

# 2020 Annual Report

## Nemingha Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Nemingha Public School

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6760 9225



## Message from the principal

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The year 2020 hasn't exactly gone how we'd planned, right? Let's just say if we'd known about the challenges the year would bring our way, I very much doubt we'd have stayed up past midnight to welcome in the new year.

But despite its devastations and disappointments, the year has presented some valuable opportunities for learning and growth, and these takeaways shouldn't be forgotten as 2020 rolls into 2021.

Nemingha Public School is a place where kids, and staff are all pleased to go. It's a place where we all learn, where we are all recognised and involved. This ethos certainly continued throughout 2020. We try to provide learning opportunities for all kids, leaving nothing to chance, and we know that we can call on support from each other, the Department of Education, parents and the wider community.

We are advocates for every child. "Kids come first". Decisions made may not be the ones that everyone agrees with, however we look at the bigger picture because we have high but realistic expectations for all our students. We want every child to have a chance.

This year we continued with our quest to encourage student voice. Our SRC has been operating successfully since 2018 and with our Think Team formed ready for the implementation of our Learning Dispositions in 2021 we have a number of platforms where our students can be an instrumental voice leading significant change at Nemingha.

In Term 1 it became clear that we needed to upgrade our online teaching services so we encouraged every parent to sign up to SkoolBag and Class Dojo with these apps lessons can be shared and communication links with home are strengthened.

We work as a team having a shared vision for our school. An example of this was the Situational Analysis of our 2018 2020 School Plan. Executive, staff, students, and parents all had an opportunity to look at where we have been and what plans we want for the next four years.

There has been a considerable number of projects that we have been able to achieve even through COVID-19. The P&C constructed a Volleyball court, the school has purchased LEGO technology with support from Rotary, updated computer hardware, two sound devices for the Kindergarten classes, an outdoor and indoor sound systems for the COLA and Hall, and we will finish the year with the construction of our Extra curricula room which will be built onto the 5/6R classroom.

This year we have been taught to look at things differently. While there may be an urge to press the reset button, our recovery will be filled with hope. To have hope is to want an outcome that makes our lives better in some way. It not only can help make a tough present situation more bearable but also can eventually improve our lives because envisioning a better future motivates us to take the steps to make it happen.

Let 2021 be our year of hope, prosperity, kindness and love and let's do it together.



Presentation Day 2020.

## 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.



Teachers preparing work for students during learning from home.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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)
Year 7 Transition days were carried out with some High Schools. Information was shared with each of the students prospective High Schools.	Kinder orientation days with casual relief for 2020 teacher.
Kinder Orientation days were held in class however we had to conduct the 2021 Kindergarten parents tour of the school in small groups on 19/11/20 after school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Relief (\$1500.00)</li></ul>
School Captain voting was held after the SRC selection process. Parents of the eight candidates were invited to attend the speech presentation.	

##### 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)
While COVID-19 restricted many of the activities that were planned for 2021, we were able to use this experience to redefine our media connection with the schools community.	
We were able to purchase technological classroom resources as well as	

## Progress towards achieving improvement measures

complete our Computer Upgrade plans for 2020.

Using parent teacher interviews, surveys and meetings with parents and community the school was able to evaluate current operations of communication and make plans for future development into 2021.



Kinder Orientation Assembly

## 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)
Planning wasn't held in Week 9 this term due to a change with the School Development days.	

##### 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)
Sentral Markbook is used by all staff to monitor assessment data.	Sentral
Effect sizes are calculated and used to target students for support in the following year. This data is also used by teachers to monitor their effect on the class in reading, spelling and mathematics.	VL effect size data

## 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.

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
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.) Due to COVID-19 more parents joined Class Dojo to receive daily updates when completing learning from home. 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 2021 to streamline the majority.	Class Dojo  Funding a Grade 7 clerk to professionally produce the school newsletter.  Annual subscription to SkoolBag.

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

Evaluation	Funds Expended (Resources)
Corwin workshops were attended by 97% of all teaching staff. Due to COVID restrictions 1 workshop had to be postponed to 2021.  Leader in Me successfully implemented in both Kindergarten classes with Year 1-6 classes teaching the habits when the need arose.  Learning Dispositions launch held over until 2021.  Think Team developed and the 7 dispositions created along with disposition mascot- Quilly. The mascot was named after surveying the students.	Subscription of The Leader in Me \$1500  Corwin workshop costs x 2 (shared with OVPS)  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Due to restrictions with parents being onsite interviews were held over the phone.  Parents reported that this was an innovative way to receive feedback from their child's teacher.  Parents were also given the opportunity to discuss their ideas for the next school plan during this interview.	Teachers utilising release time to conduct interviews.  Call log- list of conversations during learning from home when staff checked in.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1500.00)</li></ul>



## Progress towards achieving improvement measures

**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> <p>75% staff attend LaST meetings fortnightly.</p>	



Gold Award winners.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>Integrated Funding of \$50K 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><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$70 000.00)</li> </ul>	<p>In 2020, 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$30 000.00)</li> </ul>	<p>In 2020, the QTSS funds enabled us to continue our delivery of Learning Walks 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>
<b>Socio-economic background</b>	<p>Employment of extra staff to support Strategic Direction 2.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20 000.00)</li> </ul>	<p>Funds used to support school strategic directions, maximising opportunities to explore innovative practices that support continuous improvement in student achievement. In particular in 2020, Socio Economic Background funds were used to support the development of Strategic Direction 2 - Innovative Classroom Practice. This was evident during the learning from home period where staff needed to update skills with teaching remotely and investigate how to communicate effectively with parents and students.</p>



Technology donated to our school by the Rotary Club

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	106	102	103	103
Girls	103	107	113	115

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	94.5	94.3	97
1	94.7	95.5	93.9	93.7
2	93.1	92.6	95.1	96.2
3	95.6	94.9	94.6	96.9
4	91.5	93.9	93.1	95.4
5	94.1	92.2	94.6	95.4
6	94.2	94.7	92.6	95.8
All Years	94.2	94.1	94.1	95.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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.



Book Parade 2020.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.14
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Zoom meetings to keep in contact with students during COVID-19 at home learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	356,931
<b>Revenue</b>	2,346,989
Appropriation	2,303,198
Grants and contributions	43,081
Investment income	710
<b>Expenses</b>	-2,309,323
Employee related	-2,101,032
Operating expenses	-208,291
<b>Surplus / deficit for the year</b>	37,666
<b>Closing Balance</b>	394,596

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	69,433
<b>Equity Total</b>	123,715
Equity - Aboriginal	17,130
Equity - Socio-economic	30,159
Equity - Language	0
Equity - Disability	76,426
<b>Base Total</b>	1,744,162
Base - Per Capita	51,949
Base - Location	3,318
Base - Other	1,688,894
<b>Other Total</b>	239,158
<b>Grand Total</b>	2,176,468

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Technology is embedded into lessons providing hands-on experiences for the students.

## 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 valued and their opinion mattered. 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.

The students from Year 4-6 participated in the Tell Them From Me survey. The students reported they have positive relationships at school with people who encourage them to make the right choices. The school scored 4% higher in this area than the NSW norm. Students also scored higher than the state data in the area of positive behaviour at school.



Community links with the Tamworth Rotary Club led to a donation of STEM resources for all teachers to embed into technology lessons.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



NAIDOC Week Colouring Competition.