

Nemingha Public School

2019 Annual Report



2725

Introduction

The Annual Report for 2019 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.

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Message from the principal

When was the last time you just sat and did nothing ?

Or read a book while listening to peaceful music ?

Or stood and admired a beautiful view ? Unfortunately, doing things like that are uncommon in our busy lives. There are so many things we believe we 'need' or 'have' to do, that we don't take time to recharge ourselves and just stop occasionally. Even our children are busy with various activities around school and homework, and then there's supposed to be time set aside for physical activity or some sort of a social life. But shouldn't there be more to life than just rushing around and doing things every second in the day?

Some of you may remember the popular song by Bobby Ferris "Don't worry be happy" back in 1988. Four simple words, but one profound statement. (video)

When we are stressed, we become focused on only a few aspects of our lives - whether it is finishing a project, winning a soccer competition, or dealing with a difficult problem. Being so focused makes it hard to see the wholeness of life, and this can also mean missed opportunities.

Our school motto is "We care" and it's an ethos that I believe that flies in the face of this busy world. It's about taking time to think about, support and be there for others. Taking the action to show that we care about them.

Over the past few weeks there has been a dusty, smoky haze hanging over all of us. Compounded by the drought this has drained any enthusiasm, creativity and energy we may have had left. It's a time of tremendous hardship for many in our community physically and mentally. A stress that we don't need.

In normal times a bit of stress in our lives is healthy and keeps us to deadlines, but this continuous stress is exhausting and unhealthy. It is difficult that if your head is always down at the desk then you may not see the perfect answer walking past. And it is hard to be creative and find alternative solutions when you are stressed and unfocussed. Focussing too long and hard on one thing is likely to bring up negative feelings towards the issue and your life, but stepping back occasionally breaks that focus and it does have many benefits.

As a community we have supported each other throughout 2019. Our P&C have run mindfulness seminars, yoga workshops and last month we have a cricket match and film night here in the school. These events were conducted by our P&C and it's the community spirit that we have here at Nemingha which will see us through these times.

Added to this our schools small contribution to fund special events at either a reduced cost or free admission for educational experiences like the Science fair, Life Education or Musica Viva has eased the burden and reduced the anxiety and stress that our school community is experiencing.

Earlier this year Mrs Jane Simmons Executive Director School Services led a delegation of Directors and PEOs across

the state to visit rural school communities and they saw first-hand what schools and communities are doing to combat the drought. They all left our school humbled and wiser and as a result have put in a number of initiatives to support our communities across the state.

As I said earlier stress is a normal part of our life and it does affect people differently. Our children are also faced with stress that we as parents and teachers are not fully aware of. We have seen a number of TV programs detailing of how children are helping out more and more around the home and farm, and organising their lives to have a healthy balance of school and farm life.

It's these children before me, the treasures in our lives that we care for, nurture and give every opportunity to grow to their full potential in a beautiful rural setting like we have here at Nemingha.

Here we are enlightened and motivated by our freedom to pursue our dreams. The wide open spaces of Loomberah, and the majestic hills of Dungowan allow our spirit to feel free which translates into a real sense of freedom and possibility.

Thank you Nemingha for being special, because I continue to believe that if we are given the necessary tools to succeed, we will succeed beyond our wildest dreams.

I would like to finish with a story that I read a while ago that helped me think about a way to deal with the "troubles" that sometimes each day brings, and I'd like to share it with you.

I hired a plumber to help me restore an old farmhouse, and after he had just finished a rough first day on the job, a flat tyre which made him lose an hour of work, his electric drill quit and his ancient one-ton truck refused to start. While I drove him home, he sat in stony silence.

On arriving he invited me in to meet his family. As we walked towards the front door, he paused briefly at a tree, touching the tips of the tree. When opening the door he underwent an amazing transformation.

His tanned face was wreathed in smiles and he hugged his two small children and gave his wife a kiss. Afterward he walked me to the car. We passed the tree and my curiosity got the better of me. I asked him about what I had seen him do earlier.

Oh, that's my trouble tree," he replied. "I know I can't help having troubles on the job, but one thing's for sure, those troubles don't belong in the house with my wife and the children. So I just hang them up on the tree every night when I come home. Then in the morning I pick them up again. "Funny thing is," he smiled, "when I come out in the morning to pick them up, there aren't nearly as many as I remember hanging up the night before."

Christopher Jackson

Principal

10th December 2019

"Only when children gather is there any real chance of fun" Mignon McLaughlin



School background

School vision

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Improved level of student behaviour and engagement.

An increased proportion of student reporting a sense of belonging, expectations for success and advocacy at school. (DEC Strategic Directions 2017-2022).

Effective use of technology in every classroom and every K.L.A.

Progress towards achieving improvement measures

Process 1: Well-being/Leadership

Develop a consistent school-wide approach across the school in Student Wellbeing. (common language, expectations, systems, and procedures)

Provide a targeted Professional Learning to ensure all staff have the skills and knowledge to value and effectively implement well-being programs.

Develop the wider communities knowledge and understanding of the schools commitment to its well-being programs.

Create links between school and home in terms of the well-being program.

Evaluation	Funds Expended (Resources)
All Year 6 students were able to access high school "taster" days and orientation mornings at their selected secondary school. Current Kindergarten teachers, community representatives and executive conducted a successful orientation program for 2020 kindergarten students and their families. SRC speeches, voting and election of school leaders was conducted with the school captains announced at presentation day. Teachers completed a class transition document to guide discussions with 2020 class teachers. This documentation listed academic, learning support, behaviour and attendance needs for each student.	Kinder orientation days with casual relief for 2019 teacher. Funding Sources: • Relief (\$1500.00)

Process 2: Digital Technology

Provide regular exposure to and explicit teaching of skills to allow students to effectively collaborate, create and communicate.

Provide targeted Professional Learning to ensure all staff have the skills and knowledge to value and effectively implement Digital technologies.

Develop effective systems for the management of technological resources, to ensure they are up to date and easily implemented into everyday programming.

Evaluation	Funds Expended (Resources)
During the year all staff have been exposed to new technology and effectively	Kath Lollback STEM T4L

Progress towards achieving improvement measures

implemented this into teaching and learning in their classrooms. Google Classroom is used across all Stage 2 and Stage 3 classes, SAKG and some RFF teacher have even created their own to support the learning in the KLAS they teach.

All staff have participated in professional learning to enhance their skills and knowledge of new technology including VR, Apple iPad apps, Google Drive and Classroom and online teaching resources such as Mathletics.

Computer replacement plans have been developed ensuring that all teacher devices are up to date and are within warranty. All classes 1-6 now have access to at least 6 devices which are permanently located in their classroom.

UNE Science Roadshow \$1 000

Rotary donation

Computer Zone 1 & 2 \$8 000

iPads for staff x 9 \$5 000

Film By PL and resources \$1 000



Strategic Direction 2

Innovative Classroom Practice

Purpose

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

Improvement Measures

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.

School based assessments show above average effect size of 0.4 across the school from baseline PAT results in Term 1 2017.

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.

Progress towards achieving improvement measures

Process 1: Evidence based practice

Engage all staff in Professional Learning in how to give effective peer feedback.

Develop procedures for lesson observations that are teacher initiated.

Develop Professional Learning in Spiral of Enquiry, school based procedures.

Develop a School-wide process for the regular collection of data which informs effect size with a focus on Literacy and numeracy.

Evaluation	Funds Expended (Resources)
Staff were involved in structured moderation meetings to mark writing assessments and align marks from reading and maths assessments. Stage 2 and 3 completed end of term evaluations of English units and a yearly evaluation in preparation for 2020 PDPs PDPs were submitted and meetings with supervisors were conducted Peer observation did not happen during this term, however, professional learning throughout the term maintained a strong focus on effective feedback	Stage meeting time for moderation Executive releasing each other to conduct PDP meetings English unit evaluation sheets End of year evaluation sheets Readers \$3 000

Process 2: Data Analysis

Develop data analysis systems that facilitate collaboration.

Provide opportunities to have input and build value in the process.

Evaluation	Funds Expended (Resources)
Teachers found the process of looking at effect size data with stage peers worthwhile as it allowed them to reflect on their teaching as well as the progress of their students. It gave them quality assessment data to discuss individual student achievement with the 2020 teacher when during a hand-over meeting among staff. Peer observations did not take place due the introduction of Instructional Leadership sessions. Teachers worked with the school funded IL to track students progress in writing over a period of a term. The process began with teachers observing a quality writing lesson focussing on the area of need	Sentral Markbook Effect size data

Progress towards achieving improvement measures

within their room delivered by the IL. They then began peer teaching and planning and then progressed to teaching the concepts with the IL observing the lesson and providing feedback. Assessment data was collected at the start and end to gauge the growth that occurred from this focussed teaching. Due to the success of this program it was decided to introduce it as a focus for all teachers in 2020. Teachers were able to choose an area of need within their teaching as the focus, not limit it specifically to writing.

Each teacher had an individual meeting with their supervisor to discuss their progress in achieving their PDP goals. It was noted that most staff achieved the school and stage goal but some chose to roll their personal goal over to 2020. The personal goals were also chosen as a focus for IL sessions by some staff in the coming year.



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.

Improvement Measures

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.

Overall summary of progress

Some of the initiatives we embarked on through Milestoning included:

- Regular communication with families of the Newslink through online options.
- Developing visual reminders in the playground of The Leader in Me habits using posters.
- Providing Professional Development for teaching staff through CORWIN workshops with Oxley Vale PS
- Mandatory training opportunities.
- Attending a tour of "like" Visible Learning schools planning for future development in Learning Dispositions.
- Providing opportunities for "parent voice" through surveys, interviews, and meetings (School Council and P&C).

Progress towards achieving improvement measures

Process 1: Develop consistent school wide expectations and protocols for regular communication.

Evaluation	Funds Expended (Resources)
<p>Regular monitoring of families that check information on Class Dojo by liking teachers messages. (It has been noted that as class messages increase parent connection drops.)</p> <p>Surveys indicate that parents like a range of communication apps which does make it difficult to administer all effectively. The executive will look at this for 2020 to streamline the majority.</p> <p>With more families opting for an online version of the Newslink we will look at reducing our printed version in 2020.</p>	<p>Funding a Grade 7 clerk to produce the school Newslink.</p> <p>Annual subscriptions for SkoolBag and Class Dojo</p>

Process 2: Establish feedback opportunities for students to share their conversations with family.

Evaluation	Funds Expended (Resources)
<p>Leader in Me has been successfully implemented into each classrooms behaviour management plan. Certificates reflect the habits for Monthly Assemblies and end of year Presentation. Some playground banners were printed to remind students of the 7 Habits</p> <p>Corwin workshops were attended by 97% of all teaching staff.</p> <p>A team of three staff (Principal, Assistant Principal and classroom teacher) toured three schools in the Liverpool district investigating their progress with Visible Learning, in particular Learning Dispositions. As a result we have started to implement our own "Think team" (comprising of 8 primary students) who have developed seven Learning Dispositions. Plans are underway in</p>	<p>Learning team tour to Blairmount and Elderslie PS November 2019.</p> <p>Printing of The Leader in Me posters to display in playground.</p> <p>Subscription of The Leader in Me \$1500</p> <p>Corwin workshop costs x 2 (shared with OVPS)</p>

Progress towards achieving improvement measures

2020 to develop these into characters students can use in each classroom.

Funding Sources:
 • Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 3: Provide opportunities for parents to see that their voice is heard and valued.

Evaluation	Funds Expended (Resources)
<p>Parent Teacher interviews conducted in Term 1 and 3 attended by 91% of parents. on either of these sessions. Teachers were able to hold phone interviews for parents who were unable to attend on site which allowed us to contact 100% of families.</p> <p>Just over 30% of parent surveys conducted in Term 1 were returned. It showed that parents were still keen to conduct the personal interviews with their child's class teacher. They felt that staff were approachable and are catering for their child's individual needs.</p> <p>There was a downturn of responses from our Termly surveys as the year progressed. Term 1 there were 33% responses, Term 2 45% Term 3 18% and 12% in Term 4. We plan to look at online surveys in 2020 which may garner a greater response.</p>	<p>Teachers were able to utilise their release time to conduct interviews throughout the terms however for specific follow up interviews during Terms 1 and 3 casuals were employed to allow sessions to take place.</p> <p>Funding Sources: • Socio-economic background (\$1500.00)</p>

Process 4: Develop and implement processes that are fair, transparent and consistent across the school.

Evaluation	Funds Expended (Resources)
<p>School Development Day in Term 1 staff were retrained in Mandatory policies and procedures.</p> <p>Issues that arise in communication practices are dealt with in our weekly Administration meetings.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Low level adjustment for disability</p>	<p>Integrated Funding of \$28K allowed for Teachers Aides to be employed to support students with specific needs.</p> <p>Special Learning packs were developed by SLSO to assist students with autism and other specific social needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$70 000.00) 	<p>In 2019, 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>SLSO (Student Learning and Support Officer) time to provide individual support to students. Resources such as weighted items, trinkets, and assistive technologies were also purchased with this funding allocation. All staff have taken part in quality Professional Development reviewing Personalised Learning plans to support identified students.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$30 000.00) 	<p>In 2019, the QTSS funds enabled us to continue our delivery of Quality Teaching Rounds with an emphasis on developing quality Literacy practices across the school. It also included associated professional development packages. The PDP process was also supported by these funds, allowing coaching and individual support to teachers to develop their practice and deliver improved student results.</p> <p>Funds were used to release a highly experienced teacher to mentor staff in Quality Teaching practices, We have also used part of a NERA Partnerships grant from DEC to assist with this Teacher Quality support.</p>
<p>Socio-economic background</p>	<p>Employment of extra staff to support Strategic Direction 2.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$20 000.00) 	<p>Funds used to support school strategic directions, maximising opportunities to explore innovative practices that support continuous improvement in student achievement. In particular in 2019, Socio Economic Background funds were used to support the development of Strategic Direction 2 - Innovative Classroom Practice. The addition of classroom teaching staff enabled through this funding source was able to reduce class sizes and provide additional learning support to students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	116	106	102	103
Girls	95	103	107	113

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	95.3	94.5	94.3
1	94.3	94.7	95.5	93.9
2	94.4	93.1	92.6	95.1
3	94.5	95.6	94.9	94.6
4	95.7	91.5	93.9	93.1
5	96.3	94.1	92.2	94.6
6	94.5	94.2	94.7	92.6
All Years	95.1	94.2	94.1	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Nemingha Public School's enrolment has continued to remain stable for the past three years. With the sale blocks in the neighbouring Lampada and Rupari developments which are in our zone, our future enrolments are expected to rise. Our Out of Zone placement committee meet regularly and have formulated a set of set criteria to ensure consistent decisions are made.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.13
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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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. 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 2019 we had two staff achieve proficiency. The staff also completed mandatory training in each of the following:

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



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	282,067
Revenue	2,343,136
Appropriation	2,266,556
Grants and contributions	74,055
Investment income	2,525
Expenses	-2,268,272
Employee related	-2,047,735
Operating expenses	-220,537
Surplus / deficit for the year	74,864

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	27,831
Equity Total	107,163
Equity - Aboriginal	13,358
Equity - Socio-economic	24,444
Equity - Language	0
Equity - Disability	69,360
Base Total	1,686,989
Base - Per Capita	49,039
Base - Location	3,132
Base - Other	1,634,818
Other Total	246,399
Grand Total	2,068,382

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

Students, teachers and parents at Nemingha Public School were provided opportunities for feedback through surveys that were issued at the end of each term. These "Have your say" surveys garnered feedback from families about specific programs and events that were held throughout each term.

In all of the four "Have your say" surveys conducted there was a consistent message that the parents of the school liked the fact that Nemingha was a small school catering for the individual needs of their child. This contributed to the feeling that their children were known, valued and cared for. They all valued the commitment and approachability of the teaching staff at the school. The parents also felt the school was one that endeavoured to make parents feel welcomed and actively encouraged parent participation in all school events. They stated that the school kept parents well informed through various means of communication. During open discussions with the teaching staff, a strong sense of commitment to the academic and emotional well being of the students at the school was evident. Teachers acknowledged how well resourced the school was in regards to technology, classroom learning areas and outdoor play/learning spaces. The teaching staff acknowledged a strong collegial working environment in which they felt supported and provided with opportunities to continually improve their teaching practices.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

