

Nemingha Public School Annual Report



2725

Introduction

The Annual Report for **2018** is provided to the community of Nemingha P.S 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.

Make learning fun

If you've been teaching students, for as long as I have, at one time or another you have encountered the greatest drawback in teaching history – boredom. Boredom can be a teacher's greatest insult.

Imagine having to stand in front of a number of students, you've been talking on end, and your students aren't listening. You start to think if you're the reason why they're bored. Maybe you are the one who's boring and not the topic. More often than not, it is the approach to learning, and not you that's making learning boring.

Making learning fun is an art as much as it is a practice. It is a practice because it requires a skilled and a knowledgeable teacher with the right attitude to teach a number of students and to teach them well. It is an art because it sparks your imagination; it opens up your creativity, and makes use of your talents to make it fun as well as knowledgeable.

While researching for my speech today I came across an organization called "The Fun Theory" which is sponsored by Volkswagen.

The organisation is dedicated to the thought that something as simple as fun is the easiest way to change people's behaviour for the better. Be it for yourself, for the environment, or for something entirely different, the only thing that matters is that it's change for the better.

They use fun and interesting ways to make changes, and let's face it that's what we want for our children. To learn in a fun and motivated way so that they make the changes necessary to make our world a better place.

I would like to show you one of their experiments.

Does turning a set of subway stairs into a real-life piano encourage people to use them ?

Yes, 66% more. Who would have danced up those stairs as opposed to taking the escalator?

I'm sure Forbes Murdoch our Cowardly Lion would have danced to the tune "If I only had the nerve" in this years Wizard of Oz production.

So what is the crux of this? Make learning fun. Learning through play.

Author of the book "Play, How it shapes the brain, opens the imagination and invigorates the soul", Stuart Brown talks about play and an unrealised power that can transform our lives. He says play is how our passions find us. Play is where happiness finds us, and play is where failure isn't failure and it isn't emotionally charged.

I remember a friends little brother totally dismantling a wind up clock. His mum was having a fit over it, asking what he did it for. "How else am I supposed to know what makes it work."

He's becoming something of a scientific genius now. Play, learn, and create are the three sole things that people are doing every day. With playing, the needs of learning can be generated. Playing is to enjoy your current space. Learning is to expand your current space.

So what do we do at school to ensure that play, learn and create are things our children do each day?

The first thing we do is to incorporate lively examples in our lessons. These examples have to relate to the type of students we're teaching. If you keep throwing them with examples that are not only funny and true to life but full of content, you are stimulating their brains to think. If the brain is stimulated, it won't stagnate and become bored. The use of technology is a wonderful way to do this. I saw a great Smartboard lesson the other day that really got the children going! We motivate our students. Making learning fun ensures that students have to feel rewarded from the lessons they are absorbing. We ask interesting and open-ended questions that require their brains to think of an answer, rather than a yes or a no. We come up with great games that incorporate the lesson for the day in it. Computer and maths games are just simple examples of this. We turn our attention on the student rather than the student's attention on us. This is something we do exceptionally well here at Nemingha. Outlining Learning goals before each lesson and what success

criteria students need to look at to achieve the outcome is what allows our students to take charge of their learning. Students develop a greater appreciation to learn when they know their teacher is concerned about their wellbeing. It is in this type of situation that students learn that learning is fun and have fun in learning.

We also constantly evaluate our students' capabilities and where they are at in learning. This helps us come up with ideas and methods that all our students will learn from, rather than just a certain group. Some students take more time to learn than others, this shouldn't be a hindrance for them to enjoy their lessons.

Perhaps the greatest secret all great teachers share is that no matter how boring the topic, if our students have a deep appreciation to learn, they will have fun. The secret then is to ensure that appreciation is ingrained in each of our students. If we have done that, then there is no limit to making learning fun for them.

Christopher Jackson

Principal

19 November 2018

School contact details

Nemingha Public School

145 Nundle Rd

Nemingha, 2340

www.nemingha-p.schools.nsw.edu.au

nemingha-p.school@det.nsw.edu.au

6760 9225

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 210 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**.

In the domain of Learning, students at Nemingha Public School were provided with engaging and innovative learning opportunities in English, Maths, Science, History, PDHPE, CAPA and Technology. Staff continued our journey in Professional Learning with Learning goals which we believe enable students to determine their own learning progress and celebrate their successes. Learning opportunities were differentiated to cater for individual learning needs and cross-stage classrooms while embedding current research based pedagogies into teaching practice This was evidenced by our teaching Daybooks, Learning walks and Instructional Rounds. Coveys "The Leader in Me" was introduced into our school which has had significant impact encouraging all our students to build on self-confidence, empowering them with the mindset necessary to lead their academic 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**.

In the domain of Teaching, staff at Nemingha Public School identified consistent quality learning opportunities for all children can be provided through collaborative teacher learning initiatives supporting innovative, effective change in 21st Century teaching. Our school was involved in a partnership with Oxley Vale P.S delivering several workshops on Corwins "Visible Learning ~ Evidence into Action" which supported the Professional Learning opportunities within our school. Working with the staff at Oxley Vale staff and executive added to our innovative approaches to teaching and learning, assessment and measurement through quality professional learning and evidence-based approaches.

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**.

In the domain of Leading our school focussed on our partnerships with parents and community. We continued to build on

and increase our community relationships and community support of all our students through a school wide focus on student equity, well-being and welfare programs. Several community events were held involving parents and community in teaching and learning opportunities with their children. One such example was a Science and Technology workshop held one evening at school.

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

To develop in every child a "future focussed learning" mindset where, in a Quality Learning environment learning is relevant, challenging and engaging to support student ability to connect, succeed and thrive.

Overall summary of progress

Visible Learning is very much a part of our classroom practice here at Nemingha Public School and The Leader in Me was a student focussed welfare philosophy that "fitted snugly" in our school culture. Each Friday our students participated in graded lessons and activities around Stephen Coveys Seven Habits. Executive were also included in these sessions which allowed for smaller groups. This was an effective way to introduce the habits within the school. Other programs supported Student Welfare throughout the year. Drumbeat, Cool Kids and the Resilience program were just a few. Our school organised a variety of leaders to talk to students either in class or as a school. Our Presentation Day Official Guest was ex Nemingha student and Canberra Raiders Captain Alan Tongue who delivered an inspiring speech in front of students, staff, parents and community.

2018 saw the implementation of a three year cycle of a Digital Technology Plan. The aim of this plan was to be strategic in updating hardware and put in place support for staff to embed technology into their classroom practice effectively. Afternoon Tech sessions were held on Wednesdays for staff to share ideas and be updated with new programs or applications. These sessions were run by the Stage 2–3 Assistant Principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved level of student behaviour and engagement.	The Leader in Me" subscription \$1,300	Whole school TLIM sessions were held each Friday which developed a consistent approach to Wellbeing within the school.
An increased proportion of student reporting a sense of belonging, expectations for success and advocacy at school. (DEC Strategic Directions 2017–2022).	Professional Learning funds for 2018 totalled \$ 18,500. (Corwin workshops \$3,000)	Staff attended PL which allowed them to explore new learning opportunities and embed this into their classroom practice. Eg Corwins Visible Learning with OVPS.
Effective use of technology in every classroom and every K.L.A.	Support for Technology Program funds \$11,000 Teaching and Learning subscriptions Eg Sunshine Online, Typing Tournament, and Inquisitive \$5,000.	Staff allocated to use ICT in all classrooms through RFF, LaST and extra timetabled technological support.

Next Steps

The Leader in Me will continue in each of the classrooms throughout 2019 with a focus on making the program visually evident around the school and within the wider community. We believe if our parents and community share our common goal with "The Leader in Me" philosophy, our students will "connect, succeed and thrive" in today's ever changing, fast-paced environment.

Our Digital Technology plan will move into its second cycle which will mean a boost of \$7,000 in hardware. Along with this, Professional Learning will be used to upskill staff so they can implement and embed these new technologies into classroom practice. Some staff have already outlined this in their Performance and Development Plans. Our very successful Tech afternoons will continue into 2019.

Professional Learning will continue on PLAN 2 and on Literacy and Numeracy Progressions. Each of our KLA Scope and Sequences will be refined which will be done throughout Semester 1 next year.



Strategic Direction 2

Innovative Classroom Practice

Purpose

To build on the journey towards excellence through a shared commitment to innovation and continual improvement.

Overall summary of progress

Throughout 2018 all staff were involved in our Quality Teaching Rounds with a goal of mainly including teachers who did not experience the program in 2017. Due to a busy calendar towards the end of the year we had to suspend a number of sessions which wasn't satisfactory, however staff were able to see how this highly effective process allows teachers to focus on the Quality Teaching Framework as well as the Professional Teaching Standards to improve their practice. We were able to implement Peer Observations in most cases. This year all teaching staff commenced a three year Professional Learning journey with neighbouring Oxley Vale P.S staff. Corwins "Visible Learning Evidence into Action" workshops supplement and support what we have already implemented at NPS with Visible Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year																								
<p>All students not identified with a specific learning disability will achieve above state growth in NAPLAN Literacy and numeracy between Yr 3 2018 to Yr 5 2020.</p> <p>School based assessments show above average effect size of 0.4 across the school from baseline PAT results in Term 1 2017.</p> <p>As a part of the "Bump it Up" strategy CESE has set NPS targets of improving % of students in the top two bands at 41% in 2020.</p>	<p>Funds were allocated to provide support in each of the classrooms with personnel.</p> <p>PAT testing was provided from DEC (Allocation will be made from school budget in 2019 for this to continue.)</p>	<p>Effect size increases for 2018</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Numeracy</th> <th>Literacy</th> </tr> </thead> <tbody> <tr> <td>Kinder ~</td> <td>1.36</td> <td>–</td> </tr> <tr> <td>Year 1 ~</td> <td>1.14</td> <td>–1.03</td> </tr> <tr> <td>Year 2 ~</td> <td>1.10</td> <td>0.14</td> </tr> <tr> <td>Year 3 ~</td> <td>0.59</td> <td>0.92</td> </tr> <tr> <td>Year 4 ~</td> <td>0.65</td> <td>0.28</td> </tr> <tr> <td>Year 5 ~</td> <td>1.57</td> <td>1.22</td> </tr> <tr> <td>Year 6 ~</td> <td>1.37</td> <td>1.03</td> </tr> </tbody> </table> <p>Bump it Up</p> <p>50.51% of students were in the top 2 bands (2017 44.44%)</p>	Class	Numeracy	Literacy	Kinder ~	1.36	–	Year 1 ~	1.14	–1.03	Year 2 ~	1.10	0.14	Year 3 ~	0.59	0.92	Year 4 ~	0.65	0.28	Year 5 ~	1.57	1.22	Year 6 ~	1.37	1.03
Class	Numeracy	Literacy																								
Kinder ~	1.36	–																								
Year 1 ~	1.14	–1.03																								
Year 2 ~	1.10	0.14																								
Year 3 ~	0.59	0.92																								
Year 4 ~	0.65	0.28																								
Year 5 ~	1.57	1.22																								
Year 6 ~	1.37	1.03																								

Next Steps

Quality Teaching Rounds will continue to be a focus in 2019. We have made a commitment and value this initiative therefore we have built QTR into our whole school timetable so that interruption similar to what happened at the end of 2018 don't happen again. We believe the expansion of Quality Teaching Rounds/Peer Observations and the implementation of Instructional Leadership from our Assistant Principals will ensure teachers are taking ownership of regular lesson observations and seek feedback from their peers to target their own specific needs. During 2019 all staff will refine and improve skills in utilising Performance and Development Plans. All staff will continue to work towards achieving or maintaining accreditation at proficient. A greater response from staff in the Tell Them From Us survey and increasing levels of overall satisfaction.



Strategic Direction 3

Community @ Nemingha P.S

Purpose

To engage parents and community in learning by establishing links between school and home. This will be facilitated by students who are known, valued and cared for.

Overall summary of progress

Throughout 2018 there were increased opportunities for student leaders to engage in community events including ANZAC Day service and Community meetings. Our Student Representative Council organised fundraisers such as "Buy a Bale" as Drought Relief which was amazing considering much of our community was affected as well. This connection with our wider community by our student leaders and exposure in the media provided students with increased confidence and built positive relationships between the school and wider community organisations.

Class Dojo was effectively utilised within classrooms and to parents as a monitoring system identifying positive student behaviours. Parents valued this connection between home and the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents/carers attend at least one workshop, conference or interview as active partners in their child's learning each year. Students, parents and community members satisfaction level high (70% above) in the Annual Online survey. Participation in school surveys will be at or above a response rate from 50% 2017 to 60% in 2020.	Supplement workshops \$500 Professional Learning \$2,500 The Leader in Me support \$1,000	Peter Eastwell Science workshop in Term 2. Teaching practice. (100 people attended) Class Dojo used as connection between home and school. Increased involvement by 12%. Increased participation in Termly surveys (Up 30%) Increased parent involvement in Sporting and cultural events such as Athletics and Book Week celebrations. Participation in these remain the same. Support/advice from School Council throughout 2018. Full complement of counsellors. Increased attendance of P&C membership by 10%

Next Steps

Throughout 2019 we will review The Leader in Me implementation and make adjustments to improve the teaching and learning aspects of the program. Make alignments to PD/Health curriculum and DoE student wellbeing policy.

We will continue to build strong and sustainable cross school and community partnerships with a focus on school planning, teaching and learning, assessment and reporting. In 2019 we will support students, staff, parents and the community as key stakeholders to encourage more involvement in school planning processes and decision making.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$64,000	<p>During 2018, the learning and support team and Learning Support teachers coordinated intervention programs that supported learning at school. Students interventions were targeted based on PLAN Data, reading levels, literacy and numeracy assessments. Teachers also worked collaboratively with school employed Instructional Leader to identify and implement appropriate tiered interventions for specific students.</p> <p>All staff have taken part in quality Professional Development reviewing Personalised Learning plans to support identified students. Across the school we have achieved improved students outcomes including:</p>
Quality Teaching, Successful Students (QTSS)	\$35,000	<p>Funds have been used to release a highly experienced teacher to mentor staff in Quality Teaching practices, with an emphasis on developing quality Literacy practices across the school.</p>
Socio-economic background	\$22,000	<p>Additional teacher support was given across each of the classrooms using the Socio economic background allocation. This enabled quality classroom practice support and the development of resources across Literacy and numeracy programs and initiatives.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	101	116	106	102
Girls	91	95	103	107

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 considerably. Our Out of Zone placement committee meet regularly and have formulated a set of criteria to ensure consistent decisions are made.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	95.7	95.3	94.5
1	95.5	94.3	94.7	95.5
2	94.2	94.4	93.1	92.6
3	96.5	94.5	95.6	94.9
4	95.6	95.7	91.5	93.9
5	94.8	96.3	94.1	92.2
6	93.9	94.5	94.2	94.7
All Years	95.2	95.1	94.2	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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
HB5	18
HB4	18
HB6	24
DEM1	22
HB3	25
DEM2	24
HB2	24
HB1	26
HB7	24

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.14
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

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

*Full Time Equivalent

Nemingha has thirteen 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 2018 one staff members 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. At the beginning of the year all staff were trained in Stephen Coveys "Seven Habits" which provided the impetus for the commencement of the program "The Leader in Me" ready in 2018. Staff attended Professional Learning in the following key learning areas and were able to upskill other staff members in afternoon staff meetings. 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 2018 we had one staff achieve proficiency. The staff also completed mandatory training in each of the following:

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	217,273
Revenue	2,065,956
Appropriation	1,990,188
Sale of Goods and Services	100
Grants and Contributions	72,864
Gain and Loss	0
Other Revenue	0
Investment Income	2,803
Expenses	-2,001,161
Recurrent Expenses	-2,001,161
Employee Related	-1,805,115
Operating Expenses	-196,046
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	64,794
Balance Carried Forward	282,067

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager. The Annual Financial Statement is linked to the School Plan in line with the budget set by the school's executive team in consultation with the staff and School Council. Monitoring of the budget is done on a regular basis with the school executive and SAM. Funds available will continue to manage salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and contract agreements.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,670,768
Base Per Capita	40,414
Base Location	3,064
Other Base	1,627,290
Equity Total	96,177
Equity Aboriginal	6,094
Equity Socio economic	22,894
Equity Language	0
Equity Disability	67,189
Targeted Total	0
Other Total	187,559
Grand Total	1,954,504

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

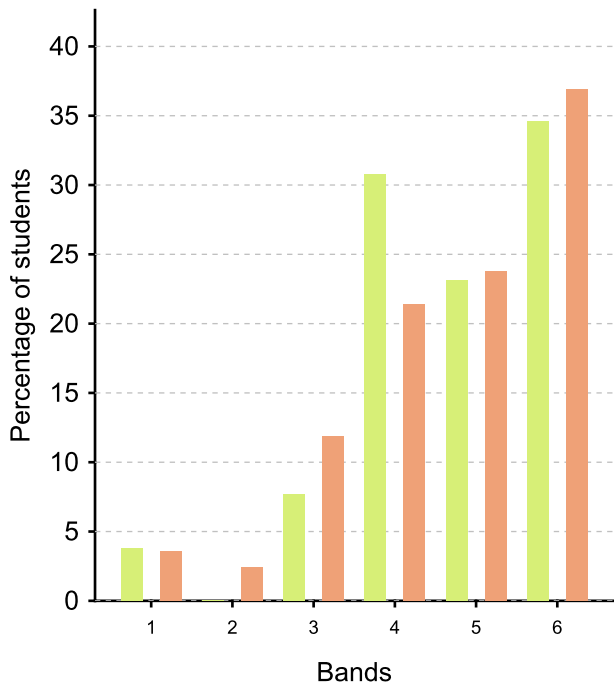
Nemingha Public School students once again achieved very strong literacy results in NAPLAN In Year 3 and 5 in 2018.

In Year 3 81% of students scored in the top 3 bands in reading, 89% in grammar and punctuation, 77% in spelling and 70% in writing.

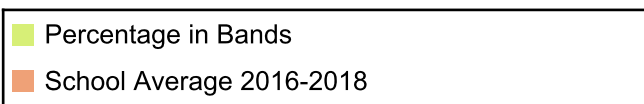
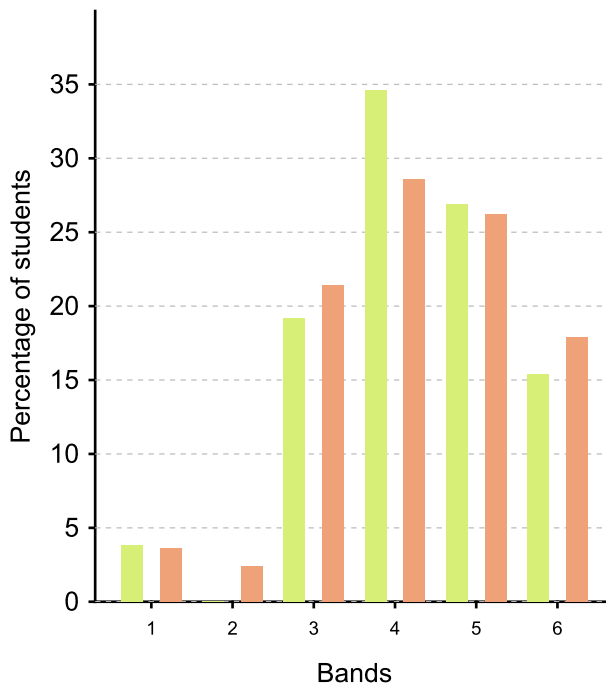
In Year 5 96% of students scored in the top 3 bands in reading, 72% in grammar and punctuation, 96% in spelling and 72% in writing.

This equated to a growth in results from Year 3 to Year 5 of 87.5% growth in reading, 29.2% in grammar and punctuation, 58.3% in spelling and 41.7% in writing.

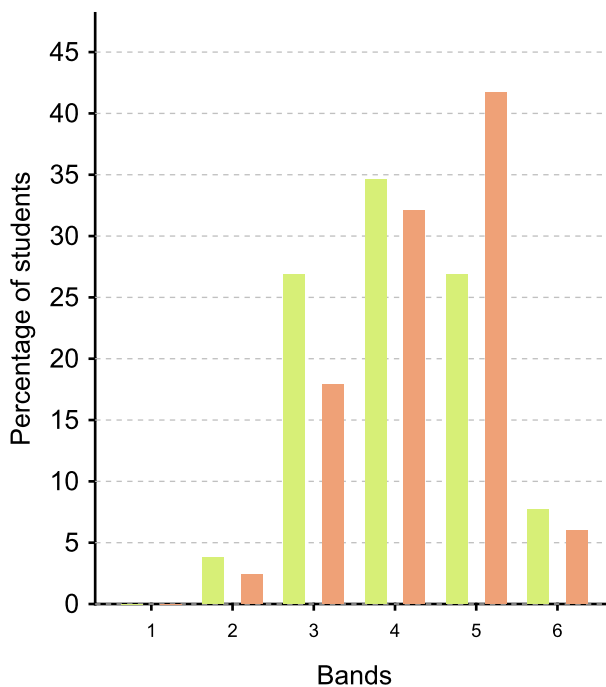
Percentage in bands:
Year 3 Grammar & Punctuation



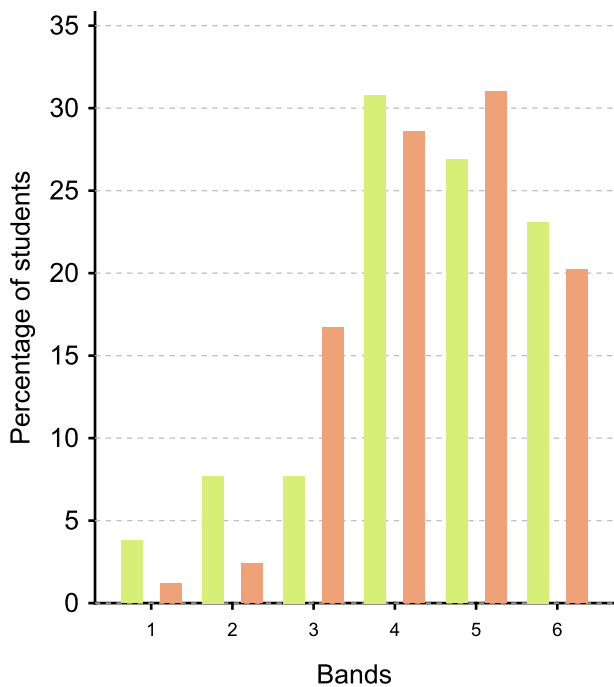
Percentage in bands:
Year 3 Spelling



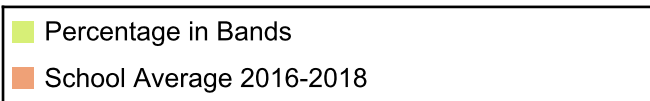
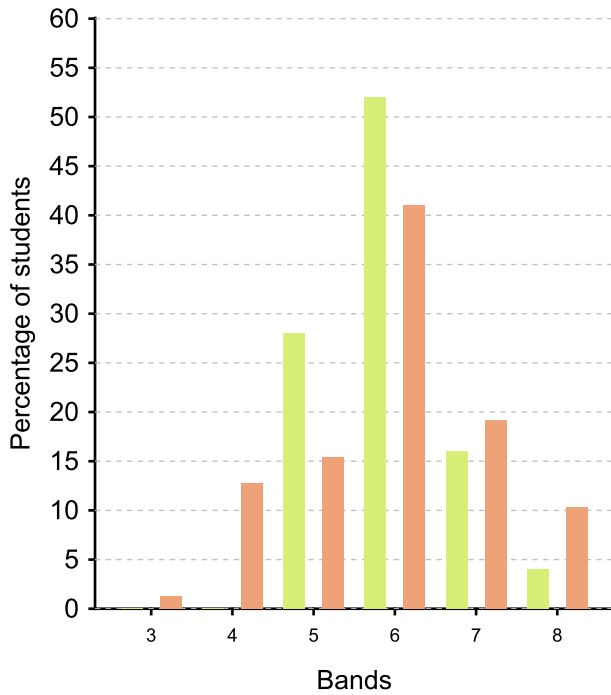
Percentage in bands:
Year 3 Writing



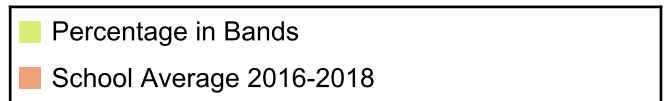
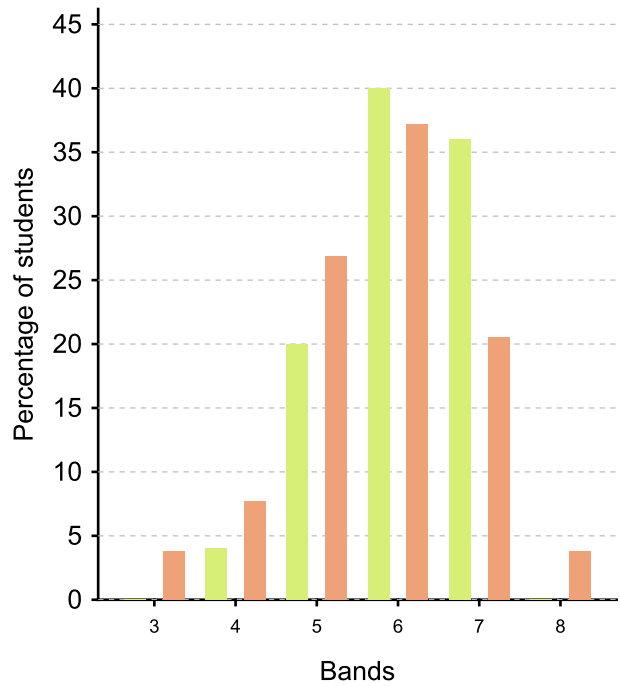
Percentage in bands:
Year 3 Reading



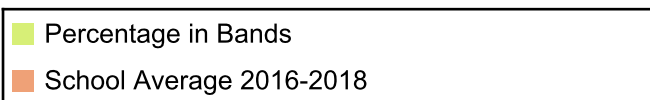
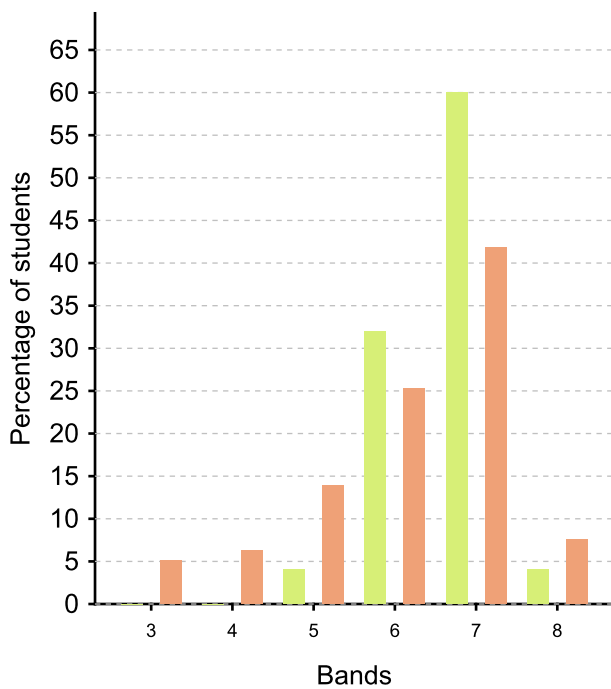
Percentage in bands:
Year 5 Grammar & Punctuation



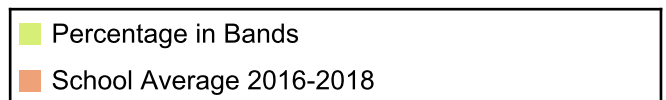
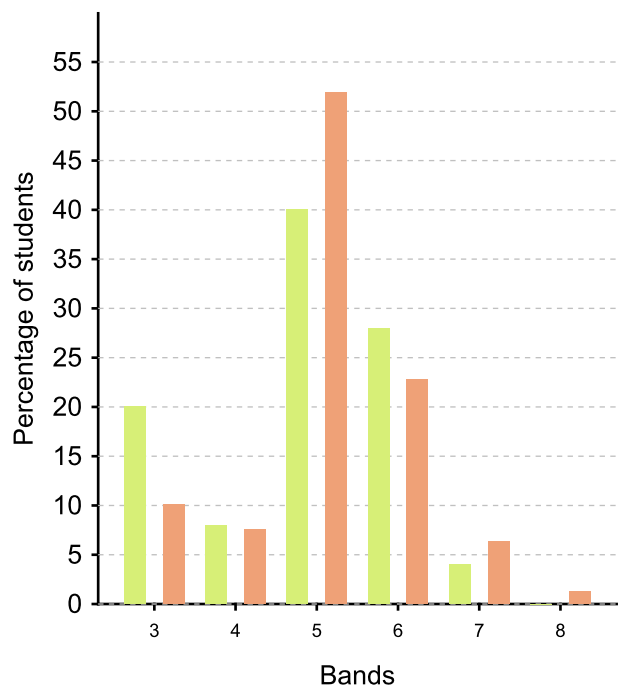
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



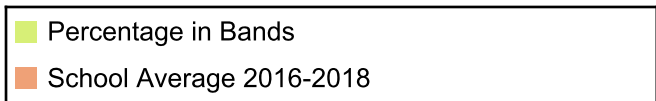
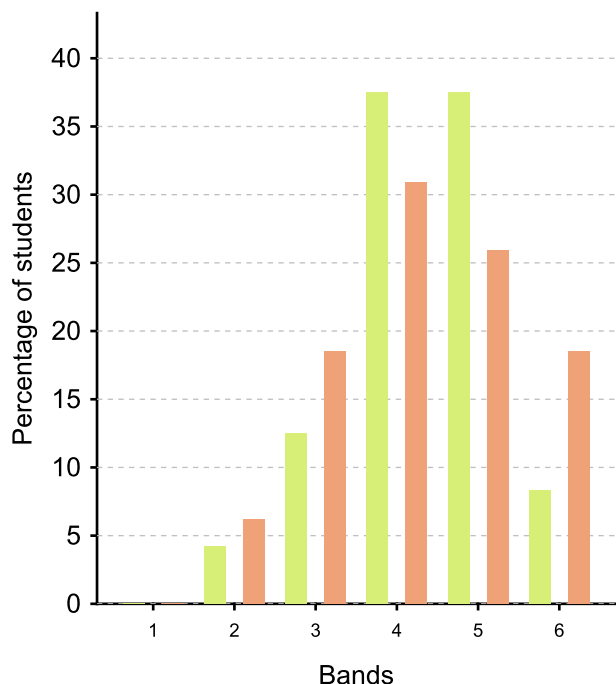
Following on from our strong performance in reading, Nemingha Public School students' NAPLAN results in numeracy once again demonstrated a high level of understanding in Year 3 and 5 in 2018.

In Year 3, 50% of our students achieved in the top two bands

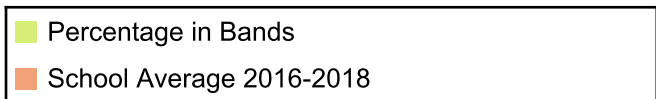
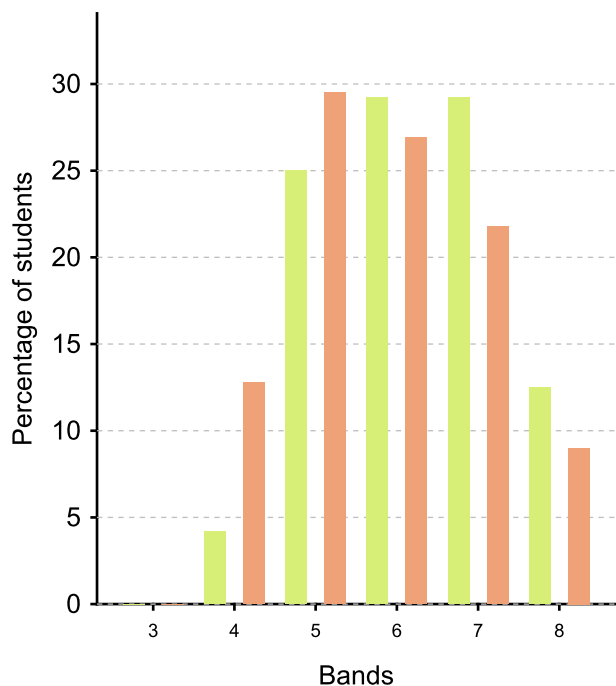
In Year 5, 64% of our students achieved in the top two bands.

This equated to a growth in results from Year 3 to Year 5 70%, far beyond the targets set as part of the Premiers Priority and the Bump It Up initiative.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The Best Start Kindergarten Assessment was successfully conducted for all Kindergarten students in the first five weeks of school. A total of 27 Kindergarten students participated in the revised Best Start Assessment in 2018. Results of this screening in the areas of literacy and numeracy were analysed by all kindergarten classroom teachers to identify student's literacy and numeracy skills on entry to Kindergarten. This informed teaching and learning programs which were designed to support students in the transition to school.

In 2017 Nemingha PS was selected for the Bump it Up initiative. A part of this program was data collection using the Australian Council for Educational Research (ACER)'s PAT online assessments which provided data on student performance. We were able to use this data collection process to inform us of the effect size in all grades. In 2018 our effect size ranged from .8 to 1.6..



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 2018 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

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. In addition to this, we have continued to celebrate special occasions such as Reconciliation Day, Harmony Day, NAIDOC week and other culturally significant days. We have Personalised Learning Plans for all Aboriginal students and 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. The school has a teacher who is appointed as the Anti-Racism Contact Office (ARCO). This officer is the first contact in dealing with any allegations of racism.