't be upset with that. It's OK. It's normal. We just need to be prepared for that.

So don't go looking for perfect beginnings (or situations in general).Such hopes just tend to disappoint you since nothing or no one can live up to such unrealistic expectations. Instead, accept that this is how life is.

I'm sure each and every one of us here today could apply these comments to their own lives for the New Year and not just the Kindergarten or Year 7 students of 2018.

So I wish you all a challenging, prosperous and exciting experience as you close the door to2017 and step through the door into 2018.

I would like to start my "Thank you this morning by recognizing my supportive executive who have made the transition to Nemingha seamless. Thankyou Leanne and Josh and David in term 2.

Thank you must also go to the amazing staff at Nemingha Public School .Jenelle Pearson, Emily Holcombe, Elise Robinson, Jo Jones, Yvonne Webb, Tracy Gooch, Kristine Sharkey, Tess Lewis, Katie Godden, Toni Reid, Belinda Judd, Lauren Bowman, Deb Lambert,Nadine Blanch, and Martina Stimson, who have once again shown what commitment, dedication and passion for teaching is all about.

Nicolette Moss, Susan Ryan, Barb Levick, Gavin Hales, and Bob Baldwin, for not only their support in the front office and in the school grounds but ensuring that teachers can focus on what is important, which is what we are doing in the classroom.

To the parents for their support, ensuring their children, the students of Nemingha Public School, receive the best, through their efforts in the P&C and School Council, those who assist teachers in the classroom and generally within the school, and to the children themselves, for making everyday I teach here at Nemingha, pleasure to be here.

Every day, you are reborn, so focus on what matters most to you in that day. It might be the same thing that mattered most yesterday, or it might not be. It's not important. What's important is today, right now. Be passionate, be happy, right now.

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 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 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.

In the School Excellence Framework domain of LEARNING, Nemingha Public School community has made an on balanced judgement across all elements that we are **DELIVERING**.

LEARNING The Nemingha community has a strong commitment to strengthening the learning culture of our school. We know we are delivering on this aspect because we have set organisational values, conventions, processes, and practices that encourage our students, staff and parents, and the school as a whole. We are a welcoming school with an expectation that we work collaboratively with students, parents and wider community to provide the best, so students reach their full potential.

WELLBEING We cater for the specific needs of each student in our care looking at the “whole child”. Our beliefs in pastoral care is the backbone of Student Wellbeing.

CURRICULUM & LEARNING We endeavour to increase the knowledge, competence, and performance of our staff. “High impact” simply describes the idea that the learning culture positively impacts on our results. In other words, it makes a difference. Providing our students every opportunity available is our school ethos and if staff are not able to provide what students need in specific areas of the KLAs, we engage experts to give students the learning experiences they need.

ASSESSMENT & REPORTING As most parents are active participants of our school, reporting student progress is easily communicated. Semester written reports and interviews are the formal methods of reporting however staff are always willing to meet with parents at any times of the year for a meeting to discuss student progress.

STUDENT PERFORMANCE MEASURES The school has good value added results in NAPLAN over the past four years achieving at or above national average.

In the domain of LEARNING, Nemingha Public School has identified the following descriptors for growth;

- continued staff Professional learning in analysing data from Assessment for Learning, across stage planning,
- development of The Leader in Me strategies to support student focussed learning; and
- collaboration with neighbouring school developing successful practices in student achievement.

In the School Excellence Framework domain of TEACHING, Nemingha Public School community has made an on balanced judgement across all elements that we are **SUSTAINING AND GROWING**.

EFFECTIVE CLASSROOM PRACTICE Student engagement is the focus of all teachers at Nemingha. Our classroom practices are based on five learning domains. Active Learning, Buddy (Peer learning), Collaborative Learning, Problem Solving Learning and Reflective Learning.

DATA SKILLS & USE This is an area we have identified that we will continue with further PL to utilise the data collection to drive teaching practice. Best Start, PLAN data and the Continuum in Literacy and numeracy is currently being used. A continuum wall is being developed to track student progress.

COLLABORATIVE PRACTICE Staff at Nemingha plan all teaching and learning experiences with clear links to the syllabus. This is done using allocated “Planning days” at the end of each term for the following term in each of the stages. We look at every child as our responsibility, not just the classroom teacher.

SYLLABUS SCOPE & SEQUENCE CLASS PROGRAMS ASSESSMENTREPORTING Staff at Nemingha have participated in a number of online courses as a collaborative team.

LEARNING & DEVELOPMENT All teaching staff has participated in professional learning related to priorities, including Assessment for Learning and The Leader in Me. The majority of this professional learning has been completed collaboratively across stages and relates to shared goals written for staff Performance and Development plans.

PROFESSIONAL STANDARDS Teaching staff have an understanding of the Professional Standards for Teachers and the need for high quality teaching which improve student learning outcomes. This is reflected in each of their PDPs.

WHERE TO NEXT? In the domain of TEACHING, Nemingha Public School has identified the following descriptors for growth;

- continued use of data analysis to support student outcomes,
- increased staff knowledge of the Professional Standards, and
- development of interschool partnerships for learning walks, and lesson observations with Oxley Vale P.S.

In the School Excellence Framework domain of LEADING, Nemingha Public School community has made an on balanced judgement across all elements that we are **SUSTAINING AND GROWING**.

LEADERSHIP Nemingha Public School has identified the following descriptors for growth: building on our team and challenging staff to aspire to leadership positions; improved technology in the school by planning for upgrading of hardware; building shared understanding and ownership of each of the strategic directions in the school plan; and developing systems to ensure student voice informs future planning. This will be done through The Leader in Me initiative and our Student Council. Nemingha Public School is very much the focus in our community. Strong links have been established with organisations and businesses who support the school. Through surveys and meetings, our community show they have a belief and what the school is focussing on and delivering.

SCHOOL PLANNING, IMPLEMENTATION & REPORTING School planning ensures a safe, supportive, inclusive and disciplined learning environment for every student. The process of planning at Nemingha supports the alignment of the school’s strategic directions with system-wide priorities, initiatives and performance measures. The planning process is led by the Principal and engages the school community including staff, students, parents and wider community.

SCHOOL RESOURCES Nemingha Public school is well resourced. This has been made possible from school, P&C, and community funds or grants. There has been a commitment by the school and P&C contributing funds from staffing to technology hardware. This has enhanced teaching and learning opportunities in each of the classrooms which has also been reflected in student outcomes.

MANAGEMENT PRACTICE & PROCESS School priorities & practices are regularly communicated among all staff and school community helpers. The school team works collaboratively acknowledging that every student in the school is a combined responsibility. Regular communication to all concerned parties is through school newsletters (hardcopies & online), face to face or telephone conversations, formal meetings, SMS notifications, and personalised letters.

WHERE TO NEXT? In the domain of LEADING, Nemingha Public School has identified the following descriptors for growth;

- building on our team, challenging staff to take on leadership roles,
- celebrate school and community achievements: and
- improve technology in the school by updating hardware; and increase awareness of the school programs through media and word of mouth.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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

In all NAPLAN assessments the Year 5 students scored above state growth.

Reading– 66.7% of students achieved greater than or equal to expected growth in reading. The effect size of the cohort growth in reading was 0.6.

Numeracy– 66.7% of students achieved greater than or equal to expected growth in numeracy. The effect size of the cohort growth in reading was 0.5.

The effect size growth of all classes within the 12 month period for numeracy is as follows:

Year 1– 1.6(4 times what it should be)

Year 2– 0.8

Year 3– 0.7 with 3K– 1.0 and 3S– 0.8

Year 4– 1.0

Year 5– 0.5

Year 6– 1.6

The effect size growth of all classes within the 12 month period for reading, as measured by the PAT is as follows:

Year 2– 0.7

Year 3– 0.5 with 3K– 0.4 and 3S– 0.7

Year 4– 0.5

Year 5– 0.3

Year 6– 0.3

The Bump It up Strategy has been met with 48.5% of Year 3students being in the top 2 bands for reading, and 37.6% in the top 2 bands for numeracy.

The Bump It up Strategy has been met with 53.9% of Year 3students being in the top 2 bands for reading, and 38.4% in the top 2 bands for numeracy.

This gives us a total percentage of NPS students in the top 2 bands for reading as 51.2% and 38% in the top 2 bands for numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	A total of \$21,000 was allocated to Teacher Professional Learning for 2017 and all was spent.	Using internal assessment and NAPLAN data we evaluated the effectiveness of our English units. Instructional Rounds were developed throughout the year from Executive approach to a more peer

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>2017</p> <p>School based assessments show above average effect size of 0.4 for each strand</p> <p>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.</p>	<p>Areas in this Strategic Direction were:</p> <p>All staff were trained in Coveys Seven Habits in May and August at a total cost of \$14 500. This was in preparation for the implementation of The Leader in Me in 2018.</p> <p>Instructional Rounds were implemented in Semester 2. \$1500 was allocated for release of teachers to complete the process.</p> <p>Professional Learning to implement the Bump it Up strategy was provided to all staff. \$1500 was spent to upskill staff .</p>	<p>collaborative approach attained in Term 4. This resulted in teaching staff feeling more confident to explore a variety of teaching strategies in their classrooms to ensure a differentiated approach to their classroom teaching and behaviour management.</p> <p>Through our Learning walks and Instructional rounds it was evident that all teaching staff demonstrated a thorough understanding and effective use of Learning Goals and Success Criteria. This was evidenced through feedback data collected from learning walks, classroom observations, daybooks and teacher confidence surveys.</p> <p>After significant professional learning on VTJ staff are confident using VTJ and plotting student achievement against PLAN data. Our next step is to implement a Progressions chart in 2018.</p>

Next Steps

In the next cycle of our School Plan and starting in 2018, we will continue to build on the successful processes and practices that already exist at Nemingha Public School. Our Executive are already planning a Progressions wall which will plot student progress across Kindergarten to Year 2. The Leader in Me initiative which will be implemented in 2018 will provide our students with a positive framework which they will take with them into their adult lives. Along with visible learning, Nemingha students will be armed with exceptional skills to take every opportunity presented, and be successful participants in our ever-changing society.

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

Whole school Professional learning in 2017 was as follows: Maths Building Blocks, Leading and Sustaining a Quality Learning Culture which led to comprehension/reading group structures and instructional rounds.

0.48 effect size throughout the school in PAT reading.

Aboriginal background loading– All indigenous students have PLP's which are reviewed twice a year during parent teacher interviews. There were 2 AITSI students who sat NAPLAN in 2017 with 100% being in the top 2 bands for numeracy and reading.

Low level adjustment for disability– MiniLit and MultiLit was delivered from K–3 in terms 3 and 4. The Reading Recovery program had 7 students in 2017 with 5 students successfully discontinued and 2 referred off.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<p>\$4000 was allocated in Professional Learning for staff to attend Syllabus implementation courses in Literacy and numeracy. This included CPL and OLT courses.</p>	<p>95% of all staff achieved their personal goals listed in their PDP's. Two staff gained Proficiency during the year. All staff submitted documentation for accreditation procedures.</p> <p>All staff completed mandatory training and met the requirements of DEC WWCC changes by the end of Term 3 2017.</p> <p>Whole school staff development on the Performance Development Framework</p> <p>Classroom observations and walk throughs were conducted by school executive.</p> <p>Teachers conducted demonstration lessons at staff meetings to display quality teaching and adhere to accreditation and maintenance requirements. This resulted in staff willing to share ideas and practices with their peers more collegially and as a team.</p>

Next Steps

In the next cycle of our School Plan and starting in 2018, we aim to further develop the skills teachers have already attained in visible learning and Instructional Rounds. This will include networking with similar sized schools to assist them in developing strategies and programs whereby members of our staff become leaders in supporting these schools in their journey with visible learning. This collaborative approach will not only provide support for our neighbouring school but build our own teachers capacity in developing others. A team of our staff will work collaboratively with Ed Services personnel in a writing initiative which will bump up student achievement in these areas of Literacy.

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

The following activities were undertaken by NPS to measure improvements in this direction. Parent surveys (You can help) were conducted at the end of each term along with an Annual School Survey conducted in January–February 2018 for the previous year. An active school council and P&C meant a greater number parents were involved not only in decision making but provided a "hands on" approach to events held throughout the year. Once again parents were willing to assist in the classroom with group work and deliver expertise to units of work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Money was allocated from the school budget to run the following initiatives \$350 Welcome BBQ \$100 catering for reading workshop \$600 to cover staff release for kinder orientation \$450 for Cricket development officer \$250 excursion to Tamworth eisteddfod. \$80 staff collation of parent data. \$600 Staff release to cover Kinder transition days \$600 LAST co-ordinator to collate information supporting agency usage within the school.	"Come and Try" days were held to engage local pre-schoolers and their families with Nemingha Public School. Positive comments from Parent surveys conducted at the end of each Term called "Termly Survey" Throughout the year the school engaged the local media to promote the school. Prime TV, NBN and the Northern Daily Leader all did stories on aspects of the school throughout 2017. This resulted in an increase of enrolments and the establishment of a document when considering Out of Zone enrolments. There were a number of school activities which engaged the local community. Easter and Christmas Scripture services were held in the Hall, Book Week and Education week celebrations, monthly Assemblies, Athletic and Swimming carnivals, and other sporting events and our Annual Presentation day. Large numbers of not only parents but wider community members reflected the involvement in Nemingha School. Continued positive feedback from parents during interviews and at School Council and P&C meetings.

Next Steps

In the next cycle of School plan, we intend to encourage the parents and wider community to not only attend events such as Sports Carnivals and Fundraising days but actively participate in the educational activities which reflect the schools future directions. This will ensure a more collaborative approach to the educational direction of our school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3857– Support the learning needs and development of PLP's for Aboriginal students at Nemingha	In 2017, Nemingha Public School students participated in a range of activities throughout NAIDOC week from a whole school Aboriginal art workshop to a school Assembly with Mrs Stella Lamb. Resources were purchased to add to our bank of Aboriginal and Indigenous texts to be used across all key learning areas.
Low level adjustment for disability	\$5856 Reading recovery– Nemingha funded an extra student to complete the program.	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.
Quality Teaching, Successful Students (QTSS)	\$3600 to release teachers to work with mentors and have lesson observations and feedback sessions.	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.
Socio–economic background	\$9000 to support Literacy programs within all classrooms.	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	108	101	116	106
Girls	81	91	95	103

Nemingha's enrolment has been stable for the past three years however with the recent release of land in the Lampada Estate, our future enrolments are expected to increase.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	96	95.7	95.3
1	93.6	95.5	94.3	94.7
2	96.6	94.2	94.4	93.1
3	95.6	96.5	94.5	95.6
4	94.8	95.6	95.7	91.5
5	94.8	94.8	96.3	94.1
6	94.4	93.9	94.5	94.2
All Years	95.1	95.2	95.1	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Nemingha Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

- Weekly attendance report to the Principal.
- Consistent communication with parents by notification letter, telephone or interview.

- Stringent adherence to HSLO procedures.

Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement at Presentation day.

Class sizes

Class	Total
K	20
K/1	22
Y1	25
Y2	24
Y3K	20
Y3S	15
Y4	28
Y5	26
Y6	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.93
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.4
Other Positions	0

*Full Time Equivalent

Nemingha has twelve dedicated fulltime staff and two School Administrative and Support Staff. Our staffing allocation is very steady as our number of enrolments has been steady for the past three years. In 2017 there were no staff members who identified as being Aboriginal or Torres Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

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

Professional learning and teacher accreditation

The teaching staff at Nemingha Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Staff attended Professional Learning in the following key learning areas and were able to upskill other staff members in afternoon staff meetings. Training included: "Building blocks", "Inferential Comprehension", Leading and Sustaining, Critical and creative thinking" and Road Safety. In Term 2 all staff were trained in Stephen Coveys "Seven Habits" which will lead into the program "The Leader in Me" ready for implementation in 2018.

Staff has also been involved In professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. In 2017 we had two staff achieve proficiency.

The staff also completed mandatory training in each of the following:

- Code of Conduct,
- Emergency care,
- Anaphalaxis,
- Asthma; and
- Child Protection Training.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	173,386
Global funds	218,085
Tied funds	103,738
School & community sources	76,975
Interest	2,675
Trust receipts	8,574
Canteen	0
Total Receipts	410,047
Payments	
Teaching & learning	
Key Learning Areas	82,075
Excursions	23,586
Extracurricular dissections	24,464
Library	761
Training & Development	0
Tied Funds Payments	80,254
Short Term Relief	27,542
Administration & Office	56,647
Canteen Payments	0
Utilities	22,493
Maintenance	18,564
Trust Payments	6,793
Capital Programs	0
Total Payments	343,178
Balance carried forward	240,254

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	262,830
Appropriation	249,311
Sale of Goods and Services	350
Grants and Contributions	13,169
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-45,558
Recurrent Expenses	-45,558
Employee Related	-24,155
Operating Expenses	-21,403
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	217,273
Balance Carried Forward	217,273

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,606,933
Base Per Capita	32,246
Base Location	3,110
Other Base	1,571,576
Equity Total	102,449
Equity Aboriginal	7,716
Equity Socio economic	22,077
Equity Language	0
Equity Disability	72,656
Targeted Total	0
Other Total	162,521
Grand Total	1,871,903

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

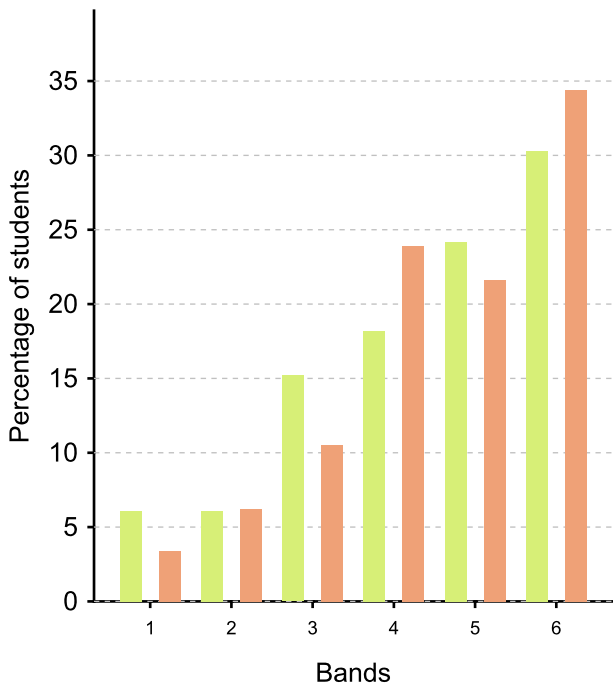
School performance

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 and Year 5 in 2017. Students were above state average in Reading, Grammar and Punctuation and Writing.

Percentage in bands:
Year 3 Grammar & Punctuation

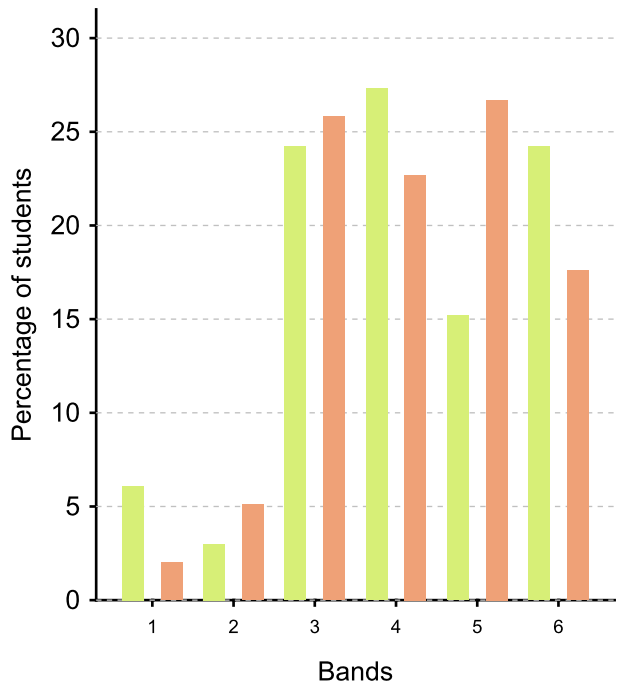


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.1	6.1	15.2	18.2	24.2	30.3
School avg 2015-2017	3.4	6.2	10.5	23.9	21.6	34.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	27.3	24.2	27.3	21.2
School avg 2015-2017	1.4	0.0	21.4	28.5	26.6	22.1

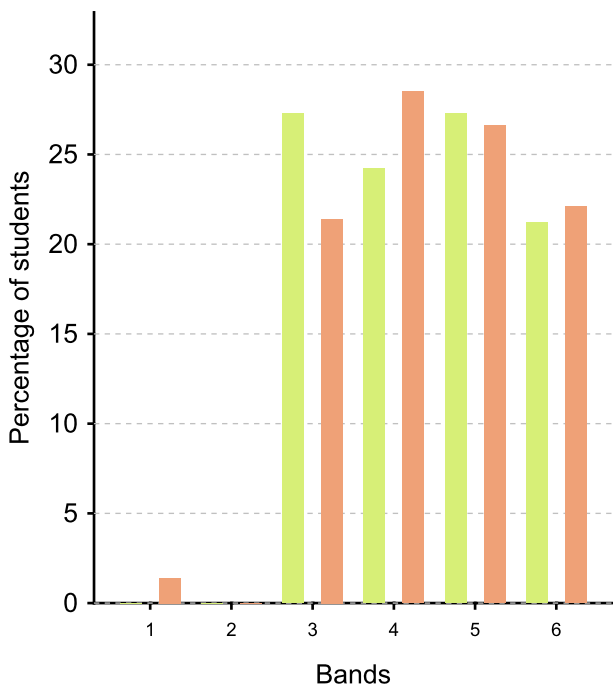
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2015-2017

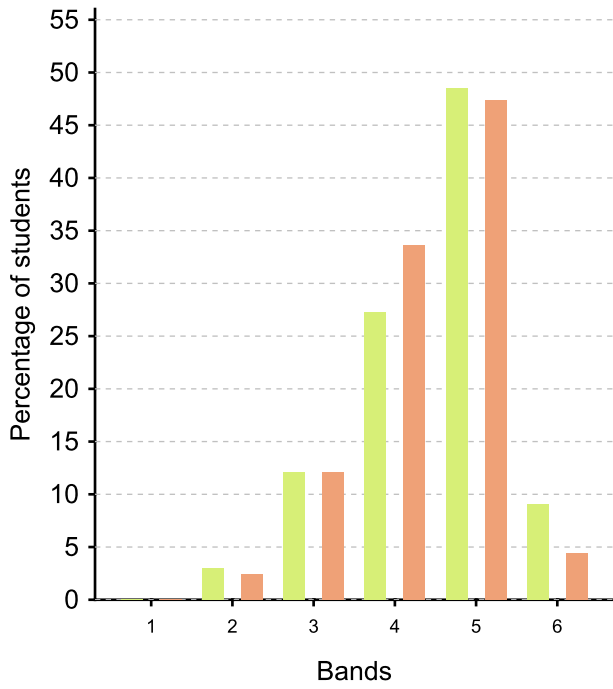
Band	1	2	3	4	5	6
Percentage of students	6.1	3.0	24.2	27.3	15.2	24.2
School avg 2015-2017	2.0	5.1	25.8	22.7	26.7	17.6

Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2015-2017

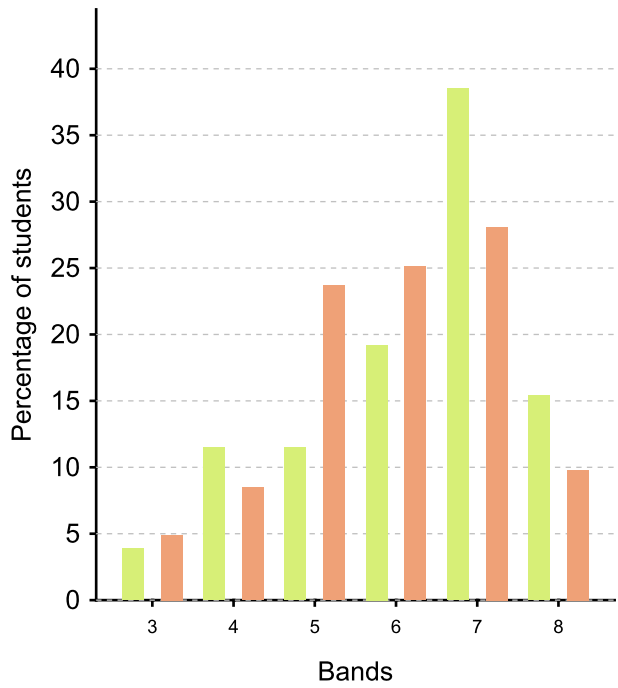
**Percentage in bands:
Year 3 Writing**



Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	12.1	27.3	48.5	9.1
School avg 2015-2017	0.0	2.4	12.1	33.6	47.4	4.4

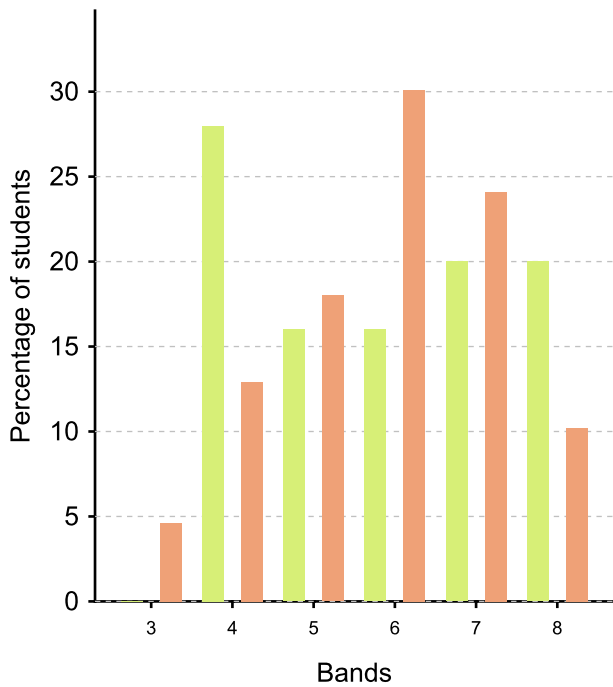
Band	3	4	5	6	7	8
Percentage of students	0.0	28.0	16.0	16.0	20.0	20.0
School avg 2015-2017	4.6	12.9	18.0	30.1	24.1	10.2

**Percentage in bands:
Year 5 Reading**

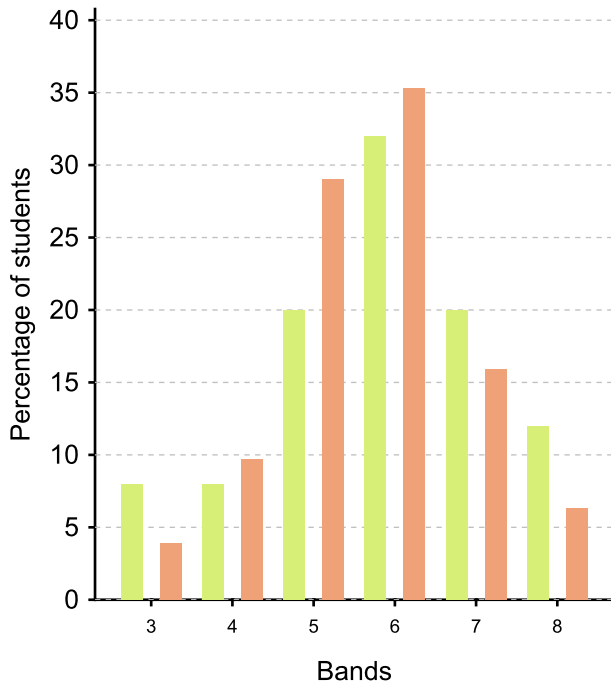


Band	3	4	5	6	7	8
Percentage of students	3.9	11.5	11.5	19.2	38.5	15.4
School avg 2015-2017	4.9	8.5	23.7	25.1	28.1	9.8

**Percentage in bands:
Year 5 Grammar & Punctuation**

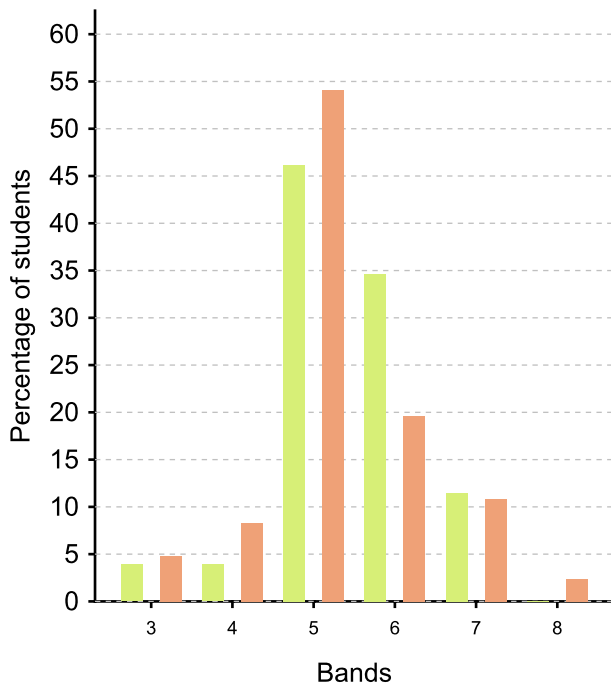


Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	8.0	8.0	20.0	32.0	20.0	12.0
School avg 2015-2017	3.9	9.7	29.0	35.3	15.9	6.3

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.9	3.9	46.2	34.6	11.5	0.0
School avg 2015-2017	4.8	8.3	54.1	19.6	10.8	2.4

Percentage in Bands:
Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	9.4	21.9	31.3	18.8	18.8
School avg 2015-2017	0.0	8.6	22.3	21.2	21.2	26.7

Percentage in Bands:
Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	15.4	23.1	23.1	26.9	11.5
School avg 2015-2017	0.0	13.4	31.1	26.4	21.7	7.3

Parent/caregiver, student, teacher satisfaction

Survey are conducted at the end of each term "You can Help" which not only focusses on specific programs held that term but provides all community groups an opportunity to reflect and provide feedback on the progress of the school. Along with the Annual School survey which was conducted at the end of the 2017 school year the following observations were noted.

A majority of parents who responded indicated they feel welcome when they visit the school.

There was strong support from students about the positive relationships they have at school and the friends they have who encourage them to make positive choices.

Parents believed that their child felt safe at school.

Many parents indicated that the school supports positive behaviour and that the children are clear about what is expected of them at school. A majority of staff indicated that they work closely with parents in problem solving to ensure students are progressing.

Students indicated that there is a high expectation for success at the school.

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 2017. Members of staff are actively involved in the local AECG which supports the teaching and learning in our school.

Multicultural and anti-racism education

While Nemingha Public doesn't have a significant multicultural population, we endeavour to look for opportunities to highlight and celebrate the benefits of multiculturalism and social diversity for all students. Units of work that address cultural differences, religious diversity and acceptance are studied in History and Geography.

Other school programs

Sport

Nemingha P.S students have had another highly successful year in sport, with representation at PSSA, North-West and State level in 2017. Students participated in range of sports, including, Soccer, Touch Football, Netball, Cricket, Tennis, Basketball, Swimming, Rugby Union, Athletics and Cross Country. We had several students qualify for Zone teams and ten of our students achieved State representation in team and individual sports such as swimming, athletics, soccer, rugby and cross country. Nemingha was also well represented through the PSSA knockout competitions in Netball, Touch Football and Soccer. Our students also have daily PE lessons following the Nemingha P.S whole school scope and sequence for PE. Teachers lead by example, encouraging students to live healthy and rewarding lives, facilitating sporting opportunities wherever appropriate. This enabled each student to fulfil their capabilities.

Creative Arts

Nemingha P.S students were provided with a variety of opportunities to pursue their interests, talents and abilities in the Creative Arts. These included lessons, performances and displays at individual, group, class and school level. Creative Arts activities were embedded into all Key Learning Areas. All students from Early Stage One to Stage Three participated in the City of Tamworth Choral Speech with positive feedback from parents teachers and students. Our school continued to provide opportunities for students to be apart of an orchestra and band with lessons conducted in drums, piano, clarinet, flute, trumpet and violin each week. Our band and orchestra performed at a number of school events from monthly assemblies to the 2017 Speech day. Our school choir participated in the Regional CAPERS initiative along with a number of students in dance.